

**THE DEPARTMENT OF JOURNALISM AND MEDIA STUDIES**

**LEHMAN COLLEGE**

**THE CITY UNIVERSITY OF NEW YORK**



**2022-2023 SELF-STUDY REPORT**

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## **I. Journalism and Media Studies – Mission and Overview:**

The Department of Journalism and Media Studies (JMS) focuses on the study and practice of journalism and all other forms of entertainment and information media from their roots in print and broadcast to the latest platforms of digital media. We are dedicated to the development of strong writing skills, a deeper understanding of media and storytelling techniques that facilitate clear, accurate, and relevant content.

In addition to the three distinct areas of study in JMS, an essential part of our academic focus includes the delivery of award-winning multimedia productions that reach audiences here in New York and around the world. We accomplish this by using the tools of professional media to attract dedicated audiences that expect and receive excellence. This means that the Department of Journalism and Media Studies mission is multi-faceted. This includes academic programs in Film and Television Studies (FTS), Journalism (JRN) and Media Communication Studies (MCS). Reflecting these different disciplines, the Department has essentially three missions that share many common goals. The overall JMS mission is to educate ethical, visionary communicators who develop the capacity to engage in rigorous media study and to thrive professionally, guided by the First Amendment, scholarly analysis of media content, using contemporary professional practices and exploring the rich history of information-based and entertainment-based media. The focus is on academic, professional, and personal development through our courses, in line with the mission of Lehman College and CUNY as a whole. To reflect the different disciplines of the Department, this Self-Study divides the analysis into the three distinct areas cited above.

JMS continues to expand and evolve, with a media presence that includes film, television, digital streaming/radio, an online news platform and much more. The department also supports students' success in their majors by offering minors that allow for additional specialization in various aspects of media study and practice and a deeper understanding of the effects, implications, evolving ethical considerations and societal effects of media. Finally, the Department contributes to the College's mission of providing a liberal arts education to all Lehman students.

## **Goals i, ii & iii FTS, JRN, MCS:**

To fulfill its mission, the Department of Journalism has pursued (number) main goals:

### **Film & TV Studies**

Vision: From Lehman's unique position of serving a diverse, urban student clientele - create a cadre of professionals and scholars, proficient in the theory and practice of multimedia content creation, distribution and management; and prepare students to pursue advanced studies in media criticism and analysis.

Goals:

- Advance the study and criticism of traditional and emerging cinematic forms and facilitate a path to advanced academic programs;
- Develop the curriculum to support the practical creation of film, narrative and documentary productions;
- Serve as an incubator to generate multicultural film makers and media producers utilizing the unique resources available to Lehman students through JMS and ITR
- Generate additional curricular and extracurricular programming.
- Prioritize Filmmaking or Film Analysis & Scholarship? This is a long term question we need to address (or not maybe not here)

### **Journalism**

Vision: The Lehman Journalism Program fosters and promotes the next generation of diverse and multicultural journalists across media platforms - from traditional to virtual - and advances the scholarly study of Urban Journalism and Criticism.

Goals:

- Operate a nurturing incubator for diverse student journalists, from Lehman's pivotal position within one of the most economically challenged communities – but within the number one New York media market - drawing from our culturally rich – but underserved - student base;
- Continue to establish a specialized curriculum that serves as an academic model, that trains, graduates and places our students into influential positions in the field of journalism to better represent the changing face of America;
- Generate professional journalistic content created by students that serves The Bronx, New York City and greater communities;
- Establish Lehman's Journalism Program as a respected and authoritative player in the journalism and media industries, and in the New York City political and cultural communities;
- Increase the number of graduates placed in advanced degree programs in journalism and media studies.

### **Media Communication Studies**

Vision: The MCS program endeavors to create diverse generations of Professional Communicators in diverse fields of study and industry. MCS prepares students to: Pursue scholarly research and

criticism in fields of Professional, Social and Mass Communications and: excel as professional communicators in the fields of Advertising, Public Relations, Corporate Communications, Public Policy and as Entrepreneurs.

### Goals:

- Create clearly defined curriculum to support both scholarly and practical areas of Media Studies.
- Establish and develop strategic partnerships with relevant corporate and institutional entities, and to take a leadership role in forging relationships with industry professional organizations – especially with organizations serving diverse publics
- Support the academic and scholarly work of students bound for advanced academic study in Communication Theory, Advertising, Public and Corporate Communications and Media Studies.
- Train future Entrepreneurs in necessary professional multimedia communications skills and tools to foster success in business and industry.

### **Goals that are common to all three JMS major/minor areas of study (FTS, JRN, MCS):**

- To assist all Lehman students by providing perspective and marketable skills that allow them to excel as media professional and graduate students.
- To promote innovation in teaching, including developing new courses and innovative pedagogies that reflect that rapidly evolving states of multimedia journalism, information, entertainment, social media and other areas of media.
- Establish and develop strategic partnerships with relevant Media, Journalistic, Corporate, and Institutional entities.
- Position Lehman JMS in a leadership role in forging relationships with industry, student and professional organizations –especially with organizations serving diverse publics.
- Clarify academic needs for scheduling and staffing to support student success.

JMS: general navigation and courses: <http://www.lehman.edu/academics/arts-humanities/jct/upcoming-events.php>

Film and Television Studies (FTS) MAJOR - must choose "film" or "television" concentration:  
<https://www.lehman.edu/academics/arts-humanities/jct/film-tv-studies.php>

Film and Television Studies (FTS) MINOR  
<https://www.lehman.edu/academics/arts-humanities/jct/film-and-television-studies-minor.php>

Journalism (JRN) MAJOR - must choose regular "journalism" concentration or "multilingual."  
<https://www.lehman.edu/academics/arts-humanities/jct/journalism-major.php>

Journalism (JRN) MINOR

<https://www.lehman.edu/academics/arts-humanities/jct/journalism-minor.php>

Media Communication Studies (MCS) MAJOR

<https://www.lehman.edu/academics/arts-humanities/jct/media-communication-studies.php>

Media Communication Studies (MCS) MINOR:

<https://www.lehman.edu/academics/arts-humanities/jct/media-communication-studies-minor.php>

## **JMS's Contribution to Lehman's college-wide goals:**

### *Goal iv. JMS's Contribution to CUNY's Lower-level General Education Requirements*

Even for students who are not majoring or minoring in a JMS area of study, the department provides a service to the general community by offering writing-focuses courses that allow students to complete the "writing intensive" requirements in their general requirements for graduate. With a history of JMS courses listed as Distribution/Pathways courses, students have had the opportunity to take JMS courses such as JRN 211 Introduction to Multilingual Media, MCS 214 Introduction to Media and Digital Culture and FTS 212 Introduction to Film and Television. These three courses have been gateways that have been offered as general education courses that have proven useful even for students who are not JMS majors or minors. In Fall 2023, JMS intends to offer a section of JRN 211 in the First Year Experience Program.

In addition to strengthening student writing skills and fulfilling that requirement, these courses provided the added benefit of functioning as a recruiting tool that allows students to discover what JMS offers. JMS also has a history of adjunct faculty participating in the LEH general education program, teaching courses that cover a wide range of topics. Full-time faculty members who are teaching courses that may be of interest to JMS students and students outside of the department also sometimes have their courses "meet with" sections of LEH, which provides a class with additional enrollment and the LEH program with needed seats.

These three courses have been gateways that have been offered as general education courses that have proven useful even for students who are not JMS majors or minors.

### *Goal v. JMS's Contribution to Special College Programs (Macaulay Honors, College Now, Freshman Year Initiative (FYI))*

The College Now program offers local high school students the opportunity to gain experience in a college course and earn college credit. The Reporting Unit of College Now was developed as a collaborative effort of College Now and JMS. This has proven to be a productive relationship that has also created faculty connections for JMS.

The specialized public high school on Lehman's campus—the **High School of American Studies**—also generally requests a certain number of seats in one or more of our introductory classes for their students each semester. This arrangement allows the high school to offer some of its students the opportunity to earn college credit and get a taste of the college experience. Typically they request seats in a class taught by a full-time faculty member. After also

experiencing enrollment challenges during COVID, **College Now** has expressed interest in offering one or more JRN classes in Fall 2023.

*Goal vi. JMS Contributions to other programs:*

JMS is a primary participant in the newly launched interdisciplinary minor in the Lehman College School of Arts & Humanities- **Business Communication for the Arts Program (BCAP)**. JMS is contributing three classes: MCS 300 ‘Corporate Communications’, MCS 347 ‘Advertising’, MCS 333 ‘Marketing and PR Writing’. This is a minor designed to offer student in the arts an opportunity to round out their skill sets in Professional Communications, in pursuit of careers in The Arts.

A number of JMS courses that we offer are generally picked up for cross-listing by departments in which JMS home courses serve the needs of majors or minors in that particular department. They also benefit students across the college who are seeking “writing intensive” classes for their general graduation requirements.

Some of those departments provide a reciprocal benefit to JMS. In both cases, this allows for additional resources to provide a diversity of courses and greater enrollment capacity. These are mostly cross-listings are arranged with other departments in Lehman’s School of Arts and Humanities, but some have also extended into other schools and into general education at the college. The respective portions in each course serve majors and minors in the departments in which they originate as well as the cross-listing department. These are examples from the last five years that illustrate the JMS inter-departmental collaboration with Latin American, Latino and Puerto Rican Studies, Africana Studies, Sociology, Music, Multimedia, Theatre and Dance, Anthropology and General Education.

**Latin American, Latino and Puerto Rican Studies:**

MCS 210 Global Cinema, in which one section is cross-listed with LAC 216 Latin American Cinema.

MCS 353 Latino Media is cross-listed with LTS 353, also entitled Latino Media in its home department.

**Africana Studies:**

MCS 332 African American Media is cross-listed with AAS 332 African American Media

**Anthropology:**

MCS 351 The Anthropology of Media is sometimes cross-listed with ANT 351 Anthropology of Media



**Sociology:**

MCS 350 Topics in Media Communication Studies, which allows for various topics has been cross-listed with SOC 307 Mass Communication and Public Opinion.

MCS 244 Communication in Society has been cross-listed with SOC 249 Sociological Perspectives on Communication in Society

**Music, Multimedia, Theatre and Dance:**

FTS 309 Screenwriting is sometimes cross listed with THE 309 Digital Storytelling, depending on the particular focus on that semester's curriculum.

FTS 343 Voice-Over for Radio, Film and TV is cross listed with THE 343 Voice-Over for Multimedia Platforms.

Theatre (THE) students also sometimes enroll in FTS 224 Editing and FTS 226 Audio Production to enhance their audio and video production skills.

**Pathways & General Education:**

JRN 211 Introduction to Multilingual Media is a course that may be selected in the category entitled "US Experience In Its Diversity."

JMS also has a history of collaborating with General Studies by cross-listing courses with LEH 353 Studies in the Arts: Selected Topics in the Arts

*Goal vii. Helping to Prepare Lehman Students for Graduate School*

Journalism Students participate in experiential learning in course such as JRN 300 - Bronx Journal Workshop, JRN 320 – Interviewing and JRN 491/92 Honors Independent Study & Colloquium in preparation for Graduate Programs such as the CUNY Newmark School of Urban Journalism and the Columbia University School of Journalism. MCS Students interested in fields of Marketing, Public Relations and Advertising also engage in Experiential Learning in courses such as Corporate Communications and Media Industries I & II in anticipation or entering CUNY MBA Programs and Public Communications Programs such as the NYU School of Professional Studies. Students in FTS have gone to graduate (MFA) programs in Cinema Studies and Film Production, such as in The New School, City College, NYU, UCLA, Columbia and Feirstein Graduate school of Cinema. Also, New York Film Academy and NYU Tisch School of the Arts-Film & TV Certification (which are not degree bearing programs but have the same instruction as MFA programs).

*Goal viii: Promoting Innovation in Teaching: Developing New Courses and Innovative Pedagogy*

The JMS department promotes innovation in teaching in a number of ways. In terms of curriculum, we encourage faculty members to develop new courses. Faculty can test out new courses by running them under one of our variable topics courses (JRN 350, FTS 350 and MCS 350). Over the past several years, for example, JMS has introduced topics that have included “Covering the Campaign” in the semesters prior to the 2020 presidential election. The department has also been phasing in podcasting and related audio-based content via the combined FTS 350/JRN 350 Topics: Radio News Podcasting class. This has provided an exceptional trial run for ways in which an updated Multimedia Journalism (JRN) curriculum will address the void that has existed in terms of digital streaming media and traditional over-the-air radio.

Our department has also been innovative in the use of technology in the classroom. We have been teaching hybrid online courses since 2002 and taught some of the earliest fully online, asynchronous courses on campus. More recently, three JMS faculty members attended a hyflex training workshop in the summer of 2021 and have taught hyflex courses, which permit greater accessibility and flexibility in the right circumstances, not only for students with disabilities who may have difficulty getting to campus, but for all students.

We also promote pedagogical innovation. See details on the curriculum redesign of JRN 211 Introduction to Multilingual Media. See further details under “JMS Evolution and Adaptation.”

**Goals as they relate specifically to the College’s 90 X 30 Initiative:**

The Journalism and Media Studies department already contributes substantially to the college’s 90 x 30 initiative, but JMS urgently needs additional full-time faculty member in order to ensure that FTS, JRN AND MCS majors and minors complete their degrees, consistent with the college's priority of retaining and graduating students and awarding 90,000 high quality degrees and certificates by 2030. This would facilitate JMS overcoming critical shortages that are still causing accumulating faculty workload overages and staggering of required courses to alternating semesters during the same time in which the college is stating its expectations that adjunct budgets be reduced. JMS’s current success and plans for enhanced performance relative to 90 x 30 goals formulated by the college is addressed here by JMS.

**Objective 1:** *Make substantial progress toward achieving the 90x30 challenge.*

- **Strategy 1.1.1: Expand enrollment and also** establish a certificate program in Digital Multimedia Production. These would be in addition to the existing FTS major and minor. A plan was developed and presented to the administration for consideration in 2022.
- **Strategy 1.1.2: Expand enrollment and also establish** certificate programs in Journalism (JRN): Journalistic Literacy; Civic Journalism; Journalism Ethics
- **Strategy 1.1.3:** Expand enrollment and also establish certificate programs in Media Communication Studies (MCS): Public Relations Writing; Digital PR; Professional Communications

**Objective 2:** *Engage in curricular renewal efforts to strengthen existing undergraduate and graduate academic programs and create new degree, certificate and related programs that meet the needs of current and future students and the workforce.*

- **Strategy 1.2.1: Refocus JRN Curriculum in Multimedia Newsgathering & Reporting;** Merge newsgathering production skills with Journalistic training (overlap with FTS) to increase knowledge and skills in multimedia journalism; Establish Certificate Programs in Journalism for non-journalists. This project is now in progress.
- **Strategy 1.2.2: Refocus FTS curriculum concentrations in Film and Television, delineating more clearly between cinematic study and television-centered multimedia digital production. Consider 3<sup>rd</sup> concentration area in audio content-podcasting and radio, including podcasting, streaming and audio production (non-musical)**
- **Strategy 1.2.3 Expand Media Communication Studies (MCS) major, offering two areas of concentration instead of one. Those would be Communication Studies (more theory-based) and Multimedia Communication (with more focus on professional communications**

**Objective 3:** *Provide a transformative educational experience that emphasizes experiential learning and high impact practices for all undergraduate and graduate students, prepares graduates to meet the challenges of the 21<sup>st</sup> century, enhances digital equity, and reflects the Characteristics of a Lehman Graduate.*

- **Strategy 1.3.1: Enhance Experiential Learning Opportunities (ELO) at all levels of courses (200, 300 and 400)**
- **Strategy 1.3.2: Increase use and visibility of the department’s digital media platforms known as “The Bronx Journal” and “The Bronx Journal Radio” to provide evidenced, portfolio generating student work at all course levels and across disciplines (content creation, production and distribution)**

Goal 2: *Enhance Faculty and Staff Success*

**Objective 1:** *Recruit, hire, develop and retain outstanding faculty and staff committed to educational excellence, access and equity and who model a culture of inclusive excellence.*

- **Strategy 2.1.1: Foster increased collaboration with professional journalism and non-journalistic media outlets that exhibit successes and connection with underserved communities (local, ethnic and underserved journalistic news organizations)**
- **Strategy 2.1.2: Encourage and facilitate cooperative enterprises with news entities and other professional media organizations that will maintain productive relationships and also allow our department to enhance our use of qualified working**

professionals as adjuncts to support existing faculty and maintain awareness of current community needs and industry practices.

- **Strategy 2.1.3:** Develop mechanisms to encourage faculty to collaborate with news organizations and other media entities in scholastic/instructional content in their academic curriculum
- **Strategy 2.1.4:** Secure additional faculty lines to expand full-time staffing of JMS to overcome critical staffing limitations created by recent retirements of full-time faculty that occurred while the department was simultaneously experiencing significant increases in student enrollment in the department's three majors/minors. This would help the department overcome current limitations in the FTS, JRN and MCS full-time faculty shortage, complicated by the college's caps on adjunct spending. The intent would be to create additional course sections with a greater diversity of content and to facilitate the capability to offer more required courses that should be offered every semester.

**Objective 2:** *Expand investment in excellence in research, scholarship, creative works, administrative and support services and professional development.*

- **Strategy 2.2.1:** Encourage projects that expand the scope of traditional scholarly work to better reflect JMS disciplines
- **Strategy 2.2.2:** Create JMS originated exhibitions, additional forums, festivals and other outlets to display creative works and scholarship for the college and CUNY communities and to the greater Bronx and overall New York City community
- **Strategy 2.2.3:** Establish expanded responsibilities within the scope of contractual structures, for faculty and staff members to support the overall administration functioning and development of the department and its programs.

**Objective 3:** *Achieve recognition as a leader in innovative pedagogy and the adoption of evidence-based practices.*

- **Strategy 2.3.1:** Develop and facilitate cooperative, collaborative and interdisciplinary activities with other CUNY colleges, departments and schools (including graduate level)
- **Strategy 2.3.2:** Expand development or collaboration on academic events, conferences and forums related to JMS disciplines that enhance both academic and community credentials.
- **Strategy 2.3.3** Expand use of the networks of professional and academic colleagues that exist among faculty to enhance and formalize a program of visiting speakers,

including journalists, industry leaders, scholars, authors, etc.

**Objective 4:** *Build upon areas of cross-disciplinary strength to create pillars of outstanding achievement in research, scholarship, and creative work.*

- **Strategy 2.4.1:** Further develop and encourage academic events that utilize the academic and/or professional expertise of JMS faculty along with faculty of other Lehman/CUNY areas of study such as Political Science, History, Health Sciences, English, Sociology, etc.
- **Strategy 2.4.2:** When appropriate, develop more cross listing opportunities between related disciplines in the JMS department and in collaboration with other departments

Goal 3: Sustain Growth, Vitality and Institutional Effectiveness

**Objective 1:** *Increase digital equity, optimize campus facilities, technologies, and related infrastructure.*

- **Strategy 3.1.1:** Create and host campus-wide “think tank” that regularly meets to discuss common goals and needs, incorporating updates on campus resources and opportunities, promoting development of strategies for cooperation and collaborative projects
- **Strategy 3.1.2:** Enhance utilization of FTS coursework and students in collaboration with Lehman’s Multimedia Center to generate program content exhibited to the public as well as campus-based media materials to create awareness of campus events, resources and accomplishment (In-house media channel, YouTube channel, podcasts and other media content)

**Objective 2:** *Strengthen Lehman’s financial foundation and flexibility through the growth of existing sources of revenue and by developing new revenue streams.*

- **Strategy 3.2.1:** Forge relationships with media organizations that donate media equipment, professional support and mentoring of students
- **Strategy 3.2.2:** Explore opportunities for grants that can support fellowships and student media partnerships

**Objective 3:** *Enhance the College’s institutional effectiveness and the success of compliance programs.*

- **Strategy 3.3.1:** Accomplish acquisition of multiple faculty lines for JMS to facilitate more rapid progression of student completion of majors and minors.

- **Strategy 3.3.2: Expand and further diversify faculty as noted above.**

Goal 4: Embrace the Spirit of Community Engagement

**Objective 1:** *Advance the ideals of the College's namesake, Herbert H. Lehman, a champion for social justice, through research, scholarship and pedagogy that promotes the body of knowledge about social justice issues and expands Lehman's impact as a catalyst for intellectual, cultural, and economic growth in the region.*

**Strategy 4.1.1 Increased resources and staffing will further enable students and faculty in all three majors to engage in journalistic, creative and/or analytical study and content creation in key areas that involve social justice and empowering students, faculty and the public so that they may assume a greater presence in community dialogue.**

## II. The Department's Budget:

The JMS department's overall budget has stagnated during the period from FY 2018 to FY2023, with the current FY2023 budget totaling 3.2% less than the FY2018 budget.

JMS Total Budget:

**FY '23** \$1,199,303  
**FY '22** \$1,296,453  
**FY '21** \$1,386,501  
**FY '20** \$1,290,990  
**FY '19** \$1,182,926  
**FY '18** \$1,239,033

U.S. Inflation Rate during this period:

- 2018: 2.4%
- 2019: 1.8%
- 2020: 1.2%
- 2021: 4.7%
- 2022: 8.0%

According to the Bureau of Labor Statistics, an expenditure of \$1,239,033 in September of 2017 would be the equivalent of spending \$1,489,978 in September of 2022.

Financially, the JMS department contracted over the past several years, given the loss of three full-time faculty members since 2016 and the death of two faculty members – Elaine Rivera and Marisa White. An additional Assistant Professor and Lecturer were hired during this period, meaning that the overall level of full-time faculty staffing was still down and that the new arrivals were hired at lower ranks than their predecessors.

During this time, there was also an expectation by the college that the adjunct budget remain static or shrink, prior to the onset of the COVID pandemic and during the pandemic over the last few years, even during the time of the full-time losses. To give credit where credit is due, the Dean and Associate Dean of Arts and Humanities have been tremendously supportive and have done all that they can to support the department's effective operation with adjunct appointments when possible. We have also used little money in terms of the "Other than Personnel Services" (OTPS) budget, which would ordinarily pay for copy machine expenses, paper and other office supplies and equipment as well as small expenses for campus activities (e.g. posters, honoraria for guest speakers, etc.). Indeed, for the last three years, we have not officially been given OTPS budgets, which adds complexity to planning ahead or dealing with unanticipated expenses. Again, the dean's office has been very supportive. We hope that in the near future, Lehman will return to the system in which it gave each department an OTPS budget—which were based on enrollments—that the departments have more local control over spending.

### **III. The JMS majors and minors – Course Sequences and Statistics:**

JMS: general navigation and courses: <http://www.lehman.edu/academics/arts-humanities/jct/upcoming-events.php>

Film and Television Studies (FTS) MAJOR - must choose "film" or "television" concentration: <https://www.lehman.edu/academics/arts-humanities/jct/film-tv-studies.php>

Film and Television Studies (FTS) MINOR  
<https://www.lehman.edu/academics/arts-humanities/jct/film-and-television-studies-minor.php>

Journalism (JRN) MAJOR - must choose regular "journalism" concentration or "multilingual."  
<https://www.lehman.edu/academics/arts-humanities/jct/journalism-major.php>

Journalism (JRN) MINOR  
<https://www.lehman.edu/academics/arts-humanities/jct/journalism-minor.php>

Media Communication Studies (MCS) MAJOR  
<https://www.lehman.edu/academics/arts-humanities/jct/media-communication-studies.php>

Media Communication Studies (MCS) MINOR:  
<https://www.lehman.edu/academics/arts-humanities/jct/media-communication-studies-minor.php>

The Department experienced growth in total majors from 2016 (when the degree in “Multimedia Studies” was phased out and replaced by Media Communications Studies) to the onset of COVID and the full conversion to online classes in March of 2020. During the height of COVID, the department’s total majors and minors experienced an overall 10% loss in Fall 2020, but rebounded by 4.3% in Spring 2021 after the first availability of COVID vaccines in December of 2020. In Fall 2021, there was a significant drop when a vaccine mandate was put in effect to protect the campus community and that was likely due to vaccine hesitancy, timely compliance with obtaining vaccines and continuing personal and economic challenges among students. In the following semester, Spring 2022, increased compliance and adaptation to ongoing COVID disruption resulted in a 9.3% recovery. Fall 2022 was a difficult time in which the increase of Spring 2022 was followed by a significant decrease of 26%, meaning that the overall loss in 2022 was 16.7%.

Now in 2023, in the current semester, there is an increase of 13.2% in the total number of majors+minors on record. Looking back 5 years, the total number of majors and minors by the end of 2018 was 462 and the current number is 362. That means that the total number of declared majors and minors is 21.5% lower than five years ago. Some of this reduction was also likely complicated by loss of faculty (three retirements and one death) and adjunct budget cuts that have limited the number of course sections offered. Student ePermit requests allowing students to take courses at other CUNY colleges and apply them to completion of their major or minor at Lehman were rarely sought or approved back in 2018. We did see an increase in these over the five years among students seeking fully-online equivalent courses at other CUNY



colleges or equivalent courses that were immediately available if a required course was not able to be offered in a specific semester. This necessitated granting these ePermits to allow students to graduate.

**Calendar year trends of majors plus minors on record:**

2018: up 9.5%

2019 up 4.35%

2020 down 10% (COVID strikes in March 2022)

2021 down 15.2%

2022 down 16.7%

2023 up 13.4% so far

**Majors plus minors on record per semester:**

Spring 2018: 462

Fall 2018: 506

Spring 2019: 528

Fall 2019: 523

Spring 2020: 523

Fall 2020: 472

Spring 2021: 493

Fall 2021: 397

Spring 2022: 434

Fall 2022: 320

Spring 2023: 363

**Percentage of change from Spring 2018 to Spring 2023: -21 percent, but the current semester's semester 13.8 % increase over Fall 2022 suggests a resumption of positive movement, despite overall enrollment of the college and university being down.**

There was also steady growth in the number of degrees awarded over these years. The impact of the COVID-19 pandemic was clear, but the department was able to maintain a reasonably strong enrollment, particularly as it compared to some other departments and to other colleges within and outside of CUNY.

The Department experienced steady growth in total majors from 2016 (when the degree in "Multimedia Studies" was phased out and replaced by Media Communications Studies) to the onset of COVID in 2020. Even during COVID, the department's total majors and minors remained nearly constant through 2021.

There was also growth in the number of degrees awarded over these years, with a relatively steady continuity during COVID.

<b>Degrees earned</b>	<b>F'16</b>	<b>F'17</b>	<b>F'18</b>	<b>F'19</b>	<b>F'20</b>	<b>F'21</b>	<b>F'22</b>
FTS	26	26	19	16	19	21	31
JRN	26	14	14	20	22	16	17
MCS	8	24	31	36	44	43	33
<b>Total</b>	<b>60</b>	<b>64</b>	<b>64</b>	<b>72</b>	<b>85</b>	<b>80</b>	<b>81</b>

Student credit hours also steadily increased over these years, even into the pandemic.

<b>Student Credit Hours</b>	<b>F'16</b>	<b>F'17</b>	<b>F'18</b>	<b>F'19</b>	<b>F'20</b>	<b>F'21</b>
FTS	841	706	636	777	757	727
JRN	645	823	744	801	755	574
MCS	824	696	903	999	1230	983
<b>Total</b>	<b>2,310</b>	<b>2,225</b>	<b>2,283</b>	<b>2,577</b>	<b>2,742</b>	<b>2,284</b>

#### **IV. Previous and Current Department Challenges:**

The department has experienced a number of “one step forward, two steps back” types of faculty staffing issues. Even now, a replacement line for the last tenured Associate Professor who retired three years ago, has still be on hold during a series of hiring freezes and delayed approvals for new faculty lines. Even a search that was supposed to begin in Fall of 2022 has now been delayed, with only a possibility that the search may now begin in Fall 2023. A replacement faculty line, ideally two or three, will allow the department to better serve Lehman College’s goals by accelerating student graduation rates and offering more required courses every semester, rather than having to offer some required courses on alternate semesters, due to the non-replacement mentioned above. This will also reduce the number of cases in which a student must turn to an e-Permit to seek an equivalent course at another CUNY college, because the required course is not being offered until the next semester. In addition to complicating the scheduling of core classes and required concentration courses in our three areas of study, the reduction in the number of courses being offered creates a vicious cycle in which students turn to other CUNY colleges to find the courses that they need and can apply to their majors or minors through CUNY ePermits. Students sometimes fulfilled some of their requirements at Hunter College, Baruch, York, Brooklyn and other CUNY colleges. The department did sparingly supplement enrollment through strategic cross-listing of entry-level courses with other departments, and those efforts contributed to continued success. Enrollment grew, while faculty staffing remained either static or, at times, reduced. This was further complicated by the college’s pressure to keep adjunct budgets at our below those of previous years.

Journalism and Media Studies has a higher than average percentage of FT faculty teaching courses (approximately 53%).

Program Level Data by Fall Semester										Majors & Grads			Class Size		Faculty Dept Portfolio			%F
Number of Sections		Sum of stu cr hrs		Sum of Tot Enrl		Sum of Contact hrs								Academic year 22-23				
Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Undergrad	Grad	ugrad deg (e.g. 1189 = grad deg 2017-2018)	Avg class size Full-time	Avg class size Part-time	# Professors	# Lecturers, Clinical Prof, Dist Lecturers.	# Part-time equivalent lecturers	# Verified Vacant lines	contact hours taught by full-timers	
Journalism and Media Studies													6	3		1	47%	
1189	31	21	1740	1161	580	387	103	52	277	64	18.7	18.4			4.3		66%	
1199	23	24	1410	1368	470	456	66	63	297	72	20.4	19.0			5.25		51%	
1209	24	18	1665	1098	555	366	72	47	264	85	23.1	20.3			3.9		61%	
1219	17	22	1041	1260	347	420	51	58	250	80	20.4	19.1			4.8		47%	

## V. Phases of recent evolution and adaptation of JMS:

### 1. Overview:

The department has evolved and adapted, particularly in the last five years. Prior to 2015, the three former majors required 36 credits (12 classes). During the implementation of the current curriculum, approved in 2014, the majors were extensively redesigned and expanded to 42 credits, with an additional credit making a total of 43 credits for students who qualified to participate in an additional honors colloquium. Then in 2017, the department “rebranded” itself to its current Journalism and Media Studies after previously being known as “Journalism, Communication and Theatre.” It was at this time that Theatre (THE) and Dance (DNC) curriculum migrated to a new department in a merge with Lehman’s Music Department under the new department name “Music, Multimedia, Theatre and Dance.”

The combined effect of full-time faculty migrating to another department, along with full-time faculty retirements, has provided challenges as well as opportunities to take a fresh look at the ways in which JMS works. Among the challenges is the persistent issue of having to stagger some required classes to alternating semesters due to staffing levels since the department grew but still had to actively campaign for new faculty lines, even in cases in which a full-time faculty member left and JMS had to “justify” why that person’s absence should be addressed with a new hire.

As of now, **Media Communication Studies (MCS)** is the largest major in JMS and largest minor, followed by Film and Television Studies (FTS) and Journalism (JRN). The statistics for the minors in each of these disciplines are similarly proportioned. It should be noted that students who wish to increase their exposure to the study and practice of various media are able to major in one discipline and minor in another. We do find that one area tends to “cross pollinate” in others. Since the implementation of the current curriculum, MCS has consistently been the leader in enrollment because of the range of areas that it covers and possibly because it is the major that provides the most opportunities for transfer students to find equivalents for courses taken in their previous schools. It is a sound curriculum with relevant

focus, but its identity is also the most general in the minds of some students with the words “media” and “communication” each part of its name. Anecdotal information from enrolling students included such terminology as “familiar” or “a good fit” to their previous educational experience before coming to Lehman from a CUNY junior college or another institution to complete their bachelor’s degree.

The **Film and Television Studies** major and minor have fairly consistent, although we find that there has been a notable shift in the choice of concentration among our students who are majoring in FTS. Enrollment numbers have been reasonably consistent with students who declare FTS as a major required to selection either the “film” or “television” concentration at the time of declaration. While the two have the same core classes, the lineups of concentration courses differ. The “Film” concentration in the FTS major has a history of being somewhat larger than the “Television” concentration and we observe that the rapid conversion of media and accessibility of high-quality film production gear at a reasonable price has contributed to a wider interest in becoming a filmmaker. The lines between film, television and video in general in terms of digital media have blurred in perception and production. In an age of so-called “cord cutting,” among cable television subscribers and the notion that over-the-air television reception, even in HD, is somehow reflective of a previous era, the direction of the study of television needs periodic retooling.

The **Journalism** major and minor have attracted a core group of JRN students who possess the drive and interest in specializing in this discipline and profession. Given that Journalism, by nature, requires knowing and adhering to the rules of journalism and meeting tight deadlines with accuracy, some students initially may find this intimidating. Isolation experienced worldwide due to the COVID pandemic added the unprecedented complexity of driving some students, already prone to relying on email and texting more than live-time, in-person or telephone dialogue, to being less receptive to the pursuit of a reporting “beat” and live editorial meetings. This is one area in which JRN has been especially vulnerable since it is likely the least suited of the three JMS disciplines to flourish in an increasingly online environment. The onset of COVID in early 2020 was, understandably, a huge blow to what was then an increasingly dynamic JRN.

JRN did experience some previous growing pains since its current curriculum came into existence. This stemmed from a combination of limited resources, previous faculty gravitating toward more traditional modes of instruction and, with that, a rather dated approach that favored the core tried-and-true journalistic principles without sufficient integration of what had already become present-day journalistic practices. As a collective mission, existing and recently hired journalism faculty have enthusiastically embraced the incorporation of new technology and digital media practices, even weathering the COVID storm.

Lehman’s dean and associate dean of the College of Arts and Humanities and the college’s Technology Fee Committee have played a significant role in facilitating growth through their commitment to additional spending for equipment that allows for digital audio and video production in the field. While still operating under clear but general course titles such as “Reporting 1,” “Reporting 2,” “Feature Writing” and other course names that capture the essence of the content that is covered, JMS has identified the need for a more effective outreach to existing and future students. Some of it is, in fact, a “branding issue,” in which students need

more gateways to discovering that a more dynamic and relevant curriculum is there for their consideration.

With the aim of building on this progress but addressing the urgent need for updating from what some legitimately feel is an “early 2000s” or even “1990s” focus, we are embarking on a major redesign of the JRN major, which will be known as Multimedia Journalism. It continues the drive to incorporate more journalistic study and practice in areas that include more podcasting, informational/documentary-style projects and other updates that are already embraced by traditional over-the-air television and radio.

The department has formulated and is now seeking Faculty Senate and CUNY approval for the revision of JRN to Multimedia Journalism. The intent is to align with current and emerging media industry practices and to respond to the considerable student interest in audiovisual and digital media creation. The redesign maintains an intellectually rigorous journalism program grounded in the liberal arts, fact-finding, critical reasoning and the multiple literacies of contemporary discourse and provides students with vital production skills needed to contribute to and shape a fast-evolving field. This updated major will prepare Lehman journalism thinkers to document, communicate and challenge the moral and political complexity of the current moment in multiple literacies: audio, video, written and interactive. Since 2017, the department has implemented regular evaluation and evolution of curriculum incorporating more forms of digital media. This increases digital equity and optimizes campus facilities, technologies, and related infrastructure. There is a focus on improving institutional effectiveness by anticipating, rather than merely responding to, updates in media study and practice.

The overall goals of the Multimedia Journalism redesign were first reflected in the 2020 updating of JRN 221 Introduction to Multilingual Media. A team of two faculty members, Professors Christine McKenna and Eileen Markey, applied for and were awarded a grant to design and implement this plan. This was one of the JRN courses that had a relatively high rate of drops, withdrawals, Incompletes and F’s (a high “DWIF” rate).

We changed the course from a sampler on ethnic media to more deeply explore how race, racism, identity and perspective shape journalism and to examine how they interact in concert with the economic structure of digital journalism and a political environment described as “post-truth.” Students engaged with readings that explored the construction of knowledge, they studied the history and present of racism and discrimination in “mainstream” media, the failures of efforts to ameliorate it and the current debates and controversies in the industry. They did this in part by following and engaging in conversations happening on these topics in journalism.

Unlike in previous semesters, professors of all JRN 211 Fall 2020 sections worked together to establish uniform syllabi and to synchronize the course schedule. Throughout the semester, the professors exchanged course materials and ideas. They also coordinated to bring three guest speakers to class, inviting students from all course sections to attend the Zoom sessions, which were recorded for those who couldn’t come. Speakers included a producer of *The Bronx is Burning*, a former head of *El Diario* and a senior producer of *Last Week Tonight*.

## 2) A lower number of DWIFs.

From our pre-redesign analysis of 424 JRN 211 students over several semesters, 103 students fell into DWF categories:

Drop/Withdrawal: 54 (12%)

Unofficial withdrawal: 33 (7%)

Failing grades: 16 (3.8%)

In the Fall 2020 semester, with 100 students across four sections:

A, A-	B+, B, B-	C+, C	D+	F	DROP/W	WN	WU	INC
58	15	5	1	2	6	2	3	2
58%	15%	5%	1%	2%	6%	2%	3%	2%

(Note: Due to the pandemic, students were given CR/NC options. Students receiving Credit: 3/3% and No Credit: 3/3%)

Comparing Fall 2020 Drop/Withdrawal rate with our pre-design analysis, it appears that the rates are considerably lower, 6% vs. 12%. There were also fewer failing grades, 2% vs. 3.8%

This thoughtful redesign of JRN 211 resulted in greater student fluency in identifying and discussing matters connected to the contested construction of a unified reported reality. Determining what is true and what is fake news has never been more critical for democracy than in 2020 with the pandemic and the polarizing presidential elections. It was an unprecedented challenge for students to navigate truth when disinformation was even coming from the White House. Likewise, the pandemic made accurate information a matter of life and death. But the coronavirus was politicized and conspiracy theories spread like a virus on social media, making it that much more critical that students be able to critically evaluate the credibility of information sources.

The widespread protests of the Black Lives Matter movement dovetailed nicely with course's module Riot or Resistance, which in part examined the impact of a lack of diversity and implicit bias in newsrooms. Journalists of color at the NY Times and LA Times both addressed this topic head on during the semester. The National Association of Hispanic Journalists released a Cultural Competence Handbook, all of which were incorporated into lesson plans. Meanwhile, newly popular outlets like OAN, Newsmax and Parler illustrated such phenomena taken to extremes.

### **3. Preparing JMS Majors for Graduate School and Career Success**

Historically, it is rare for our students to go on to pursue Ph.Ds. in Film and Television Studies or Journalism, but we do see students continue their scholarly work by pursuing master's degrees in graduate schools of Journalism or Master of Fine Arts (MFA) degrees in graduate programs devoted to film study and related media arts. This include students who have gone on to CUNY's Graduate School of Journalism and programs such as the Integrated Media Arts (IMA) program at Hunter College. Some of our MCS majors have been known to pursue doctoral studies, including a recent graduate who is currently doing her Ph.D. at the Annenberg School for Communication and Journalism at the University of Southern California (USC). Other students have been known to pursue related fields in which they've applied their acquired knowledge of media and communication. For example, JMS graduate went on to complete his MSW at Hunter college and then began following through in the pursuit of his Ph.D.

One of the essential functions of our department is to encourage students with talent and passion for journalism and the various forms of media studies to take their place in society among those who study media and also become practitioners who are influential voices for those who desperately need to be heard. This provides a very necessary increase in the diverse pool of minds that reach the general public. The Lehman student body is almost entirely drawn from groups that are traditionally underrepresented and our FTS, JRN and MCS majors are no different. Many of our students are the first people in their families to go to college, and many simply don't even consider the possibility of going on to graduate school.

Our faculty are devoted to offering both academic and professional advising during student's undergraduate studies within JMS as well as in their acquisition of internships in professional media organizations and their career development in news organizations and other media content providers. We are currently doing several things to facilitate that process for our students. We require a 3-credit capstone project, with options to also pursue a 120-hour media internship as an alternative. Just last year, JMS held its first Capstone Symposium. This was a successful in-person event with a live audience in Lehman's Multimedia Center TV studio. Students delivered 10 to 15 minute multimedia presentations of their capstone studies and media productions so that they would be viewable by the Lehman community and the public. They were also archived online.

New York City is widely acknowledged to be the media capital of the Western Hemisphere. JMS graduates have gone on to professional opportunities in the New York metropolitan area as well as major markets throughout the nation.

FTS, JRN and MCS offer applied learning that clearly aligns with the college's commitment to inclusive excellence and student success. A common subject for academic and professional discussion in recent years has been the prevalence of false information that accepted by segments of society who are not sufficiently engaged to fairly distinguish between fact and fiction. This further illustrates the need for journalists and other practitioners of media content creation.

National statistics, provided by the U.S. Labor Department, indicate that demand remains strong and is, in fact increasing in multiple media careers. The following data focuses on career categories that are key media functions and also cross into allied fields.

<b>Profession</b>	<b>Number of Jobs, 2020</b>	<b>Job Outlook 2020-2030</b>	<b>Employment Change</b>
Film & Video Editors	63,300	29% (Much faster than average)	18,300
Producer/Director	131,000	24% (much faster than average)	31,600
Media Technicians	138,700	21% (much faster than average)	28,600
Journalist	46,700	6% (as fast as average)	2,800
Announcer/On Air	52,000	15% (faster than average)	8,100
Photographer	110,500	17% (much faster than average)	18,900
Technical Writers	52,300	12% (faster than average)	6,100
Public Relations	272,300	11% (faster than average)	31,200
PR Manager	89,000	13% (faster than average)	11,300
Writers/Authors	143,200	9% (as fast as average)	12,200
Advertising & Promotion	316,800	10% (as fast as average)	31,800
Actor/on-air performer	51,600	32% (much faster than average)	16,700

In New York City, specifically, The Pew Research Center reports that 12% of the nation’s journalists work in the city and 24% of the nation’s news professionals work in the northeast region. The New York State Labor Department projects career growth in a survey period of 2018 through 2028 and finds that market research and marketing specialists, who make up 4.1% of the local workforce, will see a 21% increase by 2028. Producer and director jobs, totaling 2.5% of the workforce will increase by 7.2%. Web developer and designer jobs, totaling 2.6% of the workforce, will increase by 13.1%. New York City, already home to a majority of the nation’s major networks, is also experiencing huge growth in hosting digital media companies that produce and distribute programming nationwide and around the world.

#### **4. Program Assessment**

The Department has conducted yearly assessments across the three disciplines. In the most recent 2021-2022 plan, JMS Assessment Coordinator, Professor Christine McKenna noted the following:

**FTS and JMS Assessment:** The mission statement in this assessment plan focused on students demonstrating a breadth of knowledge about mass-mediated communication, encompassing aesthetics and genres, ownership and industry structure, communication technologies, government regulation, globalization, issues of identity and diversity and the socio-cultural effects and implications of cinematic/media representation. The goals included students developing their cognitive skills and being able to systematically recognize and deconstruct the commercial and/or ideological agendas of media messages.

In the course content that was assessed this year, the learning outcome included students being able to conduct their own primary research into a specific media outlet or industry. A review of the sample assignments for critical analysis showed that students possess a range of quality in terms of the strengths of their arguments, essay structure, grammar and punctuation. On a scale of 0 to 100, 88% of students received an 80 or better, 25% received a 90 or higher. In their final projects, 60% of students received an 80 or better and 33% received a 90 or better. While many students did a good job at identifying the key concepts in their selected works and offered insightful questions about the reading, some students still struggled with structuring their



own clear and compelling arguments. Most adopted a very informal first-person style which lends itself to a more meandering structure and a casual attitude toward punctuation and grammar. The assessment report suggested that instructors consider using an essay template as a guiding tool for students and adding emphasis to students reading their work out loud in class as an additional method of promoting better proofreading. The assessment coordinator and instructors mapped out plans for using some additional grammar tools such as Grammarly.com and other resources that provide similar tools for self-help and heightened awareness among students.

**JRN Assessment:** The process for assessing JRN performance focused on students watching the documentary “Decade of Fire (S 2018) and reading the material, “What is Journalism?” by The Columbia Journalism Review. Students were assigned to write a 400-word essay to explain the many ways in which journalism could help to preserve the U.S. democratic system. Students were tasked with writing a profile of an ethnic or niche-demographic publication with the goal being that they would demonstrate mastery of the primary course goal: understanding the role and purpose that ethnic media serve for readers and the ways in which race, gender, class, ethnicity, immigration status, gender or other identity points shape how a reporter sees the world and, therefore, tells a story. Students examined the particular audiences that were served and key points that included the publication’s history, track record, circulation, operating logistics and the publication’s voice.

Grades for the essay assignment show that 95% of students received an 80 or higher and 73% received a grade of 90% or higher. Reviews of the written material submitted indicated that most students are understanding the primary concepts covered, but some essays were hard to follow because they lacked a clear structure. Plans were developed to address the finding that while students do a good job at analyzing the media outlets, they sometimes make sweeping generalizations or make claims without evidence. Methods of mapping out key points with sufficient justification were discussed and implemented.

## **5. Future Curriculum Goals**

Although we have had success in increasing the number of majors and minors, the impact of the COVID pandemic was significant. Despite that, the decline in JMS enrollment was not as severe as in other departments or colleges and the Spring 2023 semester shows promise with the pace of major declarations and enrollment picking up. JMS has promoted events and student engagement through the JMS Speaker Series and will continue to do so to expose students to media scholars and professions as well as to promote discussion of current issues and trends in media.

The department has also had its own local chapters of the National Associate of Hispanic Journalists, National Association of Black Journalists, Public Relations Society of America and Sigma Delta Chi, while also hosting professional industry events such as those organized by Professors Jim Carney and Eileen Markey. This provides students with additional theory, practical knowledge and perspective when engaging in projects for The Bronx Journal online multimedia publication and The Bronx Journal Radio streaming platform. In addition to supporting student work, these outlets also take on a club-like quality for students who are applying their knowledge and enjoying their introduction to reaching various types of audiences.

Now that there is more of a campus presence, JMS is exploring the opportunities to align with what could be a student media content makers club that could be funded as a student organization through the college's Office of Student Life. This would also contribute to the department's continuing visibility and engagement in the campus community, thereby promoting major and minor declarations and course enrollment. The promotion of a community outside of the classroom does pose some challenges when almost all of our students commute to school and the majority have jobs, but we do find that invited speakers and/or faculty speakers and/or student speakers help to build camaraderie among the majors and the minors.

Also, although the increase in the number of majors and minors have been helping us to fill our 300-level and 200-level classes, the department still needs to increase its capacity to offer more sections of core classes each semester and to have fewer instances in which required courses must be staggered by being offered in alternating semesters. Some of this strategy has been compromised by full-time faculty retirements in recent years as well as the untimely death of a recently hired full-time Lecturer.

JMS, as long-time supporter of experiential learning through internships, anticipates that these off-site learning opportunities will become even more popular now that two people have been just been hired full-time to facilitate internship opportunities across Lehman's School of Arts and Humanities. Because we have had internship courses in JMS for about twenty years, we are heavily invested in a new Lehman College Arts and Humanities internship initiative. Through the CUNY Inclusive Economy initiative, we now have two new specialists working in the School of Arts and Humanities in 2023. One is an Academic/Career Specialist and the other is an Industry Employment Specialist, both of whom have just begun working with Arts and Humanities majors to help secure them internships for academic credit and/or pay.

## **VI. Journalism and Media Studies Department Faculty Overview**

The Department currently has 9 full-time faculty. This includes:

- 3 tenured Associate Professors
- 3 untenured Assistant Professors
- 3 Lecturers (two with Certificate of Continue Employment and one first-year hire without CCE)

All of the full-time faculty in the Department of Journalism and Media Studies have terminal degrees (either a Ph.D. or an MS/MFA/MA).

There are currently 12 adjunct faculty.

Most faculty members in the various professorial ranks teach a 3/3 load, although the Chair typically teaches 2 courses in each academic year due to administrative duties and Lecturers teach a 4/3 load. Adjunct faculty typically teach either 1 or 2 courses per semester and sometimes 3 in cases in which there are no 4-hour classes that would drive the teaching load over the mandated 9-hour maximum per semester.

In what follows, academic history, specializations, and accomplishments of the faculty are summarized. A report of demographic diversity then follows and the report concludes with Department needs. (Please see bios of full-time and adjunct faculty at end of this document.)

### **2. Faculty Qualifications, Specializations, and Publications**

#### *Qualifications*

The full-time faculty have PhDs or other terminal degrees (MFA, MS, MA) from Cambridge University, Columbia University Graduate School of Journalism, Trinity College, Universidad de Lima, Fordham University, Wesleyan University, University of Iowa, University of California – Berkeley Hunter College, NYU Graduate School of Arts and Science, The College of New Rochelle, CUNY Graduate Center, SUNY Albany, Hofstra University

Part-time faculty mostly have various degrees, certificates, professional awards and significant media experience due to the vital inclusion of professional media practice. Specializations of adjunct faculty also include a broad range on multiple levels of scholarly and professional expertise.

Overall, the adjunct faculty have a plethora of academic and professional talents. There have also been adjunct and substitute appointments that have led to development of excellent candidates for subsequent full-time faculty lines.

Full-time faculty are well-published in a variety of ways, including peer-reviewed academic journals, venues exhibiting creative work and professional media engagement at the local and national levels. All regularly attend conferences, organize events and or maintain a presence as acknowledge media practitioners.

### **3. Faculty Diversity**

Within the Department of 9 full-time faculty members, 7 are men and 2 are women. Among JMS department staff, 2 are men and 1 is a woman.

**Total full-time faculty and staff: 12**

9 male

3 female

4 identifying as Latino/Hispanic

2 identifying as Black

**Total adjunct faculty: 13**

8 male

5 female

5 identifying as Latino/Hispanic

3 identifying as Italian American (recognized as a protected class at CUNY)

4. Department Faculty Needs

While most faculty members in the Department can teach a wide variety of courses, as necessary, all faculty understandably focus on teaching courses based on their research and professional media specializations, especially if they are proposing new courses. The JMS faculty maintain a visible presence in and beyond New York's media community, with regularly published digital media design, articles, op-eds, books, museum and gallery exhibits and on-air presentations generating name recognition for the College, and students taking their place in the next generation of media scholars and practitioners.

Faculty-guided student work, in collaboration with faculty, has resulted in NY Emmy Awards, Telly Awards, Communicator Awards, Videographer Awards, and other professional honors recognizing journalistic work and other professional digital media production.

The Lehman Journalism and Media Studies Department is represented in the three disciplines but is still insufficiently staffed. The Department has been impacted over the last eight years by the retirement of three full-time professorial rank faculty members. This included two tenured full professors and one tenured associate professor. The department was also impacted by the untimely death of a recently hired full-time Lecturer who brought great talent to the department in a time when updating our curriculum and expanding our capabilities. Her hiring was supposed to help facilitate much of our pivot in curriculum redesign because of the teaching talents and professional media practice talents that she brought to the three majors and, tragically she was lost only a year after joining the JMS faculty.

The Department has evident needs among fulltime faculty, including but not limited to, the following specializations:

-Film and Television Studies

-Digital Media Production

-Multimedia Journalism

For Lehman College as a Hispanic-serving institution, the diversity in the current Journalism and Media Studies Department is somewhat reflective of the community being served.

## VII. Our Students

### 1. Lehman College's Student Demographic

Lehman college has been a vital anchor institution in the Bronx for over 50 years. The Borough of the Bronx ranks next to last in the state for educational attainment, with only 27.7 percent of residents having an associate's degree or higher. Lehman is the only public four-year institution in the Bronx and is aiming to grant 45,000 degrees and certificates by 2030. As noted above, it has set for itself the goal of doubling that number to 90,000 degrees and certificates by 2030 as part of what is known as the "90X30" or "Ninety by Thirty" campaign that was launched in 2017. As the college with the 3rd highest mobility rate in the nation—Lehman already has propelled large numbers of students from the bottom 40 percent of the economic ladder to the top 40 percent.

According to the American Council on Education, Lehman ranks #1 among Hispanic Serving Institutions in the U.S. for helping students climb the economic ladder. Total undergraduate enrollment was 12,833 in 2020, with an additional 2,258 graduate students. Nearly 70% of our students are female, 15.2% are 35 years-old and over, 50% have household incomes below \$30,000. The number of cultures represented on campus is estimated at 131.

<https://www.lehman.edu/lehman-legacy/lehman-facts.php>

### 2. The JMS Department's Student Body

The JMS department serves a variety of students consistent with the above demographics. We service a diverse student body with diverse abilities. While some of our students are excelling as you would find at any Ivy League school, others are academically underprepared. We strive to maintain class sizes so that students may receive a higher level of individual attention and that technique has a track record of success.

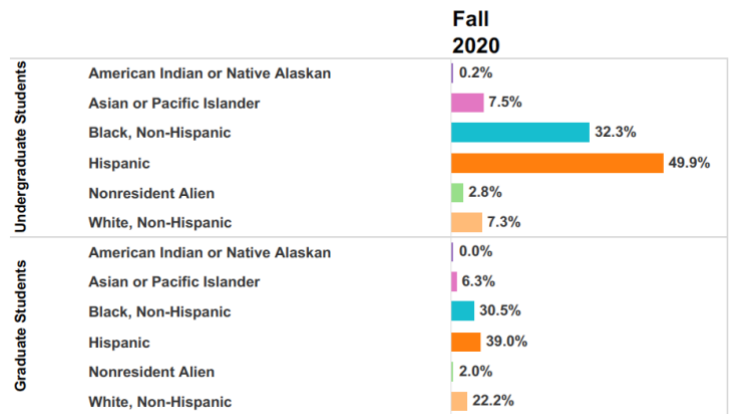
We have students with varying disabilities that may impair their abilities to perform certain tasks for our classes, but we are proactive in working with the college's Office of Student Disability Services by providing requested accommodations and conscientiously providing services in respectful and nurturing ways. Our students are a range of ages and at various points in their lives. Some of our students come to us right out of high school, but many of our students are older, with additional responsibilities such as families and jobs. A small percentage are retired.

Consistent with the department's mission, faculty aim to provide all students (majors, minors and non-majors) with the skills of critical analysis, clarity of expression, knowledgeable and creative use of media production tools and other scholarly and professional skills that allow them to become lifelong learners who will actively advocate for themselves and others.

The three JMS majors and minors give students a solid grounding in the study and practice of a diverse range of media. This prepares students for a variety of career choices or for graduate

studies. Finally, the Department contributes to the College’s mission of providing a liberal arts education to all Lehman students.

**Students Race & Ethnicity by Level**



**Graduate accomplishments and Alumni Contact**

The college and the department have a mixed record of tracking alumni accomplishments. Alumni relations at the department level is seeing some greater activity in recent years due to JMS hosted alumni events in which successful JMS alumni come back to participate in career panels and discussions with current students. Prior to the onset of the COVID pandemic, JMS had begun hosting JMS alumni panels in which current students had opportunities to hear presentations and participate in individual conversations with JMS who are successfully working in professional media.

**VIII. Physical Space and Technology**

## 1. Administrative and faculty office space and technology

The Journalism and Media Studies department occupies part of the south-west corner of the second floor of Carman Hall as well as a small studio complex in Carman Hall B37B that incorporates a multimedia production/streaming studio, control room and pre/post production room in Carman Hall B37B in the south corridor of the building's street level floor. The administrative office space includes two rooms (chair and department administrative assistant) in CA 263. These department offices are equipped with three phones, three computers, a web-enabled copier/scanner (which is connected with each faculty office and serves as the central print-out location) and a shredder.

The JMS faculty office space in Carman includes rooms CA 265, 267, 269, 271 and 273, each usually equipped with two desks, as another nearby three-room office in Carman 251 that includes an office for JMS department staff and JMS adjunct faculty. Several years ago, room CA 259, formerly the Chair's office and JMS department office was reassigned to the Office of the Dean and Associate Dean of Arts and Humanities and CA 264, formerly the JMS adjunct office, was given to the Online Education department. The department could greatly benefit from an additional office as well as a new storage room for multimedia production equipment due to leakage and contamination that presents unacceptable environmental issues for human occupation and has resulted in deterioration of media production equipment storage in that room, located in Davis Hall room 0042. Unlike a number of other departments, JMS does not have a conference/seminar room and the department sometimes needs to request that other departments allow JMS to use their conference rooms for special meetings that require attendance by faculty and staff. While there is some room in the chair's office for meetings including several people, that space is not suitable for holding seminars or full department meetings.

JMS makes use of the Carman Hall C31 JMS newsroom in the Carman Hall C-level Multimedia Center if a meeting is scheduled at a time in which C31 is not already occupied by a Journalism class that requires the 20 computer stations that are present in that room.

Each faculty office is equipped with phones, and either one or two computers with Wi-Fi access. The adjunct faculty may be underserved with regard to computers, since there is one desktop computer in the adjunct office and new computers generally go to the full-time faculty. This means that adjuncts often must bring their own laptop computers, but they also generally have no secure place to keep them. The Dean of Arts and Humanities has been very proactive and committed to acquiring and assigning new computers to JMS full-time faculty.

## 2. Classroom accessibility, capacity, equipment, and structures

The department frequently uses Multimedia Center rooms B81, B83, B84 and B86 as classrooms: these classrooms are accessible by elevator to all students. These rooms seat approximately 25 students. All of the classrooms have a podium that controls a projection screen that is controlled by the podium computer as well as ceiling speakers that provide relatively good quality audio for recorded or live-streamed audiovisual content. There are also whiteboards located at the front of each classroom in the space behind the projection screen. The C31 newsroom can accommodate approximately 20 people with individual iMac computers and one

instructor controlled computer in a corner cubicle that can feed its screen content and audio to an HD wall monitor. For its larger classes, JMS is also able to request assignments in four web-enabled lecture halls, but those facilities are shared college-wide. Faculty may also borrow cables from Lehman's Media Technology Services Department in the Multimedia Center if they wish to bring their own laptops to connect their devices to the wall-panels.

Classroom accessibility: because there is an elevator to the second floor, the offices and 2<sup>nd</sup> floor classrooms noted above are accessible. Lecture halls on the street level of Carman Hall as well as in the B-level and C-level of the Multimedia Center are also accessible to students. C-LEVEL classrooms, including the JMS newsroom and other MMC classrooms are also accessible via elevators requiring the use of a key, which staff and students can apply for.

### **3. The Department Websites**

Faculty maintain the JMS website <https://www.lehman.edu/academics/arts-humanities/jct/> with the help of IT staff when needed. One of the department's assistant professors has been designated as the JMS web master. The Dean also has the ability to directly update the web sites for the Journalism and Media Studies Department.

In addition, the department operates a web site for JMS's online multimedia written publication, "The Bronx Journal" ( <http://bronxjournal.com/> ) as well as a web site and streaming portal for "The Bronx Journal Radio." The Bronx Journal Radio may be streamed on a variety of platforms and via social media.

### **4. Concluding Remarks about Space and Technology**

While the college has constructed new buildings in recent years, notably the science building and nursing building, Carman Hall remains structurally the same, but selected classrooms, available to all departments, have been updated with hyflex capability and two of the four primary lecture halls are currently undergoing renovations. JMS is also in the process of updating its TV/Radio/streaming studio to be more compatible with digital media and updated technology.

The Journalism and Media Studies Department requests resources to update its training and streaming studio to address the critical need of digital inclusion for Lehman students. Students must be able to compete in the digital world by possessing the knowledge required to fully utilize current digital media production techniques and equipment that is consistent with current industry standards. This includes phasing out older analog resources with devices that more thoroughly interface with the digital world for digital media creation.

JMS faculty are enthusiastically incorporating use of the JMS Radio/TV/Podcast studio in Carman B37-B as Journalism courses are increasingly assigning multimedia versions of reporting, that traditionally had been only in a "print" format. Additionally, the technical demands for productions have changed considerably since the studio was rebuilt a decade ago. Instructors are increasingly integrating the Audio Video podcast/streaming studio in their Journalism (JRN), Film and Television and Media (FTS) and Media Communications Studies



(MCS) courses, enhancing student learning outcomes and increasing the college's visibility as a contributor to The Bronx and the rest of New York City. Students' requests for the use of the studio for completion of their independent Capstone projects are steadily increasing.

## **IX. Summary and Conclusions**

The Department of Journalism and Media Studies is an integral part of Lehman's mission to be an economic and cultural engine in the Bronx, to provide students with transformational educational experience and to advance equity, inclusion and social justice. We are committed to providing students with a solid educational background that effectively includes scholarship and practice in an era of media transformation.

At a time in which Lehman College and CUNY have established new initiatives devoted to experiential learning and internships, JMS has an established track record in both of those areas since they are critical components in our mission. Internships with high-profile New York City media organizations allow students to earn academic credit and, when possible, stipends or additional pay. Internships are a proven path for JMS graduates to gain experience, form relationships with mentors and network so that they have established professional contacts and professional job leads before graduation.

We are innovative and passionate about our students. We stress supporting our students and do all we can to empower them to succeed academically and professionally.

We are proud to be part of an institution that understands and values Arts and Humanities and has traditionally been supportive of the Journalism and Media Studies Department and our major and minor programs.

### **Spring 2023**

#### **Journalism and Media Studies Department Strategic Plan and Timeline**

- Complete self-study and external review process
- Initiate the hiring process in Fall 2023 for an Assistant Professor or Lecturer line. Delayed administrative approval/hiring freeze affected the original plan of Fall 2022. We are told now that, due to decreased University enrollment and a CUNY hiring freeze, the anticipated search to fill a professorial line will likely be delayed until Fall 2024.)
- We seek at least two additional faculty lines, one at professorial rank and one as a Lecturer line, as soon as that is feasible after the next faculty hire.

The next faculty hire is critical to address department teaching needs. This new addition would possess deep knowledge in media studies and media practice, including journalism, film and production. The new hire will teach for the undergraduate Bachelor of Arts degree in Media Communication Studies (MCS) and Film and Television Studies (FTS) with some limited crossover into the Journalism (JRN) major. This appointment would also serve the needs of the MCS and FTS minors and possibly the JRN minor.

## **Appendix: Faculty and Staff**

### **JMS Full-time Faculty:**

#### **Prof. Nicholas Boston, Ph.D., Associate Professor:**

Lehman.edu profile: <https://www.lehman.edu/academics/arts-humanities/ict/faculty-boston.php>

Rank: Associate Professor (tenured)

Degrees and Sources of Degrees: B.A., McGill University; M.S., Grad. School of Journalism, Columbia University; Ph.D., University of Cambridge.

. Professor Boston teaches in the Media and Communication Studies (MCS), and Film and Television Studies (FTS) majors. He has also taught in the Lehman Scholars Program (LSP), and Macaulay Honors College (MHC) at Lehman. His academic research to date is located at the nexus of digital media, migration, identity, and intimacy. He also writes on these topics for the popular media. Nicholas Boston completed his M.S. in journalism from the Graduate School of Journalism at Columbia University, and a Ph.D. in sociology from the University of Cambridge, where he is notes that he is a Life Member of King's College. Professor Boston been the recipient of fellowships from the Social Sciences and Humanities Research Council of Canada (SSHRC), the German Academic Exchange Service (DAAD), the CUNY Research Foundation, the Canada Council for the Arts, and others. Since 2013, he has also been a Visiting Professor in the Department of Communications at John Cabot University, in Rome, Italy.

Professor Boston has also been DAAD Visiting Professor in the Institute for Media and Communication Studies at the Freie Universität Berlin, Visiting Scholar at the American Academy in Rome, Michaelmas Visiting Scholar in the Department of Sociology at the University of Cambridge, Visiting Scholar at Queen Mary University of London (QMUL), McCloy Fellow in Arts Journalism in Berlin from the American Council on Germany, Faculty Fellow at the Italian Diaspora Summer Studies Seminar (IDSSS) of the Calandra Institute at Queens College, and Faculty Fellow at the Center for Place, Culture, and Politics (CPCP) at the CUNY Graduate Center.

Dr. Boston is on the Steering Committee of the Black British Voices Project, a multi-partner research project based at the University of Cambridge. His book, *The Amorous Migrant: Race, Relationships and Resettlement* is forthcoming from Temple University Press, and his journalism and commentary have appeared in BBC News, British Future, Calvert Journal, Gay City News, HuffPost, The Independent, Le Monde Diplomatique, New York Observer, Notes from Poland, PBS.org, The Root, Toronto Star, The Voice (UK), and Vogue.

### **Research Interests**

Cosmopolitanism, Identity, Labor and Organization, Media Industry Studies, Digital Media, Black Europe, Black British and Windrush Studies

## **Prof. Jonah Brucker-Cohen:**

Lehman.edu profile here: <https://www.lehman.edu/academics/arts-humanities/jct/faculty-cohen.php>

Rank: Associate Professor (tenured)

Degrees: Degrees: B.A., McGill University; M.P.S., NYU; Ph.D., Trinity College

Jonah Brucker-Cohen, Ph.D., is an award winning researcher, artist, and writer. He received his Ph.D. in the Disruptive Design Team of the Electronic and Electrical Engineering Department of Trinity College Dublin. He is an Associate Professor of Digital Media and Networked Culture in the Department of Journalism and Media Studies at Lehman College / CUNY and has previously taught at Parsons, The New School for Design, MFA Design and Technology, NYU-Interactive Telecommunications, and Trinity College Dublin Dept of Computer Science. His work and thesis is titled "Deconstructing Networks" and consists of creative projects that critically challenge and subvert accepted perceptions of network interaction and experience. His work has been exhibited and showcased at venues such as San Francisco Museum of Modern Art, MOMA, ICA London, Whitney Museum of American Art (Artport), Intel Corporation, Palais du Tokyo, Tate Modern, Ars Electronica, Transmediale, Canadian Museum of Contemporary Art and more. His writing has appeared in publications such as WIRED, Make, Gizmodo, Neural and more. His Scrapyard Challenge workshops have been held in over 15 countries in Europe, South America, North America, Asia, and Australia since 2003.

## **Prof. James Carney:**

Lehman.edu profile here: <https://www.lehman.edu/academics/arts-humanities/jct/faculty-carney.php>

Rank: Assistant Professor ( untenured)

Degrees and Sources of Degrees: B.A., Fordham University; M.A., Communication Arts, College of New Rochelle

Assistant Professor Jim Carney currently teaches courses in Journalism & Media Communication Studies and Media Production. After earning his BA from Fordham University where he was a DJ at WFUV-FM, Carney moved into Cable TV, winning multiple CableAce & Emmy Awards. He has a MS in Communications Arts from the College of New Rochelle. The '90s saw Professor Carney leading Bronxnet TV for almost a decade before joining the Lehman Faculty. He also was

founding Academic Director of the *CUNY Online Baccalaureate Program in Media Communications & Society*.

## **Ulises Gonzales, Ph.D.:**

Lehman.edu profile here: <https://www.lehman.edu/academics/arts-humanities/jct/faculty-gonzales.php>

Rank: Lecturer

Degrees: Licenciatura, Universidad de Lima; B.A., Lehman College; M.A., Lehman College; Ph.D., City University of New York Graduate Center

Ulises Gonzales has worked as a correspondent for *El Comercio* (Perú) and *La Opinión de A Coruña* (Spain). He writes the weekly blog *Newyópolis* for the journalistic magazine *Frontera D* (Madrid, Spain) and his own literary blog, *The New York Street*. He has received awards for his writing and his graphic stories. He published his first novel, *País de hartos*, in 2010. His interviews and short stories have been published in the magazines *Buensalvaje* (Lima, 2013) *Revista de Occidente* (Madrid, 2012), *Luvina* (Guadalajara University, México, 2011), *Renacimiento* (Sevilla, Spain 2011), and *The Barcelona Review* (Spain, 2010). His comics have been exhibited in Lima, Buenos Aires and Bogotá. His poems have been published in the *Hostos Review* (New York). He is the Editor of the Latin American literary magazine based in New York, *Los bárbaros*.

## **Jennifer MacKenzie:**

Lehman.edu profile: <https://www.lehman.edu/academics/arts-humanities/jct/faculty-mackenzie.php>

Rank: Lecturer (Joint appointment with English Department)

Degrees: B.A., Wesleyan University; M.F.A., University of Iowa

Jennifer MacKenzie is a writer, poet and journalist who has been a lecturer in Lehman's departments of Journalism and Media Studies and English since 2014. Her full-length book of poems, *My Not-My Soldier*, was published as part of Fence Books Modern Poets Series. She has published poems widely, most recently in *Image*, *Prelude*, *jubilat*, and *Conduit*. Her literary journalism and reviews have appeared in outlets including the *Kenyon Review Online*, *HuffPost*, *Religion and Politics*, *Guernica*, *Hyperallergic* and *Killing the Buddha*, as cited by *Longform*. Her work is rooted in care webs and cultures of resistance as they intersect with neoliberal wars, necropolitics and intergenerational trauma. Her teaching incorporates multimodal approaches to writing and communication, including podcasting, oral history, globally networked learning environments, and local archival research. She loves Arabic and Spanish as well as English.

## **Prof. Eileen Markey:**

Lehman.edu profile: <https://www.lehman.edu/academics/arts-humanities/jct/EileenMarkey.php>

Rank: Assistant Professor ( untenured)

Degrees: B.A., Fordham University; M.S., Graduate School of Journalism, Columbia University

Eileen Markey is a journalist whose work has appeared in the New York Times, New York Magazine, the Wall Street Journal, The Village Voice, Citylimits and America, among other publications. She has worked as a producer for WNYC New York Public Radio and has long taught in Lehman's College Now program, and before that at Long Island University in Brooklyn. Her first book *A Radical Faith: The Assassination of Sr. Maura* (Nation 2016), is a biography exploring the intersection of revolution, religion, empire and a woman's personal and political transformation in Cold War Central America. It was an editor's notable book of the week in the New York Times Sunday Book Review. A graduate of Fordham University and Columbia University Graduate School of Journalism, Markey has reported from London, Cambodia and Haiti, but spent most of her career covering urban poverty and public policy in New York City. She lives in the Bronx with her husband and two sons.

## **Prof. Christine McKenna:**

Lehman.edu profile: <https://www.lehman.edu/academics/arts-humanities/jct/faculty-mckenna.php>

Rank: Assistant Professor ( untenured)

Degrees: B.A., University California, Berkeley; M.S., Columbia Graduate School of Journalism

Christine McKenna is an online editor, multimedia producer and new media instructor. She graduated from the first new media class at the Columbia University Graduate School of Journalism in 1995. Over the past 15 years, she has produced documentary and news sites for Time magazine, PBS, the Discovery Channel, WNYC and The Wall Street Journal. She co-founded an online production company and posted digital stories from Asia, Africa, the Middle East and South America. In addition to her journalistic experience, Christine has worked as a death row investigator, developed health modules for UNICEF, and taught an online storytelling course at the University of Barcelona. Christine holds a bachelor's degree in Rhetoric from the University of California, Berkeley. Her courses in Multimedia Journalism include [New Media](#) and [Online News Page Design and Editing](#). A portfolio of her work can be found on her website [christinemckenna.com](http://christinemckenna.com).

## **Prof. Tom O’Hanlon:**

Lehman.edu profile: <https://www.lehman.edu/academics/arts-humanities/jct/faculty-ohanlon.php>

Rank: Associate Professor (tenured)

Degrees: B.A., Fordham University; M.F.A., Hunter College

Tom O’Hanlon began his broadcast journalism career as a news anchor and on air personality at WFUV and as News Director of WFAS AM & FM in White Plains, New York. After joining the NBC Radio Network, where he was a producer, assignment editor and writer, he moved over to the television division of NBC News where he worked as a producer/writer for NewsChannel 4, The Today Show and the former NBC News at Sunrise. During his time at WNBC, he produced NewsChannel 4 at 6pm, NewsChannel 4 Midday and Today in New York and served as a field producer for the various broadcasts. He is an Emmy nominated television producer.

He has anchored and reported news on a number of well-known New York City radio stations, including WABC, WOR and the former WNEW-AM. He also anchored national network newscasts and was a traffic reporter during his time at I Heart Radio/Total Traffic and Weather Network. He is now a member of the team at Audacy Radio (formerly CBS Radio) where he continues to enjoy working on-air regularly with his colleagues at WCBS NewsRadio 880.

Tom O’Hanlon has been a member of the Lehman College faculty since 2001. He is an Associate Professor and Chair of the Department of Journalism and Media Studies. He is also producer of the award-winning TV news magazine “Inside Lehman,” which is seen on CUNY TV and BronxNet. His areas of specialization are broadcast journalism, radio and television programming, broadcast production, on-air performance, audience behavior, media regulations/legalities, documentary film and the effects of mass media in society.

<https://www.tomohanlon.com/>

## **Philip Ruiz:**

Lehman.edu profile: <https://www.lehman.edu/academics/arts-humanities/jct/fac-jc.php>

Rank: Lecturer

Degrees: B.A., Fordham University; M.A., Graduate School of Arts and Science, NYU

## **Ian Sheinheit:**

Lehman.edu profile: <https://www.lehman.edu/academics/arts-humanities/jct/ianSheinheit.php>

Rank: Lecturer

Degrees: B.A., Hofstra University; PhD (expected), University of Albany, SUNY

Ian Sheinheit is a Ph.D. candidate in sociology at the University at Albany, SUNY, a doctoral fellow at the Center for Cultural Sociology at Yale University, and Lecturer at Lehman College, CUNY.

The focus of his research agenda is on voice and discourse in the public sphere and its hybrid media system. His focus is on the changes and impacts of digital communication technologies on politics, media, professionalism, journalism, and news content. Specifically, Ian Sheinheit analyzes the ways in which different news media content producers, during particular historical and contemporary moments, report political events and wars, claim authority and legitimacy, construct reality, and impact political campaigns. This interdisciplinary research is at the nexus of media and cultural studies, digital media technologies, political sociology, communication theory, science and technology studies, and theories of deliberation and democracy. Methodologically, he combines a quantitative systematic content analysis, media event reconstruction, and a qualitative discourse, narrative, and textual analysis. Utilizing these methodological techniques, Ian Sheinheit has published in *Sociological Forum*, *Mass Communication and Society*, and *PS: Political Science and Politics*.

Ian Sheinheit says his passion for scholarship and his research are only surpassed by his passion to engage students with it. He has taught a wide variety of courses, ranging from research methods and statistics, to communication, politics, culture, and theory. In addition to teaching at Lehman College, Ian Sheinheit has taught at the University at Albany, SUNY, and at Hofstra University.

## **JMS Part-time Faculty**

Steve Buonanotte

Rank: College Laboratory Technician/Adjunct Lecturer

Degrees: B.A. Berkeley College of Music, 1999; M.A. (expected) Berkeley College of Music, 2022

Steve Castellano

Office Hours: Email to request appointment

Rank: Adjunct Lecturer  
Degrees:

Migdio Dominguez  
Rank: Adjunct Lecturer  
Degrees: B.A., Lehman College; Certified FCP Editor

Cara Eisenpress  
Rank: Adjunct Assistant Professor  
Degrees: B.A., Harvard College; M.S., CUNY Graduate School of Journalism  
<http://www.caraeisenpress.com/>

Karen Loew  
Rank: Adjunct Lecturer  
Degrees: B.A., University of Virginia

Walter Garaicoa  
Rank: Adjunct Lecturer  
Degrees: A.A., Bronx CC; B.A., Lehman College; Apple Certified Trainer  
[Profile here.](#)

Christina Pagán  
Rank: Adjunct Lecturer  
Degrees: B.A., Lehman College; M.F.A., City College

Ellen Tumposky  
Rank: Adjunct Lecturer  
Degrees: B.A., Cornell University  
[Profile here.](#)

### **Staff:**

Lisette M. Diaz  
CUNY Office Assistant  
Degrees: MS Organizational Leadership

Yves Dossous  
Office Hours: Email for appointment  
Rank: Senior CLT/Adjunct Lecturer  
Degrees: A.A.S., Center for Media Arts

Orlando Lorca  
Rank: HEO Assistant  
Degrees: B.A., Lehman College



## **Faculty Emeritus:**

Marjorie Rosen

Rank: Associate Professor Emeritus

[Profile here.](#)

## **In Memoriam:**

Marisa M. White

Lecturer Marisa Massimino White passed away on July 21, 2021. See [here](#) for a video tribute celebrating her life.