

Report of On-Site Evaluation

ACEJMC

Graduate/Undergraduate programs

2015– 2016

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 Lorraine Branham

Date of 2015 - 2016 Accrediting Visit: Oct. 11-14, 2015

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

Date of the previous accrediting visit: Oct. 11-14, 2009

Recommendation of the previous site visit team:

Graduate program: Reaccreditation

Undergraduate program: Reaccreditation

Previous decision of the Accrediting Council:

Graduate program: Reaccreditation

Undergraduate program: Reaccreditation

Undergraduate program recommendation by 2015 - 2016 Visiting Team: Reaccreditation

Graduate program recommendation by 2015-2016 Visiting Team: Reaccreditation

Prepared and submitted by:

Team Chair

Name and Title: Christopher Callahan, Dean, Professor and Vice Provost

Organization/School: Walter Cronkite School of Journalism and Mass Communication, Arizona State University

Signature 

Team Members


Name and Title: Brooke Barnett, Associate Provost and Professor

Organization/School: School of Communications, Elon University

Signature 

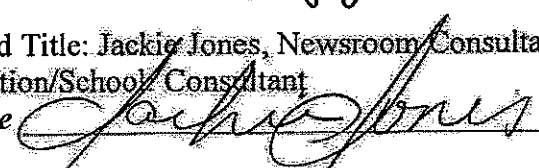
Name and Title: Michael Bugeja, Director

Organization/School: Greenlee School of Journalism and Communication

Signature 

Name and Title: Jackie Jones, Newsroom Consultant

Organization/School: Consultant

Signature 

Name and Title: John Paluszek, Senior Counsel

Organization/School: Ketchum

Signature John Paluszak

Name and Title: Carol Pardun, Professor
Organization/School: School of Journalism and Mass Communications, University of South Carolina

Signature Carol Pardun

Name and Title: Judy Phair, President
Organization/School: Phair Advantage Communications

Signature Judy Phair

Name and Title: Thor Wasbotten, Director
Organization/School: School of Journalism and Mass Communication, Kent State University

Signature Thor Wasbotten

PART I: General information

Name of Institution: Syracuse University

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

Year of Visit: 2015

Executive Summary:

- The School's skills courses comply with the ACEJMC mandate of no more than 20 students per section.
- The Newhouse School's Mission Statement is a part of its Strategic Plan, which is written to cover all academic programs in the School. It reinforces the School's commitment to graduating communication leaders with a solid liberal arts foundation. Graduate students are selected in keeping with this mandate; the vast majority of them come to the School with baccalaureate education that has a focus on the liberal arts. Their rigorous professional Master's education is designed in part to build from that liberal arts foundation. From there, the mandate that we graduate leaders who are agile, ethically responsible, who embrace diversity and who can demonstrate cutting-edge skill requires the Professional Master's programs to concentrate uniquely rigorous activities into their shorter and more intense time frames.

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

- Middle States Association of Colleges and Schools
- New England Association of Schools and Colleges
- North Central Association of Colleges and Schools
- Northwest Association of Schools and Colleges
- Southern Association of Colleges and Schools
- Western Association of Schools and Colleges

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.**

See Appendix 1

<http://supolicies.syr.edu/ethics/charter.htm>

- 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: 2009

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

1948

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

Mission Statement for Undergraduate and Graduate Professional Programs

Our mission is to educate agile, ethical, entrepreneurial, multicultural, socially responsible and visionary communication leaders who revere an open marketplace of ideas, embrace diversity, have a global outlook and seek to explore and master emerging media and its impact on society.

We are a professional school committed to a liberal arts education for our students, scholarly and applied research by our faculty and students, and excellent teaching at all levels.

Student Learning Outcomes

1. Demonstrate strong writing ability.
2. Demonstrate the ability to construct and tell a story effectively in spoken words, images and text and through multimedia.
3. Understand and make use of information technology, and grasp its import for society.
4. Understand effective visual language and how to apply it to create visual messages and enhance communications.

5. Understand the events and issues of the day in public communications and society in an environment both encouraged and deepened by the liberal arts experience.
6. Think analytically, gain numerical proficiency and learn to develop well-researched positions on issues.
7. Demonstrate knowledge of the historical traditions in public communications, and of industry practices and products.
8. Demonstrate knowledge of ethical practice in the communications field, along with an understanding of the responsibilities communications practitioners have for the public welfare.
9. Demonstrate an understanding of the First Amendment freedoms of speech and press along with a commitment to using these freedoms in the service of democracy.
10. Demonstrate the ability to work within a team under deadline pressure.
11. Develop the knowledge to compare and contrast media systems around the world.
12. Learn to value, embrace and support diversity in society and the media.
13. Learn to access, evaluate, synthesize and make use of information in the creation of media products.
14. Become media literate and a critical consumer of media content.

7. What are the type and length of terms?

Semesters of 15 weeks

Summer sessions of 6 weeks

Intersessions of 2 weeks

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

Bachelor's degree

Master's degree

Ph.D. degree

9. List the specific undergraduate and professional master's degrees being reviewed by ACEJMC. *Indicate online degrees.

Undergraduate Students

- Bachelor of Science in Advertising
- Bachelor of Science in Broadcast and Digital Journalism
- Bachelor of Science in Graphic Design
- Bachelor of Science in Magazine
- Bachelor of Science in Newspaper and Online Journalism
- Bachelor of Science in Photography
- Bachelor of Science in Public Relations
- Bachelor of Science in Television, Radio, and Film

Graduate Students

- Master of Arts in Advertising
- Master of Arts in Arts Journalism
- Master of Arts in Audio Arts (joint program)
- Master of Science in Broadcast and Digital Journalism
- Master of Science in Communications Management
- Master of Arts in Documentary Film and History
- Master of Arts in Magazine, Newspaper and Online Journalism
- Master of Science in New Media Management
- Master of Science in Photography
- Dual Masters' Programs in Public Diplomacy (M.S. in Public Relations and M.A. in International Relations)
- Master of Science in Public Relations
- Master of Arts in Television, Radio and Film

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

Undergraduate Students

- 122 credits (semester hours) are required for a B.S. by the S.I. Newhouse School of Public Communications.
- 122 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.
- 143 - 151 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.
- 129 – 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.

Graduate Students

- Credits hours required for a professional master's degree: 30-40

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

All credit hours are in semester hours.

Depending upon their major program of study, undergraduates may use from zero to six credits toward their bachelor's degree. Most Newhouse departments allow three credits. Students in dual programs with Arts and Sciences, Information Studies or 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 within minimum credits toward graduation

Advertising permits three credit hours.

Broadcast and Digital Journalism does not permit internship credit within the 38 credit hour major. Internships are in addition to the minimum credits needed to graduate.

Graphic Design permits up to three internship credits.

Magazine permits six credit hours, providing three credits are earned in NEW 535: Newspaper and Magazine Practicum.

Newspaper and Online Journalism permits six credit hours, providing three credits are earned in NEW 535: Newspaper and Magazine Practicum.

Photography permits three credit hours.

Public Relations permits up to three credit hours. These credits are not part of the 34 credits in the PR major.

Television-Radio-Film permits three credit hours toward degree requirements.

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

Name of Sequence or Specialty	Person in Charge
Advertising (Undergrad/Grad)	James Tsao
Arts Journalism (Grad)	Eric Grode
Broadcast & Digital Journalism (Undergrad/Grad)	Christopher Tuohey
Communications Management (Grad)	Maria Russell
Documentary Film and History (Grad)	Richard Breyer
Graphic Design (Undergrad)	Bruce Strong
Magazine (Undergrad)	Melissa Chessher
Magazine, Newspaper & Online Journalism (Grad)	Melissa Chessher
Mass Communications (Ph.D.)	Dennis Kinsey
Media Management (Grad)	Stephen Masiclat
Media Studies (Grad – Pre Ph.D.)	Brad Gorham
Newspaper and Online Journalism (Undergrad)	Steve Davis
Photography (Undergrad/Grad)	Bruce Strong
Public Diplomacy (Grad)	Dennis Kinsey
Public Relations (Undergrad/Grad)	Rochelle Ford
Television Radio Film (Undergrad/Grad)	Michael Schoonmaker

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

Full-time undergraduate students:	14,532
Full-time graduate and law students:	4,824
Total University full-time enrollment for 2014-2015:	19,356

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

Name of Sequence or Specialty	Undergraduate majors
Advertising	314
Broadcast and Digital Journalism	334
Graphic Design	49
Magazine	134
Newspaper and Online Journalism	87
Photography	45
Public Relations	380
Television-Radio-Film	484
Undeclared/Pre-Major	26
Total	1853*
<i>Data is current as of May 26, 2015.</i>	

15. Number of graduate students enrolled onsite:

229 (professional, residential programs only)

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

(* The Council has ruled that campaigns courses are exempt from the 20-1 ratio.)

The spreadsheet below lists the skills classes offered by the Newhouse School in Spring 2015.

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 all the same class meetings and lab times, if applicable. An example of this kind of class would be PHO 425: Picture and Multimedia Editing which has the class time 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 which have separate lab registrations are:

- COM 117: Multimedia Storytelling
- GRA 217: Introduction to Graphic Design

- MPD 205: Photography for Broadcast News
- PHO 301: Introduction to Photography for Multimedia
- PHO 555: Photography for Newspaper and Magazine

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.

Enrollment Total is the actual enrollment for a particular course section.

“**Meets with**” situations involve classes which have several different prefixes or numbers, but they are the same section. BDJ 200, section 1, meets with NEW 200, section 1. These two prefixes and numbers together are one class with an enrollment of $9+4 = 13$. Some of these courses are undergraduate and graduate versions of the same course: TRF 422 and TRF 622 are the same course and meet with each other as one section, for a total enrollment of $8+8 = 16$.

Two Instructors: One course, ICC 300: Multimedia Projects, which meets with ICC 600: Multimedia Projects, was taught by two instructors. There are 26 students enrolled in this class.

Session	Course	Title	Section	Type	Enrl Cap	Enrl Tot	Comments
Spring 2015	ADV 208	The Big Idea in Advertising	M001	Section	18	19	
Spring 2015	ADV 208	The Big Idea in Advertising	M002	Section	18	18	
Spring 2015	ADV 208	The Big Idea in Advertising	M003	Section	18	16	
Spring 2015	ADV 401	Portfolio I	M002	Section	15	16	
Spring 2015	ADV 421	Portfolio II	M001	Section	15	7	
Spring 2015	ADV 431	Portfolio III	M001	Section	15	16	
Spring 2015	ADV 615	Creative Brain	M001	Section	20	16	
Spring 2015	BDJ 200	Cross Media & Digital News Wrtng	M001	Section	18	9	Meets with NEW 200.1
Spring 2015	BDJ 200	Cross Media & Digital News Wrtng	M002	Section	18	8	Meets with NEW 200.2
Spring 2015	BDJ 204	News in a Multimedia World	M001	Section	17	14	
Spring 2015	BDJ 204	News in a Multimedia World	M002	Section	17	13	
Spring 2015	BDJ 300	TV Sports Play-by-Play	M001	Section	20	9	Meets with BDJ 600
Spring 2015	BDJ 300	Sports Interviewing	M002	Section	20	8	Meets with BDJ 600 and MNO 600
Spring 2015	BDJ 300	Sports Writing and Visuals	M003	Section	20	6	Meets with BDJ/MNO 600 and NEW 300
Spring 2015	BDJ 300	Sports Opinion/Commntry/Anlys	M004	Section	20	5	Meets with BDJ/MNO 600 and NEW 300
Spring 2015	BDJ 311	BDJ Newswriting	M001	Section	15	17	
Spring 2015	BDJ 311	BDJ Newswriting	M002	Section	15	16	
Spring 2015	BDJ 311	BDJ Newswriting	M003	Section	15	17	
Spring 2015	BDJ 364	Radio/Audio News Reporting	M001	Section	15	17	
Spring 2015	BDJ 364	Radio/Audio News Reporting	M002	Section	15	16	
Spring 2015	BDJ 364	Radio/Audio News Reporting	M003	Section	15	17	
Spring 2015	BDJ 464	TV & Digital News Reporting	M001	Section	18	12	
Spring 2015	BDJ 464	TV & Digital News Reporting	M002	Section	18	16	
Spring 2015	BDJ 464	TV & Digital News Reporting	M003	Section	18	15	

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Spring 2015	BDJ 465	News Producing and Presenting	M001	Section	18	18	
Spring 2015	BDJ 465	News Producing and Presenting	M002	Section	18	17	
Spring 2015	BDJ 465	News Producing and Presenting	M003	Section	18	18	
Spring 2015	BDJ 530	Political Reporting	M002	Section	20	6	Meets with NEW 530
Spring 2015	BDJ 530	Sports Reporting	M003	Section	18	17	
Spring 2015	BDJ 530	Spec News Coverage: Long Form	M004	Section	18	4	military class
Spring 2015	BDJ 567	Advd News Production & Mgmt	M001	Section	18	18	
Spring 2015	BDJ 600	TV Sports Play-by-Play	M001	Section	20	8	Meets with BDJ 300
Spring 2015	BDJ 600	Sports Interviewing	M002	Section	20	6	Meets with BDJ 300 and MNO 600
Spring 2015	BDJ 600	Sports Writing and Visuals	M005	Section	20	6	Meets with BDJ/NEW 300 and MNO 600
Spring 2015	BDJ 600	<u>Sports Opinion/Commntry/Anlys</u>	M006	Section	20	7	Meets with BDJ/NEW 300 and MNO 600
Spring 2015	BDJ 667	News Reporting III	M001	Section	18	15	
Spring 2015	BDJ 667	News Reporting III	M002	Section	18	18	
Spring 2015	COM 117	Multimedia Storytelling	M001	Lecture	36	31	
Spring 2015	COM 117	Multimedia Storytelling	M002	Lab	18	17	
Spring 2015	COM 117	Multimedia Storytelling	M003	Lab	18	14	
Spring 2015	COM 117	Multimedia Storytelling	M004	Lecture	36	31	
Spring 2015	COM 117	Multimedia Storytelling	M005	Lab	18	14	
Spring 2015	COM 117	Multimedia Storytelling	M006	Lab	18	17	
Spring 2015	COM 117	Multimedia Storytelling	M007	Lecture	36	33	
Spring 2015	COM 117	Multimedia Storytelling	M008	Lab	18	17	
Spring 2015	COM 117	Multimedia Storytelling	M009	Lab	18	16	
Spring 2015	COM 117	Multimedia Storytelling	M010	Lecture	36	34	
Spring 2015	COM 117	Multimedia Storytelling	M011	Lab	18	18	

Spring 2015	COM 117	Multimedia Storytelling	M012	Lab	18	16	
Spring 2015	COM 117	Multimedia Storytelling	M013	Lecture	36	32	
Spring 2015	COM 117	Multimedia Storytelling	M014	Lab	18	17	
Spring 2015	COM 117	Multimedia Storytelling	M015	Lab	18	15	
Spring 2015	COM 117	Multimedia Storytelling	M016	Lecture	36	32	
Spring 2015	COM 117	Multimedia Storytelling	M017	Lab	18	17	
Spring 2015	COM 117	Multimedia Storytelling	M018	Lab	18	15	
Spring 2015	COM 117	Multimedia Storytelling	M019	Lecture	36	29	
Spring 2015	COM 117	Multimedia Storytelling	M020	Lab	18	15	
Spring 2015	COM 117	Multimedia Storytelling	M021	Lab	18	14	
Spring 2015	COM 117	Multimedia Storytelling	M022	Lecture	36	34	
Spring 2015	COM 117	Multimedia Storytelling	M023	Lab	18	18	
Spring 2015	COM 117	Multimedia Storytelling	M024	Lab	18	16	
Spring 2015	COM 117	Multimedia Storytelling	M025	Lecture	36	31	
Spring 2015	COM 117	Multimedia Storytelling	M026	Lab	18	14	
Spring 2015	COM 117	Multimedia Storytelling	M027	Lab	18	17	
Spring 2015	COM 400	Multimedia Rptng/Climate Change	M003	Section	20	6	Meets with COM 600
Spring 2015	COM 600	Multimedia Rptng/Climate Change	M003	Section	20	7	Meets with COM 300
Spring 2015	GRA 217	Intro to Graphic Design	M001	Lecture	40	35	
Spring 2015	GRA 217	Intro to Graphic Design	M003	Lecture	40	40	
Spring 2015	GRA 217	Intro to Graphic Design	M005	Lecture	40	35	
Spring 2015	GRA 217	Intro to Graphic Design	M006	Lecture	40	35	
Spring 2015	GRA 218	Introductory Graphics Lab	M001	Lab	18	16	
Spring 2015	GRA 218	Introductory Graphics Lab	M002	Lab	18	17	
Spring 2015	GRA 218	Introductory Graphics Lab	M003	Lab	18	14	
Spring 2015	GRA 218	Introductory Graphics Lab	M004	Lab	18	18	
Spring 2015	GRA 218	Introductory Graphics Lab	M005	Lab	18	18	
Spring 2015	GRA 218	Introductory Graphics Lab	M006	Lab	18	17	
Spring 2015	GRA 218	Introductory Graphics Lab	M007	Lab	18	15	
Spring 2015	GRA 218	Introductory Graphics Lab	M008	Lab	18	18	

Spring 2015	GRA 218	Introductory Graphics Lab	M009	Lab	18	12	
Spring 2015	GRA 437	Typographic Design	M001	Section	18	16	
Spring 2015	GRA 477	Graphic Design Problems	M001	Section	15	16	
Spring 2015	GRA 500	Design and Production	M001	Section	10	9	military class
Spring 2015	GRA 587	News Design	M001	Section	15	9	
Spring 2015	ICC 300	Avd Web Jrnlsm Innovation	M001	Section	8	4	
Spring 2015	ICC 300	Multimedia Projects	M002	Section	28	25	Meets w/ICC 600; two instructors
Spring 2015	ICC 505	Web Journalism and Innovation	M001	Section	20	12	
Spring 2015	ICC 565	Designing Interactivity	M001	Section	20	7	
Spring 2015	ICC 565	Designing Interactivity	M001	Section	20	17	
Spring 2015	ICC 575	Advanced Web Design	M001	Section	15	13	
Spring 2015	ICC 600	Multimedia Projects	M003	Section	28	1	Meets w/ICC 300; two instructors
Spring 2015	MAG 400	Travel Writing and New Media	Z601	Section	20	17	Offered in Spain
Spring 2015	MAG 406	Magazine Article Writing	M001	Section	15	14	Meets with MNO 606
Spring 2015	MAG 406	Magazine Article Writing	M002	Section	15	7	Meets with MNO 606
Spring 2015	MAG 407	Writing Portfolio	M001	Section	15	9	
Spring 2015	MAG 408	Magazine Editing	M001	Section	15	14	
Spring 2015	MAG 408	Magazine Editing	M003	Section	15	7	Meets with MNO 608
Spring 2015	MAG 500	Beauty and Fashion Journalism	M001	Section	15	15	
Spring 2015	MAG 500	Web, Mobile & Interactive Mag	M002	Section	15	12	
Spring 2015	MNO 600	Sports Interviewing	M001	Section	20	1	Meets with BDJ 300 and BDJ 600
Spring 2015	MNO 600	Sports Writing and Visuals	M005	Section	20	3	Meets with BDJ 300/600 and NEW 300
Spring 2015	MNO 600	Sports Opinion/Commntry/Anlys	M006	Section	20	3	Meets with BDJ 300/600 and NEW 300
Spring 2015	MNO 606	Magazine Article Writing	M001	Section	15	3	Meets with MAG 406.1
Spring 2015	MNO 606	Magazine Article Writing	M002	Section	15	5	Meets with MAG 406.2
Spring 2015	MNO 608	Magazine Editing	M002	Section	15	4	Meets with MAG 408.3

Spring 2015	MPD 205	Photography for Broadcast News	M001	Lecture	30	23	
Spring 2015	MPD 205	Photography for Broadcast News	M002	Lab	15	11	
Spring 2015	MPD 205	Photography for Broadcast News	M003	Lab	15	12	
Spring 2015	MPD 205	Photography for Broadcast News	M004	Lecture	30	14	
Spring 2015	MPD 205	Photography for Broadcast News	M005	Lab	15	6	
Spring 2015	MPD 205	Photography for Broadcast News	M006	Lab	15	8	
Spring 2015	MPD 300	Photography for Multimedia	M001	Section	20	12	
Spring 2015	MPD 300	Photography for Multimedia	M002	Section	20	17	
Spring 2015	MPD 300	Photography for Multimedia	M003	Section	20	17	
Spring 2015	MPD 300	Photography for Multimedia	M004	Section	20	14	
Spring 2015	MPD 361	Visual News Reporting	M001	Section	20	5	Meets with MPD 600.1
Spring 2015	MPD 406	Advrtsg&Illustratn Photo Capstone	M001	Section	20	9	
Spring 2015	MPD 426	Multimedia&PhotoJrnl Capstone	M001	Section	20	9	
Spring 2015	MPD 478	Graphic Design Capstone	M001	Section	20	18	
Spring 2015	MPD 500	Craft Your Image	M001	Section	20	9	
Spring 2015	MPD 600	Visual News Reporting	M001	Section	20	6	Meets with MPD 361
Spring 2015	NEW 200	Cross Media & Digital News Wrtng	M001	Section	18	4	Meets with BDJ 200.1
Spring 2015	NEW 200	Cross Media & Digital News Wrtng	M002	Section	18	2	Meets with BDJ 200.2
Spring 2015	NEW 205	News Writing	M001	Section	18	14	
Spring 2015	NEW 205	News Writing	M002	Section	18	13	
Spring 2015	NEW 205	News Writing	M003	Section	18	14	
Spring 2015	NEW 300	Interactive Data Visualization	M001	Section	20	11	Meets with NEW 600
Spring 2015	NEW 300	Product Mgmt for Journalists	M002	Section	20	2	Meets with NEW 600

Spring 2015	NEW 300	New Technology for New Media	M003	Section	20	6	Meets with NEW 600
Spring 2015	NEW 300	Sports Writing and Visuals	M005	Section	20	1	Meets with BDJ 300/600 and MNO 600
Spring 2015	NEW 300	Sports Opinion/Commntry/Anlys	M006	Section	20	3	Meets with BDJ 300/600 and MNO 600
Spring 2015	NEW 305	Reporting	M001	Section	15	10	
Spring 2015	NEW 305	Reporting	M002	Section	15	12	
Spring 2015	NEW 305	Reporting	M003	Section	15	12	
Spring 2015	NEW 400	Virtual Reality Storytelling	M001	Section	20	10	Meets with NEW 600
Spring 2015	NEW 405	Advanced Reporting	M001	Section	15	7	
Spring 2015	NEW 508	Newspaper Editing	M001	Section	15	12	
Spring 2015	NEW 509	Advanced Newspaper Editing	M001	Section	15	9	
Spring 2015	NEW 530	Political Reporting	M001	Section	20	8	Meets with BDJ 530
Spring 2015	NEW 530	Urban Affairs Reporting	M002	Section	15	11	
Spring 2015	NEW 600	Virtual Reality Storytelling	M001	Section	20	6	Meets with NEW 400
Spring 2015	NEW 600	Interactive Data Visualization	M003	Section	20	8	Meets with NEW 300
Spring 2015	NEW 600	Product Mgmt for Journalists	M004	Section	20	9	Meets with NEW 300
Spring 2015	NEW 600	New Technology for New Media	M005	Section	20	9	Meets with NEW 300
Spring 2015	PHO 204	Introduction to Photography	Z801	Section	12	10	Meets in London
Spring 2015	PHO 204	Introduction to Photography	Z802	Section	12	12	Meets in London
Spring 2015	PHO 204	Introduction to Photography	Z803	Section	12	11	Meets in London
Spring 2015	PHO 301	Intro to Photo for Multimedia	M001	Lecture	30	21	Required lab is PHO 556
Spring 2015	PHO 403	Advrtsg & Illustration Photo I	M001	Section	15	5	Meets with PHO 603
Spring 2015	PHO 404	Advrtsg & Illustration Photo II	M001	Section	15	7	Meets with PHO 604
Spring 2015	PHO 425	Picture & Multimedia Editing	M001	Section	15	15	
Spring 2015	PHO 500	Still Imaging for Multimedia	M001	Section	15	4	military class
Spring 2015	PHO 500	Multimedia Rock Star	M002	Section	15	15	
Spring 2015	PHO 500	Beginner Multimedia	M003	Section	15	8	
Spring 2015	PHO 530	Fashion and Portraits	M001	Section	15	11	

Spring 2015	PHO 555	Photo for Newspaper & Magazine	M001	Lecture	30	19	Required lab is PHO 556 Required for PHO 301 and 555
Spring 2015	PHO 556	Basic Photo Lab	M001	Lab	18	6	
Spring 2015	PHO 556	Basic Photo Lab	M002	Lab	18	12	
Spring 2015	PHO 556	Basic Photo Lab	M003	Lab	18	11	
Spring 2015	PHO 556	Basic Photo Lab	M004	Lab	18	12	
Spring 2015	PHO 603	Advrtsg & Illustration Photo I	M001	Section	15	5	Meets with PHO 403
Spring 2015	PHO 604	Advrtsg & Illustration Photo II	M001	Section	15	5	Meets with PHO 404
Spring 2015	PHO 625	Picture & Multimedia Editing	M002	Section	15	9	
Spring 2015	PRL 214	Wrtng for News&PR in Digtl Age	M001	Section	18	18	
Spring 2015	PRL 214	Wrtng for News&PR in Digtl Age	M002	Section	18	18	
Spring 2015	PRL 214	Wrtng for News&PR in Digtl Age	M003	Section	18	16	
Spring 2015	PRL 215	Advd PR Wrtng for Digital World	M001	Section	15	13	
Spring 2015	PRL 215	Advd PR Wrtng for Digital World	M002	Section	15	13	
Spring 2015	PRL 215	Advd PR Wrtng for Digital World	M003	Section	15	14	
Spring 2015	PRL 215	Advd PR Wrtng for Digital World	M004	Section	15	14	
Spring 2015	TRF 205	Sight, Sound and Motion	M001	Section	20	17	
Spring 2015	TRF 205	Sight, Sound and Motion	M002	Section	20	17	
Spring 2015	TRF 205	Sight, Sound and Motion	M003	Section	20	19	
Spring 2015	TRF 205	Sight, Sound and Motion	M004	Section	20	18	

Spring 2015	TRF 205	Sight, Sound and Motion	M005	Section	20	13	
Spring 2015	TRF 211	Screenwriting	M001	Section	15	16	
Spring 2015	TRF 211	Screenwriting	M002	Section	15	14	
Spring 2015	TRF 211	Screenwriting	M003	Section	15	15	
Spring 2015	TRF 211	Screenwriting	M004	Section	15	16	
Spring 2015	TRF 211	Screenwriting	M005	Section	15	19	
Spring 2015	TRF 400	3D Animation & Special Effects	M002	Section	18	9	Meets with TRF 600
Spring 2015	TRF 400	Directing	M003	Section	20	9	
Spring 2015	TRF 400	Sports Production	M004	Section	20	14	Meets with TRF 600
Spring 2015	TRF 400	Working with Actors	M005	Section	20	8	Meets with TRF 600
Spring 2015	TRF 400	Writer's Journey	M012	Section	12	11	Taught in LA
		<u>Camera Acting for Wrt,Prd,Dir</u>					
Spring 2015	TRF 400		M014	Section	14	14	Taught in LA
Spring 2015	TRF 400	Writer's Journey	M016	Section	12	8	Taught in LA
Spring 2015	TRF 421	Feature Film Writing	M001	Section	20	11	Meets with TRF 621
Spring 2015	TRF 422	Comedy Writing	M001	Section	15	8	Meets with TRF 622
Spring 2015	TRF 453	Shortform Production	M001	Section	18	6	Meets with TRF 653
Spring 2015	TRF 454	Music Recording	M001	Section	20	9	Meets with TRF 654
Spring 2015	TRF 456	Sound for Picture	M001	Section	18	13	Meets with TRF 656
Spring 2015	TRF 459	Documentary Production	M001	Section	20	9	Meets with TRF 659
		<u>Advanced Television Production</u>					
Spring 2015	TRF 462		M001	Section	20	10	Meets with TRF 662.1
		<u>Advanced Television Production</u>					
Spring 2015	TRF 462		M002	Section	20	10	Meets with TRF 662.2
Spring 2015	TRF 467	Screenwriting Master Class	M001	Section	15	17	Meets with TRF 667
Spring 2015	TRF 468	Advanced Audio	M001	Section	10	4	Meets with TRF 668
Spring 2015	TRF 469	Advanced Filmmaking	M001	Section	20	11	Meets with TRF 469
Spring 2015	TRF 500	Master Seminar: Music Videos	M004	Section	20	7	Taught in LA
		<u>Advd Editng:Post-Prdctn Wrkflw</u>					
Spring 2015	TRF 510		M002	Section	20	16	
Spring 2015	TRF 510	Avid Editing I	M004	Section	18	18	

Spring 2015	TRF 510	Avid Editing II	M005	Section	18	17	
Spring 2015	TRF 510	Light and Lens I	M006	Section	20	17	
Spring 2015	TRF 510	Light and Lens II	M007	Section	20	18	
Spring 2015	TRF 510	Producing the Fashion Video	M009	Section	20	13	
Spring 2015	TRF 510	Art of the Sizzle Reel	M010	Section	20	16	
Spring 2015	TRF 510	Light and Lens I	M013	Section	20	15	
		<u>Advanced Final Cut Editing</u>					
Spring 2015	TRF 510		M014	Section	20	16	
		<u>Motion Graphics: After Effects</u>					
Spring 2015	TRF 510		M018	Section	20	17	
		<u>3D Animation & Special Effects</u>					
Spring 2015	TRF 600		M002	Section	18	4	Meets with TRF 400
Spring 2015	TRF 600	Sports Production	M004	Section	20	5	Meets with TRF 400
Spring 2015	TRF 600	Working with Actors	M005	Section	20	4	Meets with TRF 400
		<u>Dramatic Writing for TV and Film</u>					
Spring 2015	TRF 611		M001	Section	15	12	
Spring 2015	TRF 621	Feature Film Writing	M001	Section	20	5	Meets with TRF 421
Spring 2015	TRF 622	Comedy Writing	M001	Section	15	8	Meets with TRF 422
Spring 2015	TRF 653	Shortform Production	M001	Section	18	11	Meets with TRF 453
Spring 2015	TRF 654	Music Recording	M001	Section	20	7	Meets with TRF 454
Spring 2015	TRF 656	Sound for Picture	M001	Section	18	3	Meets with TRF 456
Spring 2015	TRF 659	Documentary Production	M001	Section	20	1	Meets with TRF 459
		<u>Advanced Television Production</u>					
Spring 2015	TRF 662		M001	Section	20	10	Meets with TRF 462.1
		<u>Advanced Television Production</u>					
Spring 2015	TRF 662		M002	Section	20	7	Meets with TRF 462.2
Spring 2015	TRF 667	Screenwriting Master Class	M001	Section	15	2	Meets with TRF 467
Spring 2015	TRF 668	Advanced Audio	M001	Section	10	6	Meets with TRF 448
Spring 2015	TRF 669	Advanced Filmmaking	M001	Section	20	2	Meets with TRF 469

Session	Course	Title	Section	Type	Enrl Cap	Enrl Tot	Comments
Fall 2015	ADV 208	The Big Idea in Advertising	M001	Section	18	18	
Fall 2015	ADV 208	The Big Idea in Advertising	M002	Section	18	19	
Fall 2015	ADV 208	The Big Idea in Advertising	M003	Section	18	18	
Fall 2015	ADV 401	Portfolio I	M001	Section	15	15	
Fall 2015	ADV 401	Portfolio I	M002	Section	15	15	
Fall 2015	ADV 421	Portfolio II	M001	Section	15	18	
Fall 2015	ADV 431	Portfolio III	M001	Section	15	5	
Fall 2015	ADV 612	Strategic Brain: Account Planning	M001	Section	20	19	
Fall 2015	ADV 613	Strategic Brain: Media Planning	M001	Section	20	17	
Fall 2015	AJP 606	Feature and Critical Writing	M001	Section	18	12	
Fall 2015	BDJ 200	Cross Media & Digital News Wrtng	M001	Section	18	8	Meets with NEW 200, sec. 1
Fall 2015	BDJ 200	Cross Media & Digital News Wrtng	M002	Section	18	11	Meets with NEW 200, sec. 2
Fall 2015	BDJ 200	Cross Media & Digital News Wrtng	M003	Section	18	7	Meets with NEW 200, sec. 3
Fall 2015	BDJ 204	News in a Multimedia World	M001	Section	17	10	
Fall 2015	BDJ 204	News in a Multimedia World	M002	Section	17	12	
Fall 2015	BDJ 300	Cross Media & Digital News Wrtng	M001	Section	18	12	military class
Fall 2015	BDJ 300	Cross Media & Digital News Wrtng	M002	Section	18	19	military class
Fall 2015	BDJ 300	Sports Interviewing	M003	Section	20	13	Meets with BDJ 600, sec. 3
Fall 2015	BDJ 311	Broadcast and Digital News Writing	M001	Section	15	14	
Fall 2015	BDJ 311	Broadcast and Digital News Writing	M002	Section	15	12	
Fall 2015	BDJ 311	Broadcast and Digital News Writing	M003	Section	15	14	

Fall 2015	BDJ 330	Radio Sports Broadcasting	M001	Section	15	9	1	Meets with BDJ 600, sec.
Fall 2015	BDJ 364	Radio, Audio News Reporting	M001	Section	15	14		
Fall 2015	BDJ 364	Radio, Audio News Reporting	M002	Section	15	12		
Fall 2015	BDJ 364	Radio, Audio News Reporting	M003	Section	15	14		
Fall 2015	BDJ 464	TV/Digital News Reporting	M001	Section	18	19		
Fall 2015	BDJ 464	TV/Digital News Reporting	M002	Section	18	19		
Fall 2015	BDJ 464	TV/Digital News Reporting	M003	Section	18	17		
Fall 2015	BDJ 464	TV/Digital News Reporting	M004	Section	18	12		military class
Fall 2015	BDJ 465	News Producing/Presenting	M001	Section	18	18		
Fall 2015	BDJ 465	News Producing/Presenting	M003	Section	18	18		
Fall 2015	BDJ 510	Performance	M001	Section	18	12		
Fall 2015	BDJ 510	Performance	M002	Section	18	11		
Fall 2015	BDJ 530	Political Reporting	M001	Section	20	5		Meets with NEW 530, sec. 1
Fall 2015	BDJ 600	Radio Sports Broadcasting	M001	Section	15	7	1	Meets with BDJ 330, sec.
Fall 2015	BDJ 600	Sports Interviewing	M003	Section	20	1	3	Meets with BDJ 300, sec.
Fall 2015	BDJ 664	News Reporting II	M001	Section	18	12		
Fall 2015	BDJ 664	News Reporting II	M002	Section	18	11		
Fall 2015	COM 117	Multimedia Storytelling	M001	Lecture	36	33		
Fall 2015	COM 117	Multimedia Storytelling	M002	Lab	18	15		
Fall 2015	COM 117	Multimedia Storytelling	M003	Lab	18	18		
Fall 2015	COM 117	Multimedia Storytelling	M004	Lecture	36	33		
Fall 2015	COM 117	Multimedia Storytelling	M005	Lab	18	15		
Fall 2015	COM 117	Multimedia Storytelling	M006	Lab	18	18		
Fall 2015	COM 117	Multimedia Storytelling	M007	Lecture	36	32		
Fall 2015	COM 117	Multimedia Storytelling	M008	Lab	18	14		
Fall 2015	COM 117	Multimedia Storytelling	M009	Lab	18	18		
Fall 2015	COM 117	Multimedia Storytelling	M010	Lecture	36	29		
Fall 2015	COM 117	Multimedia Storytelling	M011	Lab	18	16		
Fall 2015	COM 117	Multimedia Storytelling	M012	Lab	18	13		

Fall 2015	COM 117	Multimedia Storytelling	M013	Lecture	36	29	
Fall 2015	COM 117	Multimedia Storytelling	M014	Lab	18	13	
Fall 2015	COM 117	Multimedia Storytelling	M015	Lab	18	16	
Fall 2015	COM 117	Multimedia Storytelling	M016	Lecture	36	31	
Fall 2015	COM 117	Multimedia Storytelling	M017	Lab	18	17	
Fall 2015	COM 117	Multimedia Storytelling	M018	Lab	18	14	
Fall 2015	COM 117	Multimedia Storytelling	M019	Lecture	36	31	
Fall 2015	COM 117	Multimedia Storytelling	M020	Lab	18	17	
Fall 2015	COM 117	Multimedia Storytelling	M021	Lab	18	14	
Fall 2015	COM 117	Multimedia Storytelling	M022	Lecture	36	31	
Fall 2015	COM 117	Multimedia Storytelling	M023	Lab	18	15	
Fall 2015	COM 117	Multimedia Storytelling	M024	Lab	18	16	
Fall 2015	COM 117	Multimedia Storytelling	M025	Lecture	36	31	
Fall 2015	COM 117	Multimedia Storytelling	M026	Lab	18	16	
Fall 2015	COM 117	Multimedia Storytelling	M027	Lab	18	15	
Fall 2015	COM 400	Human/Computer Interaction	M001	Section	15	2	Meets with COM 600.2, TRF 400.3, and TRF 600.3
Fall 2015	COM 600	Human/Computer Interaction	M002	Section	15	1	Meets with COM 400.1, TRF 400.3, and TRF 600.3
Fall 2015	GRA 217	Intro to Graphic Design	M001	Lecture	40	38	
Fall 2015	GRA 217	Intro to Graphic Design	M002	Lecture	40	39	
Fall 2015	GRA 217	Intro to Graphic Design	M003	Lecture	40	40	
Fall 2015	GRA 217	Intro to Graphic Design	M004	Lecture	40	33	
Fall 2015	GRA 217	Intro to Graphic Design	M005	Lecture	40	40	
Fall 2015	GRA 217	Intro to Graphic Design	M006	Lecture	40	19	military class
Fall 2015	GRA 218	Introductory Graphics Lab	M001	Lab	18	17	
Fall 2015	GRA 218	Introductory Graphics Lab	M002	Lab	18	19	
Fall 2015	GRA 218	Introductory Graphics Lab	M003	Lab	18	17	
Fall 2015	GRA 218	Introductory Graphics Lab	M004	Lab	18	17	
Fall 2015	GRA 218	Introductory Graphics Lab	M005	Lab	18	18	
Fall 2015	GRA 218	Introductory Graphics Lab	M006	Lab	18	14	

Fall 2015	GRA 218	Introductory Graphics Lab	M007	Lab	18	19	
Fall 2015	GRA 218	Introductory Graphics Lab	M008	Lab	18	17	
Fall 2015	GRA 218	Introductory Graphics Lab	M009	Lab	18	16	
Fall 2015	GRA 218	Introductory Graphics Lab	M010	Lab	18	18	
Fall 2015	GRA 218	Introductory Graphics Lab	M011	Lab	18	19	military class
Fall 2015	GRA 218	Introductory Graphics Lab	M012	Lab	18	18	
Fall 2015	GRA 400	Type and Image	M001	Section	20	12	
Fall 2015	GRA 447	Motion Graphics & User Experience	M001	Section	15	11	
Fall 2015	GRA 500	Interactive Fashion Communications	M001	Section	15	10	
Fall 2015	GRA 617	Visual Communications Theory and Practice	M001	Section	18	11	includes lab
Fall 2015	ICC 300	Advanced Journalism & Innovation	M001	Section	8	5	1 Meets with ICC 600, sec.
Fall 2015	ICC 505	Web Journalism & Innovation	M001	Section	28	26	Two faculty are team-teaching this class
Fall 2015	ICC 565	Designing Interactivity	M001	Section	20	16	
Fall 2015	ICC 565	Designing Interactivity	M002	Section	20	14	
Fall 2015	ICC 600	Advanced Journalism & Innovation	M001	Section	8	1	1 Meets with ICC 300, sec.
Fall 2015	MAG 400	Travel Writing and New Media	Z601	Section	20	16	offered in Madrid, meets with TRF 400.601
Fall 2015	MAG 406	Magazine Article Writing	M001	Section	15	13	Meets with MNO 606, sec. 1
Fall 2015	MAG 408	Magazine Editing	M001	Section	15	13	
Fall 2015	MAG 408	Magazine Editing	M002	Section	15	11	
Fall 2015	MAG 500	Sports Writing across Platforms	M001	Section	15	9	
Fall 2015	MNO 600	Multimedia Storytelling/Journalism	M001	Section	20	21	
Fall 2015	MNO 606	Magazine Article Writing	M001	Section	15	1	Meets with MAG 406, sec. 1
Fall 2015	MNO 606	Magazine Article Writing	M001	Section	15	3	Meets with MAG 406.1

Fall 2015	MNO 608	Magazine Editing	M001	Section	15	16	
Fall 2015	MNO 617	Multiplatform Reporting & Writing	M001	Lecture	45	22	
Fall 2015	MNO 617	Multiplatform Reporting & Writing	M002	Lab	15	11	
Fall 2015	MNO 617	Multiplatform Reporting & Writing	M003	Lab	15	11	
Fall 2015	MPD 205	Photography for Broadcast News	M001	Lecture	30	24	
Fall 2015	MPD 205	Photography for Broadcast News	M002	Lab	15	11	
Fall 2015	MPD 205	Photography for Broadcast News	M003	Lab	15	13	
Fall 2015	MPD 205	Photography for Broadcast News	M007	Lecture	30	23	
Fall 2015	MPD 205	Photography for Broadcast News	M008	Lab	15	13	
Fall 2015	MPD 205	Photography for Broadcast News	M009	Lab	15	10	
Fall 2015	MPD 300	Still Photography for Broadcast & Digital Journalism	M001	Section	15	14	
Fall 2015	MPD 300	Still Photography for Broadcast & Digital Journalism	M002	Section	15	14	
Fall 2015	MPD 300	Still Photography for Broadcast & Digital Journalism	M003	Section	15	15	
Fall 2015	MPD 361	Visual News Reporting	M001	Section	18	12	
Fall 2015	NEW 200	Cross Media & Digital News Wrtnng	M001	Section	18	4	Meets with BDJ 200, sec. 1
Fall 2015	NEW 200	Cross Media & Digital News Wrtnng	M002	Section	18	4	Meets with BDJ 200, sec. 2
Fall 2015	NEW 200	Cross Media & Digital News Wrtnng	M003	Section	18	6	Meets with BDJ 200, sec. 3
Fall 2015	NEW 200	News Writing	M001	Section	18	11	

Fall 2015	NEW 200	News Writing	M002	Section	18	13	
Fall 2015	NEW 200	News Writing	M003	Section	18	11	
Fall 2015	NEW 300	Interactive Data Visualization	M002	Section	20	6	Meets with NEW 600, sec. 2
Fall 2015	NEW 300	Product Mgmt for Journalists	M003	Section	20	5	Meets with NEW 600, sec. 3
Fall 2015	NEW 300	New Technology for New Media	M004	Section	20	5	Meets with NEW 600, sec. 4
Fall 2015	NEW 305	Reporting	M001	Section	15	12	
Fall 2015	NEW 305	Reporting	M002	Section	15	12	
Fall 2015	NEW 400	Virtual Reality Storytelling	M001	Section	20	10	Meets with NEW 600, sec. 1
Fall 2015	NEW 405	Advanced Reporting	M001	Section	15	14	
Fall 2015	NEW 508	Newspaper Editing	M001	Section	15	8	
Fall 2015	NEW 530	Political Reporting	M001	Section	20	1	Meets with BDJ 530, sec. 1
Fall 2015	NEW 600	Virtual Reality Storytelling	M001	Section	20	7	Meets with NEW 400, sec. 1
Fall 2015	NEW 600	Interactive Data Visualization	M002	Section	20	1	Meets with NEW 300, sec. 2
Fall 2015	NEW 600	Product Mgmt for Journalists	M003	Section	20	1	Meets with NEW 300, sec. 3
Fall 2015	NEW 600	New Technology for New Media	M004	Section	20	0	Meets with NEW 300, sec. 4
Fall 2015	PHO 204	Introduction to Photography	Z801	Section	12	11	offered in London
Fall 2015	PHO 204	Intro to Photo for Multimedia	Z802	Section	12	10	offered in London
Fall 2015	PHO 301	Intro to Photo for Multimedia	M001	Section	30	16	Required lab is PHO 556
Fall 2015	PHO 400	Advanced Lighting Solutions	M001	Section	15	7	Meets with PHO 600, sec. 1
Fall 2015	PHO 403	Advtsg & Illustration Photo I	M001	Section	15	6	Meets with PHO 603, sec. 1
Fall 2015	PHO 403	Advtsg & Illustration Photo I	M002	Section	15	19	military class
Fall 2015	PHO 405	Photojournalism & Multimedia	M001	Section	15	9	Meets with PHO 605,

							sec. 1
Fall 2015	PHO 405	Photojournalism & Multimedia	M002	Section	15	19	military class
Fall 2015	PHO 500	The London Portfolio Workshop	Z801	Section	15	5	offered in London
Fall 2015	PHO 530	Video Storytelling	M001	Section	15	15	
Fall 2015	PHO 555	Photo for Newspaper & Magazine	M001	Lecture	30	18	Required lab is PHO 556
Fall 2015	PHO 556	Basic Photo Lab	M001	Lab	18	10	Required lab for PHO 301 and 555
Fall 2015	PHO 556	Basic Photo Lab	M002	Lab	18	4	Required lab for PHO 301 and 555
Fall 2015	PHO 556	Basic Photo Lab	M003	Lab	18	10	Required lab for PHO 301 and 555
Fall 2015	PHO 556	Basic Photo Lab	M004	Lab	18	9	Required lab for PHO 301 and 555
Fall 2015	PHO 600	Advanced Lighting Solutions	M001	Section	15	10	Meets with PHO 400, sec. 1
Fall 2015	PHO 603	Advrtsg & Illustration Photo I	M001	Section	15	9	Meets with PHO 403, sec. 1
Fall 2015	PHO 605	Advrtsg & Illustration Photo II	M001	Section	15	9	Meets with PHO 405, sec. 1
Fall 2015	PRL 214	Wrtng for News&PR in Digtl Age	M001	Section	18	13	
Fall 2015	PRL 214	Wrtng for News&PR in Digtl Age	M002	Section	18	15	
Fall 2015	PRL 214	Wrtng for News&PR in Digtl Age	M003	Section	18	15	
Fall 2015	PRL 214	Wrtng for News&PR in Digtl Age	M004	Section	18	16	
Fall 2015	PRL 215	Advd PR Wrtng for Digital World	M001	Section	15	15	
Fall 2015	PRL 215	Advd PR Wrtng for Digital World	M002	Section	15	14	
Fall 2015	PRL 215	Advd PR Wrtng for Digital World	M003	Section	15	13	

		World					
		Advd PR Wrtnng for Digital					
Fall 2015	PRL 215	World	M004	Section	15	15	
Fall 2015	PRL 608	Public Relations Writing	M001	Section	18	11	
		Advd PR Wrtnng for Digital					
Fall 2015	PRL 614	Platfrms	M001	Section	18	14	
		Advd PR Wrtnng for Digital					
Fall 2015	PRL 614	Platfrms	M002	Section	18	13	
		Advd PR Wrtnng for Digital					
Fall 2015	PRL 614	Platfrms	M003	Section	18	10	
Fall 2015	TRF 205	Sight, Sound and Motion	M001	Section	20	20	
Fall 2015	TRF 205	Sight, Sound and Motion	M002	Section	20	19	
Fall 2015	TRF 205	Sight, Sound and Motion	M003	Section	20	18	
Fall 2015	TRF 205	Sight, Sound and Motion	M004	Section	20	20	
Fall 2015	TRF 205	Sight, Sound and Motion	M005	Section	20	12	military class
Fall 2015	TRF 211	Screenwriting	M001	Section	15	16	
Fall 2015	TRF 211	Screenwriting	M002	Section	15	15	
Fall 2015	TRF 211	Screenwriting	M003	Section	15	15	
Fall 2015	TRF 211	Screenwriting	M004	Section	15	15	
Fall 2015	TRF 211	Screenwriting	M005	Section	15	15	
		Animation and Visual Effects:					
Fall 2015	TRF 400	2D	M001	Section	18	7	Meets with TRF 600, sec. 1
		Directing					
Fall 2015	TRF 400		M002	Section	20	8	Meets with TRF 600, sec. 2
		Human/Computer Interaction					
Fall 2015	TRF 400		M003	Section	15	3	Meets with COM 400.1, COM 600.2, and TRF 600.3
		Working with Actors					
Fall 2015	TRF 400		M005	Section	20	7	Meets with TRF 600, sec. 5
		Gaming Narratives					
Fall 2015	TRF 400		M006	Section	20	14	Meets with TRF 600, sec. 6
		Producing Workshop					
Fall 2015	TRF 400		M007	Section	20	15	Meets with TRF 600, sec. 7

Fall 2015	TRF 400	Camera Acting for Wrt,Prd,Dir	M011	Section	14	12	meets in LosAngeles
Fall 2015	TRF 400	Writer's Journey	M012	Section	12	12	meets in LosAngeles
Fall 2015	TRF 400	Camera Acting for Wrt,Prd,Dir	M013	Section	14	13	meets in LosAngeles
Fall 2015	TRF 400	Writer's Journey	M015	Section	12	10	meets in LosAngeles
Fall 2015	TRF 400	Travel Writing and New Media	Z601	Section	20	1	offered in Madrid, meets with MAG 400.601
Fall 2015	TRF 421	Feature Film Writing	M001	Section	20	14	Meets with TRF 621
Fall 2015	TRF 422	Comedy Writing	M001	Section	15	7	Meets with TRF 622
Fall 2015	TRF 442	Television Production Workshop	M001	Section	20	3	Meets with TRF 642
Fall 2015	TRF 456	Sound for Picture	M001	Section	18	5	Meets with TRF 656, sec. 1
Fall 2015	TRF 456	Sound for Picture	M001	Section	18	12	military class, meets with TRF 656, sec. 2
Fall 2015	TRF 457	Music Underscoring	M001	Section	20	7	Meets with TRF 657
Fall 2015	TRF 459	Documentary Production	M001	Section	20	4	Meets with TRF 659
Fall 2015	TRF 462	Advanced Television Production	M001	Section	20	14	Meets with 662, sec. 1
Fall 2015	TRF 462	Advanced Television Production	M002	Section	20	10	Meets with 662, sec. 2
Fall 2015	TRF 467	Screenwriting Master Class	M001	Section	15	12	Meets with TRF 667
Fall 2015	TRF 468	Advanced Audio	M001	Section	10	2	Meets with TRF 668
Fall 2015	TRF 500	Master Seminar: Music Videos	M005	Section	20	18	offered in Los Angeles
Fall 2015	TRF 510	Avid Editing I	M001	Section	18	16	
Fall 2015	TRF 510	Avid Editing II	M002	Section	18	16	
Fall 2015	TRF 510	Avid Editing I	M003	Section	18	6	
Fall 2015	TRF 510	Acting Workshop	M005	Section	20	14	
Fall 2015	TRF 510	Light and Lens I	M006	Section	20	16	
Fall 2015	TRF 510	Light and Lens II	M007	Section	20	12	
Fall 2015	TRF 510	Scripted TV Workshop: Writer's Rm	M009	Section	20	13	
Fall 2015	TRF 600	Animation and Visual Effects: 2D	M001	Section	18	9	Meets with TRF 400, sec. 1

Fall 2015	TRF 600	Directing	M002	Section	20	12	2	Meets with TRF 400, sec.
Fall 2015	TRF 600	Human/Computer Interaction	M003	Section	15	0	400.3	Meets with COM 400.1, COM 600.2, and TRF
Fall 2015	TRF 600	Working with Actors	M005	Section	20	7	5	Meets with TRF 400, sec.
Fall 2015	TRF 600	Gaming Narratives	M006	Section	20	3	6	Meets with TRF 400, sec.
Fall 2015	TRF 600	Producing Workshop	M007	Section	20	5	7	Meets with TRF 400, sec.
Fall 2015	TRF 611	Dramatic Writing for TV and Film	M001	Section	15	17		
Fall 2015	TRF 621	Feature Film Writing	M001	Section	20	0		Meets with TRF 421
Fall 2015	TRF 622	Comedy Writing	M001	Section	15	6		Meets with TRF 422
Fall 2015	TRF 642	Television Production Workshop	M001	Section	20	8		Meets with TRF 442
Fall 2015	TRF 656	Sound for Picture	M001	Section	18	11	1	Meets with TRF 456, sec.
Fall 2015	TRF 656	Sound for Picture	M002	Section	18	1	2	Meets with TRF 456, sec.
Fall 2015	TRF 657	Music Underscoring	M001	Section	20	7		Meets with TRF 457
Fall 2015	TRF 659	Documentary Production	M001	Section	20	12		Meets with TRF 459
Fall 2015	TRF 662	Advanced Television Production	M001	Section	20	0	1	Meets with TRF 462, sec.
Fall 2015	TRF 662	Advanced Television Production	M002	Section	20	1	2	Meets with TRF 462, sec.
Fall 2015	TRF 667	Screenwriting Master Class	M001	Section	15	1		Meets with TRF 467
Fall 2015	TRF 668	Advanced Audio	M001	Section	10	0		Meets with TRF 468

17. Total expenditures from all sources planned by the unit for the 2015 – 2016 academic year:

Table 11. Budget

Administrative Salaries	4,050,484
Faculty Salaries (full-time)	7,122,558
Adjuncts & Casual Faculty (part-time)	1,418,800
Graduate Assistants	201,083
Clerical Salaries	363,600
Equipment & Software	650,000
Maintenance	53,020
Supplies	260,678
Library Resources	37,993
Databases & Online Info Services	140,051
Travel & Conference	845,097
Telephone	62,567
Freight & Postage	41,242
Publications & Printing	162,953
Membership Dues	13,629
Insurance	2,596
Receptions and Events	504,690
Consultants and Honoraria	405,470
Advertising	186,720
Rentals	651,411
Furniture	47,773
AV Service	159,773
Moving Expenses	20,613
Operating Services	17,867
Fringes	4,544,286
Casual Wages	446,155
Student Wages	967,839
Taxable Moving & Travel	32,360
TOTAL ANNUAL JOURNALISM/MASS COMMUNICATIONS BUDGET:	23,411,309

Percent increase or decrease in three years:

There was a 21% increase in expenditures between 2012-2013 and 2015-2016.

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

\$7,122,558 on faculty salaries in 2015-2016

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.

Newhouse Full-Time Faculty
AY 2015-2016

Dept	Status	Status)2	Faculty) Name
TRF/COM	T	P	Biocca
NOJ	T	P	Branham
TRF	T	P	Breyer
MAG	T	AP	Brown,Ht.
BDJ	T	AP	Brown,Hub
MAG	T	P	Chessher
TRF	T	P	Chew
COM	T	AP	Chock
BDJ	T	AP	Cremedas
NOJ	T	AP	Davis,S
TRF	T	AP	Doctor
TRF	T	AP	Elin
ADV	T	AP	Falkner
PRL	T	P	Ford
BDJ	T	AP	Fought
NOJ>	T	AP	Gitner
TRF	T	AP	Goenka
PRL	T	AP	Golan
COM	T	AP	Gorham
MPD	T	AP	Harper
BDJ	T	AP	Hayes
TRF>	T	P	Hollenback
NOJ	T	P	Kaplan
NOJ/COM	T	AP	Keller
PRL	T	P	Kinsey
COM	T	P	Liebler
TRF	T	P	Longstaff
BDJ	T	AP	Lysak
NOJ	T	P	Masiclat
MPD	T	P	Mason
NOJ	T	AP	Niebuhr
COM	T	AP	Osborne
TRF	T	AP	Quin
COM	T	P	Rubin
ADV	T	AP	Russell,E.
PRL	T	P	Russell,M.
TRF	T	AP	Schoonmaker
ADV	T	AP	Sheehan
COM	T	P	Shoemaker
TRF	T	P	Smith
MPD	T	AP	Strong,B.
MPD	T	AP	Sutherland
TRF	T	P	Thompson
BDJ/TRF	T	AP	Torrance
ADV	T	P	Tsao
BDJ	T	AP	Tuohey
COM	TT	aP	Brown,JN.
ADV	TT	AP	Egan
MAG>	TT	aP	Gallagher
TRF	TT	aP	Giglio
NOJ	TT	aP	Grode
COM	TT	aP	Grygiel
NOJ	TT	AP	Guterman
BDJ	TT	aP	Henderson
PRL	TT	aP	Jiang
PRL	TT	aP	Lim
COM	TT	aP	L'Pree

Dept	Status	Status)2	Faculty) Name
COM	TT	aP	Park
BDJ	TT	aP	Perez
MAG	TT	aP	Peruta
MAG	TT	AP	Shahin
NOJ	TT	aP	Takahashi
ADV	TT	aP	White
MPD	NTT	Instructor	Hong
PRL	NTT	Instructor	Johns on,J.C.
NOJ	NTT	Instructor	Munno
COM	NTT>	aP	Rotolo
MPD	NTT>	Instructor	Stevens
PRL	NTT>		Smullen
PRL	PoP	PoP	D'Angelo
MPD	PoP	PoP	Davis,M.
TRF	PoP	PoP	Dubin
MPD	PoP	PoP	Heisler
PRL	PoP	PoP	Jasso
TRF	PoP	PoP	Jones
BDJ	PoP	PoP	Nicholson
ADV	PoP	PoP	O'Neill
NOJ	PoP	PoP	Pacheco

Type	Total
Non-Tenure Track	6
PoP	9
Tenure	46
Tenure Track	17
Total Full-Time	78

Type	Total
Associate Professor (AP)	30
Assistant Professor (aP)	15
Professor (P)	19
PoP	9
NTT	5
Total Full-Time	78

Dept	Status	Faculty)Name
ICC	Staff/Fac	Branagan
TRF	Staff/Fac	Coffey
ICC	Staff/Fac	Glass
MPD/TRF	Staff/Fac	Kohlbrener
TRF	Staff/Fac	Robinson
MPD	Staff/Fac	Taylor
BDJ	Staff/Fac	Wenner
MPD	Staff/Fac	Wonders

Type	Total
Job share	8
Total	8

on leave Fall 2015
not teaching Fall 2015
new hires Fall 2015

19. List names of part-time/adjunct faculty teaching at least one course in fall 2015. Also list names of part-time faculty teaching spring 2015. (If your school has its accreditation visit in spring 2016, please provide the updated list of faculty at time of visit.)

Newhouse-Adjunct Faculty
Spring 2015

Dept	Status	Faculty Name
TRF (LA)	Adjunct-Fall/Spring	Beasley
BDJ	Adjunct-Fall/Spring	Benetti
MPD	Adjunct-Spring	Bennington
COM/NOJ	Adjunct-Fall/Spring	Boll
PRL	Adjunct-Spring	Browder
MNO/BDJ	Adjunct-Spring	Card
TRF (LA)	Adjunct-Fall/Spring	Chambers, D.
TRF (LA)	Adjunct-Fall/Spring	Chambers, J.
TRF	Adjunct-Fall/Spring	Clifford
TRF	Adjunct-Fall/Spring	Comstock
COM	Adjunct-Spring	Crider
BDJ	Adjunct-Spring	D'Uva
MPD	Adjunct-Spring	Pang Davis
TRF (LA)	Adjunct-Fall/Spring	Deutsch
LA	Adjunct-Spring	Dillon
TRF	Adjunct-Fall/Spring	Droz
COM	Adjunct-Spring	Dygart (Vanderlyke)
TRF	Adjunct-Fall/Spring	Emerson
TRF	Adjunct-Fall/Spring	Frahm
COM (NYC)	Adjunct-Fall/Spring	Franklin, C
COM	Adjunct-Spring	Funkhouser
PRL	Adjunct-Spring	Grates
AJP	Adjunct-Fall/Spring	Grode
TRF	Adjunct-Spring	Hersh
TRF (LA)	Adjunct-Fall/Spring	Howard (Forman)
PRL	Adjunct-Fall/Spring	Howell (Ganci)
BDJ	Adjunct-Spring	Infanti
COM/TRF	Adjunct-Fall/Spring	Kimatian
TRF	Adjunct-Spring	Krupat
MPD	Adjunct-Fall/Spring	Lauricella
COM	Adjunct-Spring	Leib
BDJ/NOJ	Adjunct-Fall/Spring	Loper

Dept	Status	Faculty Name
TRF	Adjunct-Spring	MacDougall
TRF (LA)	Adjunct-Spring	Maibaum
ADV	Adjunct-Spring	Mann
PRL	Adjunct-Fall/Spring	Meath
NOJ	Adjunct-Fall/Spring	Miller
NOJ	Adjunct-Fall/Spring	Mulder
MNO/BDJ	Adjunct-Spring	Myers
TRF (LA)	Adjunct-Spring	Nagle
PRL	Adjunct-Spring	Nardone
ICC	Adjunct-Spring	Passetti
TRF (LA)	Adjunct-Fall/Spring	Perlmutter
TRF (LA)	Adjunct-Fall/Spring	Purcell
PRL	Adjunct-Fall/Spring	Reed
MPD	Adjunct-Spring	Reeves
PRL	Adjunct-Fall/Spring	Reff
TRF	Adjunct-Fall/Spring	Rich
ADV	Adjunct-Spring	Russell, K.
TRF	Adjunct-Spring	Sabo
PHO	Adjunct-Spring	Silverman
BDJ	Adjunct-Fall/Spring	Spartano
PRL	Adjunct-Fall/Spring	Stein
TRF (LA)	Adjunct-Fall/Spring	Stern
MPD	Adjunct-Fall/Spring	Strong, C.
MAG	Adjunct-Spring	Sullivan
COM	Adjunct-Spring	Terry
BDJ	Adjunct-Spring	Vivacqua
NOJ	Adjunct-Fall/Spring	Wasilewski
COM (NYC)	Adjunct-Fall/Spring	Wilson
COM (NYC)	Adjunct-Fall/Spring	Yi
NOJ	S.Adjunct-Fall/Spring	Davis, E.
MAG	S.Adjunct-Fall/Spring	Hettinger

ICC	Staff-Fall/Spring	Branagan
TRF	Staff-Fall/Spring	Coffey
ICC	Staff-Fall/Spring	Glass
TRF	Staff-Fall/Spring	Kohlbrener
TRF	Staff-Fall/Spring	Robinson
MPD	Staff-Fall/Spring	Taylor
BDJ	Staff-Fall/Spring	Wenner
MPD	Staff-Fall/Spring	Wonders

20. Schools on the semester system:

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

72 or more semester hours
outside of journalism and mass communications

Year	Total Graduates	Number with 72 or more hours outside of journalism and mass comm	Percent
2014-2015 Academic Year	<u>519</u>	<u>519</u>	<u>100%</u>
2013-2014 Academic Year	<u>514</u>	<u>514</u>	<u>100%</u>

Data Updated 10/5/2015 to include summer 2015 graduates in 2014-2015 data.

21. Schools on the quarter system:

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

104 or more quarter hours
outside of journalism and mass communications

Year	Graduates	Total Number	Percent
2014-2015 Academic Year	_____	_____	_____
2013-2014 Academic Year	_____	_____	_____

This question is not relevant since Syracuse University is not on a quarter system.

PART II — Standard 1: Mission, Governance and Administration

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

Unit performance with regard to indicators:

- (a) The unit has a written mission statement and engages in strategic or long-range planning 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.**

Syracuse University is a comprehensive national university located on a 200-acre hilltop in central New York. The University, chartered in 1870 and now ranked by U.S. News & World Report as one of the top 60 U.S. research-comprehensive national universities, has grown its student population by more than 15 percent over the past six years, now enrolling 19,356 students, including nearly 5,000 graduate students. The majority of students are from a five-state region in the Northeast – New York, Pennsylvania, Massachusetts, New Jersey and Connecticut, but the University is growing more geographically diverse, with students from all 50 states and 123 countries.

Education in mass communication has a rich tradition at Syracuse, with the start of a professionally focused print journalism school in 1934. The program was first accredited in 1948 and has been continuously reaccredited ever since. The School started its ascent as a leading national program in 1964 when the University opened a communications complex designed by I.M. Pei and funded with a \$15 million gift from newspaper publisher S.I. Newhouse. President Lyndon Johnson joined Newhouse at the grand opening ceremonies and delivered his famous Gulf of Tonkin speech that led to the dramatic escalation of the Vietnam War. In 1971, the School of Journalism merged with the Television and Radio Department and was renamed the S.I. Newhouse School of Public Communications, in honor of the school's chief benefactor. Three years later, Newhouse 2 was completed, allowing all of the school's programs to reside in the two buildings. Newhouse 3 opened in 2007 thanks to another \$15 million gift from the Newhouse family.

Today, the S.I. Newhouse School of Public Communications is one of the largest – and one of the very best – comprehensive public communications colleges in the nation, and a cornerstone of the 140-year-old university. The Newhouse mission statement reflects the School's professionally oriented, forward-looking vision for its students and the future of the communications industries. The School declares that "Our mission is to educate agile, ethical, entrepreneurial, multicultural, socially responsible and visionary communication leaders who revere an open marketplace of ideas, embrace diversity, have a global outlook and seek to explore and master emerging media and its impact on society."

Far from riding on past successes, Newhouse has grown significantly during the six-year period under review. Major gifts totaling \$18 million allowed for the digital renovation and re-imagination of Newhouse 2. Two large, out-of-date analog studios were transformed into the fully digital Dick Clark Studios, with five flexible spaces, three controls rooms, virtual studio space and 3-D production capability. The Diane and Bob Miron Digital News Center is a smartly combined digital newsroom and automated studio. The Alan Gerry Center for Media Innovation allows for experimentation in areas such as drone-enabled newsgathering and next-generation screen content.

The Center for Digital Media Entrepreneurship was established in 2011 to help students learn about digital media trends, business opportunities and new media startups. The following year Newhouse launched the W20 Center for Social Commerce, immersing students into the growing fields of social media analytics and technology in public relations and corporate communications. In 2013, the Newhouse Sports Media Center was created, connecting sports journalism professionals and Newhouse students and operating the School's Sports Communications track for master's students.

Newhouse also has expanded well beyond the walls of the Syracuse campus over the past six years. About 200 Newhouse students each year are participating in the LA Semester at the University's Los Angeles facilities, which opened in 2009. Similarly, Newhouse students are now working out of the University's newly opened Fisher Center in midtown Manhattan.

New programs and expansions were possible due to impressive revenue increases in the six-year period. The annual budget, from both university and external resources, increased by 40 percent – from \$16.4 million in 2008-2009 to \$22.9 million in 2014-2015. The projected School budget for the current fiscal year is \$23.4 million. Newhouse leaders had expressed concern in the self-study about pending university-wide budget cuts in response to three consecutive years of University budget shortfalls, with the most recent deficit representing about 1 percent of the University's \$1.3 billion annual budget. Since the self-study, the University announced its budget-cutting plan, which resulted in a \$361,000 cut for Newhouse – about 1.5 percent of the overall budget.

The full-time Newhouse faculty increased from 70 to 78 during the accreditation cycle, but the turnover was much more dramatic. Thirty-six percent of the full-time faculty at Newhouse during the last ACEJMC site team visit – 25 out of 70 professors – are no longer at Syracuse. Many retired while others were recruited to other universities. Only one left after failing to secure promotion and tenure. The turnover and new additions allowed the School to recruit a cadre of young scholars and innovative media professionals.

Newhouse has eight undergraduate degree programs enrolling 1,853 students – a 5 percent increase during the six-year accreditation cycle. The degree offerings remain the same as six years ago, but they are now at 122 credits, up two credits, and include a seven-credit core that all freshmen take. Non-journalism majors make up about two-thirds of the undergraduate

Newhouse student body, compared to roughly 50 percent six years ago. Degree programs in the three non-journalism degree programs – Public Relations, Television, Radio and Film (TRF), and Advertising – represent the top three Newhouse programs in undergraduate degrees conferred in 2014-15. Enrollment by degree in 2014-15, from largest to smallest, was: TRF (484); Public Relations (380); Broadcast & Digital Journalism (334); Advertising (314); Magazine (134); Newspaper and Online Journalism (87); Graphic Design (49) and Photography (45), along with 26 pre-majors.

The Newhouse student body is impressive. There were 5,200 applications for the incoming freshman class for 395 seats. Transfers from other universities and change of majors within Syracuse need to have a minimum 3.5 GPA. Both retention and graduation rates exceed 90 percent. Newhouse also boasts a remarkable (and increasing) number of dual majors – more than 500 students, which represent more than one-quarter of the undergraduate population. Ethnic diversity among Newhouse’s undergraduate population also has increased since the last ACEJMC review; however it continues to lag behind both the service region and the University.

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

The University and School have policies and procedures to insure substantive shared governance, outlined in detail in the University’s Faculty Manual and the Newhouse School Rules. The Newhouse faculty meets monthly during the fall and spring semesters, and there are a wide range of faculty committees touching on virtually every aspect of the School, including: Academic Resources; Academic Standards; Admissions; Awards; Curriculum; Executive; Faculty Appeals; Faculty Council; Graduate Program; Library; Promotion; Rules; Student Representative; Tenure; Teaching Standards; and Diversity. The Faculty Council serves as a Dean’s advisory panel and acts as a liaison between the Dean and faculty. The Faculty Council also has administrative responsibilities, including approving non-tenure track full-time hires and special faculty hires. The School’s eight departments also meet regularly on department-level matters. Curriculum changes typically start in a department before going to the Curriculum Committee and eventually to the full faculty for consideration. On the University level, nine full-time Newhouse professors, elected by the faculty, serve three-year terms in the University Senate.

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

Newhouse traditionally has enjoyed stable leadership. The current Dean, in her eighth year, is just the seventh in the School’s 81-year history. The interim Provost told the site team that the Dean has done an “excellent job” and that the University was “very impressed” with the School’s progress under her leadership. Indeed, the overwhelming majority of the School’s

faculty said in interviews that they believe Newhouse is better today – in some cases dramatically so – than it was six years ago. Under the Dean’s leadership, Newhouse has recruited a cadre of impressive young scholars and forward-looking media professionals, innovators and entrepreneurs. The curriculum changes reflect a digitally focused, future-facing orientation. And the Dean’s fund-raising successes allowed the School to turn its chief weakness from six years ago – badly outdated broadcast facilities – into a major strength. The development successes are particularly impressive because they came largely from outside of the Newhouse family. Previously, the School’s major gifts came mostly from the Newhouses, the University’s most generous philanthropists.

Not all faculty, however, credit the Dean with the successes, and a significant minority of faculty and staff have been critical of her in two internal reviews during her tenure, the most recent last year. Most of the criticism seems to stem more from stylistic differences. The Dean, a former newspaper editor, is described as sometimes abrupt and not necessarily deferential to senior professors. Additionally, due to the fund-raising demands that did not exist under the previous, long-tenured dean, the current Dean travels often and has less time to teach and meet individually with faculty at a School that has grown larger and more complex over the years.

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

The Dean makes all administrative appointments at the School. The Dean is reviewed formally every three years by the Newhouse Faculty Council. All full-time faculty and staff have the opportunity to participate in a confidential survey that includes both closed- and open-ended questions. Students and part-time faculty are also invited to participate in the survey. The results are first shared with the Dean, who has the opportunity to include a written response, and then the entire report is released to the faculty and staff. The current Dean has been reviewed twice, in 2010-11 and 2013-14. The University has not reviewed the Dean and the internal review is not shared with the Provost.

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

Faculty, staff and students have multiple avenues to resolve issues. For faculty members, they first go to their department chairs. If the problem is not resolved at that level, it is brought to the Senior Associate Dean for Academic Affairs. Professors also can bring their concerns to the Faculty Council. An appeal can be brought to the Faculty Appeals Committee, which comprises tenured faculty members. Faculty concerns also can be brought to the University Senate Committee on Academic Freedom, Tenure and Professional Ethics.

Students are encouraged to consult with their department chairs if the issue cannot be resolved with the faculty member. If they are not satisfied with the results, they can meet with the Senior Associate Dean for Academic Affairs. The Dean also is available to hear student

complaints. Students with grade appeals can follow the University's Grade Grievance Policy. Complaints against other students go to the University's Office of Student Judicial Affairs. Staff complaints go from the immediate supervisor, to the supervisor's superior, to the Dean. Staff members also can seek resolution from the University's Office of Human Resources.

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

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

Newhouse offers a wide array of professional master's programs – 11 in all. But School leaders expressed concern about declining enrollment, which is down 16.4 percent since the last ACEJMC review (from 274 to 229). The degrees and enrollment in 2014-2015 were: TVRF (50); Broadcast and Digital Journalism (34); Public Relations (29); New Media Management (22); Magazine, Newspaper and Online Journalism (20); Advertising (16); Arts Journalism (16); Photography (16); Public Diplomacy (13); Audio Arts (7); and Documentary Film and History (6).

The School has responded with new initiatives. Newhouse's first online degree program was launched this past summer, a mass communications program called Communications@Syracuse, in partnership with the corporation 2U. The School also is launching a new on-the-ground master's degree program in Computational Journalism, in partnership with the College of Engineering and Computer Science. Another new master's degree program, Media and Education, is being delivered in partnership with the School of Education.

- (g) The unit has designated administrative oversight of the professional master's program as well as policies and procedures that ensure faculty oversight of educational policy and curriculum in the professional master's program.**

The Associate Dean for Professional Graduate Studies directs all aspects of the School's 11 residential professional master's programs and the new online master's degree, including recruitment, admissions, retention, marketing and merit-based financial aid. There also is a 4.5-person staff, including a full-time academic adviser and a director of the new online program. The School's Graduate Program Committee oversees the programs.

**Overall evaluation (undergraduate program), compliance/ non-compliance:
Compliance**

**Overall evaluation (professional master's program), compliance/ non-compliance:
Compliance**

PART II — Standard 2: Curriculum and Instruction

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

Unit performance with regard to indicators:

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

Because the School has a strong liberal arts and sciences focus, with generally no more than 31-38 credits allowed from Newhouse (if exceeded, additional courses must be added toward the 122 needed for graduation), there is 100 percent compliance with the 72-hour rule.

The degree breakdown is as follows:

65 credits in the College of Arts and Sciences
31-38 credits in the Newhouse School
18 credits in a minor which is not in the School of Public Communications
1-8 credits in electives which are not in the New house School.

Additionally, there are policies concerning degrees with other Syracuse colleges:

- 141-150 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.
- 128-141 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.

Enrollment shapes the curricula in the Newhouse School. The unit enrolled 1,853 undergraduate majors in fall 2014, including 26 undeclared "Public Communications" majors. Enrollment in majors varied greatly, (largest to smallest): TRF (484), Public Relations (380), Broadcast and Digital Journalism (334), Advertising (314) and Magazine (134), Newspaper and Online Journalism (87), Graphic Design (49), and Photography (45). The student's major

is listed on Syracuse transcripts, along with courses taken in the School. However, the University does not recognize the major on the diploma, noting the type of degree Bachelor of Arts or Bachelor of Science, with the dean's signature below and/or alongside the institution's seal. As such, each major is a focused articulation of what the faculty believe students require to succeed in a particular media industry and/or outlet. In general, faculty members are passionate about curricula. Chairs ensure pedagogical integrity.

(b) The unit provides a balance between theoretical and conceptual courses and professional skills courses to achieve the range of student competencies listed by the Council. (If the unit has more than one sequence, evaluate each sequence.)

The Newhouse curricula are by turns both flexible and structured—flexible, in that a wide range of courses may be taken in the College of Arts and Sciences; structured, in that every student must not exceed the Newhouse limit associated with each major in addition to an 18-credit minor, leaving 1-8 credits for electives (again, depending on the Newhouse major). However, if a student decides to minor in the Arts and Sciences, those credits can count toward the 65 in the liberal arts, thus freeing the student to take more electives elsewhere in other Syracuse colleges.

Students are advised of their curricula in orientation, via a Fact Book, through the Advising and Records Office, and through formal degree audits. There are also special sessions for internal and external transfer students.

Newhouse courses instruct majors in 14 learning outcomes that also address ACEJMC's 12 professional values and competencies:

1. Demonstrate strong writing ability.
2. Demonstrate the ability to construct and tell a story effectively in spoken words, images, text and through multi-media.
3. Understand and make use of information technology, and grasp its import for society.
4. Understand effective visual language and how to apply it to create visual messages and enhance communications.
5. Understand the events and issues of the day in public communications and society in an environment both encouraged and deepened by the liberal arts experience.
6. Think analytically, gain numerical proficiency and learn to develop well-researched positions on issues.
7. Demonstrate knowledge of the historical traditions in public communications, and of industry practices and products.
8. Demonstrate a knowledge of ethical practice in the communications field, along with an understanding of the responsibilities communications practitioners have for the public welfare.
9. Demonstrate an understanding of the First Amendment freedoms of speech and press along with a commitment to using these freedoms in the service of democracy.

10. Demonstrate the ability to work within a team under deadline pressure. Develop the knowledge to compare and contrast media systems around the world.
11. Develop the knowledge to compare and contrast media systems around the world.
12. Learn to value, embrace and support diversity in society and the media.
13. Learn to access, evaluate, synthesize and make use of information in the creation of media products.
14. Become media-literate and a critical consumer of media content.

The self-study provided tables in each major per offered course addressing an awareness and an understanding of and an application in the 12 ACEJMC values and competencies. This was very helpful in grasping the focus of each curriculum. The Newhouse 14 learning outcomes aligned with and, in some cases, exceeded, the values and competencies expected in an accredited program.

Many of the ACEJMC competencies are applied in internships, both for credit and non-credit. Ties with industry and a strong alumni base ensure that the internship experience is enriching. A Career and Advising Center also helps students secure internships. Students spoke about taking multiple internships to hone their skills.

The rigor and scope of the curricula is impressive, with a mix of skills and concept courses across Advertising, Broadcast and Digital Journalism, Graphic Design, Magazine, Newspaper and Online Journalism, Photography, Public Relations and Television, Radio and Film. Each major has common foundation courses with a capstone experience. Foundation courses include Practical Grammar for Public Communications (COM 101), Communications and Society (COM 107), Multimedia Storytelling (COM 117) and Diversity and Media Issues (COM 344).

ADVERTISING

The advertising major requires between 31 and 37 hours, including the School's three core courses (COM 101, COM 107 and COM 117, described elsewhere). Early in the ad major's progression he/she will take ADV 206, Advertising in a Diverse Society. Students also are exposed to Graphic Design (GRA 217/218) Creative Thinking and Strategy, (ADV 208) The "Big Idea" in Advertising, (ADV 509) Advertising Research and Planning and (ADV 307), Conceptual and Creative Thinking in Media Planning. These courses, while focusing on skills, also prioritize conceptual thinking. Faculty members (including those professional faculty who joined the academy straight from the industry) each clearly explained the importance of theory and concepts as the underpinnings of understanding skills.

Advertising students also each take a law class (COM 408, Advertising and Public Relations Law), COM 344, Diversity and Media Issues, a Global Experience class and choice of capstone campaigns classes. In speaking with students, it was clear that they understand the importance of these ideas. They round out their program with an additional emphasis (such as in Account Planning, Digital Advertising, etc.), comprising three courses, at least one of which must be taken at Newhouse. The total number of hours to complete the advertising major ranges from 31 to 37 hours. It is not unusual, however, for students to end up with more hours because, in the words of one student, "I love all the classes and don't want to miss any opportunity."

BROADCAST AND DIGITAL JOURNALISM

Students in the Broadcast and Digital Journalism major are required to complete 38 credit hours to graduate. The progression of courses is heavily prescribed by the department and is focused on professional skills although conceptual courses are well-represented. In addition to the three core courses (COM 101, COM 107, COM 117), students complete the following courses in their first and second years: BDJ 204 News in a Multimedia World or BDJ/NEW 200 Cross-Media & Digital News Writing, BDJ 265 Broadcast Journalism Studio Production, BDJ 311 Broadcast and Digital News Reporting, and BDJ 364 Radio and Digital News Reporting (BDJ 311 and BDJ 364 must be taken in the same semester). In the students' second or third year, they complete MPD 205 Photography Broadcast News. In the third and fourth years, students complete BDJ 464 Television and Digital News Reporting, COM 344 Diversity and Media Issues and a course from the list approved by the School or one of two approved courses offered by the School (COM 346 Race Gender and the Media or COM 348 Beauty and Diversity in Fashion Media), and NEW 345 Critical Perspectives on News. In the third and fourth years, students also complete their Global Experience requirement. In the fourth year, students complete COM 505 Communications Law for Journalists and the capstone requirement, BDJ 465 TV and Digital News Producing and Presenting. There are six additional electives in the School required to complete the BDJ major.

BDJ/NEW 200 is a course that can now be substituted for BDJ 204. BDJ/NEW 200 is a collaborative effort between the Broadcast and Digital Journalism and the Newspaper and Online Journalism departments to more effectively teach students across platforms.

Although internships are not required for graduation, they are highly encouraged. Interviews with external internship supervisors show that Newhouse students consistently “arrive with great attitudes and a hunger to learn. They are bright and bring a strong skill set backed by sound journalistic fundamentals. As a major national-brand media company, we often get top prospects recommended to us by Syracuse and we have never been disappointed.” All interviews echoed this sentiment.

GRAPHIC DESIGN

The 38-credit Graphic Design program starts with the Multimedia Storytelling course required of all majors and then moves progressively through skills courses, starting with Introduction to Graphics Design through a series of advanced visual courses, including: Typographic Design, Type and Image, Graphic Design Problems, News Writing, Introduction to Photography for Multimedia, and Motion Graphics and User Experience. The program has an entrepreneurial emphasis and students are encouraged to enroll in dual programs, with the Whitman School of Management, for example, or in the School of Information Studies. Students are also urged to take a semester abroad to help broaden their global perspective.

MAGAZINE

Magazine majors get a solid foundation in the required first-year courses (COM 101) Practice Grammar for Public Communications, (COM 107) Communications and Society and (COM 117) Multimedia Storytelling. Newswriting (NEW 205) is an essential gateway class for magazine journalism, taken in the first or second year, with graphic design (GRA 217/18) and introduction to magazines (MAG205), the latter course also covering ethics—an essential competency. The diversity course (COM 344) is taken in the third year. Finishing classes include Magazine Article Writing (MAG 406) and Magazine Editing (MAG 408), with three rigorous capstones covering Portfolio writing (MAG 407) and Starting a Magazine (MAG 409). One of the outstanding features of the magazine program is its library of tests for various positions in industry, requiring different skill sets and competencies. These tests inform the curriculum. Syracuse alumni have been sending these tests to their alma mater, and one assistant professor has been collecting them in an impressive 40-plus library of documents from national outlets such as *Elle*, *Esquire* and *Reader's Digest*. A new “Web, Mobile, and Interactive Editorial” (MAG500.2) class is on the cutting-edge of industry standards. Students were uniformly enthusiastic about the magazine program, noting specifically that they came to Newhouse because of it. Others were interested in writing, editing and online publication. All but one of about a dozen students at a discussion session had an internship or planned one and were eager to put their Newhouse skills to the test. In discussions with magazine faculty, several noted how the curriculum has moved forward since the last re-accreditation, with focus across its curriculum on digital and social media, multimedia, portfolio building and online publication.

NEWSPAPER AND ONLINE JOURNALISM

The lower foundation courses include COM 101, COM 107 and COM 117. Students also take the gateway newswriting class (NEW 205) and the diversity course (COM 344) in their third year. In the second or third year, majors take Reporting (NEW 305). Whereas 205 concerns basic writing skills, NEW 305 focuses on beat and other coverage. By that point students are expected to know about freedom of information and open meetings laws and create stories suitable for publication. Third-year majors also gain theory in Critical Perspectives on News (NEW 345) and begin assembling portfolios NEW 496. As they approach or become seniors, they take advanced reporting (NEW 405) and newspaper editing (NEW 508). Media history and ethics are covered in part with upper-class courses as well as in Critical Perspectives on News (NEW 345). Students may choose a capstone course from among Advanced Newspaper Editing (NEW 509), Specialized Reporting (NEW 530) or a Newspaper and Magazine Practicum (NEW 535) that includes time in a professional newsroom and time in a classroom. Data journalism and other innovative strategies have been added to existing courses. The News and Online Journalism faculty are maintaining skill sets of traditional and innovative approaches. Overall, the curriculum covers the ACEJMC values and competencies. While professors keep abreast of industry developments, incorporating those in existing classes, some faculty mentioned that NEW 205 and NEW 305 can be made more rigorous. If so, that may change content in NEW 405 to incorporate the latest digital strategies into an already innovative curriculum.

PHOTOGRAPHY

The 38-credit Photography program has two emphases, Illustration and Photojournalism, which also move through a progression of skills courses. While photojournalism focuses on news coverage, using multimedia platforms, Illustration students focus on commercial photography. Photojournalism students also take an additional reporting and writing course, Advanced Photography, and Communications Law for Journalists, while Illustration students take Communication Law for Advertising and Public Relations, as well as Advertising and Illustrative Photography.

PUBLIC RELATIONS

The Public Relations curriculum provides the balance between conceptual and skills courses needed to achieve the student competencies listed by the Council. The curriculum also meets and exceeds such recommendations by the Commission on Public Relations Education (“The Professional Bond,” 2006). The Bachelor of Science in Public Relations permits 34 credit hours of courses in the major plus three credit hours of internship.

The unit gives special attention to ensuring that the curriculum is current in relation to the digital, technological and other advances in the profession. Each semester the chair reviews the syllabi and makes recommendations to the faculty. Practicing professionals are frequent guest speakers. Through the unit’s partnerships with service companies students are given access to technologies in current use in the profession. Students also are encouraged to stay current on industry trends and are supported in this by co-curricular activities of the unit’s robust PRSSA chapter and a free digital subscription to *PRWeek* Magazine. The spectrum of public relations courses reflects the breadth and depth of current practice.

PRL 525: Public Relations Practicum, the preferred way to earn internship credit, is illustrative. It requires on-site work experience in the Syracuse area to explore one type of public relations in depth. The specialty options in this practicum range from employee communications, investor relations and public relations agencies to sports public relations and entertainment public relations; students also develop horizontal skills such as crisis communications, using Big Data and Analytics, media relations, presentation delivery and multimedia storytelling.

Eight required courses provide instruction in the cardinal aspects of professional practice. These courses examine contemporary public relations and the knowledge and skills required therein. Early courses address public relations principles and concepts and instruction in writing (in two writing courses). Subsequently, students take public relations courses on research, campaign planning and execution, ethics, law and management.

This curriculum delivers the progression of awareness, understanding and application consistent with ACEJMC professional values and competencies in public relations.

TELEVISION, RADIO AND FILM

In the first and second years of the undergraduate curriculum, students take the three COM courses in the core (101, 107 and 117). Students then take TRT 205, Sound, Sight and Motion, TRF 211, Screenwriting and TRF 235, Principles and Practices TRF235; Television, Radio and Film Industries as TRF foundations courses.

In the third and fourth years, students continue core courses with the diversity requirement, Communications Law for Television, Radio and Film, Ethics for Media Professions, Topics in Critical and Historical Perspectives and either a study abroad or global experience class. Students take 12 hours of credit from any TRF 300 level or higher course, including up to three internship credit hours, as well as a capstone course from a list of approved TRF courses.

Faculty state that the curriculum offers an appropriate balance between skills and conceptual courses, but faculty would like to see more depth in the major and we found faculty and student consensus to increase the major to 42 hours to allow more specialized courses.

(c) Instruction, whether onsite or online, is demanding and current; and is responsive to professional expectations of digital, technological and multimedia competencies. Achievements in teaching and learning are recognized and valued. (If the unit has more than one sequence, address the quality of instruction by sequence.)

Technology and digital/social media skill sets are infused throughout the curricula. They are supported by excellent resources in terms of labs and equipment. Industry partnerships are featured in each major, with alumni and professionals regularly visiting classes and informing students of best practices and techniques.

Students in all majors are introduced to those techniques in the required Multimedia Storytelling class. Every Newhouse major emphasizes digital techniques, social media and technological innovation. The Newhouse School also has secured a chair in journalism innovation. Advances in technology and digital/social media skill sets, including strategies by a new Chair in Journalism Innovation, are the biggest improvements since the last re-accreditation. The School has been able to secure a cadre of technology innovators who are experts in social and digital media.

Apart from technological skills, the School has maintained core academic values of critical thinking through the liberal arts. Students affirmed this in sessions with the site team.

Moreover, communication law, media ethics and media history are components or requirements of each major's pedagogy. Writing is emphasized as the most vital skill in several of the majors and is important in others. Thus, innovation is wedded to tradition.

There is multiple-section coordination of classes in each of the majors. Faculty meet and discuss learning objectives on the syllabi and how to achieve them.

ADVERTISING

Advertising classes make use of technology in the teaching environment by inviting guest speakers to make virtual classroom visits and giving students access to the latest databases and digital mining programs, etc. This has paid off in students' technological competencies, confirmed by students, faculty and professionals who have hired recent advertising graduates.

BROADCAST AND DIGITAL JOURNALISM

The faculty in the Broadcast and Digital Journalism major have decades of professional experience, and they apply those skills in the classroom. The instruction is both demanding and current. Some labs for skills courses are scheduled for five hours. During that time, student reporters work on deadline with the pressure of a real newsroom and the critical thinking expectations of the academy. Much of the students' work appears on the website NCCNewsOnline or on the daily newscasts at 4 p.m. and 4:45 p.m. from Newhouse studios.

Students report that the faculty keep expectations as high as the industry. They are thankful that the faculty are accessible and always willing to help. There were some concerns mentioned by the students regarding inconsistencies in how they were taught across different sections of the same course. For example, in BDJ 311 and BDJ 364, students reported that, depending on the professor, they could learn more deeply about producing while in another section a different professor would focus almost exclusively on reporting. In each situation, the quality of the teaching and learning was not questioned, but the consistency in learning outcomes was. A review of the syllabi and in interviews confirmed a lack of consistency in both content and presentation within the syllabi to clearly define the learning outcomes of courses with multiple sections.

The technology used in Broadcast and Digital Journalism courses is supportive of a program that is as renowned as Newhouse.

GRAPHIC DESIGN

As in all degree programs, Graphic Design majors take the Multimedia Storytelling course. Additional technological prowess is gained via courses with digital components, including Typographic Layout and Digital Design, Digital Design and Production Methods, and Motion Graphics. Majors gain additional technological skills in dual programs such as the Whitman School of Management and the School of Information Studies. Students also are urged to take a semester abroad to help broaden their global perspective.

MAGAZINE

Magazine majors learning technological skills appropriate to their discipline via COM 117, Multimedia Storytelling. The Graphic Design course requires skill sets in digital software. A new class, Web, Mobile, and Interactive Editorial (MAG500.2), has proved helpful in helping students master technological and digital innovation in industry. Almost every class has digital and social media components, as well as multimedia and online publication techniques.

NEWSPAPER AND ONLINE JOURNALISM

The required gateway newswriting class introduces students to digital and database skills. Reporting (NEW 305) applies those skills in beat and data journalism coverage. The portfolio class, NEW 496, features multimedia and digital storytelling content. Data journalism and digital/social media strategies have been added to existing courses.

PHOTOGRAPHY

Given the technology, Photography's two sequences, Illustration and Photojournalism, incorporate digital and technological components in content and production. Both sequences utilize multimedia platforms. Illustration requires knowledge of various software and delivery systems.

PUBLIC RELATIONS

PR majors are learning digital, technological and social media techniques in required coursework. Partnerships with service companies have expanded skill sets via access to technologies in current use in the profession. The practicum class emphasizes use of big data and analytics as well as presentation delivery and multimedia storytelling.

TELEVISION, RADIO AND FILM

Students in the Television, Radio and Film major say they gain digital, technological and multimedia competencies in production-based assignments throughout the major, although students and faculty alike would like to add more course hours to the major as a way to further develop those skills and would like more hands on instruction on the equipment from faculty. Students also would like more time on the equipment and also more attention to high-end aesthetics in production.

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

The Newhouse School prides itself on small classes to facilitate discussion, team building and technological application. Concept classes rarely exceed 30 students; all skills classes meet the ACEJMC threshold of 20 or fewer students. The School typically caps those classes at 15.

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

Students may take up to two semester courses (or their quarter equivalent) at an appropriate professional organization where the unit can show ongoing and extensive dual supervision by the unit's faculty and professionals.

Students may take up to three semester courses (or their quarter equivalent) at a professional media outlet owned and operated by the institution where full-time faculty are in charge and where the primary function of the media outlet is to instruct students.

Most Newhouse departments allow three internship credits. Students in dual programs with Arts and Sciences, Information Studies or Whitman School of Management also are allowed to complete internships in their non-communications major with approval of their dual college. Here are departmental rules concerning internships:

Advertising permits three credit hours.

Broadcast and Digital Journalism does not permit internship credit within the 38 credit hour major. Internships are in addition to the minimum credits needed to graduate.

Graphic Design permits up to three internship credits.

Magazine permits six credit hours, providing three credits are earned in NEW 535: Newspaper and Magazine Practicum.

Newspaper and Online Journalism permits six credit hours, providing three credits are earned in NEW 535: Newspaper and Magazine Practicum.

Photography permits three credit hours.

Public Relations permits up to three credit hours. These credits are not part of the 34 credits in the PR major.

Television, Radio and Film permits three credit hours toward degree requirements.

Depending upon their major program of study, undergraduates may use from zero to six internship credits toward their bachelor's degree. While an internship is not required in any Newhouse major, the vast majority of students take at least one internship before they graduate. Some students have multiple internships. For instance, in the Advertising major, many of the faculty have come from major world-wide advertising agencies, such as Ogilvy &

Mather, Young & Rubicam and Saatchi & Saatchi, which helps provide important connections for the students looking for internships.

Approximately 150-250 internships are taken each year for academic credit. Hundreds more are taken for non-credit. In meetings with groups of students, only two did not plan on taking internships because they were dual majors or had interests in science-related classes. Here are examples of what students did and learned during their internships:

- I had almost complete independence and responsibility. I owned all of my projects, from small ones like newsletters (although the newsletters went to 60,000 people every time I sent them!) to video editing. Lots of writing, teamwork and collaboration with full-time employees. I also got to get in a lot of creative stuff -- graphic design, flash animation, writing, etc.
- I was a part of the PR team. I composed media alerts and advisories, set up interviews with talent, promoted shows, participated in brainstorming sessions and conference calls, worked with social media, updated the Ad Sales Senior VP bios, helped out with promotional events, met with several Discovery executives, spearheaded a video contest for Discovery interns across the US and networked and met with numerous Discovery employees.
- Compiled media lists, worked to support presentations, did media audits, pitched to reporters, sat in on interviews with members of the LM speakers bureau, wrote internal newsletter articles, conducted research for members of the communications team, various projects, coordinated signup events for LM philanthropies.
- I was a reporting intern, so I wrote for the websites blog. I wrote morning news pieces that highlighted political news from a money-in-politics standpoint. I also wrote longer pieces, all focused on money in politics, using the Center's data and also interviewing experts.

A key component of the Newhouse internship experience is its Career and Internship Office that provides help locating internships and otherwise prepares students for interviews with providers so that they can secure internships. This is an essential student service and should remain a main feature of the School because it provides professional advice not available elsewhere on campus.

**Overall evaluation (undergraduate program), compliance/non-compliance:
Compliance**

GRADUATE PROGRAM

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

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

Yes. This has been upheld in the self-study and affirmed by the site team with the exception of the dual degree Public Diplomacy Program with the Maxwell School of Citizenship and Public Affairs (MS in public relations and MA in international relations).

- (g) Instruction and curricular requirements for professional master's students are more advanced and rigorous than for undergraduate students, including courses open to both undergraduate and graduate students.**

The professional master's programs together offer impressive breadth, allowing students considerable opportunity to pursue and develop specific interests. The coursework for the professional master's programs with undergraduate components differs markedly in content and rigor from the undergraduate courses. In instances where graduate and undergraduate students are both enrolled in a course, the assignments and other expectations for graduate students are more advanced. Graduate programs that have no undergraduate component, in addition to Public Diplomacy, are Arts Journalism, Documentary Film and History, and New Media Management. Arts Journalism requires both a five-day practicum in New York City and a capstone Charleston experience, including Spoleto UA. Documentary Film and History students take half their courses in the humanities and do a final thesis documentary. The curriculum positions students as active members of the arts media involved in two communities: one by locale and the other by concept. Skills courses comprise at least half of the coursework in all programs except Public Diplomacy.

In keeping with the Newhouse School mission statement, the School typically seeks students with a liberal arts background, with the goal of producing leaders who are "agile, ethically responsible, who embrace diversity, and who can demonstrate cutting edge skills." These programs are generally designed around "uniquely rigorous" activities offered in short and intense time frames. The programs offer instruction at two levels: coursework in core subject areas such as communications law, research methods, ethical and critical perspectives, and more specific, skills-oriented coursework aimed at burnishing the techniques required in the respective fields. Skills courses represent at least half of the coursework in all programs, with the exception of the dual-degree Public Diplomacy program.

The self-study notes that the professional master's programs receive 650 to 700 applications from prospective students. Offers of admission are extended to about 450 applicants. Application materials include GRE scores, a personal statement of interest, resume and three letters of recommendation. Applicants' files are reviewed at several levels before a decision is made about offering admission.

Newhouse enrolled 229 students in professional master's programs for the 2014-15 academic year. It had 595 applications – down from 722 in 2013-14 and 816 in 2012-13. The report notes that the drop in enrollment has prompted faculty and staff to wonder if this is the “new normal” for the school – a particular concern since each graduate student generates more revenue than an undergraduate.

Newhouse is hopeful that a new online degree program will help boost enrollment. The first full online graduate degree program, Communications@Syracuse, was launched in summer 2015. It offers specializations in Advertising, Public Relations and Journalism Innovation. Because it was launched after the self-study, it is not part of this review. The School also will offer two new master's programs, Computational Journalism and Media and Education.

Excluding the new programs, Newhouse offers 11 on-site master's degrees, including a dual degree in Public Diplomacy with the Maxwell School of Citizenship and Public Affairs (M.S. in Public Relations and M.A. in International Relations). Master of arts degrees are offered in Advertising; Arts Journalism; Audio Arts; Documentary Film and History; Magazine, Newspaper and Online Journalism; and Television, Radio, and Film. Students receive Master of Science degrees in Broadcast and Digital Journalism, Communications Management, New Media Management, Photography, and Public Relations.

In general, graduate programs begin the first week of July with a six-week “boot camp” session and continue through fall and spring, finishing the following summer with a capstone project, thesis, or internship. Photography students, however, spend 18 months on courses and a special project, and Broadcast Journalism includes a six-week summer internship in Washington, D.C. Public Diplomacy is a 22-month program. Credit hours required for the professional master's degree range from 30 to 40 hours; the public diplomacy degree requires 58 credits.

The unit notes that the introductory “boot camp” training has no parallel in Newhouse undergraduate programs and identifies the “boot camp” as among the ways in which graduate instruction differs from undergraduate coursework.

Many of the professional master's degree programs encourage internships and, in some, internships may be used to fulfill a professional experience requirement. Internship providers had uniformly high praise for Newhouse graduate students, citing strong writing and organizational skills, along with excellent “people skills,” dedication, and a willingness to learn about all aspects of an organization.

Overall, graduate students expressed considerable satisfaction with the curricula and the instruction they receive. They praised the boot camp experience, with both students from non-communications backgrounds and those with relevant undergraduate education finding it valuable. They commented on the quality and supportiveness of faculty, and international students said that special efforts were made to help them when needed. Students appreciated contact with guest speakers from on and off-campus and expressed a desire for more collaboration opportunities both with colleagues from other Newhouse master's programs and

faculty from other schools, especially Whitman. Some also noted that timing and credit limits prevented them from electing both a capstone course or thesis and an internship experience.

Overall evaluation (graduate program), compliance/non-compliance:

Compliance

PART II — Standard 3: Diversity and Inclusiveness

The unit has an inclusive program that values domestic and global diversity, and serves and reflects society.

Unit performance with regard to indicators:

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

The Newhouse Diversity Plan covers student and faculty recruitment and retention as well as curriculum. The School notes improvements in all these areas. The unit plan, however, does not include the definition of diversity and professional staff are notably absent from the plan. The Diversity Committee has been waiting for the University to provide a diversity definition as part of a Chancellor-led effort last year. The preparing future faculty program and staff advisory council are potential new vehicles to continue efforts to create a supportive climate at Newhouse.

- (b) The unit's curriculum fosters understanding of issues and perspectives that are inclusive in terms of gender, race, ethnicity and sexual orientation. The unit's curriculum includes instruction in issues and perspectives relating to mass communications across diverse cultures in a global society.**

In 2007, as part of the Newhouse School's curriculum-review process, a faculty committee studied the School's efforts in the areas of diversity, intercultural awareness and global perspectives to assess the School's performance and make recommendations. The self-assessment revealed several weaknesses that the School has addressed with a new domestic diversity requirement (either a three-credit course or a one credit add-on to a course taken outside of Newhouse) as well as a global experience requirement (study abroad or a course from an approved list). Conversations with faculty indicate that they also infuse issues of domestic and global diversity throughout the curriculum in discussions of audience, storytelling, reporting, otherness, cultural groups, identities and ethnocentrism; some faculty are much more fluent with this infusion than others. Some students suggested that the domestic diversity content is relegated to the required course and would like to see other courses in the curriculum provide more diverse voices from the United States in readings, examples and creative works, as well as critique of diversity or lack thereof in the industry.

(c) The unit demonstrates effective efforts to recruit women and minority faculty and professional staff and supports their retention, progress and success.

The Newhouse faculty is currently approximately 40 percent female and 23 percent minority, both increases since the last review. In the past six years, 44 percent of the hires were women, and 30 percent of those hires were from minority groups. The part-time and adjunct faculty are considerably less diverse. Eighty-five percent of the female/minority hires in the Newhouse School in the last six years have been retained by the School.

The plan articulates a potential contradiction among two key goals, recruitment efforts and retention and success for women and people of color. All search committees must include at least one female and one faculty from underrepresented populations resulting perhaps in an undue service burden and a potential contradiction with this goal: "In making committee assignments, the Dean and Faculty Council will work to ensure that female and minority faculty members are not overburdened with service expectations within the Newhouse School."

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

Undergraduate recruiting and admissions are controlled centrally at Syracuse University. The School has seen increases since the last report but student racial and ethnic diversity is still below the university average. The School has created a number of school-based recruitment strategies despite this centralized admissions process, including the creation of the Newhouse Director of Recruitment and Diversity. This position is a linchpin in the diversity plan and a search is underway to fill the vacant position.

Graduate admissions are based at Newhouse, which allows the unit to pursue the recruitment of underrepresented populations. Again, these efforts have been successful and resulted in increased racial and ethnic representation and rates that are higher than the university averages for minority students.

(e) The unit has a climate that is free of harassment and discrimination, in keeping with the acceptable cultural practices of the population it serves, accommodates the needs of those with disabilities, and values the contributions of all forms of diversity.

The Dean's office has received no reports of harassment and discrimination. The School has identified changes in compliance with ADA standards. Faculty in general articulate a sensitivity

to cultural and social differences, with less awareness of accessibility for people with disabilities.

**Overall evaluation (undergraduate program), compliance/non-compliance:
Compliance**

**Overall evaluation (professional master's program), compliance/ non-compliance:
Compliance**

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

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

Unit performance with regard to indicators:

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

The School has written policies and procedures for hiring, evaluating and promoting faculty and instructional staff. Tenure-track and professor of practice searches followed University rules on the advertising of open faculty lines in a diverse range of sources, including the *Chronicle of Higher Education*, the Asian American Journalists Association, the National Association of Black Journalists, the National Association of Hispanic Journalists and AEJMC.

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

More than 50 percent of the core curriculum courses are taught by full-time faculty. For the three years prior to the Fall 2015 site visit, full-time faculty taught 59.5 percent of the classes in Academic Year (AY) 2012-13; 62 percent in AY 2013-13, and 63.75 percent in AY 2014-15.

The 78 full-time faculty members typically teach a 3-3 or 3-2 load, with a one-course release for creative or scholarly work. Professors of practice and non-tenure track teach a 3-3 load, with teaching considered their primary responsibility. Adjunct faculty, who are hired by semester, generally teach just a single course. Full-time and adjunct faculty are unionized and bargaining agreements limit the maximum number of courses an adjunct can teach in an academic year.

The Dean reduced the course load for new hires to 2-2 in their first year, to help them get better acclimated to the School and teaching. She has approved course reductions for especially productive faculty who have demonstrated publishing success or whose activities as program coordinators or chairs (e.g., the Alexia Chair, Chair of Journalism Innovation) who have increased expectations because of those positions.

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

Overall, the full-time faculty, regardless of rank, has an average of 15.7 years of professional experience, while non-tenure track faculty, on average, have 12.4 years. Professors of Practice average 31 years of experience.

There are 19 full professors, 10 male and nine female; 30 associates, 20 male, 12 female; 14 assistants, evenly split between male and female; nine full-time professors of practice, eight of whom are male, and six non-tenure-track faculty, evenly split between male and female.

Of the full-time faculty, 38.4 percent have PhD or JD degrees; 42.3 percent have master's degrees; 16.6 percent have bachelor's degrees and two have no college degrees.

The process for hiring adjuncts is overseen by the Senior Associate Dean for Academic Affairs, with assistance from the relevant department chairs. A determination is made whether to rehire adjuncts following evaluation. If an additional section of a course or a new course is offered and is to be filled by an adjunct, the opening must be posted on the HR web site. A small number of longtime adjuncts are offered yearly contracts, but most are typically hired by semester.

The Newhouse School supports teacher development in a number of ways. The Future Professoriate Program orients new faculty to academic life in the key areas of teaching, creative and scholarly work, and service. Each new faculty member is assigned a faculty mentor, in addition to department chairs or their designees, who serve as mentors for class content and departmental programs. New faculty meet monthly for nine sessions with the FPP Coordinator. Other faculty and administrators are invited to participate in round-table discussions or make presentations. Additionally, the University's Office of Faculty Development provides resources and consultation services.

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

The University has moved to an online student rating system, which was introduced in fall 2010 and was rolled out gradually across campus. Newhouse adopted the system in spring 2013. Response rates average about 65 percent, which is higher than other parts of campus but lower than under the previous system. The system does not reveal responses, but does indicate whether a student has responded and alerts are sent to the student and the professor. Results are typically available about three weeks after the closing date for the survey.

Each spring, full-time faculty are asked to submit an annual report of their accomplishments to the Dean, including a review of their teaching, research/creative activity and service. It can be submitted in a memo or an updated CV. That information is supplemented with input from the Senior Associate Dean for Academic Affairs and the faculty member's department chair and used to determine merit raises, teaching loads and also factors in end-of-year meetings with the chair or program director. These meetings include the Dean, the Senior Associate Dean for Academic Affairs, the Associate Dean for Graduate Programs and the Associate Dean for Student Affairs.

The part-time faculty is not required to produce scholarly or creative research, although a handful of longtime adjuncts have taken on additional assignments to assist with advising. Part-time instructors are covered by a collective bargaining agreement with Adjuncts United, which negotiates a new agreement with the University every three years, establishing minimum pay based on qualifications and availability of particular industry professionals in the area. Part-time instructors are evaluated through the same electronic rating system as full-time faculty and each part-time instructor is formally reviewed by the department chair, using a standard performance evaluation form.

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

Meetings with faculty and administrators in other schools on campus and professionals who hire Newhouse students as interns and/or hire them after graduation indicated the School, its leadership, faculty and students are well-regarded and well-prepared for the workforce. Interviews with internship coordinators, overall, indicated that Newhouse students compare favorably with, and in some cases were considered better than, interns and entry-level employees from other journalism and communication programs.

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

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

The School does not have a designated graduate faculty. Faculty are assigned to teach graduate courses based on their professional expertise and/or academic backgrounds. Only faculty who have at least a master's degree may serve as thesis advisers.

- (g) Graduate faculty teach the majority of professional master's courses.**

See (f).

**Overall evaluation (undergraduate program), compliance/non-compliance:
Compliance**

**Overall evaluation (professional master's program), compliance/non-compliance:
Compliance**

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

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

Unit performance with regard to indicators:

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

The Newhouse School understands that the caliber of research and scholarship (traditional, professional and innovative) enhances its status as a nationally recognized accredited program. It has made a priority to establish an environment conducive to a culture of excellence in scholarship and creative achievement. A key factor in its success in this area concerns its standard of the work being judged "by its contribution to the marketplace of ideas; the quality of its execution; and the distinction it brings to the School and the individual." It fosters this sense of culture with a 3/2 workload for continuing professors and a 2/2 load the first year for incoming faculty, with the intent of encouraging scholarship. Further, faculty enjoys \$3,000 travel and professional improvement funds, again to foster the prevailing culture. Research assistants are assigned, and there is ample seed money for specific projects. There also is a rotating endowed chair as added incentive for excellence in scholarship. Finally, faculty professional development leaves are frequent and productive.

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

The Newhouse School Rules lay out the expectations for research, creative activity and/or professional activity with one predominant word: impact. There are no hard-and-fast rules for methodologies, contributions or preferences. The standard is to validate that the P&T candidate is making innovative contribution to the media disciplines. Professors of practice teach a 3/3 course load and have no specific scholarship criteria; however, they are expected to keep close ties with industry.

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

All candidates for promotion and tenure must be capable teachers. This is specified in the Newhouse School Rules. Candidates are evaluated on the pillars of teaching, scholarly/creative activity and service. There are several models for promotion and tenure. Model One requires excellent teaching and satisfactory performance in scholarship and service. Model

Two requires excellence in scholarship, strong performance in teaching, and satisfactory performance in service. Model Three requires consistently strong performance in scholarship, teaching and service. Model Four requires excellence in teaching with extraordinary performance in service, including raising funds for the School and elevating its national profile. As such, the Newhouse School has developed an even playing field for all manner of impactful contributions.

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

The scope and depth of scholarship, research and creative activity in the Newhouse School are impressive. Moreover, the contributions, which include 106 honors and awards, 63 external grants, 99 refereed articles, 142 conference papers and 356 professional works cut across all ranks. For instance, in refereed journal publication, full professors published 33 articles; associate professors, 49; and assistant professors, 25. In professional works, full professors published 134 pieces; associate professors, 156; and assistant professors, 65.

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

The Newhouse Rules evaluate scholarship by these criteria: its contribution to the marketplace of ideas, the quality of its execution, and the distinction it brings to School and creator. That guides the culture.

The School celebrates faculty contributions through various newsletters and acknowledgments. Its close ties with alumni and industry also help foster a two-way feedback loop so that contributions are cutting-edge and contribute to innovation and exploration.

There are sabbatical leaves, travel allowances and leaves with pay for worthy assignments with the notion of elevating the status of the media discipline and/or School. The School set aside more than \$100,000 for travel and professional development in 2014-15, and 46 faculty members partook in those funds. Since the last re-accreditation, dozens of faculty members received seed money for their projects. In addition to other incentives mentioned earlier, the School provides master's and doctoral research assistants, elevating the status of the graduate program while at the same time fostering scholarship at all ranks.

There are other, more informal and personal traditions in the School that celebrate each other's success. One concerns book publication. When a faculty member publishes a book, a signing is held with all the festivities associated therewith, with students and professors invited to the affair. A rotating three-year Endowed Chair is an added incentive to foster scholarship.

Incentives are at the core of productivity measuring almost 100 pages across faculty ranks, with certain faculty members contributing more than others in the various categories mentioned in the table below. Another feature that fosters a climate of productivity is the School's policies regarding sabbaticals. Assistant professors are encouraged to take one semester's leave with

pay after a successful midterm review. When combined with a summer free from classes, such a leave can last eight months.

In interviews with faculty, no one mentioned any hindrance or Newhouse obstacle preventing their advance through the faculty ranks. Indeed, many mentioned the incentives as key to productivity. Finally, while there was some concern about workload, with several faculty teaching 3/2 loads, the School recently hired academic advisers so that professors can provide professional counsel rather than academic and career guidance. Also, class size at Newhouse is typically small, with large classes often no greater than 30-40 students.

Here is the scholarship table for the Newhouse School:

Scholarship, Research, Creative and Professional Activities	Total from Unit*	Individuals				Totals
		Full Professors	Associate Professors	Assistant Professors	Other Faculty**	
Awards and Honors	106	19	61	18	8	106
Grants Received Internal	38	13	23	1	1	38
Grants Received External	63	24	34	3	2	63
Scholarly Books, Sole- or Co-authored	7	4	3	0	0	7
Textbooks, Sole- or Co-authored	12	0	9	2	1	12
Books Edited	5	3	3	0	0	6
Book Chapters	68	37	24	6	1	68
Monographs	6	2	3	0	1	6
Articles in Refereed Journals	99	33	49	25	0	107
Refereed Conference Papers	142	50	70	38	0	158
Invited Academic Papers	34	30	4	0	0	34
Encyclopedia Entries	3	2	1	0	0	3
Book Reviews	13	3	1	8	1	13
Articles in Non-refereed Publications	356	134	156	65	1	356
Juried Creative Works	34	1	27	6	0	34
Non-juried Creative Works	155	17	133	4	1	155
Other (specified)	392	146	225	16	5	392

Overall evaluation (undergraduate program), compliance/non-compliance:

Compliance

GRADUATE

The Newhouse School does not have a designated graduate faculty. Every professor and professor of practice is considered part of the faculty who can serve on master's theses and otherwise teach graduate courses. Therefore, there is no way to distinguish undergraduate scholarship from graduate scholarship. Moreover, interviews with faculty affirm this view. The promotion models are set up for "impact" and so scholarship is judged by that regardless of venue.

That said, the productivity levels of the faculty indicate that everyone can and has contributed to the profession and industry, elevating the status of the School and disseminating products through a variety of venues nationally and globally.

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

Compliance

PART II — Standard 6: Student Services

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

Unit performance with regard to indicators:

(a) Faculty and/or professional advising staff ensure that students are aware of unit and institutional requirements for graduation and receive career and academic advising.

The Newhouse School implemented a new multi-level advising structure in the 2014-2015 academic year to guide students pre-entrance through graduation. This program is responsible for informing undergraduate students of their core and major requirements; Newhouse policies, procedures and deadlines; keeping records for each student; and resourcing academic support and referrals.

Advising is administered by the Newhouse Undergraduate Advising and Records Office composed of the Assistant Dean for Student Affairs, Manager of Student Records, four professional academic advisers, a special projects coordinator and a part-time recorder. Faculty advisers focus on major, internship and career advising. The new professional academic advisers counsel on core requirements and requirements for graduation. Peer advisers – trained sophomores, juniors and seniors – help first-year students and external transfers through their first semester.

(b) Faculty are available and accessible to students.

Faculty are required to be in their offices a minimum of four hours a week. Additional hours can be arranged by appointment. Schedule forms for faculty are distributed at the beginning of each semester. Faculty offices are in the Newhouse complex where students take their classes. Faculty are also available through email and in many cases, via home and cell numbers.

There is a backup system, administered by the Assistant Dean of Student Affairs in the Undergraduate Advising and Records Office, when faculty advisers' availability and student class schedules conflict. Any faculty record of sustained unavailability is addressed by the department chair or Assistant Dean. Students generally expressed satisfaction with faculty availability and the backup system.

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

Advising communication begins with information delivered pre-entrance, i.e., an introduction to the services of the Undergraduate Advising and Records Office. Once on campus students begin receiving weekly advising email via the HNADVISE listserv from the Assistant Dean of Student

Affairs, informing them of important deadlines and procedures as well as schedules of advising seminars and other related events. Faculty and staff also receive these bulletins. All first year students are required to take COM 100 First Year Seminar, a zero-credit advising seminar in the fall semester. During the seminar, faculty and peer advisers introduce students to educational, co-curricular and enrichment opportunities. Faculty advisers are required to review each advisee's planned course for the spring semester and sign off before the freshman can register for that semester. A COM 100 first year evaluation survey generated strong positive reactions from students. Sophomores attend an hour-long advising session, "Navigating Your Newhouse Degree", which reviews core requirements and guides selection of a minor or adding a second major. Mid-semester electronic progress reports surface student difficulties that can be addressed promptly by faculty advisers.

Faculty advisers assist undergraduate "one-on-one," advising on selection of majors, selecting major electives and internships, discussing minor options and sharing industry knowledge, contacts and advice. To facilitate academic progress, faculty advisers are provided with a resource sheet to help students identify academic assistance on campus.

"Newhouse Parents" are invited to a presentation on core requirements during Family Weekend each fall. They also receive an "alert" postcard before the first semester describing the facilities of the Undergraduate Advising and Records Office.

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

Newhouse School students are active in a wide variety of related extra-curricular organizations and also benefit from many unit-sponsored professional- and intellectual-development outreach opportunities.

Student chapters of national professional communications organizations are numerous. They range from National Academy of Television Arts and Sciences, Radio Television Digital News Association and National Press Photographers Association to Society of Professional Journalists, American Advertising Association and Public Relations Student Society of America. Students' gender and ethnic interests are served in organizations such as Women in Communications, the Black Communications Society and the National Association of Hispanic Journalists. In addition, students run campus media: radio station, magazines and the daily newspaper.

The Newhouse Career Development Center transmits CDCNews weekly newsletters to students apprising them of upcoming workshops and fairs, the latest internship leads and career opportunities and information on speakers coming to campus. Skills Seminars - some 65 per academic year – teach interviewing skills, job-hunting techniques and resume development. An annual Career Day presents panels on seven communication career paths.

- (e) The unit gathers, maintains and analyzes enrollment, retention, graduation rates and other aggregate information for improving student services and reducing barriers to student success. Clear and accurate data are published on the accredited unit's website.**

The Syracuse University Office of Institutional Research and Assessment collects, analyzes and publishes Newhouse School data used to improve student performance, growth and outcomes. The data are collected from the University's Registrar Office, Admission Office and other data custodians and facilitates the unit's ability to compare its performance with the university as a whole and with other schools at the university.

The unit's enrollment, retention and graduation rates are accessible and informative; they are published at <http://newhouse.syr.edu/about/newhouse-facts> under "More Resources." Hard copies are available at the Undergraduate Advising and Records Office.

**Overall evaluation (undergraduate program), compliance/non-compliance:
Compliance**

**Overall evaluation (professional master's program), compliance/non-compliance:
Compliance**

PART II — Standard 7: Resources, Facilities and Equipment

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

Unit performance with regard to indicators:

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

The S.I. Newhouse School of Public Communications is in an enviable position with a strong budget – the result of healthy undergraduate student enrollment, several endowments that generate revenue, a generous group of donors who give annual gifts to the School and some grants that support various operations. Although the University recently announced a budget-cutting plan, which resulted in a \$361,000 cut for Newhouse (about 1.5 percent of the overall budget), the budget is in a healthy position to support the School’s long-range plan.

Throughout each year, the School meets with the University’s Enrollment Management Office to set undergraduate admissions and enrollment goals and to manage the enrollment and retention targets. On the graduate level, enrollment decisions are made by the Dean and Associate Dean for Graduate Professional Programs, in consultation with appropriate faculty. These discussions can help guide budget decisions.

(b) The resources that the institution provides are adequate to achieve the unit’s mission. The resources are fair in relation to those provided other units.

The School enjoys a strong financial position that is admired throughout campus. Each year, the Academic Resources committee in the School considers requests for equipment purchases. The annual investment ranges between \$325,000 and \$425,000. Faculty report satisfaction in the quality and amount of equipment and technology purchased through this process, although there is some concern that the money available has not increased in proportion with the additional requests from all departments.

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

There are few facilities in the country that have facilities as modern and innovative as those in the Newhouse complex.

In September 2014, the Newhouse School completed its \$18 million renovation of its production studios in the building called Newhouse 2 (there is Newhouse 1, 2 and 3). This renovation was funded by generous donations from the Newhouse family, The Dick Clark Foundation, Cablevision Industries founder Alan Gerry and by donations from alumni and friends of the School.

The facilities now consist of a full soundstage suitable for live or digitally recorded productions, studio and post-production facilities, a virtual studio accommodating green screen production, still photography, digital cinema film-style production and other media applications, and a high-definition production capability throughout the studios and control rooms, with the ability to shoot film-style 3-D production. There also is a new media innovation lab and digital newsroom.

This renovation doubles the studio teaching space in the School and provides state-of-the art space, which was listed as a weakness in the previous ACEJMC site team report.

In addition to the learning facilities, the School has numerous offices to serve students, such as the Career Development Center, Executive Education Suite, the Edelman Family Library and others.

Students are proud of the facilities and believe the resources are abundant and, almost across the board, are at the level commensurate with a top-tier program such as Newhouse. The only area where students say the School needs to improve is in the audio production rooms. After a review of the facilities, and reviewing the self-study and interviewing faculty, it is clear that this is the next priority of the School.

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

Newhouse makes a strong investment in equipment and technology that helps the faculty and students in the learning process. In addition to the 400 or so computers (both Mac and PC) that are available for student use in the Newhouse complex, the School maintains a facility called The Cage, which houses most of the field equipment used in courses and other endeavors.

Overall, students are satisfied with the new facility, but there were many students who wanted to see additional equipment (especially field cameras) purchased for check-out, extended lab hours (preferably 24-hour access) and high-end, cinematic-quality cameras to enhance the capstone experience in the Television, Radio & Film department. Some faculty in Broadcast and Digital Journalism expressed hope that they would be able to purchase additional field cameras that would replace aging equipment.

Spaces are reserved for different majors in the School with software and equipment specific to the individual department's needs.

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

In addition to the University Library, students and faculty in Newhouse have access to the Edelman Family Library. The Edelman Family Library serves as a reading and study room. The School subscribes to various newspapers, magazines, journals, periodicals, and online resources. The Edelman Family Library also has developed a permanent collection of books chosen by the School's faculty through a BookMark Program managed by the School's Library committee.

**Overall evaluation (undergraduate program), compliance/non-compliance:
Compliance**

**Overall evaluation (professional master's program), compliance/non-compliance:
Compliance**

PART II — Standard 8: Professional and Public Service

The unit and its faculty advance journalism and mass communication professions and fulfill obligations to community, alumni and the greater public.

Unit performance with regard to indicators:

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

Newhouse keeps in touch with its alumni through both print and social media, and alumni are frequently invited to campus to lecture to classes. The Newhouse Network, the school's print magazine, is published annually and mailed to all alumni; it also is available online. In addition, alumni receive a monthly email blast during the academic year that contains stories and notices linking back to the School's news page. The Career Development Center also sends a weekly email newsletter to alumni subscribers that includes job postings submitted by alumni or directly from companies. Facebook and Twitter accounts are updated on a regular basis; the Newhouse Twitter feed (@NewhouseSU) has about 16,000 followers, and the Facebook page counts around 6,700 fans. Several departments, classes, centers and projects also have Twitter accounts.

Faculty members frequently invite Newhouse alumni to speak to classes, often through special lecture series, and engage with them for student internships. They seek alumni assistance in curriculum development, and alumni host faculty and student groups at their workplaces. Faculty are frequently invited to speak to classes, and faculty, in turn, take students to visit alumni at work. Most of these interactions take place at the departmental level.

The Newhouse Advisory Board, chaired by USA Today President and Publisher Larry Kramer, includes alumni who are mass communications leaders from across the country. The Board supports and advises the dean, faculty and staff on curricular and program development and other special initiatives.

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

Faculty members take part in a wide range of activities that advance public and professional service through their volunteer efforts, teaching, and research.

Several Newhouse programs and events address continuing education and ethical issues both here and abroad. Newhouse has offered an Executive Education Program in Communications Management for U.S. and international students for two decades, in partnership with the Whitman School of Management and Maxwell School of Citizenship and Public Affairs. Students come to

Syracuse to begin their coursework, and return home to study independently and online. During the two-year degree program, they return twice to the campus. The program's design enables mid-career professionals to earn a Newhouse degree while continuing their careers.

On the international front, since 2010, Newhouse, in partnership with the Center for Peace, Democracy and Development of the University of Massachusetts-Boston, has empowered journalists in Liberia through Together Liberia. The project has trained two dozen Liberian journalists and helped them produce written and video stories. The project also was instrumental in freeing a leading Liberian journalist who had been jailed by the government for his work. The Mirror Awards, held in New York City in June, recognizes reporters, editors and writers here and abroad who report on the industries of mass media. Another annual event, the Human Rights Film Festival, brings together international filmmakers to discuss film produced for those lacking a voice around the world.

(c) The unit contributes to the improvement of journalism and mass communication as academic disciplines by supporting the faculty's involvement in academic associations and related activities.

Faculty members serve as volunteers and often as board members and officers in several professional and academic organizations, such as Alliance for Women in Media, the National Association of Black Journalists, AEJMC, Broadcast Educators Association, National Association of Hispanic Journalists, Public Relations Society of America (PRSA), American Federation of Radio and Television Artist (AFTRA) and the National Communication Association (NCA). Many also are active in community organizations in central New York.

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

Events and activities deeply involve professionals and the public. In addition to some of the events already cited, Newhouse has several speaking engagements and events that are open to the public, such as the Leaders in Communications Series, featuring mass communications leaders from diverse backgrounds addressing topical issues, and the noted annual Conversation on Race and Entertainment Media, which also gathers speakers of diverse backgrounds to share ideas with students. The School hosts several half-day and day-long symposia that are open to the public, and individual departments and programs provide numerous other public service activities and events. For example, the Tully Center for Free Speech holds several annual public events focusing on the value of free speech and the role of the First Amendment. The Public Relations Department operates Edge, a professional development program for those interested in PR agencies, and Hill Communications, a student-run PR agency whose clients have ranged from the 1000 Islands Land Trust to the United Way of Central New York.

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

The Newhouse School has a strong record of support for scholastic journalism, and houses the state's high school press association, the Empire State School Press Association. It annually supports the October ESSPA convention, which generally draws about 300 students. Faculty attend and join journalism professionals in judging competition entries. The School Press Institute is a five-day residential journalism workshop offered in July for high school and middle school students. It offers seven tracks for students to attend. A financial partnership with the John Ben Snow Foundation funds a partial scholarship for each participant, and several attendees are awarded full scholarships.

The Scholastic Journalism Director for Newhouse helped organize the J-Camp summer workshop in 2009. Two other faculty members join her annually to teach the primarily-minority students who attend to study writing, photography and design. The Director is actively involved in scholastic journalism on the state and national levels, and teaches summer journalism workshops for high school students around the country.

**Overall evaluation (undergraduate program), compliance/non-compliance:
Compliance**

**Overall evaluation (professional master's program), compliance/non-compliance:
Compliance**

PART II — Standard 9: Assessment of Learning Outcomes

The unit regularly assesses student learning and applies results to improve curriculum and instruction.

Unit performance with regard to indicators:

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

The School has 14 student learning goals, which incorporate ACEJMC’s 12 core values and competencies. The School’s 14 learning outcomes are:

1. Demonstrate strong writing ability.
2. Demonstrate the ability to construct and tell a story effectively in spoken words, images, text and through multi-media.
3. Understand and make use of information technology, and grasp its import for society.
4. Understand effective visual language and how to apply it to create visual messages and enhance communications.
5. Understand the events and issues of the day in public communications and society in an environment both encouraged and deepened by the liberal arts experience.
6. Think analytically, gain numerical proficiency and learn to develop well-researched positions on issues.
7. Demonstrate knowledge of the historical traditions in public communications, and of industry practices and products.
8. Demonstrate a knowledge of ethical practice in the communications field, along with an understanding of the responsibilities communications practitioners have for the public welfare.
9. Demonstrate an understanding of First Amendment freedoms of speech and press along with a commitment to using these freedoms in the service of democracy.
10. Demonstrate the ability to work within a team under deadline pressure.
11. Develop the knowledge to compare and contrast media systems around the world.
12. Learn to value, embrace and support diversity in society and the media.
13. Learn to access, evaluate, synthesize and make use of information in the creation of media products.
14. Become media literate and a critical consumer of media content.

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

The School has a written assessment plan that incorporates its Mission Statement and Student Learning Outcomes and includes a list of direct and indirect measures. The plan lists the direct measures as: course-embedded assessments, examinations (pre- and post- within a course), internship evaluations, student portfolios, professional review of student work and capstone courses. The indirect measures are: exit interviews, employment surveys, faculty visits to employers, alumni feedback and student awards.

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

There is no doubt that the School has collected and reported a lot of information and that the faculty have worked to improve curriculum. The challenge is that this has been done unevenly across the departments. Data were collected and reported in different ways and focused primarily within individual courses rather than across programs. In addition, the assessments focused on course improvements generally (such as making the course more relevant to the industry) and less on evaluating the student learning outcomes that are outlined in the assessment plan. Finally, there was confusion in certain departments about what were appropriate direct measures. For example, one department listed one of its direct measures as “small groups of seniors convened each year to discuss their perspectives on their four-year education.”

For many departments, there was confusion about the role of exams and grades as an assessment measure. While there were a handful of classes that used pre-and post-exams to see improvement, the Advertising Department was the only one that incorporated a pre-test at the beginning of a student’s educational experience and a post-test at the end of the program.

The Public Relations department tied all its assessments to the 14 competencies although it was not clear how the assessments were made. The results were provided (such as “students knew about diversity but...”), but the reports did not explain how these data were collected or how the results were interpreted.

The Communications Department did have an assessment instrument for two ACEJMC competencies (Media Literacy and First Amendment), but it was not clear if these measures were assessed over more than one year. The only data reviewed (after the site team requested to see examples) were from academic year 2012-2013.

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

The School regularly maintains contact with its alumni. Scores of highly successful alumni return to campus to review students' portfolios or offer other advice. Several faculty keep in regular contact with alumni and use these contacts for helping students find internships and ultimately jobs. Alumni and other highly successful professionals visit Newhouse regularly to meet with students and review their portfolios and critique other aspects of students' work.

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

All the departments have capstone experiences, most of which involve portfolios that are evaluated at least in part by professionals. No rubrics were included in the report, however, so it was difficult to ascertain how the professionals evaluated portfolios or how they were related to ACEJMC standards and competencies. The site team requested rubrics from the capstone courses and some were provided. For the most part, the rubrics focused on the quality of the specific project such as "Quality of Media Ideas" (example from one of the advertising portfolios) rather than on the ACEJMC values outlined in the School's assessment plan.

Professional master's program / Unit performance with regard to indicators:
(Narrative summary should include indicators a, b, c and e.)

The assessment plan for the professional masters' program is the same as for the undergraduate program as described in "a" and "b" above. Very little data were provided concerning specific graduate courses (section "c") and no data were reported for the 11 individual specific master's programs under review so it is impossible to deduce whether assessments are routinely being made in the graduate program. That being said, the numerous graduate programs involve portfolio reviews and involvement with alumni and professionals. With 11 different master's professional programs being considered for accreditation or reaccreditation, there was a remarkable lack of details of assessment of these programs.

Overall evaluation (undergraduate program), compliance/non-compliance:
Non-compliance

Overall evaluation (professional master's program), compliance/ non-compliance:
Non-compliance

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

1) Summarize the strengths and weaknesses of the unit.

Strengths:

- Smart, passionate and energetic students who are growing in geographic and ethnic diversity and have graduation and retention rates of more than 90 percent. More than one-third graduate with dual majors and make up 30 percent of the University's honors program.
- A truly student-centric faculty, with high levels of professional connectivity and a large new cadre of young scholars and media professionals and innovators.
- Broadcast facilities and technologies, which six years ago were the School's biggest weakness, is now a great Newhouse strength, thanks to \$18 million in private investments that led to fully digital, highly flexible and forward-looking media spaces, technologies and immersive learning environments that would be the envy of many professional media organizations.
- Steady and dramatic increases in resources – 40 percent in the six-year period – while the numbers of students stayed largely the same, allowing for major investments in new faculty, facilities, technologies and programs.
- The power, prominence and predominance of Newhouse within the University landscape.
- The addition of two new centers – the Center for Digital Media Entrepreneurship and the Newhouse Sports Media Center – and robust use of the University's facilities in Los Angeles and New York.
- A new professional team of academic advisers, removing that burden from faculty members who can now focus their student efforts exclusively on teaching, mentoring and professional advising.
- A rich array of campus-based extracurricular professional activities.

Weaknesses:

- The School has done substantial work in assessment, but failed to clearly and consistently tie the measures to ACEJMC standards and competencies. Furthermore, there are significant disparities among the departments in both measurement tools and frequency of implementation.

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

Standard 9: Assessment

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

Create a design to implement clearly and consistently the School's assessment plan on a regular basis, either School-wide or consistently among the departments.

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.

Newhouse was in compliance on all nine standards during the last ACEJMC review. The lone weakness identified by the 2009-2010 site team was the need to address badly outdated analog broadcast facilities and technologies. That deficiency has been addressed in dramatic fashion with the replacement of the two out-of-date analog TV studios with the fully digital Dick Clark Studios that feature five flexible spaces, three control rooms, virtual studio space and 3-D production capability. Additionally, the School added a combined digital newsroom and automated studio (the Diane and Bob Miron Digital News Center) and the Alan Gerry Center for Media Innovation.

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 clear, well-written and comprehensive document, impressively delivered on multiple platforms. The evaluation process, however, was hampered by an extremely low turnout at the general student meeting – only five students. Some of the discipline-specific student meetings also were sparsely attended.

**PART III: Summary by site visit team
(Professional master's program)**

1) Summarize the strengths and weaknesses of the unit.

Strengths:

- Smart, passionate and energetic students who are growing in geographic and ethnic diversity.
- A truly student-centric faculty, with high levels of professional connectivity and a large new cadre of young scholars and media professionals and innovators.
- Broadcast facilities and technologies, which six years ago were the School's biggest weakness, is now a great Newhouse strength, thanks to \$18 million in private investments that led to fully digital, highly flexible and forward-looking media spaces, technologies and immersive learning environments that would be the envy of many professional media organizations.
- Steady and dramatic increases in resources – 40 percent in the six-year period – while the numbers of students stayed largely the same, allowing for major investments in new faculty, facilities, technologies and programs.
- The power, prominence and predominance of Newhouse within the University landscape.
- The addition of two new centers – the Center for Digital Media Entrepreneurship and the Newhouse Sports Media Center – and robust use of the University's facilities in Los Angeles and New York.
- A rich array of campus-based extracurricular professional activities.

Weaknesses:

- The School has done substantial work in assessment, but failed to clearly and consistently tie the measures to ACEJMC standards and competencies. Furthermore, there are significant disparities among the departments in both measurement tools and frequency of implementation.

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

Standard 9: Assessment

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

Create a design to implement clearly and consistently the School's assessment plan on a regular basis, either School-wide or consistently among the departments.

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

N/A

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

N/A

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

N/A

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

The self-study was a clear, well-written and comprehensive document, impressively delivered on multiple platforms.



SYRACUSE UNIVERSITY

S.I. NEWHOUSE SCHOOL OF PUBLIC COMMUNICATIONS *OFFICE OF THE DEAN*

January 27, 2016

Dean Christopher Callahan, Chair
Accrediting Committee on Education in Journalism and Mass Communications

Dean Callahan and Members of the Committee:

Under the rules of the Accrediting Committee, a unit that is the subject of a site visit report has the option to send a letter separately to the Committee when that report is being considered. Units have the option to raise objections to the findings of the site visit team, to plead their case for a different determination or interpretation of the findings. That is not what we at the Newhouse School would like to do. The purpose of this letter is to update the Committee on the actions of the faculty of the Newhouse School in response to the site visit report, and in advance of Syracuse University's self-study with the Middle States Commission on Higher Education in 2017.

Members of the Newhouse School faculty were gratified by the ACEJMC site visit team's recommendation of reaccreditation, but were deeply disappointed by the finding of non-compliance on Standard 9 (Assessment of Student Learning) in both the graduate and undergraduate programs. With the Middle States assessment process at hand, however, there was little time to dwell on that disappointment. Department chairs met to put together a plan that would both address the deficiencies documented by the site visit team and fulfill the requirements of Middle States.

With the ACEJMC site visit behind them, and the Middle States self-study in front of them, the department chairs and faculty of the Newhouse School have begun to undertake the following actions:

- Develop a new system of direct and indirect measures, by graduate and undergraduate programs, tied directly to each of the ACEJMC competencies (recast as learning outcomes for Middle States), plus additional learning outcomes mandated by MSCHE for each program.
- Develop new rubrics where required to establish performance benchmarks, and generate data to allow faculty to better track student achievement.
- Develop new measures tied to courses taken by all Newhouse students, to provide a better school-wide measurement of student achievement.
- Develop a comprehensive pre/post-test across competencies, to be taken by all Newhouse students.

These measures would more formally codify existing assessment processes, reduce the unevenness in the amount of information generated across departments and provide more actionable hard data to enable departments to close the loop in their activities. The School is planning a series of year-end meetings to discuss data generated from measures employed this year, and the implications of that information for the improvement of curriculum. As Middle States now requires, those meetings of faculty in all departments and programs will be annual and the School will maintain records of the proceedings. A School-wide committee will develop a cycle for the measurement of direct/indirect measures for future years.

In all of the aforementioned activities, the committee is taking into account the observations and recommendations of the site visit team. We appreciate the hard work of the team members and the invaluable service they provided to the Newhouse School. Thanks to them, the School is set to dramatically improve methods and procedures for the assessment of student learning.

Sincerely,

A handwritten signature in blue ink that reads "Lorraine E. Branham". The signature is written in a cursive style with a large initial "L".

Lorraine E. Branham
Dean