

Report of ACEJMC Evaluation

Journalism Undergraduate program

2022-2023

Name of Institution: Massey University, Wellington, NZ

Name and Title of Chief Executive Officer: Vice Chancellor, Professor Jan Thomas

Name of Unit: The School of Communication, Journalism and Marketing, Journalism Major

Name and Title of Administrator: Head of School Stephen Croucher, PhD

Date of 2022-2023 Accrediting Visit: February 26-March 1, 2023

Date of the previous accrediting visit: 2016-17

Recommendation of the previous site visit team: Accreditation

Previous decision of the Accrediting Council: Accreditation

Recommendation by 2022-2023 Visiting Team: Reaccreditation

Prepared and submitted by:

Team Chair

Lucy Dalglish, Professor and Dean
Philip Merrill College of Journalism, University of Maryland

Signature _____

Team Member

Professor Dorothy Bland
Mayborn School of Journalism, University of North Texas

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PART I: General information

Name of Institution: Massey University

Name of Unit: School of Communication, Journalism and Marketing (School of CJM),
Journalism Major

Year of Visit: 2023

Eligibility: As requested by the ACEJMC Pre-Visit team in 2015, a contextual document follows the Glossary. Under an 'Eligibility' heading, this document outlines how the equivalence between the US semester hours system and the NZ credits-system was determined and approved by the Executive Director of ACEJMC in 2013. It has also been updated to reflect the current situation in 2022.

Scope: The School of CJM presents the undergraduate Bachelor of Communication (Journalism) program for the 2023 accreditation review.

This program was first accredited in 2016.

A BRIEF GLOSSARY

To facilitate the accreditation team's reading of the accreditation material, the School used North American terminology and spelling throughout the documentation. However, there were several places where NZ vocabulary and spelling were used. Further, there are sometimes references to the indigenous people of NZ (Māori) and use of words in the Māori language. A brief glossary follows.

NZ term = Equivalent US term

Academic staff	Faculty
Contract staff	Adjunct faculty
Extramural student	Distance student
Hui	Meeting
Internal offering	Face-to-face (as opposed to distance learning)
Intersessions	Semester break
Marking	Grading
Paper	Course or class
Postgraduate student	Graduate student
Professional staff	Technician or secretarial staff
Programme	Program
Staff	Both faculty and administrative personnel
Tangata whenua	Māori term for the Indigenous peoples of NZ
Tutorials	Workshops/sessionals

Excerpt from Self-Study

The “[Accrediting Council on Education in Journalism and Mass Communications] recognizes and safeguards the institutional diversity of each accredited program” (ACEJMC, 2012, p. 7), and “recognizes and safeguards the individual nature of each accredited program (ACEJMC, 2022, p. 7). Therefore, as the Aotearoa New Zealand (NZ) university course credit system differs from the United States of America’s (US) semester hour system, we have provided below a method of calculating semester hours based on workload equivalence between the two systems.

Within most US universities, 120, 124 or 128 semester hours are required to graduate (40 courses or 10 per year), requiring most students to take five courses and 15 hours a week for each semester (over four years). Most US classes meet for three hours per week and students receive three semester (or credit) hours of credit for one class.

In NZ, the Bachelor of Communication (BC) is a three-year degree following on from an extra (to the US) year in high school (Year 13) and comprises 24 courses (eight per year) and two semesters per year. Each course in the BC is worth 15 credits under the NZ system (equating to 10 hours of work per week including lectures, workshops and self-study time). In NZ, usually four courses are taken each semester at university; however, five courses are taken each semester in Year 13.

The NZ Ministry of Education requires four contact hours a week for each course in Year 13 and we pose that this extra year of secondary school should be considered the equivalent of the freshman year in the USA. Contact hours are treated as equivalent to semester hours in this instance – see ‘University Entrance’ below.

We also claim four semester hours for each 15-credit BC course (meaning students take a total of 16 hours per week per semester) based on the equivalence of workload between the US and NZ courses outlined under ‘Workload Equivalence’ below.

University Entrance

Massey University requires that prospective students achieve University Entrance (UE) as a condition of entry to the University. University Entrance is determined by achievement of aspects of the National Certificate in Educational Achievement (NCEA)¹. NCEA Level One typically aligns with Year 11, NCEA Level Two with Year 12 and NCEA Level Three with Year 13. A NZ Qualifications Authority (NZQA) review of the requirements for University Entrance resulted in a ‘raising of the bar’. From 2014, prospective students were required to obtain NCEA Level Three² (with at least 60 NZ credits at Level Three or above) alongside 42 credits from the [approved subjects list](#) at Level Three and literacy and numeracy requirements. These subjects align with the general education requirements of the US degree and add to the foundations of the BC degree by providing a broad education base in the liberal arts and sciences.

Specifically, to obtain University Entrance to the BC degree, from 2014, the following is required from students in Year 13:

¹ Only the typical criteria for a NZ student through the current secondary school system is presented here. Massey University entrance can also be achieved through demonstration of qualifications and/or experience held that are equivalent to NCEA requirements. This is usually done in the case of potential students who are mature and have worked in a relevant field for a long period of time or have come to the university from another country or school system. Further entry criteria may be required in some cases, for example, those that are from non-English speaking backgrounds need to show evidence of English proficiency (usually determined via the International English Language Testing System (IELTS)).

NCEA Level Three (comprising 60 credits at Level Three or above and 20 credits from Level Two or above).

There is a requirement of three subjects at Level Three, which are made up of:

- 14 credits each, in three approved subjects.
- Literacy – 10 credits at Level Two or above, made up of five credits in reading and five credits in writing.
- Numeracy – 10 credits at Level One or above, made up of achievement standards (specified through a range of subjects) or unit standards (a package of three numeracy unit standards, specifically 26623, 26626 and 26627 – with all three required).

Each NCEA Level Three course is worth 14 NZ credits (a total of 56 credits across four double-semester courses). This translates as four courses x two semesters x four hours each = 32 semester hours. This leaves four NZ credits outstanding to obtain in NCEA Level Three or above. This in turn equates to just more than one hour per semester or just more than two semester hours per academic year.

Since the advent of COVID-19, changes have been made to the requirements for University Entrance in 2020, 2021 and 2022, to recognize the impact of student and teacher absences during this time and to give students a fair opportunity to receive their University Entrance. For 2022, these changes mean students need to achieve 14 credits in each of two (rather than three) approved subjects and 12 credits (instead of 14) in a further approved subject. The literacy and numeracy standards remain the same. In 2021, some regions of NZ were eligible for 12 credits in each of three approved subjects instead of 14, based on regional lockdown impacts. In 2020, there was a national blanket University Entrance requirement of 12 credits required in three approved subjects instead of 14. In 2020 and 2021 however, the literacy and numeracy requirements remained the same.

Without considering allowances made for the impact of COVID-19, the total semester hours from Year 13 (all in effect outside the School of CJM) is 34 semester hours.

Workload Equivalence

The Massey University Qualifications Framework³ states the following: Every course has a credit value that indicates its specific contribution to the qualification(s) to which it contributes. Courses normally have a value of 15 credits, or multiples of 15 (usually 15, 30, 45, 60, 90 or 120), depending on the course size. The standard undergraduate course is 15 credits delivered over one or two semesters (each 12 weeks of teaching-time in length).

The value of a course in credits gives an indication of the total amount of time (including lectures, laboratories, workshops, visits, on-line engagement, contact and block courses and study time) that students might reasonably expect to have to spend in order to meet the assessment requirements satisfactorily. Converted into several hours per teaching week, this is referred to as the effective weekly hours for the course.

For a standard undergraduate (15 credit) single semester course, a workload of 10 hours of study time per week is expected, including exams, lectures, labs, assignments and self-study (please see page 13 of the [Massey University Qualifications Framework](#)).

Prior to the first accreditation visit by ACEJMC, the Massey University International Office provided an equivalence letter based on their work with US-based students and NZ students engaged in student

exchanges within the US. This is attached [here](#) and states that a Massey University semester of 60 credits (four 15 credit courses) is equivalent to a US semester workload of 15 semester hours or US credits (five courses at three US credit hours each). Therefore, the three-year BC degree is associated with four credit hours per course (as measured by the US system) and is equivalent to a US four-year undergraduate degree when Year 13 (an extra year of NZ high school) is taken into consideration.

1. Check regional association by which the institution now is accredited. If the unit seeking accreditation is located outside the United States, provide the name(s) of the appropriate recognition or accreditation entities:

As Massey University is in NZ, it is accredited by the New Zealand Qualifications Authority (NZQA). Program approval and accreditation is completed, under NZ law, via the New Zealand Vice-Chancellors' Committee (Universities NZ), which in turn have delegated its powers in this regard to the Committee on University Academic Programs (CUAP). As noted at <https://www.universitiesnz.ac.nz/about-universities-new-zealand/unz-committees-and-working-groups/committee-university-academic>:

The Committee on University Academic Programs (CUAP) considers academic matters across the university system, including the exercise of program approval and moderation procedures, advice and comment on academic developments, and encouraging the universities to develop courses of study that will facilitate the transfer of students between program and institutions.

CUAP undertakes its programme approval and accreditation functions within policies such as the gazetted criteria for programme approval, developed by NZQA, following consultation with the university sector. Representatives of CUAP meet representatives of NZQA four times a year to discuss matters of mutual interest and CUAP nominates university representatives to working groups convened by NZQA to consider a range of academic matters when invited to do so.

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.

Massey University was established as a university with full autonomy and degree-conferring powers under the Massey University Act (1964) and is a public benefit entity. Massey University is defined as a university under Section 162 of the Education Act (1989). Section 162 states:

- (a) that universities have all the following characteristics and other tertiary institutions have one or more of those characteristics;
- i. they are primarily concerned with more advanced learning, the principal aim being to develop intellectual independence;
 - ii. their research and teaching are closely interdependent and most of their teaching is done by people who are active in advancing knowledge;
 - iii. they meet international standards of research and teaching;
 - iv. they are a repository of knowledge and expertise;

- v. they accept a role as critic and conscience of society; and

(b) that---

- iii. a university is characterized by a wide diversity of teaching and research, especially at a higher level, that maintains, advances, disseminates, and assists the application of, knowledge, develops intellectual independence, and promotes community learning.

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

If yes, give the date of the last accrediting visit. If there was a revisit, give the date of the last full visit and the date of the revisit: 28th of February 2016 to the 3rd of March 2016.

5. When was the unit or sequences within the unit first accredited by ACEJMC? 2016.

6. Insert here the undergraduate mission statement. Statements should give the date of adoption and/or last revision.

The School of CJM has a unit-wide mission statement covering the undergraduate and graduate programs. This mission statement has been in place since October 2013 and reviewed periodically. The Journalism program's mission statement is included as well.

The School of Communication, Journalism and Marketing Mission Statement

The School of CJM is a diverse learning community that prepares students for professional careers in the communication industry, founded upon the free exchange of ideas and information with citizens, clients, and consumers. We engage extensively with industry, alumni, and Tangata whenua. We produce research of local and global relevance.

(Adopted, October 2013; Reviewed by the School Executive, June 2014; Revised Nov 2014; Revised June 2015; Revised November 2015; Reviewed February 2021).

Mission Statement of the Journalism major in the Bachelor of Communication

In the BC (Journalism), you will learn about the news media's role. You will build essential journalistic skills in specialised fields. These include news reporting and writing, interviewing, researching, editing, feature-writing, photojournalism, radio and television journalism, podcasting, reporting on courts, politics, sport and investigative reporting. In your major, you will learn news media theory and study the role of the media and essential media law. You will practice essential journalistic skills. You will also gain in-depth understanding of specialised fields.

(Adopted October 2013; Reviewed June 2015; Reviewed February 2021).

7. What are the type and length of terms?

Massey University and the NZ University system in general do not work in terms of quarters. Instead, the academic year is broken up into three teaching semesters. The main teaching semesters are Semester One and Semester Two. Additional courses may be taken in a shorter, third semester, termed Summer School or Semester Three.

There are 12 teaching weeks in Semesters One and Two. Semester One begins in February and ends in June. Semester Two begins in July and ends in November.

Summer School sessions of 10 weeks are also available. Semester Three or Summer School begins in November and ends in February.

Number of weeks in intersessions:

In 2022, there was a three-week intersession between Semester One and Semester Two. There was a one-week intersession between the end of Semester Two and the start of Summer School.

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. *Indicate online degrees.

The degree and major under review by ACEJMC is the BC degree, specifically the Journalism major, only. This undergraduate degree program can be taken internally (face-to-face), via distance learning (online courses)* or via a combination of the two.

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

(Specify semester-hour or quarter-hour credit.)

As outlined in our eligibility statement, the BC courses are equivalent to four semester or US credit hours each. NZ Bachelor’s degrees are usually designed to be completed after three years of full-time study, following an additional (to the US) thirteenth year of secondary school. The BC degree requires an equivalent of 96 semester or credit hours within the three years of tertiary study.

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

Students may earn four semester hours for internship experience in the BC degree by successfully completing the course 219.311 Communication Internship or the course 115.388 Business Internship.

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

The University has delegated program leader responsibility for all undergraduate majors delivered by the school to the Head of School, Professor Stephen Croucher. Within the school, leadership has been devolved as follows:

Name of Specialty (Major)	Person in Charge
Communication Management	Dr Niki Murray
Digital Marketing	Associate Professor Sandy Bulmer
Journalism	Dr Bernie Whelan
Public Relations	Dr Niki Murray

13. Number of full-time students enrolled in the institution: 12,310 full-time students.

14. Number of undergraduate majors in the accredited unit, by sequence. (If the unit has pre-major students, list them as a single total). Give the semester and academic year represented. Add lines as needed.

Name of Specialty (Major)	Undergraduate Numbers 2022
Communication Management	159
Digital Marketing	411
Journalism*	168
Public Relations	209
TOTAL	947

***Only the Journalism Major is under ACEJMC review**

15. Give the number of graduate students enrolled on-site:

The School of CJM has 113 students enrolled in the professional Master of Management program. **This graduate degree is not under ACEJMC review.**

16. Number of students in each section of all skills courses (news writing, reporting, editing, photography, advertising copy, broadcast news, public relations writing, etc.). List enrollment by section for the term during which the visit will occur and the preceding term. Submit two semesters with the self-study and update the list as needed for spring 2023 visits. 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.)

As the BC (Journalism) is the program in scope for the ACEJMC review, the unit reported on the skills courses for this program only. The courses reported on are either from the first-year core of the program or the mandatory courses for the specialization. The 20:1 ratio is applied to labs or workshops in skills courses, as lecture sizes are generally inclusive of all students in the course. All workshop attendance is voluntary. Currently, Table A below includes data from Semester Two 2022 only.

Table A. Semester Two Workshop Size for Journalism Skills Courses : 2021-2022

Course Number	Title	Class size	Average Attendance
115.111	Communication Theory and Practice	20	Usually lower than 20 students
219.101	Media Skills: 3 skills labs	Tute 1: 20 Tute 2: 20 Tute 3: 7	85% attendance
219.108	Introduction to Journalism: 3 Tutorials	Tute 1: 20 Tute 2: 19	Usually lower than 20 students

		Tute 3: 20	
219.231	News Reporting	20	Usually lower than 20 students
219.234	Editing and Publishing	15	Average of five-10 students
219.335	Media Law and Ethics	20	Usually lower than 20 students
219.311	Communication Internship	-	Taught on a one-to-one basis
219.336	Global, Investigative and Data Journalism	15	Average of five-10 students

N.B. Workshops are scheduled to ensure 20 students is the maximum.

17. Total expenditures planned by School of CJM for the 2022 academic year: \$8,865,415.

Give percentage increase or decrease in three years: -8.67% (2019 Expenditure \$9,706,736).

Amount expected to be spent this year on full-time faculty salaries: \$5,586,970.

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.

The definition of full-time faculty by the School of CJM is faculty hired full-time (37.5 hours per week) on a permanent contract.

Table B. Name and Rank of Full-Time Faculty

Academic Name	Title	Position	Campus	Teaches into Journalism Specialization or core
Stephen Croucher	Professor	Head of School		
Nitha Palakshappa	Associate Professor	Associate Head of School	Albany	
Malcolm Wright	Professor	Professor	Albany	
Ted Zorn	Professor	Professor	Albany	
Sandy Bulmer	Professor	Discipline Coordinator, Marketing	Albany	
Fuan-Lin Chung	Associate Professor	Associate Professor	Albany	
Craig Fowler	Associate Professor	Associate Professor	Albany	✓
Andrew Chrystall	Senior Lecturer	Senior Lecturer	Albany	
Sarah Dodds	Senior Lecturer	Senior Lecturer	Albany	
Christopher Galloway	Senior Lecturer	Senior Lecturer	Albany	
Alex Ganglmair-Wooliscroft	Senior Lecturer	Senior Lecturer	Albany	
Alexandra Hess	Senior Lecturer	Senior Lecturer	Albany	
Andrew Murphy	Senior Lecturer	Senior Lecturer	Albany	
Diyako Rahmani	Senior Lecturer	Senior Lecturer	Albany	

Report of evaluation of undergraduate programs for 2022-2023 visits

Simon Cope	Senior Tutor	Senior Tutor	Albany	
Phoebe Fletcher	Lecturer	Lecturer	Albany	
Mal Green	Senior Tutor	Senior Tutor	Albany	✓
Loren Stangl	Lecturer	Lecturer	Albany	
James Hollings	Associate Professor	Associate Head of School	Wellington	✓
Mingsheng Li	Associate Professor	Associate Professor	Wellington	
Sean Phelan	Associate Professor	Associate Professor	Wellington	✓
Georgeta Hodis	Senior Lecturer	Senior Lecturer	Wellington	
Esther Jaspers	Senior Lecturer	Senior Lecturer	Wellington	
Raja Peter	Senior Lecturer	Senior Lecturer	Wellington	
Vishnu Ramachandran	Senior Lecturer	Senior Lecturer	Wellington	
Shawn Condon	Senior Tutor	Senior Tutor	Wellington	✓
Teresa Housel	Senior Tutor	Senior Tutor	Wellington	✓
Elena Maydell	Senior Tutor	Senior Tutor	Wellington	✓
Bernie Whelan	Senior Tutor	Discipline Coordinator, Journalism	Wellington	✓
Doug Ashwell	Senior Lecturer	Associate Head of School	Manawatu	
Mohan Dutta	Professor	Dean's Chair	Manawatu	
Susan Fountaine	Associate Professor	Associate Professor, Chair of Communication Qualifications Committee	Manawatu	
Mark Avis	Senior Lecturer	Senior Lecturer	Manawatu	
Emma Dresler	Senior Lecturer	Senior Lecturer	Manawatu	
Debalina Dutta	Senior Lecturer	Senior Lecturer	Manawatu	✓
Steve Elers	Senior Lecturer	Senior Lecturer	Manawatu	✓
Angela Feekery	Senior Lecturer	Senior Lecturer	Manawatu	✓
Judith Holdershaw	Senior Lecturer	Senior Lecturer	Manawatu	
Heather Kavan	Senior Lecturer	Senior Lecturer	Manawatu	✓
Terry Macpherson	Senior Lecturer	Senior Lecturer	Manawatu	✓
Niki Murray	Senior Lecturer	Discipline Coordinator, Communication	Manawatu	
Franco Vaccarino	Senior Lecturer	Senior Lecturer	Manawatu	
Akhteruz Zaman	Lecturer	Lecturer	Manawatu	✓

19. List names of part-time/adjunct faculty teaching at least one course in fall 2022. Also list names of part-time faculty teaching spring 2022. (If your school has its accreditation visit in spring 2023, also provide the spring 2023 adjunct list in the updated information.)

Table C. Names of Part-Time Faculty

Academic Name	Journalism
Susanne Aldrich	
George Ding	
Rick Goebel	
Carla Gray	✓
Flavio Hangarter	
Mei Heron	✓
Murray Macrae	
Tony Molloy	
Simon Moore	
Thao Nguyen	
Anushka Patara	
Kenneth Rocker	
Jan Sinclair	✓
Mark Stewart	
Andee Zorn	
Irene Santoso	
Josie McNaught	✓

20. For each of the last two academic years, please give the total number of graduates.

Below are the numbers of graduates from the School of CJM's specialization in Journalism.

2021: 21 students

2022: 25 students

PART II — Standard 1: Mission, Governance and Administration

Massey University's journalism program has a complex structure that may be the only one of its type in the world. The journalism major is one of three disciplines in the School of Communication, Journalism and Marketing (School of CJM). The School, in turn, is one of five components of the Massey University College of Business. The Head of School manages a school with three physical campuses on the North Island of New Zealand, plus a distance learning component that, in some instances, comprises 50 percent of the School's enrollment. The journalism program is located on the Wellington campus and has a substantial distance learning component, which could mean students occasionally take an online course from a faculty member who works from Auckland or Palmerston North.

The journalism program is well known and respected in New Zealand. While a couple of New Zealand's seven universities offer courses in journalism, only Massey University offers a bachelor's degree.

The entire School of Communication, Journalism and Marketing's undergraduate and master's programs were accredited by ACEJMC in 2016. However, the journalism unit is the only one within the school that chose to seek re-accreditation. The School ended the master of journalism degree several years ago. It was replaced with a master of management with a specialization in journalism.

The Massey campus is on a hill overlooking the Wellington core business district. Recent natural disasters have forced the School to move several times, but the faculty, staff and students report they have adjusted and acknowledge that Wellington's location on an earthquake fault line and in the path of tropical storms means they must be flexible. Despite these challenges, the university has provided the resources the program needs to thrive.

New Zealand's higher education institutions do not have the alumni engagement and development infrastructures found at universities in the United States. University leaders are not expected to raise large amounts of money. Alumni associations are not prevalent. However, the Massey journalism program works hard to maintain contact with program graduates and relies on them as guest lecturers, employment mentors and internship supervisors.

There is not an admissions system at New Zealand's universities. Massey University does not "recruit" students and programs are open for any qualified student (high school graduate or anyone over 21) who enrolls during the first week of class. The site team arrived for a tour on a Sunday and the first day of classes was the following day. Administrators could only give the team an educated guess as to how many students would show up on Monday.

Unit performance with regard to indicators:

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

The unit posts its mission statement and strategic plan in a prominent, easy-to-find place on its website.

Describe in detail how the mission statement/strategic plan is implemented, plays into the daily life of the unit and its effectiveness in driving progress. Who has responsibility for keeping the plan updated? Is it revised regularly to deal with rapidly changing issues of instruction and technology?

The School of Communication, Journalism and Marketing has a mission statement encompassing all programs in the School, and the journalism program has its own additional mission statement.

The School has a strategic plan that encompasses the journalism major. The plan has a clearly stated mission, values and goals statement as well as a detailed strategic plan with well-articulated goals and objectives. These documents are easily found on the school's website. The most recent revision of the strategic plan occurred in 2022.

Although the journalism program is the subject of this review, the key values found in the strategic plan for the entire school specifically mention and encapsulate four of ACEJMC's values and competencies – VC1: Application of the principles and laws of freedom of speech and press in a global context, and for New Zealand; VC2: Demonstration of an understanding of the multicultural history and roles of professionals and institutions in shaping communications; VC3: Demonstration of culturally proficient communication that empowers those traditionally disenfranchised in society; and VC6: Demonstration of an understanding of professional ethical principles and work in pursuit of truth, accuracy, fairness and diversity.

Each of the plan's six goals has numerous objectives. Each objective has at least one benchmark.

The School has a fourfold system for engaging in strategic and long-range planning. One is led by the Head of School for the School of Communication, Journalism and Marketing; the second in conjunction with the Massey Business School's College Executive Team (CET); and the third through the Discipline Coordinators for each of the three units in the School. In addition, strategic planning is a key focus of an annual collaborative discussion among constituent groups within the entire school.

The Head of School leads long-range planning by convening meetings with the Associate Head of School, faculty members and the Discipline Coordinators. The Head of School leads four two-day retreats a year with the School of CJM Executive Group to produce a list of priorities for the current and following calendar year.

A second mechanism occurs through the Head of School's interaction with the Business College's executive team. That team includes the Heads of School from each School in the College (Accounting, Management, Aviation, Economics/Finance and Communication, Journalism and Marketing), the Pro Vice-Chancellor, Deputy Pro Vice-Chancellor and the Chief Financial Officer for the College. The CET meets twice a month and sets strategy for the College. Based on this strategy, the Head of School integrates the School of CJM into College-wide initiatives. Increasingly, the School works on cross-College initiatives. The School and College strategic aims mirror one another.

Third, Discipline Coordinators lead cross-campus consultation, provide leadership on curricular improvements, and take a leadership role in student recruitment and retention activities.

Fourth, the School (pre-COVID) led an annual two-day cross-campus "hui," or retreat, in February to provide a comprehensive forum for engagement on teaching and research-related issues. This whole of

School meeting first occurred in 2015 in response to staff feedback. The hui is deliberative and aims to enhance collaboration across the campuses to improve research and teaching connections. The hui is also meant to drive bottom-up planning through staff consultation.

(b) 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. Characterize in depth the leadership of the unit as an agent for progress, advocate for the unit's fields of study within the university and aggressive connector with alumni. What significant achievements can be attributed to the leader? Has the leader built partnerships within the university? Is the leader seen as a strong advocate on matters of diversity, inclusion and equity? Is faculty and student diversity improving? Do scholars and professionals work collaboratively? Is creativity in curriculum, teaching and research sought and rewarded? Is the leader driving forward the curriculum (while respecting faculty governance and required process) to keep up with a rapidly changing media world?

Faculty members and administrators from across the Business College's disciplines give high praise to the CJM Head of School, the Wellington Discipline Coordinator and the journalism program coordinator.

The Head of School says he takes a "hands off" approach to the day-to-day running of the disciplines he supervises, but he is clearly in the loop on operations in the journalism program. The journalism program operates only in Wellington and has a distance learning component. The Head of School lives in Wellington and his main office is in the journalism unit on the Wellington campus. The Pro Vice Chancellor (essentially the "dean" of the business school) said the CJM unit is "managed better than most." He said the Head of School had "matured well," has good rapport with the senior staff and has great confidence in his senior staff. He predicted the Head of School would grow into a deanship-level position either at Massey or elsewhere.

Other campus officials commended the leadership of the journalism program. One called the journalism program "one of the entire university's strengths. They are proud of their program and each other." The campus leaders said the school has improved steadily in recent years. One said, "They do a good job advocating for their own needs." The program is also recognized as an important resource for the campus, as well as the entire university. "They are self-reflective and communicate well. They are not afraid to tell us the truth and they tell it to us straight."

The journalism program benefits from solid leadership at the program and school levels. Campus colleagues describe these leaders as champions of collaboration, creativity and innovative teaching. Students speak of the leadership and faculty of the journalism program in almost reverential terms. They report that faculty members stress Māori and Pacific Islander culture in all courses.

The Head of School is a noted researcher and has clear expectations of his faculty members for research activity. As noted in the 2016 site team report, diversity remains an issue in the program. While the curriculum addresses issues of diversity, equity and inclusion, university leaders acknowledge they have not been able to move the needle significantly in hiring or student enrollment. Many reasons were given for this lack of success: income inequality in regards to ability to pay tuition and lack of students and qualified faculty and staff were chief among them. College and school leaders said the only way to increase the number of qualified diverse faculty is to yield more minority graduate students.

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

Also: <https://www.massey.ac.nz/study/find-a-subject-course-or-qualification/study-media-and-communication/>

(d) The unit gathers, maintains and analyzes enrollment, retention and graduation data and posts them annually in a prominent, easy-to-find place on its websites.

The journalism program's updated data can be found on its website.

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

There are numerous layers of faculty governance at all levels – the journalism major, the School of CJM, the Business college and at the greater university. Faculty and unit administrators report that they participate in many of these layers of university governance – some roles are elected and some appointed.

The main governance body in the School of CJM comprises the Head of School, Assistant heads of school, the Discipline Coordinators and the faculty. Other governance policies and procedures related to Massey University faculty, student governance and development of educational policy and curricula are managed by committees, which often include journalism program staff members, including committees that cover the following university operations:

- Assessment Strategy Principles and Guidelines.
- Graduating Year Review Procedures.
- Massey University Qualifications Policy.
- Policy on Student Engagement in the Assurance and Enhancement of Teaching and Learning.
- Policy relating to the International Delivery of Qualifications.
- Procedures for Defining Qualification Availability.
- Procedures for Distance Education Offerings to International Students Overseas.
- Qualification Review Policy and Procedures.
- Teaching and Learning Policy and Framework.

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

Massey University has guidelines concerning recruitment and selection of all appointments. The University is required by the State Services Act 1988 to notify vacancies in a manner designed to attract the best person for the position.

The recruitment and appointment of the Head of School is managed by the Pro Vice-Chancellor of the Business College, who is responsible for preparing the position description, person specification and

convening and chairing the selection panel. Positions are generally advertised internationally as well as nationally. The successful candidate must have disciplinary knowledge and academic leadership.

The Pro Vice-Chancellor convenes a panel comprising of another Head of School, a member from human resources, school representatives, and possibly an external disciplinary expert. Appropriate gender representation is sought. All candidates are evaluated against selection criteria and a shortlist of candidates is identified and interviewed. International candidates may have an electronic pre-interview before bringing them to NZ for face-to-face discussions, interviews and presentations. Faculty feedback is gathered before the panel make a final choice and forwards its hiring recommendation to the hiring official, who nearly always endorses the choice and hires the successful candidate. Written references are obtained and confirmation of academic qualifications, criminal record and credit history are also required before the appointee can commence employment.

Post-appointment, the appointee is put on an extensive and comprehensive manager induction program. Subsequent evaluation is undertaken by the Pro Vice-Chancellor through periodic performance development planning and review of progress against objectives. Massey evaluates effectiveness of the manager, the culture he/she creates and the impact of this on staff retention and engagement. Massey has also developed a “Leadership and Manager Capability Development Framework” identifying capabilities and competencies necessary for a manager to be effective. A 360-degree feedback instrument is also in place as a means of feedback to the incumbent Head of School and the Pro Vice-Chancellor.

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

Student complaints regarding courses are initially handled by the offering and/or course coordinators. This depends on the source as well as the subject of the complaint. Students are encouraged to first bring forth complaints to their instructors for resolution. If issues cannot be resolved at that level, issues are escalated to the relevant Associate Head of School who receives complaints, consults or notifies the head of school, investigates the complaint, and provides a written response to students. The University also has an academic integrity policy. Academic integrity issues are dealt with at the college level before being progressed to a university-level proceeding.

The University has an elaborate flow chart to guide faculty and staff through a variety of dispute resolution processes. Complaints are triaged to a variety of school and university offices set up to resolve complaints.

SUMMARY:

The journalism program has a written strategic plan and mission statement that are easily found on the School of Communication, Journalism and Marketing’s website. The program is supported by university leadership. The leadership of the journalism program and the school in which it resides effectively manage the program. The process for selecting administrators is clear and followed. Data about retention and graduation rates is posted on the school’s website. Diversity in hiring and student enrollment remains a concern. Faculty, staff and students have numerous avenues to express concerns.

Overall evaluation: COMPLIANCE

PART II — Standard 2: Curriculum and Instruction

Unit performance with regard to indicators:

(a) Students in the unit complete academic requirements for a baccalaureate degree that meet the liberal arts and sciences/general education requirements of the institution. Programs may identify classes within the unit that contribute to a liberal arts and social sciences perspective for graduates from the unit.

The Bachelor of Communication degree is a cross-college degree offered in partnership between the Massey Business School (in which the School of Communication, Journalism and Marketing resides) - and the College of Humanities and Social Sciences (CoHSS). Students complete the degree by completing a major from one college and a minor from the other. In the self-study Massey University's School of Communication, Journalism and Marketing explains a liberal arts and sciences/general education is assured in five different ways.

First, as explained previously in this report, students in New Zealand enroll in a three-year bachelor's degree following an additional year of school (compared to the United States) at high school level. In the 2016 accreditation review, it was agreed with ACEJMC that the 13th year of high school in New Zealand is considered as equivalent to the first year of a US four-year bachelor's degree. This site team concurs with this conclusion. As described in the self-study, the curriculum in this equivalent first-year is made up of liberal arts and sciences courses where a number of credits are required for acceptance to the University.

Once admitted, first-year students enroll in four courses from the School and four courses from the College of Humanities and Social Sciences (CoHSS). These four courses from the other college act as introductions to the four minors of the degree: Expressive Arts, Media Studies, Linguistics, and International Languages. The four core courses within the School serve as introductions to the fields of digital marketing, communication management, journalism and public relations. All these core courses provide a wide range of disciplines from which to base the study of journalism.

Third, Journalism students are required to take a minor in the CoHSS. The minor is made up of four courses or 16 credits in liberal arts and sciences courses based around a particular discipline.

Fourth, all journalism major students may choose four electives from anywhere in the University to complete their degree. While it is possible for students to choose courses from within the School, it is common practice for students to take courses from outside the School.

Finally, within the journalism major, students are required to choose two courses from a list of four to complete their major. Two of these electives are aligned with the communication management and public relations courses, therefore, if chosen, these courses allow for a wider understanding of communication and public relations rather than a narrow focus on journalism only.

Specifically, the number of hours/units required for undergraduate graduation is 96 credit hours and breaks out as follows:

Core courses required for major in degree:	32 credit hours
Additional required courses in Journalism major:	24 credit hours
Elective course(s) within the major:	8 credit hours
Minor:	16 credit hours
Other electives (inside or outside the unit):	16 credit hours

(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 values and competencies listed by the Council.

The School ensures an appropriate balance between theoretical/conceptual and skills courses in two ways: a framework of learning goals and a framework for communication pedagogy, called Nga Mātāpono (belief).

The framework of learning goals has four components: theories, values, practice and skills. Each major has four learning goals, with each goal outlining one of the components of the framework. The self-study states that the framework has enabled the School to produce graduate profiles specific to the professional career tracks associated with each major. The four learning goals for Journalism are that students will:

- Theory: Apply and evaluate critical frameworks around the production and consumption of journalism.
- Values: Understand and apply legal and ethical frameworks to the creation and dissemination of journalism.
- Practice: Identify and filter different information to ensure the news output is fair, balanced, accurate and diverse no matter what platform is used.
- Skills: Be proficient in the gathering of information from a variety of sources, and in the composition of publishable news stories in a range of formats.

The School uses Nga Mātāpono to ensure that ACEJMC's 10 values and competencies are embedded in the four CJM courses in the degree core and the journalism major curriculum. While the previous site team noted the Nga Mātāpono was clearly visible throughout School classrooms, that is not currently the case, as the School has had to move into temporary quarters due to earthquake retrofitting.

As explained in the self-study, the three values and seven competencies outlined in the Nga Mātāpono resulted from two consultative processes. The first was a review of the Bachelor of Communication conducted in 2012, and the second was a consultative process with Māori stakeholders, driven with the help of the Office of the Associate Pro-Vice Chancellor Māori and Pasifika, which began in 2013 and concluded in 2015.

The Unit revised the Nga Mātāpono further when ACEJMC changed the values and competencies from 12 to 10. The updated document attempts to clearly position the local quality of communication education in New Zealand in a broader historical and global context, a theme that is evident when talking to both faculty and students. Importantly, the document clearly shows how the 10 ACEJMC values and competencies are embedded within it, also providing a template to assess the quality of our courses and programs. The unit has used the document to assess where specific values and competencies are evident in various programs on three levels: awareness, understanding and application. Two course mapping documents provide curriculum matrices of the first-year core courses and the compulsory-for-all courses within the journalism major against the Nga Mātāpono backdrop.

The School works to keep instruction current by leveraging faculty connectivity to industry along with technological advances. The journalism curriculum has been updated significantly since the last site team visit. It is important to note (as identified in the self-study) that all courses include online learning components, and distance courses are held fully online, via the University's Learning Management System (LMS) called Stream, which is built on the Moodle software architecture. Every course begins with a baseline of online involvement connecting students and faculty through online discussion forums, and, depending on the course, more interactive participation is enabled through a variety of online activities.

The unit engages students with multi-media instruction beginning in the first year:

- Media Skills (219.101) involves hands-on work with video and audio production equipment, production and post-production labs, designed to give students real-life technical skills that are expected in industry.
- The core journalism course, Introduction to Journalism (219.108) has digital and multi-media components interwoven throughout. Students cover presentations from industry guest speakers to create news stories they complete on deadline in class. Students are also required to submit original photos that they've taken themselves along with their written news portfolio project. The video news portfolio project requires students to shoot a video news story and submit a written script. The class includes multiple in-class news reporting and writing activities that require them to shoot video and capture audio with their phones, take photos, and combine multi-media with written news stories. Soon students in this course will be able to take advantage of a new state-of-the-art news studio shared with another unit on campus.

Several other courses that are current and/or have been updated since the last accreditation review:

- Courses 219.231 News Reporting and 219.223 Specialist Reporting were redeveloped in 2022 to bring in professional expectations of competencies. In both courses theoretical teaching is delivered as either an audio PowerPoint or information document. The in-class sessions are a mix of face-to-face, asynchronous and synchronous depending on the teaching week. Students in Specialist Reporting will also be taking advantage of the new studio, opening in Spring 2023.
- In News Reporting (219.231), the first three weeks of teaching are focused on developing breaking news reporting skills. The second assignment over two class weeks involve the professional experience of street interviewing for radio. The top story is provided to Wellington Access Radio for air. The final assignment draws on five situation-based in-class experiences of working to deadline. Past newsmakers were representatives that Zoomed into the classroom from the New Zealand Mental Health Foundation.
- In Specialist Reporting (219.223), classes in the first six weeks build audio-visual skills to work towards creating a rough-cut story for television. The skills teaching was delivered by an industry professional, a former BBC and current Radio New Zealand producer, plus the faculty's technician teaching audio-visual editing skills. Feedback and week-by-week support from journalism and technical faculty members was then used by students to develop a more highly refined publishable audio-visual piece, alongside a written version of the story for publishing on the web. Further, guest speakers in podcasting, social media and news Tik-Toks were introduced to students.
- The Communication Internship (219.311) is open to any major within the School. Interns that complete journalism placements complete assignments such as a video presentation and reflection about their placement. Most students complete multi-media news reports during their placements.
- Public Affairs Journalism (219.325). Many civic and government meetings are now conducted online. Journalism students in this course are required to cover a livestreamed local City Council meeting before writing a news story on deadline.

(c) Instruction, whether on-site or online, synchronous or asynchronous, is demanding and current, and is responsive to professional expectations of digital and technological media competencies.

Students, alumni, and industry leaders all expressed confidence in the current curriculum. This is a strong improvement from the last site team visit at which time students told team members a lack of

exposure to social media best practices was evident. Today students point toward projects such as podcasts, TikToks and live blogging as popular experiences that leverage current opportunities in media. Meanwhile professionals interviewed expressed confidence that recent Massey University graduates were current in both skills and expectations of the industry today.

(d) The unit demonstrates efforts to connect faculty and administrators to the professions they represent, with a specific understanding of the changing skills needed to be successful in the workplace.

The unit acknowledges as a central entity, efforts to connect faculty and administrators to the professions were put on hold as the School focused on the core mission of delivering curriculum during the Covid-19 pandemic. That said, several faculty members as individuals remain actively engaged with the professions, as the unit works to reignite centralized support. Examples of individual efforts include:

- An Associate Professor is involved alongside representatives from professional journalism practice in the country on two significant committees. These are the Public Interest Journalism Fund (PIJF) Education Committee and the Toi Mai Workforce Development Council's Committee (Toi Mai Committee) for the Development of Journalism Qualifications. The PIJF committee guides the understanding of industry and education needs in roles and projects, and that advice is then considered by the government fund in its twice-yearly allocations. Every five years, the Toi Mai Committee is responsible for revising the qualifications required for the journalism industry as offered by Institutes of Learning either in community or private education provider settings.
- Seven faculty members who are members of the Journalism Education and Research Association of New Zealand (JEANZ). One faculty member has been secretary of JEANZ for the past decade. One of the organization's primary aims is to maintain high level connections between journalism educators and the news media industry, primarily through engagement in the Association's annual conference.
- The School's full-time media technician maintains his 12 skills personally as a freelance editor and animator with North American clients with Century 21 and Liberty Mutual as two of his biggest.
- An Associate Professor is currently collaborating with an investigative journalist on a book project.
- A faculty member is a board member of the Hutt Community Radio's Trust, a public access radio station in Lower Hutt, NZ.
- Several part-time journalism faculty still work in industry. Outlets includes the BBC, Radio New Zealand, Al Jazeera, and the NZ Herald.

Pre-pandemic, the School was actively working with the International Communication Association (ICA), the World Communication Association (WCA) and the Australia and New Zealand Marketing Association (ANZMAC) in different capacities to form collaborations, research centres/groups, and to sponsor joint events. Leadership reports that as New Zealand emerges from Covid-19, new School-led initiatives are also beginning to emerge that directly relate to the Journalism program. The School is currently in negotiations with the ICA to develop a regional ICA hub at Massey University that would promote communication and media. One subject area that would be promoted from a research and teaching point of view is journalism, as well as intercultural/cross-cultural communication, organizational communication, and applied communication. A second initiative is being developed with the WCA to develop a Communication Ethics workshop to take place at Massey. This workshop would involve journalists and practitioners from New Zealand as well as international researchers and practitioners on a variety of topics linked with ethics.

News industry leaders complimented journalism faculty in their desire and ability to stay connected to industry and ensure students are receiving education and guidance that aligns with current day expectations.

(e) Student-faculty classroom ratios facilitate effective teaching and learning in all courses. Except for campaigns courses, the ratio in skills and laboratory sections, whether on-site or online, should not exceed 20-1.

Student-faculty classroom ratios: Enrollment figures for 2022 Semester Two and 2023 Semester One 2023 show full compliance with the 20-1 cap.

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

The School continues to grow its internship efforts, seeing the opportunity as an important vehicle to aid in a student's experiential growth, help the School maintain connectivity to industry and ensure curriculum is up to date. Students may (but are not required to) receive credit for internships through course 219.311 Communication Internship (4 credits).

Students normally work in their host organization for 12-15 days. This equates to 90–120 hours doing the internship during the semester or summer school term. Students typically work on their internship at the rate of one full day per week throughout semester, or in a block during semester break, depending on negotiations between the student and the workplace. Internships are publicized via discussion forums including first-year orientation and majors advising sessions, posters and online publicity, printed materials for students, and faculty promoting the opportunity in class.

When matching students with internships, the school first asks students to identify their own prospective internship sites. Traditionally students are more motivated when they are interning in an organization that they are passionate about rather than being “placed.” If a student is having any difficulty in identifying a suitable host, the School assists them with options, using a list of internship hosts throughout NZ and overseas with whom the internship course regularly works.

Responsibility for supervision of internships is designed to involve both the School and outlet. Each intern has two supervisors: a workplace mentor who looks after the intern, and an academic supervisor, whom the intern emails following each day on site and who grades the student's assignments. A formal internship contract is signed for each intern by the host and by the University. The organization must have a workplace mentor on-site. This ensures the student has meaningful and substantial projects in the field. While the workplace and academic supervisors undertake the bulk of the intern's day-to-day support, each of the three campuses has its own Offering Coordinator who is also available to assist any of the interns or either of the two supervisors should the need arise.

Once the internship is established, students are given study-guide that sets out the assignment options. For example, students undertaking Journalism as a major or minor can undertake assignments oriented to building their portfolio of stories that will be attractive to potential journalism employers. All formal academic evaluation is undertaken by the academic supervisor. These results are submitted to their campus's Offering Coordinator. School leadership acknowledges that official evaluation and feedback by the professional workplace mentor needs consistency. Some partners are more diligent than others, leaving some students without an expected level of feedback. Leadership sees this as an opportunity for improvement moving forward.

As described in the self-study, the number of students undertaking the communication internship each year vary and has not shown consistent growth. Leadership attributes this to the fact that relative to some other countries, internships are less-known in New Zealand among university students, their parents (very few of whom would have undertaken internships), employers or the general public. That said, internships are becoming increasingly recognized and valued by students, University faculty and potential intern host organizations. Recently, the School has received more approaches from potential hosts than it has had final-year students to supply. Journalism leaders across New Zealand reported good success with Massey interns and recent graduates.

Faculty are hopeful the numbers undertaking the internship each year may increase with faculty promotion of the internship to students and word of mouth dynamics among the student body. Over the past five years, Massey journalism students have successfully completed 219.311 internships at news outlets such as Radio New Zealand, Dominion Post, Hutt News, Capital Magazine, Mediaworks NZ, The Northern Advocate, Whanganui Chronicle, The Southland Times, Crux Communications (a digital news outlet based in Queenstown), M2 Magazine, Kapi-Mana News, TVNZ, Remix Magazine, Wellington Access Radio, Pacific Magazines, Stuff and Wellington Suburban Newspapers

SUMMARY:

The School's journalism program prepares students with both theory and real-world skills. The coursework is built on the ACEJMC competencies and the Nga Mātāpono. The curriculum has been updated since the last site team visit in a positive way, which is considered current by both students and prospective employers. The School does an admirable job fulfilling its mission of ensuring a quality, consistent curriculum across multiple campuses, both in-person and online. Class sizes are appropriate per ACEJMC expectations and offer good connectivity between faculty and students. Internship opportunities are plentiful, and the School is working to encourage more students to take advantage, while also tightening the feedback loop from host entities.

Overall evaluation: COMPLIANCE

PART II — Standard 3: Assessment of Learning Outcomes

Unit performance with regard to indicators:

(a) The unit has a written assessment plan that has been implemented, is up to date and addresses contemporary curricular issues, including instruction related to the rapidly changing digital media world.

The Journalism major at Massey University is assessed in multiple ways. The university has its own assessment plan and program in which each degree program is reviewed top to bottom every seven years. The most recent university assessment of the Bachelor of Communication degree was conducted in 2019.

The unit posts its assessment plan in a prominent, easy-to-find place on its website.

In addition, the School of Communication, Journalism and Marketing has its own assessment plan, created in 2012 and last updated in February 2021. It can be found on the School of Communication, Journalism and Marketing website at https://www.massey.ac.nz/documents/1288/School_of_CJM_Assessment_Plan.pdf.

(b) The unit defines the goals for learning that students must achieve, including the professional Values and Competencies” of the Council. (See Standard 2: Curriculum and Instruction.)

The entire School of Communication, Journalism and Marketing was accredited by ACEJMC in 2016. The school has made the decision to only seek reaccreditation for the journalism program during this cycle. However, the ACEJMC professional Values and Competencies remain in use as an assessment tool for the entire School. Since 2013, the school has been using the ACEJMC-related values and competencies in its assessment of all majors in the school.

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

As part of the assessment plan, journalism program leaders have created a “map” that overlays the assessment criteria required by the university with the ACEJMC professional Values and Competencies. The plan requires assessment of all values and competencies in numerous stages throughout the core curriculum.

The school’s plan also requires each of the disciplines in the school to engage in a top-to-bottom direct assessment project in rotation. The journalism program’s entire core curriculum was most recently assessed in 2022 by an outside professional. She used rubrics to evaluate how well the core curriculum for the journalism program met the ACEJMC professional Values and Competencies.

The school’s assessment plan could be a model for any school seeking to develop a plan that defines goals for learning the students must achieve, including the ACEJMC Values and Competencies. The university requires curriculum and program assessment at many levels, but the journalism program has “mapped” all of the methods for those assessment protocols onto a grid using the ACEJMC requirements.

The journalism program assesses the effectiveness of its curriculum using numerous direct and indirect methods, including the “Direct Assessment Project” conducted by an outside professional (*described below*).

The other direct measure involves student internships at professional news organizations. While students are not required to participate in an internship, many do take advantage of internship opportunities. As part of the internship, employers are asked to complete a written report that assesses student performance using many ACEJMC professional Values and Competencies.

Indirect measures used include student evaluations of courses, job placement statistics and success in student journalism award programs, including the New Zealand Press Association's Voyager Media Awards.

(d) At least one direct and/or indirect measure should include journalism and mass communication professionals engaged in assessment data collection.

In 2022, the journalism major of the Bachelor of Communication degree was scheduled for direct assessment review. Using the mapping of course content against the university's goals and values, assignments in the Journalism compulsory major courses were identified as representing work aligned with ACEJMC's values and competencies. An industry professional who is the news director for a large Sunday newspaper was hired to assess samples of student work from these courses. She evaluated the extent to which the values and competencies embedded in the School's plan were evident in the curriculum, and in which assignments student work showed evidence of becoming aware of, understanding and having opportunities to apply these values and competencies. The data from this analysis has provided the school and journalism program with a set of recommendations that will be reviewed by the journalism faculty in 2023, and a set of actions agreed for follow-up. The report is a roadmap for "closing the loop." The Direct Assessment Report and accompanying score sheets are hundreds of pages.

(e) The unit collects and reports data from its assessment activities and applies the data to improve curriculum and instruction. There is substantial, concrete evidence of "closing the loop," generally and specifically. Multiple examples of "closing the loop" are evident.

Following previous direct assessments of the journalism program and regular journalism faculty meetings, structural and other continuous improvements have occurred to the journalism major since the 2016 ACEJMC evaluation. There is clear evidence of the program "closing the loop" over the accreditation period.

SUMMARY:

The School of Communication, Journalism and Marketing has a strong assessment plan that incorporates all ACEJMC Professional Values and Competencies. The journalism major uses at least two direct and two indirect assessment methods. A distinguished New Zealand professional performed a 2022 direct assessment project that evaluated the entire core journalism curriculum. There is clear evidence the journalism program values curriculum assessment and regularly meets to "close the loop" based on ACEJMC assessment indicators.

Overall evaluation: COMPLIANCE

PART II — Standard 4: Diversity and Inclusiveness

Unit performance with regard to indicators:

(a) The unit has a written diversity plan that has been implemented and discussed annually, for achieving an inclusive curriculum, a diverse, culturally proficient faculty, staff 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, identify under-represented groups and articulate key performance indicators upon which the unit intends to focus and improve. The unit posts its diversity plan in a prominent, easy-to-find place on its website.

The School has a written diversity plan and it is accessible via its website. The diversity plan dates back to 2013, when it was approved by the Head of School. It has been revised several times with the most recent revision in January 2021. Per the self-study, diversity refers to three key areas. First, diversity refers to a “range of demographic characteristics, including race, gender, ethnicity, sexuality, religion, age and class.” Culturally and economically marginalized groups are included as well as support for “a democratic and healthy workplace climate and culture.” This is consistent with NZ’s Human Rights Act 1993, and the School shared that it complies with the Treaty of Waitangi, which guaranteed that Māori customs, forests, fisheries and everything that they treasured would be protected.” Furthermore, the diversity plan outlines five goals with benchmarks in five key areas: curriculum, the student body, academic and professional staff, communicating commitment to diversity and maintaining an inclusive workplace environment.

As part of a Massey University initiative, the Voices Project surveyed academic and professional staff as part of the 2021 Staff Engagement Survey. The survey results identified opportunities for improvement in internal communication, awards and recognition, leadership and recruitment. The leadership team appears to be receptive to the feedback and is working to address those concerns.

Female students outnumber male students more than two to one in the journalism program. According to the self-study, the area population served is 70.2% European, 16.5% Māori, 15.1% Asian, 8.1% Pacific Peoples, and 1.5% Other. The regular U.S. census categories do not apply in New Zealand, so we’re using the ethnicity categories recommended by the School’s leadership. Based on data provided to the site team during the site visit, the 2022 accredited journalism enrollment was 79 students with 37 undergrads and 42 grad students enrolled in 2022. Students can identify with more than one ethnicity. Based on data provided to the site team, it appears that the student makeup in journalism is more European at 70.8% vs. 57% in the total institution. The Asian student population in journalism is 7.29 % vs. 20% in the total institution. The percentage of Māori students at 10.4% is substantially lower than in the total institution (21%) and the area population (16.5%). The percentage of students identified as Pacific at 6.25% in the unit is similar to that in the total institution (6%) and lower than the area population (8.1%).

As for the faculty makeup in the journalism program, the leadership identified seven full-time faculty and four part-time faculty. New Zealand does not have a tenure track system. About 64% of all full-time academic faculty have scholarship and research requirements as part of their workload. As for ethnicity of faculty, it is important to note faculty can report multiple ethnicities. Most faculty nine of the 11 people or 81.8% identify as European, one person identifies as Asian and one person identifies as other on the journalism faculty. During a team interview, one full-time faculty member identified as Māori. As for part-time faculty, they appear to be evenly split among female and males. Again, Europeans are the dominant group among part-time faculty. No Māori part-time faculty were listed.

(b) The unit’s curriculum creates culturally proficient communicators capable of learning with, working on and advancing the value of diverse teams. The unit’s curriculum includes instruction on issues and perspectives relating to mass communications across diverse cultures in a global society.

Conversations with faculty, staff and students confirmed that diversity is baked into the curriculum with four of the required journalism major courses identifying cultural competency and diversity as parts of student assessment. A check of syllabi showed that values such as “respect for all,” and “learning without boundaries” are clearly articulated. The School’s curriculum fosters instruction on issues across diverse cultures around the globe. Students are required to choose two elective courses and their options include Intercultural Communication, International Case Studies in Public Relations as well as a Global, Investigative Data and Journalism course. Further, evidence within the syllabi includes the News Media & Society class, where students explore topics such as gender issues including the symbolic annihilation of women, race and ethnicity including perspectives of Māori and other ethnic groups as well as cultural geography. One student said, “We are encouraged to learn some Te Reo Māori so when it comes to writing about Māori topics we have some understanding.” It is notable that syllabi show students have the option of submitting assignments in Te Reo Māori and New Zealand Sign Language, but very few make that request. In 2021, the University opened a Marae, a building to host overnight guests and used for teaching and learning. The building recognizes the significance of the Māori culture.

By law, the University follows the Human Rights Act 1993. Furthermore, equal opportunity policies as well as harassment and discrimination policies and procedures are in place. Harassment officers are on all three campuses. Several people raised concerns that the School’s administration was dominated by males and some females expressed concerns about microaggressions and bullying. A senior executive who oversees the School acknowledged there had been several “staff complaints” and “15-20 student complaints” over the years, and they have been handled appropriately.

Interviews with faculty confirmed that DEI is woven into their teaching as well as their research. For example, faculty are internationally known for their research on issues related to gender, LGBTQ issues and representation of Māori people in media.

(c) The unit demonstrates effective efforts to enhance all faculty members’ understanding of diversity, equity, inclusion and ability to develop culturally proficient communicators capable of learning with, working on and advancing the value of diverse teams. The unit also demonstrates intentional efforts to recruit and retain faculty and professional staff who are from demographics that are historically, domestically marginalized.

Given the Covid-19 pandemic, there was no faculty recruitment in 2020-2021 for full-time or part-time faculty. However, it appears two openings were posted for full-time positions and two openings were posted for part-time positions. With both searches, females and minorities were in the hiring pools, and a female was offered and both searches.

Feedback from undergraduate students, faculty and the leadership team confirmed that diversifying the student population so that it better reflects the nation’s population is very much a work in progress and remains a challenge.

Students shared that Massey University is named for a former prime minister, who students described as a “racist.” They said “Massey is good at exposing students to Māori culture,” but they also encouraged the university to provide more specific scholarships for Māori students. The self study includes a commitment to two Māori scholarships in its diversity plan.

(d) In alignment with the institution's mission, the unit demonstrates effective efforts to help recruit, retain and graduate a student population reflecting the diversity of the population the institution aims to serve.

According to the leadership team, the School also participates in a number of University-grounded initiatives to support diversity and enable students from historically disadvantaged ethnic groups to achieve academic success in their programs. The University's Purehuroatanga project encompasses what were previously named the Māori Learner Success Plan and the Pacific Learner Success Plan, and has designated these two student groups as priority groups whose success is undergirded by a number of specific projects including: dedicated staff to lead and focus student support efforts; the institution of student mentoring and tutoring programs; upskilling of staff to better understand the characteristics and needs of priority group students; expanded scholarship program to attract and retain Māori and Pacific learners; and the provision of enhanced family and social support for priority group students and their whanau family.

(e) The unit demonstrates that it has an inclusive climate, 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.

The College has appointed an Associate Dean Māori who has oversight of initiatives to support Māori students across the College. These include overseeing two Kaitautoko Māori (dedicated staff to support Māori students across all programs); the Māori student mentor scheme, which is dubbed in the School Te Rau Aukaha, and which provides Māori students in courses academic and pastoral support particularly but not exclusively targeted at entry-level students, who data shows face the greatest challenges to success; and the brand new University-wide Kaiārahi Tiriti project, which identifies staff across all School units within the College who are trained to provide collegial support for examining and refining courses, assessments, delivery, etc., to better acknowledge the needs of Māori students and appropriately meet the obligations to Te Tiriti o Waitangi, New Zealand's founding document, which enshrines the particular rights of Māori. Within the School of Communication, Journalism and Marketing, there is a designated Kaiārahi Tiriti.

The Business College also has appointed an Associate Director Pacific who has oversight of initiatives to support Pacific students with two dedicated Pacific Student Support Advisors, who are funded by the University's Office of Pacific Student Success, and who offer individual support to all Pacific students enrolled in the College's programs. Similar to Te Rau Aukaha, there is a vigorous Pacific student tutor program within the School, focused primarily on the core courses within the Bachelor of Communication) and supporting Pacific student success in those courses.

Some faculty members expressed concern about gender and pay equity issues. They pointed out there are six full professors who are male, but no female full professors in the School. Administrators acknowledge there is more work to be done to diversify the faculty so that it's more representative of the student population by gender and ethnicity. Still, interviews with more than two dozen people who represent staff, students and administrators indicate the unit has an inclusive climate.

SUMMARY:

The program has a comprehensive diversity plan with metrics. Five key areas identified focus on curriculum, the student body, academic and professional staff, communicating commitment to diversity and maintaining an inclusive workplace environment. Interviews with key groups identified above confirm they are making progress on issues of gender, race, ethnicity, and sexual orientation as well as creating a more inclusive climate for lower-income under-represented groups, disabled people and the changing demographics in the nation and world.

Overall evaluation: COMPLIANCE

Academic year: 2021-2022 Full-time faculty in Journalism Program at Massey University = 7 in Wellington

Group	Female	% of total FT faculty	Male	% of total FT faculty
European	2	28.6%	5	71.42%
Māori	0	0.0%	0	0%
Middle East/Latin Am./Africa	0	0	0	0%
Asian	0	0	0	0%
	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)	0	0	0	?0

Academic year: 2021-2022 Part-time/adjunct faculty = 4 in Wellington

Group	Female	% of total PT faculty	Male	% of total PT faculty
European	3	75%	0	0%
Māori	0	0%	0	0%
Middle East/Latin Am./African	0	0%	0	0%
Asian	1	25%	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)	0	0	0	0%

PART II — Standard 5: Faculty

Unit performance with regard to indicators:

(a) Full-time faculty have primary responsibility for curricula, oversight of courses, research/creative activity and service.

The School of Communication, Journalism and Marketing has 43 full-time academic faculty teaching in the Communication Journalism and Marketing programs. There are seven faculty members identified as having full-time teaching expectations in journalism, however many more within the School also contribute to the teaching load. Of the 43 full-time academic faculty, all but three have doctorate degrees (two are working toward the PhD). Of the 19 part-time faculty, six have a PhD and four are working toward their PhD qualifications.

University policy requires full-time faculty members to coordinate and oversee all courses, which is detailed in the Massey University Qualifications Framework. The percentage of full-time faculty members who teach sections of journalism core and required courses is high, ranging from 82-94 percent over the last three years.

Faculty work on a typical 40 (teaching) - 40 (research/creative) – 20 (service) model, per the Massey Business School “workload policy.” The usual teaching workload for full-time faculty is three or four courses per year. While the courses vary depending on the disciplinary and research alignments of the individual faculty member, it is expected that each faculty member will be responsible for grading the work of approximately 100-150 students. Grading support is provided to faculty with student loads of more than 100 per year. The construction of individual workloads is determined in consultation between the faculty member and the Head of School and/or the relevant Associate Head of School.

(b) The unit’s faculty (full- and part-time) are highly qualified and keep their expertise current through professional development opportunities and maintain relationships with professional and scholarly associations.

Faculty members represent a variety of professional backgrounds with scholarly expertise in relevant areas. Since the last site team visit additional part-time faculty have also been hired, bringing in additional professional experience and connectivity to industry. As stated above, the vast majority of full-time faculty hold PhD’s and teach as much as 94 percent of classes.

Seven faculty members are members of the Journalism Education and Research Association of New Zealand (JEANZ). One of the organization’s primary aims is to maintain high level connections between journalism educators and the news media industry, primarily through engagement in the Association’s annual conference. Others are members of organizations such as the International Communications Association, the World Communication Association and the Association for Education in Journalism and Mass Communication. Further evaluation of CV’s indicates faculty members participate in many industry-related organizations and consulting (further explained in Standard 2).

(c) The unit requires, supports and rewards faculty research, creative activity and/or professional activity. Expectations for promotion and tenure are clear.

Professional development at Massey University is readily available. All new faculty are required to complete the certificate in teaching delivered by the University. On-going professional development programs available through the University and/or the Massey Business School include:

- Post-graduate Certificate in Tertiary Teaching.
- Teaching Evaluation through Student Dialogue offered by the National Centre for Teaching and Learning (NCTL).
- Higher Education Academy Fellowships.
- Teaching and learning days run by Schools.
- Regular teaching development workshops run by the NCTL. These include face-to-face workshops, online real-time workshops, curated learning collections that are bite-sized development resources available at any time and short courses providing interactive and practical lessons for faculty. These are advertised regularly to all faculty and staff.
- Regular teaching workshops run by Ako Aotearoa, a government-funded organization that supports NZ's tertiary sector teachers trainers and educators. Hosted within Massey University, faculty can access regularly advertised workshops from this organization.
- The Massey Business School Teaching and Learning Panel is a think-tank for the College in respect to issues and innovation.
- Staff may request that their course be put through the University's Activate or Incubator programs. These programs have been developed by the Provost's office to analyze course design and assist Course Coordinators in course design and delivery.

The School adheres to the University procedures for evaluation and development of individual faculty knowledge, skills and potential. Each faculty member undertakes a developmental evaluation process with their manager to review the past year's performance against previously set goals and to plan the following year's goals and development activities. The process also enables career conversations to take place to help faculty and staff identify, plan and achieve personal and professional goals, including promotion.

Leaders of newsrooms interviewed by the site team noted the strong relationship between program leadership and the industry. The journalism faculty was praised for its efforts in staying connected with newsrooms, to both stay current and improve the pipeline of future interns and employees.

All faculty in the School receive a yearly travel/research allotment. This allotment ranges from NZD \$1500-\$5000. The amount is based on the research outputs of the staff member over the previous three years. Thus, the more you produce, the more support you can expect in the future. In addition, all Early Career Researchers receive NZD\$5000 a year of support. In addition to funds from the School, staff in the Massey Business School can apply for Massey University Research Funds (MURF).

Sabbaticals (called long-leave in New Zealand) are governed by the Guidelines on Research, Teaching, Study and Professional and Organizational Periods/Duties Overseas and in NZ. It outlines how staff may apply for long-leave and receive funding of up to NZD\$10,000 every ten years from the University. Leave must be negotiated with the Head of School. The School will work with faculty if they wish to take a semester off from teaching and to put all of their teaching into one semester. This plan must be based on mutual agreement and fit with curricular needs. During the review period, six staff in the Journalism or Communication disciplines have officially taken long leave.

Massey University does not award tenure, but works within a system of ongoing or permanent employment. Both the expectations and process for promotion are detailed and clear. The vast majority of faculty report they know what is expected of them should they desire to pursue promotion. Academic promotion is conducted annually and is how faculty can apply for movement to a higher academic level, for a salary increase or for accelerated progression within the current grade and salary

range. A new promotion process and set of criteria and levels was implemented in 2018. This process/criteria recognizes that often academic roles can be quite diverse and an academic may contribute more in an area of academia than others. All academic faculty with ongoing (permanent) employment agreements are eligible to apply, except in the case of promotion to Professor, where applicants also must have achieved a senior academic rank, normally at Associate Professor level. Faculty who are on fixed term agreements are not eligible. The self-study reports that due to Covid-19, the College and University Promotions Committees consider the impact of any type of impairment on providing evidence in an individual's application.

Faculty seem satisfied with the level of support for research and creative activity, and expressed a clear understanding of expectations for promotion.

(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.

It is clear research and creative activity is an expectation that is embraced by faculty, who bring a passion to the space. Faculty are active in communicating their results through juried publications, trade and professional publications, and conferences including the International Communication Association, World Communication Association (where the current Head of School serves in a leadership role) and the Association for Education in Journalism and Mass Communication. Data provided by the School reveals productivity by faculty, even throughout Covid-19. A review of CV's of those teaching primarily in Journalism also show consistent productivity and appropriate communication of work, despite the challenge of the Covid-19 pandemic.

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

The School and journalism faculty are respected by Massey Business School leadership, and peers from across the institution. The Pro Vice-Chancellor expressed confidence in School leadership and the general direction of the faculty, and the journalism program in particular. Faculty from other units expressed respect as well.

SUMMARY:

Respected by their peers across campus, faculty are well-qualified and keep current with industry standards. Expectations of faculty are clear, research productivity is strong, and connectivity to industry continues to grow from an already solid footing. University policy regarding promotion is consistent and clearly messaged.

Overall evaluation: COMPLIANCE

Table S. Scholarship, Research, Creative and Professional Activities in the School of CJM.

Scholarship, Research, Creative and Professional Activities	Individuals					Totals (69)
	Total from Unit*	Full Professors (5)	Associate Professors (9)	Senior Lecturers, Lecturers, & Tutors (36)	Other Faculty** (19)	
Awards and Honors	24	10	3	11		48
Grants Received Internal	19	4		15		38
Grants Received External	10	6	2	2		20
Scholarly Books, Sole- or Co-authored	4	5		1		10
Textbooks, Sole- or Co-authored	4	4				8
Books Edited						
Book Chapters	111	47	22	42		222
Monographs						
Articles in Refereed Journals	457	181	85	191		914
Refereed Conference Papers	299	57	40	202		598
Invited Academic Papers						
Encyclopedia Entries	9	6		3		18
Book Reviews						
Articles in Non-refereed Publications						
Juried Creative Works						
Non-juried Creative Works						
Other (please specify): White Papers and Papers Written in Newspapers	228	18	26	36	148	456

*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) The unit and institution ensure that students are aware of graduation requirements.

Student advising is centralized, and there is a program support administrator to help students with program-specific issues.

(b) Professional advisers, and faculty where appropriate, provide students with academic and career advice.

Given disruption due to earthquakes and other weather-related events, academic and professional team members said they have moved at least three times in the last five years. As a result, faculty are now sharing offices in a building known as Block 10 and most classrooms are in a building known as Block 7. Although most faculty offices are nearly a half-mile away from student classrooms, students said they use email, Stream online learning portal forums as well as Zoom and mobile devices to stay connected. Faculty post office hours in syllabi. Students described the academic advisers as “great” and praised faculty members for being accessible. They said one of the benefits of Zoom is that they have gotten to know faculty better as people, including their families.

Under the School’s umbrella, the journalism program participates in a number of university-grounded initiatives to support diversity and enable students from historically disadvantaged ethnic groups to achieve academic success. The University’s Purehuroatanga project encompasses what were previously named the Māori Learner Success Plan and the Pacific Learner Success Plan, and has designated these two student groups priority groups whose success is undergirded by a number of specific projects including: dedicated staff to lead and focus student support efforts; the institution of student mentoring and tutoring programs; upskilling of staff to better understand the characteristics and needs of priority group students; expanded scholarship programs to attract and retain Māori and Pacific learners; and the provision of enhanced family and social support for priority group students and their whanau.

Students also provide feedback via the International Barometer Survey managed by i-Graduate International Insight every two years, and the most recent data from 2019 showed 91% of student respondents from Massey University were satisfied with various support services.

While the school does not provide formal career counseling and placement with a career center, students shared they love the fact that faculty often share internship opportunities and industry connections. Faculty also share internships via Facebook pages. Speakers, including alumni, are frequently Zoomed in to share their expertise. For example, during the site team visit a reporter who covered recent floods in Hawke’s Bay did a Q&A session with journalism students during the first day of the semester. More interviews with industry professionals validated that journalism students at Massey University are well-rounded and most students want to do journalism. Data provided from the Graduation Destination Survey in the self-study showed graduate employment rates for journalism students (full/parti-time) of 89% (n=19), 75% (n=4) and 67% (n=6) in 2019, 2020 and 2021.

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

Via the web, the Academic Advice portal is robust, and students shared they easily navigate topics ranging from qualifications and courses to time limits for degree completion. The website boasts an 85%

employment rate for grads within six months of graduation, and there is an inspiring video testimonial from a female broadcast journalism student covering a sports event.

Conversations with about a dozen students indicate they find the program's website and communication with advisers, faculty and administrators regarding policies and activities are good. However, there was no mention of a regular e-newsletter or digital communication from the leadership team in the School to students. The students indicated most have become accustomed to online course options and appreciate the value of having a lecture posted online after class for review or in case they need to miss a class. However, most of those in student meetings said they prefer having a face-to-face class option to build community and teamwork.

(d) The unit and institution provide extra-curricular activities and opportunities relevant to the curriculum and that help develop the students' professional and intellectual abilities and interests.

The Massey Journalism Club was re-established in 2021 and the group of about 20 students has covered topics related to acquiring internships to Radio New Zealand. In 2023, plans include site visits to Wellington Access Radio, Hutt Radio and a variety of print outlets. Students also can join the Massey Association of Communication Students, which typically brings several speakers to campus each year and those events are promoted via social media.

Students produced 24 issues of *Massive*, a student magazine, in 2022, and the issues are searchable via the Internet. In each of those issues, there was a page devoted to learning Māori language. In semester one 2022, about 25 stories from journalism students were published in the student magazine. On the day the team arrived on campus for the February 2023 site visit, the Summer 2023 issue of *Massive* was published and reflected a variety of topics including the sign language interpreter who went viral during Rihanna's Super Bowl show to a story about the Chinese Zodiac signs and horoscopes. Editorial decisions are managed by a full-time editor on an annual contract, and the current editor is a recent Massey University grad. Students shared *Massive* has plans to expand its audio/video presence as well as with social media channels such as TikTok.

Faculty and professional staff also have worked to develop strong linkages with student-produced work from classes to be republished in *Stuff*, too. Student work also has been published in Wellington Access Radio, which is part of the national Community Access Media Alliance, as well as other local media outlets.

Some students expressed a desire for more broadcast capabilities, which could be an opportunity for future growth in student media.

(e) The unit uses retention and graduation data to improve student services, such as advising, and to reduce barriers to student success.

Retention and graduation data for the journalism program showed that retention has consistently been higher than the university average. For example, student retention rates in 2021 and 2022 were 71.4% and 70% reported for the program vs. 64.8% and 65.6% averages for the entire university. The number of undergraduate students completing degrees in 2021 were 21 and 25 in 2022, per the unit. The 2022 graduation numbers could change as the summer school semester had not been officially finalized at the time of the site visit.

In 2021, the university began a program to improve student success strategies and that includes developing an "Academic Advice and Information Service Framework."

SUMMARY:

The advising function is centralized in a shared-services model, and students said they find the online system easy to navigate. Students also praised their dedicated faculty for keeping teaching relevant and serving as mentors. Students said communication of expectations for student graduation is clear, and there's ample data available to administrators via the university system to review retention and graduation rates.

Overall evaluation: 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 of Communication, Journalism and Marketing has a detailed annual budget related to its strategic plan. Stephen Croucher, Head of School of CJM and Regional Director, Wellington, takes a hands-on approach to financial oversight and administration.

(b) Resources provided by the institution are adequate to achieve the unit's mission and are fair in relation to those provided to other units.

Since the last ACEJMC visit the School has faced significant headwinds that have significantly impacted resources, facilities, and equipment.

Covid-19 and New Zealand's strict lockdown had a profound impact on the nation's economy overall and higher education specifically. Rigorous lockdowns had an impact on enrollment – both international and domestic – research, as well as community, and alumni outreach and engagement. The University made significant investment in technology and services to facilitate multiple teaching modes including full online teaching. Despite the challenges, faculty and staff applaud the University's response. The Massey Business School budget decreased from \$96 million to \$80 million during Covid-19, but the University continued to show a surplus in 2020, 2021 and a modest loss in 2022.

Multiple natural disasters including earthquakes, highlighted the need for earthquake strengthening of buildings at Massey's Wellington campus, home to the journalism program. Buildings were found to be unsafe and in need of major repair and modernization. As a result, the School of CJM was forced to relocate several times to accommodate construction. Since 2002 the program has relocated approximately six times.

In 2022 the University embarked on a process of professional staff restructuring called Te Huringa o Te Tai. This process of restructuring university professional services began in early 2022 and is ongoing. It is a consultative process, which involves restructuring all professional services at the university. However, in the midst of this process there have been various resignations of staff in CJM and morale among staff in CJM, particularly among professional staff, has dropped as many fear for the future of their jobs. CJM has lost a finance administrator and an academic administrator. The bulk of the work of the finance administrator has been picked up by staff in the Massey Business School and by the Head of School. The work from the academic administrator is being redistributed at this time among other professional staff.

A second issue that is affecting Massey's finances is negotiations with the Tertiary Education Union (TEU). Negotiations for a salary increase started in mid-2022 and have almost concluded as union members are now ratifying the agreement. If ratified staff will receive a 4.25% raise, which will impact the operating budget for 2023, but how is still not clear.

The School provides financing for individual items costing less than \$2,000 each from its operating budget. The Massey Business School manages the 'minor capital equipment' for individual items costing from \$2,000 up to \$20,000, and the University manages 'capital equipment' and Colleges/Schools can request resource funding for individual items costing from \$20,000 up to

\$250,000. There is also ‘major capital equipment’ funding for projects greater than \$250,000 by way of a detailed business case which is put to university senior leadership.

As previously noted, enrollment continues to be an area of focus, faculty and administrators at multiple levels seem united in their commitment to enhanced engagement with area high schools and the community at-large.

Table Y is the School of CJM annual unit budget for each of 2020, 2021, and 2022 and refers to funds directly under the control of the unit for the entire year. Table Y. The 2020, 2021 and 2022 School of CJM Budget (in NZ Dollars*)

Budget Item	2020 \$	2021 \$	2022 \$
Administrative salaries	642,252	662,951	677,899
Teaching salaries (full-time)	5,363,512	5,176,886	5,318,966
Teaching salaries (part-time/adjunct)	651,501	720,600	569,278
Teaching assistants (casual)	247,923	242,867	129,570
Casual administrative salaries	0	54,218	43,330
Contract labor	112,662	146,697	125,790
Salary accruals	48,632	24,887	4,464
Annual leave accrual	543,557	533,491	530,251
Superannuation	295,667	279,703	284,203
Annual leave taken	-521,198	-522,327	-530,251
Public insurance (ACC)	38,624	13,787	13,494
Training and development	243,000	24,900	25,150
Adjust faculty/staff variance	-417,685	41,777	-3,224
Total Faculty/Staff Related Costs	7,248,447	7,400,437	7,188,920
Depreciation equipment	62,621	44,922	44,097
Repairs and maintenance	5,000	2,500	1,800
Minor non-capital equipment	16,000	10,000	8,500
Space and offices	579,539	653,903	630,915
Total Asset Related Costs	663,160	711,325	685,312
Supplies/consumables/catering	56,700	42,231	25,035
Library resources (provided centrally)	0	0	0
Computer/databases online services	9,000	14,500	20,000
Computer internal charges	82,000	108,513	105,000
Research/travel/accommodation/subsistence	102,000	150,527	171,232
Printing/copying	27,750	14,475	13,400
Communications	16,976	10,850	6,480
Advertising (new programs)	0	0	0
Total Other Costs	294,426	341,096	341,147
TOTAL ANNUM BUDGET	8,206,033	8,452,858	8,215,379

*As of the 15th of December 2022, NZD\$1 = USD\$0.64.

Despite the forementioned obstacles the School of CJM continue to push forward. In 2021, the School rolled out more comprehensive service and support to students, faculty, and staff. Expenses increased

but were necessary. The School noted that 2022 was “a settling year,” as faculty and many students were able to return to face-to-face contact. Research expenses are slowly increasing as movement within NZ has been permitted.

Compared to other units within the Massey Business School, journalism students are adequately resourced. In 2022 on average, the business school – which includes schools of communication, finance, economic, management, accounting and aviation – spent \$10,847 per student. The School of CJM, excluding journalism spent \$9,895 per student, but when isolated, spend on journalism students was \$10,125 or 2.3 percent more than other students within the School.

(c) The unit’s facilities and information resources enable and promote effective scholarship, teaching and learning.

Of concern, it remains unclear when or where the unit will find a home. Professor Stephen Kelly, Pro Vice-Chancellor of the Business School indicated that a final plan should be finalized within the year.

While the unit’s permanent location remains uncertain, the ACEJMC site team finds administrators and faculty housed in the stately New Zealand Dominion Museum building also called the National Museum built in 1936. The imposing building is in the heart of campus and was vacated in 1989 with the opening of Te Papa, the new state of the art Museum of New Zealand.

Classrooms, including two dedicated to the program, are currently located in the nearby, non-adjacent, nondescript Building 7, which also houses the Defense Studies program. Students currently have access to resources including makeshift multi-media labs, interview and editing suites, and ample equipment for students to borrow including video cameras, still cameras, lighting kits, digital audio recorders and ancillary equipment. A full-time dedicated professional staff member provides technical and multi-media support to faculty and students in the school.

In a matter of weeks journalism program students will have access to a new state-of-the-art broadcast studio shared with the College of Creative Arts. The 4K-capable studio includes professional level control room equipment, studio cameras, a teleprompter and studio green screen. Program leaders identified at least three courses that will be able to take advantage of the new space, which in turn can provide more broadcast-like experiences for students. Some students describe this as a welcome growth opportunity for the school.

Beyond the new broadcast facility, the School of CJM recently received new resources including new technology like DSLR camera kits, microphone and recording equipment for smart phone technology and podcasting and new computers in the journalism newsroom which are replaced every three to four years.

Massey provides a range of resources to enable and promote effective scholarship, teaching and learning. In terms of student resources, students can access university-wide and School-specific facilities.

Massey University Library is accessible on-site in all three campuses and supports study, research, and teaching via distance as well. The library has both print and digital collections including books, journals, newspapers, reference items and audio-visual material. For distance students, electronic and print articles, books, and other resources are sent via email or courier to the student by the librarians, upon request. Access to online article and book databases such as Discover, Google Scholar, and Scopus are provided. Librarians provide training to students and educators on finding and managing research literature, publishing, and sharing research, developing a researcher profile, measuring publication

impact, and managing research data. Where a resource is not available in the library, inter-loans from national and international libraries are available.

Special collections of rare books and other unique items are held for viewing at the Manawatu campus in Palmerston North. On the Albany campus and the Manawatu campus, the Ngā Kupu Ora collection (items of significant Māori content) is held.

(d) The institution and the unit provide faculty and students with equipment, or access to equipment, and technical assistance needed to support student learning, curriculum and the research, creative and professional activities of the faculty

Despite noted headwinds, the School of CJM is adequately resourced, classrooms are suitable to student and faculty needs, temporary faculty and office space seem adequate, students note they have ample access to computers and technology and the new broadcast facility will be a highlight for the program.

Table AA. Faculty funding granted to the School for the last 5 years

Year	Campus	Item	Value
2020	Manawatu	Teleprompter (24")	\$5,694.78
2019	Albany	Sachtler Flowtech 75 Carbon Fiber Tripod	\$2,593.00
2019	Wellington	Journalism Newsroom Crestron AV replacement	\$19,914.17
2019	Wellington	Journalism Newsroom Data projector replacement	\$4,266.00
2019	Manawatu	Comm Lab Shure SCM820 automated sound mixer	\$4,845.00
2019	Manawatu	Comm Lab Standards/Format converter (SD-4K)	\$2,485.67
2018	Wellington	Blackmagic Design URSA 4K videocamera system	\$19,695.68
2018	Manawatu	Sony PWX-FS7Mk2 4K videocamera system	\$19,606.00
2017	Wellington	Comm Lab Crestron AV system replacement	\$19,869.00
2017	Manawatu	LaCie RAID Data Storage system 24/48TB & UPS	\$14,702.61

SUMMARY:

The School of CJM and the journalism program have detailed budgets which are subjected to ongoing review. Despite significant headwinds, the program is adequately funded and resourced with major facility upgrades anticipated in the coming weeks. Of concern are the unanswered questions about the program's permanent home and its ability to provide a sustainable, welcoming, nurturing and technologically advanced environment for administrators, faculty, staff, and students.

Overall evaluation: 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 actively engages with them, other professionals and professional associations to keep curriculum and teaching current and to promote the exchange of ideas.

Alumni engagement in New Zealand is radically different than in the United States. Explanations range from New Zealand's culture of philanthropy and service – tipping, for example, is not common; government funding of higher education and the expectation that education is a right; and students may attend multiple universities throughout their lives. Still, Massey alumni, faculty and administrators say they value the bond between the program and alumni.

The University maintains formal relationships including newsletters and events. The School and staff outreach is more informal and is focused on class speakers, internships and jobs, shadowing events, and overall networking. Faculty and administrators also leverage social media to stay connected to alumni.

Alumni report they keep in contact with lecturers and tutors about their careers. One alum noted, “particular engagement has been given for the Communications Internship program where myself and other alumni have been invited to discuss work experience and advice with current students.” That same alumni went on to say, “I do feel the journalism program could engage with alumni even more regularly for feedback on the courses since being in the field.”

Guest speakers have included two Māori graduates. One is formerly a reporter for *Māori Television* and is currently a producer and director for *Te Amokura Productions*. The other previously worked for RNZ and currently is a journalist for *Stuff*. Other recent alumni speakers include a journalist at the *Northern Advocate* newspaper and an investigative journalist at *Stuff*. Graduates are also regularly employed as tutors, for example, a former *BBC* and current *RNZ* senior producer teaches 219.712 Advanced News Journalism.

Students report that alumni are active in the classroom and accessible for internships and jobs.

In context, Massey's alumni engagement seems appropriate, but feedback indicates alumni are an underused and valued resource.

(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.

Faculty seem well connected to the profession and various professional organizations. Examples of activities include:

Since 2020, an associate professor has been an active member of the National Association of Media Educators (NAME), a network of secondary school teachers. Over that time, he has also consulted to the Government's New Zealand Qualifications Authority on the development of Journalism qualifications for use in schools.

Another faculty member is a Board Member of the Trust that governs Hutt Community Radio, a public access radio station, in Lower Hutt, NZ. The Trust is responsible for planning fundraising and community engagement for the radio station. She is also part of the multi-media team at St James Anglican Church in Lower Hutt.

Another faculty member is the current President of the Journalism Education Association of New Zealand (JEANZ). He was secretary of JEANZ from 2017 to 2022 and during that time has facilitated two conferences for the organisation, in 2018 and 2022.

All faculty are active members of the Journalism Education Association of New Zealand (JEANZ). A senior faculty member was president in 2021. Another is current President and was Secretary 2017-2022. A third professor is co-Treasurer and another faculty member presented at the 2022 conference.

A senior administrator, in particular, participates in a long list of civic engagement including:

- regular Judge of NZ's premier awards for professional journalists and sits on the advisory committee and education subcommittee of the Fund – the Government's main vehicle for funding journalism, which oversees \$50 million of funding for the sector.
- a member of the Ministry of Education's Special Experts Committee overseeing reform of the national qualification for secondary schools (NCEA) in media studies.
- a member of the Polytechnic (what in the US would be called Community Colleges) Committee reviewing the Level Five qualification for journalists.
- Active involvement with the National Association of Media Educators (NAME) for secondary school teachers and is on the Government's expert group reforming teaching of media studies in schools. His activities in these areas up to 2022 have been driven by an awareness that over the past decade the teaching of Journalism in secondary schools has dwindled.

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

Two senior faculty members facilitated the 2022 JEANZ conference to have a secondary school teacher of Journalism and some of her students as part of the conference with the intention of revitalising Journalism in schools. The intention is to take a whole-of-country approach to the issue and coordinate all journalism schools in NZ, along with news media outlets, to contribute to the revitalisation of journalism at college level and below. Ideas discussed during the conference session included college-journalism student contributions in regional news media, and outreach by educators including running classes by Zoom.

(d) The unit supports scholastic journalism.

The journalism program is now liaising with NAME to develop a network of journalism or English teachers with an interest in schools as a starting point. Regular seminars are currently planned by the journalism program to begin in 2023 to support the teaching of journalism at high school level.

SUMMARY:

While the journalism program meets the standard for professional and public service, especially in context of local norms and culture, most of the activities are informal and isolated to a few members of the administration and faculty. Service in the hands of the few may not be sustainable. Similarly, alumni engagement seems active, but informal and opportunities remain.

Overall evaluation: COMPLIANCE

PART III: Summary by site visit team

1) Summarize the strengths and weaknesses of the unit.

Strengths

Updated curriculum is current with industry expectations
New broadcast studio coming online (shared with another unit) to elevate broadcast capabilities
Strong connectivity to, and respect of, news industry in New Zealand
Experience in multi-campus, multi-platform teaching
Dedicated, productive faculty
Passionate students
Consistent and focused unit
Resourceful faculty and staff
Strong leadership from the Head of School

Weaknesses

Diversity of student population and faculty
Minimal student media opportunities
Nomadic program with no permanent home
Untapped resource to build more vigorous alumni programs.
Activating more robust faculty and campus community engagement, beyond a handful of program leaders

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

The journalism program is in **compliance** on all eight standards.

3) In the case of a recommendation for accreditation or reaccreditation, with standard(s) not in compliance, list the deficiencies that need to be addressed before the next site team evaluation.

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 the recommendation. N/A

6) If the unit was previously accredited, summarize 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.

During the 2017 accreditation visit, the lack of Māori students and faculty members was identified as a weakness. It remains an issue today.

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 journalism program was the only unit under review, yet the self study featured information and data about the entire School of Communication, Journalism and Marketing, which made it difficult to parse responses, graphs, charts and data for the journalism program. At times it was confusing to figure out who was on the core journalism faculty, how many students were enrolled in lab classes, how many students graduated in the past two years, and other data.