

Report of ACEJMC Evaluation

Undergraduate program
2021-2022

Name of Institution: **Stony Brook University**

Name and Title of Chief Executive Officer: **Maurie McInnis, President**

Name of Unit: **School of Communication and Journalism**

Name and Title of Administrator: **Laura Lindenfeld, Dean**

Date of 2021-2022 Accrediting Visit: **Nov. 7-10, 2021**

Date of the previous accrediting visit: **Feb. 15-18, 2015**

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

Previous decision of the Accrediting Council: **Accreditation**

Recommendation by 2021-2022 Visiting Team: **Re-accreditation**

Prepared and submitted by:

Team Chair

Name and Title: **Barbara Cochran, Professor Emerita**

Organization/School: **Missouri School of Journalism**

Signature *Barbara Cochran*

Team Member

Name and Title: **Joanna Hernandez, Lecturer and Director of Inclusion and Diversity**

Organization/School: **University of Florida College of Journalism and Communications**

Signature *Joanna Hernandez*

Team Member

Name and Title: **Dr. Charles A. Tuggle, Senior Associate Dean for Undergraduate Studies**

Organization/School: **University of North Carolina Hussman School of Journalism and Media**

Signature *C. A. Tuggle*

Team Chair

Name and Title:

Organization/School:

Signature _____

Please indicate if team members participated on site or virtually only:

On site: All team members participated on site.

Virtually: _____

PART I: General information

Name of Institution: Stony Brook University

Name of Unit: School of Communication and Journalism

Year of Visit: 2021

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

- Higher Learning Commission
- Middle States Association of Colleges and Schools
- New England Association of Schools and Colleges
- Northwest Association of Schools and Colleges
- Southern Association of Colleges and Schools
- Western Association of Schools and Colleges

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

- Private
- Public
- Other (specify)

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

The State University of New York (SUNY) was created by statute, Ch. 695 L. 1948, the provisions of which, as amended from time to time, are codified and set forth in the [Education Law, Art. 8](#). The New York State Board of Regents adopted the SUNY Board of Trustees' recommendation to establish a college and graduate school on Long Island on Feb. 24, 1956.

The Middle States Commission on Higher Education first [accredited](#) Stony Brook University in 1957 and most recently reaccredited the university in 2014.

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:

February 15-18, 2015

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

May 2015

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

The School of Communication and Journalism revised its mission statement in the fall of 2020 as part of a comprehensive assessment of the School. This included a renaming of the School from its previous title, School of Journalism to its new name, School of Communication and Journalism (SoCJ). Starting in 2019, the School's leadership and faculty developed a robust vision for the future and took significant strides toward achieving that vision. We expanded the scope of the School to include a stronger research enterprise, lead the nation in critical academic disciplines, and serve to draw competitive students and faculty to the institution.

Mission: The School of Communication and Journalism at Stony Brook University integrates innovative approaches to research, teaching, and public service in the fields of communication and journalism with an emphasis on efforts that collaboratively address and respond to pressing societal needs.

Vision: The world's most complex and pressing problems require honest, inclusive, effective, fact-based communication. We envision a world that takes seriously the need for communication across all forms, platforms, and institutions.

7. What are the type and length of terms?

Semesters of 14 weeks

Quarters of _____ weeks

Summer sessions of 6 or 8 weeks

Intersessions of 3 weeks

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

Bachelor's degree

Master's degree

Ph.D. degree

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

Bachelor of Arts in Journalism

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

The university requires at least 120 semester-hours of passing work.

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

Students may earn up to 6 semester-hours toward the Journalism major and up to 12 semester-hours toward their undergraduate degree.

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

Our program does not currently feature sequences or specialties. As majors advance through the Journalism program, they select one of the following courses: [JRN 311](#) Advanced Digital Journalism – Text, [JRN 312](#) Advanced Digital Journalism – Audio, or [JRN 313](#) Advanced Digital Journalism – Video. Journalism majors and minors receive a well-rounded education that enables them to report in a variety of mediums.

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

17,999 undergraduates
8,609 graduate students

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

The SoCJ currently has 207 undergraduate majors. We do not have separate tracks in the journalism major.

15. Number of students in each section of all skills courses (newsriting, 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. 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.)

Fall 2021*

*provisional pending audit and potential adjustments for compliance with vaccination policy

CRS	Course Title	Sctn	Building	Enrl Cap	Enrl Tot
116	Intro to Digital Journalism	02	MELVILLE LBR	18	18
116	Intro to Digital Journalism	03	MELVILLE LBR	18	18
207	Media Writing	01	MELVILLE LBR	20	17
216	Intermed. Digital Journalism	01	MELVILLE LBR	16	16
216	Intermed. Digital Journalism	L01	MELVILLE LBR	16	16
216	Intermed. Digital Journalism	02	MELVILLE LBR	16	15
216	Intermed. Digital Journalism	L02	MELVILLE LBR	16	15
217	Journalistic Reporting & Writing	01	MELVILLE LBR	18	15
217	Journalistic Reporting & Writing	03	MELVILLE LBR	18	19
311	Adv. Digital Journalism - Text	02	MELVILLE LBR	10	10
312	Adv Digital Journalism - Audio	01	MELVILLE LBR	10	9
313	Adv Digital Jrn--Audio-Visual Special Topics in Journalism -	01	MELVILLE LBR	9	9
390	Weathercasting	02	ED COMM CTR	15	14
487	Independent Study	T01	ONLINE	10	1
487	Independent Study	T02	MELVILLE LBR	10	8
488	Internship	T01	ONLINE	15	4
489	Specialized Internship	T30	ONLINE	10	1
490	Senior Project	01	MELVILLE LBR	15	14
490	Senior Project	02	MELVILLE LBR	15	12

Spring 2021 (As a result of the COVID-19 pandemic, a number of courses that are not typically taught online were taught virtually.)

CRS	Course Title	Building	Enrl Tot
116	Intro to Digital Journalism	ONLINE	20
116	Intro to Digital Journalism	ONLINE	20
207	Media Writing	ONLINE	11
		MELVILLE	
216	Intermed. Digital Journalism	LBR	12
		MELVILLE	
216	Intermed. Digital Journalism	LBR	12
		MELVILLE	
216	Intermed. Digital Journalism	LBR	12
		MELVILLE	
216	Intermed. Digital Journalism	LBR	12
217	Journalistic Reporting & Writing	ONLINE	17
217	Journalistic Reporting & Writing	ONLINE	15
311	Adv. Digital Journalism - Text	ONLINE	13
		MELVILLE	
312	Adv Digital Journalism - Audio	LBR	3
		MELVILLE	
313	Adv Digital Jrn--Audio-Visual	LBR	8
		ED COMM	
372	Introduction to Weathercasting	CTR	6
		ED COMM	
373	Advanced Weathercasting	CTR	6
		MELVILLE	
434	Photojournalism	LBR	9
		MELVILLE	
487	Independent Study	LBR	10
		MELVILLE	
487	Independent Study	LBR	11
488	Internship	TBA	11
489	Specialized Internship	ONLINE	7
489	Specialized Internship	TBA	7
490	Senior Project	ONLINE	2
490	Senior Project	ONLINE	18
490	Senior Project	ONLINE	14
		MELVILLE	
490	Senior Project	LBR	7

16. Total expenditures planned by the unit for the 2021–2022 academic year: \$2,242,171

Give percentage increase or decrease in three years: + 11%

Amount expected to be spent this year on full-time faculty salaries: \$1,422,569

17. List name and rank of all full-time faculty in the accredited unit in fall 2021. (Full-time faculty refers to those defined as such by the university.) Identify those not teaching because of leaves, sabbaticals, etc.

Full-time faculty

- 1.Laura Lindenfeld (PhD), Dean of the School of Communication and Journalism, Executive Director of the Alda Center for Communicating Science, Vice Provost for Academic Strategy and Planning
- 2.Irene Virag (MS), Associate Dean, Undergraduate Director, and Lecturer
- 3.Howard Schneider (MS), Professor and Executive Director of the Center for News Literacy
- 4.Pablo Calvi (PhD), Associate Professor
- 5.Charles Haddad (MA), Associate Professor
- 6.Jonathan Sanders (PhD), Associate Professor
- 7.Barbara Selvin (MS), Associate Professor and Faculty Governance Lead
- 8.Ruobing Li (PhD), Assistant Professor
- 9.Zachary Dowdy (MS), Assistant Professor of Practice
- 10.Rick Ricioppo (MS), Assistant Professor of Practice
- 11.Sreenath Sreenivasan (MS), Loeb Visiting Professor of Digital Innovation
- 12.Jonathan Anzalone (PhD), Lecturer and Assistant Director of the Center for News Literacy

Affiliated faculty

These individuals are full-time faculty and staff in the Alda Center for Communicating Science who applied, and were approved, for the title of [affiliated faculty member](#) in the School of Communication and Journalism. They've taught several JRN courses, including JRN 120: Fundamentals of Public Speaking and JRN 365: Talking Science.

- 1.Elizabeth Bojsza (MFA), Assistant Professor of Practice
- 2.Radha Ganesan, (PhD), Assistant Professor of Practice
- 3.Brenda Hoffman, (PhD), Assistant Professor of Practice
- 4.Claire Holesovsky (MS), Science Communication Specialist
- 5.Lori Kie (MA), Communications Manager
- 6.Nicole Leavey, PhD, Assistant Professor of Practice
- 7.Nancee Moes (MFA), Lecturer
- 8.Susmita Pati (MD, MPH), Chief Medical Program Advisor
- 9.Josh Rice (MFA), Lecturer
- 10.Ken Weitzman (MFA), Lecturer

18. List names of part-time/adjunct faculty teaching at least one course in fall 2021. Also list names of part-time faculty teaching spring 2021.

Fall 2021

- 1.J.D. Allen
- 2.Rodney Carveth
- 3.George Giokas
- 4.Patrick Jones
- 5.Judah Mahay
- 6.Pamela Matzner
- 7.Christina SanInocencio
- 8.Trevor Setvin
- 9.Terry Sheridan

Spring 2021

- 1.J.D. Allen
- 2.George Giokas
- 3.Judah Mahay

- 4.Christina SanInocencio
- 5.Terry Sheridan

19. Schools on the semester system:

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

Year	72 or more semester hours outside of journalism and mass communications		
	Total Graduates	Number in Compliance	Percent
2020-2021 academic year	<u>55</u>	<u>55</u>	<u>100</u>
2019-2020 academic year	<u>60</u>	<u>60</u>	<u>100</u>
2018-2019 academic year	<u>43</u>	<u>43</u>	<u>100</u>

PART II — Standard 1: Mission, Governance and Administration

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 of Communication and Journalism was founded at Stony Brook University in 2006 and accredited for the first time in 2015. It is the only school of communication and journalism in the State University of New York system, although there is a Communication Department at SUNY Buffalo State, which is a member of ACEJMC. Located midway between Manhattan and the eastern tip of Long Island, Stony Brook University was built in the second half of the 20th century to serve the growing population in the area. Proximity to media companies in New York City gives the school access to accomplished professionals and rich internship opportunities. The university is one of four Research 1 institutions in the SUNY system and considers itself a leader in STEM education.

The school has about 200 students and 12 full-time faculty and offers a Bachelor of Arts in Journalism degree. The school is affiliated with three centers: the Center for News Literacy, the Alan Alda Center for Communicating Science and the Marie Colvin Center for International Reporting.

In 2019, the school underwent a major change in leadership and direction that meant journalism would no longer be the sole focus of the school. The change was in response to financial trends that showed spending per student in the School of Journalism was about twice the spending per student in other programs across campus. University administration leaders believed the school must find a way to bring those costs down or risk closing the school.

The founding dean stepped down to work full-time as the executive director of the Center for News Literacy and the executive director of the Alda Center was appointed as dean. The new dean took steps to address the budget concerns. Those steps included adding a new bachelor of science degree in mass communication, creating a new class with multiple sections that would bring in general education revenue, streamlining the curriculum and reducing the number of adjunct faculty, among other measures. The dean, administrators and faculty developed a new mission statement and strategic plan. The school changed its name from the School of Journalism to the School of Communication and Journalism to reflect the new mass communication major beginning in the fall 2021 semester.

The mission statement says: “The School of Communication and Journalism at Stony Brook University integrates innovative approaches to research, teaching and public service in the fields of communication and journalism with an emphasis on efforts that collaboratively address and respond to pressing societal needs.” The written strategic plan lists 11 goals addressing curriculum, faculty development, an inclusive culture, improved student experience and more.

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

As authorized by the SUNY Board of Trustees, the University Senate is the overarching governance body for faculty across the campus. The school follows the guidelines set by the University Senate and does not have its own bylaws. The school is also part of the College of Arts and Sciences Senate for

academic affairs. It has a representative to each body.

The dean meets once a month with journalism faculty, affiliated faculty from the Alda Center and staff for both. The journalism faculty meet separately every three weeks or more often as needed. The dean attends those meetings when invited. In 2019, the faculty elected one of its members to serve as faculty governance lead. She organizes faculty meetings and sets the agenda and represents the faculty to the school's and university's administration. Adjuncts are invited to attend and all have full voting privileges except on matters of promotion and tenure, which are decided by tenured faculty only. Standing faculty committees work on alumni relations, curriculum, diversity, internships, assessment, technology and more. All faculty are required to serve on at least one committee and part-time faculty are encouraged to join committees as well. Committees meet at least once a semester. Conversations with faculty showed some committees are very active and ad hoc committees are formed to address such issues as best practices for online teaching during the pandemic.

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

The dean is both the chief administrator of the school and the executive director of the Alda Center. She was appointed interim dean in 2019 to replace the founding dean and then named on a permanent basis in February 2020. For 18 months during the pandemic, she also served as Vice Provost for Academic Strategy and Planning. She reports to the provost, who in turn reports to the university president.

Upon taking the position in 2019, the dean conducted an assessment that led to a new mission statement and strategic plan, expansion of the curriculum and a renaming of the school. In response to the concerns about the school's budget and stagnant enrollment, she initiated the process for a new degree, introduced a new class that helps students from across campus meet a public speaking requirement and also brought new revenue to the school and eliminated classes with a history of low enrollment. With her help, faculty developed a new curriculum that streamlined courses, eliminated pre-requisites and helped transfer students complete their degrees in less time. She also embarked on an ambitious effort at fund-raising to bring new financial support to the school.

The COVID pandemic erupted the same month that her appointment as dean was made permanent. She led faculty and staff in adapting to teaching students online, with purchases of new equipment, creation of web pages to support students, modification of newsroom and studio spaces for safety and other measures to ensure continuity. In addition to her focus on the school, she assisted the interim provost and oversaw the COVID Academic Affairs Emergency Task Force, which helped keep the school's practices aligned with the university's and provided high-level visibility for the school's needs.

The journalism faculty were unanimous in requesting the permanent appointment of the dean. Some of the veteran faculty were watchful about how journalism would fare with plans to add the mass communication degree. After two years, the faculty expressed satisfaction and feels respected by the dean. They are grateful for her efforts to obtain more resources. They also believe she has assembled a good administrative team.

Administrators from other schools and colleges across campus expressed admiration for the dean's accomplishments in addressing the school's budget problems, acting in a collegial manner to partner with other schools, generating new donations and bringing the school more into alignment with the rest of the university.

The provost said the school is doing very well and is well regarded within the university. He expressed great enthusiasm for the future of the school, especially as it develops programs in mass communication and science communication. He said he sees an opportunity for the school to become the premier institution in the nation for science communication, which would fit well into a university focused on STEM.

Members of the Professional Advisory Board, many of whom were recruited by the founding dean, expressed confidence in the new dean and a belief that she could take the school to new levels.

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

At Stony Brook, the provost appoints deans after soliciting nominations and input from campus leadership and the faculty of the unit involved. If there is ample notice from an incumbent dean of an intention to step down, a search is conducted and the candidate is selected. In the case of the school, the founding dean gave two months' notice of his intention to step down, so the provost solicited nominations and input for an interim appointee. The executive director of the Alda Center, who holds the rank of full professor, was selected and began serving as interim dean in 2019. An interim appointee can serve until a search is completed. The provost determines whether to conduct an external search, which is done by an outside firm, or an internal one. Based on positive results under the interim dean, the provost decided to conduct an internal search. The faculty wrote to the provost, asking him to waive the national search and to appoint the interim dean. After meeting with the faculty, who unanimously supported the appointment, the interim dean was appointed to a five-year term as dean, effective March 1, 2020.

Deans report to the provost and are evaluated annually. Deans serve for five-year terms. At the time of reappointment, the provost solicits feedback from faculty, peers and others and reappoints based on performance. Deans are not members of the union and serve at the pleasure of the university president.

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

Most issues and concerns are handled within the school by the dean and associate dean. Faculty and staff who cannot resolve labor disputes within the school can seek assistance from the Office of Human Resource Services or the Office of Employee and Labor Relations. The Office of Equity and Access handles discrimination and sexual harassment complaints. The university also has an Ombudsman's Office which offers mediation services to faculty, staff and students.

The school created a Build Better SoCJ Workshop to address student concerns in the wake of Black Lives Matters protests in the summer of 2020 and bring those concerns to the attention of faculty. The workshop has continued through three semesters and provides a forum for students from minority communities to surface issues.

In academic disputes, students must speak first to the instructor and then to the associate dean before filing a grievance. Grievances must be filed in writing using a university form and are resolved by a committee. Suspected violations of academic integrity can be reported in an online form to the Academic Judiciary Office, which then conducts an investigation. If found to have committed a violation, students can appeal and receive a hearing before a five-member committee. There is a process for students who are found to have committed a violation to take a non-credit course in academic

integrity and have the violation removed from their record and then to re-take the course in question to receive a non-failing grade. School of Communication and Journalism students are expected to pass all courses in their major and minor with a grade of C or higher. Any student who earns a C- or less in three courses cannot continue in the program. They can appeal to the dean.

SUMMARY:

Four years into the period under review, the school made a dramatic shift in leadership, direction and even its name. Just two years later, it is possible to say the school is on a positive trajectory. The new dean has brought financial stability to the school and built bridges to the rest of the university. In the process, journalism education has been preserved and updated with a new curriculum, all while dealing with the challenges COVID has presented to society in general and higher education in particular.

Overall evaluation compliance/non-compliance: **COMPLIANCE**

PART II — Standard 2: Curriculum and Instruction

Unit performance with regard to indicators:

Discussions of indicators b, c and e must describe and evaluate the individual academic sequences in the unit.

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

The school rolled out a new curriculum three semesters prior to the site visit. Students are required to complete 42 JRN credits, (more than any major other than engineering) in addition to a specified POLI (political science) class. School officials note that students have no problem enrolling in POLI 102 because it is a very large class. Of the 42 internal hours, 33 are proscribed as all students take the same 11 classes, all of which are taught every semester. In addition, student may choose between text, audio and video versions of Advanced Digital Journalism, (all offered every semester) and are required to take two electives from a menu of 20+ courses, some of which are offered every semester, others of which are offered on a rotating basis and yet others that are rarely taught. The school has added mass communication as an area of study but that is not part of the assessment of the program.

The unit meets the 72-hour requirement with 100% compliance.

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 offers courses in News Literacy, History of Mass Communications, Global Issues in Journalism, Mass Communication Law and Ethics, Mass Communication Research and a number of other conceptual offerings to supplement its wide array of skills courses and achieve the range of student competencies.

Any student who is accepted to Stony Brook University may choose to enroll in the School of Communication and Journalism, with no additional application required. Hence, enrollment is controlled by the university and not by the unit, though school officials go to major fairs and do other types of outreach to attract students to the major. There is no required school-level orientation, but the advisory board stages social events and takes part in other forms of outreach to new students. Yet, at present, there is no premium placed on a student being accepted “into the club.”

JRN 101 is a gateway course for those exploring the major, as is 120, described later in this section. Many students affiliate with the school as soon as they arrive on campus. School officials explained that though the only flexibility the students have in terms of the courses they take is outlined above, students do have some flexibility related to the order in which they take some of the classes. They say the streamlined curriculum has allowed 19 students to be on track for graduation after 3.5 years.

Multimedia comes into play in JRN 311, 312 and 313, the Advanced Digital Journalism courses. This breakdown led to some very small sections in the two semesters preceding the site visit. School officials cite COVID and the curriculum change as leading to the anomalous enrollments. Students work together across sections on big multimedia projects, and the arrangement recently paid off with high placements in the prestigious Hearst multimedia competition. The capstone class produced a report that won a student Murrow in the audio feature category.

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.

Despite the constraints brought on by COVID-19, instruction has been both demanding and current during the period under review. School officials believe students find the new curriculum a “breath of fresh air” because it is so straightforward, citing bottlenecks created under the old curriculum. Alums worry a bit, however, that journalism might “get lost” under the new plan, and though agreeing that changes were needed, fear that deleting “the hard classes” might water down the product. One young alum, very active at the school newspaper while in the school, reported that her successors felt the “newbies” at the paper “didn’t really know the basics” like those in earlier cohorts did.

Alums also opined that though they felt “more than prepared” for the real world and described their time in the school as “a life-changing experience”, they would like to have had more training on newsroom rundown software and doing quick “day turns” as they are now expected to do in the business. Additionally, they believe the editing software they used (FinalCut) is below industry standard. The unit now uses Premier. The alums would also have liked more guidance on what to expect on the first job, in which they had to work for “criminal wages” when they might have been better served to wait for other, more reasonable offers, had they known many job opportunities exist outside those available in legacy media outlets. They were pleased with the grounding they got in the school, and with professors who stoked the drive that has helped them succeed as professionals.

They also spoke to how they benefitted from the combination of classroom instruction and skills learned through internships. One spoke of the foundation of news literacy, fairness and balance, lessons he has reflected on every day as he has taken on progressively more advanced and challenging positions. Another alum who has risen steadily through the ranks said that she has received “a ton” of post-grad support from four specific professors. She talked about the tight-knit community and having formed “life bonds” with the instructors who planted the seed and who continue to be mentors to her and many others.

Faculty members seem generally supportive of the new curriculum, though some are perhaps a bit worried about what expansion of the program might mean. They do believe the dean respects and values journalism. They note, however, the regular communication efforts have really just begun and point to a need for further refinement of exactly who does what. A long-time member of the faculty is pleased about the ongoing transition to a newsroom-based teaching environment and is eager to help the school get to what it can be, because the unit is headed in the right direction and is benefitting from a good sense of community. This is underscored by students who say they feel supported and *known* by faculty members and fellow students.

A second long-time member of the faculty likes the new curriculum, noting, however, that the timing was a bit problematic due to COVID, which made it more difficult to teach skills that are best taught in person. This instructor notes that the addition of mass comm is beneficial to students who realize midway through their studies that they are better suited to a profession other than in legacy media. Under the old curriculum, these students were stuck, but the new curriculum gives them more latitude to make the transition into related career paths such as marketing or public relations. This faculty member adds that though human beings are always somewhat resistant to change, things are better now, more organized and with expectations more clearly defined.

A third faculty member, though generally supportive of the curricular change, believes the plan still needs “some nips and tucks” primarily because instructors still haven’t seen the full measure of the changes because of COVID. This faculty member also believes there are a few things that carried over

from the previous curriculum that could and should be replaced by other things, such as a class emphasizing the production side of video storytelling. This concern was born out in a review of some of the video programs produced by the students, which rely heavily on lengthy field standups or anchor desk introductions, augmented by CBS NewsPath material rather than locally shot and produced video segments. The few examples of locally shot and produced content highlighted a need for understanding production basics, such as steady video, crisp audio, compelling edit pace, etc. The instructor and this member of the accrediting team agree that there is no substitute for students doing lots of stories, emphasizing great writing and solid production values, and that students should learn these skills early on so they can get to the point of producing quality reports on tight deadlines.

Faculty members seem to appreciate what the added emphasis on research can mean for how the school is positioned within the broader university. Another recent change that benefits the school in this regard is the addition of a public speaking course that fulfills a general education requirement. Faculty, affiliated faculty and adjuncts help teach this course. The unit began offering the course in the summer of 2019. In that term and the subsequent spring semester, because the course was being taught on a trial basis, enrollment was limited to 10 students per section. In the spring of 2020 the enrollment cap was raised to 40 and the course has grown steadily, enrolling 40 students in each of 13 sections in fall 2021, a total of 517 students and 1,551 credit hours.

Students who are approximately halfway through their time in the school seem generally satisfied with and supportive of the new curriculum. However, one group of students, those graduating in December 2021, was particularly hard hit by the combination of COVID and a major curriculum change. Those students have significant concerns about their preparedness to enter the workforce, especially regarding their knowledge of technology used by those in the field. The school's leadership team has a plan already in place to help mitigate those concerns with further extensive training opportunities in the month prior to commencement. The team's track record of being responsive to student concerns gives us confidence that the plan will be implemented and that the team will address the concerns as they relate to subsequent cohorts as well.

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

The unit caps skills courses at 20.

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.

Students are allowed to take up to 6 hours of academic credit for internship experiences.

SUMMARY:

As with any major change, there are concerns surrounding the new curriculum. The leadership team is already working toward protecting depth of course range and content while offering breadth in the list of courses available to students.

Overall evaluation compliance/non-compliance: **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.

Since 2014, the School has had a diversity statement drafted by and voted upon by faculty. It has been updated multiple times. The school adopted its most recent diversity statement and a written five-year plan in April 2021. It includes the unit's definition of diversity and identifies underrepresented groups. The plan is comprised of goals for achieving an inclusive curriculum and diversifying faculty, staff and the student body. Retention is also part of the plan, along with producing an inclusive and relevant curriculum. The climate at Stony Brook is supportive of working toward these goals. The Diversity Committee meets regularly to assess the SoCJ's progress toward achieving the plan's objectives. Members also make reports to the faculty at large. When necessary, as in 2017 and 2021, the Diversity Committee revises the Diversity Statement to reflect the current state of the school and to plan for the future. One thing found lacking were metrics for measuring progress towards goals. Creating metrics would strengthen the plan's value.

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.

Juniors and seniors are required to take JRN 303: Global Issues in Journalism, a course that launched in Fall 2021. The course provides a study of global journalism of the 20th and 21st centuries. Central topics include mass migration, global warming and the destruction of ecosystems, reparations, Brexit and indigenous issues. Students are expected to come away with an understanding of the diversity of people and cultures, and their significance and impact on journalism; of gender race, ethnicity, sexual orientation and other forms of diversity in domestic society; and demonstrate knowledge and understanding of a society or culture outside the U.S. Other courses, such as JRN 116: Introduction to Digital Journalism, dedicate at least one class session to discussing race/ethnicity and diversity in journalism. In another foundational course, JRN 101: News Literacy, topics of fairness, balance and bias in the news are addressed so that students learn how to spot patterns of bias in the news, including racial and gender bias, while reflecting on their own possible biases. Students in JRN 208 read the textbook by Juan Gonzalez and Joseph Torres, *News for All the People: The Epic Story of Race and the American Media*. Additionally, since the 2019-2020 academic year, the school has supported and a faculty member has advised a student-run workshop, Building a Better SoCJ, focused on issues of diversity, equity and inclusion. The workshop has strong support from the school and has organized panel discussions about covering racial unrest and what inclusion means for journalists and journalism. The workshop has also brought ideas and recommendations to the faculty about inclusion in teaching and training journalists. For example, the group organized two panels on "Media Coverage of Marginalized Communities" that featured faculty from a number of different Stony Brook departments, including SoCJ. The second panel also featured student speakers. At the time of the site visit, workshop members were brainstorming activities for Black History Month, Women's History Month and Asian Pacific Islander Desi American (APIDA) Heritage month. The workshop is now in its third semester.

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.

Faculty has grown more diverse since the 2015 visit, when one faculty member identified as a minority and none was internationally diverse. At the time of the 2021 visit, four faculty members identify as minorities, including three who are internationally diverse. The hope is to improve these numbers as SoCJ conducts two searches for full-time faculty in the next year.

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.

Recruiting an overall diverse student population is a top priority of the university and the school. And there has been an increase in the number and percentage of students of color among the SoCJ's majors. In Fall 2015, just over 9% of new first-year and transfer students identified as Hispanic or Latino. In Fall 2021, that number increased to about 20%. Smaller increases of Black/African American and Asian new SoCJ students were noted as well. In 2015, a staff member was hired to coordinate recruitment efforts at the undergraduate level. In 2020, the school brought on a communications manager who is working together with recruitment coordinator to develop specific marketing and communication campaigns for SoCJ. In addition, in 2017 and 2018, after a number of years not participating in scholastic press conventions, SoCJ began exhibiting at the annual Columbia Scholastic Press Association spring convention and the Journalism Education Association/National Scholastic Press Association's fall convention in 2017 and 2018, respectively. Although these efforts have not yet had a direct impact on enrollments, the school has seen additional applicants from connections made at these events. The majority of these applicants reside outside of New York State. SoCJ plans to continue participation in these events as a way to recruit a more geographically diverse student population. Admissions is also highly engaged with high schools in New York, New Jersey and New England, and have expanded recruitment efforts in Illinois, Georgia, Pennsylvania, California, Texas, Florida, Maryland, Virginia, Delaware and internationally. As one of the flagship SUNY campuses, SoCJ's main recruitment area continues to be the New York State region, which includes New York City and the surrounding boroughs, Long Island and Northern/Western New York. These communities and SoCJ feeder high schools — such as Brentwood High School, Central Islip High School, Sachem East High School and KIPP NYC College Prep High School — are diverse geographically, ethnically, racially and socioeconomically.

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 school complies with the university's policies on affirmative action, sexual harassment and workplace violence. The university adheres to Title IX. The university has established specific policy statements and complaint resolution procedures for harassment and discrimination. Any member of the university community may report conduct that may constitute sexual harassment, sexual assault or sexual violence. If students, faculty or staff are being subjected to unwelcome sexual advances, requests for sexual favors or subjected to verbal or physical conduct of a sexual nature, they are urged to contact the appropriate authorities. All syllabi include statements about diversity, accessibility and other student

support services. All new faculty and staff receive extensive training on how to avoid committing harassment and discrimination, and on how to report violations of university policies and the law. All students are informed of their rights and responsibilities, and receive training about filing complaints, policies, and procedures.

SUMMARY:

The unit has a written diversity plan for achieving an inclusive curriculum, a diverse faculty and student population; however, metrics for measuring progress toward goals was found lacking and creating metrics would strengthen the plan's value. The unit's curriculum fosters understanding of issues and perspectives including gender, race, ethnicity and sexual orientation. Faculty has grown more diverse since the 2015 visit, when only one faculty member identified as minority. Now there are four faculty members who identify as minorities, including three who are internationally diverse. Recruiting an overall diverse student population is a top priority, and there has been an increase in the number of students of color among the SoCJ's majors. The university adheres to Title IX and has established specific policy statements and complaint resolution procedures for harassment and discrimination. Any member of the university community may report conduct that may constitute sexual harassment, sexual assault or sexual violence.

Overall evaluation compliance/non-compliance: **COMPLIANCE**

Table 6. Faculty Populations, Full-time and Part-time

Show numbers of female, male, minority, white and international faculty members and the percentages they represent of the unit's total faculty. (Report international faculty the same way the university reports them.)

Academic year: 2020 – 2021 Full-time faculty

Group	Female	% of faculty	Male	% of faculty
Black/African American	0	0%	1	8%
White	3	25%	5	41%
American Indian/Alaskan Native	0	0%	0	0%
Asian	1	8%	1	8%
Hispanic/Latino (any race)	0	0%	1	8%
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)	1	8%	2	16%

Academic year: 2020 – 2021 Affiliated faculty

Group	Female	% of faculty	Male	% of faculty
Black/African American	0	0%	0	0%
White	6	60%	2	20%
American Indian/Alaskan Native	0	0%	0	0%
Asian	2	20%	0	0%
Hispanic/Latino (any race)	0	0%	0	0%
Native Hawaiian/other Pacific Islander	0	0%	0	0%
Two or more races	0	0%	0	0%
Other race	0	0%	0	0%
International (any race)	1	10%	0	0%

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 majority of both full-time and part-time faculty members have taught at the school for many years. Of the school's 12 full-time faculty members, just three were hired in the six years since the previous accreditation visit and that includes one who had served as an adjunct for 13 years before being appointed to a full-time position. Seven have been with the school since it was founded or were hired in the first year. Three of the six part-time faculty members teaching in the 2020-2021 academic year have taught at the school for more than five years. The dean and the former dean are tenured full professors; there are four associate professors, all tenured; one assistant professor is on the tenure track, four are non-tenured assistant professors of practice or lecturers; and one holds a three-year appointment as a visiting professor.

The school's hiring and evaluation processes follow university guidelines and College of Arts and Sciences policies. The school conducts national searches for both full-time and part-time faculty, with national advertising of the position, including with minority journalism associations. The dean initiates the search, with the approval of the provost, and appoints a committee, which develops the position description, screening instrument and interview questions in conjunction with the EEO committee.

The College of Arts and Sciences defines research, teaching and service responsibilities for tenured faculty. Tenure-track faculty are evaluated on six criteria: mastery of subject matter; scholarly and/or creative activity; teaching quality; service to school, university, profession and community; continuing growth and development; and enriching diversity in university life. To assist junior faculty in achieving tenure, the dean has created a support committee with faculty from within the school and scholars from other units who share the candidate's research interests.

All SUNY faculty are members of a union, United University Professions. There is no formal procedure for evaluating tenured faculty. Non-tenure track full-time faculty received contracts of one to three years and are evaluated by the dean and associate dean at the time of reappointment.

Tenure-track faculty are evaluated in the classroom by faculty observers in the second, fifth and seventh years of their teaching contracts. Part-time faculty are evaluated annually until they reach their third year and are offered a term appointment. Then they are evaluated every three years. In practice, however, those evaluations have not been done. The dean says she has instituted a new policy whereby all faculty will be observed while teaching by peers or higher-ranked faculty or administrators annually.

All full-time faculty are required to update their online faculty profiles and CVs for the dean's files annually. The dean reviews student course evaluations for full-time faculty and the undergraduate director and/or dean review student evaluations for part-time faculty.

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

More than two-thirds of core and required courses are taught by full-time faculty:

2020-21 School year: 69%

2019-20 School year: 67%

2018-19 School year: 67%

Several full-time faculty have significant administrative responsibilities. The dean, in addition to her administrative duties for the school, serves as director of the Alda Center and served for a time as vice provost for strategy and planning. The former dean directs the Center for News Literacy and teaches the news literacy course. One associate professor serves as faculty governance lead and directs the internship program and now teaches one course each semester. Another associate professor directs the Marie Colvin Center. An assistant professor of practice was named associate dean and is responsible for student advising while still teaching at least two courses a semester.

In addition to the full-time faculty, affiliated faculty from the Alda Center teach some of the core courses, such as Data Analysis and Storytelling.

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.

All full-time faculty hold a master's degree or higher, with five holding PhDs. Eight faculty members have more than five years of professional journalism or communications experience. Three have pursued a scholarly career through publishing academic books and articles and presenting at academic conferences. Faculty CVs and information in the self-study show that faculty regularly publish articles, participate in workshops, serve as awards judges and article editors and perform as reporters, commentators and researchers. Many are members of professional or academic organizations. The centers provide an opportunity for faculty to engage in public service.

Faculty and staff participate in workshops offered by the university's Center for Excellence in Learning and Teaching. With the pandemic causing all university faculty members to ramp up their online teaching skills, faculty at the school formed an Online Learning Task Force to share best practices. A full faculty meeting was devoted to this subject and experiences were shared with a national audience in an article written by a faculty member for Poynter.org.

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

Students are asked to evaluate every course they take in the school and those evaluations are scrutinized by the dean. A Student Advisory Board contributed to the redesign of the curriculum. Tenure-track and part-time faculty are evaluated by observers in the manner described in section a).

Students praised individual instructors and spoke about how caring and responsive they are. Alumni spoke of continuing to turn to faculty members for career opportunities and advice.

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

Faculty have participated in governance bodies including the College of Arts and Sciences and the University Senate. Administrators described the school as keeping its distance from other colleges and schools, but said this is changing under the new dean. The deans of the School of Marine & Atmospheric Sciences and the College of Business spoke of collaborations on classes that have benefitted both partners.

SUMMARY:

Faculty members with strong professional experience and connections are being joined by newer recruits with scholarly achievements. Students praise their teaching and responsiveness. Faculty also provide public service through the centers affiliated with the school.

Overall evaluation compliance/non-compliance: **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 provides financial and other support for professional development and works with individual faculty members to reduce the amount of teaching and services required of them to free up more time for research. To support a new tenure-track hire, the dean created a peer committee chaired by a tenured faculty member and including two scholars with shared interests from other Stony Brook departments.

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

The school requires faculty members to engage in research or professional creative activity to secure promotions and tenure.

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

Faculty members are expected to demonstrate mastery of subject matter, scholarly ability and continuing growth in their specializations.

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

The unit was found in noncompliance on this standard in 2016. The site team noted that many faculty members didn't have the academic credentials or training to do academic research. Since that time the school has made what a colleague in another unit called modest improvement in this area. The dean is a prolific researcher in her area of expertise, and two recent hires show great potential to add to the school's academic output. However, both are very new to Stony Brook University and therefore, there has been insufficient time for their recently published work to garner a significant number of citations. One of the two has an impressive number of citations for work completed before joining the unit. That faculty member has received a \$25,000 grant from the university to fund her continued research into the messaging surrounding COVID-19 and vaccine hesitancy. All of the unit's researchers might be well served to seek publication in some of the major journalism and mass communication journals. Other members of the faculty are involved, to one degree or another, in professional activity, such as writing articles for professional media outlets, authoring general-interest books and producing documentaries.

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

An accomplished researcher herself, the dean supports all the above and relates that support to faculty members on a regular basis.

SUMMARY:

The school is already beginning to realize its potential for scholarly productivity, and with two likely hires in the near future, this should become a major strength of the unit.

Overall evaluation compliance/non-compliance: **COMPLIANCE**

Scholarship, Research, Creative and Professional Activities	Total from Unit*	Individuals				Totals (22)
		Full Professors (2)	Associate Professors (4)	Assistant Professors (1)	Other Faculty** (15)	
Awards and Honors	23	1	7		15	23
Grants Received Internal	4		3	1		4
Grants Received External	19	15		1	4	20
Scholarly Books, Sole- or Co-authored	3	1	1		1	3
Textbooks, Sole- or Co-authored	2	1			2	3
Book Chapters	6	1	3		4	8
Monographs	1		1			1
Articles in Refereed Journals	50	19	12	4 (+5 under review)	23	58
Refereed Conference Papers	20		6	3	11	20
Academic Presentations	29	6	5		18	29
Book Reviews	2		1		1	2
Articles in Non-refereed Publications	31	3	19		10	32
Juried Creative Works	4				4	4
Non-juried Creative Works	4				4	4
Academic Conferences Organized	6	3	2		1	6

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 semester in the weeks before registration opens for the next semester, students are encouraged to meet with the school's chief academic advisor for advice about which courses to take to stay on track for graduation. The advisor is available to meet with students throughout the semester as questions and concerns arise. Students also can track their own progress through Degree Works. Students are provided with a checklist of major requirements. At every advising session, students are provided with an overview and accounting of where they are on the path to graduation. This includes an update on the 72-credit rule, which can be hard for students to track on Degree Works. Red flags go up if there are problems, so students have the opportunity to enroll in additional courses, if needed. Students also approach their instructors for academic and career advice. In addition, the school has an internships and careers program director who shares internship/employment opportunities to help students achieve their professional goals during matriculation and after graduation.

b). Faculty are available and accessible to students.

Faculty availability is a strength of the unit. Students commented positively and consistently about their professors who made themselves available regardless of time of day or day of the week.

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

Students are informed about registration/enrollment deadlines and other pertinent details regarding major requirements and curricular changes through the school's weekly newsletter, which is emailed on Mondays.

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.

Student media are independent of the school, although many faculty members maintain informal advising relationships with members of the student press. Many journalism students assume leadership positions in the media outlets. The university's Division of Students formally oversees the student press. Student publications include The Statesman and The Stony Brook Press. Black World was revived in 2019, after being dormant for several years, to provide a voice for Black and Hispanic students. Students broadcast news through the campus radio station WUSB and the campus TV station SBU-TV. Long Island's National Public Radio affiliate, housed down the hall from SoCJ, offers several internships a year to give SoCJ students the chance to learn more about radio reporting. Students maintain an active chapter of the Society of Professional Journalists (SPJ). During the 2021-22 academic year, the Building a Better SoCJ Workshop organized monthly Zoom calls at which representatives of professional affinity groups met virtually with students. While faculty and students have discussed forming chapters of these professional affinity groups, reflecting the diversity of the student body, the conclusion was that SoCJ's student body is not large enough to support student chapters of multiple professional organizations. (It might be beneficial for faculty members to participate in the academic component of professional affinity groups, where best practices are shared as well as issues affecting underrepresented communities raised; faculty membership might also present a great opportunity for recruiting diverse faculty.) Also,

faculty have organized Professional Fridays, a trip to a working newsroom in New York City, where students talk to professional journalists, including Stony Brook alumni, and see how they work. In the past, students have visited BuzzFeed, *60 Minutes*, *Cosmopolitan* magazine, Vice, and CBS News. During the COVID-19 pandemic, virtual Professional Fridays were organized with journalists from Politico, the *New York Times*, CNN, and other outlets. SoCJ students have regularly covered Election Day, during both presidential elections and midterms. In Fall 2021, a voluntary broadcast workshop opened that runs for two hours every Friday. Students cover the campus community and produce a broadcast report.

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.

A staff assistant is responsible for coordinating SoCJ recruitment efforts and also monitors retention and graduation rates, with data and insight provided by the university's Office of Institutional Research, Planning and Effectiveness. The staff regularly updates the dean, associate dean for finance and administration and communications manager when new data are available. The faculty at large also receive updates at regular meetings. Graduation and retention information is published online.

SUMMARY:

Faculty and professional advising staff provide students with career and academic advising and work to make students aware of requirements for graduation. Faculty make themselves available to students. Students receive a weekly emailed newsletter to inform them of activities, requirements and policies of the unit. Students also have extra-curricular activities and opportunities that are relevant to the curriculum and develop their professional as well as intellectual abilities and interest. The unit gathers, maintains and analyzes enrollment, retention, graduation rates and other aggregate information for improving student services and reducing barriers to student success.

Overall evaluation compliance/non-compliance: **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.

Budget difficulties led to the change in leadership and direction of the school two years ago. The school was spending twice as much per student as the campus average. The new dean took several steps to bring in more revenue and reduce expenses: creating a new undergraduate degree program in mass communication; creating two master's programs and a graduate certificate program; creating a public speaking course that generates revenue through general education credit hours; eliminating courses with low enrollment; and reducing the number of adjuncts. By bringing the Alda Center under the School of Communication and Journalism tent, the dean was able to tap Alda personnel in finance and other areas who provide that support for journalism as well. To achieve the goals of the strategic plan, the dean and some faculty have launched fund-raising initiatives that will help realize these goals. Administrators and others across campus saluted the dean's fund-raising prowess and development of strategic partnerships.

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 university provides a base appropriation to all academic units. Deans and their budget managers meet quarterly with the provost and his budget team. During the pandemic, budget requests required additional review at the presidential level. That has now eased, and the school has received approval to post two new openings for assistant professors in science and climate communications. Salary increases of 3% a year are mandated by the union contract but not covered by increased state appropriation or tuition. The school has planned to absorb those costs without having to eliminate any positions.

A new system of tuition sharing promises to bring more support to units that perform well. The school believes it will benefit from this by growing its undergraduate and graduate programs. The self-study says, "Overall, the school is resourced equitably within" the university.

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

The television studio and control room are well designed and equipped. The studio is of standard design and the set is certainly adequate. A DIY podcasting space occupies one corner of the studio. Audio control is in a room separate from the main control room, which is spacious and equipped with Ross hardware and software, including a recent upgrade to the Inception scripting and prompting system. The operation has a backpack unit for live field remotes. In addition to the five dedicated workspaces in the control room, there is stadium seating for at least 12 observers.

The school houses the Long Island bureau of the local NPR member station. The transition from a site off campus happened in January of 2020, then COVID hit. Operations continued through the unusual circumstances. Both the news director and assistant news director are adjuncts in the school and teach the capstone course, among others. They say their number one goal is to identify good candidates in their classes whom they can groom to enter the NPR/public media system. In six years, they have trained approximately 75 interns, seven of whom have made the transition into the NPR system, with others going on to related careers. The assistant news director is also involved with building a digital platform to showcase professionally curated student 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.

The equipment room contains 15 Pro Video cameras and at least 30 DSLR kits for check out. Five paid student workers handle check in and check out, working a total of 40 hours per week. Students must store the gear in lockers provided in one of two newsrooms and are not allowed to take it into their dorms. The cross-platform newsroom system includes the Adobe suite (upper and lower newsroom) with a total of 38 workspaces, along with five professor stations between the two rooms. Only students in the school can access the newsrooms and they can do so 24/7 with swipe cards. Several students pointed to this as a major plus allowing them to work at their pace and on their timing in the facilities. Classes take place in the facilities Monday – Thursday, with a weather-oriented (pre-taped) program on Mondays, a general news video program (live) on Fridays and video updates on Tuesdays and Thursdays. One of the rooms also contains a booth for recording audio tracks and the equipment room contains two work stations used solely for dropping video clips into the system.

In addition to the two newsrooms, the unit has direct control of one other teaching space, located in the building where administrative and faculty office are housed. The studio space and newsrooms are about a five-minute walk from this building. For all other space needs, the unit must depend on other rooms controlled by the university.

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

The school's offices are housed in the campus library, which contains an impressive array of resources.

SUMMARY:

The school is budgeted adequately and has developed a strategic plan that will help add resources. The unit is adequately equipped and is in position to move forward with more robust training on the various forms of media technology, now that students have returned to campus and the challenges of teaching skills in a remote environment are, for the most part, behind us.

Overall evaluation compliance/non-compliance: **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.

Faculty keep in touch with professional contacts and alumni. In addition to the regular alumni newsletter, SoCJ alumni also communicate with each other within a private Facebook group, and receive regular updates from the director of internship and careers, who maintains a Google Group listserv about journalism jobs and career guidance. Faculty have also brought alumni back for a number of career panels. The SoCJ's Alumni Advisory Board meets monthly, and the Professional Advisory Board, which includes several Stony Brook alumni, meets two to four times a year.

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 Center for News Literacy offers a variety of programs and resources for communities beyond Stony Brook campus. Through its Institute for News Literacy Education, center staff provide training, resources, and funding to Long Island school districts with the goal of integrating news literacy lessons into the required curriculum of every middle school and high school student. The Center offers professional development workshops for educators and librarians, public programs through local libraries, and a free online course called Making Sense of the News, which has been taken by almost 10,000 active learners. The Center also hosts an annual Summer Academy for educators. In collaboration with Stony Brook's School of Professional Development, the Center offers five-week, self-paced, credit-bearing workshops for educators on the Principles of News Analysis and News Awareness and Engagement.

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 and staff members are encouraged to join academic associations. And many serve on association boards. For example, a professor is a board of director of the IALJS (International Association for Literary Journalism Studies); another is a member of the board of the Journalism & Women Symposium; and another professor is the vice president of print in the New York Association of Black Journalists.

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 hosts a number of guest speakers every year, for its My Life As... Speaker Series, the Marshall R. Loeb Lecture Series and the Marie Colvin Distinguished Lecture Series. Whether in person or virtual, these talks are free and open to the public. The [Alan Alda Center for Communicating Science](#) works to enhance understanding of science by helping train scientists and health professionals to communicate more effectively with the public, public officials, and the media. Faculty members organize conference presentations, professional development workshops, and webinars throughout the country. The center has brought workshops to the National Science Foundation in Washington, D.C.; the

Breast Cancer and Environment Research Program Conference in San Francisco; the Second Science Festival in San Juan, Puerto Rico; Stanford University; NASA; and the United States Army, among many other institutions. The Alda Center has a fully donor-funded Women in STEM Leadership Program with a goal to empower and support women and other underrepresented populations in science, engineering, math and other research fields to thrive in their careers and to contribute as leaders, mentors and role models to others. Center staff also developed a free online course Connect with Diverse Audiences During a Public Health Crisis. In addition, SoCJ consults regularly with its Professional Advisory Board. Every summer, board members to review a selection of student projects made for the capstone course, JRN 490: Senior Project. Board members gauge student success in terms of meeting or exceeding the goals of this final course. The advisory board is made up of journalism and mass communication professionals, as well as businesspeople, academics, and Stony Brook University alumni.

SoCJ faculty, WSHU and students collaborated on a series of stories on Long Island's Pine Barrens Preserve, a large stretch of pine forests that have been protected, by law, since 1993. Students also produced a series of stories on the history and legacy of slavery on Long Island, for which students won several Hearst Awards, a Long Island Media Fair Award, and the student Edward R. Murrow Award from the Radio Television Digital News Association (RTDNA). Students also produced the website Stony Brook Transformed, which features their reporting on how the university and hospital confronted the coronavirus.

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

The school has held the Robert W. Greene Summer Institute for High School Journalists since 2009 and, despite the pandemic, even held it virtually in 2020 and 2021. Supported by donations and foundation grants, the program brings teens to campus for a week of intensive news reporting in the school's multimedia newsroom and television studio and control room. The program reserves 50 percent of its places for students from underserved communities. Several alumni and students told the site team that they had participated in the "Greene Team, and were inspired by that experience to apply to Stony Brook and the School of Communication and Journalism.

After initially developing an undergraduate course in how to discern reliable news and information, the Center for News Literacy helped adapt its curriculum for middle school and high school students. In 2018, it created the Long Island Institute for News Literacy Education to serve districts in three ways: train teachers, help adapt its curriculum, and help develop complementary programs for families. The Institute's Summer Academy has trained 125 teachers in the past three years from more than a dozen districts. It has also developed ongoing partnerships with a series of demonstration or "lighthouse" districts that have agreed to integrate elements of the curriculum into the required instruction of all students and assess the results. The goal is for these districts to develop replicable models that can be adopted across the region and state. The Institute is working with six such districts in Fall 2021 with a population of nearly 25,000 students, including several diverse districts. The Institute's goal is to help teach 100,000 students within the next five years. The Institute's work has been supported by more than \$600,000 in grants and contributions.

The school also took over hosting the Broadcast Awards for Senior High (BASH), an annual event that is part awards ceremony and part learning conference for Long Island high school educators and students. The most recent BASH event was held virtually on April 30, 2021.

SUMMARY:

The unit communicates regularly with its alumni and is actively engaged with professionals and professional associations to keep curriculum and teaching current. The unit provides leadership through such activities as offering continuing education and promoting professional ethics. It supports faculty involvement in academic associations and related activities; and contributes to its communities through unit-based service projects, events and faculty workshops. Its three centers serve the public through programs that educate and inspire.

Overall evaluation compliance/non-compliance: **COMPLIANCE**

PART II — Standard 9: Assessment of Learning Outcomes

Unit performance with regard to indicators:

The Accrediting Committee and Council seek site-team reports on assessment that are appropriately detailed for a judgment on compliance that is informed, fair and consistent from one team to another. Please respond to each of these questions in your report on indicators (a), (b) and (c):

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

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

The school has had a written assessment plan since Spring 2013, which was most recently revised in Spring 2021 as the school was adopting a new strategic plan, and new curriculum with new degree programs. In 2019 the school formed the Program Evaluation Committee, a standing committee that meets monthly to oversee surveys and the collection of other data to share with administration and faculty. The committee is chaired by an affiliated faculty member from the Alda Center who is an expert in curriculum design and program assessment. The committee includes faculty, staff and a student representative. Administrators and faculty use the feedback collected by the committee to shape the curriculum.

The self-study includes a chart that maps which courses include each of the 12 ACEJMC competencies. All 12 competencies are included, usually in multiple courses throughout the four years of study. All syllabi are required to include the 12 competencies.

In the assessment plan, the school includes these goals for the curriculum:

- Follow, appreciate, and discuss complex current events.
- Understand the entire landscape of modern media and how it might change in the future.
- Produce professional-level work, whether in print, on video or on air, or a multimedia package that includes all of these elements.
- Produce a wide variety of types of professional work of impact, such as breaking news, in-depth investigations, long-form narrative pieces, documentary films and full-length podcasts.
- Produce work valued by the world’s top media outlets, such as NPR, The Washington Post, BuzzFeed, CNN, or the New York Times.
- Take leadership roles in any communications profession.
- Work as productive and valued members of any team

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

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

The plan calls for these direct measures: internship evaluations by the workplace supervisor and a faculty supervisor; successful fulfillment of the university’s upper division writing requirement, as

determined by the undergraduate director's evaluation of two examples of lengthy articles, term papers or independent research; evaluations by members of the school's Professional Advisory Board of a sample of work produced in the senior project capstone course.

Indirect measures are: data on retention and graduation rates; student course evaluations that ask students to identify one significant course outcome and to explain whether that outcome was achieved; student awards; exit surveys of graduating seniors; surveys of alumni one year to 18 months after graduation; surveys of alumni three years after graduation; tracking alumni achievements.

The direct measures are adequate to assess how well students are mastering the competencies as they progress through the curriculum. The indirect measures would be more valuable if a greater rate of student and alumni participation could be achieved. A test early in students' time in the school to benchmark knowledge and skill levels followed by a test before graduation could provide insight into how much progress students are making.

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

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

When the new dean took office in 2019, she initiated a wide-ranging assessment of the school, its curriculum and learning outcomes. That led to development of the new curriculum by the Curriculum Committee that included a review of student and alumni surveys, senior projects and assessments of those projects by the Professional Advisory Board. Based on that input, the faculty created a new required course, Global Issues in Journalism.

In Spring 2019, the Student Advisory Board solicited opinions from students and received 127 responses. They shared the results with the Curriculum Committee, which adopted many of the recommendations.

The Program Evaluation Committee was formed in 2019 to ensure ongoing program assessment and informed curriculum revision. In 2019, the committee worked with a consultant to establish a framework to evaluate new graduate programs and then extended the framework to all academic programs. In 2021, the committee revised the exit survey to align with curriculum revisions implemented in 2020.

During the summer of 2021, the Program Evaluation Committee summarized the results of surveys of exiting seniors and alumni one and three years after graduation and prepared an assessment report for the faculty, the first such report since 2015. The total number of respondents in each survey, which combined four semesters for the exit survey and two years for each of the alumni surveys, was fewer than 20. Recommendations for more instruction in digital skills and data journalism were highlighted, along with better career preparation.

The results were discussed at a September faculty meeting, with possible solutions mentioned, such as a career center in the school and more workshops and modules on career preparation and professional development.

When asked how assessment was conducted between 2015 and the current effort that began in 2019, those involved said they weren't aware of any effort to apply the direct or indirect results to curriculum revision. As one faculty member said, "The measures were in place, but the feedback loop was not in place."

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 has an alumni council that meets monthly. It maintains a database of alumni and distributes a newsletter to alumni once a semester. A staff member maintains social media accounts aimed at alumni on Facebook, Twitter and Instagram. The director of internships and careers maintains a Google Group for alumni and communicates as often as five times a week with information about job and career opportunities. Three faculty and staff members are graduates of the school. The Professional Advisory Board includes alumni who are asked to review a sampling of senior capstone projects for purposes of assessment.

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

The Professional Advisory Board consists of distinguished professionals from a variety of media. They include a vice president of MSNBC, a Bloomberg Media group publisher, the Newsday publisher, and a former CBS News vice president, among others. Selected board members have been asked to review a sampling of senior capstone projects for purposes of assessment. Their comments were included in the Program Evaluation Committee's 2021 assessment report to faculty and administration.

SUMMARY:

Until two years ago, the school collected data from direct and indirect measures but did not analyze it or use it to shape curriculum. Even the new curriculum adopted after the new dean came in was not based on an analysis of the data collected. In addition, much of the data is from surveys with very low participation. With the first assessment report having been produced in the summer of 2021, there has been no time to initiate changes or to evaluate their effectiveness. The process begun in 2019 has made a promising start, but more time will be needed for the changes to be identified and implemented.

Overall evaluation compliance/non-compliance: **NON-COMPLIANCE**

PART III: Summary by site visit team

1) Summarize the strengths and weaknesses of the unit.

Strengths

- A caring faculty that shows support for current students and alumni in a myriad of ways.
- A dedicated and efficient staff leadership team.
- A dean with boundless energy who is a recognized problem solver.
- A scrappy student body who are hungry to be challenged.

Weaknesses

- An assessment plan that needs more robust direct and indirect measures and strong attention to closing the loop.
- A curriculum that, though improved, needs further development.
- A need to emphasize the production aspects of video storytelling.
- A need for metrics to measure progress toward diversity goals.

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

Standard 9: Assessment.

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

The school must strengthen the direct and indirect measures it employs for assessment, including a better response rate for surveys, and must demonstrate that it uses these measures to implement program changes and measure the effectiveness of those changes.

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

NA

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

NA

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

Standard 5: Scholarship. The school added faculty with scholarly achievements and leadership that emphasizes and supports scholarship.

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

The self-study was well written and provided the data needed. The school would benefit from engaging some administration and faculty members more directly in ACEJMC processes and practices.