

Name of Institution: **Hofstra University**

Name and Title of Chief Executive Officer: **Stuart Rabinowitz, president**

Name of Unit: **Department of Journalism, Media Studies, and Public Relations**

Title and Name of Administrator: **Carol Fletcher, Chair**

Date of 2013 - 2014 Accrediting Visit: **November 17 - 20, 2013**

Date of the previous accrediting visit: **February 3 - 6, 2008**

Recommendation of the previous accrediting team: **Re-Accreditation**

Previous Decision of the Accrediting Council: **Re-Accreditation**

Recommendation by 2013 - 2014 Visiting Team: **Re-Accreditation**

Team Chair

Name and Title: Ann M. Brill, Dean

Organization/School: University of Kansas, William Allen White School of Journalism and Mass Communications

Signature _____

Team Members

Name and Title: Sheri Broyles, Professor

Organization/School: Mayborn School of Journalism, University of North Texas

Signature _____

Name and Title: Steve Geimann, Deputy Team Leader

Organization/School: Bloomberg News

Signature _____

Name and Title: Phillip Jeter, Professor

Organization/School: Department of Mass Communications, Winston-Salem State University

Signature _____

Part I: General Information

Name of Institution: Hofstra University

Name of Unit: Department of Journalism, Media Studies, and Public Relations

Year of Visit: 2013

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

Middle States Association of Colleges and Schools

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

Private

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

The State of New York Absolute Charter of Hofstra College was granted Feb. 16, 1940, by the Regents of the University of the State of New York executed under their seal and recorded in their office, No. 4597.

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

Yes

If yes, give the date of the last accrediting visit: Feb. 3-6, 2008

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

2002

6. Attach a copy of the unit's mission statement. Give date of adoption and/or last revision.

Mission Statement, Department of Journalism, Media Studies, and Public Relations
(Revised and Adopted 9-5-12)

The mission of the Journalism, Media Studies, and Public Relations program is to provide students with a strong liberal arts background that will enable them to think critically, follow ethical practices, and understand the concepts and skills that will equip them for meaningful communication careers. We prepare students who advance in civic life globally and across our diverse cultures.

Through this commitment students will:

- receive an education that combines professional skills with a liberal arts emphasis and fosters an appreciation of the significance of domestic and global diversity in mass communications.
- be guided by a dedicated and diverse faculty with the proper mix of academic and professional backgrounds to ensure excellence in teaching and advising.
- experience a required internship program that affords them the opportunity to work with some of the nation's leading professionals while matching classroom learning with on the job reality.
- be trained in classrooms and with equipment that recognize the converging world of communications and that are updated regularly to help students adapt to developments in the field.
- be enriched by a faculty who are actively involved in research and professional communities and who contribute to advancing the body of information available in journalism, media studies, and the public relations fields.

7. What are the type and length of terms?

Semesters of 15 weeks

Summer sessions of 3-5 weeks

Intercessions of 3 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

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

124 semester hours

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

Prior to spring 2013: Three semester hours at external organizations.

Spring 2013 forward: Four semester hours at external organizations.

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>
B.A. Journalism	Prof. G. Stuart Smith
B.A. Public Relations	Prof. Suzanne Berman
B.A. Media Studies	Prof. Susan Drucker
M.A. Journalism	Prof. Kristal Zook
M.A. Public Relations	Prof. Jeffrey Morosoff

12. Number of full-time students enrolled in the institution: 11,090 (6,899 undergraduate)

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>
B.A. Journalism	290
B.A. Media Studies	22

B.A. Public Relations	247
<hr/>	
Total	559

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

See the following three pages in this report.

15. Total expenditures planned by the unit for the 2013 – 2014 academic year:
\$1,687,039

Percentage increase or decrease in three years: 2.9% decrease

Amount expected to be spent this year on full-time faculty salaries: \$1,203,594

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

Mary Ann Allison – Associate Professor
 Suzanne Berman – Associate Professor
 Susan Drucker – Full Professor
 Kelly Fincham – Assistant Professor
 Carol Fletcher – Associate Professor

Ellen Frisina – Associate Professor
 Victoria Geyer-Semple – Associate Professor
 Peter Goodman – Assistant Professor
 Mario Gonzalez – Assistant Professor
 Jeffrey Morosoff – Assistant Professor
 Joseph Peyronnin – Associate Professor
 G. Stuart Smith – Associate Professor
 Daniel van Benthuysen – Assistant Professor
 Jingsi/Christina Wu – Assistant Professor
 Kristal Brent Zook – Associate Professor

17. List names of part-time/adjunct faculty teaching at least one course in fall 2013. Also list names of part-time faculty teaching spring 2013.

Adjunct faculty teaching in Fall 2013: Richard Bambrick; Laurie Bloom; Scott Brinton; James Cohen, Arthur Dobrin; Timothy Drachlis; Donald Dreyer; Andrew Graber; Yanique Griffin-Woodwall; Robert Hoell; John Jeansonne; Thea Linscott; John Long; David Norman; Mary Ellen Ponazzo; Christina Roberts; Jennifer Cline Sargent; Jean Telfort; Thomas Tenney; Christopher Vaccaro; Peter Young

Adjunct faculty teaching in Spring 2013: Richard Bambrick; Jose Bayona; Laurie Bloom; James Cohen; Alex Cutler; Arthur Dobrin; Don Dreyer; Russell Fink; Thomas Gionis; Andrew Graber; Yanique Griffin-Woodall; Randal Hillibrand; Rob Hoell; John Jeansonne; Thea Linscott; John Long; Dennis Quinn; David Norman; Mary Ellen Porrazzo; Christal Roberts; Jean Telfort; Tom Tenney; Christopher Vaccaro; Peter Young.

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.

	65 or more semester hours in liberal arts/sciences
80 or more semester hours outside the major	

Year	Total Graduates	Number	Percent	Number	Percent
2012-2013 academic year	<u>158</u>	<u>158</u>	<u>100</u>	<u>158</u>	<u>100</u>
2011-2012 academic year	<u>185</u>	<u>182</u>	<u>98.38</u>	<u>185</u>	<u>100</u>

PART II — Standard 1: Mission, Governance and Administration

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

Unit performance with regard to indicators:

(a) The unit has a written mission statement and 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.

The Department of Journalism, Media Studies, and Public Relations is one of three departments in the Lawrence Herbert School of Communication at Hofstra University. The other two departments are Radio, Television, Film and Rhetoric, which were not evaluated.

The department has a written mission statement, which was revised and updated Sept. 9, 2012. The statement addresses the professional and diverse nature of the department, including its commitment to students for professional and critical-thinking skills.

The department also has a written strategic plan, covering the years 2013 – 2018. The chair and line coordinators formulated the plan, which was reviewed by the vice dean. The draft was presented to the full faculty and was adopted Sept. 25, 2013. The plan is heavy on detail without specific deadlines to reach the goals. The plan takes into account enrollment changes as well as changes within the department, school and university. The plan must align with the university's protocols for growth and use of resources. For example, if the department wishes to add a course or section, the chair meets with the dean who then requests those resources from central administration. The vice dean said that the school has never been refused in its request for additional courses or sections. New lines also derive from central administration and the department has received a comparable share of those resources. For example, this year, the provost gave the department a new line in public relations.

The dean believes the school is treated well in terms of resources and other considerations within the university. He also said the department is one of the fastest growing units on campus and is now a destination unit, and that the department is considered prestigious and responsive.

The dean and provost spoke well of the department. In the meeting with administrators and campus leaders, the program was referred to it as "a signature program" and "a gem" on campus. The provost and associate provost for accreditation and outcomes assessment spoke of the program as a campus leader in evaluation and "closing the loop" in assessment analysis.

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

Hofstra University has a collective bargaining agreement with the AAUP in effect through August 2016. In addition, the department has a faculty policy manual detailing faculty governance and development of educational policy. The university has a strong history of faculty governance. The department meets monthly and publishes its minutes. The school faculty meets twice a semester and also publishes its minutes. The department maintains files on searches and hiring decisions. In addition, the collective bargaining agreement has guidelines on hiring, evaluation, and other personnel decisions. The dean and vice dean said that while the union governs the protocols of hiring, promotion and other aspects of employment such as workload and salaries, the units have autonomy in developing curriculum. Part-time faculty also are part of the union depending on their length of service.

(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 chair's most recent evaluation listed her as a "superb teacher, a gifted journalist, a compelling writer, and a dedicated member of our community." It also noted her leadership in the development of distance learning offerings. The vice dean and dean said she had a sense of "fairness" in dealing with faculty and an ability to work with other departments in the school and across campus for the good of the department. The dean lauded both the current and former chairs as "passionate regarding student experience." The provost also spoke highly of the department's leadership. Faculty reported they welcomed the change in leadership, which occurred two months before the site visit. Faculty said the new chair is collegial, spends time listening to their concerns and is open to new ways of doing things.

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

Chairs are appointed for a three-year period. The chair is evaluated annually, in October following Faculty Senate guidelines. The chair files a self-assessment report to the dean. The dean consults with the faculty and then writes a report. Every five years, the chair submits five-year projections. The current chair has been in her position for less than a year at the time of the site visit. She has been a member of the faculty for 13 years and served one year as associate chair.

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

The department maintains files on concerns and complaints. It has established policies for dealing with complaints. Faculty complaints also draw upon the collective bargaining agreement. Staff members are represented by a different union. Student issues are dealt with in the manner described in the published student handbook. The website also lists expectations of students in the honor code, known as the Hofstra P.R.I.D.E. ideals. Files provided to the team at the time of the site visit showed the process being followed for faculty and student concerns and complaints. There was only one file listing a faculty disagreement with the previous chair. Faculty also expressed knowledge and support of the grievance policies. The few student complaints that came to the chair's office were related to grading. The school has a written grade appeal policy that reinforces the right of the faculty member to determine student grades. There is a separate policy for violations of student academic dishonesty. In meetings with students, they said faculty members are accessible and amenable to discussions of class performance and evaluation.

COMPLIANCE

PART II — Standard 2: Curriculum and Instruction

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

There are three sequences within the Department of Journalism, Media Studies and Public Relations. Journalism and Public Relations have the largest student numbers with 290 and 247 respectively. Media Studies, a smaller sequence with 22 students, serves the department and the larger school with core courses including *Mass Media: History and Development*, *Media and the Law*, *Media Literacy: Criticism and Analysis*, *Research in Media Studies* and others. These required courses are central to the ACEJMC core competencies including free speech, the history and role of professionals and institutions in shaping communications, researching and evaluating information and critical thinking.

Some courses – what might be construed as traditional journalism classes – are cross-listed with other programs such as RTVF classes or found in other units, such as advertising in the School of Business.

Unit performance with regard to indicators:

Discussions of indicators b, c and e must describe and evaluate the individual academic sequences in the unit.

(a) The unit requires that students take a minimum of 80 semester credit hours or 116 quarter credit hours outside of the unit and a minimum of 65 semester credit hours or 94 quarter credit hours in the liberal arts and sciences (as defined by the institution) outside of journalism and mass communications. Or, ACEJMC expects at least 95 percent of the graduating classes in the two academic years preceding an accreditation visit to meet this requirement.

Year	Graduates	80 or more semester hours outside the major		65 or more semester hours in liberal arts/sciences	
		Number	Percent	Number	Percent
2012-2013 academic year	<u>158</u>	<u>158</u>	<u>100</u>	<u>158</u>	<u>100</u>
2011-2012 academic year	<u>185</u>	<u>182</u>	<u>98.38</u>	<u>185</u>	<u>100</u>

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

All Communications majors take two composition courses plus a course from the each of the other departments within the school: an *Oral Communication* class from Rhetoric and *Foundations of Radio, Television and New Media*, formerly *Sound and Image Aesthetics*, from RTVF. In addition students are required to have a minor in the liberal arts. Additional courses are specified below by sequence.

JOURNALISM: All journalism majors take the *Mass Media: History and Development* and *Media Law* (listed under Media Studies) and *Media Ethics* (under Journalism). Six additional skills classes are taken in Journalism and as many as four hours of internship credit. Students choose 12 more hours from 24 other courses, which include some theoretical/conceptual courses and many other skills classes. A total of 39 hours are required.

MEDIA STUDIES: Media Studies majors have a selection from a menu of classes in different areas. All majors take the *Mass Media: History and Development* plus five of the following six courses: *Mass Communications in Contemporary Society*, *Media Literacy: Criticism and Analysis*, *Theories of Media*, *Understanding Global Media and News Systems*, *Media and Law* and *Research in Mass Media Studies*. Majors also choose two from these three classes: *The Mass Media, Politics and Policy Making*, *Surveying Public Opinion: Introduction to Public Opinion Research* and *Media Technologies and Public Policy*.

Media Studies majors then choose nine hours from one of three concentrations:

- Media and Culture
- Urban and Suburban Communication
- Media, Law and Policy

A total of 36 hours are required.

PUBLIC RELATIONS: All public relations majors take 10 classes (30 hours), which are a mix of theoretical/conceptual and professional skills: *Media Ethics*, *Mass Media: History and Development*, *Media Literacy: Criticism and Analysis*, *Fundamentals of Public Relations*, *Public Relations Research Methods and Case Studies*, *Copywriting*, *Media Relations*, *Public Relations Tools*, *Public Relations Campaigns* and *PR Internships*. An additional six hours are selected from other Journalism, Media Studies or Public Relations classes. A total of 36 hours is required.

Three additional courses are required outside the School of Communication: *Principles of Marketing*, *Principles of Advertising* and *Public Speaking*.

Journalism and Public Relations majors have a balance of theoretical and conceptual courses and professional skills. Media Studies majors have more theoretical/conceptual courses but have an opportunity to gain professional skills through up to four hours of professional internships and the department

strongly advises them to do so. Students in each major often take up to four internships over the course of their studies at Hofstra. These internships are on-campus at WRHU, one of the largest noncommercial radio stations in the northeast, television news show *Hofstra Today*, award-winning *Long Island Report.org*, as well as numerous high-profile media opportunities in New York City. These include *Newsday*, Fox News, MSNBC, *The Daily News*, ABC's Good Morning America, NBC, CBS Evening News, Condé Nast and Hearst Publications, just to name a few. Equally high profile internships are available for public relations students. The majority of internships are off campus.

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

A review of syllabi showed that instruction of course content is current and rigorous. Most syllabi include learning objectives, semester schedules, performance expectations and detailed instructions.

Teaching is a primary factor in whether faculty are retained and promoted. Faculty are also recognized for outstanding teaching based on awards such as the School of Communication Teacher of the Year, the Hofstra University Mentor of the Year and the Olive Plunkett Outstanding Professor (selected by the Hofstra University students).

JOURNALISM: Curriculum is updated and includes multimedia and online journalism. A Journalism Tools class instructs students in a variety of skills such as blogging, slideshows podcasts, video, micro-blogging and social media. Internships also allow students to have contact with current practices.

MEDIA STUDIES: Independent Studies/Readings allows students to focus on new and evolving areas of interest. Internships allow students to have contact with current practices and professionals.

PUBLIC RELATIONS: As in Journalism, the Public Relations Tools class instructs students in digital and web-based tools. Internships allow students to have contact with current practices.

(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.

Class sizes generally are small enough to facilitate learning. The largest class, generally principles or fundamentals classes, enroll 30 students a semester. Enrollment in skills classes follow recommended caps. All journalism classes

were at or below 20 students. The only PR class above 20 students was a section of Research Methods and Case Studies, a theoretical/conceptual class. All sections of Fundamentals of PR were 20 or fewer students. This might be considered a non-skills class that could go over the 20-student cap.

(e) The unit advocates and encourages opportunities for internship and other professional experiences outside the classroom and supervises and evaluates them when it awards academic credit. (If the unit has more than one sequence, address the opportunities by sequence.)

All three sequences – journalism, media studies and public relations – offer internship opportunities. Journalism and PR require students to complete an internship. Media Studies lists internships as an elective with advising to have at least one internship. Students may earn up to four hours credit, with as many as four different internships. Because of the proximity to New York City, students have a rich selection of opportunities.

Hofstra's strong reputation has created a pipeline for many students into top media organizations. For example, Fox News reserves one of the two Ailes Rising Apprentice positions exclusively for Hofstra students. This includes a \$10,000 scholarship to a talented minority students as well as a paid internship. A strong alumni base in the area also ensures ample internship opportunities.

Many students also take advantage of professional experiences on campus. For example, WRHU-FM, the on-campus 24-hour radio station, is the flagship station of the New York Islanders hockey franchise, which plays home games near campus. Students do the color commentary for game broadcasts. Other opportunities are available in TV, print and online.

Internship procedures are specified including the responsibilities of the student, professional supervisors and on-campus faculty. And internship agreement form – essentially a contract for the course – must be signed by both the student and the faculty sponsor. Professional supervisors complete an evaluation of the student.

COMPLIANCE

PART II — Standard 3: Diversity and Inclusiveness

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

Unit performance with regard to indicators:

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

The department has had a diversity and inclusiveness plan since 2002. The current plan, its third, covers the period through the 2017-18 academic year. The plan covers curriculum, faculty and student population diversity as well as workplace and learning climate. The plan has some objectives, some goals (i.e., for percentage of minority student and faculty representation), but fewer strategies on how the objectives of the plan will be pursued or deemed successful. The assessment plan calls for biennial review of the plan to assess results and confirm or change priorities and practices. The department's definition of diversity is included in the plan. The plan was reviewed at the department's November department meeting.

(b) The unit's curriculum fosters understanding of issues and perspectives that are inclusive in terms of domestic concerns about 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.

Course syllabi indicate that students are exposed to issues related to concerns/issues about ethnicity, gender, race and sexual orientation on a limited basis. Some syllabi have objectives that indicate the topics will be covered; however, it was not clear, after examination, how these topics were addressed because no information about these topics was included in the weekly schedule of activities. Students were hard pressed to come up on their own with names of members of ethnic/racial groups, females and non-heterosexuals who have made contributions to mass communications. When the subject of such persons was addressed, students tended to speak of members of this group as victims of the media rather than innovators, pioneers or trailblazers.

(c) The unit demonstrates effective efforts to recruit women and domestic minority faculty and professional staff and, where feasible, recruits international faculty and professional staff.

The majority of the full-time faculty is female. Ethnic/racial minority members comprise 14 percent of the faculty and international faculty make up 20 percent

of the full-time faculty. Black and Hispanic faculty were four of the 26 part-time faculty members who taught courses in the academic year before the team visit. The number of persons in the last hiring pool was down the last year before the team visit. For the three years preceding the visit, white males made up the majority of the hiring pool for five full-time faculty openings. For these three searches, job offers were made to racial/ethnic minority group members in each of the three years, to females two of the three years and to international applicants one of the three years. One male Hispanic faculty member was hired since the end of the Spring 2013 semester and began work in September.

(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.

Asian, Black and Hispanic/Latino undergraduate students in the department are represented at a substantially lower rate (25 percent) than the rate of the general population in the service area (44 percent) but comparable to the percentage of minority students at the university (28 percent). With 40 percent of new freshmen listed as minority students, the department expects their number to increase as freshmen select majors. No data were presented relative to representation of female students in the department compared with the service area and the university. Female students are well represented in the program. Web site and recruitment materials for the school and the department show a diverse student population in terms of ethnicity, gender and race. Recruitment efforts include events like a diversity dinner, high school press days/events and open houses. No data on the student yield to the university or department from students attending these events were presented.

Students of color were well represented in the site team's visits with students.

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

The site visit team received no complaints from faculty or students about harassment or discrimination. There are no pending discrimination or harassment complaints against the department from department faculty or students.

COMPLIANCE

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

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

Unit performance with regard to indicators:

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

As mentioned previously, the department adheres to the collective bargaining agreement in faculty issues. Semester teaching evaluations are administered and results sent to the faculty member, the chair and the dean. Student comments go onto to the faculty member. Quantitative results are included as part of the promotion and tenure documents. The department places high value on teaching. In addition to the evaluations by students, faculty members are observed by their peers of equal or higher rank in the department.

The department uses Digital Measures software to coordinate this process in which each faculty member submits an online evaluation that is reviewed and commented upon by the chair, who sends the document to the dean. Throughout the process, there are opportunities for the faculty member to respond.

The department changed its pre-tenure appointments in 2011. Faculty members in this category now have an initial appointment of three years, rather than three two-year appointments. During the fifth year, the dean assesses the long-term need for a professor in the faculty member's discipline. That letter becomes part of the P&T packet. In addition, at the time of tenure, the university, school and department evaluate the candidate's teaching and research with an evaluation of meeting the long-term needs of the university.

The department also participates in the school's Faculty Personnel Board, which oversees the review process. Initial salaries are negotiated with the dean, while raises are governed by the collective bargaining agreement.

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

Full-time faculty members teach a three/three course load. Pre-tenured faculty members receive two courses off before their sixth year. A review of recent and current syllabi shows the faculty having primary responsibility for teaching, research/creative activity and service. At the time of the site team visit, the full-time faculty taught 78 percent of the courses in Journalism and 77 percent in Public Relations. The department has 25 active adjunct, part-time lecturers who teach the remaining 20 percent of the courses. The department takes advantage

of its proximity to a major media market to bring in experienced and qualified professionals. The full-time faculty, including those in Media Studies, also have the primary responsibility for core and non-skill required courses, such as Media Law.

(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.

Of the 15 full-time faculty members, two have doctorates, one has a law degree, and all who teach skill courses are cited as having more than 10 years professional experience. The commitment to teaching is evidenced by six recent recipients of the school's Distinguished Teacher of the Year award. Faculty members in the department won the award in six of the past seven years. The provost said full-time faculty members are eligible for leave after five years of employment and many take advantage of that policy to enhance their professional and/or research agendas.

In addition, faculty members are active in professional organizations, according to their CVs and department records. Journalism faculty members advise campus media, organize media workshops, and work with such groups as the Society of Professional Journalists' Press Club of Long Island to discuss media issues and teaching. Public relations faculty members serve as advisers to PRSSA, whose membership has quadrupled since the last site visit. Public relations faculty also work with area professionals and have led student abroad study visits to Italy and France.

As noted previously, the part-time faculty are associated with major media industries, either as current or former professionals in the disciplines. The students cited an example of an adjunct who is a public relations professional who owns her own business. The department has written guidelines for the selection and advancement of part-time faculty, which includes qualifications for adjunct faculty promotions (as listed in the Faculty Statutes).

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

Under the collective bargaining agreement, each professor is required to conduct course evaluations. The department has written guidelines for the administration of course and teacher ratings. Faculty members also receive a written Faculty Observation Report, based on peer evaluations. Peer observations are used as part of promotion and tenure packets and as a way to assess teaching in the department. Teaching evaluations must be fair, flexible and reflect the unit's pedagogical and professional goals. In addition to student course evaluations and peer evaluations, the department reviews syllabi, exams and assignments. The school's personnel committee reviews all materials related

to teaching evaluations. The Faculty Policy Series spells out the frequency and other protocols, including appeals, for the teaching evaluations.

In meetings with students, they reported high satisfaction with teaching in the department, from both full-time and part-time faculty. When asked if they would recommend the department to others, they were quick to respond in the affirmative.

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

University administrators, faculty members outside the unit, and staff spoke highly of the department. Roughly 25 percent of the honor college participants come from the department. In addition, the department offers honors sections of many courses, which other units are reluctant to do since all courses at the university must reach an established minimum of students. The honors director said the department has no trouble filling those classes. The honors college also established an award for the faculty member of the year and one of the department's faculty members was the first recipient. Faculty from other academic units said they welcome the department's students as smart, highly motivated and engaged on campus. Campus officials cited the 2012 presidential debate, hosted by Hofstra, as an example of the collegiality and creativity of both faculty and students. Faculty also serve on the Faculty Senate and numerous school and university committees.

COMPLIANCE

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

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

Unit performance with regard to indicators:

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

Per the collective bargaining agreement, full-time faculty members are expected to engage in scholarship for retention, promotion and tenure. The unit requires demonstrated research/creative work or scholarship showing on such applications/ considerations. The university supports scholarship activity by providing full-time faculty with at least \$1,500 in funds to share their scholarship. Faculty with scholarship activity deemed worthy receives raises and salary adjustments as specified in the agreement.

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

The hiring, promotion and tenure criteria are specified in the collective bargaining agreement. The department had a broad definition of scholarship that depends on whether the faculty member is teaching more theoretical than skills courses. Faculty teaching more theoretical courses are expected to have a greater percentage of their scholarship in peer-reviewed work while those faculty teaching primarily skills courses are expected to engage in peer-reviewed work that is professional and creative. Faculty interviewed indicated the criteria are clear. New faculty said the chair gave them an opportunity to discuss the criteria and has followed up with queries for any additional questions.

(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 promotion, tenure and merit evaluation criteria were negotiated under the collective bargaining agreement. All full-time faculty are covered by the agreement.

(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.

Faculty members are active participants in various communities of scholars. Fourteen of the 15 current full-time faculty produced scholarship since the last site visit. The current faculty's total productivity since the last site visit has resulted in more than 600 awards, book chapters, book reviews, grants, monographs and reports, refereed journal articles and conference papers scholarly books, textbooks and non-refereed papers.

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

The range of productivity indicated in (d) indicates a wide range of intellectual interests in valued. Three faculty members have earned tenure and promotion since the last team visit.

COMPLIANCE

PART II — Standard 6: Student Services

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

Unit performance with regard to indicators:

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

All incoming freshman attend one of eight three-day sessions over the summer to learn about Hofstra's procedures, opportunities and requirements and to meet one-on-one with an adviser to register for their first-semester courses. Each spring, an associate dean meets one-on-one with students for long-range academic planning.

Students are guided during their time at Hofstra by the Degree Audit Report, which tracks progress toward a degree. Students praised the care and attention provided by faculty in advising. Many students in separate meetings singled out the contributions of an associate dean, who oversees advising for the school.

(b) Faculty are available and accessible to students.

The faculty has an open-door policy. The university requires one office hour per week for each three-credit class. In the department, faculty members are available for dozens of hours per week. Hofstra uses Blackboard, a Web-based course management system that promotes communication. Students said the faculty are available at all times, often providing their personal mobile phones and can be counted on to return calls promptly.

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

Students entering Hofstra as freshmen or transfers must attend a lunch before starting classes, at which freshmen and transfer students meet faculty, administrators and student club leaders.

During the year, students receive e-mails with information on new courses or curricular requirements, special events or networking, internship and job opportunities. Just before registration, students get e-mail reminders of deadlines. Students receive a weekly listserv, have access to scoscoop.com and can subscribe to twitter.com/ScoScoop, the school's online website.

ScoScoop announces minority job fairs, journalism conferences and similar events. The school has arranged discounts or sponsored student attendance at

such events as the Fair Media Council Connection Day, SPJ regional conference and the IRE Better Watchdog Workshop. The university has a career center that helps students find appropriate internships.

Bulletin boards outside department and the dean's offices also announce a dozen scholarships available for journalism and public relations students. The bulletin boards are neat and attractive, free of clutter and graffiti.

(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 department maintains and supervises editorial content on the website *Long Island Report* (longislandreport.org). Hofstra has a weekly student-run campus newspaper, *The Chronicle*, independent of the department, but the faculty adviser and most staff are from the department. The student magazine, *Pulse*, is published once a semester and has won awards from the SPJ, the AEJMC Magazine Division, *Newsday* and the Press Club of Long Island.

Students who want to work at the university's WRHU-FM must complete a 10-week, non-credit course covering audio engineering, announcing, audio production, programming strategies, Internet broadcasting and FCC rules. Broadcast journalism students produce two weekly newscasts *Hofstra News Now* and *Hofstra Today*. Students were effusive about the opportunities at the radio station, which is on the ground floor of the Herbert building. Students have opportunities to take part in news, sports and other programming on the station.

The Public Relations Student Society of America has a Hofstra chapter, and both members and students work in the capstone course to create pro bono campaigns for campus and nonprofit community groups.

National groups such as the Society of Professional Journalists, the National Association of Black Journalists, and the Radio Television Digital News Association also have chapters at Hofstra.

Spot checks with a dozen media organizations found widespread praise for the quality of students who work as interns at radio, television, online and print news organizations in the metropolitan area. Several employers cited the student's ability to quickly adapt to changing circumstances, along with their skills with emerging social media.

Students are required to set up their own internship and are required to get approval from a faculty member before starting work. Several students said when compared with other students at internship sites, they felt better prepared and more enthusiastic about the experience.

(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.

Retention among first-year students in fall 2011 was 89 percent, an increase from 75 percent in the same semester of 2006 and the highest during the six-year period.

The department has a 2.5 grade point average requirement to remain in the major, which exceeds the university requirement. Data on retention are posted on the website.

COMPLIANCE

PART II — Standard 7: Resources, Facilities and Equipment

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

Unit performance with regard to indicators:

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

The department relies on the dean and the school for its annual budget. Requests for funding are made from the department to the dean and "if appropriate" funds are allocated. The department reports the university's financial situation placed long-range developments on hold.

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

The department reports that, based on conversations with the university administration, the continuing strength in enrollment has helped the department avoid the types of cuts taking place elsewhere in the university.

The projected 2013-2014 budget is down 2.9 percent, to \$1.69 million, from the 2011-2012 budget of \$1.74 million.

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

The three-story Lawrence Herbert School of Communication building has a converged newsroom, a multimedia classroom for broadcast classes, two computer laboratories, four classrooms tied into the Internet, a three-story-high television studio with a news set along with offices for about half the department's faculty. The remaining offices are in the New Academic Building within a short walk of Herbert.

The building includes a larger, three-story-high TV studio that also is used for community forums and a performance space. This studio is equipped with four video cameras, and can accommodate eight for special productions when necessary. All the cameras are standard definition. The department is considering upgrading to high definition.

The converged newsroom, the NewsHub, has an array of PCs and Macs, Avid video-editing workstations and other equipment for broadcast projects. Floor-to-

ceiling glass walls permit observation from the entrance hallway. The newsroom, which was opened in 2007, is used to produce *LongIslandReport.org*, an online community news site by students managed by the department.

WRHU-FM, a radio station housed in the Herbert building, has 10 audio production/on-air studios. Sports journalists broadcast sporting events on the Hofstra Athletics Web Channel and via syndicated programming from WRHU to WLIB-AM and WGCH-AM. Faculty, students and on-campus professionals all cited the station's role in providing talent for New York Islanders broadcasts during three National Hockey League seasons.

Most media studies and public relations courses are taught in conventional classrooms in the Herbert School building equipped with podium computer technology, Internet access and large LED monitors. Some public relations courses are taught in computer labs. The New Academic Building holds additional journalism and public relations faculty offices and two conference rooms available for graduate seminars and department meetings.

Each full-time faculty member in the department has a private office in either the Herbert School building or the New Academic Building and is provided with either a desktop or laptop computer. An additional office with computers is available for adjunct faculty.

(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.

In addition to computer labs, which have adequate computer stations for skills classes, the department also maintains an equipment room in the Herbert building that holds more than two dozen video cameras, audio equipment and still cameras for student projects. The NewsHub is open until 11 p.m. most nights of the week, with shorter weekend hours. At the end of the semester, the NewsHub is open longer hours.

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

The main Hofstra library is less than a 10-minute walk from the Herbert building. Computers in Herbert have Internet connections and access to the central library's research databases, including LexisNexis.

COMPLIANCE

PART II — Standard 8: Professional and Public Service

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

Unit performance with regard to indicators:

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

The department cites extensive interactions with alumni and local media organizations over the course of a year. Alumni and professionals speak in classes and meet with faculty, which the department said helps keep faculty current with emerging technologies. Several on-site intern coordinators also teach as adjuncts and said they are in touch with the department.

Faculty participation in professional and academic conferences also aids in keeping up-to-date with industry developments.

Students meeting with the site team were able to describe current challenges for the professionals while also discussing the influence of social media.

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

The local chapter of the Society of Professional Journalists, known as the Press Club of Long Island, has held its regional spring conference at Hofstra several times, and the chapter of the Public Relations Student Society of America held a regional conference on campus last year. Faculty members in 2011 organized the New York State Communications Association conference.

The department co-hosted two Latino Media Conferences in 2010 and 2011 with local and national Latino editors and reporters, advocacy groups and academics. The first conference included bilingual new media workshops for local members of the press.

The Public Relations Student Society of America held a regional conference titled *Back to Basics* in 2012.

Students, faculty and on-campus administrators repeatedly highlighted the department's role in providing support for media covering the 2008 and 2012

presidential debates. Students won assignments to work alongside five major broadcasters before and after the event.

(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.

The department cites its support for the student magazine, *Pulse*, and the *Long Island Report* multimedia production as examples of its support for campus media. The student newspaper, *The Chronicle*, and campus radio station, WRHU, are independent of the department although they draw students and faculty advisers from the department.

(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 department works regularly with the Press Club of Long Island, a chapter of the Society of Professional Journalists, co-hosting panels on issues in journalism including photojournalism and the police, and journalism ethics. The department also co-hosted Latino Media Conferences in 2010 and 2011 to discuss Latino news media.

The Public Relations Student Society of America held a regional conference titled *Back to Basics* on campus in 2012. Faculty organized the New York State Communication Association conference in 2011.

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

The department hosts a Student Press Day every December. In 2012, approximately 300 Long Island high school students participated in the event that featured Pulitzer Prize-winning cartoonist Walt Handelsman of *Newsday*, a special panel on covering disasters, as well as workshops on social media, graphic design and specialties such as business, investigative and sports journalism.

The department also supports the Long Island Press High School Journalism Program, which showcases student work. More than 350 high school students, faculty and family members attended the 2012 High School Journalism Program Awards Gala at Hofstra University.

For three years (2009-2011), the department held a two-week high school journalism institute that brought together diverse students from around Long Island to Hofstra for intensive training in reporting, writing and video. Students produced both a print and online journal each summer.

Department faculty participate in a Lawrence Herbert School of Communication program, *Documenting Diversity*, which brings together high school students from diverse social and ethnic backgrounds and encourages them to use the medium of film to express their points of view about the similarities and differences of their experiences as emerging adults. Each participant is partnered with another individual with whom he or she will collaborate in making films about each other.

COMPLIANCE

PART II — Standard 9: Assessment of Learning Outcomes

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

Unit performance with regard to indicators:

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

The department outlines eight goals and objectives. It then further clarifies how these goals and objectives correlate to each of the ACEJMC core values and competencies. They clearly illustrate the process – plan, implement, assess, reflect – and how that loop is closed back to the planning for the next cycle.

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

The department has a thorough, detailed and thoughtful assessment plan. An implementation calendar is included, and the names of faculty and administrators currently taking responsibility for coordinating the assessment process for each area are noted.

There are two direct measures:

- outcomes test
- evaluations of student performance from industry supervisors for required internships

There are six indirect measures:

- student and alumni surveys
- course and teacher ratings
- frequent faculty and student contact with alumni and professionals
- teaching observations for all non-tenured faculty and frequent observations of adjuncts
- alumni board feedback
- regular student feedback gathered in majors meetings

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

Data on learning outcomes were collected every semester during the self-study (six-year) period. The report indicated the tools used for this assessment, the results and analysis, and included reliable statistics. The department’s responses were also documented including whether remedial action was needed.

An example showed that the *Public Relations Tools* class was added, and specific software taught in the course (e.g., InDesign and Photoshop) has changed based on assessment data.

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

Both current students and alumni were surveyed as part of the assessment plan. For example, current students and alumni were asked to rate the department's success in providing them with various skills and opportunities.

Significance testing compared educational experiences between students and alumni. In addition, a qualitative analysis was performed on the item "Are there any classes you would like to see included in your program?" for current students. For the comments, suggestions, and concerns portion of the questionnaire, common themes are presented and explained.

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

Data from internship supervisors' reports were gathered and analyzed. Areas the assessment showed that needed the most improvement were:

- Writing
- The ability to understand and analyze information
- Resourcefulness and organization
- The ability to work under pressure

In summary: The department states, "The success of our students in landing first-rate internships, winning awards and find jobs are reflections of a high-caliber program." Faculty clearly see student success as the most important outcome.

COMPLIANCE

PART III: Summary by site visit team

1) Summarize the strengths and weaknesses of the unit.

Strengths

- Collegial and enthusiastic students and faculty.
- Students and faculty who take advantage of proximity to the nation's largest media market for internships, professional ties, guest speakers and building a strong alumni network. The proximity also affords numerous internships that can be done during the academic year, not just summers.
- Faculty with strong ties to the professional world who are teaching current skills and making good use of technology.
- Strong support from the dean and provost. All are knowledgeable about the department and can speak in detail about its functions.

Weaknesses

- While some syllabi mentioned diversity, few class activities reflect that commitment.
- The public relations faculty serves far more students per faculty member than the other sequences.
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2) List the standards with which the unit is not in compliance.

Not applicable.

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

Not applicable.

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

Not applicable.

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

Not applicable.

6) If the unit was previously accredited, summarize the significant deficiencies noted in the previous report and the actions taken to correct them.

The last team visit found the department out of compliance on Standard 9: Assessment of Learning Outcomes. At the time of the 2013 site team visit, the department had approved and updated an assessment plan and had instituted a plan that has demonstrated outcomes, measurements and has closed the loop in terms of using the data to make changes.

The previous visit also found the department's internship credit policy out of line with ACEJMC expectations. The department now meets ACEJMC guideline.

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 team found the self-study meticulous and rich in details. It was well organized and the standards were each appropriately addressed. The digital version was much appreciated. What we did find missing from the self-study was the "fire" that we saw in students and faculty. The students repeatedly spoke of their passion for this department in spite of the high price of attending a private university.