

Report of On-Site Evaluation

ACEJMC

2012 – 2013

Name of Institution: Columbia University
Name and Title of Chief Executive Officer: Lee Bollinger, President
Name of Unit: Graduate School of Journalism
Name and Title of Administrator: Nicholas B. Lemann, Dean

Date of 2012 - 2013 Accrediting Visit: Feb. 10-13, 2013

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

Date of the previous accrediting visit: Feb. 18-21, 2007

Recommendation of the previous accrediting team: Reaccreditation _____

Previous decision of the Accrediting Council: Reaccreditation _____

Undergraduate program recommendation by 2012 - 2013 Visiting Team: N/A _____

Professional Graduate program recommendation by 2012-2013 Visiting Team: Reaccreditation _____

Prepared and submitted by:

Team Chair

Christopher Callahan, Dean and University Vice Provost
Walter Cronkite School of Journalism and Mass Communication, Arizona State University

Signature _____

Team Members

Kathryn Christensen, Professor of Practice
College of Journalism and Mass Communications, University of Nebraska

Signature _____

Dr. Karen B. Dunlap, President
The Poynter Institute

Signature _____

Ellen Shearer, William F. Thomas Professor and Director, National Security Journalism Initiative
Medill School of Journalism, Northwestern University

Signature _____

PART I: General information

Part I: General Information

Name of Institution: **Columbia University**

Name of Unit: **Graduate School of Journalism** Year of Visit: **2013**

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

X 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

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.

Columbia University was founded in 1754 as King's College by royal charter of King George II of England. It is the oldest institution of higher learning in New York State, and the fifth oldest in the country. Founded with a bequest from Joseph Pulitzer, the Journalism School opened with an undergraduate program in 1912, and in 1935 became a graduate school offering an M.S. degree, so authorized by the New York State Board of Regents. The School launched its Ph.D. program in 1998. The Regents authorized an M.A. degree in 2005.

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

Yes. The last accrediting visit took place over February 19-21, 2007

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

The unit was first accredited in 1948 by the American Council on Education for Journalism.

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

Learning Outcomes, attached.

7. What are the type and length of terms?

Semesters of 15 weeks
Summer sessions of 15 weeks

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

X Graduate work leading to Master's degree
X Graduate work leading to Ph.D. degree

9. Give the number of credit hours required for graduation. Specify semester-hour or quarter-hour credit.

M.S. students must have completed all required courses; passed Reporting & Writing I, the master's project, one Advanced Reporting & Writing Seminar, and one Media Workshop; and have accumulated at least 30 graduate credits.

M.A. students must have completed and passed all required courses - Seminar in Discipline, Evidence and Inference, History of Journalism for Journalists, the master's thesis - and have accumulated at least 30 graduate credits.

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

.5 per semester (in addition to required credits)

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

Name of Sequence or Specialty	Person in Charge
Master of Science	Bill Grueskin
Master of Arts	Bill Grueskin
Ph.D.	Andie Tucher
SEAS/JRN	Bill Grueskin

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

Spring 2013 - 352 Full Time Students:

260 Master of Science (including SEAS/JRN)
56 Master of Arts
10 Knight Bagehot Fellows/Master of Science candidates
26 Ph.D.

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

Not applicable

14. Number of graduate students enrolled:

Spring 2013 - 419 Students:

- 260 FT Master of Science**
- 64 PT Master of Science**
- 56 Master of Arts**
- 10 Knight Bagehot Fellows/Master of Science candidates**
- 26 Ph.D.**
- 3 Spencer Fellows**

15. Number of students in **each section** of all skills courses (newswriting, reporting, editing, photography, advertising copy, broadcast news, etc.). List enrollment by section for the term during which the visit will occur and the preceding term. Attach separate pages if necessary.

See Students in Skills Classes, attached.

16. Total expenditures planned by the unit for the 2012 – 2013 academic year:

Instructional expenditures planned for the 2012-13 academic year are \$24,386,314.

Total expenditures planned for the 2012-13 academic year are \$41,780,456. This figure includes expenditures for continuing and executive education, the New York World, The Columbia Journalism Review, centers such as the Dart Center and prizes for excellence in Journalism such as the Cabot, Chancellor and Knight Awards. These activities provide opportunities for students to hear and meet journalists who have achieved the highest levels of achievement in the field, and so to extend their learning beyond the traditional class setting, which is especially important given the fast-changing nature of journalism.

Percentage increase or decrease in three years:

Expenditures are up 8.24% since 2009-10.

Amount spent this year on full-time faculty salaries:

\$4,775,230 was spent on full-time faculty salaries in 2011-12. Final figure for FY13 will not be available until June.

17. 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.

Full-time Faculty Spring 2013		
Name	Rank/ Title	Status
Bell,Emily J.	Professor of Prof Practice	Active
Benedict,Helen	Professor	Active
Berman,Nina J.	Associate Professor	Active
Cooper,Ann K	Named Professor of Prof Prac	Active
Coronel,Mary Sheila S	Named Professor of Prof Prac	Active

Cross, June V.	Associate Professor	Active
Dinges, John C.	Named Professor	Leave w/pay
Edsall, Thomas	Named Professor	Active
Freedman, Samuel G.	Professor	Active
French, Howard W.	Associate Professor	Active
Gitlin, Todd	Professor	Active
Goldman, Ari L.	Professor	Active
Grueskin, William S	Professor of Prof Practice	Active
Hajdu, David A	Associate Professor	Active
Hancock, Lynnell	Named Professor	Active
Hansen, Mark	Named Professor	Active
Holloway, Marguerite Y.	Assistant Professor	Active
John, Richard R	Professor	Active
Klatell, David A.	Professor of Prof Practice	Active
Lipton, Rhoda L.	Senior Lecturer in Discipline	Active
Maharidge, Dale	Associate Professor	Leave w/pay
McGregor, Susan E	Assistant Professor	Active
Nasar, Sylvia	Named Professor	Leave of Absence
Navasky, Victor	Named Professor of Prof Prac	Leave With Pay
Ojito, Mirta A	Assistant Professor	Active
Schudson, Michael S	Professor	Leave of Absence
Schumacher, Edward	Named Visiting Prof	Active
Shapiro, Michael	Professor	Active
Solomon, Alisa	Associate Professor	Active
Sreenivasan, Sreenath	Professor of Prof Practice	Active
Stewart, James B.	Named Professor	Leave w/pay
Stille, Alexander	Named Professor	Active
Tu, Duy Linh	Asst Prof of Prof Practice	Active
Tucher, Andrea J.	Associate Professor	Active
Wald, Richard C.	Named Professor of Prof Prac	Active
Weiner, Jonathan	Named Professor	Active
West, Elizabeth B	Assoc Prof of Prof Prac	Active

18. List names of part-time/adjunct faculty teaching at least one course in Fall 2012. Also list names of part-time faculty teaching Spring 2012. (If your school has its accreditation visit in 2013, please provide the updated list of faculty at time of visit.)

Adjunct Faculty members, Spring 2013 (attached)

Adjunct Faculty Members, Fall 2012

Title

Bennet, John	adjunct associate professor
Bennett, Rob	adjunct assistant professor
Bourin, Lenhart	adjunct associate professor
Bruder, Jessica	adjunct assistant professor
Burford, Melanie	adjunct assistant professor
Cabot, Heather	adjunct assistant professor
Cohen, Lisa	adjunct associate professor
Coyne, Kevin	adjunct professor
DePalma, Anthony	adjunct associate professor
Donahue, Kerry	adjunct assistant professor
Freeman, George	adjunct associate professor
Hoel, Lars	adjunct assistant professor
Karle, Stuart	adjunct associate professor
Klein, Adam	adjunct associate professor
Lavrusik, Vadim	adjunct assistant professor
Luhby, Tami	adjunct associate professor
Maciulis, Tony	adjunct assistant professor
Matloff, Judith	adjunct associate professor
Niesenholtz, Martin	adjunct associate professor
Norton, Rob	adjunct associate professor
Ornstein, Charles	adjunct assistant professor
Padawer, Ruth	adjunct associate professor
Padwe, Sanford	special lecturer
Shihab-Eldin, Ahmed	adjunct assistant professor
Span, Paula	adjunct professor
Stabiner, Karen	adjunct associate professor
Starobin, Naomi	adjunct assistant professor
Thompson, Derek	adjunct assistant professor
Welby, Julianne	adjunct assistant professor
Wheatley, William	adjunct associate professor
Wilson, Stanley	adjunct assistant professor
Zucker, John	adjunct associate professor
Tsiantar, Dody	adjunct associate professor

Adjunct Faculty Members, Spring 2012

Title

Bennet, John	adjunct associate professor
Bennett, Rob	adjunct assistant professor
Blum, David	adjunct associate professor
Bogdanich, Walt	adjunct associate professor
Burford, Melanie	adjunct assistant professor
Chung, Paul	adjunct assistant professor
Coyne, Kevin	adjunct professor

Crist, Judith	adjunct professor
Evans, Tyson	adjunct assistant professor
Fried, Stephen	adjunct associate professor
Hickman, Amanda	adjunct assistant professor
Kalita, Mitra	adjunct assistant professor
Kleman, Kimberly	adjunct associate professor
Klinkenborg, Verlyn	adjunct associate professor
Knee, Jonathan	(Business school)
Lampard, Andy	adjunct assistant professor
Lavrusik, Vadim	adjunct assistant professor
Lipsky, Seth	adjunct associate professor
Maciulis, Tony	adjunct assistant professor
Matloff, Judith	adjunct associate professor
McCormick, David	adjunct associate professor
Merchant, Preston	adjunct assistant professor
Mitchell-Ford, Connie	adjunct associate professor
Ornstein, Charles	adjunct assistant professor
Padwe, Sanford	special lecturer
Patterson, Troy	adjunct assistant professor
Powell, Michael	adjunct assistant professor
Quart, Alissa	adjunct assistant professor
Rate, Betsy	adjunct assistant professor
Richman, Joe	adjunct assistant professor
Seave, Ava	(Business school)
Siegel, Lloyd	adjunct associate professor
Smock, John	adjunct associate professor
Span, Paula	adjunct professor
Stabiner, Karen	adjunct associate professor
Stivers, Cyndi	adjunct associate professor
Tamman, Maurice	adjunct assistant professor
Tsiantar, Dody	adjunct associate professor
Wayne, Leslie	adjunct assistant professor
Wilson, Stanley "Duff"	adjunct assistant professor

19. Schools on the semester system:

For each of the last two academic years, please give the number and percentage of graduates who earned 80 or more semester hours outside the major and 65 or more semester hours in liberal arts and sciences.

Not applicable - we offer only graduate degrees of 30 to 34 credits.

20. Schools on the quarter system:

For each of the last two academic years, please give the number and percentage of graduates who earned 116 or more quarter hours outside the major and 94 or more quarter hours in liberal arts and sciences.

Not applicable - we offer only graduate degrees of 30 to 34 credits.

Part I: General Information

Attachments:

Learning Outcomes, revised 02.02.11

Students in Skills Classes, Fall 2012 and Spring 2013

Adjunct Faculty Members, Spring 2013

LEARNING OUTCOMES

Presented 04.07.10; revised 01.26.11 COI; revised 02.02.11

MISSION

Columbia Journalism School's purpose is to educate and train students, from all over the world, to become accomplished professional journalists. The school prepares them to perform a vital and challenging function in free societies: finding out the truth of complicated situations, usually under time constraint, and communicating it in a clear, engaging fashion to the public. We believe that doing this job accurately requires a desire to understand, a capacity for tolerance, and an ability to appreciate the ethnic and cultural diversity that comprises humankind. The school also educates scholars of communications and journalism and, through a variety of activities aimed at the profession, functions as a significant guiding force in journalism and inculcates in its students the habit of thinking of themselves as leaders who can manage change, value diversity, and create improvement in the profession. The exemplary work in journalism of many of the school's alumni stands as a demonstration of its ability to produce leaders.

GOALS FOR STUDENT LEARNING

The school has two professional degree programs.

The Master of Science

The Master of Science program accepts students across a range of journalistic experience, but it expects all its graduates to be professional journalists, in the sense of having absorbed the core values of the profession and of being able to perform capably right away in a professional workplace. The program prepares its students for a lifelong process of thinking deeply about the proper professional conduct of journalists and about their place in the larger society. It inculcates a deep commitment to and skill at original, in-person reporting: to bringing significant material to light that would not otherwise have been made public; to testing rigorously the truth value of gathered evidence; to ensuring fairness and intellectual honesty; to communicating with audiences compellingly and clearly; and to presenting journalism in narrative form.

Our graduates should know and understand the history and principles of reporting and press freedoms and the laws and ethics that govern and guide journalism. They must be proficient in general professional practice and must also concentrate in and become proficient in a particular form of news delivery.

Our graduates should be able to:

Report, write, and produce, at a professional level, a piece of journalism within a daily news cycle;

Assemble and synthesize information from a range of sources, in ways that demonstrate sound news judgment and the ability to engage with audiences;

Use a digital publishing system and collect and post digital photography and sound;

Practice the skills and methods associated with the form of news delivery in which they concentrate; and

Produce, in their master's project, a work of long-form journalism that demonstrates significant reportorial achievement and mastery of journalistic craft.

The Master of Arts

The Master of Arts program accepts students who have the level of journalistic skill and professional orientation associated with the Master of Science degree; that is, the program does not teach the competencies and ethos associated with being a general assignment reporter because it assumes its students have those already. The program fosters the ability to get deeply into the substance of complicated subjects in a distinctively journalistic way and to function confidently across the boundaries between journalism and non-journalistic expertise.

Students in the Master of Arts program concentrate in a realm that journalists cover. All graduates should have a basic contextual familiarity with the broad field encompassed by their concentration. They need not be expert practitioners in the field, but they should know its overall geography and distinct methodology and be able to find and read confidently its professional discourse (in addition to the journalism about it). They should also have a sense of the main outlines of the history and historiography of journalism and the media.

Graduates of the program should be able to:

Interpret and use statistical data;

Understand the scientific method and the value of rigorous epistemology for the practice of journalism;

Understand how expert knowledge is produced and how to evaluate it critically;

Assess material produced by experts and use it to enrich journalism for a general audience;

Report, write, and produce, throughout the program, works of journalism that apply these capabilities; and

Demonstrate, in their thesis projects, mastery of intellectually challenging substantive material and of advanced journalistic craft.

Students in Skills Classes as of Fall 2012

Term	Course_ID	Section	Program	Class_Name	Enrollment	Credits (points)
Fall 2012	JOURJ6024	001	Knight Bagehot	ADV SEM IN BUSINESS JOURN	10	3
Fall 2012	JOURJ6024	001	Knight Bagehot	ADV SEM IN BUSINESS JOURN	10	3
Fall 2012	JOURJ6021	001	Master of Arts	FUTURE OF JOURNALISM	59	1.5
Fall 2012	JOURJ6026	001	Master of Arts	NARRATIVE & SPATIAL PRACT	4	3
Fall 2012	JOURJ6910	001	Master of Arts	EVIDENCE & INFERENCE	58	3
Fall 2012	JOURJ6912	001	Master of Arts	AGGREGATION	12	0
Fall 2012	JOURJ6912	002	Master of Arts	PHOTO	7	0
Fall 2012	JOURJ6912	003	Master of Arts	VIDEO	13	0
Fall 2012	JOURJ6912	004	Master of Arts	VIDEO	9	0
Fall 2012	JOURJ6920	001	Master of Arts	HIST-JOURNALISM FOR JOUR	58	1.5
Fall 2012	JOURJ6950	001	Master of Arts	POLITICS & GOV JOURNALISM	15	6
Fall 2012	JOURJ6950	002	Master of Arts	SCIENCE JOURNALISM SEMINA	16	6
Fall 2012	JOURJ6950	003	Master of Arts	BUSINESS & ECON JOURNALIS	12	6
Fall 2012	JOURJ6950	004	Master of Arts	ARTS & CULTURE JOURNALISM	15	6
Fall 2012	JOURJ6001	001	Master of Science	REPORTING AND WRITING I	18	8
Fall 2012	JOURJ6001	002	Master of Science	REPORTING AND WRITING I	17	6
Fall 2012	JOURJ6001	003	Master of Science	REPORTING AND WRITING I	17	8
Fall 2012	JOURJ6001	004	Master of Science	REPORTING AND WRITING I	17	8
Fall 2012	JOURJ6001	005	Master of Science	REPORTING AND WRITING I	17	8
Fall 2012	JOURJ6001	006	Master of Science	REPORTING AND WRITING I	18	6
Fall 2012	JOURJ6001	007	Master of Science	REPORTING AND WRITING I	18	6
Fall 2012	JOURJ6001	008	Master of Science	REPORTING AND WRITING I	17	6
Fall 2012	JOURJ6001	009	Master of Science	REPORTING AND WRITING I	17	6

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Fall 2012	JOURJ6001	010	Master of Science	REPORTING AND WRITING I	18	8
Fall 2012	JOURJ6001	011	Master of Science	REPORTING AND WRITING I	15	6
Fall 2012	JOURJ6001	012	Master of Science	REPORTING AND WRITING I	17	8
Fall 2012	JOURJ6001	013	Master of Science	REPORTING AND WRITING I	17	8
Fall 2012	JOURJ6001	014	Master of Science	REPORTING AND WRITING I	17	6
Fall 2012	JOURJ6001	015	Master of Science	REPORTING AND WRITING I	17	6
Fall 2012	JOURJ6010	001	Master of Science	ARGUMENTATIVE JOURNALISM	14	3
Fall 2012	JOURJ6010	002	Master of Science	THE ART OF THE PROFILE	15	3
Fall 2012	JOURJ6010	003	Master of Science	FOREIGN REPORTING B	15	3
Fall 2012	JOURJ6010	004	Master of Science	BUSINESS/FINANCIAL JOURNA	15	3
Fall 2012	JOURJ6010	005	Master of Science	COVERING CONFLICTS	14	3
Fall 2012	JOURJ6010	006	Master of Science	NATIONAL AFFAIRS	14	3
Fall 2012	JOURJ6010	007	Master of Science	FOREIGN REPORTING	15	3
Fall 2012	JOURJ6010	008	Master of Science	EIGHT HUNDRED WORDS	16	3
Fall 2012	JOURJ6010	009	Master of Science	NARRATIVE WRITING	16	3
Fall 2012	JOURJ6010	010	Master of Science	PERSONAL & PROFESSIONAL S	8	3
Fall 2012	JOURJ6010	011	Master of Science	PHOTOJOURNALISM	13	3
Fall 2012	JOURJ6010	012	Master of Science	SCIENCE JOURNALISM	17	3
Fall 2012	JOURJ6010	013	Master of Science	MONEY AND POLITICS	8	3
Fall 2012	JOURJ6010	014	Master of Science	WRITING WITH SYTLE	16	3
Fall 2012	JOURJ6010	015	Master of Science	IMMIGRATION REPORTING	11	3
Fall 2012	JOURJ6010	016	Master of Science	DM NEWSROOM/PT	15	3
Fall 2012	JOURJ6016	001	Master of Science	BUSINESS	71	1
Fall 2012	JOURJ6016	002	Master of Science	ETHICS	63	1
Fall 2012	JOURJ6016	003	Master of Science	HISTORY	69	1
Fall 2012	JOURJ6016	004	Master of Science	LAW	70	1
Fall 2012	JOURJ6016	005	Master of	BUSINESS	65	1

2012			Science			
Fall 2012	JOURJ6016	006	Master of Science	ETHICS	69	1
Fall 2012	JOURJ6016	007	Master of Science	HISTORY	68	1
Fall 2012	JOURJ6016	008	Master of Science	LAW	69	1
Fall 2012	JOURJ6016	009	Master of Science	BUSINESS	66	1
Fall 2012	JOURJ6016	010	Master of Science	ETHICS	71	1
Fall 2012	JOURJ6016	011	Master of Science	HISTORY	65	1
Fall 2012	JOURJ6016	012	Master of Science	LAW	66	1
Fall 2012	JOURJ6016	013	Master of Science	BUSINESS	71	1
Fall 2012	JOURJ6016	014	Master of Science	ETHICS	65	1
Fall 2012	JOURJ6016	015	Master of Science	HISTORY	65	1
Fall 2012	JOURJ6016	016	Master of Science	LAW	69	1
Fall 2012	JOURJ6030	001	Master of Science	CULTURE OF JOURNALISM	7	3
Fall 2012	JOURJ6037	001	Master of Science	JOURNALISM, THE LAW & SOC	23	2
Fall 2012	JOURJ6073	001	Master of Science	INTRO TO TV REPORTING & W	19	3
Fall 2012	JOURJ6075	001	Master of Science	CRITICAL ISSUES IN JOURNA	19	2
Fall 2012	JOURJ6102	001	Master of Science	AGGREGATION	16	1
Fall 2012	JOURJ6102	002	Master of Science	AGGREGATION	17	1
Fall 2012	JOURJ6102	003	Master of Science	SOCIAL MEDIA	16	1
Fall 2012	JOURJ6102	004	Master of Science	SOCIAL MEDIA	17	1
Fall 2012	JOURJ6102	005	Master of Science	SOCIAL MEDIA	18	1
Fall 2012	JOURJ6102	006	Master of Science	SOCIAL MEDIA	12	1
Fall 2012	JOURJ6102	007	Master of Science	INVESTIGATIVE SKILLS	15	1
Fall 2012	JOURJ6102	008	Master of Science	INVESTIGATIVE SKILLS	16	1
Fall 2012	JOURJ6102	009	Master of Science	INVESTIGATIVE SKILLS	16	1
Fall 2012	JOURJ6102	010	Master of Science	INVESTIGATIVE SKILLS	16	1
Fall 2012	JOURJ6102	011	Master of Science	PHOTOJOURNALISM SKILLS	15	1

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Fall 2012	JOURJ6102	012	Master of Science	PHOTOJOURNALISM SKILLS	16	1
Fall 2012	JOURJ6102	013	Master of Science	PHOTOJOURNALISM SKILLS	15	1
Fall 2012	JOURJ6102	014	Master of Science	PHOTOJOURNALISM SKILLS	16	1
Fall 2012	JOURJ6102	015	Master of Science	AUDIO STORYTELLING	14	0
Fall 2012	JOURJ6102	016	Master of Science	AUDIO STORYTELLING	16	0
Fall 2012	JOURJ6102	017	Master of Science	AUDIO STORYTELLING	13	0
Fall 2012	JOURJ6102	018	Master of Science	ON-AIR REPORTING	16	1
Fall 2012	JOURJ6102	019	Master of Science	ON-AIR REPORTING	16	1
Fall 2012	JOURJ6102	020	Master of Science	ON-AIR REPORTING	12	0
Fall 2012	JOURJ6102	021	Master of Science	STABLE INVESTIGATIVE SKI	17	1
Fall 2012	JOURJ6002	001	MS JRN/SEAS	FRONTIERS COMPUT JOURN	8	0
Fall 2012	JOURJ8917	001	PhD	COMMUNICATIONS AND EMPIRE	2	4
Fall 2012	JOURJ9200	001	PhD	SOCIAL MOVEMENTS/NEWS	7	3

Students in Skills Classes as of Spring 2013

Term	Course_ID	Section	Program	Class_Name	Enrollment	Credits (points)
Spring 2013	JOURJ6002	001	Master of Science	ART OF THE PROFILE	15	6
Spring 2013	JOURJ6002	002	Master of Science	BOOK WRITING	16	6
Spring 2013	JOURJ6002	003	Master of Science	BUSI & ECON REPORTING A	15	6
Spring 2013	JOURJ6002	004	Master of Science	BUSI & ECON REPORTING B	16	6
Spring 2013	JOURJ6002	005	Master of Science	CHINA SEMINAR	14	6
Spring 2013	JOURJ6002	006	Master of Science	CONSUMER JOURNALISM	17	6
Spring 2013	JOURJ6002	007	Master of Science	COVERING CONFLICT	15	6
Spring 2013	JOURJ6002	008	Master of Science	COVERING EDUCATION	11	6
Spring 2013	JOURJ6002	009	Master of Science	COVERING RELIGION	16	6
Spring 2013	JOURJ6002	010	Master of Science	COVERING SCIENCE	15	6
Spring 2013	JOURJ6002	011	Master of Science	CRITICISM	16	0
Spring 2013	JOURJ6002	012	Master of Science	THE DEADLINE IN DEPTH	13	6
Spring 2013	JOURJ6002	013	Master of Science	DOCUMENTARY	19	6
Spring 2013	JOURJ6002	014	Master of Science	INTERNATIONAL NEWSROOM A	16	6
Spring 2013	JOURJ6002	015	Master of Science	INTERNATIONAL NEWSROOM B	16	6

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Spring 2013	JOURJ6002	016	Master of Science	INVESTIGATING HEALTH CARE	12	6
Spring 2013	JOURJ6002	017	Master of Science	JOURNALISM OF IDEAS	17	6
Spring 2013	JOURJ6002	018	Master of Science	NATIONAL AFFAIRS REPORTIN	11	6
Spring 2013	JOURJ6002	019	Master of Science	REINVENTING TELEVISION NE	13	6
Spring 2013	JOURJ6002	020	Master of Science	STABILE INVESTIGATIVE SEM	18	6
Spring 2013	JOURJ6011	001	Master of Science	CITY NEWSROOM	24	6
Spring 2013	JOURJ6011	002	Master of Science	COLUMBIA NEWS SERVICE	18	6
Spring 2013	JOURJ6011	003	Master of Science	DM: DATA	11	6
Spring 2013	JOURJ6011	004	Master of Science	DM: INTERACTIVE DESIGN	11	6
Spring 2013	JOURJ6011	005	Master of Science	DM: PHOTOJOURNALISM	14	6
Spring 2013	JOURJ6011	006	Master of Science	DM: MULTIMEDIA STORYTELLI	21	6
Spring 2013	JOURJ6011	007	Master of Science	FORMATS,PROTOCOLS & ALGOR	23	0
Spring 2013	JOURJ6011	008	Master of Science	INVESTIGATIVE PROJECT	16	6
Spring 2013	JOURJ6011	009	Master of Science	LITERARY JOURNALISM	12	6
Spring 2013	JOURJ6011	010	Master of Science	LONG FORM DIGITAL	17	6
Spring 2013	JOURJ6011	011	Master of Science	MAGAZINE WRITING A	16	6
Spring 2013	JOURJ6011	012	Master of Science	MAGAZINE WRITING B	16	6
Spring 2013	JOURJ6011	013	Master of Science	NEW YORK WORLD	19	6

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Spring 2013	JOURJ6011	014	Master of Science	NIGHTLY NEWS	24	6
Spring 2013	JOURJ6011	016	Master of Science	PRODUCING A MAGAZINE B	16	6
Spring 2013	JOURJ6011	017	Master of Science	RADIO	16	6
Spring 2013	JOURJ6011	018	Master of Science	VIDEO STORYTELLING	18	6
Spring 2013	JOURJ6014	001	Master of Science	ART & SCIENCE OF THE INTE	33	3
Spring 2013	JOURJ6014	002	Master of Science	BASIC PHOTOJOURNALISM	16	3
Spring 2013	JOURJ6014	004	Master of Science	CULTURAL AFFAIRS REPORTIN	16	3
Spring 2013	JOURJ6014	005	Master of Science	DIGITAL NEWSROOM FOR NON-	16	3
Spring 2013	JOURJ6014	006	Master of Science	FEATURE WRITING A	18	3
Spring 2013	JOURJ6014	007	Master of Science	FEATURE WRITING B	16	3
Spring 2013	JOURJ6014	008	Master of Science	MAKING BIZ OF JOURNALISM	13	3
Spring 2013	JOURJ6014	009	Master of Science	JOURNALISM, RIGHTS, CHANG	9	3
Spring 2013	JOURJ6014	010	Master of Science	MNG BROADCAST NEWSROOMS	11	3
Spring 2013	JOURJ6014	011	Master of Science	NARRATIVE WRITING	16	3
Spring 2013	JOURJ6014	012	Master of Science	NEWS EDITING	17	3
Spring 2013	JOURJ6014	013	Master of Science	OPINION WRITING	9	3
Spring 2013	JOURJ6014	014	Master of Science	OTHER 99 PERCENT	16	3
Spring 2013	JOURJ6014	015	Master of Science	RADIO DOCUMENTARY	16	3

Spring 2013	JOURJ6014	016	Master of Science	SPORTS JOURNALISM	21	3
Spring 2013	JOURJ6014	017	Master of Science	STABILE INVESTIGATIVE TEC	18	3
Spring 2013	JOURJ6014	018	Master of Science	VIDEO PROFILES	15	3
Spring 2013	JOURJ6024	001	Knight Bagehot	ADV SEM IN BUSINESS JOURN	10	3
Spring 2013	JOURJ6036	001	Master of Science	HIST PHOTOJNLISM & DOC FIL	13	3
Spring 2013	JOURJ6102	002	M.S. & M.A.	AGGREGATION	6	1
Spring 2013	JOURJ6102	003	M.S. & M.A.	INVESTIGATIVE	11	1
Spring 2013	JOURJ6102	004	M.S. & M.A.	INVESTIGATIVE	14	1
Spring 2013	JOURJ6102	005	M.S. & M.A.	ON-AIR REPORTING	12	1
Spring 2013	JOURJ6102	006	M.S. & M.A.	PHOTO	11	1
Spring 2013	JOURJ6102	007	M.S. & M.A.	PHOTO	6	1
Spring 2013	JOURJ6102	009	M.S. & M.A.	SOCIAL	22	1
Spring 2013	JOURJ6102	010	M.S. & M.A.	VIDEO	14	1
Spring 2013	JOURJ6102	011	M.S. & M.A.	VIDEO	13	1
Spring 2013	JOURJ6102	012	M.S. & M.A.	ON-AIR REPORTING	8	1
Spring 2013	JOURJ6102	013	M.S. & M.A.	INVESTIGATIVE	12	1
Spring 2013	JOURJ6915	001	Master of Arts	DIGITAL NEWS STRATEGIES	16	3
Spring 2013	JOURJ6950	001	Master of Arts	ARTS & CULTURE JOURNALISM	15	6

Spring 2013	JOURJ6950	002	Master of Arts	BUSINESS & ECON JOURNALIS	11	6
Spring 2013	JOURJ6950	003	Master of Arts	POLITICS & GOVT JOURNALIS	14	6
Spring 2013	JOURJ6950	004	Master of Arts	SCIENCE JOURNALISM SEMINA	16	6
JOURJ9090	001	JOUR	PhD		4	3

Part Time Faculty

Spring 2013							
Last Name	First Name	Prof Rank	Yrs FT Prof'l exp	Yrs Teaching experience	Highest earned degree	Working as FT prof'l?	Working toward degree here?
Abarbanel	Stephanie	adjunct assistant	22 years	13 years	MS	Yes	NO
Adkison	Abbey	adjunct assistant	4 years	2 years	MA	No	NO
Barclay	Dolores	adjunct assistant	25 years	1year	BA	Yes	NO
Baum	Geraldine	adjunct assistant	32 years	4 years	MA	Yes	NO
Bennet	John	adjunct	27 years	5 years	BA	Yes	NO
Blair	Gwenda	adjunct associate	30 years	11 years	BA	Yes	NO
Blum	David	adjunct	34 years	11 years	BA	Yes	NO
Bogdanich	Walt	adjunct	34 years	30 years	MA	Yes	NO
Bourin	Lennart (Lenny)	adjunct associate	19 years	7 years	MS	Yes	NO
Bruder	Jessica	adjunct assistant	8 years	2 years	MS	No	NO
Burford	Melanie	adjunct assistant	17 years	3 years	HS	Yes	NO
Burleigh	Nina	adjunct assistant	24 years	6 years	MA	No	NO
Canipe	Chris	adjunct assistant	5 years	1 year	MA	Yes	NO
Charnas	a	adjunct assistant	26 years	3 years	BS	Yes	NO
Cohen	Lisa	adjunct associate	27 years	9 years	BA	No	NO
Cohen	Sarah	adjunct assistant	30 years	3 years	MA	Yes	NO
Coyne	Kevin	adjunct	12 years	6 years	BA	No	NO
Crow	Margaret (Maisie)	adjunct assistant	3 years	2 years	MA	No	NO
Deitsch	Richard	adjunct assistant	20 years	2 years	MS	Yes	NO
DePalma	Anthony	adjunct associate	33 years	2 years	BA	No	NO
DeSilva	Bruce	adjunct assistant	44 years	26 years	BA	Yes	NO
Donahue	Kerry	adjunct assistant	12 years	12 years	MS	No	NO

Drew	Christopher	adjunct	36 years	5 years	BA	Yes	NO
Epstein	Randi	adjunct assistant	22 years	6 years	MD	Yes	YES
Evans	Tyson	adjunct assistant	9 years	2 years	BA	Yes	NO
Fider	John	adjunct assistant	48 years	5 years	HS	Yes	NO
Fink	Katherine	teaching assistant	12 years	2 years	MBA	No	YES
Flaherty	Frank	adjunct assistant	29 years	14 years	JD	No	NO
Freeman	John	adjunct assistant	14 years	4 years	BA	Yes	NO
Fried	Stephen	adjunct	31 years	11 years	BA	Yes	NO
Gardiner	Susannah	adjunct assistant	18 years	2 years	BA	No	NO
Gilderman	Greg	adjunct assistant	8 years	4 years	MS	Yes	NO
Gorta	William	adjunct assistant	16 years	3 years	MS	Yes	NO
Haburchak	Alan	adjunct assistant	3 years	3 years	MS	No	NO
Hall	Steve	adjunct associate	32 years	4 years	BA	No	NO
Heinzerling	Larry	adjunct assistant	42 years	4 years	MA	Yes	NO
Hickey	Neil	adjunct associate	25 years	16 years	BA	No	NO
Hjelle (Lee)	Deborah	adjunct assistant	4 years	8 years	MS	Yes	NO
Hockenberry	Alison	adjunct assistant	16 years	2 years	BA	Yes	NO
Hoyt	Michael	adjunct associate	26 years	4 years	BA	Yes	NO
Jalabi	Raya	adjunct assistant	2 years	0 years	MS	Yes	NO
Kalita	Mitra	adjunct associate	18 years	5 years	MS	Yes	NO
Kamber	Michael	adjunct assistant	25 years	1 year	HS	No	NO
Kann	Peter	adjunct	49 years	6 years	BA	Yes	NO
Kantrowitz	Barbara	adjunct assistant	37 years	5 years	MS	Yes	NO
Karr	Rick	adjunct associate	24 years	7 years	BA	Yes	NO
Kaufman	Leeor	adjunct assistant	7 years	4 years	BA	No	NO
Kent	Tom	adjunct associate	41 years	18 years	BA	Yes	NO
Kevles	Daniel	adjunct	31 years	8 years	PhD	No	NO
Khemlani (Cabot)	Heather	adjunct assistant	16 years	1 year	MSJ	Yes	NO
Kleman	Kimberly	adjunct associate	30 years	3 years	BA	Yes	NO
Landis	Peter	adjunct associate	42 years	9 years	MS	Yes	NO
Lefkowitz	Melanie	adjunct assistant	15 years	1 year	MS	Yes	NO
Lehmann-Haupt	Christopher	adjunct associate	48 years	5 years	MFA	Yes	NO
Levenson	Jacob	adjunct assistant	5 years	3 years	MA	No	NO
Lipsky	Seth	adjunct	40 years	4 years	BA	No	NO

Love	Bobert	adjunct associate	27 years	8 years	BA	No	NO
Lowy	Patricia	adjunct assistant	2 years	5 years	MA	No	NO
Luhby	Tami	adjunct assistant	12 years	5 years	MS	Yes	NO
Maciulis	Tony	adjunct assistant	11 years	0 years	MS	Yes	NO
Marino	Nick	adjunct assistant	12 years	4 years	MFA	Yes	NO
Marzorati	Gerald	adjunct assistant	37 years	1 year	BA	Yes	NO
Mason	Tom	adjunct assistant	6 years	2 years	BS	Yes	NO
Matloff	Judith	adjunct associate	16 years	7 years	BA	No	NO
McCormick	David	adjunct associate	47 years	21 years	MS	Yes	NO
McDonald	Brian	adjunct assistant	19 years	9 years	MS	Yes	NO
McDonald	Erica	adjunct assistant	21 years	2 years	BA	No	NO
Merchant	Preston	adjunct assistant	22 years	8 years	MFA	Yes	NO
Miller	Jennifer	adjunct assistant	8 years	6 years	BA	Yes	NO
Mintz	James (Jim)	adjunct assistant	30 years	3 years	BA	Yes	NO
Mitchell-Ford	Constance	adjunct associate	27 years	3 years	MA	Yes	NO
Morrison	Blake	adjunct assistant	20 years	5 years	HS	Yes	NO
Morrissey	Beth	associate in journalism	8 years	0 years	MS	Yes	NO
Newman	Maria	adjunct assistant	22 years	2 years	BFA	Yes	NO
Nolan	Clancy	adjunct assistant	12 years	2 years	MS	Yes	NO
Norton	Rob	adjunct associate	25 years	1 year	HS	Yes	NO
O'Brian	Bridget	adjunct assistant	28 years	1 year	MS	No	NO
Ornstein	Charles	adjunct assistant	14 years	1 year	BA	Yes	NO
Padawer	Ruth	adjunct associate	15 years	7 years	MA	Yes	NO
Padwe	Sandy	special lecturer	44 years	15 years	BA	No	NO
Parks	Cara	associate in journalism	6 years	0 years	MS	Yes	NO
Patel	Samir	adjunct assistant	14 years	3 years	MS	Yes	NO
Perlman	Merrill	adjunct assistant	26 years	4 years	MA	Yes	NO
Pesta	Jesse	adjunct assistant	22 years	1 year	BA	Yes	NO
Quinn	Thomas (T.J.)	adjunct assistant	21 years	6 years	BA	Yes	NO
Rate	Betsy	adjunct assistant	14 years	4 years	MS	Yes	NO
Richman	Joe	adjunct assistant	19 years	17 years	BA	No	NO
Robbins	Ed	adjunct assistant	20 years	2 years	BA	Yes	NO
Roberts	Fletcher	adjunct assistant	40 years	3 years	MS	Yes	NO
Robinson	James	adjunct assistant	13 years	2 years	MPS	Yes	NO
Sataline	Suzanne	adjunct assistant	23 years	2 years	BA	Yes	NO
Schatz	Robin	adjunct associate	22 years	5 years	MS	No	NO

Schecter	Bruce (BJ)	adjunct assistant	24 years	2 years	BA	Yes	NO
Schoonmaker	Mary Ellen	adjunct assistant	38 years	5 years	MA	Yes	NO
Schwartz	Jack	adjunct associate	40 years	9 years	BA	No	NO
Seave	Ava	adjunct associate	22 years	9 years	MBA	Yes	NO
Seideman	David	adjunct associate	32 years	3 years	BA	Yes	NO
Shapiro	Bruce	adjunct assistant	36 years	3 years	HS	Yes	NO
Siegel	Lloyd	adjunct associate	34 years	20 years	BA	No	NO
Singer	Amy	adjunct assistant	22 years	6 years	MSL	No	NO
Span	Paula	adjunct	28 years	21 years	BS	Yes	NO
Stabiner	Karen	adjunct associate	9 years	2 years	BA	No	NO
Stivers	Cyndi	adjunct	33 years	4 years	BA	Yes	NO
Subramanian	Sushma	adjunct assistant	7 years	3 years	MSc	Yes	NO
Surowicz	Simon	adjunct assistant	21 years	3 years	HS	Yes	NO
Tamman	Maurice	adjunct associate	27 years	3 years	HS	Yes	NO
Thompson	Derek	adjunct assistant	4 years	0 years	BS	Yes	NO
Tsiantar	Dody	adjunct associate	19 years	4 year	MIA	No	NO
Wald	Jonathan	adjunct assistant	19 years	2 years	BA	Yes	NO
Warner	Fara	adjunct assistant	22 years	4 years	MS	Yes	NO
Wayne	Leslie	adjunct associate	29 years	3 years	MBA	No	NO
Weber	Tracy	adjunct assistant	21 years	1 year	MA	Yes	NO
Weiss	Gary	adjunct assistant	7 years	2 years	MS	Yes	NO
Wheatley	William (Bill)	adjunct associate	36 years	2 years	MS	Yes	NO
Williams	Josh (Samuel)	adjunct assistant	14 years	1 year	MA	Yes	NO
Xenakis	Thomas	adjunct assistant	7 years	0 years	MA	No	NO
Yang	Chi-hui	adjunct assistant	5 years	13 years	MA	Yes	NO
Yang	Wesley	adjunct assistant	16 years	0 years	BA	Yes	NO
Zuckerman	Jocelyn	adjunct assistant	14 years	8 years	MS	Yes	NO
Zuckerman	Lawrence	adjunct assistant	19 years	9 years	BA	No	NO

PART II — Standard 1: Mission, Governance and Administration

Unit performance with regard to indicators:

- (a) **The unit has a 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.**

Columbia University became the nation's fifth institution of higher learning – and the first in New York State – in 1754 by royal charter of King George II. In 1912, Columbia opened one of the nation's first schools of journalism, an idea so unusual at the time that it took nearly a decade to create following a major gift from New York World Publisher Joseph Pulitzer in 1903. The journalism program was originally designed as an undergraduate college, but in 1934 it was reconstituted as the Graduate School of Journalism, offering a one-year Master of Science degree that remains the School's signature program. It was first accredited by AEJMC in 1948. A small Ph.D. program was added in 1998, and in 2005 the School launched a Master of Arts degree for returning journalists seeking specializations in complex subject areas. In 2011 a two-year joint degree program was created in partnership with the School of Engineering, leading to Master of Science degrees in both disciplines. The intensive, professionally focused 10-month Master of Science remains the School's largest degree program.

Today the Graduate School of Journalism at Columbia continues as a world leader in journalism education. And there is widespread agreement that the iconic J-school has become measurably better over the six-year accreditation cycle, adding new programs and continuing the transformation of the curriculum into one for the 21st century digital age. Columbia remains one of three journalism-only, graduate-only programs in the nation, and the only journalism school among the Ivy League universities. The dean of another Columbia school said the School of Journalism has transformed from a high-level "trade school" to one of the University's "flagship" colleges. The Provost, noting that Columbia has a strong focus on professional education, said the Journalism School "ranks well" compared with the University's other 18 professional schools and colleges. He said there are no university plans for strategic or mission changes at the School, and the only challenge he foresees for the Journalism School is finding a successor to an extraordinarily popular and successful dean who can continue to move the School forward against the backdrop of a struggling news industry.

The School's primary mission has remained constant over the past century: *"To educate and train students, from all over the world, to become accomplished professional journalists."* The M.S. degree seeks to produce graduates who can report, write and produce journalism at a professional level, publish text, photography and sound, demonstrate news judgment, and understand and engage with audiences. The M.A. students are expected to learn how to use statistical data, understand the scientific method and report on complex and nuanced topic areas.

Since the last accreditation cycle, the School has expanded its focus on digital journalism through its developing curriculum, and now brings students to campus four weeks early to learn multi-platform technologies. The School also added two major centers that focus on the digital future of journalism. The Tow Center for Digital Journalism oversees new media instruction in the degree programs, conducts research and holds public events on digital journalism issues. The Brown Institute for

Media Innovation, in partnership with Stanford University's engineering school, will focus on developing projects that combine journalism and computer science. And the School created The New York World, an online accountability journalism news outlet staffed by recent graduates on one-year fellowships. Meanwhile, the Unit has just completed a sweeping review of the curriculum that will result, starting next year, in a program that eliminates traditional concentrations designed around distribution systems (newspaper, magazine, broadcast and digital). While the new curriculum is creating a degree of anxiety among some senior faculty members concerned about preserving the traditional skills and values of journalism, the new plan won unanimous faculty approval, and there is a widespread sense of excitement as the School continues to move forward into the digital journalism age. In fact, the site team found a pervasive sense of energy and optimism throughout the School between and among students and faculty.

Six years ago, the School predicted growth in the then-new M.A. program from 35 students to 50 or 60, and that is precisely what has happened even after special University funding to help jump start the new program ended in 2010 (50 M.A. students were enrolled in spring 2012). The School also anticipated a slight decline in the M.S. program, yet the opposite has occurred. The M.S. has grown from 212 full-time students six years ago to 260 today – a 23 percent increase.

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

The School's bylaws, last updated in 2005, provide clear procedures for substantive faculty governance. The faculty meets monthly, and the Dean can call special meetings. The School has the following standing committees: Instruction, Admissions, Long-range Planning, Special Programs, Discipline, Committees, Faculty Appointments and Library and Information. The Dean and two Associate Deans chair the majority of the standing committees. The bylaws can be amended by a two-thirds vote of the faculty.

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

The School is led by the Dean, who is appointed to five-year terms and reports directly to the Provost. The School has enjoyed exceptional leadership over the past decade. The Dean came to Columbia in 2003 following a sometimes contentious public examination of the future of journalism education by a panel of top news industry leaders appointed by the President. In the early years of his tenure, the Dean successfully strengthened the School's core program – the 30-credit M.S. degree – while creating the new M.A. for returning journalists. In recent years, he has navigated the digital waters, moving the School into a new journalism age at an institution known for its traditions and long-term faculty. He has built excellent relationships with the President and Provost, and is widely praised by faculty, students and university leaders. Throughout his 10 years, the Dean also has become an important national voice in journalism education. And his fund-raising prowess is unparalleled. His ability to raise an unprecedented \$128 million during the last accreditation cycle alone has allowed the School to create bold new programs for students and the profession alike. The Dean announced that he would step down after the conclusion of his second five-year term. This has caused an expected degree of anxiety among faculty. An announcement on a new dean is expected later this academic year.

The Dean is ably supported by a large and skilled administrative team of seven deans. Faculty regularly pointed to the Dean of Academic Affairs, whom they described as the operational leader of the school and a close and valued partner of the Dean. The Dean of Academic Affairs also is credited for much of the curricula progress at Columbia. The School also has a strong lineup of deans for Student Affairs, Administrative Affairs, Alumni and Development, Prizes and Programs, Communications and Technology.

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

School administrators receive written feedback on their performance annually in accordance with the University's performance appraisal guidelines. The heads of each unit within the School submit SMART (specific, measurable, achievable, realistic, time-bound) goals for department and individual objectives. Individual administrators also are evaluated on job knowledge, teamwork, service, communication and financial management.

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

Complaints by faculty or staff are covered through the University's comprehensive policies and procedures through the offices of Human Resources, Equal Opportunity and Affirmative Action, and the Ombuds. Internally, the School has a formal grievance process for grade appeals that includes a hearing by the Dean. Decisions can be appealed to the Provost. An undated five-page document included in the self-study on the School's grievance procedures states that the formal grievance process is only for grade appeals, but that the School had begun to develop procedures to deal with student complaints regarding behavioral and other non-grading issues. The document says that the Dean would appoint a committee of faculty to draft a new grievance policy for presentation to the faculty in fall 2005. No further update was provided.

COMPLIANCE

PART II — Standard 2: Curriculum and Instruction

Unit performance with regard to indicators:

- (a) **The unit requires that students take a minimum of 80 semester credit hours or 116 quarter credit hours outside of the unit and a minimum of 65 semester credit hours or 94 quarter credit hours in the liberal arts and sciences (as defined by the institution) outside of the unit.**

Not applicable. There is no undergraduate program, only two master's degree programs and a small Ph.D. program.

- (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.)**

In its Master of Science program, the School provides a strong professional curriculum. The 10-month program is preceded by a one-month pre-semester training program. The curriculum is well-defined; there is opportunity for choice in electives, a seminar and a skills class. The capstone experience is a master's project spread over the two semesters.

Through this degree program, the School aims to educate and train its students to be working professionals in top-level news organizations or as media entrepreneurs building their own brands. It emphasizes ensuring that its graduates can produce daily journalism using multiple sources that will engage an audience. They also should be able to have mastered a specific form of news delivery as well as produce digital content and show mastery of journalistic craft through a work of long-form journalism.

Students may choose between two concentrations: Print (newspapers and magazine) and Broadcast/Digital. They all start with a core course, Reporting and Writing 1, a four-day class (two days of classroom instruction and two days of field reporting) that is a signature class for Columbia. Each of the numerous sections of this class generally produces stories for a website based on a specific geographic area of New York (BrooklynInk.com, for example) or a specific topic, like water for newyorkcurrents.com. There are more than a dozen such websites. Most syllabi refer to the class as a newsroom experience. In addition to drills and lectures, students focus on reporting in the first half of RW1, mainly in text-based stories, and move on to more complex presentations in the second half of the semester. In addition to publication on the class websites, some stories also are published by professional publications such as The New York Times and local media such as the Brooklyn Eagle.

A student noted that video stories don't get picked up by TV outlets, probably because they aren't produced to meet specifications of particular TV stations.

One student noted that four of his stories in RW1 were picked up by professional media outlets, which he contacted at the suggestion of his professor.

Print students' class time in RW1 drops to one day per week for the final nine weeks of the semester, which allows them to add an elective at that point.

For Broadcast/Digital students, RW1 remains as two days of in-class instruction to accommodate the extra technical training needed for this concentration.

In their first semester, students also take Essentials of Journalism, which includes modules on the law, ethics, business and history of journalism. This course was instituted in 2010 to replace the previous law and ethics curriculum, whose legal component focused on "great cases" in U.S. media law. The faculty wanted a more global and digital focus on media law and inclusion of media business as a core element. The new "four-pack" class is comprised of the four seven-week modules, held on Fridays: The law sections are taught by veteran attorneys who have represented ABC News, The New York Times or The Wall Street Journal, among others; the new business sections are taught by Academic Dean Bill Grueskin or media executives from organizations such as The New York Times Digital or former Harvard professor Adam Klein, who holds a doctorate in change management.

Other requirements are an Advanced Reporting and Writing seminar that focuses on a particular coverage area such as business reporting, religion reporting or education reporting and a Media Workshop in a particular storytelling medium such as print, video or digital. Students are given preference for specific workshops based on their concentrations; workshops range from magazine writing to Nightly News, a weekly video show, to text-focused policy reporting for the school's New York World website. Work from the various seminars often is published or aired in professional publications. Faculty mentioned student stories published in The New York Times, the Chronicle of Higher Education and Slate.

Finally, students are required to enroll in one five-week skills course; offerings emphasize journalistic tools such as investigative skills, photojournalism, social media or aggregation.

Students must take either one (Broadcast/Digital) or two electives (Print). The offerings were diverse and engaging. They include Art and Science of the Interview, The Other 99 Percent, Covering Race and Class, Managing Newsrooms in the Digital Age and Reinventing TV News.

Students are allowed to take one graduate-level elective outside the School with permission if it pertains to their journalistic interests. Students interviewed did not seem aware of this option.

Within the M.S. program, there are opportunities to specialize. For instance, students interested in learning how to produce long-form documentaries may take a third semester to enroll in a Documentary Project; about a dozen take advantage of this option. A part-time M.S. program also is offered with the same coursework spread over two years; 67 students are enrolled.

Another example is the investigative track offered through the Stabile Center for Investigative Reporting. Students accepted take a longer investigative skills class to fulfill their M.S. skills

requirement, an Advanced Investigative Reporting class for their spring semester and, as part of that, participate in a group investigative reporting project. They also must take a five-week computer-assisted reporting project. Final projects have been published by the Center for Public Integrity and ProPublica, among others.

The courses in the one-year program are presented in a logical sequence and clearly explained to the students.

In a meeting with a small group of students, some noted there are some differences in what is taught among the RW1 sections, although the School's administrators say they work hard to ensure that students have comparable experiences. Several faculty said there is a common core that all instructors understand and provide – reporting skills, deadline stories, newsfeatures and one or more longform or in-depth enterprise pieces.

Students praised the coursework as rigorous and said they felt the classes prepared them well for careers. They said the 10-month program is “crammed” and intense; they are pushed hard and spend 60 hours a week in class, in the field and finishing assignments, but one called the intensity “a blessing in disguise ... I know we’ll be able to handle stuff (in the professional world) when we leave.”

Students especially praised the faculty for the time they spend and care they give to students outside the classroom and the high degree of skills and knowledge they bring to their teaching.

The RW1 syllabi tended to be descriptive of the weekly schedule and reporting duties; not all emphasized the course objectives, learning outcomes or critical thinking skills of the class. However, syllabi for the seminar and elective classes generally had clearly defined course objectives and explanations of learning outcomes.

In its Master of Arts program, started in 2005, the school aims to attract students with advanced journalism skills, likely gained through professional experience, and provide them with the ability to gain a deep understanding of complicated subjects and to use that knowledge to assess material produced by experts and use it to enrich their journalism. They focus on one of four areas: arts and culture, business and economics, politics or science. It attracts about 50 students per year.

Unlike M.S. students, students in the M.A. program take a significant portion of their classes outside the School. They take one elective each semester outside the School, chosen in consultation with their academic adviser.

The main focus of the program, though, is the two semesters in discipline, which journalism faculty lead in collaboration with professors or outside experts from the specialty disciplines. For instance, a student in the science concentration who is interested in medicine might take a class in Columbia's Mailman School of Public Health.

The instructors are obviously excited and engaged in the seminars, spending significant time ensuring that the guest lecturers cover all areas of the discipline. One professor said the seminars teach the students “a different way of thinking.”

The program is rounded out with an advanced research techniques class, Evidence and Inference, a journalism history course and a final class, The Future of Journalism.

Students also may take some of the five-week skills classes offered in the M.S. program.

The capstone is a 10,000-word thesis. Students work on the thesis throughout the year.

The School also has several joint-degree programs. The most recent is a four-semester Joint Degree Program in Computer Science and Journalism aimed at teaching students skills in computer science, digital media and news standards and production so they can produce new applications and online tools. At the Journalism School, students take the core Reporting and Writing curriculum as well as Essentials of Journalism. At the Engineering School, they can take classes in such fields as algorithms, databases, 3D photography and interaction design. There also is a mandatory seminar about the impact of digital techniques and business models on journalism. To complete the program, students undertake a master’s project that is jointly advised by faculty at both schools. Upon completion they receive M.S. degrees in Journalism and in Computer Science. Other joint degree programs are offered in Law, Business, Religion and International Affairs.

There was some concern expressed by faculty that the market for such specialized journalists is shrinking and the M.A. graduates may have trouble finding jobs. However, the faculty said they and the placement office make special efforts to try to find opportunities for the students and are developing a network of potential employers.

One or two M.A. students also said they worried about how what they were learning would translate in the job market. They also said they don’t get to know many journalism professors because so many of their classes are outside the School.

(c) Instruction is demanding and current; achievements in teaching and learning are recognized and valued. (If the unit has more than one sequence, address the quality of instruction by sequence.

Both students and faculty talk favorably about the individual attention students receive from faculty: For instance, one student said that faculty call over winter break to check on students’ progress on their master’s projects. Faculty readily list individual students’ work from past classes, showing a deep and easy knowledge of what students are doing. They also talk about the care they take in editing and re-editing student work.

“High-powered journalists who are dedicated teachers, that’s what we’re about” is how one faculty member described his colleagues.

Another faculty member commented, “We are really encouraged to keep our writing careers alive. ... We are really encouraged to be dedicated involved teachers. It's tough to do both.”

Several students mentioned guest speakers as assets in ensuring students hear from current practitioners who are leaders in their fields. One student said he was watching TV news one evening and noticed that the network reporter had been speaking to his class that week. Another said the speaker in his sports journalism class had been covering the major sports story of that week.

Some students said there were multimedia reporting opportunities in RW1. Others mentioned opportunities to take classes in coding, social media and data visualization. But a few said there was not enough multimedia emphasis, particularly in RW1.

It was noted that the master's projects tend to be print, limited multimedia. For students who want to create a multimedia presentation for the master’s project, faculty approval is required.

The School has created four data media associate positions, recent grads who are available to faculty to provide multimedia support in classes, to help ensure reporting classes allow for multimedia presentations. They also have created online tutorials on everything from using social media to using databases, coding in HTML and video editing in Final Cut Pro.

More significantly, the School has established two new centers – the Tow Center for Digital Journalism, and the Brown Institute for Media Innovation. The Brown Institute, in partnership with Stanford University’s engineering school, funds development of projects that combine computer science and journalism. The Tow Center director, Emily Bell, teaches digital classes in the degree programs as well as conducting research on digital journalism issues.

Several faculty commented that the school will have a strong digital focus as a new curriculum is put in place in the 2013-14 academic year; it already has been approved by faculty. The Print-Broadcast concentrations will be eliminated and students will have more flexibility to take a wider array of courses in video, text and audience engagement. However, the master’s project will be preserved but more flexibility in presentation forms will be allowed

Faculty are actively engaged in their industries, writing and producing documentaries and other work for major media outlets on a regular basis. They also engage in faculty seminars to share their work with colleagues. And discussions at faculty retreats have focused on ways to increase diversity in the classroom, integrating digital journalism into the curriculum and the future of journalism education.

In 2009, 210 and 2011, a different faculty member won the University’s highest teaching honor, the Presidential Teaching Award.

- (d) Student-faculty classroom ratios facilitate effective teaching and learning in all courses; a student-teacher ratio of 15-1 in skills and laboratory sections is strongly recommended and the ratio in each section should not exceed 20-1.**

The School is in full compliance with this rule.

(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. (If the unit has more than one sequence, address the opportunities by sequence.)

The School doesn't encourage internships during the academic year, saying the program is too intense. But if a student does take an internship during the second semester, authorization is required from Career Services, which requires approval from the student's academic adviser. The number of hours spent at the internship site also may be limited.

However, Career Services does aggressively promote post-graduate internships and fellowships. The School has programs with 20 media organizations, including two paid internships with Al Jazeera in Doha to positions at Univision News in Miami.

COMPLIANCE

PART II — Standard 3: Diversity and Inclusiveness

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 Unit has a “Three Year Plan to Enhance Faculty and Pipeline Diversity: 2011- 2014.” It addresses the elements listed in this indicator, including a section on curriculum.

(b)The Unit’s curriculum fosters understanding of issues and perspectives that are inclusive in terms of gender, race, ethnicity and sexual orientation.

The School’s location in New York City and the University’s multi-national, multi-cultural student body fuel conversations on diversity. Student work draws on the city’s rich mix of people and problems. The Unit did not provide supporting documents, but addressing those cultural challenges is very much a part of the curriculum.

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

The 2007 Reaccreditation team recommended that the unit “continue pursuit of greater faculty diversity.” Six years later the percent of minority faculty has barely moved. During that period faculty changes created about 10 openings. At last the site visit 15 percent of the total faculty were from minority groups. Now that number is, at best, 16 percent.

The use of many adjunct faculty offers additional opportunities to build diversity, yet of 143 adjunct faculty only 9 percent are journalists of color, including one Latino.

The number of women faculty increased from 43 percent to 48 percent since the last team visit. Two years ago the School produced the “Three Year Plan to Enhance Faculty and Pipeline Diversity: 2011-2014,” which is mostly steps aimed at hiring “females and underrepresented minority faculty.” The Unit notes that of the next five tenure cases in the pipeline, three are women, one of them a minority, and one is an African-American male. Since the last review the number of women and minorities in administration has increased.

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

The Self Study says that 31 percent of American students in the class of 2012-13 identify as students of color, “the highest percentage ever at the school.”

The Unit’s recruitment plan includes targeted visits to colleges, universities, career fairs and conventions to recruit students. It reports that its graduation rate of over 97.5 percent negates the

need for retention services. An active Student Services area and a short matriculation period of 10 months also lessen retention needs.

- (e) The unit has a climate that is free of harassment and discrimination, accommodates the needs of those with disabilities, and values the contributions of all forms of diversity.**

The Unit states that the University offers a setting in which “students seek to understand each other and understand themselves.” Students report an environment of open discussions, regular engagement and an ongoing awareness of the broad range of diversity.

Compliance

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

Unit performance with regard to indicators:

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

The School's written hiring and promotion standards for faculty were revised at a meeting of tenured faculty March 3, 2010. Also approved were written review standards for non-tenure-track faculty. Descriptions of faculty rank and guidance for consideration for promotions were further set forth in a document revised September 2012.

Recruitment is handled by the Committee on Appointments, though the process begins with submission of a search plan to the university's Office of Equal Opportunity and Affirmative Action for review and approval. The University does allow for variances to the standard search under certain circumstances (the opportunity to recruit a scholar of great distinction, an underrepresented minority group or a particular curricular need), but exceptions must be approved.

Notably, the revision for faculty hiring conforms to the School's intention, stated throughout the self-study and supported by evidence, that the tenure system "generates, obviously, a faculty mostly made up of people who continue to be working journalists while teaching at the Journalism School...like faculty members elsewhere in the university, faculty members in the Journalism School should not regard a decision to come to Columbia to teach as entailing leaving behind their professional work." The School notes that some of its faculty members have Ph.D. degrees in traditional academic disciplines and their work can be judged by the University's usual standards. More journalism faculty members, however, are "outstanding journalists," and the University has agreed that published journalism of very high quality (influence on public discourse, national recognition, etc.) can qualify a professor for tenure in journalism.

As of February, 2013, 17 of the School's 37 full-time faculty members were tenured and three others are waiting for a final decision or in the final stages. The School has 86 part-time faculty.

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

Members of the School's teaching faculty fall into three categories:

- Research faculty who are either tenured or on track for tenure consideration
- Practice faculty who typically don't have academic qualifications for tenure but whose previous and continuing professional experience allows them to meet curricular needs
- Associates or lecturers in discipline (experienced professionals who are considered by the School to be excellent teachers)

Full-time faculty members are expected to (1) teach one six-credit or two three-credit classes per semester, (2) advise eight M.S. students or five M.A. students and (3) serve on one or two major committees and one or more minor committees. All faculty members are also expected to review student applications.

In the 2011-12 year, 55% of courses were taught by full-time faculty, not including master's projects. Percentages for the prior two years were 57 percent and 53 percent.

(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.

Among the School's full-time faculty as of Fall 2012, 54 percent hold Master's-level degrees, 16 percent have doctorates and 5 percent have earned J.D. degrees. Such numbers, however, do not account for the faculty's professional credentials. In addition to significant published and creative work, many of their activity reports display an impressive number of experiences as sought-after commentators and writers on timely and substantive issues within the public arena.

Faculty members teaching in the M.A. program have distinguished records in the subject areas (arts and culture, science, business and politics) of the program itself, and collaboration with other University programs is common.

The School is closely connected with the profession through adjunct faculty, the Columbia Journalism Review and programs such as the Knight-Bagehot Program in Economics and Business Journalism.

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

All full-time faculty members undergo annual performance evaluations and are expected to complete annual activity reports.

Non-tenure-track faculty are evaluated as follows: A formal written evaluation with confirming review in the first year; a developmental review by the Dean and/or the Academic Dean in the third year; a critical review by an internal committee of tenured faculty in the fifth year and a major review by a larger committee (three tenured faculty plus two "distinguished outsiders") in the seventh year. Following the major review, which includes a written report, the School's tenured faculty votes on whether to continue the appointment. With the Dean's concurrence, the appointment may be extended for an additional five years with approval by the Provost. On such occasions, sustaining reviews are subsequently conducted every four years.

Student evaluations are considered an important element in judging faculty. Students are asked to complete anonymous online evaluations for each of their courses, and results are available online through a user/password system.

Administrators and faculty members also evaluate teaching quality through unannounced classroom visits. Several faculty members discussed participating in such visits and a few noted that it's not uncommon for someone's class to be visited several times in one semester.

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

Columbia's Provost and outside colleagues who met with the team expressed enthusiastic admiration for the School and were effusive in praising the Dean's changes over 10 years. The School's former position on campus was described by another school's dean as "a trade school of the highest order" compared with the School's current position as a leader in interdisciplinary and collaborative work and a model for other units. "Everyone now wants to work with journalism," said a professor from another college. Specific praise went to the depth of substantive education within the M.A. program as well as innovation in such technical areas as computer science and data skills.

COMPLIANCE

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

Unit performance with regard to indicators:

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

The School clearly states in its Faculty Handbook that it requires and rewards faculty research, creative endeavors and professional activity. Faculty are regularly given sabbaticals; guidelines on when they are eligible for such leaves are clear, although several faculty noted they also have been given more liberal leave for research projects.

Faculty are given \$1,200 research allowances and are allowed to apply for \$1,000 digital training allowances. Most use the \$1,200 allowances; 11 used the training funds last year. In addition, those invited to speak at conferences or workshops may request funding to cover participation in those events; there was an indication that such requests generally were granted.

Over the past six years, 26 faculty members were granted sabbaticals or leaves, many of them more than once; approximately 65 sabbaticals or leaves, generally for one semester, were taken during that period.

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

The Faculty Handbook sets out clear standards for both tenured and professional practice faculty. These standards were approved in separate meetings of tenured and nontenured faculty in 2010.

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

The Faculty Hiring and Promotion criteria for tenured and tenure-track faculty mentioned above state: "At the School of Journalism, some faculty members have Ph.D. degrees in traditional academic disciplines and their work can be judged by the university's usual standards. More, however, are outstanding journalists. The university has made the judgment that published journalism of the highest quality can qualify a professor for tenure in journalism." The document then lists specific guidelines for meeting the standard of "highest quality": breaking new ground, influencing public discourse, receiving national recognition such as being quoted, the author being considered an authority, master of a complicated subject. While book publication appears to be favored, other serious journalism or criticism published in a periodical or digital presentations such as documentaries also are listed as acceptable.

The Review Standards for Non-Tenure-Track Faculty set forth publication requirements for Professors of Practice. They are required to "maintain a productive and important presence in journalism and to demonstrate a trajectory toward ever-more ambitious and demanding projects." The types of work that would qualify include consulting for news organizations, writing or editing "work of consequence" in a professional media outlet or writing a textbook.

(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.

Two-thirds of the faculty have written books or book chapters in the last six years, producing more than 60 books or book chapters. All faculty have produced articles or other published work at some level. The lists of books, articles, documentaries, blog posts and other creative work combined with media appearances and outside lectures over the last six years fills more than 75 pages. The number of articles, including podcasts and blog posts, reached 1,776 while media appearances totaled 442. The faculty produced 29 articles in refereed journals.

Faculty engage with each other, students and the public about their work in the more than 100 forums and discussions hosted by the School each year. Accomplishments are recognized on the School's website and, according to School administrators, in a weekly email newsletter; copies were not made available. The School also hosts monthly brown-bag lunches for faculty to present their work to colleagues for input and idea-sharing.

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

Faculty repeatedly praised the Dean for his personal attention to and interest in their research. "Our scholarship is journalism. ... We are supported in that," an assistant professor said. "(The School is) trying to make sure people have time; books take a lot of time. We are really encouraged to keep our writing careers alive." A veteran professor said, "This is clearly a supportive environment. ... It's not just institutional support, it's peer support." This faculty member talked about being "surrounded by people who have done important, meaningful work."

Students talked about working with faculty who demand that they think in new ways and who push them to think critically of the information they are gathering. Team members were impressed by the faculty's clear commitment to nurturing intellectual curiosity among students while exercising their own intellectual curiosity through their professional work.

COMPLIANCE

PART II — Standard 6: Student Services

Unit performance with regard to indicators:

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

M.S. students are advised by their Reporting-Writing I professors, and M.A. students are advised by a professor in their discipline, the Associate Dean for Academic Affairs and the Dean of Students office. Graduation requirements and other information is also distributed via the Dean of Students blog as well as Facebook. University websites describe courses and requirements for graduation. A robust Career Services office (see below) provides career counseling but is careful not to promise jobs.

(b) Faculty are available and accessible to students.

Faculty who teach reporting and writing are responsible for advising students. The School maintains that “close collaboration between faculty and students characterizes the culture of the school.” Generally, students confirm that communication with faculty members is not a problem and that many faculty members provide not only email addresses but cell numbers.

In a single meeting with 12 students, there was a variety of occasionally conflicting comments. Master’s project advisers, said one student, are “almost too accessible over Christmas break.” Another said the professors advising on master’s projects have widely different expectations and timetables.

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

The School uses a variety of email and web-based resources, including Current Students website, list-servs, the Dean of Students blog and a Facebook Class page.

(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.

More than 100 public discussions and lectures are held annually at the School on a variety of journalism topics. Students praise the presence, too, of so many topical and relevant guest speakers during classes. Numerous opportunities exist for students to meet with professionals involved in the various boards visiting campus to award prestigious prizes.

The School has a highly developed Office of Career Services staffed by four full-time and one part-time counselors. Every student has the opportunity to meet with a counselor for an individual one-hour guidance session, with follow-ups available, and most students take advantage of this. The office also holds instructional sessions about how to write effective cover letters and resumes as well as what constitutes successful employment searches. It also sponsors panels and seminars with visiting professionals to assist students in the job market as well as topic-oriented lectures, seminars and workshops. Audio recordings are made of most of these workshops for use by students who

cannot attend. The office also maintains a website with job listings for paid positions and paid internships.

Perhaps the biggest single initiative of Career Services is the annual Expo job fair; 114 companies were represented in 2012 and a similar number is expected in March 2013. This is not, however, a typical job fair where students show up and visit employer booths. To participate, students register, complete a four-page form and submit a resume. Employers similarly fill out a five-page form. Through an exhaustive matching process as well as consulting with students' teachers, Career Services uses these forms to match potential employers with promising students. Resumes are compiled in a resume book organized by various criteria. About 350 students attend, and the event is closed to students outside the School.

Student government of the school is run through the University chapter of the Society of Professional Journalists. Students are encouraged to participate in area chapters of the Arab & Middle Eastern Journalists Association, Asia American Journalists Association, National Association of Black Journalists, National Association of Hispanic Journalists, National Lesbian & Gay Journalists Association and South Asian Journalists Association.

(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.

The School's graduation rate remains at 97.5 percent. The five-year averages for admissions, applications and enrollment:

M.S. – 969 applications, 419 admits and 287 enrolling

M.A. – 203 applications, 59 admits and 48 enrolling

Career Services reports that, of 354 graduates in Spring 2012, 93 students had full-time jobs as of graduation week (though it notes that some of those students may have been returning to jobs they held before coming to the School). Within that same class, 108 people had paid internships as of graduation.

Faculty is heavily involved in the admissions process through examination of materials submitted by all applicants.

COMPLIANCE

PART II — Standard 7: Resources, Facilities and Equipment

Unit performance with regard to indicators:

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

The School is almost completely self-supported through tuition, established endowments and new fund-raising efforts. The unit planned to spend \$41.8 million in 2012-13 overall, including covering costs for its various centers, national prizes and the Columbia Journalism Review. Overall instructional costs for this year are estimated at \$24.4 million – an 8.3 percent increase from three years ago. The only University money to the School is \$250,000 annually to support the Columbia Journalism Review (0.6 percent of the overall budget). Previously, the University gave the Unit \$5 million to help launch the M.A. program (the School spent \$1 million a year for M.A. financial aid for the first five years of the program, ending in 2010). The School's development successes during the accreditation cycle are nothing short of extraordinary - \$128 million during the six-year period. Major gifts include \$20 million from the late John Kluge for scholarships, \$18 million from the late Helen Gurley Brown to create an institute devoted to media innovation and \$15 million to establish the Tow Center for Digital Journalism.

The annual budget process starts with Unit leaders creating proposed budgets, which are reviewed and finalized by the Dean and Associate Dean for Administration. Budget requests from faculty members go through the Dean for Academic Affairs and the Associate Dean for Administration. All budgets are processed through the School's Office of Business and Finance and sent to the University's Office of Management and Budget. The Dean meets with the Provost to finalize the annual spending plan.

(b) The resources that the institution provides are fair in relation to those provided other units.

The School is completely self-sustaining and receives no additional resources from the University other than annual support for the Columbia Journalism Review that represents less than 1 percent of the overall budget.

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

The Journalism School remains in its original home – an historic eight-story building in the heart of the campus that opened its doors in 1912. Space is used efficiently, but the School is “bursting at the seams” as it continues to enjoy programmatic growth, the Dean notes. Several professional programs, including the Columbia Journalism Review and the Dart Center, are located off campus. The building was recently renamed in honor of the School's founder, Joseph Pulitzer. Donations have been used to name and renovate sections of the building. Some elements of Pulitzer Hall are striking, including a new multi-use student lounge area off the main entrance and an adjacent café with a windowed wall that opens to the campus. Others are threadbare. Student work is not displayed in the building, and the School's many extraordinary public events receive limited promotion.

(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.

Students can access computer labs and editing stations 24/7 with their University IDs. The School houses seven computer labs with the latest in production software and non-linear editing systems. There is a standard-definition TV studio, a fully digital radio studio and 10 fully equipped editing suits. The self-study identifies transforming the TV studio into a high-definition facility as one of the School's "most urgent" needs, along with new field cameras and an HD projector in the main lecture hall. Short-term plans call for addressing all of those technology needs.

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

Pulitzer Hall features a small journalism library that functions as a portal to the University's library system. It houses a collection of reference books, circulating books and periodicals, but numbers were not provided. It is open five to seven hours a day, seven days a week.

COMPLIANCE

PART II — Standard 8: Professional and Public Service

Unit performance with regard to indicators:

- (a) The unit is actively engaged with alumni, professionals and professional associations to keep curriculum and teaching current and to promote the exchange of ideas.**

Columbia is deeply engaged with alumni and professionals on a daily basis through campus visits, the School's many professional programs and through membership on the Board of Visitors. Furthermore, every graduating class since 1942 is linked through an email list. The Alumni Office maintains more than 70 class lists, connecting more than 9,000 of the School's 10,490 living alumni. The Alumni Office also has created an international email list of alumni and lists by regions of the country. An Alumni Weekend is held each year. Columbia also has a presence at major journalism conferences, including AEJMC, ONA, IRE, NABJ, NAHJ, NAJA, AAJA and UNITY. Periodic surveys measure alumni satisfaction and solicit feedback. A new University alumni assessment project ranks the Journalism School second in alumni engagement and satisfaction. Journalism alumni also receive a 24-page newsletter from the School twice a year and a monthly e-newsletter.

- (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.**

Columbia is the unmatched leader in professional development and activities for the journalism field. There are so many activities in this area that the School has a Prizes and Programs Division, led by an Associate Dean with a four-person staff just to provide oversight of the various programs, which have their own staffs.

The national journalism prizes run by Columbia include the Pulitzer Prizes; the DuPont-Columbia University Awards for Excellence in Broadcasting; the John Chancellor Lifetime Achievement Award; the Maria Moors Cabot Prize for Journalism Excellence in the Americas; the Lukas Book Project; the Tobenkin Award for Reporting on Racial, Ethnic and Religious Tolerance; the Meyer Berger Writing Award; the Dart Award for Reporting on Trauma; the Oakes Award for Environmental Reporting; and the National Magazine Awards.

The School also hosts a series of professional service activities. They include the Columbia Journalism Review, the Columbia Publishing Course, Dart Center for Journalism and Trauma, the Spencer Fellowship in Education Reporting, the Punch Sulzberger News Media Leadership Program and a wide array of topic-specific workshops such as covering the environment, education, business, veterans and aging. The Dart, Spencer and Sulzberger programs all started during the last accreditation cycle. Another new program is a robust series of fee-based continuing education programs for professional journalists, which since they started in 2009 have expanded internationally and become a significant revenue generator for the School.

- (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.**

This information was not provided in the self-study.

- (d) The unit contributes to its communities through service projects, internship and job placements, and faculty involvement in civic activities related to journalism and mass communication.**

The School has a long tradition of neighborhood coverage through the Bronx Beat weekly newspaper. But community coverage has expanded dramatically with the advent of dozens of news websites – both geographic and topic-based – produced by reporting classes. In addition, the School launched The New York World, a news website covering the city run by a professional editor with a reporting staff of recently graduated students on post-grad fellowships.

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

The self-study reported that the School has no activities in the area of scholastic journalism. However, the Columbia Scholastic Press Association, the highly regarded 88-year-old national high school journalism group, is operated by the University and has an affiliation with the School.

COMPLIANCE

PART II — Standard 9: Assessment of Learning Outcomes

Unit performance with regard to indicators:

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

The Unit defined Learning Outcomes in an Assessment Plan adopted by the School faculty in spring 2011 and implemented in the 2011-12 academic year. It includes professional competencies listed separately for the Masters of Arts and the Masters of Sciences programs.

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

The initial assessment process includes several direct and indirect measures.

According to the plan, portfolios of student work serve as direct, nonquantitative measures for both degree programs. Portfolios include two or more stories from early in the masters curriculum, several from the midpoint and a final project or final paper. The School also uses course evaluations as a measure.

Indirect measures include administrative and staff review of syllabi, reading of student evaluations of classes, meeting with faculty about evaluations of their courses, periodic meetings with adjunct faculty to discuss pedagogy, monitoring of student job placement, informal contact with employers, alumni roundtables and awards won by alumni.

© The unit maintains contact with its alumni to assess their experiences in the professions and to gain feedback for improving curriculum and instruction.

The Unit maintains extensive contact with alumni as visiting speakers, guest faculty and many other ways as they provide services to the college and draw from it. The Unit notes award winners and job changes. Surveys during the last eight years, since the creation of the Office of Career Services, track employment trends in each class. While the Unit can report employment rate by class, that information is not specifically designed to provide feedback to improve curriculum and instruction.

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

Assessment in the one year of implementation included five faculty and three members from the profession.

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

A report from that assessment provided suggestions to improve curriculum and instruction.

The Site Team noted that while the Unit undertook steps to understand the Assessment process, its plan was implemented in the last year prior to the site visit.

Compliance

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

1) Summarize the strengths and weaknesses of the unit.

The Graduate School of Journalism at Columbia, long considered one of the best and most prestigious journalism schools in the country, has grown and developed in important ways over the past six years. The School has solidified its M.A. program for returning journalists and expanded greatly its digital journalism initiatives both within the curriculum and in professional development. In short, a great school of journalism is significantly better today than it was six years ago.

Strengths:

- Strong leadership with a Dean widely admired by faculty, university administrators and industry leaders for moving the School forward into the digital future.
- An extraordinary record of unprecedented fund-raising successes that has allowed the School to provide dramatically more student aid, add more signature professional programs and renovate sections of a 100-year-old building.
- Unparalleled service to the profession through a series of national journalism awards and programs.
- A strong faculty representing more professional diversity than ever before.
- The addition of two major centers focusing on the future of digital journalism - the Tow Center for Digital Journalism and the Brown Institute for Media Innovation.
- Smart, focused and engaged students who are diverse both ethnically and geographically, with a remarkable international contingent.

Weaknesses:

- An assessment plan that was implemented in only the final year of the six-year accreditation cycle.
- A lack of ethnic diversity on the full-time and part-time faculty.

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

3) Summarize the problems or deficiencies that must be corrected before the next evaluation (i.e., related to non-compliance with standards). N/A

4) In the case of a recommendation for provisional accreditation, list the deficiencies that must be corrected 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.

- *Need for a more formal assessment plan.* The unit now has an assessment plan.
- *Need for introduction of more elements of multimedia into the curriculum.* The School has integrated multimedia into many dimensions of the curriculum over the past six years, including websites for students to publish their work in the main reporting and writing class and a new mandatory four-week technology boot camp in August before the M.S. program begins. The addition of the Tow Center and the Brown Institute also should move Columbia further down the digital journalism path. And a new curriculum scheduled to start next year is designed to break down traditional structures to create a program with an even greater multimedia emphasis.
- *Need to continue pursuit of greater faculty diversity.* The ethnic diversity of the full-time faculty – 11 percent (or 16 percent including international faculty) remains exactly as it was six years ago despite 10 new hires. Of equal concern is a part-time faculty in the heart of New York City with only 9 percent journalists of color (including just one Latino out of 143 adjunct faculty members).
- *Need to address concerns of broadcast students and faculty regarding adequate instruction time.* The School has added a third semester for documentary students in the M.S. program.

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 quality of the self-study did not measure up to Columbia's extraordinary journalism program. The document failed to provide adequate information in places, and for some standards failed to include the required supporting documentation. The site team also received the self-study late in the process. During the visit, the lone student gathering had only five students at the beginning and a maximum of 12. The site team believes that both the self-study and the visit suffered from a lack of attention to detail that is routinely seen at most schools.