

Report of ACEJMC Evaluation
Professional master's/Undergraduate programs
2022– 2023

Name of Institution: **Syracuse University**
Name and Title of Chief Executive Officer: **Chancellor Kent Syverud**
Name of Unit: **S.I. Newhouse School of Public Communications**
Name and Title of Administrator: **Dean Mark J. Lodato**
Date of 2022-2023 Accrediting Visit: **Oct. 23-26, 2022**

Date of the previous accrediting visit: **Oct. 11-14, 2015**
Recommendation of the previous site visit team:
Undergraduate program: **Reaccredit**
Professional master's program: **Reaccredit**

Previous decision of the Accrediting Council:
Undergraduate program: **Reaccredit**
Professional master's program: **Reaccredit**

Recommendation by 2022-2023 Visiting Team:

Undergraduate program recommendation: **Reaccreditation**

Professional master's program recommendation: **Reaccreditation**

Prepared and submitted by:

Team Chair

Name and Title: **Peter Bhatia**
Organization/School: **Editor, Detroit Free Press**

Signature 

Team Member

Name and Title: **Dale Cressman**
Organization/School: **Associate professor, associate director for student learning, School of Communications, Brigham Young University**

Signature 

Team Member

Name and Title: **Jennifer Greer**
Organization/School: **Dean, University of Kentucky College of Communication and Information**

Signature 

Team Member

Name and Title: **Michel Haigh**

Organization/School: **Professor and graduate adviser, Texas State University School of Journalism and Mass Communication**

Signature 

Team Chair

Name and Title: **Kelly Kissel**

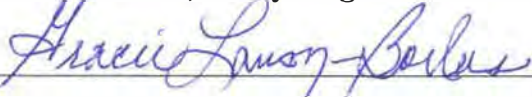
Organization/School: **Metro Editor, The Advocate, Baton Rouge, LA**

Signature 

Team Member

Name and Title: **Gracie Lawson-Borders**

Organization/School: **Dean, Cathy Hughes School of Communications, Howard University**

Signature 

Team Member

Name and Title: **Janet Rose**

Organization/School: **Professor of practice and director of student strategic communications agency, William Allen White School of Journalism and Mass Communications, University of Kansas**

Signature 

Team Member

Name and Title: **Paul Voakes (virtual)**

Organization/School: **Professor and dean emeritus, College of Media, Communication and Information, University of Colorado**

Signature 

PART I: General Information

Name of Institution: Syracuse University

Name of Unit: S.I. Newhouse School of Public Communications

Year of Visit: 2022

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

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

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

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

- Private
- Public
- Other (specify)

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

[Syracuse University Charter and Governing Documents](#)

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

- Yes
- No

If yes, give the date of the last accrediting visit. If there was a revisit, give the date of the last full visit and the date of the revisit: 2015

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

1948

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

The mission statement, last revised in 2018, is the same for the both the undergraduate and graduate programs:

The Newhouse School educates agile, ethical, entrepreneurial, multicultural, socially responsible and innovative communication leaders who revere free speech, embrace diversity, have a global outlook and seek to explore and master emerging media and its impact on society.

Our Values Guide Our Behavior and Our Decision-Making

Newhouse Values:

- Excellence: We aspire to excel in all we do.
- Social Responsibility: We believe our students should make a difference.
- Free Press/Free Speech: We have unflinching dedication to the First Amendment.
- Innovation: We pursue new ideas and new knowledge through research and creative work.
- Integrity: We teach ethics across the curriculum and model ethical behavior.
- Teaching: We are dedicated teachers first.
- Diversity: We are committed to diversity in faculty and staff hiring, student recruitment, curriculum and ideas.

7. What are the type and length of terms?

Number of weeks in a semester: 15

Number of weeks in a quarter: N/A

Number of weeks in summer sessions: 6 or 12

Number of weeks in intersessions: 2

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

Bachelor's degree

Master's degree

Ph.D. degree

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

Undergraduate Degrees

Bachelor of Science in Advertising

Bachelor of Science in Broadcast and Digital Journalism

Bachelor of Science in Graphic Design

Bachelor of Science in Magazine, News and Digital Journalism

Bachelor of Science in Photography

Bachelor of Science in Public Relations

Bachelor of Science in Television, Radio, and Film

Graduate Degrees

Master of Arts in Advertising

Master of Arts in Arts Journalism and Communications

Master of Science in Broadcast and Digital Journalism

Master of Arts in Magazine, News and Digital Journalism

Master of Science in Multimedia, Photography and Design
Master of Science in New Media Management
Master of Arts in Public Diplomacy and Global Communications
Master of Science in Public Relations
Master of Arts in Television, Radio and Film

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

Undergraduate Degrees

122 credits (semester hours) are required for a B.S. by the S.I. Newhouse School of Public Communications.

122-125 credits (semester hours) are required for a B.A. or a B.S. granted jointly by the S.I. Newhouse School of Public Communications and the College of Arts and Sciences (AS/PC) or the Maxwell School of Citizenship and Public Affairs (MA/PC).

146-149 credits (semester hours) are required for a B.S. granted jointly by the S.I. Newhouse School of Public Communications and the Martin J. Whitman School of Management (MG/PC).

139-143 credits (semester hours) are required for a B.S. granted jointly by the S.I. Newhouse School of Public Communications and the School of Information Studies (PC/IS).

Credits hours required for a professional master's degree: 33-43

11. Give the number of credit hours students may earn for internship experience.

Depending upon their major program of study, undergraduates may use from zero to six internship credits toward their bachelor's degree. Most Newhouse departments allow three credits. Students in dual programs with the College of Arts and Sciences, School of Information Studies or the Whitman School of Management are also allowed to complete internships in their non-communications major with approval of their dual college.

Departmental Internship Credit Hour Limits:

Advertising does not permit internship credit within the 39 credit hour major. Internships are in addition to the minimum credits needed to graduate.

Broadcast and Digital Journalism does not permit internship credit within the 42 credit hour major. Internships are in addition to the minimum credits needed to graduate.

Graphic Design permits up to three internship credits.

Magazine, News and Digital Journalism permits three credit hours, COM 475 NYC Communications Industry Practicum; TRF 475 Entertainment Industry Practicum; or MND 535 Newspaper & Magazine Practicum. Sophomores and up may receive credit for individual internship experiences enrolled as COM 470 Experience Credit with departmental approval.

Photography permits three credit hours.

Public Relations permits three credit hours.

Television-Radio-Film Television, Radio and Film students may count up to three internship credits from their experiential course list in their Entertainment Business, Media Innovation and Entrepreneurship or Production track. Students in the Screenwriting track can choose up to three internship credits from their electives. Students in the general track can utilize three internship credits from their Experience credit/internship list.

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.

Name of Sequence or Specialty	Person in Charge
Advertising	James Tsao
Broadcast and Digital Journalism	Anthony Adornato
Graphic Design	Renee Stevens
Magazine, News and Digital Journalism	Aileen Gallagher
Photography	Renee Stevens
Public Relations	Moon Lee
Television Radio Film	Michael Schoonmaker

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

Full-time undergraduate students: 14,778

Full-time graduate and law students: 6,921

Total University full-time enrollment in Fall 2021: 21,322

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 Sequence or Specialty	Undergraduate majors (Fall 2022)
Advertising	321
Broadcast and Digital Journalism	442
Graphic Design	62
Magazine*	30
Magazine, News and Digital Journalism	193
Newspaper and Online Journalism *	22
Photography	46
Public Communications-Undeclared	74
Public Relations	367
Television, Radio and Film	422
Total	2110

*Magazine and Newspaper and Online Journalism programs merged into Magazine, News and Digital Journalism program in 2020.

15. Give the number of graduate students enrolled on-site: 185 (professional programs, on-site for Fall 2022)

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

The spreadsheet below lists the skills classes offered by the Newhouse School in Spring 2022 and Fall 2022.

Please note the following definitions and explanations:

Sections are stand-alone classes with no separate lab registration. If there is a lab attached to the section, the day and time is part of the section registration. There are no choices. All the students in the section attend the same class meetings and lab times, if applicable. An example of this kind of class would be VIS 405 Photographic Storytelling which has the class and lab time under one section registration.

Lecture courses require a separate lab registration. While the lecture section has more than 20 students, the lab does not. Courses that have separate lab registrations are:

- COM 117 Multimedia Storytelling
- VIS 201 Introduction to Photo for Multimedia
- VIS 207 Introduction to Graphic Design

Enrollment Cap is the desired enrollment for a particular course section. Some skills classes may exceed the desired enrollment cap, but the section will still be below the 20 maximum required by ACEJMC.

“Meets with” situations involve classes which have several different prefixes or numbers but they are the same section. TRF 452, section 1, meets with VIS 413, section 1. These two prefixes and numbers together are one class with an enrollment of 12 students. Some of these courses are undergraduate and graduate versions of the same course: MND 406 and MND 606 are the same course and meet with each other as one section, for a total enrollment of 14 students.

Course	Title	Section	Type	Enrollment Cap	Spring 2022 Enrollment	Fall 2022 Enrollment	Comments
ADV 208	The Big Idea in Advertising	M001	Section	20	20	15	
ADV 208	The Big Idea in Advertising	M002	Section	20	20	15	
ADV 208	The Big Idea in Advertising	M003	Section	20	19	11	
ADV 208	The Big Idea in Advertising	M004	Section	20	19	8	
ADV 300	Who's Your Data?	M001	Section	12	12	n/a	Meets with ADV 600

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Course	Title	Section	Type	Enrollment Cap	Spring 2022 Enrollment	Fall 2022 Enrollment	Comments
ADV 401	Portfolio I	M001	Section	15	11	16	
ADV 401	Portfolio I	M002	Section	15	n/a	14	
ADV 421	Portfolio II	M001	Section	15	10	14	
ADV 425	Advertising Campaigns	M001	Section	35	30	23	
ADV 425	Advertising Campaigns	M002	Section	14	13	n/a	Bateman competition section
ADV 425	Advertising Campaigns	M003	Section	35	33	n/a	
ADV 431	Portfolio III	M001	Section	15	10	8	
ADV 507	Strategic Media Planning	M001	Section	20	n/a	10	
ADV 509	Advertising Research and Planning: A Case Study Approach	M001	Section	20	19	19	
ADV 509	Advertising Research and Planning: A Case Study Approach	M002	Section	20	19	20	
ADV 509	Advertising Research and Planning: A Case Study Approach	M003	Section	20	n/a	19	
ADV 509	Advertising Research and Planning: A Case Study Approach	M004	Section	20	n/a	18	
ADV 523	Digital Branding and Strategy	M001	Section	21	21	11	Graduate students only in this section. A last minute over enrollment of the graduate program in S'22 left us with no other option than to have an enrollment in this section of 21.
ADV 523	Digital Branding and Strategy	M002	Section	20	20	15	Undergraduate section
ADV 600	Who's Your Data?	M001	Section	20	5	n/a	Meets with ADV 300
ADV 612	Strategic Brain: Account Planning	M001	Section	20	n/a	20	
ADV 613	Strategic Brain: Media Planning	M001	Section	20	n/a	20	
ADV 615	Creative Brain	M001	Section	21	21	n/a	A last minute over enrollment of the graduate program left us with no other option than to have an enrollment in this section of 21.
AJC 611	Literature of Arts Journalism	M001	Section	15	11	6	
AJC 621	Practicum: NYC Arts	M001	Section	15	10	n/a	
BDJ 300	Selected Topics: Sports Data with USA Today	M002	Section	20	3	n/a	Meets with BDJ 600, MND 300, & MND 600

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Course	Title	Section	Type	Enrollment Cap	Spring 2022 Enrollment	Fall 2022 Enrollment	Comments
BDJ 300	Selected Topics: Sports Writing and Visuals (1 credit)	M002	Section	10	n/a	4	Meets with BDJ 600
BDJ 311	Broadcast/Digital Newswriting	M001	Section	17	15	13	
BDJ 311	Broadcast/Digital Newswriting	M002	Section	17	17	13	
BDJ 311	Broadcast/Digital Newswriting	M003	Section	17	17	11	
BDJ 311	Broadcast/Digital Newswriting	M004	Section	15	n/a	11	
BDJ 351	Sports Interviewing (1 credit)	M002	Section	20	8	10	Meets with BDJ 651 & MND 651
BDJ 352	Sports Column Writing and Commentary	M001	Section	18	5	n/a	Meets with BDJ 652 & MND 652
BDJ 353	Television Sports Anchoring and Reporting	M001	Section	20	5	12	Meets with BDJ 653
BDJ 353	Television Sports Anchoring and Reporting	M002	Section	20	5	n/a	Meets with BDJ 653
BDJ 354	Sports Beat and Event Reporting (1 credit)	M001	Section	10	n/a	11	meets with BDJ 654
BDJ 355	Television Sports Play-by-Play	M001	Section	20	8	n/a	Meets with BDJ 655
BDJ 356	Radio Sportscasting	M001	Section	10	n/a	5	Meets with BDJ 656
BDJ 364	Radio/ Audio News Reporting	M001	Section	17	15	13	
BDJ 364	Radio/ Audio News Reporting	M002	Section	17	17	13	
BDJ 364	Radio/ Audio News Reporting	M003	Section	17	17	11	
BDJ 364	Radio/ Audio News Reporting	M004	Section	15	n/a	11	
BDJ 464 or BDJ 342	TV/ Digital News Reporting	M001	Lecture	14	9	17	Meets with lab; became BDJ 342 F'22
BDJ 464 or BDJ 342	TV/ Digital News Reporting	M002	Lecture	14	11	18	Meets with lab; became BDJ 342 F'22
BDJ 464 or BDJ 342	TV/ Digital News Reporting	M003	Lecture	14	12	17	Meets with lab; became BDJ 342 F'22

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Course	Title	Section	Type	Enrollment Cap	Spring 2022 Enrollment	Fall 2022 Enrollment	Comments
BDJ 464 or BDJ 342	TV/Digital News Reporting	M008	Lecture	10	n/a	5	meets with lab; military program section
BDJ 465	News Producing/ Presenting	M001	Lecture	18	13	16	Meets with lab
BDJ 465	News Producing/ Presenting	M002	Lecture	18	11	15	Meets with lab
BDJ 465	News Producing/ Presenting	M003	Lecture	18	12	12	Meets with lab
BDJ 500	Selected Topics: Master Storytelling for TV	M001	Section	15	9	n/a	
BDJ 530	Specialized Reporting: Investigative Reporting	M001	Section	20	4	n/a	Meets with JNL 530
BDJ 530	Specialized Reporting: Political Reporting	M001	Section	10	n/a	3	meets with JNL 530
BDJ 600	Selected Topics: Sports Data with USA Today	M002	Section	20	1	n/a	Meets with BDJ 300, MND 300, & MND 600
BDJ 600	Selected Topics: Sports Writing and Visuals	M002	Section	10	n/a	1	Meets with BDJ 300
BDJ 651	Sports Interviewing	M002	Section	20	6	7	Meets with BDJ 351 & MND 651
BDJ 652	Sports Column Writing and Commentary	M001	Section	18	8	n/a	Meets with BDJ 352 & MND 652
BDJ 653	Television Sports Anchoring and Reporting	M001	Section	20	9	n/a	Meets with BDJ 353
BDJ 653	Television Sports Anchoring and Reporting	M002	Section	20	10	n/a	Meets with BDJ 353
BDJ 654	Sports Beat and Event Reporting	M001	Section	10	n/a	6	Meets with BDJ 354
BDJ 655	Television Sports Play-by-Play	M001	Section	20	8	n/a	Meets with BDJ 355
BDJ 656	Radio Sportscasting	M001	Section	15	n/a	13	Meets with BDJ 356
BDJ 664	News Reporting II	M001	Section	15	n/a	14	
BDJ 664	News Reporting II	M001	Section	15	n/a	14	
BDJ 667	News Reporting III	M001	Lecture	18	11	n/a	
BDJ 667	News Reporting III	M003	Lecture	18	13	n/a	
BDJ 667	News Reporting III	M005	Lecture	18	14	n/a	
COM 117	Multimedia Storytelling	M001	Lecture	36	30	34	
COM 117	Multimedia Storytelling Lab	M002	Lab	18	14	17	

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Course	Title	Section	Type	Enrollment Cap	Spring 2022 Enrollment	Fall 2022 Enrollment	Comments
COM 117	Multimedia Storytelling Lab	M003	Lab	18	16	17	
COM 117	Multimedia Storytelling	M004	Lecture	36	30	34	
COM 117	Multimedia Storytelling Lab	M005	Lab	18	15	16	
COM 117	Multimedia Storytelling Lab	M006	Lab	18	15	18	
COM 117	Multimedia Storytelling	M007	Lecture	36	31	33	
COM 117	Multimedia Storytelling Lab	M008	Lab	18	17	16	
COM 117	Multimedia Storytelling Lab	M009	Lab	18	14	17	
COM 117	Multimedia Storytelling	M010	Lecture	36	29	33	
COM 117	Multimedia Storytelling Lab	M011	Lab	18	13	17	
COM 117	Multimedia Storytelling Lab	M012	Lab	18	16	16	
COM 117	Multimedia Storytelling	M013	Lecture	36	31	34	
COM 117	Multimedia Storytelling Lab	M014	Lab	18	16	17	
COM 117	Multimedia Storytelling Lab	M015	Lab	18	15	17	
COM 117	Multimedia Storytelling	M016	Lecture	36	28	34	
COM 117	Multimedia Storytelling Lab	M017	Lab	18	15	16	
COM 117	Multimedia Storytelling Lab	M018	Lab	18	13	18	
COM 117	Multimedia Storytelling	M019	Lecture	36	29	34	
COM 117	Multimedia Storytelling Lab	M020	Lab	18	15	17	
COM 117	Multimedia Storytelling Lab	M021	Lab	18	14	17	
COM 117	Multimedia Storytelling	M022	Lecture	36	31	32	
COM 117	Multimedia Storytelling Lab	M023	Lab	18	16	16	
COM 117	Multimedia Storytelling Lab	M024	Lab	18	15	16	
COM 117	Multimedia Storytelling	M025	Lecture	36	29	34	
COM 117	Multimedia Storytelling Lab	M026	Lab	18	15	17	
COM 117	Multimedia Storytelling Lab	M027	Lab	18	14	17	
COM 117	Multimedia Storytelling	M028	Lecture	36	30	33	
COM 117	Multimedia Storytelling Lab	M029	Lab	18	16	17	

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Course	Title	Section	Type	Enrollment Cap	Spring 2022 Enrollment	Fall 2022 Enrollment	Comments
COM 117	Multimedia Storytelling Lab	M030	Lab	18	14	16	
COM 415	Digital Nation	M010	Section	15	12	n/a	
COM 425	Social Platforms, Processes, and Perspectives	M010	Section	15	12	8	
COM 605	Quantitative Methods for Mass Communications Research	M001	Section	18	n/a	11	
COM 606	Qualitative Methods for Mass Communications Research	M001	Section	20	14	n/a	
COM 617	Multimedia Storytelling	M002	Section	20	n/a	14	
COM 628	Social Media Strategy & Practice	M001	Section	20	14	n/a	
COM 647	Applied Media Research	M001	Section	20	19	12	
COM 697	Advertising and Public Relations Law	M001	Section	20	19	15	
COM 698	Media Law	M001	Section	20	10	13	
COM 698	Media Law	M002	Section	20	15	11	
COM 740	Topics in Research Comm: Agenda Setting	M001	Section	15	8	n/a	
COM 740	Topics in Research Comm: XR Theory and Research	M001	Section	15	n/a	7	
COM 755	Communications Theory	M001	Section	20	n/a	11	
COM 788	Theories of Media Content	M001	Section	16	14	n/a	
COM 800	Selected Topics: Academic Publishing	M001	Section	15	7	n/a	
COM 800	Selected Topics: Advanced Qualitative Research Methods	M001	Section	15	n/a	4	
COM 806	Survey Research Methods	M001	Section	15	n/a	4	
ICC 400	New Media Business	M001	Section	10	n/a	3	Meets with ICC 625
ICC 427	New Media Venture Launch	M001	Section	20	2	n/a	Meets with ICC 627
ICC 510	Topics in Media Entrepreneurship: Entrepreneurial Thinking for Media Professionals	M001	Section	20	17	n/a	
ICC 510	Topics in Media Entrepreneurship: New Ventures in Media	M002	Section	20	13	n/a	

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Course	Title	Section	Type	Enrollment Cap	Spring 2022 Enrollment	Fall 2022 Enrollment	Comments
ICC 565	Designing Interactivity	M001	Section	20	9	20	
ICC 565	Designing Interactivity	M002	Section	20	n/a	16	
ICC 575	Advanced Web Design	M001	Section	20	14	n/a	
ICC 606	Content Management Development & Innovation	M001	Section	20	n/a	14	
ICC 625	New Media Business	M001	Section	20	n/a	16	Meets with ICC 400
ICC 627	New Media Venture Launch	M001	Section	20	6	n/a	Meets with ICC 427
ICC 683	Case Studies in Media Management	M001	Section	20	16	n/a	
JNL 211	Cross-Media News Writing	M001	Section	15	15	14	
JNL 211	Cross-Media News Writing	M002	Section	15	15	15	
JNL 211	Cross-Media News Writing	M003	Section	15	15	15	
JNL 211	Cross-Media News Writing	M004	Section	15	15	15	
JNL 211	Cross-Media News Writing	M005	Section	15	16	15	
JNL 211	Cross-Media News Writing	M006	Section	15	14	14	
JNL 211	Cross-Media News Writing	M007	Section	15	15	14	
JNL 211	Cross-Media News Writing	M008	Section	15	14	11	
JNL 211	Cross-Media News Writing	M70	Section	2	n/a	2	DC campus
JNL 221	Foundations of Data and Digital Journalism	M001	Section	15	14	15	
JNL 221	Foundations of Data and Digital Journalism	M002	Section	15	16	15	
JNL 221	Foundations of Data and Digital Journalism	M003	Section	15	14	15	
JNL 221	Foundations of Data and Digital Journalism	M004	Section	15	13	14	
JNL 221	Foundations of Data and Digital Journalism	M005	Section	15	14	14	
JNL 221	Foundations of Data and Digital Journalism	M006	Section	15	n/a	14	
JNL 400	Selected Topics: Reporting and Storytelling for Digital Brands	M010	Section	15	9	n/a	
JNL 530	Specialized Reporting: Investigative Reporting	M001	Section	20	5	n/a	Meets with BDJ 530

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Course	Title	Section	Type	Enrollment Cap	Spring 2022 Enrollment	Fall 2022 Enrollment	Comments
JNL 530	Specialized Reporting: Investigative Reporting	M002	Section	20	11	n/a	
JNL 530	Specialized Reporting; Political Reporting	M001	Section	10	n/a	2	Meets with BDJ 530
MND 300	ST: Sports Data with USA Today	M002	Section	20	2	n/a	Meets with MND 600, BDJ 300, & BDJ 600
MND 305	Reporting	M001	Section	15	15	13	
MND 305	Reporting	M002	Section	15	15	12	
MND 400	Selected Topics: Pitching 101: Craft, Frame, & Get Paid	M010	Section	15	8	4	
MND 405	Advanced Reporting	M001	Section	15	7	12	
MND 406	Magazine Article Writing	M001	Section	15	10	17	Meets with MND 606
MND 408	Magazine and News Editing	M001	Section	10	4	3	Meets with MND 608
MND 408	Magazine and News Editing	M002	Section	15	9	13	Meets with MND 608
MND 408	Magazine and News Editing	M003	Section	15	n/a	13	
MND 411	Web and Mobile Story Production	M001	Section	15	4	n/a	Meets with MND 611
MND 413	Emerging Media Platforms	M001	Section	20	8	n/a	Meets with MND 613
MND 454	Sports Writing Across Platforms	M001	Section	5	n/a	4	Meets with MND 654
MND 504	Multimedia Projects	M001	Section	21	22	n/a	
MND 505	Digital News & Innovation	M001	Section	20	14	10	
MND 506	Digital News Leadership	M001	Section	8	4	5	
MND 518	Critical Writing	M001	Section	15	12	n/a	
MND 526	Beauty & Fashion Journalism	M001	Section	15	14	n/a	
MND 545	Virtual Reality Storytelling	M001	Section	20	n/a	17	
MND 600	Selected Topics: Sports Data with USA Today	M002	Section	20	7	n/a	Meets with MND 300, BDJ 300, & BDJ 600
MND 606	Magazine Article Writing	M001	Section	5	4	1	Meets with MND 406
MND 608	Magazine and News Editing	M001	Section	10	10	7	Meets with MND 408
MND 608	Magazine and News Editing	M002	Section	5	6	3	Meets with MND 408
MND 611	Web and Mobile Story Production	M001	Section	5	3	n/a	Meets with MND 411

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Course	Title	Section	Type	Enrollment Cap	Spring 2022 Enrollment	Fall 2022 Enrollment	Comments
MND 613	Emerging Media Platforms	M001	Section	20	7	n/a	Meets with MND 413
MND 617	Multimedia Storytelling for Journalists	M002	Section	18	n/a	9	
MND 651	Sports Interviewing	M002	Section	20	3	n/a	Meets with BDJ 351 & BDJ 651
MND 652	Sports Column Writing and Commentary	M001	Section	18	3	n/a	Meets with BDJ 352 & BDJ 652
MND 654	Sports Writing Across Platforms	M001	Section	10	n/a	3	Meets with MND 454
PRL 214	Writing for Public Relations: Media and Messaging	M001	Section	18	15	15	
PRL 214	Writing for Public Relations: Media and Messaging	M002	Section	18	5	13	
PRL 214	Writing for Public Relations: Media and Messaging	M003	Section	18	16	14	
PRL 214	Writing for Public Relations: Media and Messaging	M004	Section	18	15	10	
PRL 315	Public Relations Research	M001	Section	20	13	18	
PRL 315	Public Relations Research	M002	Section	20	18	19	
PRL315	Public Relations Research	M003	Section	20	n/a	19	
PRL 315	Public Relations Research	M004	Section	20	n/a	17	
PRL 315	Public Relations Research	M005	Section	20	n/a	17	
PRL 376	Content Optimization for Public Relations Writing	M001	Section	18	11	18	
PRL 376	Content Optimization for Public Relations Writing	M002	Section	18	10	18	
PRL 376	Content Optimization for Public Relations Writing	M003	Section	18	13	11	
PRL 376	Content Optimization for Public Relations Writing	M004	Section	18	15	18	
PRL 424	Public Relations Management and Leadership	M001	Section	20	16	18	
PRL 424	Public Relations Management and Leadership	M003	Section	20	14	19	Meets with PRL 624 F'22

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Course	Title	Section	Type	Enrollment Cap	Spring 2022 Enrollment	Fall 2022 Enrollment	Comments
PRL 424	Public Relations Management and Leadership	M004	Section	20	13	20	
PRL 424	Public Relations Management and Leadership	M006	Section	20	4	n/a	Meets with PRL 624
PRL 424	Public Relations Management and Leadership	M007	Section	20	5	n/a	Meets with PRL 624
PRL 424	Public Relations Management and Leadership	M070	Section	2	n/a	2	DC campus
PRL 425	Public Relations Cases & Campaigns	M001	Section	20	10	15	
PRL 425	Public Relations Cases & Campaigns	M002	Section	20	9	18	
PRL 425	Public Relations Cases & Campaigns	M002	Section	20	n/a	18	
PRL 425	Public Relations Cases & Campaigns	M070	Section	2	n/a	2	
PRL 431	Intro to Financial and Investor Communications	M001	Section	10	n/a	9	Meets with PRL 631
PRL 432	Writing for Financial and Investor Communications	M001	Section	20	5	n/a	Meets with PRL 632
PRL 530	Special Topics: Entertainment PR in LA	M004	Section	20	12	n/a	
PRL 607	Advanced Public Diplomacy	M001	Section	15	18	n/a	
PRL 608	Public Relations Writing	M001	Section	18	n/a	11	
PRL 614	PR Writing for Converged Media	M002	Section	18	n/a	14	
PRL 615	PR Campaign Planning and Execution	M001	Section	20	16	n/a	
PRL 615	PR Campaign Planning and Execution	M002	Section	20	16	n/a	
PRL 624	Public Relations Management and Leadership	M003	Section	1	n/a	1	Meets with PRL 424
PRL 624	Public Relations Management and Leadership	M006	Section	20	8	n/a	
PRL 624	Public Relations Management and Leadership	M007	Section	20	11	n/a	

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Course	Title	Section	Type	Enrollment Cap	Spring 2022 Enrollment	Fall 2022 Enrollment	Comments
PRL 631	Intro to Financial and Investor Communications	M001	Section	10	n/a	4	Meets with PRL 431
PRL 632	Writing for Financial and Investor Communications	M001	Section	20	3	n/a	Meets with PRL 432
SMC 330	Esports and Media	M001	Section	20	15	n/a	Meets with SMC 630
SMC 400	Selected Topics: Sports Content for Social Platforms	M001	Section	20	6	n/a	Meets with SMC 600
SMC 423	Sports Documentary	M001	Section	10	4	10	Meets with SMC 623
SMC 630	Esports and Media	M001	Section	20	1	n/a	Meets with SMC 330
SMC 600	Selected Topics: Sports Content for Social Platforms	M001	Section	20	6	n/a	Meets with SMC 400
SMC 623	Sports Documentary	M001	Section	10	7	2	Meets with SMC 423
TRF 205	Sight, Sound, and Motion	M001	Section	20	18	16	
TRF 205	Sight, Sound, and Motion	M002	Section	20	17	17	
TRF 205	Sight, Sound, and Motion	M003	Section	20	17	17	
TRF 205	Sight, Sound, and Motion	M004	Section	20	17	14	
TRF 205	Sight, Sound and Motion	M005	Section	20	n/a	16	
TRF 211	Screenwriting	M001	Section	15	13	16	
TRF 211	Screenwriting	M002	Section	15	13	17	
TRF 211	Screenwriting	M003	Section	15	15	17	
TRF 211	Screenwriting	M004	Section	15	16	16	
TRF 211	Screenwriting	M005	Section	15	14	n/a	
TRF 400	Selected Topics: Animation for Film and TV	M002	Section	18	12	n/a	Meets with TRF 600
TRF 400	Selected Topics: Futures of Entertainment	M003	Section	18	8	n/a	Meets with TRF 600
TRF 400	Selected Topics: Writer's Room	M004	Section	20	8	n/a	Meets with TRF 600
TRF 400	Selected Topics: Film & TV Production: Craft & Culture	M010	Section	10	5	n/a	
TRF 400	Selected Topics: Radio Phoenix	M001	Section	10	n/a	11	Meets with TRF 600
TRF 400	Selected Topics: Audio for Multimedia	M006	Section	15	n/a	15	Meets with TRF 600

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Course	Title	Section	Type	Enrollment Cap	Spring 2022 Enrollment	Fall 2022 Enrollment	Comments
TRF 415	LA – Camera Acting for Writers, Producers & Directors	M020	Section	20	10	14	
TRF 420	Topics in Screenwriting: Writers Room	M001	Section	10	n/a	13	Meets with TRF 620
TRF 421	Feature Film Writing	M001	Section	15	12	12	Meets with TRF 621
TRF 422	Comedy Writing	M001	Section	15	11	12	Meets with TRF 622
TRF 423	Writing the One-Hour Drama	M001	Section	20	8	n/a	Meets with TRF 623
TRF 425	LA – Writer's Journey	M021	Section	20	n/a	11	
TRF 429	Creative Producing	M001	Section	15	n/a	11	Meets with TRF 629
TRF 430	Topics in Entertainment Business: Artist Representation	M002	Section	10	n/a	10	Meets with TRF 630
TRF 441	Visual Effects for Live Action	M001	Section	20	9	n/a	Meets with TRF 641
TRF 442	Multicamera Television Production	M001	Section	20	5	7	Meets with TRF 642
TRF 443	LA - The Business of Development, Production and Post-Production	M020	Section	20	14	12	
TRF 445	Post Production Practices	M001	Section	15	n/a	7	
TRF 450	Topics in Production: Art of Editing for TV and Film	M001	Section	20	n/a	16	
TRF 450	Topics in Production: Entertainment Media/Child and Youth Audiences	M002	Section	15	n/a	12	Meets with TRF 650
TRF 450	Topics in Production: Production Craft & Culture	M010	Section	10	n/a	5	
TRF 450	Topics in Production: Studio Process & Workflow	M011	Section	10	n/a	5	
TRF 451	Directing	M001	Section	15	10	13	Meets with TRF 651
TRF 452	Cinematography	M001	Section	6	8	10	Meets with TRF 652, VIS 413, & VIS 613
TRF 453	Shortform Production	M001	Section	15	13	11	Meets with TRF 653
TRF 454	Music Recording	M002	Section	16	16	12	Meets with TRF 654 F'22
TRF 456	Sound for Picture	M001	Section	10	9	8	Meets with TRF 656
TRF 457	Music Underscoring	M001	Section	16	6	n/a	Meets with TRF 657

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Course	Title	Section	Type	Enrollment Cap	Spring 2022 Enrollment	Fall 2022 Enrollment	Comments
TRF 459	Documentary Production	M001	Section	15	11	11	Meets with TRF 659
TRF 461	Advanced Management Seminar	M001	Section	20	16	2	Meets with TRF 661
TRF 462	Advanced Television Production	M001	Section	15	8	10	Meets with TRF 662
TRF 465	LA – Hollywood: Game Changers	M020	Section	20	6		
TRF 467	Screenwriting Master Class	M001	Section	15	15	n/a	Meets with TRF 667
TRF 468	Advanced Audio	M001	Section	15	0	n/a	Meets with TRF 668
TRF 469	Advanced Filmmaking (Fiction)	M001	Section	10	8	9	Meets with TRF 669
TRF 469	Advanced Filmmaking (Non-Fiction)	M002	Section	10	9	n/a	Meets with TRF 669
TRF 471	TV Nation	M020	Section	20	16	18	
TRF 496	Research for Entertainment Media	M001	Section	10	n/a	5	Meets with TRF 696
TRF 500	Selected Topics: Advanced Post Production and VFX	M001	Section	20	8	n/a	
TRF 500	Selected Topics: LA Marketing for Film & Television	M020	Section	20	10	10	
TRF 510	Avid Editing I	M004	Section	18	17	n/a	
TRF 510	Avid Editing II	M005	Section	18	15	n/a	
TRF 510	Art of the Podcast	M015/ M009	Section	20	13	7	
TRF 510	Art of the Voiceover I	M003	Section	20	n/a	11	
TRF 510	Art of the Voiceover II	M004	Section	20	n/a	9	
TRF 510	Art of the Voiceover III	M005	Section	20	n/a	9	
TRF 510	Color Correction (1 credit)	M001	Section	20	n/a	15	
TRF 510	Light and Lens (1 credit)	M010	Section	20	n/a	16	
TRF 510	Producing the Fashion Video	M024	Section	18	14	n/a	
TRF 510	Unscripted: Selling the Reality Show (1 credit)	M002	Section	20	n/a	12	
TRF 510	LA-Line Producing	M020	Section	20	n/a	11	
TRF 510	LA-Artist Rep & Creative Processes	M021	Section	20	n/a	15	
TRF 600	Selected Topics: Radio Phoenix	M001	Section	10	n/a	5	Meets with TRF 400

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Course	Title	Section	Type	Enrollment Cap	Spring 2022 Enrollment	Fall 2022 Enrollment	Comments
TRF 600	Selected Topics: Audio for Multimedia	M006	Section	10	n/a	1	Meets with TRF 400
TRF 620	Topics in Screenwriting: Writers Room	M001	Section	10	n/a	4	Meets with TRF 420
TRF 621	Feature Film Writing	M001	Section	5	2	9	Meets with TRF 421
TRF 622	Comedy Writing	M001	Section	5	1	3	Meets with TRF 422
TRF 623	Writing the One-Hour Drama	M001	Section	20	3	n/a	Meets with TRF 423
TRF 629	Creative Producing	M001	Section	5	n/a	5	Meets with TRF 429
TRF 630	Topics in Entertainment Business: Artist Representation	M002	Section	5	n/a	4	Meets with TRF 430
TRF 641	Visual Effects for Live Action	M001	Section	20	2	n/a	Meets with TRF 641
TRF 642	Multicamera Television Production	M001	Section	20	2	n/a	Meets with TRF 642
TRF 650	Topics in Production: Entertainment Media/Child and Youth Audiences	M002	Section	5	n/a	3	Meets with TRF 450
TRF 651	Directing	M001	Section	5	4	3	Meets with TRF 651
TRF 652	Cinematography	M001	Section	5	4	4	Meets with TRF 652, VIS 413, & VIS 613
TRF 653	Shortform Production	M001	Section	5	1	6	Meets with TRF 653
TRF 654	Music Recording	M001	Section	3	n/a	3	Meets with TRF 454
TRF 656	Sound for Picture	M001	Section	10	4	4	Meets with TRF 656
TRF 657	Music Underscoring	M001	Section	16	4	n/a	Meets with TRF 657
TRF 659	Documentary Production	M001	Section	5	1	1	Meets with TRF 659
TRF 661	Advanced Management Seminar	M001	Section	5	1	1	Meets with TRF 661
TRF 662	Advanced Television Production	M001	Section	10	6	2	Meets with TRF 662
TRF 667	Screenwriting Master Class	M001	Section	15	1	n/a	Meets with TRF 667
TRF 668	Advanced Audio	M001	Section	15	10	n/a	Meets with TRF 668
TRF 669	Advanced Filmmaking (Fiction)	M001	Section	5	6	3	Meets with TRF 669
TRF 669	Advanced Filmmaking (Non-Fiction)	M002	Section	5	3	n/a	Meets with TRF 669
TRF 696	Research for Entertainment Media	M001	Section	15	n/a	12	Meets with TRF 496

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Course	Title	Section	Type	Enrollment Cap	Spring 2022 Enrollment	Fall 2022 Enrollment	Comments
TRF 696	Research for Entertainment Media	M002	Section	20	n/a	14	
VIS 201	Intro to Photo for Multimedia	M001	Section	30	30	26	
VIS 201	Intro to Photo for Multimedia Lab	M002	Lab	15	14	14	
VIS 201	Intro to Photo for Multitmedia Lab	M003	Lab	15	16	12	
VIS 207	Intro to Graphic Design	M001	Section	36	34	34	
VIS 207	Intro to Graphic Design Lab	M002	Lab	18	17	17	
VIS 207	Intro to Graphic Design Lab	M003	Lab	18	17	17	
VIS 207	Intro to Graphic Design	M004	Section	36	32	33	
VIS 207	Intro to Graphic Design Lab	M005	Lab	18	15	15	
VIS 207	Intro to Graphic Design Lab	M006	Lab	18	17	18	
VIS 207	Intro to Graphic Design	M007	Section	36	29	34	
VIS 207	Intro to Graphic Design Lab	M008	Lab	18	14	18	
VIS 207	Intro to Graphic Design Lab	M009	Lab	18	15	16	
VIS 207	Intro to Graphic Design	M010	Section	36	30	35	
VIS 207	Intro to Graphic Design Lab	M011	Lab	18	14	18	
VIS 207	Intro to Graphic Design Lab	M012	Lab	18	16	17	
VIS 207	Intro to Graphic Design	M013	Section	36	30	33	
VIS 207	Intro to Graphic Design Lab	M014	Lab	18	15	17	
VIS 207	Intro to Graphic Design Lab	M015	Lab	18	15	16	
VIS 251	Still Photography for Broadcast Journalism (1 credit)	M001	Section	15	13	14	
VIS 251	Still Photography for Broadcast Journalism (1 credit)	M002	Section	15	14	14	
VIS 251	Still Photography for Broadcast Journalism (1 credit)	M003	Section	15	16	15	
VIS 251	Still Photography for Broadcast Journalism (1 credit)	M004	Section	15	n/a	15	
VIS 251	Still Photography for Broadcast Journalism (1 credit)	M005	Section	15	n/a	15	
VIS 301	Video and Photography	M001	Section	18	n/a	18	
VIS 304	Camera, Light & Concept	M001	Section	10	n/a	2	Meets with VIS 604
VIS 317	Typographic Design	M001	Section	15	n/a	12	Meets with VIS 617

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Course	Title	Section	Type	Enrollment Cap	Spring 2022 Enrollment	Fall 2022 Enrollment	Comments
VIS 317	Typographic Design	M002	Section	15	n/a	10	Meets with VIS 617
VIS 324	Light and Concept	M001	Section	15	12	8	Meets with VIS 624
VIS 327	Type and Image Design	M001	Section	18	17	n/a	Meets with VIS 627
VIS 361	Visual News Reporting	M001	Section	15	5	11	
VIS 400	Selected Topics: Photography for Media	M004	Section	15	4		Meets with VIS 600
VIS 400	Selected Topics: Cinematic Lighting & Lens	M001	Section	10	n/a	9	Meets with VIS 600
VIS 402	Essentials for Visual Communicators: Photo Editing and Post Production	M004	Section	5	n/a	4	Meets with VIS 602
VIS 403	Video Storytelling	M001	Section	10	n/a	4	Meets with VIS 603
VIS 405	Photographic Storytelling	M002	Section	15	n/a	12	Meets with VIS 605
VIS 405	Photographic Storytelling	M003	Section	15	n/a	8	Meets with VIS 605
VIS 413	Cinematography	M001	Section	4		1	Meets with VIS 613, TRF 452, & TRF 652
VIS 423	Advanced Video Storytelling: How to be Multimedia Rock Star	M001	Section	20	7		Meets with VIS 623
VIS 425	Visual Editing and Project Development	M002	Section	18	6		Meets with VIS 625
VIS 425	Visual Editing and Project Development	M003	Section	18	10		Meets with VIS 625
VIS 434	Commercial & Advertising Photo and Multimedia	M001	Section	15	10		Meets with VIS 634
VIS 447	Motion Design	M001	Section	15	n/a	19	section has two instructors to maintain the standard. Meets with VIS 647
VIS 457	UI/UX	M001	Section	15	n/a	16	Meets with VIS 657
VIS 467	Immersive Design	M001	Section	20	17	n/a	Meets with VIS 667
VIS 487	Graphic Design Capstone	M001	Section	20	12	n/a	
VIS 489	Photography and Multimedia Capstone	M001	Section	20	14	n/a	
VIS 500	Selected Topic: Advanced Lighting	M002	Section	20	16	n/a	
VIS 501	Photography and Multimedia for Non-Majors	M001	Section	18	10	14	
VIS 507	Intermediate Design for Non-Majors	M001	Section	18	n/a	16	
VIS 527	Publication Design	M001	Section	20	12		
VIS 600	Selected Topics: Project Development: Research, Pitching and Writing	M003	Section	18	14		

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Course	Title	Section	Type	Enrollment Cap	Spring 2022 Enrollment	Fall 2022 Enrollment	Comments
VIS 600	Selected Topics: Cinematic Lighting & Lens	M001	Section	10	n/a	5	Meets with VIS 400
VIS 600	Selected Topics: Project Development Overview (1 credit)	M002	Section	10	n/a	8	
VIS 602	Essentials for Visual Communicators: Workflow & Advanced Production (1 credit)	M001	Section	15	n/a	8	
VIS 602	Essentials for Visual Communicators: Writing (1 credit)	M002	Section	15	n/a	8	
VIS 602	Essentials for Visual Communicators: Design (1 credit)	M003	Section	15	n/a	6	
VIS 602	Essentials for Visual Communicators: Photo Editing & Postproduction (1 credit)	M004	Section	15	n/a	3	Meets with VIS 402
VIS 603	Video Storytelling	M001	Section	10	n/a	8	Meets with VIS 403
VIS 604	Camera, Light & Concept	M001	Section	10	n/a	8	Meets with VIS 304
VIS 605	Photographic Storytelling	M002	Section	5	n/a	3	Meets with VIS 405
VIS 605	Photographic Storytelling	M003	Section	5	n/a	1	Meets with VIS 405
VIS 613	Cinematography	M001	Section	5	0	0	Meets with VIS 413, TRF 452, & TRF 652
VIS 617	Typographic Design	M001	Section	5	n/a	1	Meets with VIS 317
VIS 617	Typographic Design	M002	Section	5	n/a	4	Meets with VIS 317
VIS 622	Visual Communications Theory	M001	Section	20	17	n/a	Meets with VIS 422
VIS 623	Advanced Video Storytelling: How to be Multimedia Rock Star	M001	Section	10	5	n/a	Meets with VIS 423
VIS 624	Light and Concept	M001	Section	5	0	1	Meets with VIS 324
VIS 625	Visual Editing and Project Development	M002	Section	18	7	n/a	Meets with VIS 425
VIS 625	Visual Editing and Project Development	M003	Section	18	1	n/a	Meets with VIS 425
VIS 627	Type and Image Design	M001	Section	18	1	n/a	Meets with VIS 327
VIS 634	Commercial & Advertising Photo and Multimedia	M001	Section	15	0	n/a	Meets with VIS 434
VIS 639	Advanced Projects	M001	Section	15	n/a	12	
VIS 647	Motion Design	M001	Section	5	n/a	4	Meets with VIS 447; has two professors to maintain accreditation standard.
VIS 657	UI/UX	M001	Section	5	n/a	3	Meets with VIS 457
VIS 667	Immersive Design	M001	Section	20	3		Meets with VIS 467

17. Total expenditures planned by the unit for the 2022–2023 academic year: \$26,274,608

Give percentage increase or decrease in three years: 25.90%

Amount expected to be spent this year on full-time faculty salaries: \$9,935,098

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.

Last Name	First Name	Rank	Department	Notes
Adornato	Anthony	Associate Professor	BDJ	Chair
Bowman	Nick	Associate Professor	COM	
Breyer	Richard	Professor	TRF	
Brown	Harriet	Professor	MND	Graduate Program Director
Brown	Nina	Associate Professor	COM	
Brown Burton	Rockell	Associate Professor	TRF	Associate Dean of IDEA
Chock	Tamara	Professor	COM	
Coleman	Keonte	Assistant Professor	BDJ	
Concepcion	RC	Assistant Teaching Professor	VIS	
D'Angelo	Anthony	Professor of Practice	PRL	M.S. in Communications Management (online)

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Dancy	Shelvia	Professor of Practice	BDJ	
Egan	Beth	Associate Professor	ADV	Graduate Program Director
Farukhi	Imraan	Assistant Professor	TRF	
Fought	Barbara	Associate Professor	BDJ	
Frahm	Ben	Assistant Teaching Professor	TRF	
Funkhouser	Glen	Assistant Teaching Professor	COM	
Gaggin	Kelly	Assistant Teaching Professor	PRL	
Gallagher	Aileen	Associate Professor	MND	Chair
Giglio	Keith	Associate Professor	TRF	on leave Fall 2022
Gitner	Seth	Associate Professor	MND/VIS	
Glass	Jon	Professor of Practice	MND	
Goenka	Tula	Professor	TRF	Dean's Leadership Fellow / Graduate Program Director

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Gorham	Bradley	Associate Professor	COM	Chair
Grode	Eric	Associate Professor	MND	Goldring Arts Journalism & Communications
Grygiel	Jennifer	Associate Professor	COM/MND	
Gutterman	Roy	Associate Professor	COM/MND	Tully Center for Free Speech
Hamilton	J. Christopher	Assistant Professor	TRF	
Harper	Ken	Associate Professor	VIS	Center for Global Engagement
Hayes	Dona	Associate Professor	BDJ	
Hedges	Carolyn	Assistant Teaching Professor	COM	M.S. in Communications (online)
Heisler	Gregory	Professor of Practice	VIS	
Henderson	Keren	Associate Professor	BDJ	
Holmes	Shaina	Assistant Professor	TRF	on leave Fall 2022
Hong	Soo Yeon	Assistant Teaching Professor	VIS/PRL	Graduate Program Director

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Horn	Brad	Professor of Practice	PRL	Associate Dean of Strategic Initiatives
Husain	Nausheen	Assistant Professor	MND	
Jiang	Hua	Associate Professor	PRL	Associate Dean of Academic Affairs
Kameir	Rawiya	Assistant Professor	MND	
Kaplan	Joel	Professor	MND	Associate Dean of Graduate Programs
Karimkhan	Faren	Assistant Professor	ADV	
Kinsey	Dennis	Professor	PRL	Public Diplomacy and Global Communications
Kirk	Beverly	Professor of Practice	BDJ	Director of Washington Programs
L'Pree	Charisse	Associate Professor	COM	Endowed Chair of Public Communications
Leahy	Kelly	Assistant Professor	TRF	
Lee	Moon	Professor	PRL	Chair
Lewis	J. Elliott	Professor of Practice	BDJ	Graduate Program Director
Liebler	Carol	Professor	COM	
Lim	Joon Soo	Associate Professor	Public Relations	

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Lodato	Mark	Professor of Practice	BDJ	Dean
Luttrell	Regina	Associate Professor	PRL	Associate Dean of Research and Creativity
Martinez	Edecio	Professor of Practice	BDJ/MND	Executive Editor
Molta	Daniela	Assistant Professor	ADV	
Munno	Greg	Assistant Professor	MND	
O'Neill	Kevin	Professor of Practice	ADV	
Oesterle	Ulf	Assistant Teaching Professor	TRF	Bandier Program
Ortiz	Rebecca	Associate Professor	ADV	
Osborn	Ann	Professor	COM	Doctoral Program Director
Osman	Jim	Professor of Practice	BDJ	
Oya	Hanayo	Assistant Professor	BDJ	
Pacheco	Dan	Professor of Practice	MND	Endowed Chair of Journalism Innovation
Peruta	Adam	Associate Professor	MND	New Media Management

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Pike	Steven	Assistant Professor	PRL	
Ramasubramanian	Srividya	Professor	COM	Newhouse Professor
Richards	Alex	Assistant Professor	MND	
Rose	Les	Professor of Practice	BDJ	
Russell	Edward	Associate Professor	ADV	
Santiago	Milton	Assistant Professor	VIS	
Santosuosso	Michelle	Professor of Practice	TRF	Bandier Program
Schneider	Erika	Assistant Professor	PRL	
Schoonmaker	Michael	Professor	TRF	Chair
Sheehan	Annabelle	Professor of Practice	TRF	
Sheehan	Brian	Professor	ADV	
Smith	Evan	Professor	TRF	
Stevens	Renée	Associate Professor	VIS	Chair
Stomski	Olivia	Professor of Practice	BDJ/TRF	Sports Media Center

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Strong	Bruce	Associate Professor	VIS	Military Photojournalism, Alexia Chair
Takahashi	Corey	Associate Professor	MND	
Thompson	Robert	Professor	TRF	Bleier Center for TV
Toensing	Amy	Assistant Teaching Professor	VIS	on leave Fall 2022
Tsao	James	Professor	ADV	Chair
Tuohey	Chris	Associate Professor	BDJ	Military Motion Media
Upton	Jodi	Professor	MND	Knight Chair
Wagner	Kyla Garrett	Assistant Professor	Communications	
Werde	Bill	Professor of Practice	TRF	Bandier Program
White	Mel	Professor of Practice	ADV	
Willnat	Lars	Professor	COM	Endowed Research Chair

Visiting assistant teaching professors in Fall 2022:

Jordan Kligerman, TRF
 Paula Nelson, VIS
 Deanna Pelfrey, PRL
 Carrie Riby, ADV

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.)

Status	Faculty Name
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Adjunct-Fall/Spring	Axe, Brent
Adjunct-Fall/Spring	Ayers, Liz
Adjunct-Fall	Beasley, William
Adjunct-Fall	Beckett, Alaina
Adjunct-Fall/Spring	Beecher, Tom
Adjunct-Fall	Belbey, Kevin
Adjunct-Fall	Bierman, Bob
Adjunct-Spring	Blush, Doug
Adjunct-Fall/Spring	Boden, Bob
Adjunct-Spring	Boll, Tom
Staff-Fall/Spring	Branagan, Sean
Adjunct-Fall	Buckley, Richard
Adjunct-Fall/Spring	Caines, Dwight
Adjunct-Fall	Card, Herm
Adjunct-Spring	Cathcart, Chris
Adjunct-Spring	Cimini, Rich
Adjunct-Fall/Spring	Clifford (Manley), Chase
Adjunct-Fall/Spring	Coffey, Neal

Report of evaluation of professional master's and undergraduate programs for 2022-2023 Visits

Adjunct-Fall/Spring	Comstock, Joe
Adjunct-Fall/Spring	Concepcion, Rafael
Adjunct-Fall	Craig, Megan
Adjunct-Spring	Deninger, Dennis
Adjunct-Fall/Spring	Deutsch, Barbara
Adjunct-Fall/Spring	Dunbar, Alex
Adjunct-Fall/Spring	Eaton, Nathan
Adjunct-Fall/Spring	Edwards, Robert
Adjunct-Fall/Spring	Ellman, Linda
Adjunct-Fall/Spring	Francis, Marquis
Contract-Fall/Spring	Franklin, Cheryl
Adjunct-Spring	Funkhouser, Glen
Adjunct-Fall	German, Eric
Adjunct-Spring	Grates, Gary
Adjunct-Fall	Greenwell, Megan
Adjunct-Fall	Hatem, Cristina
Adjunct-Spring	Herrmann, Judy
Adjunct-Spring	Hersh, Ed

Report of evaluation of professional master's and undergraduate programs for 2022-2023 Visits

Contract-Fall/Spring	Howard (Forman), Robin
Adjunct-Spring	Huling, Pam
Adjunct-Fall/Spring	Infanti, Steve
Adjunct-Fall	Kanter (Clott), Sharon
Adjunct-Fall/Spring	Kobland, Keith
Adjunct-Fall/Spring	Kohlbrener, Jason
Adjunct-Fall	Konwiser, Kip
Adjunct-Fall/Spring	Lauricella, Allen
PhD-Spring	Lee, Heejae
Adjunct-Fall/Spring	LeRoy, Christy
Adjunct-Spring	Lisson, Maura
Adjunct-Fall/Spring	MacDougall, Patrick
Adjunct-Fall/Spring	Maron, Chrissy
Adjunct-Fall/Spring	McMahon, Julie
Contract-Fall	Mento, Tarryn
Adjunct-Spring	Middleton, Kent
Adjunct-Fall/Spring	Miller, Charlie
Adjunct-Spring	Mills, Diane

Report of evaluation of professional master's and undergraduate programs for 2022-2023 Visits

Adjunct-Spring	Mitchell, Jillian
PhD-Fall	Mucedola, Adriana
Adjunct-Spring	Mukerjee, Manashi
Adjunct-Spring	Nardone, Phil
Adjunct-Spring	Niezabykowski, Rox
Adjunct-Fall/Spring	Nikas, Joanna
Adjunct-Fall/Spring	Oliver (Bridges), Simone
Contract-Fall	Palmer, Shelly
Adjunct-Fall	Papoutsis, Joey
Adjunct-Fall/Spring	Park, Matt
Adjunct-Fall/Spring	Passetti, Jeff
Adjunct-Fall	Perkins, Tina (Fortunata)
Adjunct-Spring	Perlmutter, Bruce
Adjunct-Spring	Perry, Craig
Adjunct-Fall/Spring	Reff, Caroline
Adjunct-Fall	Reimel, Erin
Adjunct-Fall	Robinson, Andy
Adjunct-Fall/Spring	Rodman Jenkins, Venida

Report of evaluation of professional master's and undergraduate programs for 2022-2023 Visits

Adjunct-Fall/Spring	Roy, Mike
Adjunct-Fall/Spring	Royer, Brent
Adjunct-Fall	Schoonmaker, Vaughn
Adjunct-Fall/Spring	Sgambati, Joe
Adjunct-Fall/Spring	Silverman, Hal
Adjunct-Fall/Spring	Sklaney, Allison
Adjunct-Fall/Spring	Spears, D Addison
Adjunct-Spring	Sponsler, Genevieve
Adjunct-Spring	Stanganelli, MaryAnn
Adjunct-Fall	Stasko, Elisha
Adjunct-Fall/Spring	Stein, Donna
Adjunct-Fall	Straus, Amy
Adjunct-Fall/Spring	Strong, Claudia
Adjunct-Spring	Sullivan, Colleen
Adjunct-Spring	Taroy, Daniel
Adjunct-Fall/Spring	Terry, Roy
Adjunct-Spring	Thornton, Craig
Adjunct-Fall/Spring	Velardi, Chris

Adjunct-Fall	Waters, Mike
Adjunct-Fall	Weaver, Teri
PhD-Fall	Webster, Kyle
Fall/Spring	Wenner, Randy
PhD-Fall	Yang, Jeongwon
PhD-Spring	Yao, Shenjie (Tony)

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

2021-22 academic year:

Undergraduate degrees conferred: 446

Graduate degrees conferred: 175

2020-21 academic year:

Undergraduate degrees conferred: 483

Graduate degrees conferred: 188

PART II — Standard 1: Mission, Governance and Administration

Seven years ago, the site team characterized the Newhouse School as “one of the largest – and one of the very best – comprehensive public communications colleges in the nation.” All evidence suggests that still to be the case and it has only become bigger and better during the current review period.

Journalism education at Syracuse dates to the 1930s. The program has been accredited since 1948. Today's school dates to 1963, when a \$15 million gift from S.I. Newhouse, founder of the Newhouse media empire, led to the construction of the first Newhouse School building, designed by I.M. Pei. Today there are three buildings: Newhouse 2, completed in 1974, and the \$32 million Newhouse 3, dedicated in 2007 and funded by another Newhouse family gift.

But the Newhouses weren't finished. In January 2020, the family foundation pledged an astounding \$75 million to the school – ensuring its financial stability and long-term future.

The school reports that “while the gift is incremental, initial dollars have already been used to support new faculty lines; an expanded presence in Washington, D.C.; scholarships for underrepresented student groups; and faculty and staff salary equity efforts.”

Since the last review, the Newspaper and Magazine departments have merged to form the Magazine, News and Digital Journalism Department to ensure a curriculum that aligns with industry practice. The Multimedia, Photography and Design Department has been reimagined as Visual Communications. A Journalism Exploratory Committee is potentially developing a singular journalism degree regardless of platform. The school today offers eight undergraduate majors and 13 master's programs (including online) and centers in Washington, D.C., Los Angeles and New York City. Seven undergrad and nine professional master's programs are under review.

The school's dean, now in his third academic year, has brought new emphases building on the school's traditional strengths. Notably, there are important strides related to DEI issues. The current academic year saw an almost 10 percent surge in minority enrollment. During 2021-22 all new faculty hires were people of color, raising its faculty percentage to almost a third. The school notes academic year 2022-2023 is the first that Newhouse has seen an increase in the diversity of first-year students, faculty and staff all in the same year. He has also embraced the university's renewed emphasis on research, undertaken with a commitment to not diminishing the school's professional education of students.

The school has more than 2,000 undergraduates, 180 residential master's students, 200 online master's students and 15 doctoral students. About 60 percent of its undergraduate students come from the Northeast. Faculty has grown to almost 90 and there are more than 70 full-time staff. Newhouse received approximately 3,500 applications for this year's first-year class goal of 375 (not including dual majors). The typical admitted first-year student has a 3.9 GPA. The school adds an additional 50-125 students as sophomores as “internal transfers,” and 5-15 “external transfers” each year. On the graduate level, the school received approximately 700 applications for about 180 spots.

Enrollment growth may become a concern as the school this year has more students than initially planned by the university. There is some concern about teaching resources to handle the growth though it speaks to the strength of the Newhouse brand and the quality students it attracts.

The school's annual budget is approximately \$89 million and it has reserves in excess of \$10 million. The school has its own endowment of more than \$94 million. The school typically raises about \$700,000 annually in unrestricted money for the Dean's Fund.

Syracuse, founded in 1870, is a private R-1 university. It uses the RCM budget model. The university's total enrollment is about 21,000.

Several students told the site team that they have long wanted to go to Newhouse, some since high school; some earlier. One student said that he and his cohorts "Feel honored...I mean it's Newhouse. So many people came before us—people who live and breathe journalism. We sit in the same seats they sat in." Another student chimed in: "We're on sacred ground here." One student said: "No other school would've pulled me out of California." Another chose Newhouse over another prestigious communications school and thought she made the right choice. Students say there is an expectation of producing excellence but they feel like professors don't have to press them, as they already feel self-motivated. Some, too, said the competition and expectations wore them down.

In the self-study the school offered this assessment of its strengths and weaknesses (lightly edited for brevity and style):

Strengths:

Commitment to diversity, equity and inclusion: During the review period, the school strengthened its commitment to diversity, equity and inclusion in several ways, including the appointment of an associate dean of inclusivity, diversity, equity and accessibility; increasing the diversity of its undergraduate classes; hiring several faculty and staff members from underrepresented groups; elevating women and people of color to leadership positions; adding a three-credit diversity course requirement for all undergraduate students; and conducting faculty development workshops and trainings about creating more inclusive classrooms.

Professional partnerships: During the review period, Newhouse created several professional opportunities for students, especially those from underrepresented groups. These include diversity fellowships with Insider, DKC Public Relations, Fairchild Media, Forbes, LinkedIn and others. Professional opportunities open to all students include partnerships with Lionsgate Studios, the New York Post, Frontline, PopSugar and more.

Curriculum innovation and teaching excellence: A schoolwide assessment program contributed to curricular innovation during the review period. The assessment process helped faculty identify weak spots in student learning, including diversity and numeracy, and develop new required courses in these areas. Some programs identified structural problems in the curriculum thanks to assessment, and adjusted to create more depth of student learning.

During the review period, the university created the rank of teaching professor to further encourage dedication to teaching excellence.

Weaknesses:

Retention of diverse faculty and staff: Efforts to recruit a more diverse faculty have borne fruit in the review period: half of the 38 faculty members hired in the review period were women, and more than a third were people of color. In the self-study year, all seven full-time new hires were people of color. And yet, in that same year, three faculty members of color announced plans to leave. Shifting personal priorities in a post-COVID work environment, a highly competitive job market and the demographics of the Central New York region can make it difficult to recruit and retain faculty and staff from diverse backgrounds. New initiatives such as a peer mentorship program and the transformation of a one-year Future Professoriate program into a two-year Faculty Development program also provide resources and community for new faculty.

Enrollment of diverse first-year students: The school's first-year class in 2021 stood at 21% students of color for non-dual degree students, the majority of the class. While admissions are handled at the university level, the dean identified this trend as a significant threat to the school's future and lobbied for support and alignment in strategy with central admissions. A new position of director of recruitment and student engagement was also created among other initiatives to tackle the problem. With a collaborative effort, that number improved to just shy of 30 percent for fall 2022.

Engaging professionals in the assessment process: While all Newhouse programs are closely tied to industry, engaging professionals in the assessment process is less consistent. Programs such as Photography and Graphic Design, Advertising, Public Relations, Broadcast and Digital Journalism and Arts Journalism and Communications and others have long involved alumni and other professionals in their assessment process. A new effort is underway via the Office of Academic Affairs to ensure that each department has a consistent annual review process in place beginning in the academic year 2022-2023.

The site team found these strengths and weaknesses to be accurate and well-articulated.

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.

While the mission statement and strategic plan do not appear to be on the school's web site, they are both serious documents that are embraced:

The mission statement echoes ACEJMC's values:

The S. I. Newhouse School of Public Communications' mission is to educate ethical, visionary communicators whose goal is to establish an open marketplace of ideas guided by the First Amendment using contemporary professional practices. In the course of earning their degree, students are expected to achieve the following educational outcomes:

LAW: Apply the principles and law of freedom of speech and press, in a domestic and global context.

HISTORY: Demonstrate an understanding of the multicultural history and role of professionals and institutions in shaping communications.

DIVERSITY: Demonstrate culturally proficient communication that empowers those traditionally disenfranchised in society, especially as grounded in race, ethnicity, gender, sexual orientation and ability, domestically and globally, across communication and media contexts.

VISUAL COMMUNICATIONS: Present images and information effectively and creatively, using appropriate tools and technologies.

WRITING: Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.

ETHICS: Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.

CRITICAL THINKING/RESEARCH: Apply critical thinking skills in conducting research and evaluating information by methods appropriate to the communications professions in which they work.

USE OF NUMBERS: Effectively and correctly apply basic numerical and statistical concepts.

EVALUATION: Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.

TECHNOLOGY: Apply tools and technologies appropriate for the communications professions in which they work.

The beautifully presented and ambitious strategic plan, dating to 2018 and now getting a little stale, focused on multiple goals, centered on being a leader among mass communication schools. This vision stretched across the student learning experience, faculty excellence, diversity and inclusion, research, engaging globally and among veterans, fostering entrepreneurship and collaboration, remaining cutting-edge in skills, and recruiting the best students who have a commitment to the professions. It includes assignments for monitoring the various parts of the plan.

In his latest strategic update to university leadership, the dean articulated these plans:

Establish an online undergraduate degree: The window for entering the post-COVID online undergraduate degree space is small. Newhouse is working toward a new degree to debut in 2023 or 2024.

Increase the diversity of the undergraduate class: The lack of diversity of the base first-year class is a real threat to the future of the Newhouse School. The school is working with the university to improve this, and made great strides in Fall 2022.

Hire diverse, forward-thinking faculty: Newhouse made important progress in the past hiring cycle, with all seven new full-time faculty members coming from underrepresented groups. Aligned with the strategic plan, this year will bring a focus on both faculty with high-level professional experience and scholars who can add to the school's growing research efforts.

Fund the Center for Democracy, Journalism and Citizenship: The nation recognizes that democracy – and the role of journalism – are at a crossroads. The Newhouse School has an opportunity to increase its position as a thought leader while simultaneously offering undergraduate and graduate students an elevated student experience. This center will include a nationally recognized professional, a veteran researcher and cluster hires working together with counterparts from the Maxwell School.

Elevate contribution to R-1 status: With a renewed focus on research, the Newhouse School has initiated multiple programs to better foster research and funding solicitation. We expect significant growth in this space with support from the new Office of Research and Creative Activity.

Increase connectivity with the technology sector: The Newhouse School enjoys strong multi-generational relationships with legacy media. However, the future power in communications will largely align with technology companies like Microsoft, Amazon, Apple and so many others.

Syracuse University has begun this year a new strategic planning process for both the university and its schools and colleges. It centers on three main pillars: Research and creative excellence, educational excellence and student success, and public impact. Four themes “cross-cut” these pillars: Diversity and inclusion, global engagement, enrollment strategy and resource sustainability and planning. Each pillar and cross-cut is led by a campus-wide committee including faculty and staff. The Newhouse School is represented on these committees by the dean and faculty and staff. The school’s effort will be led by a faculty-staff committee.

(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.

Change is hard and the dean is challenging the faculty and staff to move aggressively ahead in important priority areas, most notably DEI and scholarly research. He has also realigned the leadership of the school and created new associate deans in those areas. His efforts win substantial praise from the provost and from university colleagues. The provost said the dean is “doing superbly well” and credits him with a “real ear on what is going on with faculty and staff.” She praises him for being a “great face for the school who cares about his community.” The provost also notes the progress on DEI and scholarship but notes these are early days in those process and the dean and school cannot just focus on the “front end” of DEI issues and must grow more commitment on the research and creative side.

The provost, a political scientist and an admitted hard-core academic, suggests the dean is educating her more on how a professional school works and that she hopes to help him understand more the needs of a research-based institution.

Campus leaders from the athletic director to deans of other colleges and schools praise the dean for his spirit of collaboration and commitment to the mission of the university.

There is much praise and support for the dean within the faculty, but some pockets of discontent. For example, three associate dean appointments all came from the PR faculty, raising angst among faculty in other departments and concerns about teaching load from the PR faculty. (The dean was a broadcast journalist before moving to the academy.) New lines are being recruited for PR and the dean notes that he picked “emerging leaders” for the associate dean positions, regardless of discipline. Some faculty see an erosion of faculty governance; others see longstanding issues being addressed and credit the dean with motivating them to stay at Newhouse. A faculty member says the dean “seems to be about his business ... Has a vision of pushing it forward” so as to “not be stagnant.” Another thinks the dean is “big on ideas” and feels he treats the faculty well. Another faculty member noted the dean has “lots of energy and good ideas,” and is “personable.” Another praised the dean’s “positivity” and appreciates

that he doesn't show favor to the broadcast faculty, even though that is his background. Another lauded the dean in his recruiting of underrepresented faculty and the intentionality with which he set out to find "stars" in a variety of areas (research, teaching, administration) to recruit to Newhouse. Another: "The dean is a fireball of ideas." Finally, one faculty member noted that the new dean had made a lot of changes, which they called "a breath of fresh air. There was a lot of this is how we do it, but it was time for a change in some areas." The faculty member said that other faculty might just be "anxious about how this is all going to play out."

There is some concern among faculty that the newer level of associate deans has complicated communication to the department heads, and to the faculty itself.

For his part, the dean sees adding a sense of urgency to the school's existing sense of pride. The school has a stronger tradition of faculty governance than his previous school and that has been an adjustment, contributing to some criticism from faculty. He says he works well with the Faculty Council, governing body of the faculty and which sets the agenda for faculty meetings. (Plus, add in starting work at Newhouse during COVID and all its complications.) The dean says, simply, he came in with a desire to figure out what he can add to a very successful school.

As noted, change is hard, but the school remains very successful and on a positive track under the dean's leadership. The Public Relations Department has had three chairs in the review period and faculty members expressed concern about the program's stability and direction.

The potential merger of the two journalism-related sequences (Broadcast and Digital Journalism and Magazine, News and Digital Journalism) mentioned above is a no-doubt complicated task in the near term. While any decision will be outside this site team's work, it is an indicator of the dynamic of Newhouse and the leadership's unwillingness to stand still. One faculty member said the merger of the journalism wings was inevitable. The faculty member was not sure whether they like the idea or not but does see it happening eventually. When it does, they said, there will have to be areas of concentration for print/broadcast etc., but doesn't anticipate trouble with the breakdown, as the school already has specialties and subspecialties that it works around.

Several faculty members said they feel "pressure" from leadership to merge the two departments. A faculty member said the committee had been "making good progress," though it wasn't yet ready to make a change. Fear on the broadcast side is that someone from the print side who doesn't understand broadcast could one day be in charge of a combined department. Nevertheless, this person added: "We've got to fix it." Another faculty member expressed that it would be good to break down silos and encourage collaboration, "reflecting the times," that there are "challenges"—namely that "other departments don't know what we do in our lab classes."

Newer faculty seem more predisposed to combining the departments, or at least the curriculum, noting the potential "synergy," particularly given the number of common classes currently in existence. One pointed out that "18 year olds are not sure what they want to do," so the curriculum should provide flexibility, allowing them to take classes from other tracks.

Another faculty member recognized that because there are "strong opinions," the committee conversation has been paused. A newer faculty member felt that there was a difference of opinion between newer faculty on one side, and more experienced faculty and alumni on the other (with the

latter being skeptical about combining the departments).

More than a few faculty members expressed concern that the committee has seemingly paused its work (one noting that the committee had “made a lot of headway”). A few younger faculty noted that they are waiting for further direction from the dean.

One faculty member sagely commented: “We need a journalism program, not two departments.”

And another: “It takes a long time to change a culture, and we’ve got the tools in place to make it happen.”

(c) The unit annually updates its data on the ACEJMC searchable database website.

The school is currently at about 80 percent complete, an acceptable level.

(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 data is easily available on the school web site, though it takes a few clicks to access.

On indicators (e), (f) and (g) the site team should make sure the unit operates within accepted academic norms and need only report in detail on extraordinary situations, cases or variances from policy.

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

From the school’s rules:

The faculty of the S.I. Newhouse School of Public Communications shall be complete in itself but under the jurisdiction of the chancellor, the vice chancellor for academic affairs, and the dean of the school. Subject to the approval of the University Senate and the trustees, the faculty shall have authority over its internal operation and educational policies, including academic standards, curricula, textbooks, examinations, grading, graduation requirements, degrees, and awards.

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

Interestingly, the dean decided to get a sense of how he was doing with his faculty and staff and sent out a survey ahead of the traditional three-year review that is school practice. Roughly 70 percent of the faculty and staff participated. The results showed strong support for the dean. Eighty-four percent said they were either satisfied or very satisfied with the dean’s leadership. The same percentage said they were either confident or very confident in the dean’s leadership. And 80 percent said they either liked or

liked a great deal the direction the school is heading. The dean also received a very positive review from the provost in his most recent review.

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

Appropriate processes exist. All three of these indicators are in order.

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

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

The school's mission statement and strategic plan also cover the graduate programs.

(i) The unit has designated administrative oversight of the professional graduate program as well as policies and procedures that ensure faculty oversight of educational policy and curriculum in the professional graduate program.

Graduate programs at the school are overseen by its Graduate Program Committee. Four faculty members are appointed to the committee and serve with the associate dean for graduate programs and the director of the school's doctoral program. The associate dean has responsibility for recruitment and admissions. Individual programs are overseen by graduate program directors and department chairs.

SUMMARY:

(Undergraduate) The Newhouse School remains one of our very best schools of mass communication. Outstanding students, faculty, leadership, facilities, financial stability and a deep curriculum combine for an outstanding student experience and well-prepared future media professionals. The dean, now in his third year, is pushing the school ahead in multiple areas and those efforts have already made a difference in terms of diversity of the faculty and student body. Everyone understands there is more work ahead on diversity, curriculum, program structure and scholarship, but it isn't a stretch to figure no program has more ability and range to keep changing and improving in response to the changing demands of the professions it serves.

(Professional Master's) The 13 professional master's programs (including two online) offer a wide range of specialty and expertise. Most programs are 12-months (summer to summer) designed to prepare students for the professions.

Overall evaluation (undergraduate program) compliance/noncompliance: COMPLIANCE

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

PART II – Standard 2: Curriculum

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.

Students must complete at least 122 credit hours to earn a bachelor's degree. Students earn 61 credits in liberal arts from the College of Arts and Sciences. Students who do not pursue a dual degree from the College of Arts and Sciences, the Whitman School of Business or the School of Information Studies must complete an 18-credit minor. Students take between 38 to 42 credits in the Newhouse School.

(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 offers Bachelor of Science degrees in: Advertising, Broadcast and Digital Journalism, Graphic Design, Magazine, News & Digital Journalism, Photography, Public Relations, and Television, Radio, and Film.

The Newhouse Core consists of Communications and Society, Multimedia Storytelling, and one of the following: Race, Gender, and the Media, Beauty and Diversity in Fashion Media, or Topics in Media, Diversity, and Inclusion. Students also must complete a grammar competency for no credit.

Advertising

The bachelor's of science in Advertising is 122 credits, with 39 credits in the major. There were 321 majors in fall of 2022. All students take: Advertising Practice in a Diverse Society, The Big Idea in Advertising, Conceptual and Creative Thinking in Media Planning, Integrated Advertising Campaign Planning and Execution, Advertising Research and Planning: A Case Study Approach, Communications Law for Advertising and Public Relations, and Introduction to Graphic Design. Students then select one of two tracks: the *creative track* or the *insights & strategy track*.

Creative track students take: Portfolio I, Portfolio II, and Portfolio III.

Insights & strategy Students take 9 credits (3 courses) from the following list: International Advertising, Strategic Media Planning, Digital Branding and Strategy, Fashion Advertising and Promotion, Digital Nation, Social Platforms, Processes, and Perspectives, Social Media for Communicators, Trendspotting in Digital Media, Research of Entertainment Media, or Programming Audience Analysis.

Broadcast & Digital Journalism

The bachelor's of science in Broadcast & Digital Journalism is 122 credits with 42 credits in the major. There were 442 majors. Courses include Communications Law for Journalists, Audio and Digital News

Writing, Reporting, and Producing; Television and Digital News Reporting, TV and Digital News Producing and Presenting, Cross-Media News Writing, Foundations of Data and Digital Journalism, Business and Ethics of Journalism in a Changing World, Still Photography for Broadcast Journalism, and Videography for Broadcast Journalism.

Students must complete 3 credits from: Topics in Specialized Reporting II, Using Data to Tell Stories, or Digital News & Innovation. They then must take 3 credits from the following list: TV and Digital Reporting Practicum, Television News Magazine Production, Advanced Newscast Producing and News Management, Using Data to Tell Stories, Digital News & Innovation, Digital News Leadership, or Documentary Production. They also take 3 credits of electives from other courses the school offers.

Graphic Design

The bachelor's of science in Graphic Design is 122 credits with 42 credits in the major. There were 62 majors.

Students take 3 credits from the following: Communications Law for Journalists, Communications Law for Television, Radio, Film, or Communications Law for Advertising and Public Relations.

All students take Cross-Media News Writing, Introduction to Photography and Multimedia, Introduction to Graphic Design, Typographic Design, Type and Image Design, Motion Design, User Interface and User Experience Design, Immersive Design, and Graphic Design Capstone. Students also take 6 credits outside the school – Introduction to Entrepreneurship and Emerging Enterprises and Ethics and Media Professions.

Magazine, News & Digital Journalism

The bachelor's of science in Magazine, News, & Digital Journalism is 122 credits with 42 credits in the major. There were 215 majors (this includes the Newspaper and Online Journalism Program that no longer exists). Students take Communications Law for Journalists, Cross-Media News Writing, Foundations of Data and Digital Journalism, Business and Ethics of Journalism in a Changing World, Reporting, Magazine and News Editing, Digital Portfolio, and Introduction to Graphic Design. Students select 3 credits from the following: Narrative Storytelling, Investigative Projects, Honor's Thesis, Multimedia Projects, or Digital News & Innovation.

Students select either the magazine track, the news track, or the digital track.

The *magazine track* students take Magazine Article Writing and Visual Thinking for Digital Magazines. They then choose 3 credits from: Social Media for Communicators, Topics in Digital Media Content Strategies (Buzzfeed), Designing Interactivity, Web and Mobile Story Production, Using Data to Tell Stories, Critical Writing, Beauty & Fashion Journalism, Newspaper and Magazine Practicum, or Virtual Reality Storytelling.

The *news track* students take Topics in Specialized Reporting and Visual News Reporting. They then choose 3 credits from Social Media for Communicators, Topics in Digital Media Content Strategies (Buzzfeed), Topics in Specialized Reporting (repeated for another topic), Magazine Article Writing, Web and Mobile Story Production, Using Data to Tell Stories, Digital News Leadership, Critical

Writing, Beauty & Fashion Journalism, Newspaper and Magazine Practicum, Virtual Reality Storytelling.

The *digital track* students take Designing Interactivity and Using Data to Tell Stories. They then select 3 credits from Social Media for Communicators, Trendspotting in Digital Media, Content Management, Development and Innovation, Advanced Web Design, Topics in Media Entrepreneurship, Topics in Specialized Reporting, Magazine Article Writing, Web and Mobile Story Production, Newspaper and Magazine Practicum, Virtual Reality Storytelling.

Photography

The bachelor's of science in Photography is 122 credits with 42 credits in the major. There were 46 students in the major.

They select 3 credits from: Communications Law for Television, Radio, Film; Communications Law for Journalists, or Communications Law for Advertising and Public Relations.

All students take Cross-Media News Writing, Introduction to Photography and Multimedia, Introduction to Graphic Design, Video and Photography, Light and Concept, Photographic Storytelling, and Advanced Projects.

They take two courses outside of the unit: Introduction to Entrepreneurship and Emerging Enterprises and Ethics and Media Professions.

Students then select the *commercial and advertising track* or *editorial photography & photojournalism track*. Students in the *commercial and advertising track* take Commercial & Advertising Photography and Multimedia & Commercial and Advertising Photo Capstone, and 3 credits of elective. Students on the *editorial photography & photojournalism track* take Visual Editing and Project Development and Multimedia and Photojournalism Capstone, and 3 credits of elective.

Public Relations

The bachelor's of science in Public Relations is 122 credits with 42 credits in the major. There are 367 majors. All public relations students take Communications Law for Advertising and Public Relations, Public Relations Principles & Practice, Writing for Public Relations: Media and Messaging, Public Relations Research, Digital & Social Media Innovation for Public Relations, Ethics of Advocacy, Content Optimization for Public Relations Writing, Public Relations Management and Leadership, Public Relations Cases & Campaigns, Introduction to Graphic Design, and 3 credits of electives.

Television Radio Film

The bachelor's of science in Television, Radio, and Film is 122 credits with 42 credits in the major. There are 422 majors.

All students take either Communications Law for Television, Radio, Film or Communications Law for Public Communicators. They also take Sight, Sound, and Motion; Screenwriting, Principles and Practices: Television-Radio, Film Industries; and Topics in Critical and Historical Perspectives. They also take Ethics and Media Professions outside the unit.

Students then select either the *entertainment business track*, *media innovation and entrepreneurship track*, *production track*, *screenwriting track*, or *the general track*. The tracks require courses in the critical-thinking area, experiential learning area, and the capstone requirements.

The *entertainment business track* requires students to take either Film Business (3 credits), Television Business (3 credits), The Business of Development, Production, and Post-Production (LA) (3 credits), or Topics in Media Entrepreneurship (3, 1 credit courses). They then take 9 credits from the following list: Music Business, Technology, & Emerging Opportunities; Digital Nation, Social Platforms, Processes, and Perspectives; Experience Credit, NYC Communications Industry Practicum, Entertainment Innovation and Entrepreneurship, Script Development, Topics in Entertainment Business, Production Management, TV Nation (LA), Entertainment Industry Practicum (LA), Specialized Practice (series of 1 credit courses), and Programming Audience Analysis. They also take either Advanced Management Seminar or Hollywood: Game Changers (LA) and choose a 3-credit elective.

The *media innovation and entrepreneurship track* students would take 3 credits (Entertainment Innovation and Entrepreneurship; or Topics in Media Entrepreneurship - a series of 3 credit courses). They take Trendspotting in Digital Media and then select 3 credits from: Music Business, Technology, & Emerging Opportunities (LA), Experience Credit, NYC Communications Practicum, Emerging Media Platforms, Virtual Reality Storytelling, Topics in Entertainment Business, or Entertainment Industry Practicum (LA). They then choose 3 credits from: New Media Ventura Launch, Advanced Management Seminar, Hollywood: Game Changers, and 6 credits of electives.

The *production track* students take Popular Culture Studies and Topics in Foundational Skills in Production (a series of 1 credit courses). They then select 9 credits from the following: Topics in Esports and Media, Sports Production, Sports Documentary, Visual Effects for Live Action, Multicamera Television Production, Production Management, Post-Production Practices, Animation for Film and TV, Audio Storytelling, Topics in Production, Directing, Cinematography, Short-Form Production, Music Production, Sound for Picture, Music Underscoring, Documentary Production, Specialized Practice (a series of 1 credit courses), or a 1 credit internship experience. They also have 3 credits of electives and take the capstone course – Production Capstone.

The *screenwriting track* students take 3 credits from: Digital Nation (LA), Creative Producing, The Business of Development, Production, and Post-Production (LA); TV Nation (LA), and Popular Culture Studies. They then take 6 credits from the following: Comedy Writing, Script Development, The Writer's Journey, Topics in Screenwriting, Feature Film Writing, and Writing the One-Hour Drama. They have 6 credits of electives within the school, and a 3-credit capstone class – Screenwriting Master Class.

The *general track* students choose 3 credits from: Digital Nation (LA), Social Platforms, Processes, and Perspectives (NYC); Topics in Media Entrepreneurship, Emerging Media Platforms, Topics in Esports and Media, The Writer's Journey (LA), Topics in Entertainment Business, TV Nation (LA), Popular Culture Studies, Topics in International Perspectives, Film Business, Television Business, or Programming and Audience Analysis. They then choose 12 credits from: Audio Storytelling, Music Recording, Sound for Picture, Music Underscoring, Entertainment Innovation and Entrepreneurship, Virtual Reality Storytelling, Camera Acting for Writers, Producers, & Directors (LA), Creative

Producing, Visual Effects for Live Action, Multicamera Television Production, and The Business of Development, Production, and Post-Production (LA), Production Management, Post-Production Practices, Working with Actors, Animation for Film and TV, Directing, Cinematography, Short-Form Production, Documentary Production, Topics in Screenwriting, Feature Film Writing, Comedy Writing, Writing the One-Hour Drama, Script Development, Sports Production, Sports Documentary, Specialized Practice, Experience Credit, NYC Communications Industry Practicum (NYC), or Entertainment Industry Practicum (LA). They then take Television, Radio, and Film Capstone.

(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.

Advertising

Student interviews indicated the advertising curriculum prepared them for internships. Students stated they were able to work with a real client in the media planning class, and are able to see how the creative and strategy work together. They also are using TradeDesk and Simmons Insights in classes.

Broadcast & Digital Journalism

Students liked the curriculum. They have up-to-date equipment that is readily available. They also have extraordinary facilities. They noted professors don't have to motivate them because they are motivated just by being at Newhouse.

Graphic Design

Student interviews indicated they like the curriculum. They have access to the technology and the software needed to succeed.

Magazine, News, & Digital Journalism

Student interviews indicated the curriculum was up-to-date, prepared them for internships, and motivated them to be better.

Photography

Student interviews indicated the curriculum was up to date and prepared them for internships. They also have access to the needed technology and equipment needed.

Public Relations

Student interviews indicated the PR students thought the curriculum prepared them for their internships. They often work with a client in the research class and may continue to work with the same client in the campaigns course. Faculty connected them to contacts in the industry for job and internship positions. They have access to the technology needed.

Television Radio Film

Student interviews indicated students are prepared for internships. They have great opportunities in New York or LA. They have access to updated software, access to the lab spaces, and current equipment.

(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 school engages with alumni and industry professionals via the Newhouse Advisory Board. The programs also engage with industry professionals on a regular basis to visit about industry trends and changes. The Public Relations Department consulted with their own advisory board to update the curriculum.

The unit also brings industry professionals to campus to interact with students via the Pixels & Print Design Workshop that hosts coaches from *The Washington Post*, *National Geographic*, and Netflix. The Fall Workshop also brings photography and video coaches from Apple News, CNN, the AP, and the *Detroit Free Press*.

There are also partnerships with Fairchild Media, DKC Public Relations, and Bustle Media Group.

(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.

When reviewing the information provided in the self-study, skills classes had an enrollment as low as 5 or as high as 20.

(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).

Depending on the major, undergraduates may use from zero to six internship credits toward their degree.

Advertising does not permit internship credit within the 39-credit hour major. Internships are in addition to the minimum credits needed to graduate.

Broadcast & Digital Journalism does not permit internship credit within the 42-credit hour major. Internships are in addition to the minimum credits needed to graduate.

Graphic Design, Photography, and Public Relations permit three credit hours of internship credit.

Magazine, News & Digital Journalism permits three credit hours of NYC Communications Industry Practicum, LA Entertainment Industry Practicum, or Newspaper & Magazine Practicum. Sophomores, Juniors, and Seniors may receive credit for individual internship experience enrolled in the course Experience Credit with department approval.

Television-Radio-Film students may count three internship credits from Experience Credit, NYC Communications Industry Practicum, or Los Angeles Entertainment Industry Practicum.

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

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

The unit offers the following professional Master's Degrees: Master of Arts in Advertising, Master of Arts in Arts Journalism and Communications, Master of Science in Broadcast and Digital Journalism, Master of Science in Magazine, News, and Digital Journalism; Master of Science in Multimedia, Photography, and Design; Master of Science in New Media Management, Master of Arts in Public Diplomacy and Global Communications, a Master of Science in Public Relations, and a Master of Arts in Television, Radio and Film. There are 185 master's students currently enrolled.

The graduate programs are one year long. They start in the summer session with a "bootcamp," and then continue until the following August.

Advertising

The following is a list of skills-based courses that the graduate students in this program are required to take: Digital Branding and Strategy, Fashion Advertising and Promotion, Seminar in Advertising Practice and Leadership, Strategic Principles and Practices, Strategic Brain: Account Planning & Research, Strategic Brain: Media Planning, The Creative Brain, Integrated Advertising Campaigns, Graphic Design Fundamentals, and Advertising and Public Relations Law.

Arts Journalism and Communications

The following is a list of skills-based courses that graduate students in this program take: Arts Reporting, News Writing and Reporting, Feature and Critical Writing, Literature of Arts Journalism, Cultural Issues I, Cultural Issues II, Practicum: NYC Arts, Capstone Arts Writing Workshop, Culture Media Practicum, and Media Law.

Broadcast & Digital Journalism

Students in this program take the following skills courses: Writing for Broadcast and Digital News, Critical and Historical Perspectives on Broadcast Journalism, News Reporting I, News Reporting II, News Reporting III, News Producing & Presenting, Washington Professional Experience, Applied Media Research, and Media Law.

Magazine, News & Digital Journalism

Students in this program take the following skills courses: Media Law, Journalism Ethics & Diversity, News Writing and Reporting, Magazine and News Editing, Multiplatform Reporting and Writing, Applied Research for Magazine, News, and Digital Journalists; Multimedia Storytelling for Journalists, Digital Launch, Graphic Design Fundamentals.

Multimedia, Photography, and Design

Students in this program enroll in the following skills courses: Media Law, Photography and Multimedia Fundamentals, Essentials for Visual Communicators: Advanced Productivity, Writing, Design/Photography, Graphic Design Fundamentals, Visual Communications Theory, Advanced Projects, Professional Practices for Visual Communicators, and Master's Projects.

New Media Management

Students in this program enroll in the following skills courses: Media Law, Designing Interactivity, Advanced Web Design, Content Management, Development, & Innovation; Issues in Media Management, New Media Business, Case Studies in Media Management, New Media Management Capstone, Financial Accounting, and Emerging Enterprise Consulting.

Public Diplomacy and Global Communications

This program is a joint program with the Maxwell School of Citizenship and Public Affairs. The skills-based courses students take include Introduction to Public Diplomacy and Communications, Advanced Public Diplomacy, Public Relations Writing, Public Relations Research, PR Campaign Planning & Execution, Public Diplomacy Internship, Media Law, and Graphic Design Fundamentals.

Public Relations

Students taking the professional track in the Public Relations program would take the following skills courses: Multimedia Storytelling, Advertising and Public Relations Law, Foundations of Analytics, Social Listening and Information Gathering, Theory and Practice of Public Relations, Public Relations Research, Public relations Writing for Converged Media, Public Relations Campaign Planning and Execution, Social Media & Society for Public Relations, Digital & Social Media Innovation for Public Relations, Public Relations Management and Leadership, Introduction to Financial and Investor Communication, Writing for Financial and Investor Communication, Public Relations Culminating Experience, Diversity in Public Relations, and Graphic Design Fundamentals.

Television, Radio, Film

Students take a number of skills courses including: Proseminar in Television, Radio, and Film; Industry Forces, Critical and Historical Perspectives on Television, Radio, and Film; Telecommunications Law and Policy, Screenwriting and Production Workshop, Entertainment Industry Practicum, and Research of Entertainment Media.

Student interviews indicated the courses are very hands-on. They indicated they are writing, editing, and creating a variety of content across the courses they take each semester. The courses are very much skills based. Students stated they felt more prepared because of using equipment, software, and other technology that is industry standard to complete their coursework.

(h) Instruction and curricular requirements for professional graduate students are more advanced and rigorous than for undergraduate students, including courses open to both undergraduate and graduate students.

Most graduate courses are run on their own and not in conjunction with undergraduate courses. They adhere to the 20 students in a skills class. Student interviews indicated the graduate level work is more advanced and fast-paced compared to their undergraduate curriculum. The students interviewed did not attend the school for their undergraduate degrees. Most are applying what they are learning in classes to positions they are working in on campus. If a course includes both undergraduate and graduate students, the graduate students are required to do additional work at a higher level in order to earn course credit.

SUMMARY:

(Undergraduate) The undergraduate curriculum is very robust across the different majors. They offer a variety of skills-based courses to prepare students for industry. Faculty interviews indicated they are using the assessment data and the advisory boards to update course content regularly. Students stated they are not worried about the grade they earn in the course because they want to produce quality work and know they will be prepared for industry.

(Professional Master's) The professional master's curriculum is fast-paced and intense. Students are immersed in skills-based courses that prepare them for industry. Students indicated the curriculum is challenging, rewarding, and the technology, equipment, and facilities encourage them to perform at their highest level.

Overall evaluation (undergraduate program) compliance/noncompliance: COMPLIANCE

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

During the last reaccreditation visit, the unit failed the assessment standard. However, in 2018 the former dean hired a director of program review and assessment and created a standing assessment committee. The committee developed a new assessment plan, which was revised in 2022, working with chairs and faculty members. A representative from each department and the associate dean for academic affairs are members of the Assessment Committee. The unit's director of program review oversees the process and works with everyone to ensure it is completed.

The unit has a number of undergraduate and graduate programs to incorporate. The new plan encompasses schoolwide and programmatic direct and indirect measures at both the undergraduate and graduate program level.

The assessment plan is accessible on the unit's website at: <https://newhouse.syr.edu/about/accreditation-and-assessment/>

(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 unit identifies learning goals and uses the professional values and competencies of ACEJMC.

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

The unit has 16 undergraduate and graduate programs under review for the site visit. The unit created schoolwide direct measures for the seven undergraduate programs, which include portfolio and capstone reviews, as well as pre-post tests. Indirect measures used include exit surveys, awards and program review. The program review of each school/college is required at Syracuse as part of its university-wide assessment review. The unit elected to use individual program measures for the nine graduate programs under review.

In addition, the tables below are inserted to illustrate the distinction between undergraduate and graduate programs to capture program-specific, learning outcomes.

Undergraduate Program	Direct Measure(s)	Indirect Measure(s)
Advertising	Professional review of campaigns presentation	Awards / exit survey
Broadcast and Digital Journalism	Faculty review of capstone newscasts	Awards / exit survey
Magazine, News and Digital Journalism	Faculty review of capstone projects, portfolios	Awards / exit survey
Public Relations	Professional review of e-portfolio	Awards / exit survey
Television, Radio and Film	Faculty review capstones	Awards / exit survey
Photography	Faculty/professional portfolio review	Awards / exit survey
Graphic Design	Faculty/professional portfolio review	Awards / exit survey

Graduate programs primarily complete assessment on the program level because there is no common core of classes.

Graduate Program	Direct Measure(s)	Indirect Measure(s)
Advertising	Professional evaluations of campaigns	Exit survey, awards
Broadcast and Digital Journalism	Pre-post tests, Washington semester evaluations from news directors	Exit survey, awards
Magazine, News and Digital Journalism	Faculty review of capstone projects, pre/post test	Exit survey, awards
Public Relations	Professional review of portfolios, internship evaluations	Exit survey, awards
Television, Radio and Film	Comprehensive exams, internship evaluations	Exit survey, awards
Multimedia, Photography and Design	Portfolios	Exit survey, awards

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

The unit collects data in the spring, analysis occurs during the summer, and the committee makes a presentation to the faculty in the fall, at which time findings are discussed and changes implemented. As the committee worked to update the assessment plan, it sought “to streamline and make it meaningful,” for collecting and reporting results.

The unit notes alumni participate in data collection in both informal and formal ways. Some programs such as Advertising, and Broadcast and Digital Journalism at the graduate level use capstone courses to review student portfolios; another may use student presentations such as Visual Communication in which a panel might include professionals; and some programs use rubrics for faculty review. The unit’s stated goal of the next assessment process is to make professional alumni participation consistent across all programs.

(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.

The unit demonstrated several examples of closing the loop through findings from the Assessment Plan. For example, the committee determined a schoolwide direct measure was needed, thus the Pre- and Post- test, and when coupled with the indirect senior exit survey, “the two things correspond to each other, and I feel good about that,” one committee member said.

The updated plan resulted in numerous curriculum changes. For example, after data collection showed more understanding of diversity concepts and theories among students who took a three-credit class versus a one-credit class, the faculty voted to increase the diversity requirement to three credits from one.

Another example, gleaned from the senior exit survey, and the pre/post test found that students were challenged by numerical concepts in classes. As a result, Advertising, Public Relations, Magazine News and Digital Journalism, and Broadcast and Digital Journalism programs updated existing classes or created new ones to place numerical concepts in a professional context. One course example is JNL 221 Foundations of Data and Digital Journalism.

“We found out there was a problem, it was a data driven discovery, then we fixed it,” one committee member shared.

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

The unit's professional master's program has a written assessment plan, posted to its website; collects and reports data from its assessment activities; and applies the data to improve curriculum and instruction.

The unit's Assessment Plan is inclusive of both the graduate and undergraduate programs. It is posted on the website as noted above.

SUMMARY:

The unit has made a concerted effort to respond to the last accreditation report, starting with the appointment of a director of program review and assessment. The process was enhanced with the creation of a standing Assessment Committee with representatives across the undergraduate and graduate programs. These efforts have resulted in an updated plan with distinctive schoolwide and individual measures for the undergraduate and graduate programs. The assessment findings resulted in improved curriculum and course offerings.

(Undergraduate) The Assessment Plan is inclusive of schoolwide and individual measures for the undergraduate programs as noted above.

(Professional Master's) The Assessment Plan is inclusive of schoolwide and individual measures for the graduate programs as noted above.

Overall evaluation (undergraduate program) compliance/noncompliance: COMPLIANCE

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

It is unclear when the Newhouse Diversity Strategic Plan was initially enacted, but the self-study notes that the plan was revised in 2016 and again in 2021-2022 (the self-study year). The new associate dean for IDEA (a position created by the dean with a goal of accelerating these initiatives) reported that the school's IDEA Committee (Inclusion, Diversity, Equity and Accessibility) and her interim predecessor had been working on the revision prior to her arrival in July 2022 and she helped finalize the current version that is published on the school's website. The plan was developed with input from program directors and chairs. A draft was shared with some but not all departments. The full faculty did not vote, but one is expected.

The current plan lays out the following goals:

- Attract and retain diverse students, staff, and faculty with a goal of 30% people of color across all three populations by 2025.
- Build a welcoming and inclusive community that fosters IDEA and cultivates trust, transparency and belonging. Progress is assessed by a bi-annual climate survey (beginning December 2022), analyzing ratings from students about inclusivity in course feedback surveys, tracking bias reports and collecting faculty/staff feedback about professional development programs.
- Accelerate progress in and understanding of representation in media through classes, research, programs, and experiences. Progress is assessed by tracking diversity fellowships created with professional partnerships, requiring faculty to note DEI activities as part of the salary review process, and collecting demographic data on guest speakers.
- Discussion of the diversity plan and related annual metrics is a standing item on a spring faculty meeting agenda.

Each objective is set to be accomplished by a series of goals, which are each to be measured by a list of distinct metrics. Each goal's metrics does have notes on implantation, all of which are showing "ongoing" with an annual discussion among the faculty. The objective of 30% of the community as people of color by 2025 is the one time-bound statement in the current plan. It is unclear if there was a full faculty or community vote on the adoption of the current IDEA Strategic Plan. Most faculty members interviewed discussed the objectivities but did not specifically mention the formal strategic plan or its goals. The implementation of this plan also will be assisted by the newly formed Alumni Advisory IDEA Advisory Board, formed by the dean during the self-study year. One thing missing from the IDEA Strategic Plan is a clear definition of how Newhouse defines diversity, which will help with a shared understanding in the school of the mission as these initiatives move forward.

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

The plan is located on a full IDEA page that is linked from the school's about page. The IDEA page lists all activities, classes, personnel, and resources related to IDEA. This page also links to the university's resources to report incidents of bias or harassment, as underreporting of these incidents was identified as a problem in assessment of the school's diversity initiatives.

The plan is at the following link: <https://newhouse.syr.edu/about/idea/idea-strategic-plan/>

(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.

Newhouse had for nearly two decades required a diversity class in its undergraduate students across all majors. Students could choose a variety of options to fulfill this requirement. Undergraduates could take a three-credit course (Race, Gender, and the Media) or a one-credit media and diversity special topics class paired with a three-credit, non-Newhouse diversity related class from an approved list of university courses.

In 2017 and 2018, the Communications Department, which coordinates and teaches most sections of these classes, assessed student learning in the one-credit versus the three-credit option. While post-tests showed improvement on DEI knowledge over pre-test scores for both classes, those in the three-credit class showed greater improvement. Using this assessment to improve their curriculum, the faculty voted in 2018 to require a three-credit course for all students. At the time of the site visit, that transition had almost been completed, with most undergraduate students taking a three-credit diversity course. In addition to Race, Gender and the Media, students also can choose from Beauty and Diversity in Fashion Media or the new Topics in Media, Diversity, and Inclusion, introduced in Fall 2022, with topics such as "News Media & Diversity" and "Sports Media." Students interviewed described these courses as among their favorites during their time at Newhouse. They noted that the courses helped them look at issues in fresh ways. Class observations were highlighted by engaged discussions, innovative approaches to explaining high-level constructs, and space for understanding across difference.

Syllabi indicate faculty commitment and passion to ensuring that students leave the class with tools to equip them for a changing workplace and to serve diverse communities. Some lamented that this required course often comes too late in the curriculum, with some students not taking it until their senior year. This does not allow them to "give the students the lens through which to view" their professional outputs or "the language with which to talk to their other faculty and explore what happens in other classes," said one faculty member. Another faculty member who teaches a diversity course said: "I'm surprised at how many students have not talked about these issues (related to IDEA) before they come to my class."

One way to address this is through a relatively new offering in the Syracuse University required coursework, a first-year experience course, which began in Fall 2021. Newhouse supplements the university course (a one-credit course) with a first-year seminar (zero credit course), with faculty and staff from throughout the school teaching all incoming Newhouse students. This course is designed to integrate discussion, experiences, and assignments as students explore transition into the SU community. Students explore concepts of belonging, interdependence, health and wellness, development of identity, socialization, prejudice, discrimination, bias, and stereotypes.

One of the faculty members who regularly teaches the Race, Gender and Median course was asked to

develop a module in the first-year seminar to bring some of the concepts that had been explored in that upper-division class to the first-year students. The goal is to help orient students to key issues they will need to integrate diversity in their coursework throughout their time at Newhouse. Faculty and students interviewed almost universally laud the idea of these bringing critical constructs to students earlier in their curriculum. Some, however, noted issues with implementation of school course as a supplement to the university course. Among the challenges are that students and faculty are not entirely clear of the expectations of them in school course, how the designed diversity module should be integrated, how the data collected will be used, and how this course was designed. Because some faculty have declined to interact with this module, it is unclear how many are assigning the module in their classes. This leads to an unequal experience for students, which some noted as frustrating. This is clearly an opportunity for improvement as faculty work to more fully integrate this into the curriculum.

Syllabi, as well as interviews with faculty and staff, show that diversity is infused in many other courses – courses required among all undergraduate majors (Communications and Society, Multimedia Storytelling, and the iterations of Media Law) – as well as courses required in specific majors (examples include: Cross-media News Writing, Foundations of Data and Digital Journalism, Advertising Practice in a Diverse Society, The Big Idea in Advertising, and Writing for Public Relations: Media and Messaging. One student noted how much he appreciated the emphasis on accessibility in all his classes – with faculty routinely talking about these issues and requiring students to produce compliant graphics and web designs. Faculty interviewed gave numerous examples of how they incorporate IDEA into professional and skills classes. Students enjoyed working in group projects that incorporate people from different backgrounds, which expands their thinking and their approaches to their work. Often this is accomplished through randomized groups, which mimics real-world situations, students said. One student noted that they felt “all ideas are welcomed” in these environments. Faculty and students noted that integrating diversity into other classes outside of the “core” can be uneven, based on the comfort level and the willingness of the faculty teaching the course. One student emphasized the importance of having IDEA central in all coursework: “You cannot teach diversity in one semester. It’s impossible.”

(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.

Newhouse has made progress in hiring women and faculty of color since the previous self-study. Half of the 38 faculty members hired in the review period were women, and more than a third were people of color. Search committees in the departments are responsible for the recruitment process, and these groups work to target applicants through venues that reach diverse groups, including DiverseEducation.com, Asian American Journalists Association, Journalists of Color, and the National Black Public Relations Society. Search chairs also target guest speakers and alumni from underrepresented groups and ask them to share the opportunities with their networks.

In recent years, several faculty of color left Newhouse for other institutions, for family reasons, or other opportunities. Several faculty and students interviewed expressed concern over these losses, and some questioned if retention efforts are working as intended. The dean has made both recruitment and retention of faculty of color a priority. To that end, the school has worked to promote women and minority faculty and staff to leadership positions, invigorated a one-year Future Professoriate Program into a two-year Faculty Development program to provide more support to new faculty, appointed an

associate dean of IDEA, worked to ensure salary equity and increase professional development for staff, established a mentor program for new faculty from underrepresented groups, increased “startup package” funding, expanded the scope and size of the IDEA Committee, and launched an email listserv for BIPOC faculty to build community and seek support.

The efforts have been successful. In the self-study year, all seven new full-time faculty members that joined Newhouse were people of color. Several of them were target hires and the dean was persistent in trying to attract top professionals, teachers, and researchers of color to Newhouse through targeted and cluster hires. Students and faculty lauded this achievement, but in the words of one faculty member: “You cannot just be focused on the front end.” All interviewed, from the dean to the newer faculty, acknowledge that hiring and retention of underrepresented faculty is a work in progress. Because of this shared concern, all have indicated that continuing to diversify and support underrepresented faculty most continue to be a priority.

(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.

The dean stated that growing diversity among the student body was a top priority, and he worked with the university and college leadership to initiate several programs aimed at moving the needle in a relatively short time. Syracuse University has central admissions and financial aid through the dean of admissions and the associate vice president of enrollment management. Schools and colleges can initiate programs in conjunction with these university offices to enhance and supplement university’s efforts, and Newhouse has stepped up activity in these areas related to diversity in recent years. A few examples are highlighted here.

In 2021, a director of Recruitment and Student Engagement was hired to improve diversity in the undergraduate student body. In terms of racial diversity, the results have been striking. In 2021, the percentage of students of color in the first-year class at Newhouse was 21.3%. That percentage that grew to 29.5% in 2022, just slightly below the university’s average and fifth among Syracuse University’s 13 schools and colleges.

Other initiatives are leveraging the newly formed Alumni IDEA Advisory Board members to reach out to diverse high school students, making visits to area high schools, attending national conferences and meetings, inviting prospective students from underrepresented groups to spend a day at Newhouse, sending personalized invitations to student to connect with Newhouse virtually or visit campus, and offering multiple sessions of “Ask Us Anything,” a virtual panel for prospective students of color, hosted by current students of color. Other recruitment initiatives are laid out in the IDEA Strategic Plan.

In terms of retention, Newhouse minority students use all student support services described in Standard 6. University and school officials are working to increase financial support for students of color with new scholarship, fellowship, and grant programs. These include a scholarship program named for the former dean, Lorraine Branham, which was recently launched just for Newhouse students. This program is intended to attract and retain socioeconomically disadvantaged populations and other underrepresented groups, providing them with the opportunity to attend the Newhouse School debt-free. This program did generate a controversy with the first cohort in that none of the students chosen were Black women, which some saw as a dishonor to Dean Branham’s legacy as a Black woman who led Newhouse for a decade. Selections were made at the university level and all selected were from disadvantaged backgrounds.

Another effort aimed at retention is a mentorship group called MARGINS, started in 2019, for Newhouse students of color and members of the LGBTQIA+ community. This program helps students navigate their academic, professional, and social life at and beyond Syracuse University through peer and alumni mentorship. Student organizations and chapters of the National Association of Black Journalists and the National Association of Hispanic Journalists, and NLGJA, The Association of LGBTQ Journalists, help students from underrepresented group find community and boost retention. Internal retention reports are generated each year to monitor retention and graduation rates of underrepresented students.

Faculty and students did note that attracting and retaining underrepresented students can be a challenge at an elite private university like Syracuse. Even when racial diversity is improved, other types of diversity – socioeconomic and geographic, for example, are harder to improve. As one faculty member said of both faculty and student recruitment: “It cannot be just about diversity of the body.” One suggestion by a student was more financial aid for the study away, study abroad, and internship experiences, which would allow all students to take full advantage of the opportunities that Newhouse has to offer.

Still, all are pleased with the significant increase in diversity in the first-year class in 2022 and hope this will continue. One student commented: “If you look at the difference between the class of 2024 and 2026, it is completely different. It is noticeable.”

(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.

Programs and procedures put in place have been noted by all in the community as making a difference. For example, since 2020, the dean and the then Diversity Committee worked to launch several initiatives to develop a climate at Newhouse that fostered a sense of belonging among all students, staff, faculty, alumni and visitors. Those initiatives include changing the name of the committee to the Inclusivity, Diversity, Equity & Accessibility (IDEA) Committee, expanding the committee’s membership to include staff, and developing a series of events to celebrate culture. In addition, the creation of an associate dean of IDEA in July 2021 is another huge step lauded by students, faculty, and staff. The associate dean is working to ensure that “everyone feels empowered and equipped to have difficult conversations.” She assesses Newhouse as of October 2022 as “moving in a new direction,” with a lot of “low-hanging fruit” to effect change quickly.

The IDEA Committee’s most significant climate work centered on the creation of a bias reporting system that works in conjunction with the university’s bias reporting mechanisms. Survey results indicated a significant change in the percentage of students, faculty, and staff willing to report an incident. Faculty say they encourage students to report so that the data can inform improvements. In fact, the report an incident button is one of the top fields on Newhouse’s page.

Everyone interviewed said they saw progress, although in some questioned the sincerity of these efforts. “DEI is more of a commodity. It’s like an add on. Newhouse is very focused on its brand – it’s like a PR exercise,” said one faculty member. Others questioned the speed of these initiatives but agreed that even a slow journey is better than none. One called this ongoing journey “a slow march to woke.”

One faculty member who teaches a required diversity course said the students themselves are part of the change for the better in recent years. “I’ve really watched them change. Students come in really craving a language and a skill set...I learn as much from them as they do from me.”

One student said in a recent NAHJ meeting, students shared similar experiences of being the only, or one of the only, Latinx student in their class. Other students said “experienced culture shock” for being among few students of color upon coming to an elite university like Syracuse. Students from underrepresented groups said they are pushing for a change – and they are seeing that push lead to results. “Some environments are not fully conducive to discussions around diversity. When I started, I felt excluded plenty of times...I still do, but it’s better.” Students noted seeing more students of color and seeing more faculty and students of color. Others noted the diversity in speakers and guests in the classroom. These efforts “are making me feel seen” said one student. One senior noted improvement in her time in the program. “My program has become a lot more diverse in terms of students accepted into the program and the topics covered.”

Academic year: 2021–2022 Full-time faculty (89)

Group	Female	% of total faculty	Male	% of total faculty
Black/African American	4	4.60%	2	2.30%
White	29	33.33%	34	39.08%
American Indian/Alaska native	0	0%	0	0%
Asian	7	8.05%	4	4.60%
Hispanic/Latino (any race)	1	1.15%	6	6.90%
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%

*Note that some faculty mentioned that they were not asked to self-identify for this table and would have likely chosen a different representation than what is indicated in this Table.

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

Graduate students overall are diverse in terms of gender and students of color. Other forms of diversity are represented in the graduate student population, students said, including gender identity and expression, sexual orientation, and international status. Some faculty and students expressed concern

that there are fewer financial aid programs and fewer overall dollars available for the professional graduate students than there are for undergraduate students. This can lead to inequities and poses a challenge to attract and retain underrepresented graduate students.

As with the undergraduate programs, the professional master's programs work to infuse diversity in coursework, assignments, programming, and events and speakers. Although not all graduate programs have a required diversity course, many students take graduate diversity courses as electives. Students and faculty teaching at the graduate level also laud diversity in the syllabi, projects, and topics in the required class, although, just as at the undergraduate level, these applications are uneven and vary by program and by faculty member.

Many curricular additions have been made in recent years to better foster students' understanding of issues and perspectives that are inclusive in terms of gender, race, ethnicity, and sexual orientation. For example, the public relations program identified a need for more DEI instruction and added a required three-credit Diversity in Public Relations course in AY 2022- 2023. The Magazine, News and Digital Journalism and Arts Journalism and Communications programs added a one-credit Journalism Ethics and Diversity requirement. In addition, the Arts Journalism program recently redesigned its Literature of Arts Journalism course to include diverse voices in cultural criticism. New Media Management students must pitch business and content ideas that target BIPOC or LGBTQ audiences. One graduate student from an underrepresented group said that he appreciated that course discussions and assignments went beyond race and gender to explore all forms of diversity, including socioeconomic status and first-generation status.

SUMMARY:

(Undergraduate) Overall, Newhouse has been lauded for its diversity efforts in the past through the AEJMC Diversity Award and efforts under former dean Lorraine Branham. With the new dean, many of these efforts have been extended and expanded and new initiatives have emerged. Adding an associate dean for IDEA, an alumni advisory board dedicated to IDEA, and expanding the scope and membership of the IDEA Committee have yielded impressive results in a short time. Significant curricular changes have been made, including requiring a three-credit diversity class for all undergraduate majors and infusing diversity instruction in first-year seminars as well as other required classes by major. Most notable are an increase of nearly 9 percentage points in undergraduate students of color in one year and the hiring of seven new faculty members of color in the past year. Students from underrepresented groups note that the climate is still not ideal, but they have seen vast improvements in a few short years. Thus, all agree that efforts must be continued in force to ensure a welcoming environment for all.

(Professional Master's) Many of the same issues noted in the above summary apply to the professional master's programs. Overall, the graduate students are more diverse than the undergraduate students and feel that diversity is more central to their curriculum, even if they do not have a required diversity course for every program. Significant changes have been made to make students of color and other forms of diversity feel welcome.

Overall evaluation (undergraduate program) compliance/noncompliance: COMPLIANCE

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

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.

Full-time faculty taught 70% of the required courses at the program level in the last three years. The unit's structure provides a significant degree of autonomy to departments and their faculty to design and oversee curricula, also for faculty to develop research and creative activity agendas both independently and collaboratively. Departments within the school generally embrace the unit's emphasis on excellence, most notably in its deep and broad culture as a professional school.

Faculty also have direct involvement in and primary responsibility for service to their departments, to the school, to the university, and to their professional fields. As in other areas of faculty responsibilities, expectations for service are high. Service is demonstrated through service to the school, the university, the academy, and the profession. Responsible for curricular, course, and service obligations, however, some full-time faculty may view the school's teaching loads of 3/2 for tenure track and 3/3 for non-tenure-track in addition to obligations for service as a conflict. Faculty commented that the school may tend to lean in to "money more than time" in its allocations of rewards and faculty support.

(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.

Both full- and part-time faculty reflect the school's strong orientation to professional expertise. Faculty are encouraged to maintain and grow involvement in outside professional involvement. The school's internal culture is one of positive yet overall supportive competition toward excellence in the school's professional fields. Faculty routinely connect with industry professionals, also with academic organizations in their disciplines. As noted in the self-study, the school's satellite programs including Newhouse NYC, Newhouse LA and Newhouse DC engage faculty who are working professionals from leading media or communications organizations such as Universal Pictures, NBC, and advertising agencies in major markets. The school engages part-time faculty from local media and communications organizations on the Syracuse campus. Remote learning opportunities add to the school's ability to engage working professionals in instruction and to enhance opportunities for Newhouse students to interact with media professionals regardless of location.

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

The school and its departments require and routinely support and reward research and creative activity. Faculty of all ranks receive a minimum of \$4,000 annually for research and travel, an increase over previous years. The school also provides additional funds to encourage scholarship and professional activity, including through an internal grant program. Faculty also have access to master's or doctoral student research support of up to 20 hours per week.

The unit's new position of Associate Dean for Research and Creative Activity provides an expanded commitment to scholarship and professional development for faculty and underscores the unit's

dedication to scholarship and creative activity. Faculty appreciate this additional support and frequently mentioned the new associate dean's office, often mentioning the associate dean by first name, as an important resource and as a sign that the unit is continuing to empower faculty in their research and creative activity. Examples of internal grants awarded include a "Catalyst Grant" to support new projects, "External Resubmission Grant" to support innovative research or creative projects previously denied or lacking funding, "Bridge Grant" funds for proof-of-concept projects to develop with outside researchers, industry collaborators or community partners. Examples of projects with seed funding include "Emotive responses to 2016 Presidential debates," "Investigative Reporting in Former Soviet States," "#MeToo in the newsroom," "augmented learning for diverse students," "Critical and Curious" podcast series, and "Media Industry and Media Literacy: Seeding Innovation for an Informed Public."

The Newhouse Faculty Development program offers new faculty opportunities for development with a two-year series of workshops, discussions and activities focusing on classroom best practices, development of a research/creative agenda, and insight into the unit's culture and service expectations.

The unit's faculty handbook details requirements for promotion and tenure. Faculty appear to understand these requirements and know how and where to access necessary information. Faculty of all ranks participate in a regular peer-review. Faculty choose from four models for promotion and tenure.

(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.

Since the last accreditation, the unit has continued to grow its outreach of scholarly and creative work.

In addition, recent faculty-led initiatives have grown exponentially the external promotion and awards for student work. Advertising faculty, for example, have initiated a strong push toward student team entries at prestigious awards shows such as the Cannes Lions and The One Show, resulting in over 1,000 industry awards.

Report of evaluation of professional master's and undergraduate programs for 2022-2023 Visits

Scholarship, Research, Creative and Professional Activities	Total from Unit*	Individuals					Totals (89)
		Full Professors (19)	Associate Professors (25)	Assistant Professors (18)	Other Faculty ** (26)		
Awards and Honors	177	45	60	35	38	178	
Grants Received Internal	52	10	37	4	3	54	
Grants Received External	58	24	21	8	8	61	
Scholarly Books, Sole- or Co- authored	14	6	7	1	0	14	
Textbooks, Sole- or Co- authored	13	1	9	3	1	14	
Books Edited	8	5	2	1	1	9	
Book Chapters	61	27	22	6	8	63	
Monographs	0	0	0	0	0	0	
Refereed Journal Articles	170	67	86	19	4	176	
Refereed Conference Papers	198	94	56	52	14	216	
Invited Academic Papers	2	0	2	0	0	2	
Encyclopedia Entries	8	5	3	0	0	8	
Book Reviews	27	2	18	4	3	27	
Articles in Non-refereed Publications	236	59	113	37	27	236	
Juried Creative Works	5	0	0	5	0	5	
Non-juried Creative Works	100	7	33	31	29	100	
Conference Panel Presentations	202	68	83	21	30	202	
Other: invited talks, press hits, posters, workshop leads, contest judge	1487	474	596	117	300	1487	

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

With a highly visible, iconic campus presence and a reputation for excellence as a professional school, the Newhouse School is a prestige powerhouse for the university's campus and reputation. Campus representatives and alumni appear to share a high regard for the school and its faculty, staff, alumni, and students. The school's influence and commitment to excellence can be felt across a range of professional spheres integral to regional, national, and international media and communications including on its own campus.

While the school's faculty produce and participate in an impressive amount of applied and scholarly research and creative activity, its legacy for impact in the professions could also put the unit at risk in an academic environment focused on traditional, scholarly output without careful calibration to the unit's unique strengths.

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

(f) Faculty members teaching in the graduate program meet the criteria for graduate instruction at that university.

The unit does not have a separate graduate faculty. Faculty members are assigned to teach graduate course based on their professional experience or academic training. Thesis advisers for professional master's students must hold at least a master's degree. Like the undergraduate program, most of the courses in the professional graduate program are taught by full-time faculty.

(g) Graduate faculty oversee the curricula and course quality for professional master's courses.

See (f).

SUMMARY:

(Undergraduate) The unit maintains and continues to grow its undergraduate faculty. Faculty meet the criteria for accreditation and evidence a robust unit culture and output of teaching, research and creative activity, and service across departments and areas of emphasis.

(Professional Master's) The unit does not have a separate graduate faculty.

Overall evaluation (undergraduate program) compliance/noncompliance: COMPLIANCE

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

PART II — Standard 6: Student Services

Unit performance with regard to indicators:

(a) The unit provides students with the support and services that promote learning and ensure timely completion of their program of study.

The school's professional academic advisers are responsible for informing students of their degree requirements, registration dates and other deadlines, and their progress toward the degree. During the review period the school increased the advising staff from four to six full-time advisers, which has reduced the student-adviser ratio from nearly 500:1 five years ago to about 300:1 now.

Two online tools play major roles in ensuring students timely completion of study. Students can monitor their progress in real time with DegreeWorks. The undergraduate advising office provides a minimum of four degree audits before graduation. Degree Works automatically monitors each student's progress toward degree completion. The app also monitors students' progress in the various liberal arts requirements for university graduation. The other tool is OrangeSAccess, a personalized online portal that students, advisers or faculty can use to discuss problems (or successes) in a class, or any roadblocks to a student's degree progress. In addition, the school does not allow first-years and sophomores to register for courses without having consulted with an adviser.

In meetings with site team, students expressed appreciation for their academic advisers, especially in confronting scheduling challenges presented by study abroad and in the Los Angeles program.

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

The school has adopted a comprehensive approach to advising whereby each student can have three advisers: a professional academic adviser, a faculty adviser and a peer adviser. The professional adviser handles the technical aspects of the student's progress, while the faculty adviser discusses broader issues of selecting courses or a major, as well as career considerations. All first-year students take a non-credit course in small sections taught by all faculty members (in rotation), assisted by student peer advisers. The course amounts to a detailed orientation to the school's academic and co-curricular opportunities, and the professor becomes the students' first faculty adviser. The peer advising staff consists of about 90 upper-division students, who help first-year and transfer students navigate the transition to Newhouse. These students must first complete six hours of advising training regarding core requirements, tutoring, wellness and mental health resources.

For career counseling and placement strategy, the school operates a robust Center for Career Development, with a full-time staff of four. Since the pandemic, the center has modified its operation to include many more online resources and remote counseling sessions. One of the center's hallmarks is its schedule of about 65 career-oriented, in-person skill-building workshops each year, from resume writing and interview prep to networking and job hunting. Depending on the topic and time of year, attendance ranges from 5 to 25. The center also offers the "Dropbox Critique," in which students can email cover letters or resumes to the staff, who return them with a critique within 48 hours. The center continually

updates its internship database, whose postings number about 5,000, and its alumni network, whose size also approaches 5,000. Each winter break, about 200 Newhouse alumni host a “micro-internship” in which they mentor a current upper-division student with similar career interests. The center also operates separate listservs for undergraduate and graduate students, with weekly digests of upcoming job-search-related events. And the center hosts two annual career fairs on campus – each supplemented by a virtual career fair with an augmented cast of companies. The results seem to validate the center’s efforts. Over the most recent three years in which alumni were surveyed, an average of 89 percent had obtained employment within nine months of graduating. Of those employed, 96 percent reported they had landed jobs related to their career goals.

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

In addition to the school’s personal advising, each department has a listserv by which students learn of deadlines, events, scholarship and internship opportunities, and major-specific registration information. The Undergraduate Advising Office also provides a number of online resources: a Forms and Procedures page, a Scholarships page, a Registration page, and Newhouse Guidebooks, which provide degree requirements, rules and regulations.

(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.

Extracurricular opportunities abound at the school. It has long housed student chapters of WIC, PRSSA and SPJ, and during the review period Newhouse students and their advisers launched chapters of Zeta Phi Eta (the national communication arts society), NLGJA (the Society of LGBTQ Journalists), and NPPA. Also since 2016, the school has relaunched student chapters of NABJ and NAHJ after lapses during the pandemic. These chapters host events on campus, compete for national scholarships and awards, network with professionals, and attend national conferences.

Student media at Syracuse are supported by a student activity fee. Organizations include student-run advertising and public relations agencies, two radio stations, several online magazines, and the campus station Citrus TV. Newhouse faculty advise (but do not manage) these student outlets. The independent student daily news outlet, *The Daily Orange*, typically includes many Newhouse students in its reporting and editing ranks; the *Orange* is usually competitive for national student journalism awards.

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

The dean’s leadership team meets every October to analyze the most recent retention and graduation data, and to respond programmatically. During the review period, changes at the university’s Office of Student Outreach and Retention have yielded more specific retention data that now includes variables of race/ethnicity, gender, specific departmental major, Pell status and other metrics. In the last two years the dean’s office has used the data to improve outreach and engagement with prospective students of color. Newhouse administrators also used the results of the 2022 Orange Survey, a university-wide survey of recent graduates, to fine-tune the content of the first-year seminar.

The numbers themselves are consistently high, relative to the rest of the university. The entering class of 2016 had a four-year graduation rate of 89 percent; the university's was 82 percent. The rates dipped with the pandemic, for example to 85 percent for the Newhouse graduating class of 2021, compared with the university's overall rate of 72 percent.

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

(f) The unit has appropriate admissions and retention policies for the professional master's program.

The master's program has a clear and simple admissions process: a holistic appraisal of each candidate that takes into account an essay, letters of recommendation, undergraduate GPA, and a recorded video interview. To stay in a program, the master's student must maintain a 3.0 GPA; those who fall below 3.0 are sent a warning letter, and if they fail to raise the GPA they must take additional courses to complete the program.

The school offers a number of advising and support services: The online Newhouse Graduate Guidebook, which is updated every year, frequent meetings with the faculty program director throughout the degree program, an advising staff that tracks each student's academic progress, and regular emails notifying students of upcoming registration and other deadlines. During the review period, the master's advising staff was increased from one to two full-time advisers. In addition, all the services of the Career Development Center are available to master's students as well. In meetings with the site team, master's students voiced high praise for the quality of their advising.

The average time to graduation for nine of the 10 professional programs is less than two years. The average graduation rate across all 10 professional programs (for the cohorts beginning in 2016, 2017, 2018 and 2019) was 81 percent.

SUMMARY:

(Undergraduate) The school supports its students in a number of significant ways, with a multifaceted advising system, a diverse array of student media and student organizations, and a highly active career services center. Newhouse students' high graduation and employment-after-graduation rates are a testament to the efficacy of the school's student services.

(Professional Master's) The master's program has clear admissions and retention policies. It supports its master's students with a combination of online and personal advising, and students who fall behind are still given opportunities to complete the degree.

Overall evaluation (undergraduate program), compliance/noncompliance: COMPLIANCE

Overall evaluation (professional master's program), compliance/noncompliance: 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 unit provided a detailed budget along with an explanation of its Responsibility Centered Management (RCM) budgeting process. Under the RCM process, the school must bring in sufficient revenue to cover all its costs, including salaries. Revenue comes largely from tuition. The unit of a student's enrollment receives 25% of undergraduate tuition, while the unit of a student's instruction receives 75%. The school typically receives 100% of tuition revenues from senior students. The school then pays a 25% "tax" to the university for it to cover costs for administration, library, etc. The budget is supplemented by endowment proceeds and donations, as explained below.

The budgeting process is guided by strategic planning that is informed by faculty requests for resources such as equipment, software, and subscriptions. The budget is proposed by the Academic Resources Committee, consisting of department chairs, graduate directors, associate deans, as well as representatives of the faculty and student body. After the dean approves the proposed budget, it is reviewed by the university's Office of Budget & Planning, vice chancellor and provost. Final approval comes from the Board of Trustees.

Each fall the dean provides an update on the strategic plan to university leaders, including the provost and chief financial officer. This update includes metrics measuring progress, identification of threats to the plan, or other budgetary concerns.

(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.

The self-study indicates that Newhouse has "more than adequate funding" to carry out its mission to maintain and grow excellent professional and academic programs. Furthermore, Newhouse is one of the "most financially secure unit(s) at Syracuse University, given its strong applicant pool, engaged alumni base and large endowment." This assessment was confirmed in the site team's discussions with other campus leaders, alumni advisory board members, and alumni.

The Newhouse School's finances give it considerable flexibility, as tuition revenue is supplemented by yearly donations and payouts from a \$94 million endowment. Additionally, since the last site visit, the unit has received the largest gift in its history: \$75 million over 25 years from the Newhouse Foundation. So far, in 2022, the school has received \$13.21 million in new donations. Some donations help fund student experiences, such as engaging with professionals in New York City or Los Angeles, or in schoolwide projects.

Newhouse's facilities, described below, are abundant and of very high quality. The unit has a 10-year strategic plan to keep its facilities and equipment current by budgeting \$7 million in upgrades to studios, control rooms and other tools. Already, total investment in facilities during the period 2002-2024 is approximately \$6 million. Since the last review Newhouse has improved security, implemented hybrid

learning environments, added new faculty offices in Newhouse building 2, and added a new lounge in Newhouse 2 for “an enhanced sense of community among staff and faculty.”

The school has eight endowed chairs and professors.

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

The Newhouse School's facilities are among the finest in the country. The school occupies three buildings: Newhouse 1 is the iconic building designed by I.M. Pei and opened in 1964; Newhouse 2 was opened in 1974; and Newhouse 3 was added in 2007. The First Amendment is prominently displayed both within the newest building and in a large display seen from outside the building. Together, the three buildings offer 200,000 square feet of classrooms, labs, offices, and collaborative spaces.

In addition, Newhouse maintains a presence in Washington, New York City, and Los Angeles that provide classes, mentoring and professional experiences for both undergraduate and graduate students.

On the Syracuse campus, Newhouse has 21 traditional classrooms, a dozen computer labs equipped with software from the Associated Press, Avid, and Adobe (current students can also access the Adobe Creative Suite on their personal computers). The newest building has a large and innovative space that can be used as a lecture theater or converted into a large room for hosting events.

The Dick Clark Studios facility is a centerpiece, visible to those passing outside the building. It has five multi-purpose studios, three control rooms, as well as virtual and 3-D production capabilities. One control room is large enough to have an entire class within it. This control room has an advanced video switcher and is frequently used by professionals and students to produce football, basketball, and other sports coverage for the ACC Network. One television studio has a large chromakey cyc, another has a large camera jib. All the studios have LED lights.

The digital news center is a modern newsroom with 15 computer terminals, a conference table, professional grade news set and lighting, and automated production equipment. Newhouse 3 also has a large and visible mixed-use newsroom that is largely underused. The dean told the site team he would like to see it utilized as a space for innovation. There are a number of flexible studio spaces, including some that are used nearly nightly for sports broadcasts.

Public relations students have facilities to monitor social media platforms in a new control room, the Reach Chemistry Emerging Insights Lab. Meanwhile, photojournalists and filmmakers access the Alan Gerry Center for Media Innovation in which, among other things, they experiment with 360-degree cameras. The school also experiments with drones, virtual reality, and human interactions with large video screens. The school plans two new “agency style” classrooms and a collaborative environment called the “Newhouse Startup Garage, an initiative meant to stimulate entrepreneurial innovation by pairing students with industries and investors.

Faculty offices and hallways are attractive and comfortable. Student work and student portfolios are displayed electronically throughout the buildings. Faculty and staff appear to have current computers.

Department chairs have offices in the same suite, making them accessible to each other, as well as to students and colleagues.

Since the last site visit the school has added NPR affiliate WAER-FM as an auxiliary unit. Students can contribute as news or sports interns.

Students and faculty realize they have great facilities and appreciate them. As one student put it, "We're on sacred ground here."

(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.

The Newhouse School has abundant and accessible equipment and technical assistance for faculty, undergraduate and graduate students. Recent purchases include lighting kits, an audio board, social media listening platform licensing, and all student access to the digital AP Stylebook. Said one faculty member, "I'm sure if there's something I needed I'd get it."

The school maintains a large field equipment checkout facility called "the CAGE." The facility has more than 9,000 pieces of media production gear, including top-of-the-line video cameras (such as the Sony FX9 and the Canon C70), lighting kits, tripods, and microphones. The CAGE is overseen by a full-time engineer and operated by two full-time employees and 60 students. Each year students make approximately 10,000 equipment reservations. Most equipment is on a four-year upgrade cycle and much of it had been replaced since the last site visit, at which time some faculty and students were asking that aging field cameras be replaced. The CAGE is situated behind a large transparent garage door. After students check out equipment at the counter, there is counter space for them to double-check that all the pieces in their kit are in working order. The facility is open weekdays. The previous site team reported that students wanted extended hours. The school is currently ready to open the CAGE on Saturdays but is in the process of finding student employees. Students generally believe there is more than sufficient equipment available, but some lamented the restrictions on reservations. Said one student: "You'll never not have options. But you have to give notice 24 hours in advance, which makes it difficult to do anything last minute and you have to know exactly when you need it."

Newhouse's Information and Computer Services Department implements and manages the school's technology needs. It also oversees IT-related purchases "in excess of \$1 million annually" and manages contracts and security. The department was key in supporting the school's remote and hybrid learning during the pandemic. Almost universally, faculty report that IT support personnel are currently "overwhelmed." The school currently has three IT openings it is seeking to fill.

Another universal area of concern relates to audio production. Audio recording facilities were noted in the last site team report as an area of concern and "the next priority of the school." The major complaint is that audio studios are out of date and are not standardized. Some audio studios are not soundproofed (which some faculty suggested would only require installing foam insulation on some walls). The school is planning to make major (funded) renovations that would include new audio studios and podcasting facilities in summer 2024. One faculty member felt some improvements should be made sooner. "Why

can't the current students benefit?" by improving the audio studios now, the faculty member asked. Both COVID and the dean's search delayed these plans.

SUMMARY:

(Undergraduate) The Newhouse School has some of the best facilities available anywhere. It has a large endowment and a generous budget that allow it to stay up to date and gives the dean and faculty freedom to offer extraordinary learning experiences to students, including mentoring in Washington, New York, and Los Angeles. The school's facilities can be improved by hiring more IT support staff and improving audio recording facilities in the short-term, while awaiting planned major renovations in 2024.

(Professional Master's) Graduate students have equal access to outstanding facilities.

Overall evaluation (undergraduate program), compliance/noncompliance: COMPLIANCE

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

This is a school that celebrates its alumni and celebrates its students.

Its print publication for alumni, *The Newhouse Network*, is published annually, but the hallmark of the school's alumni-student relationship is regular contact. Students exude a pride at being brought into the Newhouse family. Many spoke of writing to alumni who walked the halls long ago and receiving notes back welcoming them to Syracuse:

"There's this ability to talk to people just because I go here. They all love this place," one student said. And another said, "I can reach out to alumni and get honest feedback. There's a network of people who support me." "The alumni piece here is so important," said a 1980s alumna on campus during the week of the site team's visit. "You know when you talk to someone coming out of Newhouse what they've been through."

Current students know their noted alumni and the connections are not lost on them. "It seems like once a week an alum is on campus," a sophomore in the broadcasting sequence said. Most students who attend already knew about the Newhouse school "and the hype around it."

The school's alumni have set the bar high for incoming students. A former student noted "The expectation of excellence is the floor" and new students used similar language, at times unprompted, and added that while the expectation is intimidating the faculty have made even greater success possible.

And in what might seem like an oxymoron elsewhere: "It's fun. It's difficult."

Through electronic means, the school stays in touch with alumni through various social media feeds (27,600 followers on Twitter, 11K followers on Facebook and 10K people following @NewhouseSU on Instagram). These both keep alumni informed in real-time about events on campus.

The *Newhouse Network* publication is updated monthly through emails, and the dean began sending a monthly email to alumni this year.

Its advisory board includes 50 alumni from across various disciplines and across the country who meet regularly on campus. The *Newhouse 44* is another advisory organization comprised of younger alumni who've accomplished early career success and who devote time and money to the school.

In the public sphere, and largely pointed toward its recruiting efforts, the work of current students is highlighted on a six-figure electronic display in the lobby of *Newhouse 1*, the school's original building, across from its visitor center.

(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 issues of public consequence and concern.

Newhouse alumni are capable of providing continuing education on many levels. The school invites in a number of professionals to conduct sessions across the disciplines. The school recently partnered with national public relations agencies to create opportunities for underrepresented groups.

The Visual Communications Department, prior to the self-study period, brought in photography and videography coaches to update the campus on emerging techniques (some of the instructors were Newhouse alumni). During the self-study year visual arts professionals from the Washington Post, Netflix and National Geographic traveled to Syracuse for its Pixels & Print design workshop.

During the review period, Newhouse hosted professional workshops with NPR, the Native American Journalists Association and the National Press Photographers Association. It also led IRE/NICAR training at national journalist events.

As is typical of major journalism and mass communication schools, Newhouse faculty are often called upon to judge contests from other areas of the country. Several faculty hold board slots or key positions in state and national media organizations, include SPJ, the New York State Bar Association, AEJMC, IRE, PRSA and the National Freedom of Information Coalition, among others.

(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.

The university recently hired an assistant professor from the non-profit media sphere who is seeking ways to engage the adult population in general in media literacy, with a goal of saving democracy. On the surface, it seems both impossible and ridiculous, but on further discussion this assistant professor said that after having success in studying how younger people learn, perhaps it was time to explore how a third of the country seems to have given up on the idea of how democracy and the non-violent exchange of power were key to this country.

Separately, the dean says he'd like to find a way for the nation to return to a civil discourse, and it seems these could be intertwined.

Many professors and instructors send their students away from campus to engage the general population, not only to tell specific stories about specific people but use those experiences to explore topics like drug addiction in poorer communities or how single parents make ends meet.

Among public-facing events:

Even before issues raised by George Floyd's death emerged on campuses, Newhouse was already holding a "Conversation on Race and Entertainment" and a "Race in the Media," looking at the media's

role in how it reports and writes about people of color. The latter, in 2019, brought back many alumni of color.

The school also hosted symposia on the impact of artificial intelligence in journalism, and the implications of using automated technology in various fields, and the impact of sports on society.

Even in areas of recreation, the faculty engages in its community: One is advisor to the Syracuse men's club hockey team and another plays soccer in two leagues in the campus intramural leagues.

(d) The unit supports scholastic journalism.

The Newhouse School and its predecessor, the Syracuse School of Journalism, have been the home of the Empire State School Press Association since the scholastic journalism group was founded in 1937. ESSPA's long-running annual conference and journalism contest paused after the death of its facilitator and in 2020 for the pandemic but resumed as a virtual event a year later. Student teams from 25 schools participated and the organization is returning to in-person events for the current year.

Groups from high schools visit often, in some months several times, for exposure to journalism and media as a job possibility and to Newhouse as place to learn the craft. Student ambassadors accommodate many of the visits and are more apt to develop a rapport with would-be writers, editors and producers because not so long ago, they were in high school, too. While the prospective students are wowed with the technology and the who's who among Newhouse alum on the walls, adult staff members answer questions from parents who make the trip in, in an effort to close the sales pitch.

Scholastic press groups like ESSPA are often seen as a recruiting tool for schools, but it wasn't viewed that way at Newhouse prior to 2021. It is now, and the school intends, with the new crop of students in scholastic programs, to track them.

This year, the Tully Center for Free Speech partnered with ESSPA to host a forum about the Student Journalist Free Speech Act. About 100 people attended the virtual event hosted by Dean Mark Lodato and featuring lawmakers and working journalists from the broader (off-campus) Syracuse community.

Under the school's new leadership, Newhouse hired a Director of Scholastic Programs to develop relationships with high schools in New York and other states. In addition to taking over management of ESSPA, the director represented the school at major journalism education conventions in Philadelphia, Long Beach, California, and Los Angeles. The director also asked alumni and professors to present at convention workshop and critique student work.

Newhouse, through Syracuse's non-credit "Summer College" recently offered high school students courses in the Adobe suite and TV news storytelling, among others. Newhouse identified several students from underrepresented groups during its self-study year offered scholarships to seven to attend the Summer College.

SUMMARY:

(Undergraduate) With alumni working in all sorts of fields in all parts of the country, it doesn't take much to benefit from the networking that comes with a Newhouse education. Undergraduate students who initially looked at alums as distant role models didn't realize before arriving that often they're just an email away, and eager to help them get a leg up.

(Professional master's) Faculty serving graduate-level students are able to share their "been there, done that" stories that bear directly on the messages they're trying to get across to students. Through its partnerships, seniors and graduate students take "benchmark trips" to improving networking among industry professionals (and, of course, many of them are alumni).

Overall evaluation (undergraduate program), compliance/noncompliance: COMPLIANCE

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

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

1) Summarize the strengths and weaknesses of the unit.

STRENGTHS

- Extraordinary resources (including a \$75 million gift) and a three-building complex that would be the envy of any journalism and mass communication school.
- Dedicated and hard-working faculty with expertise across the disciplines who go out of their way to support students.
- An elite student body who come to Syracuse for a reason, to prepare for a career in media.
- Myriad curricular choices that allow students to consider all aspects of mass communications.
- Stupendous facilities and space, with ambitions and resources to create cutting-edge new labs to address changing technology.
- Real growth in commitment to DEI issues as represented by surges in students and staff of color (though still a work in progress).
- Very strong advising program that students say enable on-time graduation and creative programs of study.
- Impressive turnaround on assessment and “closing of the loop” to make curricular improvements.
- Strong respect across campus for its collaboration with other schools and colleges resulting in programs like the democracy work in Washington, D.C.

WEAKNESSES

- School notes it has work to do in engaging with alums in some assessment work.
- More IT staff is needed, with current positions unfilled.

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

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.

N/A

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

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

6) If the unit was previously accredited, summarize the significant deficiencies noted in the previous report and the actions taken to correct them. If the unit was in noncompliance in the

same standard(s) on the previous two visits, identify the standard(s) and the problems noted. Explain actions taken to correct the problems.

The school was found out of compliance seven years ago on Standard 9, Assessment. That site team noted inconsistent efforts across programs and assessment measure not adequately tied to ACEJMC's competencies. The school took that finding seriously, appointing a director of program review and assessment, revising its assessment plan and creating direct and indirect measures. The school also has used assessment effectively to "close the loop" and make curricular improvements. A mandatory diversity course is one of the impacts of assessment.

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

The self-study was a work of art. It was put together as an interactive document, making for easy linkage to supporting documents such as the strategic plan. It was both candid and made the case well for the school. But you must really like orange type. Orange is everywhere at Syracuse.

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

Summarize the strengths and weaknesses of the unit.

All of the above apply.

1) List the standards with which the unit is not in compliance. N/A

2) 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.

N/A

3) 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

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