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This is the second time in our journalism school’s young life that the community has come together to produce a strategic vision for our future. The process took an unusual turn midway through, when the school received a transformational, $20-million endowed gift from Craig Newmark, the founder of craigslist.

In addition to changing our name, the gift set us on a more sustainable path. But it didn’t resolve key questions we still face: How will we provide educational momentum to a field that continues to shrink and remake itself? How will we significantly advance the need for more diversity and equity in newsrooms? While the endowment builds, how will we fund our ongoing programmatic expansion while also offering more scholarship support to students with financial need?

The goals we lay out in this strategic plan provide clear indications of how to address these important questions. But our brief history has also taught us that the best plans need to be open to constant revision.

The people who put this plan together represent all that is wonderful about our school: They are a talented, dedicated, collaborative, and diverse group of faculty, students, and staff. While the accreditation process provided the initial impetus, we believe in the intrinsic value of strategic planning. We are excited to roll up our sleeves and get started — again.

Sarah Bartlett  
Dean,  
Craig Newmark Graduate School of Journalism at CUNY
INTRODUCTION

The big dreams of just five years ago look small from where we stand today.

Most of the goals we set in the 2013-2017 strategic plan were achieved, and our school is now much stronger academically, more diverse in terms of faculty and students, and more secure financially. We have a new name, the Craig Newmark Graduate School of Journalism at the City University of New York, thanks to a generous $20 million endowment established by the Craig Newmark Philanthropies. Our dean, Sarah Bartlett, who took over the leadership of the school in January 2014, to date has raised a stunning $60 million that includes the Newmark endowment.

We have added a new Master of Arts degree in Social Journalism, and our M.A. in Journalism has a new bilingual Spanish-language concentration; both are unique in the field. We created J+, our professional development arm, to provide affordable training opportunities for mid-career journalists. J+ has designed and executed more than 70 workshops at the school and trained both small and large organizations, including the Philadelphia Media Network. In total, more than 3,000 people have received J+ training to date.
The Tow-Knight Center for Entrepreneurial Journalism launched the News Integrity Initiative, a $14 million fund to foster informed and engaged communities, combat media manipulation, and support inclusive, constructive, and respectful civic discourse.

With all of this growth, we were bursting out of our original two floors. Fortunately, we were able to add a third floor in our building to give us space to expand.

Ours is one of three public graduate programs in journalism in the U.S., and the only one in the Northeast. Unlike other journalism schools, including the two graduate programs in New York City which are each situated within a single university, our dean reports directly to the CUNY system’s chancellor, giving us considerable autonomy and flexibility in hiring, curriculum, and fundraising. This latitude is not something we take lightly. Such autonomy has enabled us to anticipate and react nimbly to changes in the market and to:

- experiment with curriculum without the burdens of a larger academic approval structure;
- recruit a regularly changing roster of professional innovators as teachers without a requirement to hire tenure-track professors or PhDs (though we have both);
- define scholarship appropriately for our field, enabling our professors to innovate with new forms of journalism and to learn as they teach;
- become outspoken leaders for change both in the news industry and journalism education;
- control our budget, resources, and space so we can shift priorities with speed.

Diversity has been key to the school’s mission — in our educational goals and in supporting the news industry. It has also been of incalculable benefit to our students, faculty, curriculum, recruiting, job placement, funding, centers, and reputation. We began as one of the most diverse schools in the field and have grown even more so, with 57 percent of students in the Class of 2019 coming from underrepresented communities and 63 percent of them qualifying for scholarships. Diversity is not only a characteristic of our student body, it is a key strategic priority that we will discuss below. This year we appointed
our first director of diversity and inclusion initiatives, to help implement the school's vision of becoming the premier training ground for the next generation of journalism leaders and to make the news industry more relevant to diverse audiences. The school also aims to work with the industry on how best to attract and retain extraordinary journalists from underrepresented populations who graduate from our programs.

Our curriculum has been adjusted to reflect the swift changes in the news industry, a nimbleness that has allowed us to remain one of the most innovative graduate schools of journalism in the country. All this has been achieved while we've maintained small class sizes, hands-on instruction, and a commitment to bedrock journalistic principles of thorough reporting, good writing, critical thinking, and ethical values.

Our students are producing work that is being recognized for its excellence. This includes multiple awards from the Society of Professional Journalists, Investigative Reporters and Editors, College Media Association, and Editor and Publisher. The school's news site, NYC NYCity News Service, has been honored by Editor and Publisher for the past three years with the EPPY Award for best college/university news site in the nation. Our alumni have gone on to successful careers, taking on leadership roles at such news outlets as CNN, The New York Times, Quartz, Vox, The Washington Post, The Wall Street Journal, NY1, ProPublica, Univision, CBSNews, the Associated Press, Bloomberg, Consumer Reports, and WNYC. Alumni have won Pulitzer Prizes, Emmy Awards, Hillman Prizes, and other prestigious honors.

The Strategic Planning Committee believes the course is right. Innovation, diversity, fearlessness, and a continued commitment to core journalistic principles are the cornerstones of the school's success to date and of its strategy for the future at a time when defending, supporting, sustaining, and improving journalism could not be more important to the nation.

Still, the committee has identified important challenges for the near future:

1. We face tougher competition than ever

Diversity is not only a characteristic of our student body, it is a key strategic priority.
before from other journalism schools and programs;
2. The journalism job market remains unstable, with job cuts continuing to outpace new opportunities;
3. We must wait two to three years to give our new endowment enough time to build;
4. We face continued pressure for space;
5. Both CUNY and our school will go through significant changes in leadership.

In the priorities and goals outlined below, you will see a school that will devote attention and resources not only to providing the highest quality and most affordable education to its students, but to improving the quality of journalism in the nation. We intend to achieve this by developing greater diversity, innovation, and leadership, and helping to build an economically viable profession that better reflects and serves long-underrepresented communities.
Background

At our launch in August 2006, we vowed to build one of the best graduate journalism schools in the nation. From the start we have proven highly competitive with our top peers: Columbia University, New York University, Northwestern University’s Medill School, and University of California at Berkeley. Our applicant pool has significantly increased, peaking at more than 400 applicants for the Class of 2018 for approximately 110 spots.

A number of aspects of our school set us off from our competitors: mainly, our innovative curriculum that blends core reporting skills with subject specializations and cross-platform skills, our paid internship program, our location, our diversity, and our lower cost. When students accept us over our competitors, we invariably hear that our size and personal attention are a key factor. The two New York-based schools with which we compete most frequently, Columbia and NYU, have tuition rates that can be three or four times ours, depending on whether a student is a New York State resident. Still, these two schools have taken steps to update their curriculum, and they retain strong name recognition and a vast cohort of alumni, as well as much larger endowments. Columbia has strengthened its market position with a more pronounced focus on investigative reporting, documentary production, and data journalism. NYU’s Journalism Institute emphasizes programs focused narrowly on specific subject areas. These schools appear to have increased their scholarship offers for top applicants of color, reducing or eliminating one of our competitive advantages with that population. This is also true for other schools across the country with which we compete.

While we are one of the most affordable graduate journalism programs, students here still amass a sizable debt for living expenses. Steep housing costs, in particular, make it harder for out-of-state and international students to consider moving here. Our scholarship offers help with tuition, but students from outside New York must still make a big financial commitment, and it makes us less competitive with graduate journalism programs in smaller, more affordable markets. Another competitive challenge the school faces is new energy in journalism institutes with a similar focus to the Tow-Knight Center, including the Shorenstein Center at Harvard, the Lenfest Institute in Philadelphia, and the various projects at Columbia, including the Tow Center for Digital Journalism, the Brown Institute, and the Sulzberger Executive Leadership Program. These programs attract similar participants and funders. This competitive pressure is made more significant due to the potential sunsetting of the Tow and Knight funding for our center in three years.

Finally, the school’s finances provide both challenges and opportunities. Since opening day, the school has thrived through support from New York State, CUNY, foundations, and individual donors. In recent years, in order to expand the range of programs we offer, we have sought additional funding. At the same time, some of the generous foundation support that sustained us from the beginning is gradually being reduced and may expire over the next few years. And growth in state funding is unlikely, given New York’s mounting fiscal pressures.

The situation at the Newmark J-School is not dire by any means, particularly with the arrival
of a $20 million endowment. Still, the tax-levy portion of our funding structure is insufficient to cover the school's current annual operating costs. The only way we could exist at that level would be to reduce the size of the student body, increase the number of students in each class, cut back on the variety of courses we offer, and restrict student access to equipment (cameras, audio recorders, computers, etc.). Our fixed employment costs are relatively low given the size of our academic operation because we are able to attract great journalists from the best newsrooms in New York City to teach many classes on a part-time basis. However, if we pursued that “downsizing” strategy, we would likely put our standing as a national leader in innovative journalism education at risk. That's why fundraising to identify additional resources is so critical.
PRIORITY 1
DEVELOP INNOVATIVE CURRICULA

In our first decade, we became known in the industry and the academic world as the most innovative journalism school in the nation. We intend to keep that reputation by maintaining our startup culture.

When we meet journalism educators from other schools, they complain that it can take three years to get a new course approved. They are shocked and envious that it took us only nine months from idea to first class to create the first Master of Arts in Social Journalism. We were similarly swift and decisive in starting the only bilingual M.A. in Spanish-English
journalism and, before that, in creating the nation’s first M.A. and Advanced Certificate in Entrepreneurial Journalism.

We used philanthropic support to incubate the J+ professional development program to serve the training needs of working journalists. Viewed against the size of CUNY, our journalism school looks like a boutique with about 130 master’s students (including about 15 in the Spanish-language program) in two overlapping cohorts and about 15 each in the Entrepreneurial and Social programs. In our last strategy review, we chose to stay intimate and hands-on, and we reiterate that view now. We also resolve to stay singularly devoted to journalism, not to advertising, public relations, the academic study of communications, or to the current vogue in content creation for brands.

Our size and focus have enabled us to serve our students well. The J-School changes not just by adding programs, but by constantly updating curricula, including for the original M.A. in Journalism. Since our last strategic review in 2013, the school redesigned its broadcast program into a visual journalism curriculum to better emphasize the intersections of television, documentary, web video, and photojournalism. This has allowed for constant experimentation in new visual forms such as virtual reality, augmented reality, social video, drone journalism. Our interactive program has shifted its focus toward data and programming. As we will discuss below, we are currently debating and testing significant changes in our required fundamental courses and subject concentrations.

**Goal 1.1**

**Better organize our investigative curriculum to demonstrate our depth in investigative reporting**

We currently offer nine investigative/data/research courses -- many more than most of our peers -- and we are considering making investigative reporting a concentration area. By developing a more tailored version of our M.A., we aim to attract students interested in investigative reporting and high-impact journalism. This would build on a track record of students producing award-winning investigative projects. Doing so will make us
more competitive with schools such as UC Berkeley and Columbia that have established programs in those areas.

**Goal 1.2**

**Develop alternatives within the M.A. in Journalism to allow students to pursue greater specialization**

Today, our primary “product” is journalists prepared to work in newsrooms bringing a strong reporting and writing foundation, ethical values, a wide array of fundamental and cutting-edge skills, and a readiness to adapt to and foster change — to disrupt.

We have filled our cohorts with some of the best candidates available. Our graduates have been successful in finding journalism employment. One school of thought says that the disruption that already tore through print news organizations — where our students are still in high demand — is only now hitting broadcast companies as well as magazine publishers, and there will be a continuing call for our fearless multimedia graduates.

In the M.A. in Journalism, the school has long grappled with the problem of student workloads. We recently voted to reduce the number of credits required from 45 to 43, and we are considering increasing the students’ flexibility in choosing electives so they may further customize their learning outcomes. The decrease in two credits allows students more reporting time out of class.

We are making more coursework available as one-credit modules, which also provides greater curricular flexibility. Through the use of special-topics courses, the faculty are expanding the range of offerings, allowing them to experiment with new ideas before formal course approval. This is how we have developed new courses in virtual reality, social video, and audio documentary. We are also modifying our requirement of a three-course subject concentration, giving students in some specialty areas the opportunity to mix courses from the business, urban, international, health, culture, and Spanish programs — as well as from the Entrepreneurial and Social Journalism programs. The school is also expanding specific media specialties, such as documentary film, in place of a subject concentration.
Goal 1.3
Develop an Executive M.A. in News Leadership and Innovation

We are now developing a program in News Innovation and Leadership made up of four or five certificates that can be earned separately: management and strategy, revenue, audience and data, product, and technology. We hear constantly from companies of their need for a larger pool of future leaders, and we hear from that talent of the need for management training. We are considering making this a hybrid program with limited in-person teaching. The rest would take place online so students can continue in their jobs — and so we can tap tuition revenue from employers in New York and elsewhere. If that program and our J+ professional development division grow, the school might see its mission shift in emphasis to educating not just students entering journalism but professionals already in the field, improving the quality and sustainability of the profession overall. The certificate program will not require students to quit their jobs for 16 months to attend our school, which will make it more attractive for working journalists and newsroom leaders. We are exploring the potential of offering “stackable certificates,” and believe there is considerable philanthropic interest in supporting this program.

As part of the planning, it will be necessary to examine the role of the Entrepreneurial Journalism program within the larger structure of the news leadership programs. It is possible that the Entrepreneurial program could become a fifth certificate within the Executive M.A.

Goal 1.4
Develop versions of our Entrepreneurial Journalism Advanced Certificate to create media outlets focused on underrepresented communities

The first step will be to build on our bilingual Spanish-language program, which is integrated into the journalism M.A. as a concentration. The program has been a great success in recruiting top-notch students who are already in great demand in the job market. We would like to pair this with a Latino-focused version of the Entrepreneurial Journalism program, as we see a strong need for development of new media for this large, underserved, and growing market. The certificate will then be extended to serve other underrepresented communities, building on relationships established through the school’s Center for Community and Ethnic Media.

The J-School changes not just by adding programs, but by constantly updating its curricula.
PRIORITY 2
PREPARE STUDENTS FOR UNCERTAIN JOB MARKET

Last year represented an apparent worsening of the job market for our graduates. For the first 10 years of our existence, we were able to state with confidence that 85% of our students were employed full time in the profession within six months of graduating. In 2018, that number dropped to below 70%. While it may be too soon to declare this a structural rather than a temporary development, it’s fair to say that the number of journalistic outlets continues to shrink, and ones that are new or still standing may
have less demand for relatively inexperienced graduates of a general assignment journalism program when they can hire more experienced journalists for a relatively small premium. One caveat is that it is hard to compare job rates with other schools, as we are the only school that publishes detailed data. Also, other programs include public relations, advertising, and pursuit of further educational goals in their post-graduate statistics.

How will our school adapt if the perception grows that journalism has a limited future as a profession and that an investment in a graduate degree has questionable value? This question becomes even more critical in the current political climate, when trust in and respect for journalists has decreased - though it has also brought about record numbers of applicants to journalism schools and financial and civic support to many news organizations.

We have begun to address this challenge in the following ways:

1. By increasing the range of specializations we offer where employment prospects are the strongest, such as reporting for the Spanish-language market, social journalism, drone journalism, AR/VR storytelling, and business reporting.
2. By aggressively recruiting a diverse body of students and supporting them with scholarships to help employers address the chronic lack of diversity in newsrooms across the country.
3. By promoting the affordability of our tuition.
4. By raising the visibility of our school through better marketing -- we just hired our first assistant dean for external affairs -- and attracting an increasingly prominent donor base and board membership.
5. By rapidly adapting our curriculum to incorporate new technologies that are transforming our industry.
6. By ensuring that all graduates possess strong reporting skills so that no matter how technology or their role in a newsroom changes, they can survive and thrive.

Despite the decline in full-time employment for journalism graduates elsewhere, we believe our alumni are in a stronger position because they carry a smaller loan debt ($10,500 on average), and they are well-prepared to contribute to professional outlets as soon as they’re hired.

**Goal 2.1**

**Establish stronger linkages between program reviews, outcomes, and the profession of journalism**

We have instituted regular reviews of our subject concentrations—in addition to our media emphases (visual, interactive, writing, audio) and the Entrepreneurial and Social Journalism programs—and should use this as an opportunity to consider adding or ending offerings according to both student and industry demand. The school has devoted considerable effort to developing its outcomes review and we recommend the Outcomes and Curriculum Committees coordinate on adding (and taking away) required skills as the market shifts — for example, adding more pedagogy on teamwork, social verification, and curation and reconsidering the role that VR versus AR will play.

All these changes help get us closer to a long-held plan to provide a “skills transcript” for
students, setting minimum levels of expected competence across a wide range of skills and tools and enabling students to then become certified as experts in various areas (e.g., data journalism, web video, podcasting, investigative journalism, and so on). Our continuing research on job needs of the industry conducted by the Tow-Knight Center found that graduates today are expected to hold a wide-range of fundamental skills and then some number of “superpowers.” We are evolving our curriculum around that.

**Goal 2.2**

**Expand opportunities for ongoing training through J+**

J+ has trained more than 3,000 professionals. In 2016, it held 44 workshops and five custom-training programs and in 2017 it trained the newsroom of the Philadelphia Inquirer and related properties on advanced digital, social media, and data journalism skills. J+ not only provides an ongoing benefit to alumni — charging them half-price for updating their skills — but also used 7 percent of tickets to provide free training to faculty and staff. J+ also
provides discounts to association partners: more than 20 groups including the National Association of Black Journalists, the National Association of Hispanic Journalists, and the Asian American Journalists Association. When J+ began, it was envisioned as a General Assembly for journalists that could, eventually, provide its students with the skills necessary to shift to new jobs in news organizations. The program also sees the benefit of creating more personalized (and expensive) mentorship programs.

Goal 2.3
Better communicate our curricular and economic value

We recognize the need to better tell our story to all our constituencies: potential students, alumni, funders, the news industry, and CUNY’s own administration as well as New York City and State officials. To this end, we have redesigned our website to make it mobile-friendly and to better highlight our specialized programs. We also entered into a strategic branding process, retaining the same firm used by CUNY. And we hired our first assistant dean for external affairs, who will focus on building the reputation of the school through events, stewarding our foundation board, and devising a strategic marketing plan. Key to the journalism school’s future is our ability to communicate its strategic value not only to CUNY, New York, and the industry but to the future of democracy itself. Journalism is a public good and the Craig Newmark Graduate School of Journalism stands at the forefront of supporting and improving this vital institution.

A key benefit of better communicating our stories is that employers will have a stronger knowledge of what our students offer.
PRIORITY 3

DIVERSIFY FACULTY AND STUDENT BODY

Our journalism school is known as a leader in diversity. We intend to make diversity, representation, and equity even more central to the school’s future. Diversity for journalism and journalism education isn’t just about diversifying the skin tones. It means shifting the culture and leadership in newsrooms, recognizing that the value of diversity is not just in the numbers but in the range of voices heard, perspectives included, and stories told.
It means questioning what is and what isn’t newsworthy. It means expanding our notions of what is journalism and who is a journalist. It’s about questioning how the structure of journalism (the way it is practiced) proves welcoming to diversity or sends the message that different perspectives aren’t welcome. If we are really to be leaders in journalism education and help shape the future of journalism, we must do more than replicate the institutional biases of the past with new storytelling tools.

**Goal 3.1**

**Recruit and retain diverse faculty and staff**

Creating a culture in the school that is open and welcoming starts with a diverse faculty. We still need to do a better job in recruitment. Our full-time teaching faculty now numbers 17; six of them are from underrepresented groups (African-American, Hispanic, Asian) and six are women. Among our 87 adjuncts in Fall 2018, 50 were women and 34 were from underrepresented groups. Of the school’s 43 staff members, 26 are women and 25 are from underrepresented groups. The administration is made up of eight people: six are women and three are from underrepresented groups. We are focusing on finding more diversity among adjuncts, and full-time faculty representation especially needs to be improved.

**Goal 3.2**

**Hold trainings for faculty and staff to better create a culture able to have difficult conversations**

Like all colleges (and other institutions), the J-School is not immune to tensions around issues of diversity. We must acknowledge that not everyone — faculty, staff, and students — is prepared to have difficult, yet sensitive, conversations around diversity. While we have held faculty workshops and trainings and incorporated diversity training in orientations, conflicts still arise. What’s important is how the people at the school respond to those conflicts. Thus, it is essential to continue staff and faculty development and constructive conversations in the area of diversity.
Goal 3.3
Recruit a diverse student body from wide areas using targeted scholarships

As outlined above, we believe we have done a good job in recruiting racial and gender diversity in the student body. Now — in this polarized political era — we need to consider other factors as well, including economic, geographic, and ideological diversity, finding prospective students in new places.

We have an endowed scholarship fund of $13.2 million, and as described below, a substantial part of the new $20 million endowment for the school will provide further scholarship funding. To intensify our efforts to recruit more diverse students, in 2018 we launched a scholarship fund for members of the Ida B. Wells Society for Investigative Reporting who apply to the school. This organization aims to increase reporters of color in newsrooms. Similarly, we are exploring the creation of a new scholarship fund aimed at students in the Spanish-language program.

In support of both of these initiatives, we have redefined the role of one of our admissions officers, giving him the title of associate director for multicultural recruitment and asking him to apply a laser-like focus to this effort.

Goal 3.4
Provide mid-career training to support a diverse workforce

We also see the need to better train diverse talent already in the workplace, and we plan to do that through J+ and the News Innovation and Leadership program outlined above. We would like to raise scholarship funds to expand all these programs to provide opportunities for applicants who otherwise might not be able to afford them. Additionally, we plan to target programs to ethnic news outlets.

Goal 3.5
Be an active player in changing newsroom culture

We need to beware of creating a pipeline that feeds graduates to an industry that still is unwilling or does not know how to diversify
its own ranks, management, processes, and worldview. We could decide to tackle the problem of newsrooms and news companies but we are aware of years of expensive effort that has gone there with limited success.

We are in a position to make a number of contributions. Besides our obvious and necessary educational role of recruiting and training diverse talent, we also see the need to address the diversity of the media ecosystem: supporting diverse media outlets that exist, helping to start new ones, and tackling media ownership. The Tow-Knight Center convenes and supports professional communities of practice from the industry, including one that concentrates on diversity as seen through culture, talent development, and change management. The school’s News Integrity Initiative is also a tool we can wield as it sees diversity as a key path toward rebuilding trust in media.

**Goal 3.6**

**Help develop the journalism ecosystem for underserved communities**

The Spanish-language program is a key asset in our diversity strategy, not only because of its work training bilingual and Latino journalists, but through a series of activities the program hosts, including the Latino Media Summit, a two-day annual conference on Latino journalism innovation. A proposal for a Latino News Media Initiative is also in the works. At an inaugural event held in 2016 at the J-School, we heard a clear demand from the Latino media industry to convene leaders in the field as communities of practice, to study what is needed in the market, to help raise the professional standards of journalism for Latino markets, and to encourage development of new outlets by launching a Latino Entrepreneurial Journalism program.

We can ask whether the skills built to serve Latino communities — training, support, communities of practice, study, incubation, recruiting — could also support the African-American press and entrepreneurial scene. This would become a core skill set the J-School and the Center for Community and Ethnic Media (CCEM) can bring to other markets that have been underserved or badly served by mass media, including LGBTQ+, immigrant, differently abled, and economically challenged communities.

We also see the need to better train diverse talent already in the workplace.
As stated previously, the school’s financial picture is complicated. The tax-levy resources do not cover the entire operating costs. In August 2018 the school received a $20 million endowed gift from the Craig Newmark Philanthropies. The funds will be managed by the school’s foundation and will be used to support its educational mission, enhance its academic reputation, and propel its standing in the country. But the school will not benefit from this endowment until it generates investment income.
The foundation’s board of directors, in close consultation with the dean, will decide how to spend the investment income. The dean has recommended to the board that we use approximately:

1. One third for general operating support
2. One third for student scholarships and financial support
3. One third to fund new initiatives

The Strategic Planning Committee would like to recommend the following possibilities for the use of the funding:

**Goal 4.1**
**Expand student support to include living stipends**

We recognize that tuition scholarships alone are not enough to attract the most promising students. Due to the high costs of living in NYC, students often work outside of school to get by. We want to explore providing some students with living stipends.

**Goal 4.2**
**Seek new funding to support efforts to further diversify the student body**

For the past four years, the Knight Foundation generously supported our Knight CUNYJ Diversity Initiative, through which undergraduate journalism students from underrepresented groups spent the summer in NYC, learning multimedia reporting skills and interning at a variety of news outlets. Top students from this program were offered full scholarships to the Newmark J-School if they applied and were admitted. Participants and organizers felt this was an excellent program. In order to continue, new funds must be obtained.

**Goal 4.3**
**Target fundraising to strengthen ethnic media**

To support and expand existing programs and offerings, such as the Center for Community and Ethnic Media and the proposed Latino News Media Initiative, it will be necessary to focus more fundraising efforts in these areas.
Goal 4.4
Target fundraising to strengthen the school’s efforts in improving trust in journalism

It is a civic imperative to establish additional programing that builds greater trust in the field of journalism, such as a new center for investigative journalism currently under consideration, and ongoing projects on trust in the Tow-Knight Center. This requires seeking additional funding.

Goal 4.5
Seek new monies to continue the work of the Tow Knight Center for Entrepreneurial Journalism

Neither The Tow Foundation nor the Knight Foundation have committed to renew financial support of the Tow-Knight Center when the current funding expires in 2021. This center has been a key driver of innovation at the school, helping launch the Advanced Certificate in Entrepreneurial Journalism, the M.A. in Social Journalism, and a variety of communities of practice. We are also incubating our new Executive M.A. in News Leadership and Innovation under its auspices. Thus, it is imperative to find new funding sources to sustain these efforts.

Goal 4.6
Seeking funding to support recruitment and retention of top faculty

We need to become more competitive in recruiting and retaining exceptional faculty. To do so, we could establish more endowed chairs, similar to our first faculty chair, the Leonard Tow Chair in Journalism Innovation. Possible areas ripe for faculty funding include investigative journalism, social journalism, and bilingual journalism. Applied research grants to support work relevant to the school’s mission and academic residencies for visiting faculty are other areas for possible funding support.
PRIORITY 5

ADDRESS LIMITATIONS IN FACILITIES

Even after more than 12 years, our campus — in the former headquarters of the New York Herald Tribune — impresses visitors. This is why we hold so many events at the school, as it is one of our best assets. Our growth made it necessary to expand, and recently, the school took over the empty but developed 14th floor of the building, which now houses 15 staff members, with rent paid through foundation funding. The floor is leased for longer than the five-year scope of this strategic plan.
Our facility is beginning to show signs of age. The lighting, wiring, and broadcast studio all are experiencing failures in parts and systems. The university’s capital funds are being reduced, or they often don’t materialize. We will need to make significant investments simply to keep the facility in a good state of repair.

Our larger student body and ever-expanding equipment needs have forced us to utilize a classroom as an annex for the equipment room and to hire three more people. At the same time, our large broadcast studio space, centrally located on our main floor, is rarely used. The staff that managed the studio and related equipment used to report to CUNY TV, but the broadcast team, their functions, and the related budget were repatriated to the school in 2016. Now that we have control of our technological fate and are considering changes in the broadcast field and in our curriculum, we need to reconsider the use of the studio space, which is currently not heavily utilized.

**Goal 5.1**

**Create a space task force**

The Strategic Planning Committee suggests creating a task force to analyze space concerns and to propose creative, viable solutions that could go so far as to recommend physical expansion of the school.
PRIORITY 6

PREPARE FOR LEADERSHIP CHANGE

In 2019, CUNY is likely to get a new chancellor who will face significant fiscal challenges. Some senior colleges are operating at or near deficits. CUNY is considering reducing the number of campuses and consolidating graduate programs, among other things. During the five years of this strategic plan, there is also likely to be a change in the J-School’s leadership, with a new dean appointed by the university. We feel it is essential that the transition goes smoothly and the strategy and culture — so critical to the school’s success — remain intact. The principles of this strategic plan set the school on a solid course regardless of leadership changes.
The school’s standing Committee on Strategic Planning began the process that informs this document in Fall 2016. The committee reviewed the previous strategic plan, outlined information needs, and compiled a list of stakeholders to interview. Beginning in January 2017, the committee met with representatives from the offices of Career Services, Student Affairs, Development, and Admissions; and the technology team, professional development programs, and student government.

Additionally, all the program heads of curricular areas reviewed curricula from competing schools. The school’s mission and values were discussed in faculty meetings. Faculty and staff also brainstormed goals for the years ahead. Other standing committees discussed relevant aspects of strategic planning, including the Diversity Committee, Technology and Libraries Committee, and Campus Life and Facilities Committee. All this information was compiled into a draft report in Spring 2017. The draft was tabled when it became clear that the new endowment was likely, as this would change the context for the plan as well as many of the goals. A new draft was given to the Strategic Planning Committee for feedback in early Fall 2018. Additional interviews were conducted with the new director of diversity and inclusion, as well as the school’s director of technology. Finally, the dean weighed in. The final version of the plan was written by Graciela Mochkofsky, chair of the Strategic Planning Committee, and Associate Dean Andrew Mendelson. The committee reviewed this version on Dec. 3, 2018. The Governance Council discussed and approved it on Dec. 11, 2018.