

Report of ACEJMC On-Site Evaluation
Professional master's/Undergraduate programs
2019- 2020

Name of Institution: City University of New York
Name and Title of Chief Executive Officer: Felix V. Matos Rodriguez, Chancellor
Name of Unit: Craig Newmark Graduate School of Journalism
Name and Title of Administrator: Sarah Bartlett, Dean
Date of 2019-2020 Accrediting Visit: October 27-30, 2019

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

Date of the previous accrediting visit: November 17-20, 2013
Recommendation of the previous site visit team: Accreditation
Professional master's program: Accreditation
Undergraduate program: N/A
Previous decision of the Accrediting Council: Accreditation
Professional master's program: Accreditation
Undergraduate program: N/A

Undergraduate program recommendation by 2019-2020 Visiting Team: N/A
Professional master's program recommendation by 2019-2020 Visiting Team: Re-accreditation

Prepared and submitted by:

Team Chair

Name and Title: Ford Risley, Associate Dean
Organization/School: Bellisario College of Communications, Penn State University

Signature 

Team Member

Name and Title: Caesar Andrews, Professor
Organization/School: University of Nevada, Reno

Signature 

Team Member

Name and Title: Deborah Potter, Journalist & Trainer
Organization/School: Advancing the Story

Signature 

PART I: General information

Name of Institution: City University of New York

Name of Unit: Craig Newmark Graduate School of Journalism at CUNY

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.

Section 6201(2) of the New York State Education Law provides that CUNY will be maintained as an independent system of higher education governed by its own Board of Trustees responsible for the governance, maintenance, and development of both senior and community college units of the City University. Under 6202 of the New York State Education Law, the term "senior college" includes a professional or graduate institution.

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: Nov. 17-20, 2013

5. When was the unit or sequences within the unit first accredited by ACEJMC? 2014

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.

Adopted May 29, 2013

The Craig Newmark Graduate School of Journalism at the City University of New York prepares students from a broad range of economic, racial and ethnic backgrounds to produce high-quality journalism at a time of rapid change. We are rooted in the core skills and ethics of journalism: strong reporting and writing, critical thinking, fairness and accuracy. We teach new technologies and storytelling tools across

media platforms to engage audiences and promote a broader democratic dialogue. We serve our local and global news communities by sharing our reporting, research and facilities. We serve our profession by graduating skilled journalists, diversifying the voices in the media and encouraging innovation and entrepreneurship to help build a sustainable future for journalism.

7. What are the type and length of terms?

Semesters of 15 weeks
Quarters of _____ weeks
Summer sessions of _____ weeks
Intersessions of _____ 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 Arts in Journalism
Master of Arts in Social Journalism

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

N/A

Credit hours required for a professional master's degree:

43 for the M.A. in Journalism; 36 for the M.A. in Social Journalism

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

Three semester hours for summer internship; one semester hour for part-time internship during the spring or final fall semester.

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

Sequences/specialties in our graduate program:

Arts & Culture Reporting, Janice Simpson
Business & Economics Reporting, Greg David
Health & Science Reporting, Emily Laber-Warren
International Reporting, Alia Malek
Urban Reporting, Khan
Spanish-Language Reporting, Graciela Mochkofsky
Documentary Reporting, Yoruba Richen
Investigative Reporting, Andrew Lehren
Visual Journalism, including video, broadcast and photo, Travis Fox
Audio Journalism, Amanda Aronczyk (Interim)

Interactive Journalism, Sandeep Junnarkar
Writing, Judy Watson

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

Spring 2019: 124 students
Fall 2019: 237 students

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

N/A

15. Number of graduate students enrolled on-site:

Spring 2019: 124 students
Fall 2019: 237 students
Online: N/A

16. Number of students in each section of all skills courses (newswriting, reporting, editing, photography, advertising copy, broadcast news, public relations writing, etc.). List enrollment by section for the term during which the visit will occur and the preceding term. Attach separate pages if necessary. Include a separate list for online skills courses, which also must meet the 20-1 ratio. (The Council has ruled that campaigns courses are exempt from the 20-1 ratio.)

Spring 2019

Class / Class Name / Instructor / Number of Enrolled Students			
JOUR 71151	Craft of Journalism II - Advanced Writing and Reporting	Judy Watson	12
JOUR 71151	Craft of Journalism II - Advanced Writing and Reporting	Lisa Armstrong	12
JOUR 71151	Craft of Journalism II - Advanced Writing and Reporting	Michelle Higgins	8
JOUR 71152	Craft of Journalism II - Advanced Video Reporting	Linda Prout	16
JOUR 71152	Craft of Journalism II - Advanced Video Reporting	Susan Farkas	19
JOUR 71153	Craft of Journalism II - Advanced Interactive Reporting	Sandeep Junnarkar	16
JOUR 71154	Craft of Journalism II - Advanced Writing and Reporting in Spanish	Miguel Paz	10
JOUR 72201	Cultural Issues	Jan Simpson	13
JOUR 72201	Cultural Issues	Steve Daly	11
JOUR 72301	Covering the Economy	Greg David, Ben Casselman	21*
JOUR 72401	Introduction to Health Journalism	Emily Laber-Warren	16
JOUR 72501	Introduction to International Reporting	Alia Malek	16
JOUR 72601	Covering City Government and Politics	Errol Louis, Daryl Khan	34**
JOUR 72701	Covering Latino Communities	Edward Morales	11
JOUR 73104	Feature Writing	Tim Harper	13
JOUR 73104	Feature Writing	Tim Harper	12
JOUR 73104	Feature Writing	Fred Kaufman	12
JOUR 73106	National Political Reporting	Peter Beinart	13
JOUR 73252	Social Video	Bob Sacha	13
JOUR 73261	Introduction to Documentary Film	Yoruba Richen	15
JOUR 73261	Introduction to Documentary Film	Sabrina Gordon	9
JOUR 73271	Photojournalism	John Smock	11
JOUR 73271	Photojournalism	Jennifer Altman	8
JOUR 73351	Data Journalism	Miguel Paz	16
JOUR 73351	Data Journalism	Ann Choi Fitzpatrick	12
JOUR 73351	Data Journalism	Lam Thuy Vo	13

JOUR 73371	Advanced Social Media	Delia Paunescu	13
JOUR 73372	Motion Graphics for Journalism	Michael Schmidt	9
JOUR 73451	Radio News Writing and Reporting	Michael Lysak	7
JOUR 74001	Fundamentals of Business for Entrepreneurial Journalists	Jeremy Caplan	13
JOUR 74002	New Business Models for News	Jeff Jarvis	13
JOUR 74003	Entrepreneurial Incubator	Jeremy Caplan	13
JOUR 74004	Entrepreneurial Skills	Jeremy Caplan	13
JOUR 74005	Media Innovation Fieldwork	Jeremy Caplan	13
JOUR 75002	Metrics and Outcomes	Terry Parris Jr.	16
JOUR 75005	Advanced Reporting for Social Journalism	Meredith Bennett-Smith	15
JOUR 75007	Ethical & Legal Considerations in Social Journalism	Geanne Belton	15
JOUR 75008	Data Skills	Malik Singleton	17
JOUR 76007	Topics in Visual Journalism: On Camera	Vanessa Botelho	14
JOUR 76007	Topics in Visual Journalism: Drone Journalism	Travis Fox	15
JOUR 76007	Topics in Visual Journalism: Using GIFs, Memes & Animation for News	John Smock	14
JOUR 76008	Topics in Journalistic Writing: The Business of Freelancing	Tim Harper	15
JOUR 76008	Topics in Journalistic Writing: Investigative Research Techniques	Barbara Gray	14
JOUR 76009	Topics in Audio Reporting: Audio Documentary	Karen Duffin	10
JOUR 76009	Topics in Audio Reporting: Audio Documentary	Ilya Marritz	12
JOUR 76009	Topics in Audio Reporting: Podcast Pilots	Mia Lobel	14
JOUR 76009	Topics: Craft of Journalism II - Advanced Audio Reporting	Dana Roberson	16
JOUR 78001	Voices and Perspectives in Conflict	Wayne Svoboda	10
JOUR 78001	Voices and Perspectives in Conflict	Wayne Svoboda	10

* This course had two instructors for 21 students.

**This course had two instructors for the 34 students, keeping the ratio below 20:1. In addition, there was a TA to assist with grading.

Fall 2019

Class / Class Name / Instructor / Number of Enrolled Students			
JOUR 71101	Craft I	Judy Watson	12
JOUR 71101	Craft I	Wayne Svoboda	13
JOUR 71101	Craft I	Lisa Armstrong	11
JOUR 71101	Craft I	Ellen Tumposky	14
JOUR 71101	Craft I	Tim Harper	14
JOUR 71101	Craft I	Dana Roberson	15
JOUR 71102	Craft I - Spanish	Ronny Rojas	11
JOUR 71103	Legal and Ethical Issues	Ruth Hochberger	13
JOUR 71103	Legal and Ethical Issues	David Kaplan	18
JOUR 71103	Legal and Ethical Issues	David Bralow	15
JOUR 71103	Legal and Ethical Issues	Ken Vittor	14
JOUR 71103	Legal and Ethical Issues	Geanne Belton	14
JOUR 71103	Legal and Ethical Issues	Charles Glasser	15
JOUR 71104	Multimedia - Audio/Visual	Veralyn Williams	14
JOUR 71104	Multimedia - Audio/Visual	Sean Carlson	14
JOUR 71104	Multimedia - Audio/Visual	Alex Goldmark	13
JOUR 71104	Multimedia - Audio/Visual	Cindy Rodriguez	15
JOUR 71104	Multimedia - Audio/Visual	Amanda Aronczyk	15
JOUR 71104	Multimedia - Audio/Visual	Michael Lysak	13
JOUR 71104	Multimedia - Audio/Visual	Julianne Welby	14
JOUR 71104	Multimedia - Audio/Visual	Karen Shakerdge	7
JOUR 71105	Multimedia - Interactive	Hanna Sender	14
JOUR 71105	Multimedia - Interactive	T.C. McCarthy	15
JOUR 71105	Multimedia - Interactive	Nelson Hsu	14
JOUR 71105	Multimedia - Interactive	Stephen Stirling	13
JOUR 71105	Multimedia - Interactive	Alex Laughlin	11

JOUR 71105	Multimedia - Interactive	Ann Choi	12
JOUR 71105	Multimedia - Interactive	Elbert Wang	12
JOUR 72010	Arts Criticism	Margot Mifflin	8
JOUR 72010	Arts Criticism	Alan Light	14
JOUR 72203	Arts & Entertainment Reporting	Steve Daly	13
JOUR 72203	Arts & Entertainment Reporting	Pat Cole	8
JOUR 72302	Covering Markets and Companies	Greg David	15
JOUR 72302	Covering Markets and Companies	Greg David	5
JOUR 72402	Science Journalism	Alicia Chang	8
JOUR 72403	Investigative Health Reporting	M. Allan	9
JOUR 72404	Urban Environmental Reporting	E. Laber-Warren	11
JOUR 72502	Cross-Cultural Reporting	A. Malek	16
JOUR 72503	Issues in International Reporting	Elmira Bayrasli	11
JOUR 72602	Covering New York's Social Issues	D. Khan	13
JOUR 72603	Urban Investigative	Jarrett Murphy	12
JOUR 72604	Covering NYC Economy and Business	Greg David	13
JOUR 72604	Covering NYC Economy and Business	Cara Eisenpress	13
JOUR 73101	Narrative Journalism	F. Kaufman	9
JOUR 73101	Narrative Journalism	Salma Abdelnour Gilman	9
JOUR 73102	Investigative Reporting	A. Lehren	11
JOUR 73103	Opinion Writing	P. Beinart	11
JOUR 73105	Editing the News	Dave Pettit	12
JOUR 73107	Sports Reporting	Matt Gagne	4
JOUR 73251	Video Storytelling	N. Abdou	12
JOUR 73252	Social Video	B. Sacha	10
JOUR 73262	Video Documentary Production	Y. Richen	14
JOUR 73271	Photojournalism	J. Smock	16
JOUR 73272	Advanced Photojournalism	J. Estrin	13
JOUR 73281	The Art of the Video Interview	Susan Farkas	7
JOUR 73291	Television News Magazine - 219West	L. Prout	10
JOUR 73292	Broadcast Deadline	Vanessa Botelho	6
JOUR 73372	Motion Graphics for Journalism	Michael Schmidt	14
JOUR 73452	Radio News Magazine: Audiofiles	Curtis Fox	8
JOUR 75001	Community Engagement	Carrie Brown	14
JOUR 75003	Reporting for Social Journalism	Terry Parris Jr	13
JOUR 75004	Social Media Tools	Luis Miguel Echegaray	13
JOUR 75006	Design and Development	John Keefe	16
JOUR 75009	Community Practicum	Carrie Brown	15
JOUR 76001	Topics in Arts & Culture Reporting: Writing Critically About Food and Restaurants	Ryan Sutton	8
JOUR 76006	Topics in interactive journalism: Advanced Coding	T.C. McCarthy	4
JOUR 76006	Topics in Interactive Journalism: Interrogating Algorithms	John Templon	8
JOUR 76006	Topics in Interactive Journalism: Advanced Data Reporting	Lam Vo	15
JOUR 76006	Topics in Interactive Journalism: Custom Data Graphics w/ Illustrator	Julia Wolfe	12
JOUR 76007	Topics in Visual Journalism: Drone Journalism	T. Fox	14
JOUR 76007	Topics in Visual Journalism: The Art of Video Editing	K. Hope	14
JOUR 76007	Topics in Visual Journalism: Lighting Workshop	Jennifer Altman	8
JOUR 76007	Broadcast Live!	Vanessa Botelho	7
JOUR 76008	Topics in Journalistic Writing: The Business of Freelancing	T. Harper	7
JOUR 76008	Topics in Journalistic Writing: Investigative Research Techniques	B. Gray	13
JOUR 76008	Topics in Journalistic Writing: Investigative Research Techniques	Seth Wessler	7
JOUR 76009	Topics in Audio Journalism - Radio Voice Workshop	George Bodarky	5
JOUR 76009	Topics in Audio Journalism - Podcast pilots	Mia Lobel	11
JOUR 76010	Topics in Entrepreneurial Journalism: Startup Sprint	Jeremy Caplan	16
JOUR 76010	Topics in Entrepreneurial Journalism: Innovation Lab	Jeremy Caplan	17
JOUR 76012	Topics in Journalism: Latino Media Landscape	G. Mochkofsky	12

JOUR 76012	Topics in Journalism: In-depth Reporting in US Latino Communities	Ronny Rojas	9
JOUR 76012	Topics in Journalism: Satire and Journalism	Joanna Hausmann	9

17. Total expenditures from all sources planned by the unit for the 2019–2020 academic year:

\$18,758,000 (This number includes, among other things, foundation funding and CUNY’s allocation for rent, fringe and utilities.)

Give percentage increase or decrease in three years:

Increase of 37% since 2016-17
 2016-2017 to 2017-2018 16% increase
 2017-2018 to 2018-2019 10% increase
 2018-2019 to 2019-2020 8% increase

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

In 2019-20 we will pay \$1,879,409 in annual salaries for full-time faculty plus fringes of \$904,210.17, for a total of \$2,783,619 from all sources.

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.

Unit administrators

Sarah Bartlett
 Andrew Mendelson

Professors

Peter Beinart
 Jeff Jarvis
 Linda Prout

Associate Professors

Lisa Armstrong
 Travis Fox
 Barbara Gray
 Sandeep Junnarkar (on sabbatical)
 Robert Sacha
 Wayne Svoboda
 Judith Watson

Instructors/Lecturers

Greg David
 Timothy Harper
 Daryl Khan
 Emily Laber-Warren
 Yoruba Richen
 John Smock

19. List names of part-time/adjunct faculty teaching at least one course in fall 2019. Also list names of part-time faculty teaching spring 2019. (If your school has its accreditation visit in spring 2020, please provide the spring 2020 adjunct list in the updated information.)

Spring 2019

Altman, Jennifer
 Arendt, Kelsey
 Bennett-Smith, Meredith
 Botelho, Vanessa
 Caplan, Jeremy
 Casselman, Benjamin
 Cruz, Wilbert
 Daly, Steve
 Dimiceli, Vince
 Duffin, Karen Farkas, Susan
 Fine, Felisa
 Fitzpatrick, Ann Choi
 Gallardo, Adriana
 Gordon, Sabrina
 Higgins, Michelle
 Keefe, John
 Lobel, MIA
 Louis, Errol
 Lysak, Michael
 Maldonado, Cristina
 Malek, Alia
 Marritz, Ilya
 McCarthy, Andrew
 McCarthy, Timothy
 Morales, Edward
 Ortega, Ralph
 Parris, Terry
 Paunescu, Delia
 Roberson, Dana
 Savits, Natalie
 Schmidt, Michael
 Schnell, Kayle
 Selemon, Helina
 Simpson, Janice
 Singleton, Malik
 Vo, Lam Thuy
 Nelson-Williams, Veralyn
 Zavadski, Katie

Allen, Marshall
 Altman, Jennifer
 Aronczyk, Amanda
 Bal, Jessica
 Bayrasli, Elmira
 Beachy, Susan
 Belton, Geanne
 Benitez, Juan
 Bodarky, George
 Botelho, Vannesa
 Bracken, Kassie
 Bralow, David
 Brown, Carrie
 Caplan, Jeremy
 Carlson, Sean
 Chang, Alicia
 Chin, Alan
 Choi, Ann
 Cole, Patrick
 Cruz, Wilbert
 Cruzado, Andrea
 Daly, Steve
 Dennis, Yvonne
 Diaz, Carmen
 Echegaray, Luis Miguel
 Eisenpress, Cara
 Estrin, James
 Farkas, Susan
 Fine, Felisa
 Fox, Curtis
 Freleng, Maggie
 Gagne, Matt
 Glasser, Charles
 Glickhouse, Rachel
 Goldmark, Alex
 Gordon, Sabrina
 Green, Leonard
 Hausmann, Joanna
 Hochberger, Ruth
 Hsu, Nelson
 Kaplan, David
 Kaufman, Frederick
 Keefe, John

Laughlin, Alex
 Lehren, Andrew
 Lesser, Benjamin
 Light, Alan
 Linton, Caroline
 Lobel, MIA
 Lysak, Michael
 Malek, Alia
 McCarthy, T.C.
 McNeill, Sheelagh
 Mifflin, Margot
 Mitaru, Ilie
 Mochkofsky, Graciela
 Murphy, Jarrett
 Ortega, Ralph
 Paddock, Barry
 Parris, Terry
 Pennar, Karen
 Pettit, Dave
 Rao, Ankita
 Roberson, Dana
 Rodriguez, Ashley
 Rodriguez, Cynthia
 Rojas, Ronny
 Santos Briones, Cinthya
 Schmidt, Michael
 Schnell, Kayle
 Selemon, Helina
 Sender, Hanna
 Shakerdge, Karen
 Stacke, Sarah
 Stirling, Stephen
 Sutton, Ryan
 Templon, John
 Tumposky, Ellen
 Vittor, Ken
 Vo, Lam Thuy
 Wang, Elbert
 Welby, Julianne
 Wessler, Seth
 Williams, Veralyn
 Wolfe, Julia
 Zavadski, Katie

Fall 2019

Abdelnour Gilman, Salma
 Abdou, Nyier
 Alford, Natasha

20. Schools on the semester system:

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

72 or more semester hours outside of journalism and mass communications

2018-2019 academic year	N/A
2017-2018 academic year	N/A

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.

104 or more quarter hours outside of journalism and mass communications

2018-2019 academic year	N/A
2017-2018 academic year	N/A

PART II — Standard 1: Mission, Governance and Administration

Unit performance with regard to indicators:

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

OVERVIEW

The Craig Newmark Graduate School of Journalism was founded in 2006 as the Graduate School of Journalism with the goals of expanding the diversity of newsrooms and providing a publicly supported graduate school in the New York area. Stephen B. Shepard, the former editor-in-chief of *Business Week*, was the school's inaugural dean. He was succeeded as dean in 2014 by Sarah Bartlett, a member of the faculty since its founding. In 2018, the school changed its name to the Craig Newmark Graduate School of Journalism in recognition of a \$20 million gift from media entrepreneur Craig Newmark.

The City University of New York is the largest urban public university system in the U.S. It is comprised of seven community colleges, 11 senior colleges and seven graduate, honors and professional schools. CUNY was founded in 1847 to teach residents of the city skilled professions. In recent years, the CUNY system has been revamping its programs to prepare students for the modern information age. CUNY enrolls about 274,000 students, a majority of whom are students of color.

The journalism school operates as an independent CUNY campus. Because of its small size, some administrative support is provided by the CUNY Graduate Center. The school enrolled 121 students at the end of the 2018-19 academic year. It offers two M.A. degrees: an M.A. in Journalism and an M.A. in Social Journalism. (The M.A. in Entrepreneurial Journalism was put on hiatus this year.) The school occupies three floors in the old *New York Herald Tribune* building in Manhattan. It was first accredited by ACEJMC in 2014.

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

The school has a written mission statement, a portion of which reads: "The Craig Newmark Graduate School of Journalism at the City University of New York prepares students from a broad range of economic, racial, and ethnic backgrounds to produce high-quality journalism at a time of rapid change . . . We serve our profession by graduating skilled journalists, diversifying the voices in the media, and encouraging innovation and entrepreneurship to help build a sustainable future for journalism."

The school has a 28-page strategic plan, which was updated and approved in 2018. The school's Committee on Strategic Planning developed the plan after extensive consultation with the faculty and staff. The plan has seven priorities: develop innovative curricula; prepare students for uncertain job market; diversify faculty and student body; maintain robust fundraising; address limitations in fundraising; and prepare for leadership change. The plan provides clear direction for the school's future.

The school does not annually update its data on the ACEJMC searchable database. School leaders say there was a misunderstanding with ACEJMC about how to do this.

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

The school's Governance Council works with the dean to formulate the school's curriculum, admission standards and policy. It includes all full-time faculty members, elected adjuncts, consortial faculty, staff members and student members. The council meets at least once a semester. An Executive Committee meets when the full council cannot be scheduled in time to deal with an urgent matter. Five standing committees report to the Governance Council: Curriculum and Degree Requirements Committee, Campus Life and Facilities Committee, Technology and Library Committee, Strategic Planning Committee, and Diversity Committee.

Four other committees in the school with discrete responsibilities operate outside the Governance Council: Personnel and Budget Committee, Admissions Committee, Academic Appeals Committee, and Faculty-Student Disciplinary Committee.

Faculty meetings are held once a month.

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 chief administrative officer of the school is the dean, who has served in the position since 2014. By all accounts, she provides outstanding leadership. She is described inside and outside the school as industrious, dedicated, innovative, and entrepreneurial.

The dean reports to the CUNY chancellor. The dean's administrative team includes an associate dean, who is praised for his accessibility, tireless work ethic and attention to detail. The school also has assistant deans for external affairs, student experience, and administration, as well as a director of development and a director of finance.

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

The CUNY Board of Trustees appoints the dean following a national search. The search committee is comprised of faculty, students, alumni, and the dean of another CUNY college. The school handles searches for administrators below the dean's rank. The administration prepares a position description and appoints a search committee.

The dean is evaluated by the chancellor every other year. The dean submits an annual report to the chancellor, highlighting accomplishments of the school and goals for the upcoming year. All other members of the administration are evaluated annually.

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

The administration has an open-door policy for faculty, staff and students to express concerns. Complaints can generally be resolved informally. If an issue cannot be resolved in a satisfactory manner, the university has formal procedures for handling grade appeals, academic integrity violations, disciplinary problems, sexual and gender harassment complaints, and disability accommodations. The dean and associate dean have lunch with all first-semester students to encourage open discussion with the administration and to learn of any concerns students have.

SUMMARY: The school has a mission statement and a strategic plan that sets forth its objectives and provides a blueprint for achieving the goals. The Governance Council ensures faculty oversight of educational policy and curriculum. The school has a strong and effective leadership team.

COMPLIANCE

PART II — Standard 2: Curriculum and Instruction

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

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 School of Journalism offers an impressive complement of professional skills and conceptual courses. The curriculum not only strikes a balance in the mix of courses offered, it also features an ample selection of classes that blend theoretical and practical hands-on content.

The self-study describes adherence to the Accrediting Council's mandated competencies, traced to a commitment that began when the school was created in 2006: "ACEJMC's 12 professional goals and competencies permeate the Newmark J-School's M.A. in Journalism program, having been built into the curriculum from our beginnings 13 years ago." While specific references to ACEJMC's language were not always explicit throughout the self-study, the team found evidence of ongoing attention to competencies.

The school grants two master's degrees: the M.A. in Journalism, in place since the unit was created, and the smaller M.A. in Social Journalism, launched five years ago. A third degree, a master's in Entrepreneurial Journalism, is on hiatus and is undergoing re-evaluation. A proposed master's in Executive Leadership is envisioned as one future option for absorbing elements of the entrepreneurial program. The pending Executive Leadership proposal envisions emphasis on management, data analysis, and revenue strategies. A Spanish-Language master's option was launched in 2016 and runs parallel with the 16-month M.A. in Journalism, with an added mission of training bilingual students and energizing Latino media.

Summary of M.A. in Journalism requirements

In 2017, the school reduced the M.A. in Journalism's required credit hours from 45 to 43, in an effort to ease the workload. Conversations continue among faculty on calibrating minimum credit hours. The school applies the label "Craft of Journalism" to its most fundamental reporting and writing courses during the first and second semesters. A full day's immersion in reporting and writing is required one day each week during first semester. The second semester's Craft of Journalism II requires a streamlined four hours of advanced reporting and writing one day each week.

First semester core courses are:

- Craft of Journalism (with Spanish-language option)
- Legal and Ethical Issues
- Fundamentals of Multimedia Storytelling: Audio and Video
- Fundamentals of Multimedia Storytelling: Interactive Journalism

Second semester core courses are:

- Advanced Writing and Reporting
- Or Advanced Video Reporting
- Or Advanced Interactive Reporting
- Or Advanced Reporting and Writing
- Or Topics in Audio: Advanced Radio Reporting and Newswriting

Summer: Required internship, with guaranteed pay.

During the last semester students customize course selections based on topic concentrations. They fill out their coursework with electives – up to four across the second and third semesters.

Summary of M.A. in Social Journalism requirement

The M.A. in Social Journalism requires 36 credit hours. Community interactivity, reporting and social networking ethos are the centerpiece of this program. As the school puts it: “Think of it as one part community organizing, one part journalism and one part social media.”

First semester core courses are:

- Community Engagement
- Reporting for Social Journalism
- Social Media Tools
- Fundamentals of Multimedia A/V

Second semester courses are:

- Metrics and Outcomes
- Advanced Reporting for Social Journalism
- Ethical and Legal considerations
- Data Skills

Summer: Required internship

Final semester courses are:

- Startup Sprint
- Innovation Lab
- Communication Practicum
- Design and Development

The school offers opportunities for students seeking concentrations in programs of study that shape course selection beyond core requirements. Options as of fall 2019:

- Arts & Culture Reporting
- Business & Economics Reporting
- Health & Science Reporting
- International Reporting
- Spanish-language Reporting
- Urban Reporting

The program also allows students to select specialties in addition to concentrations, including audio, interactive, investigative, visual and writing.

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.

Faculty and students consider excellent instruction a defining characteristic of the program. The self-study cites numerous examples of outstanding teaching. Students in meetings with the site team praised the quality, heft and rigor of their classroom experience. Just a few described uneven classroom experiences, particularly with some part-time faculty. The associate dean is recognized for providing forums and other opportunities for cultivating teaching skills. And another faculty member is now assigned to develop additional and more structured training activities.

Courses on the whole appear demanding and up to date, and often prone to thoughtful experimentation. Administrators stressed that the school is predisposed philosophically and functionally to offer courses that serve the aspiration of students seeking immediate employment in media.

Some students questioned the value of some introductory elements of first-semester coursework, particularly for those incoming students with significant professional experience. Students cited some predictable stresses of a demanding program, especially those in the throes of their first semester. But most also said they are appreciative of the reality of the coursework.

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

The student-faculty classroom ratio conforms to ACEJMC's 20:1 standard. (In two instances, classes with enrollment exceeding 20 have two full instructors.)

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.

Summer internships are required for all, following each student's first fall and spring semesters. Students earn three semester hours for the experience. Additionally, they may earn one semester hour for part-time internships in spring or final fall. Students find their own opportunities, but receive ample assistance from the school's Office of Career Services and often from full-time and part-time faculty members.

Internship providers sign a statement that describes the unit's expectations. "Internships must involve news-editorial work — no public relations, marketing or advertising. We ask that internships consist of hands-on editorial work: reporting, writing, research, producing, fact checking, copyediting, social distribution, social news gathering and verification, photo, video and multimedia journalism." On-site internship supervisors provide a ranking of students' work. Students file midway and final reports with the Career Services office.

"Very advanced" students may seek permission to conduct independent projects in place of internships. This option requires a written agreement and two project status reports.

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

The vast majority of required credit hours are in professional skills courses or other courses that blend skills and theory. For the M.A. in Social Journalism, all 36 hours required for degree are prescribed with set courses. For the M.A. in Journalism, 31 of 43 credits hours for graduation are for mandated courses. The school's self-described obsession with hands-on reporting and writing is supplemented by expectations of critical thinking, technological proficiency, and reasoned ethics.

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.

As a master's-only program, the school describes a curriculum positioned to serve current and aspiring journalists eager to acquire advanced skills. Courses generally are challenging, rigorous and befitting professional graduate students.

The self-study notes that CUNY undergraduates may apply for courses within the school. Given steep requirements, just a few were enrolled during the past few years. Credits earned may count toward undergraduate hours, but not toward any subsequent enrollment in the unit's graduate program.

SUMMARY: An innovative curriculum is the top priority in the school's 2018-22 strategic plan. From all indications observed by the team, the unit is sustaining a robust regimen of courses that serve immediate needs of graduates and anticipate ongoing changes in media.

COMPLIANCE

PART II — Standard 3: Diversity and Inclusiveness

Unit performance with regard to indicators:

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

The school has a written diversity plan that was adopted in May 2013 and revised in May 2019. It broadly defines diversity as including all lived experiences. The plan sets six goals for the school to improve its diversity efforts, including better incorporating diversity into the curriculum and implementing a safe and healthy culture.

A standing Diversity Committee meets three times per semester, tasked with monitoring progress on the plan, as well as tracking student or faculty concerns. The plan says the Committee will outline best practices for including diversity in syllabi and teaching about diversity, and will provide a database of diverse experts. It also recognizes concerns recently raised by transgender students about their treatment, which led to a training session for faculty on inclusive language and practices.

While the plan sets out specific steps to achieve the goals, it does not include a timetable or interim deadlines.

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.

Candidates for the M.A. in Journalism must demonstrate they can produce stories reflecting a diversity of voices and topics. A course required of all first-year students assigns them to cover local neighborhoods in multicultural New York City. A beat reporting class focuses on under-covered communities in the South Bronx. Students in the new M.A. in Social Journalism program begin by connecting with an under-served community. Several concentrations also offer courses where diversity is a central component. The urban reporting concentration course on New York's social issues includes race relations and poverty. International reporting and Spanish-language reporting concentrations emphasize diverse cultures from a global perspective.

The school's faculty handbook says that all syllabi must include a statement on how the course incorporates issues of diversity. A review of more than two dozen syllabi, however, found diversity mentioned in less than a third.

In the December 2018 student exit survey, three-quarters of students were very or somewhat satisfied with the quality of instruction on issues of diversity, with the diversity of viewpoints represented in the classroom, and with how well the J-school prepared them to cover diverse issues and communities.

Students who met with the accrediting team generally felt there is room for improvement in the way diversity issues are addressed in their classes. They noted that diversity is a central component in only a handful of classes in specific concentrations and that the faculty is less diverse than the student body.

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.

Of the 18 full-time faculty members and administrators, 38 percent are female and 31 percent are members of a minority group. The percentage of females has increased while the number of faculty identifying as non-white has declined by five percentage points since the previous accreditation report. In terms of tenure, two of the eight full and associate professors on the faculty are female and two are also persons of color. One of the four tenure-track faculty members is a woman of color.

The school has increased minority and female representation among administrators: 50 percent are from underrepresented groups and 83 percent are women. Two women of color have been promoted to assistant dean.

In searches for full-time faculty hires over the past three years, based on charts submitted to correct wrong information in the self-study: The percentage of women in the hiring pool and as finalists declined slightly from 2016-2017 to 2017-2018. The percentage of minorities in the hiring pool increased in those two years, but there were no minority finalists in 2017-2018. There were no searches in 2018-2019.

Of the 103 part-time adjunct faculty members in the 2018-2019 academic year, 55 percent were female and 37 percent were members of a minority group. This is a substantial increase from the previous accreditation report when 25 percent of adjuncts were non-white. In accordance with its diversity plan, the school has made a greater effort to recruit minority adjuncts, including recruiting from ethnic and community media organizations in New York City with which its Center for Community and Ethnic Media has built connections.

Guest speakers and visiting professionals from diverse backgrounds have introduced students to such topics as inclusion in storytelling and covering hate.

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

The diversity of enrolled students has increased since the last accreditation visit. In 2012-2014, an average of 66 percent of the school's enrollment was white; 34 percent were students of color. In 2018-2020, the average white enrollment is below 46 percent; more than half are students of color. International students make up 14 percent of the graduate student body.

The school has an associate director of multicultural recruitment in the school's admissions office who focuses on students from under-represented groups. The school recruits at minority journalism conferences and historically black colleges and universities. It also promotes the fact that it has the only bilingual M.A. program in Spanish-English journalism, which has increased the diversity of its student body. However, a program that had introduced diverse students to the school and offered five full scholarships, the Knight Diversity Initiative, expired in 2018 when the funding ran out.

The self-study notes that the school pays close attention to diversity enrollment, retention and graduation rates. Its two-year graduation rate for students of color in the class of 2018 was 92 percent, higher than its overall rate of 88 percent for the same class.

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.

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.

The faculty handbook addresses practices for the conduct of classes, including dealing with students with disabilities and harassment. The school runs a diversity workshop for all new students and has provided training to faculty on gender inclusivity. The Student Affairs office also reaches out to newly admitted students who self-identified as non-binary offering to make sure professors are “aware, sensitive and respectful” of their gender identity.

In 2019, the school hired a new chief diversity officer who fills the same role at two other CUNY schools. Her job includes training faculty and monitoring diversity and inclusion throughout the school. According to some students and faculty members, faculty of color tend to be the primary recipients of diversity complaints.

SUMMARY: The school’s commitment to diversity is reflected in its student body and faculty with relatively high percentages of minority group representation. Administrators and faculty recognize that “walking the walk” on diversity is a challenge but say the school takes it seriously. The recommendations of the diversity plan should advance its efforts to make diversity a central focus of the curriculum.

COMPLIANCE

Academic year: 2018–2019 Full-time faculty

Group	% of total		% of total	
	Female	faculty	Male	faculty
Black/African American	2	12%	0	0
White	3	18%	9	53%
American Indian/Alaskan native	1	6%	0	0
Asian	0	0	1	6%
Hispanic/Latino (any race)	0	0	1	6%
Native Hawaiian/other Pacific Islander	0	0	0	0
Two or more races.	0	0	0	0
Other race	0	0	0	0
International (any race)	0	0	0	0

Academic year: 2018–2019 Part-time/adjunct faculty

Group	% of total		% of total	
	Female	faculty	Male	faculty
Black/African American	7	7%	3	3%
White	30	29%	35	34%
American Indian/Alaskan native				
Asian	9	9%	2	2%
Hispanic/Latino (any race)	6	6%	11	11%
Native Hawaiian/other Pacific Islander				
Two or more races				
Other race				
International (any race)				

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

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 self-study describes personnel practices that follow university guidelines for job searches. For evaluations of full-time and part-time faculty, the school relies on templates and other forms for annual peer observations and students' course feedback. According to the self-study, if students' comments merit consultations, administrators arrange meetings with the instructors involved.

The Personnel and Budget Committee reviews course survey results when necessary for reappointment, promotion or tenure deliberations. Administrators also use student course evaluations in considering future prospects for adjuncts.

The unit provided copies or links to written criteria that confirm systematic policies and procedures are in place to govern recruiting, hiring, evaluation of full-time and part-time faculty and staff.

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

In the three years preceding the 2019 site team visit, full-time faculty had responsibility for teaching 42 percent, 30 percent and 34 percent of courses, respectively. The school offers a compelling case for the effectiveness of current proportions of classes taught by part-time adjuncts.

- The regional pool of New York City professionals signed up for teaching at the school is one hallmark of the program's emphasis on staying current. Active professionals help interject fresh newsgathering and presentation tactics, concepts and tools into graduate school coursework.
- The student enrollment benefits from interactions with leading professional journalists, both in students' master's studies and in their opportunities for career networking and coaching beyond coursework.
- Full-time faculty lead the charge in setting standards for classroom expectations and directing classes with multiple sections.
- Growth in student enrollment and an ambitious battery of established and new courses require a large pool of adjuncts to supplement the full-time faculty.

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

The school plants its flag on a foundation of robust journalism. Its mission, strategic plan, curriculum and public pronouncements all acknowledge the primacy of rigorous instruction in reporting and writing for graduate students. Within that context, the school is balanced in its range of professional credentials, experience and expertise of its full-time and part-time faculty.

The faculty is recognized for engagement in creative activities, some in the capacity of thought leader. Faculty members write news articles, books and analyses, and produce documentaries. They participate in forums addressing journalism education, contemporary media practices and broader civic matters.

According to one CUNY administrator, the university appreciates the School of Journalism's mission and accepts its creative activity as part of the program's natural profile.

The collective professional and academic credentials of instructors at the school are vast. The part-time contingent is anchored by working professionals who reinforce the industry's current standards and trends. Among full-time faculty, the average number of years in media professions is 28, and the average number of years teaching is about 15. Five of the 18 full-time faculty are tenured professors, three are tenured associates, four are on tenure-track, and six are distinguished lectures.

Academic degrees of the faculty include one doctorate, one in law, 12 master's degrees, and four bachelor's degree. The pool of more than 100 adjuncts averages 18 years of professional experience and five years of classroom teaching experience.

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

The school relies mostly on two measures to evaluate instruction: peer observations and student feedback. The observer attends a class and writes a report that is discussed with the instructor. Reports for tenure-track faculty members are also read by the Personnel and Budget Committee in advance of members' consideration of reappointment, tenure and promotion. Evaluations occur until tenure is achieved. Reviews of adjuncts continue for 10 semesters.

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

A law professor in a meeting with the site team complimented journalism graduate students' probing questions and rigorous news coverage of a CUNY clemency project that has led to release of several inmates. A faculty member from Baruch College, part of CUNY, praised the school's Spanish language initiatives and its Center for Community and Ethnic Media as leading lights on matters of diversity on campus. A university Graduate Council researcher discussed his frequent participation in School of Journalism activities, his engagement with students and faculty, and his high regard for the unit.

One CUNY administrator said that among the upper ranks of the university, the school is recognized for a bold mission in sync with the New York market, its leadership in diversity among graduate programs, and the well-rounded stewardship of its dean. These and other comments indicate that the school's students and faculty are valued by academic peers and by CUNY's leadership.

SUMMARY: Professionally credentialed faculty, talented adjuncts still active in media and quality instructions are reliable strengths.

COMPLIANCE

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

Unit performance with regard to indicators:

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

The school requires the faculty to produce research, creative and/or professional work. The school budgets about \$30,000 annually for faculty travel to conferences and training. During the 2018-19 academic year, nine faculty received travel funding. The university also provides research grants for faculty across all the campuses on a competitive basis. The grants range from \$3,500 to \$12,000.

The associate dean meets with each full-time faculty member annually to discuss scholarship activity. One course release is given each semester to a faculty member working on scholarship. Under a university agreement with the faculty union, every faculty member on the tenure track receives 24 credit hours of course release time during the first five years of employment to conduct scholarship. Relatively few members of the school's faculty have requested release time in the past six years.

Tenured faculty members who have completed six years of service can apply for a sabbatical leave. The leave must be used to produce research or creative activity or improve a faculty member's teaching. The school's Personnel and Budget Committee reviews applications. Three members of the faculty have taken sabbaticals in the past six years.

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

The school has clear expectations for faculty scholarship. The tenure and promotion guidelines note that while "scholarly articles and educational texts are always welcome, scholarship at the J-school also extends to journalistic works that contribute to public knowledge or current debate on matters of significance and/or advance the practice of journalism." Significantly, the guidelines emphasize the "quality and intellectual impact of the work."

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 embraces a broad definition of research, creative and/or professional work. The guidelines note that while "qualifying work may be produced for a general audience, it must demonstrate substantial original reporting/primary research, secondary research, sophisticated analysis, critical thought, and mastery of its subject." The work should appear in respected venues and may be in a range of media formats, including books, newspapers, magazines, videos, websites and blogs.

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

Faculty in the school are productive. Their scholarly activity is mostly journalistic work, as would be expected from a faculty who have extensive and wide-ranging journalism experience. The self-study

reports list 475 newspaper/magazine articles, 69 film/television/web productions, and 74 review/commentary pieces, among others work, produced by the faculty from 2016-2018. Places where faculty work has appeared include *The Atlantic*, *Rolling Stone*, *Crain's*, *Frontline*, *Harper's Magazine*, *Consumer Reports*, *The Intercept* and Al Jazeera.

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

The school is collegial and promotes a climate of openness, intellectual curiosity and diversity of thought.

SUMMARY: The school supports and rewards research, creative and/or professional work by the faculty. Scholarly work is defined broadly by the school and may be in a range of media formats. Faculty are active and produce a wide variety of work in impressive venues.

COMPLIANCE

Faculty Scholarship, 2013-2018

Scholarship, Research, Creative and Professional Activities	Total from Unit*	Individuals				
		Full Professors (4)	Associate Professors (10)	Assistant Professors (0)	Other Faculty** (7)	Totals (21)
Awards and Honors	4	1	2		1	4
Grants Received Internal						
Grants Received External	3		3			3
Scholarly Books, Sole- or Co-authored	1	1				1
Textbooks, Sole- or Co-authored						
Books Edited						

Book Chapters	2	1	1			2
Monographs						
Articles in Refereed Journals	3	3				3
Refereed Conference Papers						
Conference Presentation, other	114	35	63		16	114
Encyclopedia Entries						
Book Reviews						
Newspaper/Magazine articles	475	208	155		112	475
Juried Creative Works	3		3			3
Film/Television/Web Production	69	52	17			69
Invited Lecture	82	53	26		3	82
Review/Commentary (including blogging)	74	60	8		6	74
Other (please specify)						

*Co-authored work should be counted as a single publication in the unit totals. However, if, for example, two members of the faculty are co-authors on the same journal article, it would be reported as a publication for both authors.
**Includes all full-time faculty who do not hold listed ranks, such as instructors and others on term appointments. Many faculty in this category may hold teaching appointments without significant scholarship, research or creative requirements.

PART II — Standard 6: Student Services

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.

Each incoming student to the school is assigned an academic adviser who teaches every term. After the first semester, students can choose their own faculty adviser who also helps with career planning. Students must also select a capstone adviser. Students are expected to meet with advisers at the beginning of each semester. Students at risk of receiving below a “B” in any course are notified at mid-term and connected with resources. A few students who described themselves as struggling said they would have liked more and earlier online feedback about grades.

Enrolled students receive a 62-page handbook that spells out degree requirements, schedules, fees, information about the school’s mandatory internship program, capstone project and so forth. In addition to the handbook, basic information is available online, including degree requirements, core courses, subject concentrations and course descriptions.

The Office of Career Services hosts job and internship fairs, monitors student internships, and assists students with mock interviews, resumes and cover letters. In addition to a large career fair in the fall, the office organizes separate career fairs for Latino media and community media outlets. Student exit surveys in 2018 indicated some dissatisfaction with the career office, which has a new director as of Fall 2019.

Feedback from international students indicated they do not feel as well supported as their peers. They described a variety of issues specific to their situations about which they felt misinformed by the university system.

b). Faculty are available and accessible to students.

Faculty members are expected to schedule at least one office hour per week and provide information on how students can reach them. Feedback in student meetings suggested that full-time faculty are more accessible and responsive than some adjuncts, who may have demanding full-time jobs. Students expressed great appreciation for the availability of faculty coaches to help with assignments in all areas. They also noted that they felt free to express concerns to the dean.

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

Basic requirements are covered in the school’s handbook, which is available online and provided to students when they enter the program. Students also receive a one-page advising worksheet to track their own progress. Information about events, deadlines and other announcements is posted on video screens in the student newsroom.

Student affairs and career services recently decided to split their combined weekly email to students into separate bi-weekly communications because it had grown so long that students were no longer reading it closely. Students also receive an automated weekly email with updated job postings.

The school also uses social media to communicate with students. The school has a closed Facebook group, as does each class beginning with the 2013 class; some concentrations also have Facebook groups. The school’s main Twitter feed regularly shares information about events, deadlines and activities.

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 organizes events that students may attend and brings in speakers outside of class visits. Students get professional experience and exposure through the NYCity News Service, an online outlet that edits and distributes the best work of student journalists. Stories published by local news outlets are featured on the news service website, as are student-produced multimedia reports. The site has been named the best college news website in the country for the past four years.

Students have opportunities to showcase their work in other ways: 219West, a television newsmagazine show carried by the University's cable outlet; AudioFiles, a podcast carried by two New York radio stations; and NYCity Photowire, featuring student photography. There are two community newspapers and associated websites created by the school (*The Hunts Point Express* and the *Mott Haven Herald*) that cover neighborhoods in the South Bronx.

Students interested in broadcast news noted a lack of opportunities to produce relevant work. A newly hired broadcast professional-in-residence is proposing more courses and activities to meet their needs.

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

The Office of Student Affairs checks each student's progress toward graduation each semester. Two-year graduation rates have ranged from a low of 80 percent in 2015 to a high of 94 percent in 2017. These figures for the past five years are published on the school's website. Students complete an online exit survey evaluating their overall experience and the school but no summary is compiled.

The Office of Career Services tracks students for one year after graduation. The self-study states that in 2016, 68 percent were working full-time a year after graduating; in 2017 the figure was 67 percent. Beginning in 2017, the office also began counting a new category: full-time employment using journalism skills. Seven percent of that year's graduating class were in that category.

One year after graduation, students are assigned to the school's alumni services office. Staff in the office say they do not yet have a good database of all graduates but there are plans in place to improve the system.

SUMMARY: The school does a good job of informing students and connecting them with internship and job opportunities. Systems are in place to communicate to students and alumni, and efforts are underway to improve alumni tracking.

COMPLIANCE

PART II — Standard 7: Resources, Facilities and Equipment

Unit performance with regard to indicators:

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

The school's budget is aligned with long-range goals and strategic plans of the unit. With a growing program in a costly market, the school has accelerated fund-raising and explored other revenue options in order to build more resources for current and anticipated budget challenges.

An air of optimism is apparent regarding fundraising at the school. The dean has secured \$60 million in private donations over the past five years, including a \$20 million endowment bestowed by Craig Newmark, founder of Craigslist. The school anticipates \$850,000 a year from investment gains from the Newmark gift.

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 self-study states that the school is fairly treated regarding budget and other resources, in the context of operating and capital budget restraints experienced by the university, which in turn is coping with reductions in state support. According to the self-study: "The annual operating budget is generally adequate to support the core functions of the school, but we run a very lean operation in order to make it work." Its \$8.8 million annual budget for 2018-19 was about 7 percent higher than the year before, but \$5.2 percent below the 2016-17 total.

The school is the smallest of CUNY's 25 colleges and schools, enrolling 100-120 new students each fall, compared to about 15,000 for the largest of campus units. The self-study notes that because of substantial funding during the school's founding in 2006, it enjoys more modern accommodations in its midtown facilities, compared to many other units within CUNY.

School administrators stress, however, that current initiatives and more ambitious plans to come will require additional fundraising. The self-study says, "In general, we feel well supported by CUNY, especially given the lack of growth in the operating and capital budget allocations the university has received over the last five years." Additionally, the school wants to devote more money to scholarships. While it touts its tuition as the best bargain by far for a high-quality master's degree in the market, attracting more diverse students from fragile-income households requires even more financial support orchestrated by the unit.

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

The school occupies three floors and 58,000 square feet in the former *New York Herald Tribune* building. Facilities are attractive, modern and pleasant, and located a half block from the headquarters of the *New York Times*. Despite these attributes, a rallying cry was evident in sections of the self-study and in the strategic plan, and consistently in conversations with administrators and several faculty members: This growing and ambitious school wants more space.

The third and fourth floors serve as the School of Journalism's anchor, with fluid access to classrooms, offices, studios, equipment rooms, snack space and other accommodations. The school began leasing the 14th floor in 2015, providing room for some administrative satellites, open space for multiple uses, and accommodations for students who want to study or relax in a quieter place. While the building is owned

by the CUNY Research Foundation, any potential for further expansion by the School of Journalism at this location was characterized as neither simple nor cheap. Other CUNY operations and private tenants fill the building. The school pays \$340,000 annual rent for the 14th floor (but none for the third and fourth floors). Wrangling for more office space, whether in the current building or elsewhere, is a preoccupation for school leaders.

The most obvious squeeze is on office space for a growing administrative staff and faculty. Most faculty members have closed offices. Adjuncts and a few full-time faculty work from clustered open cubicles. Some staff members fill tight quarters that have been commandeered from previous functions.

Classrooms did not appear to suffer significantly from the overall pinch on space. But at least one room was converted to an equipment storage area. Equipment appears to be ample and available for student use in most instances, though first-year students said some members of large incoming cohorts, including in fall 2019, can't always get video cameras when they need them.

Facilities and accommodations include:

- Seven classrooms, which have 22-28 seats each, and are stocked with screens, desktop computers and audio/visual projectors.
- Four computer labs/classrooms, which have at least 20 seats each, as well as a screen, desktop and project accommodation, plus specialized software, where needed.
- One test “smart” classroom with multiple screens and 20 seats.
- Video/editing equipment on all terminals in the newsroom and in classrooms with desktops.
- Two “whisper booths” for recording audio.
- Research Center/library.
- Multiple-purpose room that can accommodate 74 seats.
- Open newsroom, the centerpiece of the school, with flexible provisions for writing, coaching, teamwork, and assembly space for the school’s largest events.
- TV studio, and engineering room.
- Audio recording studio, and engineering room.
- Equipment room.

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

Faculty who discussed equipment said they are well-served, generally getting support when they request new products or services. Students on the whole said they, too, are satisfied, though a few requested more broadcast gear, more access to inventory and more training for higher-end equipment. Any frustration was confirmed to dealing with delays in the CUNY purchasing system.

A Technology and Library Committee meets regularly to consider hardware and software requests. Minutes describe engaged committee members and steady attention to assessing needs, analyzing requests and working through administrators to deploy available funds.

Inventory and accommodations listed in the self-study included:

- 114 Marantz audio recorders
- 50 audio processors
- 28 360-video cameras
- 426 microphones

- 25 Go Pro cameras
- 136 Cannon still and video cameras
- 269 camera lenses
- 128 lighting kits
- 106 tripods
- 19 tech support staff

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

The library appears to provide ample service to the school. Its small, well-appointed location is adjacent to the open-space main section on third floor, near the newsroom, so it is highly accessible for students. It offers an extensive collection of databases, including Pacer court records, AP Stylebook and other resources of use for student journalists. Students may access numerous databases in the university system from remote locations. Some require use while on the premises; a few require special requests for access.

SUMMARY: Save for the significant matter of no space for growth, the school's three floors are well-designed and comfortably functional. Technology is a strength, though equipment demand will require rethinking if the school pursues a higher profile in broadcasting.

COMPLIANCE

PART II — Standard 8: Professional and Public Service

Unit performance with regard to indicators:

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

The school's widespread use of working journalists as adjuncts helps to keep courses up to date, according to the self-study. An advisory Foundation Board also weighs in on curriculum planning. Alumni are invited back to the school to appear on panels.

The school regularly plays host to conferences of professional journalism groups, both local and national, including the Society of American Business Editors and Writers and the Financial Writers Association. Faculty are involved in a long list of professional activities, including participating in national journalism conferences. Several also serve on editorial boards and judge journalism awards. Alumni have an active Facebook group and can post openings to the school's jobs group on Facebook. There is a quarterly e-newsletter that highlights alumni and faculty achievements; plans call for increasing the frequency of alumni communication. Many alumni speak in classes and participate in continuing education projects. In 2019, the school piloted a mentorship program connecting students to alumni.

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 expanded its continuing education offerings in 2016 with the addition of J+, a professional development program. Faculty and other trainers hold workshops for working journalists and provide customized training to newsrooms, especially in the area of data and digital journalism. The school's AR/VR lab also conducted trainings for news producers and a new initiative offers free online trainings by working journalists. Individual faculty have also provided training in newsrooms.

Exploration of the changing media landscape occurs at three journalism centers: the Center for Community and Ethnic Media, the Harold W. McGraw Jr. Center for Business Journalism, and the Tow-Knight Center for Entrepreneurial Journalism, which now hosts the News Integrity Initiative aimed at promoting professional ethics and combating media manipulation. The school produced a "State of the Latino News Media" report in 2019. It also hosts an annual Latino media summit. A new initiative in 2019, "Let's talk (news) business," will convene industry experts and media professionals to discuss how to design a sustainable and profitable future for the news business.

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.

Faculty are involved in a variety of academic associations and activities, from producing online teaching modules to serving on a research advisory board. As a professional graduate school, however, the faculty is more heavily involved in professional, as opposed to academic, associations and activities. Faculty say they feel supported and encouraged in their creative endeavors.

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

The school serves the New York City area and its information needs in a variety of ways. In addition to student-produced digital news outlets like the NYCity News Service, *Hunts Point Express* and *Mott Haven Herald* cover neighborhoods in the South Bronx both in print and online. The school also was instrumental in launching a nonprofit news outlet in 2019, *The City*, in response to downsizing in local newsrooms.

An internship is required of all students, which provides them with experience and keeps the school involved with media outlets in the city and beyond. These ongoing relationships often lead to job placements, benefitting both the students and the media outlets.

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

The school supports scholastic journalism primarily through the New York City High School Journalism Collaborative. That group holds workshops for student journalists, offers training for high school faculty advisers and sponsors a scholastic journalism contest. The school also interacts with undergraduate CUNY journalism programs and helps to recruit students for those programs.

The school is the host for the *New York Times* summer academy, which brings in high school journalists from around the country for a two-week program. Some faculty serve as instructors.

SUMMARY: The school has programs in place to enhance the journalism profession, including an expanded development effort. These programs and others help the school fulfill its responsibilities to students, alumni and the profession.

COMPLIANCE

PART II — Standard 9: Assessment of Learning Outcomes

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.

The school has 11 learning outcomes for students in the Journalism program:

- Demonstrate a commitment to the eternal verities of journalism
- Demonstrate an ability to conceive, pitch and produce journalistic stories
- Demonstrate an ability to do professional-level reporting and research
- Ability to write well and with versatility
- Ability to produce stories reflecting a diversity of sources and topics
- Mastery of a subject beat; demonstrate ability to package and present stories
- Ability to find, learn about and apply emerging technology to journalism
- Ability to listen to, interact with and serve an audience
- Ability to identify and adapt to external forces changing journalism
- Ability to succeed as a professional journalist.

While the learning outcomes do not explicitly address ACEJMC’s professional values and competencies, they are nonetheless covered in some fashion. For example, the first learning outcome (“Demonstrate a Commitment to the Eternal Verities of Journalism”) asks: “Does the reporter demonstrate a dedication to fairness and accuracy? Understand the role of an independent press in society? Know the laws and ethical codes that govern journalists and media organizations – including protecting sources? Possess the knowledge necessary for ethical decision making?”

The school also has 11 learning outcomes for students in the Social Journalism program. They also do not explicitly address ACEJMC’s professional values and competencies, but nonetheless cover most in some fashion.

The school’s Outcomes Committee, along with the associate dean, oversee the assessment program. The Curriculum and Degree Requirements Committee reviews all syllabi to ensure they address the learning outcomes.

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

The school uses a portfolio of work from each graduating student to assess learning outcomes. The portfolio includes:

- The first ungraded, unedited written work of students in their community district for a Craft 1 class as a reference point
- An ungraded, unedited print piece from a third-semester subject concentration class
- A capstone project
- A piece of work that illustrates multimedia work with at least one of the following elements: audio, video, interactive graphic, tools for engaging with the audience

The assessment process includes other measures, including a survey of graduating seniors, student evaluations of courses and instruction, peer evaluations of faculty, and evaluations of students from internship supervisors.

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

A panel consisting of two journalism faculty and four journalism professionals annually reviews the portfolios of 20 percent of the graduating students. The panel is asked to grade the portfolios as they relate to the school's learning outcomes. Judges, program chairs and the dean discuss the results of the review. A report then is prepared and presented to the entire faculty. The school uses the report to make adjustments to the curriculum.

In recent years, the school has used the review of student portfolios to:

- Improve the quality of the capstone projects
- Provide better instruction in the use of social media for verification, finding sources and story ideas, and cultivating an audience
- Improve story structure, include the use of nut paragraphs
- Provide better instruction in the use of interactive elements, including charts and graphics, in student stories

Results from the survey of graduating seniors are compiled. The school does not compile the results of evaluations from internship supervisors.

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

The school makes extensive use of alumni as guest speakers in classes and at events. During their visits, they often offer suggestions for improving the school's curriculum.

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

Four members of the portfolio review teams each year are journalism professionals, usually from the New York City area. The professionals are often alumni of the school.

SUMMARY: The school defines clear learning outcomes for students and assesses them annually. It uses multiple measures, relying heavily on the portfolios of student work. The assessment data collected is used to improve curriculum and instruction.

COMPLIANCE

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

1) Summarize the strengths and weaknesses of the unit.

Strengths:

- Strong, visionary leadership team
- Caring, committed faculty members
- Experienced and talented adjuncts
- Innovative, thoughtful and nimble curriculum
- Diverse student body that is enthusiastic about journalism
- Exemplary student digital media
- Outstanding summer internship program

Weaknesses:

- Diversity not fully integrated into the curriculum
- Lack of coordinated and effectively organized alumni outreach
- Relying heavily on the portfolio review to assess student learning

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

None

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

None

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

N/A

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

N/A

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 organized, well-written and attractively packaged. Some information was missing or links to documents did not work, but the school provided the information.