

Report of On-Site Evaluation

ACEJMC

Undergraduate program

2013– 2014

Name of Institution: **Hampton University**

Name and Title of Chief Executive Officer: **Dr. William R. Harvey**

Name of Unit: **Scripps Howard School of Journalism and Mass Communications**

Name and Title of Administrator: **Brett Pulley, Dean**

Date of 2013 - 2014 Accrediting Visit: **Feb. 9-12, 2014**

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

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

Recommendation of the previous site visit team: **Reaccreditation**

Previous decision of the Accrediting Council: **Reaccreditation**

Recommendation by 2013 - 2014 Visiting Team: **Reaccreditation**

Prepared and submitted by:

Team Chair

Name and Title: **Peter Bhatia, Editor and Vice President/Content**

Organization/School: **The Oregonian/Oregonian Media Group, Portland**

Signature _____

Team Members

Name and Title: **Wanda Lloyd, Chair/Associate Professor**

Organization/School: **Department of Mass Communication, Savannah State University**

Signature _____

Name and Title: **John Paluszek, Senior Counsel**

Organization/School: **Ketchum, New York**

Signature _____

Name and Title: **Sonja D. Williams, Associate Professor**

Organization/School: **Department of Media, Journalism and Film, Howard University**

Signature _____

PART I: GENERAL INFORMATION

Name of institution: Hampton University
Name of unit: Scripps Howard School of Journalism and Communications
Year of visit: 2014

1. CHECK REGIONAL ASSOCIATION BY WHICH THE INSTITUTION NOW IS ACCREDITED.

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

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

- Private
 Public
 Other (specify)

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

Hampton University is a privately endowed, co-educational, non-sectarian institution of higher education with accreditation by the Southern Association of Colleges and Schools and the Department of Education of the Commonwealth of Virginia.

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

- Yes
 No

If yes, give the date of the last accrediting visit: Feb. 18-21, 2007

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

May 1995

6. Attach a copy of the unit's mission statement. The statement should give the date of adoption and/or the most recent revision.

The mission statement is as follows:

The Scripps Howard School of Journalism and Communications is committed to providing its students with a high-quality and well-rounded education while emphasizing fairness, balance, accuracy, integrity and high ethical standards in their work as professionals in the field of journalism and communications. Couched in a strong liberal arts framework and grounded in the University's mission to develop graduates for professional leadership positions and scholarly service, the School's curriculum includes both theory and practice.

The School provides students with the fundamental skills inherent to journalism and communications that (1) stress thorough reporting, writing and critical inquiry and analysis of information for dissemination to publics in a diverse society, (2) advance the practice of journalism and communications with a sense of responsibility, and (3) contribute to the scholarly body of knowledge of journalism and communications. The educational program reaches beyond the classroom through partnerships with businesses and professional organizations.

The school values the creation of new knowledge, the enhancement of existing knowledge, and a faculty that exemplify both professional and academic scholarship. Along with the expectation of teaching excellence, faculty members provide professional and scholarly contributions to the journalism and communications' body of knowledge through research, and creative and/or professional activity.

The "Hampton Ethos" is steeped in high standards of social responsibility, ethical accountability, and personal integrity. This serves as a foundation for students developing and applying essential skills to build and shape a value system good for a lifetime of service. Consistent with the University's philosophy, the School embraces both freedom of expression and respect for self and others while rejecting deceptiveness and dishonesty.

The Scripps Howard School of Journalism and Communications is driven to continually refine through its graduates the role of media in a democratic society by advancing the free exchange of ideas and by seeking to add previously under-represented voices to the great national and global conversation. The School serves as a resource for media and communications professionals to share experiences and wisdom with our students and with each other, building stronger bridges of human relationships and understanding.

7. What are the type and length of terms?

Semesters of 15 weeks
Quarters of ____ weeks
Summer sessions of ____ weeks
Intersessions of ____ weeks

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

Four-year program leading to Bachelor's degree
 Graduate work leading to Master's degree
 Graduate work leading to Ph.D. degree

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

128 semester hours are required for graduation.

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

All majors are required to complete an internship to satisfy graduation requirements. They are not required to receive academic credit for the internship. However, if they choose to, students can earn three hours of academic credit for their internship by enrolling in JAC 465 – Internship in Journalism and Communications.

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

<u>Name of Sequence or Specialty</u>	<u>Person in Charge</u>
Broadcast Journalism ¹	William Leonard
Print Journalism ¹	Wayne Dawkins
Public Relations ¹	Francis McDonald
Journalism	DaVida Plummer
Strategic Communications	Allie-Ryan Butler

12. NUMBER OF FULL-TIME STUDENTS ENROLLED IN THE INSTITUTION:

During the 2012-2013 academic year, the university enrollment was 4,116; total undergraduate enrollment was 3,464.

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

<u>Name of Sequence or Specialty</u>	<u>Undergraduate majors</u>	<u>Fall 2012</u>	<u>Fall 2013</u>
Print Journalism		14	09
Public Relations		82	62
Broadcast Journalism		99	86
Strategic Communication		0	15
Pre-majors		<u>162</u>	<u>215</u>
Totals		357	387

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

FALL 2013

COURSE	SECTION	CREDIT HOURS	TITLE	ENROLLMENT
JAC 110	01	3	Intro to Media Writing	15
JAC 110	02	3	Intro to Media Writing	15
JAC 110	03	3	Intro to Media Writing	15
JAC 200	01	3	Intro to Visual Media	15

¹ Beginning with the freshmen class that entered in the Fall 2012, there are only two sequences offered: journalism and strategic communication.

JAC 200	02	3	Intro to Visual Media	15
JAC 200	03	3	Intro to Visual Media	14
JAC 200	05	3	Intro to Visual Media	15
JAC 200	06	3	Intro to Visual Media	16
JAC 210	01	3	Reporting/Newswriting	12
JAC 210	02	3	Reporting/Newswriting	20
JAC 210	03	3	Reporting/Newswriting	11
JAC 265	01	4	Intro to Radio/TV	6
JAC 265	02	4	Intro to Radio/TV	11
JAC 265	03	4	Intro to Radio/TV	13
JAC 301	01	3	Web Design/Production	8
JAC 307	01	3	Digital Photography	6
JAC 310	01	3	Advanced Reporting/Newswriting	6
JAC 320	01	4	Public Relations Writing and Production	16
JAC 320	03	4	Public Relations Writing and Production	23
JAC 340	01	4	Broadcast Newswriting	15
JAC 340	02	4	Broadcast Newswriting	7
JAC 340	03	4	Broadcast Newswriting	12
JAC 427	01	3	Event Management	17
JAC 440	4	4	News Production	14
JAC 440	4	4	News Production	4
JAC 451	03	0	WHOV TV Studio Adv	0
JAC 467	01	3	Practicum - Caldwell Café	2
JAC 467	02	3	Practicum - AWE	2
JAC 467	03	3	Practicum - Broadcast	0
JAC 495	01	3	Senior Capstone	12
JAC 495	04	3	Senior Capstone	16
JAC 495	05	3	Senior Capstone	19

SPRING 2013

COURSE	SECTION	CREDIT HOURS	TITLE	ENROLLMENT
JAC 110	01	3	Intro to Media Writing	15
JAC 110	02	3	Intro to Media Writing	14
JAC 110	03	3	Intro to Media Writing	15
JAC 110	04	3	Intro to Media Writing	14
JAC 110	05	3	Intro to Media Writing	15
JAC 110	06	3	Intro to Media Writing	15
JAC 110	07	3	Intro to Media Writing	5
JAC 110	08	3	Intro to Media Writing	15
JAC 200	01	3	Intro to Visual Media	16

JAC 200	02	3	Intro to Visual Media	15
JAC 210	01	3	Reporting/Newswriting	17
JAC 210	02	3	Reporting/Newswriting	16
JAC 210	03	3	Reporting/Newswriting	16
JAC 210	04	3	Reporting/Newswriting	16
JAC 210	05	3	Reporting/Newswriting	16
JAC 265	01	4	Intro to Radio/TV	16
JAC 265	02	4	Intro to Radio/TV	16
JAC 320	01	4	Public Relations Writing and Production	11
JAC 340	02	4	Broadcast Newswriting	14
JAC 403			Media Entrepreneurship	16
JAC 410	01	1	News Editing	0
JAC 440	01	4	News Production	15
JAC 440	02	4	News Production	15
JAC 467	01	3	Practicum - Caldwell Café	3
JAC 467	02	3	Practicum - Caldwell Café	7
JAC 467	03	3	Practicum - AWE	5
JAC 467	05	3	Practicum - Broadcast	12
JAC 495	01	3	Senior Capstone	10
JAC 495	02	3	Senior Capstone	9
JAC 495	03	3	Senior Capstone	14
JAC 467	01	3	Practicum - Caldwell Café	3
JAC 467	02	3	Practicum - WHOV Radio	7
JAC 467	03	3	Practicum - WHOV Radio	5

15. Total expenditures planned by the unit for the 2012 – 2013 and 2013 – 2014 academic years:

2012-13 - \$980,638

2013-14 - \$981,278

Percentage increase or decrease in three years:

2011-12 - 5.78%

2012-13 - 3.75%

2013-14 - .07% (No salary increases at the University for 2013-14)

Amount spent by the University this year on full-time faculty salaries (does not include administrative faculty): \$525,893

16. List name and rank of all full-time faculty. Identify those not teaching because of leaves, sabbaticals, etc. (Full-time faculty refers to those defined as such by the unit.)

Allie-Ryan Butler, Assistant Professor
 Earl Caldwell, Assistant Professor
 Mavis Carr, Assistant Professor
 Dr. Carol Davis, Assistant Professor
 Wayne Dawkins, Associate Professor
 Dr. Michael DiBari, Assistant Professor
 William Leonard, Assistant Professor
 Dr. Kangming Ma, Assistant Professor
 Dr. Francis McDonald, Assistant Professor
 Joy McDonald, Assistant Professor
 DaVida Plummer, Assistant Professor
 Brett Pulley, Associate Professor
 Van Dora Williams, Assistant Professor
 April Woodward, Assistant Professor

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

Spring 2012	Fall 2012	Spring 2013	Fall 2013
Battinto Batts	Battinto Batts	Battinto Batts	Battinto Batts
Drew Berry	Drew Berry	Drew Berry	Drew Berry
Nell Moody	Nell Moody	Nell Moody	Brian Palmer
Reginald Mitchell	Reginald Mitchell	Reginald Mitchell	Reginald Mitchell

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

Year	Total Graduates	80 or more Semester Hours Outside the Major	Percent	65 or more Semester Hours Outside the Major	Percent
2012 - 2013	81 ²	81	100%	81	100%
2011 - 2012	86 ²	86	100%	86	100%

² The 2012-2013 year total includes students who graduated in the fall 2012, the spring 2013, and the summer 2013. The 2011-2012 year total includes students who graduated in the Fall 2011, the spring 2012 and the summer 2012

PART II — Standard 1: Mission, Governance and Administration

Unit performance with regard to indicators:

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

Mass media-related education has been a part of Hampton University for more than 35 years. Its roots date to 1967, in the School of Liberal Arts and Education and the Department of Mass Media Arts. It began with one faculty member, 11 majors and a single typewriter. The self-study notes that Hampton is reported to be the first media program among historically black colleges and universities. By the early 1990s, the department had 12 faculty members and more than 400 majors. In 2000, after the university's president had designated Mass Media Arts as a "program of distinction," the partnership with the Scripps Howard Foundation was formed, leading to a \$10 million gift over 10 years and the creation of the Scripps Howard School of Journalism and Communications. The independent School was founded in a new building in 2002. The School serves 387 undergraduate students today with plans to grow; expressed interest by pre-majors in fall 2013 was at a record number – up 25 percent year over year. Curriculum was revised in 2012 to reflect contemporary circumstances and the number of majors reduced from three to two: Journalism and Strategic Communication. The dean is in his second year, the School's 11th as an independent unit.

Here is the School's mission statement:

The Scripps Howard School of Journalism and Communications is committed to providing its students with a high-quality and well-rounded education while emphasizing fairness, balance, accuracy, integrity and high ethical standards in their work as professionals in the field of journalism and communications. Couched in a strong liberal arts framework and grounded in the University's mission to develop graduates for professional leadership positions and scholarly service, the School's curriculum includes both theory and practice.

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The language on scholarship was revised in 2006 to strengthen that commitment.

The School's strategic plan flows out of the university's planning process. In its own words: Over the next ten years, through 2022, the School is projecting that through providing students with a high-quality and well-rounded education, it will become: One of the top journalism and communications schools in the country; The top producer of African-American graduates in journalism and communications in the country; An innovator in digital media; A valuable academic partner with major media businesses and professional organizations; An academic center for research and faculty contributions to professional and scholarly activities.

The plan is aggressive, albeit general with simple action steps. It does include creating a master's program in creative/entrepreneurial media by 2020 and student enrollment of 500 (10 percent increase a year).

Here's an example of one of the strategic plan goals:

STRATEGIC GOAL C: Maintain faculty contributions to professional and scholarly activities.

Objective C.1: To increase quantity and quality of professional and scholarly productivity.

Action Step C.1.1: Develop specific benchmarks for acceptable productivity.

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

University policy dictates faculty oversight. The process for curricular change to be adopted begins with a vote of the school faculty. The proposal goes to the university's Long-Range Planning Committee for evaluation of budget, personnel and academic merit review. If approved, the proposal is then sent to the Instructional Program Committee, where it is reviewed for consistency against academic programs. The final step is approval by the full university faculty, which meets monthly. Any faculty member can ask questions on curriculum matters before the full faculty.

The School's faculty meets monthly during the academic year. There are 11 standing committees: Building, Curriculum/Assessment, Entrance Exam, Faculty Search, Recruitment and Marketing, Special Programs, Scholarship, School Grievance, Grants and Research Marketing, International Journalism and Communications, Awards and Competitions.

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

The dean, an accomplished journalist, alum of the program and former trustee of the university, is now in his second year. He has brought energy and ambition to the School, as indicated by a partnership with Bloomberg that created a business-focused classroom (with Bloomberg terminal) for a business journalism class, plans to set up a greater focus on international journalism and the pending creation of a center for digital innovation. He also has plans to seek an endowed chair in digital journalism.

He has created a star-studded advisory board for the School, recruiting the likes of Norman Pearlstine, Mark Cuban and Tim Armstrong, plus executives from major agencies, networks, magazines and newspaper companies. The board is not for show. Members are already active in fundraising for the School.

He has strong support from central administration, his faculty and students and is praised for bringing "real-life experience" to the School. Students praise his accessibility and for "setting a good standard for how we should conduct ourselves professionally."

While faculty ranges from supportive to enthusiastic about the dean he faces criticism for sometimes delegating tasks to a small number of individuals and not informing the whole faculty of work that is under way. This no doubt had an impact on low interpersonal skill scores he received from faculty in his first-year evaluations (details under letter d).

For his part, the dean notes he came to a school with room for improvement. "We needed to do some things here," and he has, in ways widely perceived as improving the School, the faculty and the student experience.

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

When the dean's position comes open, a search committee is established, headed by the dean or director of one of the other units on campus. The search committee identifies and screens candidates, and after review by the provost and president, invites them for a campus visit, conducts faculty, staff, and administrative interviews, makes recommendations to the provost and president for approval.

The university evaluates the dean annually, based on seven indicators: (1) goal completion of a self-developed annual administrative contract, (2) grantsmanship, (3) faculty / staff evaluations of the dean, (4) chairperson evaluations (if applicable), (5) student evaluations (if applicable), (6) fulfillment of annual Key Performance Indicators Performance Plan, and (7) the provost's annual evaluation.

Administrators are assessed in terms of their leadership abilities, administrative / fiscal management / fundraising, professional and personnel development, and external relations.

The most recent faculty evaluation of the dean was in spring 2013, one year after he started in the position. The dean received a cumulative 3.33 score on a 5-point scale.

The highest scores were:

Serves as spokesperson for the School with all appropriate constituencies (4.56)
Travels to establish collaborative relationships, partnerships, grantsmanship (4.56)
Advances relations with alumni and business and education communicates (4.44)
Markets the university and the School (4.38)
Works closely with advisory board and development office (4.33)
Facilitates the placement of graduates (4.11)
Recognizes and rewards faculty achievements (4.0)
Strengthens the university external funding base (4.0)

The scores that were lowest:

Acts equitably in decision making (2.89)
Delegates responsibility appropriately (2.89)
Employs human relations techniques in resolving conflicts (2.89)

The dean was evaluated by the provost in spring 2013 and received an overall grade of B+. The provost said "the dean has exhibited the characteristics and skills expected of deans at Hampton University ... specifically, he has shown an increase in admitted students, increased student opportunities for internships and job placements, and worked toward improving the academic programs within the School ... he continues to increase the number of excellent contacts in industry and academia ... he has shown tremendous growth in executing the academic administrative leadership role."

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

The School follows university procedure on student and faculty grievances. The School's Grievance Committee is chaired by an assistant professor. Processes are laid out in detail in university handbooks. Here's the student process, for example:

Grievance Procedure for Undergraduate and Graduate Students Academic Matters

STEP ONE:

Start at the Source of the Problem

Schedule a conference with the instructor of the course.

Be prepared to discuss issues of concern clearly. Do not speculate.

Proceed to the next level of authority if the problem or concern is not resolved.

STEP TWO:

Schedule a Conference with Academic Advisor

Repeat (b) and (c) as stated in Step One.

STEP THREE:

Schedule a Conference with the Administrative Head of the Department or Academic Unit

Repeat (b) and (c) as stated in Step One.

STEP FOUR:

Schedule a Conference with Dean of the School

Repeat (b) and (c) as stated in Step One.

STEP FIVE:

Schedule a Conference with Grievance Council of School

Repeat (b) and (c) as stated in Step One.

STEP SIX:

Schedule a Conference with the Provost or Designee

If steps one through five have been omitted, the Provost will refer the case back to the step that was omitted.

Faculty process can ultimately lead to a hearing and a recommendation to the president for a final ruling.

SUMMARY: The Scripps Howard School is a place on the rise, fueled by a dynamic new dean, engaged students and support from the university. The progress over the last academic year and a half is palpable.

COMPLIANCE

PART II — Standard 2: Curriculum and Instruction

Unit performance with regard to indicators:

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

All students in the unit take no less than 80 semester hours of the 128 credit hours the unit requires for graduation outside of the School. Majors may satisfy these requirements through identified courses in liberal arts and the sciences, along with an 18-credit hour minor that students must declare in consultation with an academic adviser in the School.

Students are expected to earn a grade of C or better in their major and minor courses.

(b)The unit provides a balance between theoretical and conceptual courses, professional skills courses, and courses that integrate theory and skills to achieve the range of student competencies listed by the Council.

As a part of the School's core curriculum, all students must complete the following theoretical, practical, history-based and conceptual courses:

- JAC 101: Media in a Multicultural Society
- JAC 110: Introduction to Media Writing
- JAC 200: Intro to Visual Media
- JAC 210: Reporting and Writing Across Platforms
- JAC 265: Introduction to Radio and TV Production
- JAC 404: Media Ethics
- JAC 405: Media Law
- JAC 495: Senior Capstone

ACEJMC professional values and competencies are reflected on all School syllabi and most identify the assignments and tasks attached to them. First Amendment issues are also addressed in a majority of the School's courses.

To become a School major, students must have sophomore standing (by completing 30 credit hours); have and maintain a 2.5 or better GPA; pass the entrance exam; pass Media in a Multicultural Society and Introduction to Media Writing (with a C or better); successfully complete an interview with designated unit faculty and/or administrators. No more than six credit hours in the major will be accepted by the School for transfer students.

Students say that they definitely appreciate the range of School courses they are required to complete, believing that the curriculum will prepare them for communications careers. While a couple of upper-class public relations majors (admitted under the previous curriculum) complained about there not being enough electives in their major, both strategic communication and journalism students liked the new curriculum and a few even suggested that there could be more writing-intensive courses.

(c) Instruction, whether on-site or on-line, is demanding and current and is responsive to professional expectations of digital, technological and multimedia competencies. Achievements in teaching and learning are recognized and valued.

Development of competencies in the unit begins with an emphasis on writing for the various communication disciplines within the majors. Peer review of writing in group settings and faculty attention to copy improves quality. Curriculum is increasingly attentive to current developments in digital and multimedia content and transmission. Students speak of the emphasis of practical course content relevant to contemporary professional practice.

Six faculty members received 13 awards -- including recognition from the university's Student Support Services, the E. L. Hamm Distinguished Teaching Award, ACEJMC's Outstanding Teacher Award -- and other recognitions since 2010 reflecting external recognition of teaching as well as value placed on such achievements by the School. Faculty members have also received grants to develop business and finance news programs and courses, a regional health campaign and documentary projects.

Outstanding student achievements are recognized at graduation and during the School's Honors Day. The William Kearney Chapter of Kappa Tau Alpha honor society annually recognizes academic achievements with the Lottie S. Knight Book Award and in 2012-2013 the dean introduced the Dean's Award for academic and professional excellence by a student.

Strategic Communication

The School is in transition, begun in Fall 2012, with program consolidation into two sequences, Journalism and Strategic Communication. The Strategic Communication major now incorporates courses in public relations (previously a sequence of its own) with courses in radio/television production, advertising and media research. The major requires 48 hours of classes. Juniors and seniors continue as public relations majors; sophomores and freshmen pursue their degree as Strategic Communications majors.

The School offers this rationale for restructuring the sequences: "...it is imperative for the School to foster the students' awareness and understanding of the proliferation of new digital platforms used for gathering and distributing information, news and other media content." In that no specific course on digital communication is offered within the Strategic Communication sequence, that awareness and understanding is transmitted in the School's required course, JAC 310: Reporting and News Writing Across Platforms as well as in the elective, JAC403: Media Entrepreneurship, which presents instruction in topics ranging from new media platforms to monetizing a new-media enterprise. Digital communications is also addressed in the courses on media research and media ethics and in the senior capstone course.

Strategic Communication required courses:

JAC 220: Principles of Public Relations

JAC 230: Principles of Advertising

JAC 320: Public Relations Writing and Production

JAC 420: Media Research

Plus one required course from a list of topics (such as Media Management) and seven hours of JAC electives

Students accept the rationale for, and design of, the Strategic Communications sequence as a path toward opportunities in several communications professions, especially public relations. Some upper-class public relations students expressed the need for greater visibility of the public-relations studies on campus as well as externally.

Journalism

In addition to the required core courses listed in (a), students in this sequence must take:

JAC 310: Reporting and Newswriting Across Platforms

JAC 340: Broadcast News Writing

JAC 410: News Editing

JAC 440: Broadcast New Production

Plus one required course from a list of topics and two elective courses of the student's choice offered by the School. The total also is 48 hours.

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

The unit adheres to the 20-1 classroom ratio in skills and laboratory sections; lectures, held in the Robert P. Scripps auditorium, are limited to 65 students. These ratios contributed to class visit observations of engaged and responsive students.

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

Students must complete at least one school-approved internship for credit as a requirement for graduation. They must enroll in the internship course (JAC 465) to receive three hours of credit. One faculty member is assigned as the internship coordinator to insure quality experiences with students working with professionals utilizing skills specific to the major. The internship process includes evaluation by the supervisor plus the submission by the student of a three- to five-page reflective paper and a detailed diary of the experience. The internship period must consume at least 150 hours of work. Students, who initially identify the internship opportunities, reported a wide variety of positive internship experiences.

SUMMARY: The School continues to evolve its curriculum as media industries evolve. New courses and new faculty have brought greater digital emphasis. The new curriculum implemented in 2012 and consolidation into two tracks was a step forward. Such change will no doubt be a regular event.

COMPLIANCE

PART II — Standard 3: Diversity and Inclusiveness

Unit performance with regard to indicators:

(a)The unit has a written plan for achieving an inclusive curriculum, a diverse faculty and student population, and a supportive climate for working and learning and for assessing progress toward achievement of the plan.

“Diversity through Excellence” -- That is the School’s motto.

There is a written plan. The School has a unique mission as one of the historically black colleges and universities that together represent about 5 percent of all students in mass media programs yet produce about 30 percent of all African-American graduates of such programs.

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

Hampton Roads, the School’s geographic location, with a 35-percent African-American population, provides a diverse laboratory for learning with internships and other partnerships.

Several courses emphasize the importance of diversity, as evidenced in syllabi. Mass Media in Multicultural Society, a course required of all majors in the School, uses a textbook that helps students examine ethnicity and gender in media; Public Relations Writing and Production students perform public relations services for the Hampton Roads Chamber Players, who help support underprivileged children; the School’s Fall 2013 Town Hall meeting provided a quality laboratory for students that brought diverse community opinions to the studios. Students interviewed Republicans, including Tea Party activists, Democrats and independents. International Journalism also is offered.

Students have completed senior-level independent study projects that required reading, research and writing about issues of race, gender, geography, sexual orientation, and religion, informed by “A Different Mirror: A History of Multicultural America” by Ronald Takaki. Since 2011, American Media History, a senior-level elective course, has included use of “Rugged Waters: Black Journalists Swim the Mainstream,” by Professor Wayne Dawkins, who teaches the course at Hampton.

In September 2013, the School launched a new effort aimed at enhancing multiculturalism both at the School and throughout the media industry. Sponsored by the Ford Foundation and Bloomberg News, the School’s inaugural “DREAM Digital” breakfast symposium on “Multiculturalism in Digital Media” was held at Bloomberg’s headquarters in New York City.

Featured speakers and moderators at the event included Desiree Rogers, chief executive officer of Johnson Publishing; Rob King, ESPN’s Senior VP of Editorial for Digital and Print Media; Alix Baudin, Senior VP and General Manager of Digital Operations at Scripps Networks Interactive; CBS News Correspondent Michelle Miller; and CNBC Correspondent Sharon Epperson. Future symposiums on multiculturalism in media are planned for other cities.

Many industry professionals and newsmakers who are advocates of diversity and inclusiveness have participated in School activities, and the School's faculty includes authors who have written books on diversity in media and instructors who have produced diverse programming on public and commercial television.

One faculty member, a Chinese female, teaches a course in International Journalism and she is an adviser to *The Script*, the student newspaper. In addition, she is working on plans to attract partnerships and relationships with universities in other parts of the world, including Europe, China, Nepal and countries in West Africa. She is leading an effort to establish a Center for International Journalism, which will include faculty and student exchanges.

WHOV-FM, the campus-based radio station -- which is managed by the School -- has a music format, primarily smooth jazz. As a service to the listening community, the station also programs Latin, Caribbean and other ethnic music. WHOV also broadcasts a Spanish-language program on Saturdays as a service to a growing Latino community in the area.

The School has an exhaustive list of diverse speakers and visiting professionals, especially for long-time faculty member Earl Caldwell's "Caldwell Café," which is broadcast on the School's WHOV TV. Speakers' areas of expertise range from entertainment, journalism, online editing, marketing and communications, to sports, photography and radio. Some of the Café guests have been alumni of the School.

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

The Scripps Howard School's permanent faculty is 93 percent minority; four of five individuals who have joined the faculty in the last three years are diverse in gender or ethnicity. Progress in recruitment and hiring by gender is manifested by a full-time faculty of seven women and five men. Three part-time faculty members are men. The group includes African-American, Asian American and Caucasian faculty. Three faculty members with doctorates strengthen diversity in experience and skills and benefit students interested in pursuing careers in a range of media areas.

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

In the 2012-2013 academic year the student population was 99 percent African American. In the total institution, however, African Americans made up 89 percent of the student population that year, an obvious opportunity for the School to seek and attain similar diversity. The School's plans to reach out to high school students has had setbacks as the person with that responsibility, who also had 50 percent release time, has left the School. Another professor was assigned the duties to lead recruitment in Fall 2013 and he has an opportunity to reach out to high school students, especially in primarily Latino or other ethnic communities.

The School participates in the University's High School Day on campus by hosting students and their parents in the Scripps facility. The School had an outdated brochure for recruitment and plans to update the document and have it produced for future recruitment.

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

According to the self-study: "The School is committed to a multicultural and discrimination-free environment." The University has a policy of inclusion and against discrimination. The Scripps School facility is quite accessible for people with disabilities, including ramps at all entrances, an elevator for the two-story building and ample wheelchair access in the 150-seat theater.

SUMMARY: The School has done a good job with initiatives to expose students to diverse voices, a diverse faculty and sustained efforts to reach out to help the diverse local community through journalism projects. Another opportunity could be to create a summer media skills program for high school students.

COMPLIANCE

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

Unit performance with regard to indicators:

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

Full-time and part-time faculty members are hired according to policies set in the university's Faculty Handbook and the Handbook's "Interpretive Guidelines" section.

Most part-time faculty members are working or former journalists/communications professionals recruited via the local media. A faculty search committee reviews candidates' resumes, CVs, transcripts, letters of recommendation and application forms. The applicant interviews with the faculty search committee chair and unit administrator.

The aforementioned search/selection process is the same for full-time faculty candidates, although the unit conducts a national search and the university's provost also interviews the applicant.

The unit hires in two categories – the Journalism Practical Track and the Journalism Concept/Theory Track – and the hiring criteria for each track indicate the educational level and professional experience required of applicants. Journalism Concept/Theory Track applicants must have attained a terminal degree or the equivalent; candidates for the practical track may have a bachelor's or a master's degree and appropriate professional experience. The School's full-time faculty has both professional and theoretical backgrounds; with six members on the practical journalism track and four on the concept/theory journalism track. In AY 2014, the School employs a dean, an assistant dean and 12 full-time faculty members – including one Scripps Howard (endowed) visiting professor and one writer-in-residence. The unit is currently conducting a search for an assistant dean of academic affairs. The unit also utilizes the services of three part-time professional faculty members who average 27 years of professional experience.

Tenure is not granted in the unit, so full-time faculty members are hired on either one- or two-year renewable contracts. Section 5.7 (the Interpretive Guidelines in Part V Criteria for Promotion) of the university's Faculty Handbook outlines the general criteria for promotion applicable to journalism faculty.

All faculty members are evaluated on an annual basis by the unit's administration. Student evaluations are conducted each semester. According to one senior faculty member, peer evaluations were conducted once a year under a previous administration.

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

Hampton University is a teaching institution and as such full-time faculty members typically allocate 100 percent of their time to teaching. They are expected to teach four courses per semester. Faculty members may receive course reductions in order to concentrate on specific research/creative activities or they may be assigned an additional class if their course load does not reflect at least 180 student semester hours as determined by the number of students per class times the number of course credit hours.

During AY2014 two assistant professors were granted course reductions for research purposes, while two other assistant professors shouldered a course overload.

According to Part III, Section 3.9 of the university's Faculty Handbook, faculty members are expected to teach "effectively," support and participate in unit and university-sponsored programs/committees and functions, as well as undertake discipline appropriate scholarship and research. During classroom visits the School's faculty demonstrated their strong effectiveness as communicators and teachers. Students were actively engaged in class discussions, analyses and productions, and they praised the School's faculty for its expertise, mentorship and dedication.

The School's faculty members serve on School and university-wide committees and initiatives. It should be noted that Hampton University "does not allow the School's faculty to use a percentage of their work time towards service." However, the institution does include service in its promotion and tenure considerations.

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

Currently, the unit employs three full-time faculty members with Ph.D.s; seven with master's degrees; one holds a J.D.; two have bachelor's degrees. In addition, two assistant professors and one associate professor are currently working on their doctorate. The unit's writer-in-residence does not have a degree but he is a professional gem with 50 years of journalism experience. Most faculty members have extensive professional backgrounds, covering 12 to more than 30-plus years of experience in the fields of journalism, advertising and public relations.

Faculty members have attended conferences sponsored by AEJMC and NABJ, the NEH Summer Institute, Edelman Academic Summit, Scripps Howard Leadership Academy, and they are active in at least 17 professional organizations, including the Radio and Television News Directors Association, National Association of Black Journalists, Public Relations Society of American and American Advertising Federation.

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

Full-time and part-time faculty members are evaluated by the dean every year and student evaluations are required in each course every semester. The dean reviews those evaluations and discusses any problems with the faculty member.

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

The faculty is well respected across campus, and most faculty members report some type of participation in university and community service. Additionally, one faculty member serves on the university-wide Promotions and Tenure Committee.

SUMMARY: Overall, the School's Faculty members take their jobs seriously, appreciate the leadership of their new dean, and genuinely enjoy their colleagues and students. Faculty members generally report a good team environment, and maintain good relationships with faculty in other schools, departments and colleges. Students and alumni also sing their

praises, crediting faculty members with providing leads to internships and job opportunities. Observations of the faculty in action demonstrated that they are engaging and inspirational teachers.

However, the unit has no full professors and there are only two associate professors, including the unit's dean and another associate professor who has been in this rank for only a year. The majority of the School's faculty (nine) are assistant professors. At least three faculty members appear to have the professional and/or teaching experience required to at least apply for promotion.

The paucity of associate and full professors may indicate the need for additional research/creative activity support, course reduction and mentorship to enable assistant and associate professors to successfully advance in rank.

Several years ago, the School voted to eliminate tenure, opting for multi-year contracts. Some faculty members indicated that they liked the two-year contract option. But as the university moves toward its stated goal of becoming a research-intensive institution, the lack of tenure in the School may be an impediment to recruiting and retaining highly qualified faculty members.

COMPLIANCE

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

Unit performance with regard to indicators:

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

While the university is a teaching institution, faculty members are contractually required to conduct research and/or creative activities as well as provide their services to the university community. Therefore, both the School and the university offer travel and grant support to faculty. Faculty members are reimbursed for travel related to university business, including discipline-specific conferences, workshops, seminars and other related activities.

The university's Committee on Faculty Research offers competitive research grant support, and the School's dean regularly distributes (via email, postings and faculty meeting announcements) information about research, creative activity, conferences, and faculty development possibilities. In addition, the office of the president provides notices to all faculty members about private and public research funding opportunities.

The School's educational partner – the Scripps Howard Foundation – also provides professional development support to faculty members by placing them in relevant media outlets so that they may remain connected with industry trends and advancements.

Faculty members are eligible to take leave from the university once their requests have been approved by School and university administrators. The university offers leave without pay and paid sabbatical leaves. Since Hampton University's Faculty Handbook states that sabbaticals are limited to tenured faculty members, the School's faculty may be at a disadvantage in this regard because tenure is not granted in the School. However, the university's provost indicated that paid leaves are available if a faculty member's request is approved by the dean and the provost's office.

The dean indicates that between 15 and 20 funding requests by faculty members were awarded for travel and other support utilizing Scripps Howard Foundation and other campus funding since the last accrediting visit.

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

The "Interpretive Guidelines" in the university's Faculty Handbook outlines the expectations for hiring and promotion in this unit. But as noted below, these general expectations could be more defined regarding School-specific promotion criteria.

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

The "Criteria for Promotion" in Part V and Part VI of the university's Faculty Handbook provides guidelines for promotion, tenure and merit recognition. Section 5.7 (the "Interpretive

Guidelines”) in Part V of the Handbook outlines the degree, training and experience requirements for the various ranks and the two tracks (Journalism Practical and Journalism Concept/Theory) in the School.

However, the Interpretive Guidelines’ general statements indicating that candidates should have “demonstrated evidence of professional productivity” or “engagement in creative activity” could specify, in a more detailed fashion, promotion criteria/indicators so that reviewers from other disciplines as well as within the School are clear about what qualifies as “demonstrated evidence” and “engagement” – thereby ensuring that School faculty members may successfully apply to higher ranks.

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

It appears that the School’s faculty members have been productive, certainly more productive than during its previous reaccreditation site evaluation. Faculty have produced two sole-authored books, one edited book, two book chapters, one monograph, 18 referred journal articles, 10 conference papers, and several encyclopedia entries, book reviews and essays, online and multimedia projects and creative productions.

Yet it should be noted that the unit’s productivity is not widespread; its commendable publications and productions can be attributed to a fraction of the faculty – once again demonstrating the research/creative production straight jacket that teaching-intensive faculty members have to fight to break out of in order to produce scholarly and creative work.

The unit’s faculty have presented at industry-related national conferences, including the Symposium on Multiculturalism in Digital Media, National Association of Black Journalists, Association for Education in Journalism and Mass Communications, the American Journalism Historians Association and the Public Relations Society of America.

And faculty members’ creative productions have aired on national and international broadcasts, and they have shared their professional expertise at presentations or workshops for organizations throughout the unit’s local area.

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

Through formal and informal meetings of the faculty, committee work and through work with outside constituencies, the School interacts with professionals and scholars on everything from curriculum to the overall future of the School. New faculty hires have been assigned mentors and senior faculty members may benefit from informal mentorships and/or cooperative ventures with other faculty.

SUMMARY: While the previous site evaluation report indicated that there were significant deficiencies in this standard, faculty productivity in research, creative activity and professional activity has improved during the past six years. Still, large course workloads serve as a impediment to long-term productivity. Often, major research/creative activity is relegated to summer and other break periods. The School's research and creative and professional activity could improve more if the unit and the university assesses and adjusts teaching workloads with regard to research and creative production requirements, provide both formal and informal mentorship of junior faculty and financial support for research/creative activities.

NON-COMPLIANCE

PART II — Standard 6: Student Services

Unit performance with regard to indicators:

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

Academic advising for incoming Hampton students begins in the fall of their senior year in high school and provides students with needed support until graduation. The University 101 course is a required semester-long orientation designed to provide freshmen with a common core of knowledge and experience that facilitates transition into the college environment. Then a series of faculty advisers offers counsel as students progress through their four years. These formal advisements occur at least twice each academic year. Student-to-advisor ratios average at about 40-1.

(b) Faculty are available and accessible to students.

Students report that faculty are uniformly available, not only in the formal advising program but also, quite frequently, on an informal, ad hoc basis. Such counsel includes advice on the academic track ---- a student's major sequence of courses, both those required within the major and the School's required core courses -- and also information on internships, career paths, culture and developments in society relevant to their studies and activities.

Additional counseling is available at the School's Assessment Center / Academic Support Services, Tutorial Services, Career Counseling and Planning Center and Computer Laboratory.

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

The School maintains a student email spreadsheet so that the dean and others may email announcements of special events or announcements. By this means and classroom announcements, students learn of upcoming events and special visitors such as the Caldwell Café in which guests with special achievements offer insights related to those achievements.

Since all of the School's courses are taught in its building, "point of contact" communications – banners, posters, and bulletin board notices – keep the students informed. A large television screen in the building lobby presents a stream of informative information as does the University's Blackboard system. "Scripps Howard IQ" (IQ = information quarters) presents information on internships and jobs, as well as scholarship and contest information. The School also maintains a website that is linked to its Facebook and Twitter feed.

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

The School's range of extracurricular and co-curricular offerings track with the major sequences and provide students with opportunities for involvement and interaction with people and programs in their planned areas of professional practice. The offerings include: WHOV-TV and Radio News; Caldwell Café; Media Road Trips to Washington, D.C., and New York City; and the Academy of Writing Excellence.

In addition, these co-curricular student organizations complement such opportunities: The Digital Genius Project; Public Relations Student Society of America, Hampton University; National Association of Black Journalists, Hampton University chapter; Kappa Tau Alpha; WHOV Radio Club; and Photography Club.

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

The School's retention rate increased 12 percent from 2007-2008 to 2010-2011. The 2011 cohort retention rate, 76 percent, was 3.2 percent higher than the previous year. The School's 2007 freshmen cohort graduation rate was 47.6 percent. A triple-check of graduation eligibility is performed by the Registrar's office, the assistant dean and, each semester, by students and advisers updating a sequence sheet to record final grades for each course completed. The school's progress and continued commitment to improvement of graduation rates is fueled in no small measure by the university's goal of further improving its standing as one of the top five HBCUs in terms of graduation rates.

Clear and accurate graduation rates are published regularly on the University website.

SUMMARY: The unit has a strong commitment to and effective implementation of its support services for students.

COMPLIANCE

Standard 7. Resources, Facilities and Equipment

Unit performance in regard to indicators

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

The School's budget for the three years prior to the site visit shows an increase of about 9 percent over that period. Much of the increase is related to salaries for full-time teachers; the budget for part time/adjuncts has not changed over the three years. These sums relate to a stable faculty profile during the period. Most other budget items have remained stable. However, faculty travel expenses have more than tripled and equipment maintenance has doubled; the rising maintenance expenditures relate largely to some aged computers in teaching labs (see "facilities" below). In asserting that it allocates resources in relation to its long-range plan, the School cites that since 2006 more than \$1.1 million has been raised in support of its educational programs and that between 2010 and 2012 more than \$200,000 was expended to upgrade computers and equipment.

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

The School reports, and the provost confirms, that it has resources comparable to other units with similar enrollments largely because the university applies the same administrative and budgeting guidelines to each of its units. Each dean is required to raise one third of his/her annual operating budget.

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

The Scripps Howard School is housed in a relatively new (2002), efficient – still "state-of-the-art" -- attractive and well maintained 35,000-sq-ft. building. It contains a radio station, television studio, seven classroom/computer labs (including one fitted out as a Bloomberg newsroom) and the 150-seat Robert P. Scripps Auditorium – the latter used for lectures and special events.

The classroom/computer labs are equipped with a range of computers: Dell GX240 PCs with 80GB of hard drive space and 768Mb memory; Power Mac G5s with Office 2007 software; or 21-inch iMac with Office 2007, Final Cut Pro 7 and Adobe Design Premium Creative Suite Software. The School is home to 88.1 WHOV, a professionally managed 24-hour, radio broadcast training facility. Redesigned in 2010 as a digital fiber optic operation, the station broadcasts on terrestrial and web-based platforms reaching both the Hampton Roads market and worldwide audiences. The school's large television production studio and associated control room, containing components of mid- and small-market television stations, provide students with exposure to the technology of current television production facilities.

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

The self-study notes that "the School's most urgent needs are ongoing hardware and software upgrades in all computer labs. Three PC labs are in desperate need of upgrade ... All computers in the School must have updated Symantec End Point Protection installed." The labs with the older computers still provide some practical use to the students. In fact, one new lab, with all new computers, was recently created inside of a classroom that had previously not had any computers, instead of using the new computers to replace an existing lab's older

computers. Students agree that the older computers are of limited use – as an example, underclassmen with less challenging assignments use the machines in their introduction to public relations writing course. Some students have brought their own laptops and tablets to class to work around the problem. Among the options under consideration: removing the computers from the classrooms and centralizing them elsewhere – as is the case with other Hampton University units. Significant capital-intensive equipment upgrades in both the radio station and the television studio/control room are also needed.

Such equipment upgrades are addressed in incremental fashion, with several having been in the offing for some time. The unit's spending on these upgrades is seriously restricted by the freeze on university funding on the equipment line in place since 2008-2009. Expenditures are also funded by private grants, including those from the Scripps Howard Foundation. An equipment room, open from 9 a.m. to 7 p.m. daily and staffed mainly by work-study students, is accessible and used widely. Based on dialogue with students, facilities and equipment appear to meet student needs but not without difficulty, requiring early action for access. The dean is actively pursuing the needed private grants.

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

The traditional library has morphed into a sophisticated system of online search of all periodicals, texts and other needed material. As part of their required orientation, freshmen take an introductory course in library science enabling them to search online through the online facilities of the university's Harvey Library. A member of the library staff is available for counsel. Students expressed satisfaction with this access to needed information.

SUMMARY: There are acknowledged needs for equipment upgrades. The School, housed in a state-of-the-art building, is pursuing funding for such upgrades aggressively.

COMPLIANCE

PART II — Standard 8: Professional and Public Service

Unit performance with regard to indicators:

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

The School communicates with alumni by letter from the dean, by written invitation to events, by individual e-mail, by personal telephone calls and through the School's website. The School keeps alumni engaged through inductions into its Hall of Fame. A wall inside the School's front door displays plaques honoring alumni who have excelled in the profession. Inductees are selected by a faculty committee within the School, and approved by the university.

Like current students, alumni are excited about the experiences they had as students in the Scripps School. Said one alumna, now a weekend anchor in Georgia: "They are bringing me back in March for Caldwell Café."

In fact, alumni are often recruited to return as guests of the Caldwell Café, which is moderated by veteran journalist and writer in residence Earl Caldwell. The program is a professional outreach that started as a School-based program for students and now is broadcast on WHOV TV.

(b) The standards of professional practice through such activities as offering continuing education, promoting professional ethics, evaluating professional performance and addressing communication issues of public consequence and concern.

Several full-time faculty members show an extensive list of programs and presentations. Some of their presentations include these from 2012-2013:

- Moderator, Association for Education in Journalism and Mass Communication, "How to Pitch Irresistible Grant Applications;" Washington, DC, August 2013.
- Presenter, 55th Annual Media Ethics Institute, Washington & Lee University, Lexington, Virginia, March 2013.
- Moderator, The New York Media Summit, produced by Digital Hollywood, "A One-on-One Conversation with Hearst President David Carey," New York, New York, March 2011.
- Judge, Public Relations Society of America, Silver Anvil Awards, 2012.
- Service Leader, LifeNet Health, Coordinator for Student Campaign, 2010-2013.
- Creator of community service program involving public relations counseling and related services to the city of Hampton, Va., September 2013.
- Public Relations Coordinator, Roads Chamber Players, coordinated students to execute public relations campaign as community outreach, September 2013.
- Co-panelist, Women's History Month, Hampton University, March 2012.
- Guest Speaker, 15th Annual Black History Month Breakfast sponsored by the Aberdeen Gardens Historic & Civic Association, Inc. February 2012.
- Planning Committee, "Celebrating Our Rich History" Movie Premiere Screening with the Tuskegee Airmen-Tidewater Chapter, Cobb Cinebistro, Hampton, VA. January 2012.

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

Faculty members are active in professional organizations, including Radio and Television Digital News Association, the National Association of Black Journalists, the Public Relations Society of America, the American Advertising Federation, American Copy Editors Society, American Journalism Historians Association, National Press Photographers Association, American Communication Association, International Communication Association, World Society for Strategic Communication, Association of Independent Video Filmmakers, Public Relations Society of America Counselors for Higher Education, and the Association for Education in Journalism and Mass Communications.

Faculty members serve as advisers to several student organizations. They include: Kappa Tau Alpha Honor Society (KTA), Public Relations Student Society of America (PRSSA), which seems, at least temporarily less active, National Association of Black Journalists (NABJ), The Digital Genius Project and The Photography Club.

Travel funding and other support for faculty involvement in academic or professional associations and related activities are made available through timely requests to the university.

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

The School reaches the community through WHOV-FM radio programming, seminars and symposiums, delivering information, creating platforms for discussion, and exposing new concepts. Students are involved with this station at every level, from programming to production to on-air presentations. Students produce a daily (5 days/week) five-minute newscast. Also, there is programming on Saturdays in Spanish to reach the area's Hispanic community.

Students serve in paid positions at the station, where they are learning about rapidly changing broadcast industry methods and platform operations. In addition to music, WHOV's programming includes specialty and public affairs programs.

On an individual level, faculty members interact with the community through public service ranging from serving at a soup kitchen, building a Habitat for Humanity house, tutoring students to act as mentors, coaching youth sports and serving as Scout leaders.

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

The School launched a program in 2013 aimed at enhancing multiculturalism at the School and throughout the media industry. Sponsored by the Ford Foundation and Bloomberg news, the School's inaugural "DREAM Digital" breakfast symposium on "Multiculturalism in Digital Media" was held at Bloomberg's headquarters in New York City. Featured speakers and moderators included Desiree Rogers, the chief executive officer of Johnson Publishing; Rob King, ESPN's Senior VP of Editorial for Digital and Print Media; Alix Baudin, Senior VP and General Manager of Digital Operations at Scripps Networks Interactive; CBS News Correspondent Michelle Miller; and CNBC Correspondent Sharon Epperson. In addition to

other panelists and media leaders and executives, local high school students attended. Future symposiums on multiculturalism in media are planned for other cities, and high school students will be encouraged to attend.

In January 2012, the School hosted “Celebrating Our Rich History” with the Tuskegee Airmen. The event invited university students and local community members to preview the movie, “Red Tails,” and discuss it with two former airmen.

The School and the Associated Press Sports Editors sponsored a “Day of Diversity” at the University in November 2011. The event helped bring together journalism professionals from the East Coast with the School’s journalism students.

Since 2003, the School’s writer in residence and former New York Times reporter Earl Caldwell has hosted “The Caldwell Café,” a one-on-one interview before a live studio audience that provides a forum for visiting professionals to share their experiences. The reception that takes place after the interview gives students the opportunity to interact with these professionals in an informal setting.

Some of the professionals who have been interviewed recently by Caldwell are:

- My Haley, author and widow of “Roots” author Alex Haley, February 2013
- Fred Johnson, producer and writer for television’s “228,” “Moesha” and the “Bernie Mac” show, November 2012
- Jonathan P. Hicks, former reporter for the New York Times and Amsterdam News, October 2012
- Jim Vance, NBC anchor and reporter, February 2012

SUMMARY: The faculty is engaged in professional service with students and alumni. Several programs are in place as outreach to the local community, led by student media projects such as the radio and television stations. The Caldwell Café is an effective way for students and professionals to interact.

COMPLIANCE

PART II — Standard 9: Assessment of Learning Outcomes

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

The university has a strong culture of assessment and it is strongly evident within the School. In addition to adherence to the 12 ACEJMC competencies, the School’s stated intent is to be:

1. Developing ethical, competent, knowledgeable graduates
2. Requiring graduates to develop marketable skills through internship experiences
3. Requiring majors to demonstrate grammar knowledge and journalistic content skills
4. Requiring majors to demonstrate aptitude for conventions of their chosen major
5. Exposing students to a variety of viewpoints and theories governing the role of media in society

A four-step university process in 2013 led to further revisions to the assessment process.

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

The School previously administered a school-wide entrance exam to all students who identify journalism or communications as their intended major. However, this instrument did not adequately assess the 12 core values and competencies as articulated by ACEJMC.

The self-study describes well how direct measures are used:

The School’s curriculum committee devised an instrument in the fall of 2011 specifically designed as a direct measure of the students’ understanding of the 12 core values and competencies. This course-wide pre-post instrument was first administered in all sections of JAC 200 – Visual Communication during the spring semester of 2012. This is the first foundation course in the program that all majors are required to take once they have been admitted into the program. The administration of the instrument later took place in JAC 495-Senior Capstone to collect summative data of the students’ mastery of the 12 core values and competencies.

A rubric was created to assess student learning and uses results to improve curriculum and instruction based on compliance with ACEJMC Standards. The assessment rubric lists all 12 of the ACEJMC competencies and at what level each student is measured on achieving the respective learning outcome.

For each specific student intended learning outcome, the rubric provides evidence of how well the objective has been met at the Mastery (quality of work reflects that of a media/communications professional); Accomplished (quality of work approaches that of a media/communications professional, additional revision is suggested); Emerging (quality of work does not reflect that of a media/communications professional, but shows potential; additional work is needed); and Marginal (quality of work does not reflect that of a media/communications professional) levels.

For example, in April 2012, a goal of 92% of the students was established in JAC 495 to achieve at least the accomplished level on the Senior Capstone Portfolio. Following the assessment, in September 2013, 92% met (65 of 72 students) at least the Accomplished Level on the Senior Capstone Portfolio.

The second direct measure is the senior capstone portfolio of work that is required of all majors to fulfill a School-designated graduation requirement. Students must present their portfolios of professional-level work as part of requirements for their Senior Capstone course. This work can come from class assignments, extracurricular activities, internships, and other work experiences over the course of the student's matriculation through the program -- typically a compilation of work from the sophomore, junior and senior years. Professors and professionals who specialize in the student's chosen major area will evaluate respective student submissions. Each course of study has portfolio requirements specific to the major area. For instance, all broadcast journalism majors must include examples of their ability to produce content for television or radio programs.

Indirect measures include a revised intern evaluation process, senior exit interviews and alumni surveys.

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

Assessment led to curricular review and change in 2012, including better addressing of change driven by the digital evolution and cross-platform requirements of media.

The change, motivated by industry change and ACEJMC guidelines, began with redefinition of the majors from Print Journalism and Broadcast Journalism to Journalism and from Public Relations to Strategic Communication. Courses were redefined to remain "current and relevant" per ACEJMC. The revised curriculum also included a new course entitled Media Entrepreneurship.

The faculty also moved Intro to TV/Radio Production, Online Journalism (renamed Web Design and Production), Public Relations Writing and Production, Broadcast News Writing, and Broadcast News Production (renamed News Production) from three- to four-credit courses reflecting the increased instruction and student work required by adding multimedia elements. Introduction to Radio and Television Reporting was incorporated as a required course for all majors.

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

The School uses a web-based questionnaire for alumni, asking for demographic and contact information, current job position, and recognitions earned since graduation. It also requests length of time in current occupation, time required to obtain employment in the media field after graduation, and solicits suggestions for improvement of the program curriculum.

A senior exit survey was created in 2003 but was not effective. The university's Operations Analysis and Research department was asked to create a satisfaction questionnaire as part of the graduation process. It asks for ratings of academic, extracurricular and support services provided by the School. A majority surveyed in 2011-12 were satisfied or better with their overall academic experience.

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

Professionals participate in the portfolio review as part of the senior capstone.

SUMMARY: Assessment is a well-established part of the process at Hampton and has been used to change and adapt curriculum to meet the changing nature of industry.

COMPLIANCE

PART III: Summary by site visit team

1) Summarize the strengths and weaknesses of the unit.

STRENGTHS:

- Dedicated and impressive students
- Energetic, ambitious dean who is making positive change
- Faculty that goes out of its way to engage and mentor students
- Regular curriculum revision helping push into digital age
- New academic and extracurricular programs to enhance student experience
- Beautiful building with spacious classrooms that is the envy of campus
- Ongoing support of program from central administration

WEAKNESSES:

- Volume of scholarship has improved, but more is needed
- Some labs feature almost-antique PCs that must be replaced
- Broadcast instruction risks falling behind without up-to-date digital equipment and content management system.
- Lack of tenure and lack of senior faculty makes program an outlier on campus
- More digitally and PR-oriented faculty needed

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

Standard 5: Scholarship: Research, Creative and Professional Activity

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

A more across-the-board and consistent productivity among the faculty is needed, especially as the university aspires to be more-research driven. As detailed in the report on Standard 5, too much of the load is carried by a small percentage of faculty. Some accommodation must be found with the teaching loads carried by the faculty.

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

N/A

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

N/A

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

Deficiency: "Of some concern is that no one on the faculty is tenured."

The School does not have any tenure track professors, because the faculty voted roughly seven years ago to have the option of multi-year contracts in lieu of tenure track. A few faculty members are currently on two-year contracts, and the others are on annual contracts. A conversation about restoring tenure is beginning.

Deficiency: "A review of each faculty member's vita and the listing of research/creative productivity by the team provided evidence of scholarship but not by all faculty members. However, the overall research/creative productivity does not meet the requirements for compliance. Some of the faculty members did not produce evidence that they sustained research and/or creative productivity during the six-year accreditation period."

There is still progress to be made, especially noting the university's ambition to become more research-driven. Three faculty members are working toward their doctorate, and three of the last four full-time faculty members hired hold terminal degrees and have research experience. It should be noted the university counts creative works as scholarly activity.

Deficiency: "The university has an expectation that faculty members will be productive in teaching, research/creative activity and service. The teaching load, as is often the case in teaching institutions, is an impediment to extensive scholarly productivity and/or creative activity. Because of the relative newness of most of the faculty, four of the assistant professors are sequence heads. Faculty members have no graduate students to serve as research or teaching assistants, so they must try to balance heavy teaching and advising loads (along with unit, university and community service) and still try to carve out time for research and/or creative activity."

This conundrum still exists although the provost notes course buyouts for funded research are readily available. (Full discussion in standards 4 and 5.)

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

The self-study was thorough in its detail and very readable in its presentation. The fact that different faculty took ownership of different standards within the self-study made for an excellent and still coherent document.