Self-Study Report
for Accreditation in Journalism and Mass Communications

Submitted to the
Accrediting Council on Education in Journalism
and Mass Communications

Self-Study Report
for Accreditation in Journalism and Mass Communications

Undergraduate site visit during 2019-2020
Submitted to the
Accrediting Council on Education in Journalism and Mass Communications

Name of Institution:
➢ Morgan State University

Name of Journalism/Mass Communications Unit:
➢ School of Global Journalism & Communication

Address:
➢ 1700 East Cold Spring Lane; Baltimore, MD 21251

Date of Scheduled Accrediting Visit:
➢ February 2-5, 2020

We hereby submit the following report as required by the Accrediting Council on Education in Journalism and Mass Communications for the purpose of an accreditation review.

Journalism/mass communications administrator:

Name:
➢ DeWayne Wickham

Title:
➢ Dean

Signature: _____

Administrator to whom journalism/mass communications administrator reports:

Name:
➢ Lesia L. Crumpton-Young

Title:
➢ Provost and Senior Vice President for Academic Affairs

Signature: _____

TABLE OF CONTENTS

Part I
General Information

Part I: General Information

Name of Institution: Morgan State University

Name of Unit: School of Global Journalism & Communication

Year of Visit: 2020

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

 X Middle States Commission on Higher Education
__ 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

If the unit seeking accreditation is located outside the United States, provide the name(s) of the appropriate recognition or accreditation entities:

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

__ Private
 X 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.

Morgan State University is authorized to provide education beyond the secondary level by the Maryland Annotated Code; Education; Division III – Higher Education; Title 14 – Morgan State University and St. Mary's College of Maryland; Subtitle 1 – Morgan State University; §14-101 - §14-110. It operates under the Maryland Higher Education Commission and received its most recent reaccreditation from the Middle States Commission on Higher Education in 2018.

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

__ Yes
 X No

If yes, give the date of the last accrediting visit:

➢ Not Applicable

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

➢ Not Applicable

#6   Provide the unit's mission statement. Statement should give date of adoption and/or last revision.

➢ The following is the Mission Statement for the School of Global Journalism & Communication. It was adopted at SGJC's founding in 2013. There have been no revisions.

School of Global Journalism & Communication
Mission Statement

"We wish to plead our own cause. Too long have others spoken for us"

When Samuel Cornish and John B. Russwurm wrote these words nearly two centuries ago in *Freedom's Journal*, this nation's first black newspaper, the voices they wanted to empower belonged to an enslaved people.

Today, the mission of Morgan State University's School of Global Journalism & Communication is to give voice to a broader group of people – people who struggle to contribute to the public discourse that shapes this nation and the world. We serve this cause with innovative teaching, cutting edge research and exemplary service to Maryland, our nation and the world.

Our goal is to add to the diversity of thoughts, opinions and beliefs by offering students from a wide range of backgrounds the liberal arts education and skills training they need to effectively communicate ideas – to plead their own causes, or to accurately tell the stories of others.

In our global school, students travel the world in their classes and assignments, without leaving the campus. In our Global Conference Center, technology allows them to see the world through their interactions with our partner programs at universities in distant lands – and they are offered opportunities to travel abroad through our partnerships with other institutions and through reporting trips organized by the school.

The great advances in technology have turned the world into a global village. The goal of our school is to make our graduates effective communicators in every way – and every corner of this village.

#7 **What are the type and length of terms?**

Semesters of __15__ weeks
Quarters of ____ weeks
Summer sessions of __5__ weeks
Intersessions of __2__ weeks

#8 **Check the programs offered in journalism/mass communications:**

_X_ Bachelor's degree
_X_ Master's degree
___ Ph.D. degree

#9   List the specific undergraduate degrees as well as the majors or sequences being reviewed by ACEJMC. *Indicate online degrees.

  ➢ Bachelor of Science – Multimedia Journalism
  ➢ Bachelor of Science – Multiplatform Production
  ➢ Bachelor of Science – Strategic Communication

#10   Credit hours required by the university for an undergraduate degree: (Specify semester-hour or quarter-hour credit.)

  ➢ 120 semester hours

#11   Give the number of credit hours students may earn for internship experience. (Specify semester-hour or quarter-hour credit.)

  ➢ 3 semester hours

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

Name of Sequence or Specialty   Person in Charge

Multimedia Journalism   Jackie Jones
Multiplatform Production   Baruti Kopano
Strategic Communication   David Marshall

#13   Number of full-time students enrolled in the institution (as of 10/31/2019):

  ➢ **Undergraduate Students**
        Full Time   5,878
        Part Time   598
        TOTAL   **6,478**

  ➢ **Graduate Students**
        Full Time   1,005
        Part Time   303
        TOTAL   **1,308**

  ➢ **TOTAL NUMBER OF STUDENTS   7,786**

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

Name of Sequence or Specialty	Undergraduate Majors
Multimedia Journalism	164
Multiplatform Production	162
Strategic Communication	88
Total	**414**

#15   Number of students in each section of all skills courses (newswriting, reporting, editing, photography, advertising copy, broadcast news, public relations writing, etc.). List enrollment by section for the term during which the visit will occur and the preceding term. Include a separate list for online skills courses, which also must meet the 20-1 ratio. (The Council has ruled that campaigns courses are exempt from the 20-1 ratio.)

ENROLLMENTS IN SKILLS COURSES
Fall Semester 2019
(at close of drop/add period on 08/31/2019)

SUBJ	CRS #	SECT	TITLE	ENROLL	CAP
COMM	201	001	Fundamentals of Multiplatform Writing	20	20
COMM	201	002	Fundamentals of Multiplatform Writing	20	20
COMM	201	003	Fundamentals of Multiplatform Writing	19	20
COMM	201	004	Fundamentals of Multiplatform Writing	20	20
COMM	202	001	Intro. to Multiplatform Production	20	20
COMM	202	002	Intro. to Multiplatform Production	19	20
COMM	202	003	Intro. to Multiplatform Production	19	20
COMM	202	004	Intro. to Multiplatform Production	11	20
COMM	202	005	Intro. to Multiplatform Production	8	20
COMM	240	001	Digital Media	19	20
COMM	240	002	Digital Media	7	20
COMM	240	003	Digital Media	16	20
COMM	240	004	Digital Media	6	20
MMJN	202	001	Reporting and Writing I	14	20
MMJN	206	001	Editing	20	20
MMJN	304	001	Interviewing	14	20
MMJN	312	001	Arts & Cultural Reporting & Writing	6	20

SUBJ	CRS #	SECT	TITLE	ENROLL	CAP
MMJN	313	001	Sports Reporting & Writing	6	20
MMJN	414	001	Business/Financial Reporting & Writing	1	10
MMJN	417	101	Political Reporting & Writing	3	10
MMJN	419	001	Investigative Reporting & Writing	1	10
MMJN	426	001	Multimedia Storytelling	3	20
MMJN	450	001	Producing the Newscast	5	20
MPPD	202	001	Video Production	18	20
MPPD	230	001	Media Technologies & Practices	11	20
MPPD	300	001	Multiplatform Production & Editing	20	20
MPPD	310	001	Writing for Interactive Media	20	20
MPPD	332	001	Field Production & Reporting	19	20
MPPD	360	001	On-Air Performance	20	20
SCOM	220	001	Strategic Communication Writing	3	20
SCOM	220	002	Strategic Communication Writing	12	20

ENROLLMENTS IN SKILLS COURSES
Spring Semester 2020
(at close of drop/add period on 02/01/2020)

SUBJ	CRS #	SECT	TITLE	ENROLL	CAP
COMM	201	001	Fundamentals of Multiplatform Writing	20	20
COMM	201	002	Fundamentals of Multiplatform Writing	19	20
COMM	201	003	Fundamentals of Multiplatform Writing	19	20
COMM	201	004	Fundamentals of Multiplatform Writing	8	20
COMM	202	001	Intro. to Multiplatform Production	20	20
COMM	202	002	Intro. to Multiplatform Production	9	20
COMM	202	003	Intro. to Multiplatform Production	17	20
COMM	202	004	Intro. to Multiplatform Production	7	20
COMM	240	001	Digital Media	20	20
COMM	240	002	Digital Media	20	20
MMJN	202	001	Reporting and Writing I	17	20
MMJN	206	001	Editing	15	20
MMJN	304	001	Interviewing	17	20
MMJN	305	001	Feature Writing	1	20
MMJN	312	001	Arts & Cultural Reporting & Writing	10	20

SUBJ	CRS #	SECT	TITLE	ENROLL	CAP
MMJN	320	001	Community-Based Journalism	0	20
MMJN	414	001	Business/Financial Reporting & Writing	2	20
MMJN	417	101	Political Reporting & Writing	3	20
MMJN	419	001	Investigative Reporting & Writing	1	20
MMJN	426	001	Multimedia Storytelling	13	15
MMJN	450	001	Producing the Newscast	9	20
MPPD	230	001	Media Technologies & Practices	19	20
MPPD	300	001	Multiplatform Production & Editing	20	20
MPPD	310	001	Writing for Interactive Media	20	20
MPPD	332	001	Field Production & Reporting	20	20
MPPD	360	001	On-Air Performance	20	20
MPPD	442	001	Adv. Multiplatform Prod. & Editing	13	20
MPPD	460	001	Creating the Documentary	8	20
SCOM	220	001	Strategic Communication Writing	24	20

#16   Total expenditures planned by the unit for the 2019–2020 academic year: Give percentage increase or decrease in three years:

> ➢ FY20 Budget Allocation - $5,609,757 – The allocation for FY 2020 represents a 31.4 percent increase over the FY 2019 allocation and a 36.6 percent increase over the FY 2018 allocation.

Amount expected to be spent this year on full-time faculty salaries:

> ➢ Total salaries (exclusive of benefits) for SGJC - $1,369247 (This figure includes only those faculty considered by the university to have faculty rank – i.e. full Professors, Associate Professors and Assistant Professors – and are thus regarded as full-time faculty. Other faculty are considered contractual.)

#17   List name and rank of all full-time faculty in the accredited unit in fall 2019. (Full-time faculty refers to those defined as such by the university.) Identify those not teaching because of leaves, sabbaticals, etc.

FULL-TIME FACULTY
Academic Year 2019-2020

➢ **Dean & Distinguished Professor of Journalism**
DeWayne Wickham

➢ **Professors**
Gregory Adamo
Jared Ball
Baruti Kopano
David Marshall

➢ **Associate Professors**
Wayne Dawkins
Laura Dorsey-Elson
Jason Johnson
Jackie Jones
Welma Redd
E. R. Shipp

➢ **Assistant Professors**
Jana Duckett
Joonwoo Moon
Janice Smith

➢ **Professors of Practice**
Milton Kent
Albert Morgan

➢ **Lecturers**
Sheri Booker
Karen DeWitt
Maya Gilmore
Randall Pinkston
Edward Robinson

#18   List names of part-time/adjunct faculty teaching at least one course in fall 2019. Also list names of part-time faculty teaching spring 2019. (If your school has its accreditation visit in spring 2020, please provide the spring 2020 adjunct list in the updated information.)

<div align="center">

PART-TIME FACULTY *
Spring 2019

</div>

➢ **Distinguished Artist-in-Resident**
Tim Reid

➢ **Adjunct Faculty**
Hamil Harris
Dexter Nixon
Leonard Pitts

<div align="center">

PART-TIME FACULTY *
Fall 2019

</div>

➢ **Distinguished Artist-in-Residence**
Tim Reid

➢ **Adjunct Faculty**
Hamil Harris
Calvin Johnson
Dexter Nixon
Leonard Pitts
LaMonte Summers

<div align="center">

PART-TIME FACULTY *
Spring 2020

</div>

➢ **Distinguished Artist-in-Residence**
Tim Reid

➢ **Adjunct Faculty**
Calvin Johnson
Leonard Pitts

* NOTE: The list of part-time faculty members does not include part-time faculty who teach only SPCH 101 – Principles of Speech Communication. This is a service course provided for the university. It is not included as a part of any of the units within SGJC being evaluated for accreditation and is not on the schedule for spring semester of 2020.

#19   Schools on the semester system:

For each of the last two academic years, please give the number and percentage of graduates who earned 72 or more semester hours outside of journalism and mass communications.

Academic Year	Total Graduates	Number in Compliance	Percent in Compliance
2018-2019	25	21	84%
2017-2018	9	8	89%

NOTE: The numbers and percentages listed above do not reflect all the students who graduated in those years, but rather only those who graduated in the 2016-2018 catalogue. As is more fully noted elsewhere, this was the first catalogue in which SGJC curricula were themselves in compliance with the 72-hour rule.

The shift from the Department of Communication Studies in the College of Liberal Arts to its own status as the School of Global Journalism & Communication was not without its challenges. Communication Studies had the following degree programs.

➢ Broadcast and Integrated Media (BROA) with both BS and BA concentrations in Radio/Audio Production and Television/Video Production
➢ Journalism (JOUR) with both BS and BA concentrations in Print Journalism and Broadcast Journalism
➢ Public Relations, Advertising and Media Sales & Ratings (PRAA) with BA concentrations in each of those areas
➢ Screenwriting and Animation (SWAN) with BA and BFA concentrations in Film and Television Writing, in Integrated Media Writing and Animation and in Computer Animation
➢ Speech Communication with BA concentrations in Intercultural Communication, Organizational/Interpersonal Communication, Political Communication and Public Communication and Criticism

The result was a grand total of eight degree-programs in five majors with 19 concentrations. At this point, we were in the 2010-2013 catalogue.

In 2012, as we were creating the school, this level of complexity was considered unwieldy, unnecessary and unsustainable. As a start, we decided to discontinue the Speech Communication major, which had been suffering from declining enrollments. At the request of its director, and with our agreement, the SWAN program was transferred to its original home in the Department of English and Language Arts.

We knew the creation of SGJC with three departments, each with a single major, would eventually simplify things. Maryland requires that when an academic program is discontinued, students already in that program must be allowed to finish it. We therefore had to get all the students in BROA, JOUR and PRAA graduated during the same time that we had students entering MMJN, MPPD and SCOM.

Matters were not helped by the fact that when the 2010-2013 catalogue expired, the new one wasn't ready, and the old catalogue was extended for a year. Then the university released three catalogues in quick succession: 2014-2015, 2015-2016 and 2016-2018. At some points, SGJC had students in four different catalogues and some students were switching from one to another. Making things more complicated was that in two catalogues, SGJC's programs were out of compliance with the 72-hour rule. With only a very few students still in the first catalogue and relatively few students in the next two, we have a majority of SGJC's students now in curricula that are compliant with the 72-hour rule.

An audit check on students who have 85 or more earned credits (the point at which students are eligible to apply for graduation) and who are students in the 2016-2018 catalogue indicates that SGJC will have 100% compliance with the 72-hour rule for those who are graduating in December 2019 and May 2020.

Part II
Supplementary Information

Part II – Supplementary Information

#1   Complete and attach here in the main body of the self-study report the following tables:

   Table 1 – "Students"
   Table 2 – "Full-time Faculty"
   Table 3 – "Part-time Faculty"

Table #1 – Students
Academic Year 2019-2020
(provided by the SGJC's Retention Coordinator)

Undergraduate Programs of Study	Numbers of Students					Degrees Conferred
	Freshmen	**Sophomores**	**Juniors**	**Seniors**	**Total Students**	**2018-2019**
Multimedia Journalism	62	39	38	27	164	23
Multiplatform Production	24	37	33	26	162	14
Strategic Communication	21	17	30	28	88	27
Total Students	107	93	101	81	414	64

Table #2 – Full-Time Faculty
Fall Semester 2019

List the names of full-time journalism and mass communication faculty members assigned to the unit and provide requested information for the quarter or semester **immediately preceding** the accreditation visit. Add or delete lines as necessary. (As part of the updated General Information section, faculty lists will be updated to reflect the academic term when the visiting team is on campus. For more information, see the "General Information" section of the Self-Study report form.)

	Years full time professional experience	Years full time college teaching	Years on this faculty	Years at Present Rank	Highest Degree Earned	Tenured (y/n)	Credit Hours % of Time Taught/ Semester	Teaching	Research	Service
Unit Administrator										
DeWayne Wickham, Dean & Distinguished Professor	43	19	7.5	7.5	MPA	Yes	0			
Professors										
Gregory Adamo	22	17.5	11.5	1.5	PhD	Yes	12	40%	30%	30%
Jared Ball	0	13.5	11.5	2.5	PhD	Yes	12	40%	30%	30%
Baruti Kopano	0	29.5	12.5	1.5	PhD	Yes	6	40%	30%	30%
David Marshall	0	20.5	1.5	1.5	PhD	Yes	9	40%	30%	30%
Associate Professors										
Wayne Dawkins	27	14.5	2.5	2.5	MS	No	9	40%	25%	35%
Laura Dorsey-Elson	2	18.5	16.5	7.5	PhD	Yes	6	40%	30%	30%
Jason Johnson	11	12.5	1.5	1.5	PhD	Yes	6	40%	25%	35%
Jackie Jones	28	11.5	5.5	2.5	BA	Yes	0	40%	25%	35%
Welma Redd	16	13.0	11.5	4.5	MFA	No	12	40%	30%	30%
E. R. Shipp	38	17.5	7.5	6.5	JD	Yes	9	40%	25%	35%

	Years full time professional experience	Years full time college teaching	Years on this faculty	Years at Present Rank	Highest Degree Earned	Tenured (y/n)	Credit Hours % of Time Taught/ Semester	Teaching	Research	Service
Assistant Professors										
Jana Duckett	11	3.5	.5	.5	MA	No	9	40%	30%	30%
Joonwoo Moon	7	1.5	1.5	1.5	PhD	No	12	40%	30%	30%
Janice Smith	38	2.5	2.5	2.5	PhD	No	9	40%	30%	30%
Professors of Practice										
Milton Kent	26	8	8.5	1.5	BA	NA	9	100%		
Albert Morgan	12	2	2.0	1.5	BA	NA	9	100%		
Lecturers										
Sheri Booker	8	3.5	0.5	3.5	MFA	NA	12	100%		
Karen DeWitt	43	0.5	0.5	0.5	BA	NA	6	100%		
Maya Gilmore	0	0.5	0.5	0.5	MA	NA	12	100%		
Randall Pinkston	39	1.5	0.5	0.5	JD	NA	9	100%		
Edward Robinson	15	3.5	3.5	3.5	MA	NA	12	100%		

Table #3 – Part-Time Faculty
Spring Semester 2019

List the names of part-time faculty paid from journalism and mass communication funds and provide requested information. List should include personnel, including laboratory instructors and teaching assistants who taught any regular course **during the two semesters or quarters before the accreditation visit**. Present the names in groups by semester or quarter. Put an X under the appropriate teaching responsibility. Add or delete lines as necessary.

	Years full time professional experience	Years teaching experience	Highest Degree Earned	Working Full Time as Professional (y/n)	Working Toward Degree (y/n)	Credit Hours Teaching This Semester	Teaching Responsibilities			
							In charge of course	Lectures	Assists in Lab	Assists Teacher in Charge
Name & Rank										
Hamil Harris	35	7	MA	N	N	9	Y			
Dexter Nixon	25	2	BS	Y	N	3	Y			
Leonard Pitts	43	5	BA	Y	N	3	Y			

Table #3 – Part-Time Faculty
Fall Semester 2019

	Years full time professional experience	Years teaching experience	Highest Degree Earned	Working Full Time as Professional (y/n)	Working Toward Degree (y/n)	Credit Hours Teaching This Semester	Teaching Responsibilities			
							In charge of course	Lectures	Assists in Lab	Assists Teacher in Charge
Name & Rank										
Hamil Harris	35	7	MA	N	N	6	Y			
Calvin Johnson	24	1	BS	Y	N	3	Y			
Dexter Nixon	25	2	BS	Y	N	6	Y			
Leonard Pitts	43	5	BA	Y	N	3	Y			
LaMonte Summers	7	21	JD	N	N	3	Y			

Table #3 – Part Time Faculty
Spring Semester 2020

	Years full time professional experience	Years teaching experience	Highest Degree Earned	Working Full Time as Professional (y/n)	Working Toward Degree (y/n)	Credit Hours Teaching This Semester	Teaching Responsibilities			
							In charge of course	Lectures	Assists in Lab	Assists Teacher in Charge
Name & Rank										
Calvin Johnson	26	1	BS	Y	N	3	Y			
Leonard Pitts	43	5	BA	Y	N	3	Y			

#2   Describe the history of the unit in no more than 500 words.

In 2012, MSU President David Wilson recruited DeWayne Wickham to come to Morgan, as Chair of Communication Studies with a mandate to create a journalism school within a year. Wickham, a longtime *USA Today* columnist, founding member of the National Association of Black Journalists and former chair of the Department of Communication Studies at North Carolina A&T, would then become its founding dean.

Forged from that Department of Communication Studies, SGJC's mission is twofold. First, it aims to provide future generations of minority journalists the skills they need to be communicators adept at giving voice to people who struggle to contribute to the public discourse that shapes the nation and the world. Secondly, SGJC aims to add to the diversity of thoughts, opinions and beliefs by offering students from a wide range of backgrounds the education and skills training needed to effectively communicate ideas.

The future dean recruited a small working group of industry professionals to work alongside career academics from the Department of Communication Studies and set about the enormous task of creating an entirely new school which would be separated from the College of Liberal Arts. After much discussion, the name School of Global Journalism & Communication (SGJC) was selected.

It was also decided that three of Communication Studies' four majors would become departments which would be called Multimedia Journalism, Multiplatform Production and Strategic Communication; names suggested through consultations among the respective faculties. The Speech Communication major would be phased out.

A group of faculty members representing all three new departments began working on the curricular revisions brought to it from each department. They were aided by the external advisors, many of whom were professionals familiar with the kinds of skills the professions needed. The goal was to create curricula that were equally firmly grounded in both theory and hands-on experiences. As classes took shape, performance centers were added to create hands-on experiences. There would be one for each department: The Digital Newsroom for Multimedia Journalism, BEAR-TV for Multiplatform Production and The Strategy Shop for Strategic Communication. In the performance centers, students would put into practice the things they were learning in their classrooms.

Since nothing about the Communication Center building communicated SGJC, one of the first things undertaken was branding the new school – something that continues. First was hanging framed newspaper front pages along the corridor outside what was then the main office. A logo was created to reflect SGJC's global mission. The logo is used throughout the

building including the main lobby and the dean's conference room. The text of the First Amendment of the U.S. Constitution was installed in the lobby. SGJC and each department have retractable banners. Jackets and shirts were purchased for SGJC Digital Media Center personnel to wear when recording or streaming official university events. And various items of SGJC swag (reporter notebooks, pens, lanyards, flash drives, water bottles, etc.) were purchased and are used as souvenirs. We even have SGJC stoles for faculty and graduates to wear with their academic regalia.

#3   Describe the environment in which the unit operates, its goals and plans, budgetary considerations and the nature of the parent university.

Morgan State University (MSU) is a public, historically black university (HBCU) located in a residential section of northeast Baltimore. It is easily accessible from downtown Baltimore, from I-695 (the Baltimore Beltway) and from I-95. Its proximity to Washington, D.C., Philadelphia and New York provides a wide variety of opportunities for internships, cultural and educational experiences that many colleges and universities are not able to match.

MSU comprises 10 academic units: the James H. Gilliam, Jr. College of Liberal Arts; the School of Architecture and Planning; the Earl Graves School of Business and Management; the School of Community Health and Policy; the School of Computer, Mathematical and Natural Sciences; the School of Education and Urban Studies; the School of Engineering; the School of Social Work; the School of Global Journalism & Communication, and the School of Graduate Studies. SGJC, established in 2013, is the youngest unit.

At its core, Morgan State University's mission is to serve the community, region, state, nation and world as an intellectual and creative resource by supporting, empowering and preparing high-quality, diverse graduates to lead the world. To do that the university offers innovative, inclusive and distinctive educational experiences to a broad cross section of the population in a comprehensive range of disciplines at the baccalaureate, master's, doctoral, and professional degree levels. Through collaborative pursuits, scholarly research, creative endeavors and dedicated public service, the university gives significant priority to addressing societal problems, particularly those prevalent in urban communities.

In addition to serving the community and its residents through teaching and research, Morgan State University is a major economic force. According to a recent economic impact report, MSU produces $1 billion in statewide economic impact. It supports 6,500 jobs and generates $47 million in state tax revenues and $9 million in city tax revenues. About 60 percent of the overall impact occurs in Baltimore City. But the dollars are not the only impact. The university's Office of Community Service provides programs that contribute to the university's 20,000 hours of student volunteer and community service.

Throughout its history, Morgan has placed strong emphasis on the arts and sciences at the undergraduate level and on the preparation of students for advanced study. Its general education program has been widely praised. In addition, it offers a variety of both undergraduate and graduate programs in professional fields, including journalism, engineering, business, teacher education, architecture, hospitality management and social work.

Morgan State University was founded on November 27, 1867 as the Centenary Biblical Institute (CBI) by the Baltimore Conference of the Methodist Episcopal Church. Its original mission was to prepare young African American men to serve as pastors and community leaders. The first classes were offered to nine men in a lecture room of the Sharp Street Methodist Episcopal Church in Baltimore near what is now called the Inner Harbor. Built in 1802 by free African Americans, the Sharp Street church was considered the mother church of black Methodism in Baltimore and was one of four black churches in the city. The date is celebrated every November at the Founders Day Convocation.

By 1874, CBI admitted its first female students, the first of whom graduated in 1878. The admission of women had expanded CBI's mission to include a curriculum that resembled those of normal schools to meet the needs of aspiring teachers. In 1890, CBI changed its name and mission from an institute to a college. A large endowment from Rev. Dr. Lyttleton F. Morgan, a longtime CBI board member, made it possible to offer the first collegiate level classes. The new college was named Morgan College after Rev. Morgan. Morgan College awarded its first baccalaureate degree in 1895 to George F. McMechen, who later earned a law degree from Yale and eventually returned to Baltimore, where he became a civic leader and one of Morgan's strongest financial supporters. A campus classroom building is named in his honor.

Morgan College remained a private institution until 1939. That year, the State of Maryland purchased the school in response to a state study that determined that Maryland needed to provide more opportunities for its black citizens. Now Morgan State College, its faculty, student body and physical plant grew. By 1975, Morgan was awarding master's degrees and had succeeded in its efforts to gain university status that year through an act of the Maryland General Assembly. Now authorized to award the doctorate, Morgan State University was also designated as Maryland's public urban university. In the years since then, Morgan's faculty has grown to nearly 400 full-time faculty. It now offers 47 undergraduate programs, 9 post-baccalaureate certificate programs, 34 master's degrees programs and 16 doctoral programs.

Morgan State University is prominent among producers of African American graduates in a number of fields, both locally and nationally. Nationally, it ranks 13th in the number of African American graduates in journalism and communication, third in architecture, fifth in

family and consumer sciences and in history, seventh in hospitality administration and management and 11th in marketing. At the master's level, it ranks fifth in architecture, 10th in nursing and 16th in engineering. For doctoral research degrees, Morgan ranks ninth in engineering, 16th in health professions and 29th in all disciplines overall. It also holds the distinction of being first among HBCUs in the number of students and faculty members who have won Fulbright Scholarships to study and teach abroad.

CBI's first building of its own was located on Saratoga Street. By 1879, it was outgrowing its building and moved to a new location on Edmonson Avenue. A $50,000 grant from Andrew Carnegie, matched by Morgan College, allowed it to move to its present location at Cold Spring Lane and Hillen Road. The Morgan campus now comprises nearly 150 acres and some 50 buildings. It recently opened a new building for the School of Business and Management and the new Jenkins Building, which houses some departments of the College of Liberal Arts. A student services building is under construction. The campus will also soon add a new Health and Human Services Building, which will house the School of Community Health and Policy and the School of Social Work. Also, in the pipeline is a new science complex.

In December 2016, MSU began the celebration of its sesquicentennial. It spearheaded a joint 150th anniversary celebration with the eight other HBCUs also founded in 1867. A highlight of the celebrations was the granting of its 50,000th degree which occurred at its December 2016 Commencement ceremonies.

In May 2017, the Maryland General Assembly officially designated Morgan State University as Maryland's Preeminent Urban Research University. This is a re-designation of its 1988, designation as Maryland's public urban university, which gave MSU a specific mission to serve the state's urban populations. According to the legislation, the re-designation adds to Morgan's mission as a research university, "providing higher education and graduate study in the Baltimore area with a mission of instruction, research, and service."

More recently, in 2018, Morgan State University received reaccreditation from the Middle States Committee on Higher Education. Middle States first accredited what was then Morgan College in 1925. And in early 2019, the Carnegie Commission on Higher Education notified MSU that its classification had been raised from R3 (moderate research) to R2 (high research), a recognition of the university's increasing levels of research activity.

As of October 31, 2019, Morgan had 6,478 undergraduate students and 1,308 graduate students. Some 68.6 percent of undergraduates and 64.1 percent of graduate students were from in state. Demographically, African Americans comprised 82.6 percent of undergraduates and 69.7 percent of graduate students. International students made up the next largest group of undergraduates at 6.0 percent. Among graduate students, those from outside the U.S. made up 11.6 percent of students. Hispanics made up 3.9 percent and 3.8

percent respectively, while whites made up 1.7 percent and 8.5 percent. Some 3.5 percent and 3.2 percent identified as multiracial. Those who did not list ethnicity or race represented 1.3 percent and 0.8 percent respectively. Among undergraduates, 14.6 percent were classified as non-traditional (i.e. aged 25 or older).

Finally, MSU lists six core values which guide the promotion of student learning and success, faculty scholarship and research and community engagement:

Excellence – Excellence in teaching, research, scholarship, creative endeavors, student service, and in all aspects of the University's operations, is continuously pursued at Morgan to ensure institutional effectiveness and efficiency.

Integrity – At Morgan, honest communications, ethical behavior and accountability for words and deeds are expected from all members of the University community.

Respect – Each person at Morgan is to be treated with respect and dignity and is to be treated equitably in all situations.

Diversity – A broad diversity of people and ideas are welcomed and supported at Morgan as essential to quality education in a global interdependent society. Students will have reasonable and affordable access to a comprehensive range of high-quality educational programs and services.

Innovation – Morgan encourages and supports its faculty, staff and students in all forms of scholarship including the discovery and application of knowledge in teaching and learning and in developing innovative products and processes.

Leadership – Morgan seeks to provide rigorous academic curricula and challenging co-curricular opportunities to promote the development of leadership qualities in students and to facilitate leadership development among faculty, staff, and students.

#4   Describe any recent major changes in the mission, goals or programs and activities of the unit.

Fundamentally, there have been no major changes in the mission, goals, programs and activities of SGJC since it began operations in 2013. The exceptions are the launch of the long-approved MA program in Journalism and the approval of a post-baccalaureate online certificate in Urban Journalism. While those are important and worth noting, the graduate program is not part of SGJC's application for accreditation.

#5   If the unit was previously accredited, summarize each deficiency noted in the most recent accreditation report that the site team said should be addressed (Part 3 of the site team report), followed by a response to each, explaining actions taken to address the problems and the results. If the unit was in noncompliance in the same standard(s) on the previous two visits, identify the standard(s), the reasons cited and how these problems have been addressed.

The School of Global Journalism & Communication has *not* been previously accredited.

#6   Describe the process used to conduct the self-study, including the roles of faculty members, students and others. Describe the strengths and weaknesses of the program discovered during the process and describe any changes undertaken or planned as a result.

In March 2016, the dean appointed the associate dean for administration and the assistant dean for programs to coordinate the self-study process. The coordinators requested that the three department chairpersons recruit participants from among their respective faculties for the initial stages. These faculty received letters from the dean formally asking them to serve. With nine faculty in place, each was assigned one of the nine standards. They were tasked with conducting the initial research using ACEJMC's accreditation guidelines. After having done the research, each member of the committee drafted a narrative that described their results.

As part of this first phase of the process, SGJC solicited the expertise and advice of Trevor Brown as a consultant. His direction and information were extremely valuable as the process moved toward Phase II. Among the things to be addressed was the fact that SGJC's curricula as found in the 2014-2015 and 2015-2016 catalogues violated the 72-Hour Rule by six credits and were thus out of compliance with Standard #2 – Curriculum and Instruction.

The dean's executive committee met and agreed that to achieve compliance SGJC would remove one course from the core curriculum. Each chair then agreed to remove one course from the departmental curricula. Consultations with the faculties of each department determined which courses they would be. SGJC made the curricular changes and submitted them to the provost for her approval. The changes were approved and were effective with the 2016-2018 catalogue.

The departures of people from the SGJC faculty who were members of the initial self-study committee forced the work to go on with a smaller committee. The coordinators were part of this smaller group. This marked the beginning of Phase II.

In Phase II, the smaller committee divided the standards roughly equally among themselves and began a more detailed approach. Using the narratives created by the members of the original committee and the research they collected, the smaller group began focusing on responses to specific questions found in earlier versions of the ACEJMC accreditation template – always keeping in mind that the template SGJC would have to use might ask some different questions or ask that information be presented in different ways.

As this process went forward an early draft of the self-study was produced. At that point, Trevor Brown made a second consultative visit to SGJC and offered comments, direction and advice for how to continue. This spurred further research to address things that were either missing or incomplete.

Upon its completion of this work, the working group believed it had many of the standards well in hand but believed that more needed to be done with standard #9 – Assessment of Learning Outcomes. At this point, the interim chairperson of the Department of Strategic Communication retired a semester earlier than she had previously announced. A search for her replacement, which was already underway, was accelerated. Fortuitously, the person who replaced her had done substantial work with assessment and volunteered to take on that standard.

He quickly got to work establishing an assessment plan that clearly articulated a process that described things that SGJC had already been doing almost from SGJC's beginning. He met with the faculties of all three departments and solicited their "buy-in" and their help – to great success. The data collected have already provided valuable insights that are affecting how we are approaching teaching and assessment. A detailed explanation of our assessment measures is found in Standard #9 – Assessment of Learning Outcomes.

As the process entered the home stretch, the responsibility for completing the final version of the self-study to be submitted to ACEJMC shifted to the two coordinators to ensure that the version submitted "spoke with the same voice."

Throughout the self-study process, the department chairs were kept up to date at meetings of the dean's executive committee. The entire faculty and staff were updated during regular schoolwide meetings and during department meetings. At all points, any faculty or staff comments and concerns that were expressed were carefully considered by whatever committee was in place at that time (i.e. the larger committee, the smaller committee or the coordinators).

As SGJC has gone through this self-study process, we have found both strengths and challenges.

Among our strengths is the quality of our faculty. This includes our part time faculty as well as our full-time faculty. While not racially diverse, the faculty is an excellent blend of academics and professionals. That blend has provided our students with a variety of viewpoints that we think effectively blends theory and practice.

We also believe our faculty's record of scholarship broadly defined is an important strength. Faculty present regularly at professional conferences. Though not sizeable by some standards, the faculty's record of book authorship and contributions to scholarly volumes, journals and the like are impressive for a school that is so new. Furthermore, members of the SGJC faculty continue to have high media profiles through their writing and appearances on local, state, regional and national media – something which raises the profile of the school.

It's never comfortable to look weaknesses in the eye. But if the self-study process has been an honest one, it's necessary to do that. As we underwent this process, we concluded we could do better jobs in two areas that seem to pose the greatest challenges for other programs going through ACEJMC's accreditation process. Those areas are diversity and assessment. That understanding that has put us on the right track for improvement.

We've learned that diversity poses particular challenges to HBCUs. And we've recognized the complexities of achieving the kind of diversity for which we are aiming. We would like to have a faculty and student body that more closely resembles the demographics of the environment in which we operate. That would include larger percentages of both white and Latino faculty and students.

Until we are able to achieve that, we have become aggressive in bringing diverse people to SGJC as instructors for master classes and as guest speakers. We have been at least as aggressive, if not more so, in getting our students off the MSU campus for reporting trips with our Social Justice Project partner institutions West Virginia University and Brigham Young University. We also give students opportunities to travel abroad and to work on projects. These have included trips to Cuba, France and Greece. These efforts and others will continue while we work to overcome the demographic challenges created by Maryland's unequal treatment of its HBCUs, about which more will be said in Standard #3 – Diversity and Inclusiveness.

The other challenge we came to understand and appreciate was that connected with assessment. We learned that all our earlier efforts at assessment had been back end; that is, we had been looking only at the end product. That didn't create a situation in which it was easy to help students who had lost their academic way to make "course corrections."

Because of our new understanding and appreciation of the challenges, we revised our entire approach to assessment. Assessments now begin when our students first arrive. The tools are diagnostic not punitive. Because they are diagnostic, they permit early interventions.

This revision has already resulted in changes to the way we approach our basic media writing course, COMM 201 – Fundamentals of Multiplatform Writing. Assessments also include knowledge tests of the information in our core courses and an exit assessment in the COMM 497 – Senior Capstone Project course. Examination of all our core required courses is ongoing and expanding so we can be assured that all our students are getting the best educations possible.

#7   Provide the web links to undergraduate catalogues and other publications that describe the mission and scope of the unit, its curriculum, administrative and graduation requirements.

The undergraduate catalogue is no longer published in hard copy. It is available only online on the university's webpage. The current catalogue is the 2018-2020 catalogue, but the previous catalogue is archived and accessible using the drop-down menu. The SGJC curricula in both the 2016-2018 and 2018-2020 catalogues are the same. For the convenience of the site team, hard copies of those curricula are available in the workroom.

At the time of the drafting of this self-study, several errors were detected in the online versions of those catalogue. The Office of the Registrar has made the requested changes and both catalogues are now correct.

> ➢ Link to MSU 2018-2020 Undergraduate Catalogue
>   http://catalog.morgan.edu/

Standard #1
Mission, Governance
& Admission

Standard #1 – Mission, Governance and Administration

In anticipation of the site team visit, the data requested in the ACEJMC searchable database will be reported. All requested policy documents and files will be available in the workroom.

Executive Summary

The School of Global Journalism & Communication (SGJC) is the youngest of Morgan State University's ten academic units. It was formally established in July 2013 and began operations in fall semester of that year. In the spring semester 2018, there were 380 students in three undergraduate programs.

The SGJC has three departments. They are the Department of Multimedia Journalism (MMJN), the Department of Multiplatform Production (MPPD) and the Department of Strategic Communication (SCOM). In addition to the undergraduate majors, the SGJC also has a Master of Arts program in Journalism and an approved post-baccalaureate online certificate in Urban Journalism, neither of which is part of this accreditation process.

Each department has connected to it a performance center in which students in classes associated with that department are able to gain direct, hands-on experiences that enhance what they learn in their classrooms. In other words, the performance centers are places that give students the opportunity to put into practice the theories they're learning in their classes. Those performance centers are the Digital Newsroom (MMJN), BEAR-TV (MPPD) and The Strategy Shop (SCOM).

The SGJC also is home to WEAA-FM, an NPR affiliate station that serves as a learning laboratory for SGJC majors, the Center for the Study of Race and Culture in Sports, the *Morgan Global Journalism Review* (an online journal focused on a variety of journalism-related issues) and the Social Justice Project.

The School of Global Journalism & Communication is led by a dean who is the school's founding dean. He is assisted by an associate dean for administration and an assistant dean for programs. Each of the three departments is headed by a chairperson. Each performance center has a director who reports to the respective department chair. The graduate program in journalism is led by a director who reports to the chairperson of MMJN.

Both the university and the SGJC have policy documents that cover governance. These include the university's *Faculty Handbook - 2018*, which is found only online, along with the *SGJC Operational Policies and Procedures Manual*, first approved by the faculty in 2014 and updated after a 2018 vote of the faculty. A hard copy of the *Faculty Handbook - 2018* has been created and is available in a binder in the work room. A hard copy of the *SGJC Operational Policies and Procedures Manual* is also available in the work room.

As a relatively new academic unit, the SGJC's strategic plan is also new. It is solidly based in *Growing the Future, Leading the World: The Strategic Plan for Morgan State University, 2011-2021*. The SGJC strategic plan is also grounded in a set of five-year plans (one for the SGJC and for each department). They were produced as a result of a 2018 directive by the interim provost, which required the College of Liberal Arts and each of the nine schools to submit five-year plans.

#1   Describe the administrative structure of the unit, including to whom the unit administrator reports to within the university. Include names and titles. The information should extend from the lowest level of administrative responsibility within the unit to the institution's chief executive officer.

The organizational chart for the School of Global Journalism & Communication follows this narrative.

The chief executive officer of Morgan State University is President **David Wilson.**

Lesia L. Crumpton-Young is the recently appointed provost and senior vice president for academic affairs. She is the chief academic officer of the university. She assumed that position on July 1, 2019. SGJC's dean reports to the provost.

Dean – The dean is the chief academic and administrative officer of the School of Global Journalism & Communication (SGJC). The dean provides leadership and direction for the development, implementation, assessment and maintenance of the academic division. As the

manager for the SGJC, the dean has the responsibility for the academic programs, personnel, properties, equipment and fiscal affairs of the school. The dean, **DeWayne Wickham**, is the founding dean of the school. He came to Morgan State University in 2012 as the chairperson for the Department of Communication Studies and was charged with the task of establishing the School of Global Journalism & Communication in one year. Dean Wickham had a 42-year career as a journalist (including 30 years as a syndicated columnist with *USA Today*) and held academic positions at North Carolina A&T University, the University of Pennsylvania and Delaware State University. In addition to his administrative appointment as dean, Wickham holds the academic rank of tenured Distinguished Professor of Journalism.

Associate Dean for Administration – The associate dean for administration assists the dean in managing the administrative activities of the school and represents the school on various university committees, including: the academic policy review; university assessment; commencement; the second-year experience committee; the UNCF career pathways initiative steering committee; the catalogue revision committee; the EAB student success initiative committee, and the EAB academic performance solutions committee. The associate dean coordinates each semester's academic schedule with the department chairs and oversees space allocation in the building, academic advisement and graduation clearances. The associate dean also chairs the SGJC Curriculum and Academic Review committees. The associate dean for administration is **Carl Hyden**. He came to MSU after 16 years working in Baltimore City and Maryland State politics and has been at MSU for 24 years. He has served on the faculty and was assistant to the chair of the Department of Communication Studies.

Assistant Dean for Programs – The assistant dean for programs assists the dean in managing schoolwide projects, reporting projects and collaborations with partner institutions. The assistant dean also coordinates management of the school's broadcast operations (including WEAA-FM, the University's NPR affiliate), student media operations, and global initiatives. The assistant dean for programs is **Jackie Jones**. Jones came to MSU after a long career as a journalist, which included stops at *The Washington Post*, *The Philadelphia Daily News*, and *New York Newsday* – where she was part of a team that won a Pulitzer Prize for Spot News Reporting. She has also taught at Penn State, Howard and Virginia Commonwealth universities. Jones is a tenured associate professor.

Department Chairpersons – There are three departments in the SGJC, and the chairpersons are the chief academic officers and supervisors of their respective departments. Depending on the matter involved, they report either directly to the dean or to the dean through the associate dean for administration. They are responsible for the administration of their departments and provide leadership and direction for the development, implementation, assessment and maintenance of the department. The department chairpersons are tenured Associate Professor **Jackie Jones** for the Department of Multimedia Journalism; tenured full

Professor **Baruti Kopano** for the Department of Multiplatform Production, and tenured full Professor **David Marshall** for the Department of Strategic Communication.

Director of Graduate Studies – The director of graduate studies coordinates the MA program in journalism and represents SGJC on the Graduate Council. The director of graduate studies reports to the chairperson of the Department of Multimedia Journalism. This position is currently vacant. In the interim, the duties associated with this position are shared by the associate dean for administration and the assistant dean for programs/chair of multimedia journalism.

Director of the Digital Media Center – The director of the Digital Media Center oversees the operation of the center, which plays critical roles in both the instructional program of the SGJC and the general university community. It supports the curriculum and production needs of the SGJC by providing equipment, training and technical support. It serves the general university community by recording and live streaming a variety of events held by the university as a whole and by individual units of the university. These include the December and May commencement ceremonies, university convocations, the president's town hall meetings and more. The director of the Digital Media Center is **Luther Moore**. He reports directly to the dean.

Director of the Digital Newsroom – The director of the Digital Newsroom oversees the operations of the student-staffed but faculty-supervised Digital Newsroom, which is the performance center for the Department of Multimedia Journalism. This operates as closely as possible to the ways in which a real newsroom would. Students propose or are assigned stories to cover. Students in MMJN classes are required, as part of their classwork, to put in a certain number of hours in the Digital Newsroom each semester. Their packages may appear in *The Spokesman*, SGJC's online newspaper, BEAR-TV or other outlets. The director of the Digital Newsroom is **Karen DeWitt**, an award-winning multimedia journalist whose newsroom stops have included ABC's *Nightline*, *The New York Times*, and *The Washington Post*. She reports to the MMJN chairperson.

Director of BEAR-TV – The director of BEAR-TV oversees the operations of the student-staffed but faculty-supervised BEAR-TV, which is the performance center for the Department of Multiplatform Production. BEAR-TV derives its name from the Grizzly Bear that is MSU's mascot. BEAR-TV produces and broadcasts news programs and other programming created in-house. It also broadcasts university programs and events recorded by the Digital Media Center. The Director of BEAR-TV is Professor of Practice **Al Morgan**, a videographer, editor, motion graphic designer and director with more than 12 years working on projects for companies including, Capital One, HGTV, United Way, Royal Farms, Baltimore news station Fox 45, and Horich Hector Lebow. He reports to the MPPD chairperson.

Director of The Strategy Shop – The director of The Strategy Shop oversees the operations of the student-staffed but faculty-supervised strategic communications agency, which is the performance center for the Department of Strategic Communication. Students working in The Strategy Shop create strategic communication campaigns and advise real clients from both on campus and off campus. The director of The Strategy Shop is Assistant Professor **Janice Smith**, who has more than 25 years of experience as a public relations practitioner, communications manager and journalist. Dr. Smith has worked in the nonprofit, government and media sectors. She reports to the SCOM chairperson.

Budget Officer – The budget officer has oversight of the SGJC and department budgets, the grant accounts in the MSU Foundation as well as the budgets and grant accounts for WEAA-FM. The budget officer is **Landis Whitehurst.** He reports directly to the dean.

Station Manager of WEAA-FM – WEAA-FM is the university's NPR affiliated radio station. The station began broadcasting in 1977. Its call letters stand for **W**e **E**ducate **A**frican **A**mericans. And one of the station's core missions is to serve that community. Its other core mission is to serve as a learning laboratory for SGJC's students; a place at which they can gain the kind of professional hands-on experiences that will help them get jobs in an increasingly competitive and fast-changing industry. Managing the station's operations is **Malarie Pinkard-Pierre** who reports to the Dean. Under Ms. Pinkard Pierre, the learning laboratory mission has "kicked into high gear" with students serving in a wide variety of capacities based on their majors and skill sets.

Executive Committee – To assist in managing the affairs of the SGJC and to solicit advice, the dean created the executive committee, which is composed of the associate dean for administration, the assistant dean for programs, the departmental chairpersons, the budget officer and the station manager of WEAA. The executive committee meets regularly; typically, after the dean attends the provost's deans council meeting. The executive committee may also meet late in the day or the day after the president's extended cabinet meetings. Meetings with the executive committee provide the dean the opportunity to bring the committee up to date on what happened at the deans' council or extended cabinet meetings. The executive committee is also a conduit for bringing to the attention of the dean matters of concern to the faculty, staff and students. The dean often holds unscheduled, impromptu individual meetings with a department chair.

#2   Describe the unit's process for strategic and long-range planning. Provide a copy of the unit's written strategic or long-range plan. This plan should give the date of adoption/revision and any timeline for achieving stated goals. Discuss how the plan provides vision and direction for the unit's future and how it has encouraged and contributed to quality and innovation in the unit.

The strategic plan for the School of Global Journalism & Communication contains the following: (1) vision; (2) mission; (3) core values; (4) goals and objectives; and (5) action plans with timelines. The goals are aligned to the five strategic goals of the university and set the course for the next five years (2018-2023).

At the SGJC's inception, chairs were charged with the responsibility of developing departmental strategic plans – updated yearly – to outline how they would meet the school's core mission:

> ➢ to provide future generations of minority journalists the skills they need to be effective communicators, who are especially adept at giving voice to people who struggle to contribute to the public discourse that shapes this nation and the world, and,
> ➢ to add to the diversity of thoughts, opinions and beliefs by offering students from a wide range of backgrounds the education and skills training needed to effectively communicate ideas.

In 2018, the university instructed its divisions to develop five-year plans more explicitly in line with its overall plan, which focuses on the following major goals:

> ➢ Enhancing Student Success
> ➢ Enhancing Morgan's Status as a Doctoral Research University
> ➢ Improving and Sustaining Morgan's Infrastructure and Operational Processes
> ➢ Growing Morgan's Resources
> ➢ Engaging with the Community

With the new directive, each department submitted new individual five-year plans. The departmental plans and that of the SGJC are found beginning on page 2 of the digital file that contains the supporting materials for this self-study.

#3   Describe the unit's policies and procedures for faculty governance. Provide in a digital format or make available in the site team workroom a print copy of faculty policy manuals, handbooks or other documents specifying policies, procedures and the roles of faculty and students in governance and in development of educational policy and curriculum. (Note the passages and pages specific to the directive.)

Three major documents govern the roles of faculty and students in university matters. These are *The Faculty Handbook – 2018*, SGJC's *Operational Policies and Procedures Manual* and the most recent edition of the *University Catalogue*. Hard copies of the first two may be found in the workroom. As was indicated elsewhere, the *University Catalogue* is available only online.

Faculty participation in the governance of SGJC happens largely through the three departments, though at the school level, faculty are appointed to all committees. Because a faculty member who serves on a departmental committee may not also serve on the SGJC version of that same committee, SGJC has kept the number of standing committees limited to adjudication, curriculum and tenure/promotion believing these three to be the most crucial to SGJC operations. Both SGJC and the departments may also appoint such temporary committees as they deem necessary to carry out certain missions. Such committees may be longer or shorter term based on the need. Because these are not standing committees, they are disbanded when the job for which they were created has been completed. There are no limitations on how many such committees an individual faculty member may serve. And since such temporary committees are rarely found at both the departmental level and the school level, there is no issue about faculty members being unable to serve on both versions.

In 2013, when SGJC was still in its infancy and the number of faculty limited, all matters involving curriculum were handled at the school level. The departments were represented on the SGJC Curriculum Committee, but they did not have committees of their own. With more faculty to go around, each department now has its own Curriculum Committee. These committees are tasked with evaluating proposals for new programs and suggesting changes to existing programs in the curricula of the majors under their jurisdictions within the university requirement to keep the number of credits required for graduation at 120 credits and the ACEJMC requirement that at least 72 of those credits come from outside SGJC. The curriculum committees also evaluate new course proposals. In all cases, the decisions of the departmental committees then come to the SGJC Curriculum Committee which also evaluates new program proposals, program changes and new course proposals. Final decisions regarding curricula rest with the provost.

In matters other than curriculum, faculty also have considerable input at the departmental levels and each of the chairs conducts departmental matters very much in a collaborative manner. Faculty concerns, suggestions, etc. about schoolwide matters are expressed to the department chairs who bring them to the dean or to the executive committee. With matters that involve university processes, it is required that faculty not violate the "chain of command"; they must bring matters first to their department chairs before the matter may be addressed by the dean's office. On other matters, faculty are free to make an appointment with their department chairs or the dean to discuss matters of concern.

While university policy would not permit direct student involvement in governance matters, the dean nevertheless seeks out student opinion. He has created a student advisory council to serve as a conduit for student opinions and concerns. Students who serve on this council are not appointed by either the dean or by the individual department chairpersons. Instead, they are recruited by SGJC's retention coordinator who seeks out students who will represent all three departments and a variety of viewpoints. The dean meets regularly with the student advisory council, usually during University Hour, which happens between 11 a.m. and 1 p.m. on Tuesdays and Thursdays, and he usually provides lunch.

#4   How often did the faculty meet during the most recent academic year?

The full faculty and staff of the School of Global Journalism & Communication typically meet four times each academic year: August, December, January and May. The faculty met in January, May and August of 2019. The faculties and staffs of each department meet monthly.

#5   List faculty committees and chairs. List any ad hoc committees in operation at the time of the self-study.

School of Global Journalism & Communication
Academic Review Committee – Associate Dean Carl Hyden, Chair; Jackie Jones, Baruti
        Kopano, David Marshall
Adjudication Committee – Greg Adamo, Chair; Wayne Dawkins, Janice Smith
Assessment Committee – David Marshall, Chair; Milton Kent; Welma Redd
Curriculum Committee – Associate Dean Carl Hyden, Chair; Baruti Kopano, Jackie Jones
Tenure and Promotion Committee – Laura Dorsey-Elson, Chair; Greg Adamo, Jason Johnson, Welma Redd, E.R. Shipp.

Department of Multimedia Journalism
Adjudication Committee – Milton Kent, Chair; Edward Robinson; Jason Johnson
Curriculum Committee – E. R. Shipp, Chair; Wayne Dawkins; Edward Robinson
Tenure and Promotion Committee – Baruti Kopano, Chair; Shirley Basfield-Dunlap; Uttam Gaulee

Department of Multiplatform Production
Adjudication Committee – Jared Ball, Chair; Maya Gilmore; Welma Redd
Curriculum Committee – Greg Adamo; Welma Redd
Tenure and Promotion Committee – Committee members and chair change based on the rank made necessary by the person applying for tenure and/or promotion. With no candidates for review in the current cycle, there is no committee in place at this time.

Department of Strategic Communication
Adjudication Committee – Laura Dorsey-Elson, Chair; Jana Duckett; David Marshall
Curriculum Committee – Joonwoo Moon, Chair; Janice Smith
Tenure and Promotion Committee – Committee members and chair change based on the rank made necessary by the person applying for tenure and/or promotion. With no candidates for review in the current cycle, there is no committee in place at this time.

#6   Describe the faculty's contributions to the administration and governance of the university.

Faculty of the School of Global Journalism & Communication have served on several university-wide search committees, including searches for deans, for the assistant vice president for public relations and strategic communication, and vice president for institutional advancement, among others. In the past 18 months, the dean has chaired five search committees for university wide positions, including those for associate vice president of academic affairs, assistant vice president for academic affairs, assistant vice president for public relations and strategic communication, vice president for institutional advancement and deputy chief of the university's police department. The dean also serves on the university's budget committee.

In addition, the College of Liberal Arts and each of the schools have three representatives on the university council, an advisory body which advises the president on matters of policy and governance as well as on any matters referred to it by the president. It may also on its own make recommendations to the president and the Board of Regents on any matter that has university wide significance or impact. In addition to its advisory role, the university council is the principal means through with the faculty may convey their opinions and concerns to the president and the senior leadership. Though they do not have a vote on the council, all faculty and staff are welcome to attend meetings of the university council.

SGJC representatives to the university council have served as the council president and council secretary as well as chairpersons of significant council committees. The current SGJC representatives to the council are Joonwoo Moon and Wayne Dawkins. One SGJC seat is currently vacant.

A listing of selected departmental, school and university service is found beginning on page 45 of the digital file that contains the supporting materials for this self-study.

#7   Describe the process for selecting, appointing and evaluating unit administrators.

Typically, the dean of a school or college is appointed following a nationwide search. In the case of SGJC, the founding dean was invited by the president to serve as founding dean and was appointed. At the end of each academic year, the faculty of the college/school can evaluate the dean using the Searchlight online portal. The dean is also evaluated each year by the provost and vice president for academic affairs. The dean serves at the pleasure of the provost.

Associate and assistant deans are typically appointed by the dean from among a college's or school's existing faculty and serve at the pleasure of the dean. SGJC has an associate dean for administration and an assistant dean for programs. They are evaluated by the dean.

Departmental chairpersons may be appointed from a college's or school's existing faculty or after an advertised search. Since a department chair serves at the pleasure of the dean, they are often appointed from existing faculty. At the end of each academic year, the department chairs are evaluated by both their respective faculties and by the dean. The former use the Searchlight online portal. At its August 6, 2019 meeting the Board of Regents approved a formal policy for the appointment, responsibilities and evaluation of department chairs. A copy of this policy is found in Section 3.2.14 of the *Faculty Handbook – 2018,* which is available in the workroom.

The directors of specific units are appointed by the dean if that unit is schoolwide or by the department chairperson if the unit is departmental. Directors come from among the faculty. Their performances are evaluated each year by those who appointed them. At the discretion of the provost, directors may receive released time to undertake the duties of that directorship.

#8   Describe the unit's process for timely and equitable resolution of complaints and concerns expressed by faculty, staff or students.

The process for resolution of complaints and concerns expressed by faculty and students are clearly described in several publications. For faculty, these processes are described in the various policies established through actions of the Board of Regents. Because the *Faculty Handbook* is no longer distributed in hard copy, these policies are now available only on the Board of Regents website. For the convenience of the site visit team, a hard copy of the *Faculty Handbook – 2018* has been created and is available in the workroom.
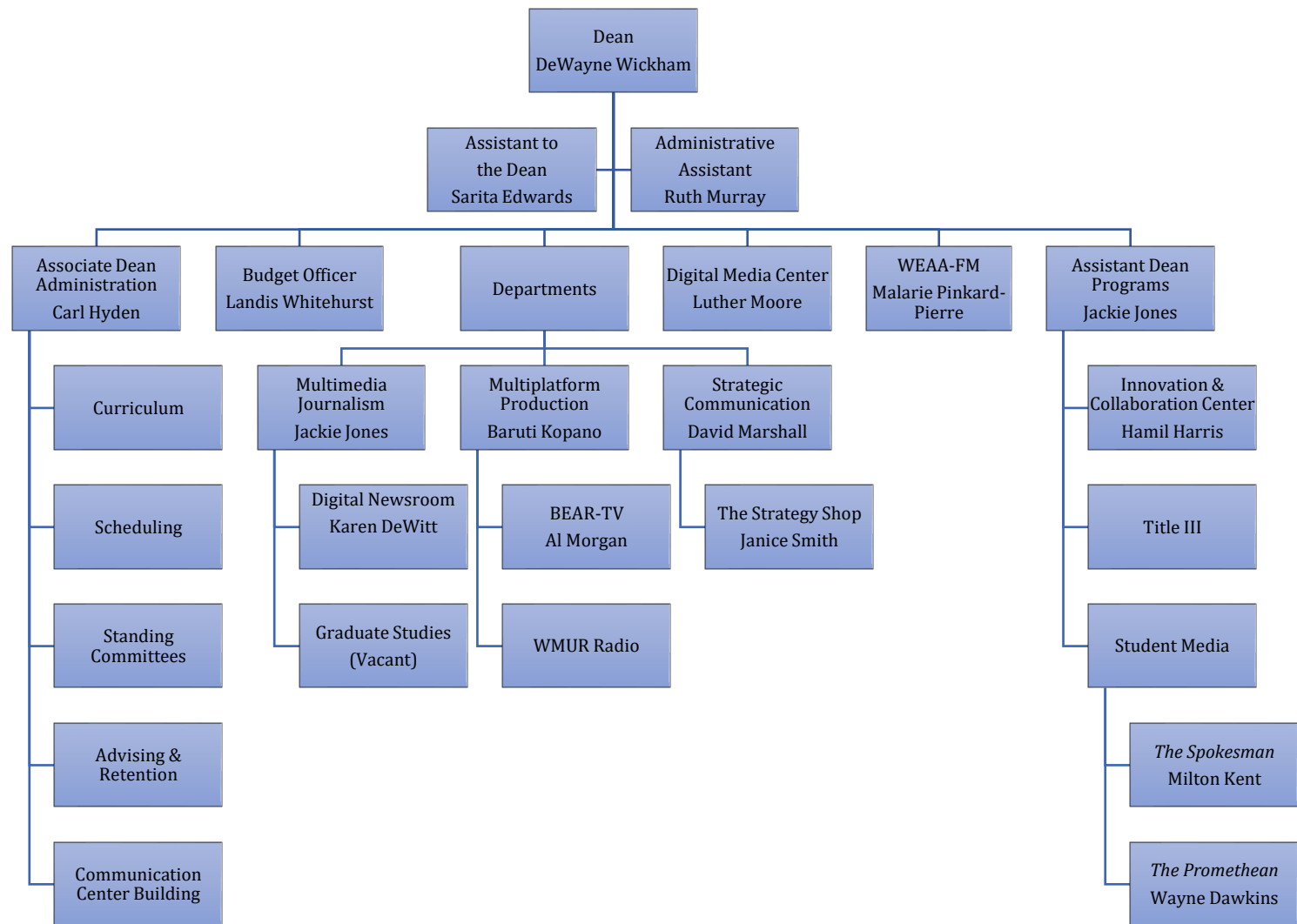
For students, the processes for handling grade disputes or violations such as plagiarism, cheating, etc. are clearly described in SGJC's *Operational Policies and Procedures Manual*, which was first approved by the faculty in 2014. The manual was revised in 2018 and approved by a vote of the faculty. A copy of the revised manual is available in the workroom. As described in the manual, a complaint must go through all the steps in order. In general terms these are as follows.

  ➢ A complainant must first attempt to resolve the complaint with the other party involved.
  ➢ If there is no resolution, the complainant may make a written appeal to the department chairperson.
  ➢ The chairperson will bring the parties together to find resolution.

➢ If that fails, the chairperson will refer the matter to the departmental adjudication committee, which will hear both parties and make a recommendation to the department chair.
➢ The department chair will decide and convey that in writing to the parties involved.
➢ Either party may appeal that decision to the dean.
➢ The dean will refer the matter to the SGJC adjudication committee, which will hear both parties and make a recommendation to the dean.
➢ The dean will decide and convey that in writing to the parties involved.
➢ Either party may appeal the decision to the provost, who has final authority.

For serious violations of university policies, a student may be referred to the Office of Student Judicial Affairs in the Division of Student Affairs, which has authority to investigate the matter and adjudicate it. If found guilty of a violation, a student may be subject to a range of penalties, which include suspension or expulsion. More detailed descriptions may be found in the *University Catalogue* and in the Code of Student Conduct.

As required by university policy, staff grievances are referred to the Office of Human Resources and are handled through that office.

```
                        Dean
                   DeWayne Wickham

           Assistant to          Administrative
           the Dean              Assistant
           Sarita Edwards        Ruth Murray

Associate Dean      Budget Officer                    Digital Media Center     WEAA-FM          Assistant Dean
Administration      Landis Whitehurst    Departments   Luther Moore           Malarie Pinkard-  Programs
Carl Hyden                                                                     Pierre           Jackie Jones

    Curriculum              Multimedia      Multiplatform      Strategic                    Innovation &
                            Journalism      Production         Communication               Collaboration Center
                            Jackie Jones    Baruti Kopano      David Marshall               Hamil Harris

    Scheduling                 Digital Newsroom    BEAR-TV        The Strategy Shop              Title III
                               Karen DeWitt        Al Morgan      Janice Smith

    Standing                   Graduate Studies    WMUR Radio                                 Student Media
    Committees                 (Vacant)

    Advising &                                                                                   The Spokesman
    Retention                                                                                    Milton Kent

    Communication                                                                                The Promethean
    Center Building                                                                              Wayne Dawkins
```

Standard #2
Curriculum & Instruction

Standard #2 – Curriculum and Instruction

Executive summary:

SGJC offers the Bachelor of Science degree in three areas: Multimedia Journalism, Multiplatform Production and Strategic Communication. Though it does not currently fall among the programs seeking accreditation, SGJC also offers a Master of Arts degree in Journalism, which has its emphasis in knowledge-based journalism with a particular focus on the reporting of issues affecting urban communities.

Students in all three undergraduate majors take a series of core course requirements that include basic multiplatform writing and production, digital media skills, global media literacy, information gathering and basic communication law and ethics. Every SGJC student is also required to have an internship for which they earn academic credit. They are free to accept additional internship opportunities; but they cannot receive academic credit for them. Finally, SGJC students take a capstone projects class specific to their majors in which they must demonstrate proficiency with the skills taught in their classes.

Each of the three majors has 12 credits that are the core requirements for that major. All three departments include a practicum class which, in addition to giving students hands-on experiences, also prepares them with the skills they will need when they have their internships.

Finally, each major requires that students choose 12 credits of major electives. These are meant to further enhance their skill sets in preparation for jobs following graduation.

Students in SGJC also have a six-credit global culture requirement that they may approach in one of two ways. They may take six credits of the same foreign language or they may take six credits of courses that have clear globally centered course content. Courses counted as fulfilling the global culture requirement must be taken out-of-unit.

SGJC students take 24 credits in out-of-unit free electives as part of their program of study. Though they are not required to do so, students are encouraged to concentrate those courses in a single discipline in which they might like to focus their reporting, production or strategic communication efforts. As an example, SGJC has had several students interested in fashion and who have taken many of their out-of-unit free electives from among courses such as fashion merchandizing offered by the Department of Family and Consumer Sciences.

SGJC also provides two courses, which are available to the general university population as general education course choices. COMM 203 – Media Literacy in a Diverse World is an arts and humanities general education option. COMM 300 – Communication and the Black Diaspora is a critical thinking option. Although all SGJC students do take COMM 203, it cannot count toward their general education requirements, but is rather a core requirement of the SGJC curricula.

#1   Use the following format to provide an outline of the curriculum required for the major and for each of the unit's specializations. Add lines for courses and categories as needed. (Please see example provided separately with this template.)

Number of hours/units required for graduation: 120 credits
Number of hours/units required for major degree: 48 credits

Core Courses for All Students in Program (24 credits earned)
  ➢ COMM 201 – Fundamentals of Multiplatform Writing
  ➢ COMM 202 – Introduction to Multiplatform Production
  ➢ COMM 203 – Media Literacy in a Diverse World
  ➢ COMM 204 – Information Gathering and Research
  ➢ COMM 240 – Digital Media
  ➢ COMM 370 – Mass Communication Law and Ethics
  ➢ COMM 490 – Internship
  ➢ COMM 497 – Senior Capstone Project

Additional courses in track/sequence that all students in track/sequence must take: Bachelor of Science/Multimedia Journalism (12 credits earned)
- ➢ MMJN 202 – Reporting and Writing I
- ➢ MMJN 206 – Editing
- ➢ MPPD 332 – Field Production and Reporting
- ➢ MMJN 350 – Journalism Practicum

Elective course or courses that must be taken within the track/sequence
- ➢ Multimedia Journalism majors must take 12 credits of electives of which at least 6 credits must be within the department.

Elective courses that must be taken within the program
- ➢ Multimedia Journalism majors may elect to take up to 6 credits of their 12 credits of electives from the Department of Multiplatform Production and the Department of Strategic Communication

Required outside of the accredited unit
- ➢ To ensure that Multimedia Journalism majors can gain a genuine global perspective, 6 credits of the same foreign language or 6 credits focused on global culture are required.

Additional courses in track/sequence that all students in track/sequence must take: Bachelor of Science/Multiplatform Production (12 credits earned)
- ➢ MPPD 230 – Media Technologies and Practices
- ➢ MPPD 300 – Multiplatform Production and Editing
- ➢ MPPD 310 – Writing for Interactive Media
- ➢ MPPD 350 – Production Practicum

Elective course or courses that must be taken within the track/sequence
- ➢ Multiplatform Production majors must take 12 credits of electives of which at least 6 credits must be within the department.

Elective courses that must be taken within the program
- ➢ Multiplatform Production majors may elect to take up to 6 credits of their 12 credits of electives from the Department of Multimedia Journalism and the Department of Strategic Communication

Required outside of the accredited unit
➢ To ensure that Multiplatform Production majors can gain a genuine global perspective, 6 credits of the same foreign language or 6 credits of courses focused on global culture are required.

Additional courses in track/sequence that all students in track/sequence must take: Bachelor of Science/Strategic Communication (12 credits earned)
➢ SCOM 200 – Introduction to Strategic Communication
➢ SCOM 220 – Strategic Communication Writing
➢ SCOM 325 – Strategic Communication Campaigns
➢ SCOM 351 – Strategic Communication Practicum

Elective course or courses that must be taken within the track/sequence
➢ Strategic Communication majors must take 12 credits of electives of which at least 6 credits must be within the department.

Elective courses that must be taken within the program
➢ Strategic Communication majors may elect to take up to 6 credits of their 12 credits of electives from the Department of Multimedia Journalism and the Department of Multiplatform Production.

Required outside of the accredited unit
➢ To ensure that Strategic Communication majors can gain a genuine global perspective, 6 credits of the same foreign language or 6 credits of courses focused on global culture are required.

Copies of the curricula for each department are provided in the workroom.

#2   Explain how requirements for the major do not exceed the maximum credit hours allowable under the 72-credit hour rule and how students comply with the minimum of 72 hours they must take outside journalism and mass communications. If a minor is required, include these details.

Morgan State University requires that a student complete 120 credits in order to graduate. After the 2014 revision to the general education requirements, students are required to take 40 credits of general education. The student selects courses from a listing of approved courses. In addition, there are two credits that are university requirements. These include a

one credit orientation class and either a one credit physical education activity class or a one credit financial literacy class. A copy of the university's 2014 general education and university requirements may be found in the workroom in the binder with the SGJC curricula.

Within their majors, SGJC students take 48 credits. These include 24 credits of core requirements. Listed under the response to Question #1, these are taken by all students in the school. Each department has 12 credits of departmental requirements. In addition, each department requires that its students select 12 credits of departmental electives.

The remaining 30 credits include the six credits of the out-of-unit global culture requirement and 24 credits of out-of-unit free electives. Though they are not required to concentrate those free electives in a single discipline, students are encouraged to do so. Since a typical minor at Morgan State University is 18 credits, students who do concentrate their free electives appropriately and in a single discipline may have also earned a minor.

To summarize:

- University General Education Requirements   40 credits
- University Requirements   2 credits   42 credits
- Global Culture Requirement   6 credits   48 credits
- Out of Unit Free Electives   24 credits   72 credits
- SGJC Core Required Courses   24 credits   96 credits
- Departmental Required Courses   12 credits   108 credits
- Departmental Electives   12 credits   120 credits

#3   Describe how the core and required courses instruct majors in all of ACEJMC's 12 professional values and competencies with a balance of theoretical and conceptual courses and skills courses.

Core courses are designed to ensure students understand how media operate, both domestically and globally, the First Amendment, media law and ethics and develop the skills needed to produce and manage media production.

As important as classroom instruction is, students also need practical, hands-on experiences in as real world a setting as possible. Students are required to take a practicum course to prepare for a required internship by working with student media, including WEAA (the school's NPR-affiliated radio station), BEAR TV (a student-staffed television station) and *The Spokesman*, a daily online student publication.

Besides the practicum and a required internship, each department manages a performance center, which provides additional practical experience. All performance centers are student-staffed but faculty-supervised. The Department of Multimedia Journalism's Digital Newsroom is an on-campus news bureau, where students work on assigned news stories, investigate those stories, write the stories and prepare multimedia packages that can be used across all the media. The Department of Multiplatform Production's BEAR TV produces news and information programs. The Department of Strategic Communication operates The Strategy Shop, a public relations and marketing agency that serves campus and external clients. Each performance center is supervised by a faculty director.

Finally, because the world is interconnected in ways never dreamed possible in earlier decades, all three majors have an important global focus with two directions. First, students will learn about reporting, technology and strategic communications in different parts of the world in ways that recognize the diversity of the world's nations. At least as important, students will also learn how journalists, production and strategic communications personnel in other nations view the United States and about how that is reflected in their work.

#4   Explain how instruction, whether on-site or online, responds to professional expectations of current digital, technological and multimedia competencies.

Each of the school's majors teach nearly all classes across multimedia platforms to ensure that students use the current tools and technologies, including but not limited to digital and social media technologies, appropriate to the specific industries in which they work. That work in class and assignments is supplemented by time spent in one of the school's performance centers where students receive additional training and support from faculty.

Additionally, the unit provides workshops and master classes and hosts conferences and industry organization events in a wide variety of areas. These events have been run by trainers from the Journalism & Women's Symposium (JAWS), the vice president for digital training at the Newseum, a team of professional photographers for a visual workshop, a broadcast production training program with Maryland Public Television, and a data journalism and digital tools trainer from Google. Faculty also conduct the annual GrammarSlam each fall to bolster students' grammatical and writing skills. The faculty are joined by volunteers from the industry and from Johns Hopkins University's Creative Writing program, led by a professor who is a former SGJC faculty member.

Students also report, produce and promote major projects with professional and academic partners, including *USA Today*, *Bloomberg News*, *The Wall Street Journal*, and Penn State, West Virginia, Brigham Young and Arizona State universities.

#5   Explain how the accredited unit ensures consistency in learning objectives, workload and standards in courses with multiple sections.

Multiple sections of a course use common syllabi. Faculty meet to adjust at mid-semester and at the end of the term as tests and final projects provide some assessment of whether students met the goals and intended outcomes.

The school also uses a curriculum map to determine where students in school-wide core and required courses are exposed to the 12 core competencies on a scale that ranges from "Introduced" to "Mastery." It identifies the competencies taught in courses, the degree to which the concepts are emphasized, and assessment evidence collected. A copy of the curriculum map is found on page 12 of the SGJC Assessment Plan which begins on page 99 of the digital file that contains the supporting materials for this self-study.

Copies of all SGJC syllabi for the fall 2019 and spring 2020 semesters are available in both digital format and hard copy in the workroom.

#6   Describe the methods used to select sites for internships for credit in the major; to supervise internship and work experience programs; to evaluate and grade students' performance in these programs; and to award credit for internships or work experiences. In a digital format, provide the unit's internship policy, questionnaires and other instruments used to monitor and evaluate internships and work experiences. Provide examples of recent internship sites.

All SGJC students are required to have an internship. It is one of the core requirements. The COMM 490 – Internship is a three-credit course and is offered every semester and during the summer session. Though not for credit, SGJC students are encouraged to do additional internships and many do during the summer. These "extra" internships are not always paid, but a good number of students do find paid summer internships. Current or recent students have had not-for-credit summer internships at places like Bloomberg News (in both the New York and Washington, DC offices), the *Daily Chautauquan*, the Baltimore *Sun*, Viacom and CBS News, Lawyers Committee for Civil Rights, Catholic Relief Services and Downtown Partnership of Baltimore.

Internships come to SGJC in a variety of ways. Some providers contact the school to announce internships. SGJC is on the mailing list of several such sites. Some faculty members have used their networks of contacts to seek out providers, representatives of which might visit the school in person or via Skype or Google Hangout, to encourage students to apply. SGJC has hosted meetings with prospective internship providers to get students in the pipeline for internships. In addition, during events like SGJC's Media Week or SGJC job fairs, a variety of potential employers and internship site providers visit campus.

Recently, internship opportunities have come to SGJC through its partnerships and through grants. Partnerships with ESPN have resulted in several internship placements and the *Bloomberg* partnership did the same. New opportunities will present themselves as a result of new grants received from *The Wall Street Journal* and through SGJC's Urban Journalism Institute which is funded by grants from the Ford Foundation and the Democracy Fund. Recently developed contacts with Scripps Howard have also resulted in internship opportunities.

SGJC students are routinely hired for production and digital media internships at WBAL-TV, WBFF Fox 45, Maryland Public Television, and strategic communication internships at Edelman PR, IMRE PR, Johns Hopkins Health Systems, working with government organizations, nonprofit and industry clients.

One of SGJC's key staff members is our career specialist whom we share with the College of Liberal Arts. This staff member is paid through a grant MSU has received as part of the UNCF Career Pathways Initiative. The career specialist has been very active in searching out and evaluating potential internship sites which are then communicated to the students and to the COMM 490 – Internship instructors.

Further, MSU's Center for Career Development holds two job/internship fairs each year; one in each semester. It has many services available to students including résumé and cover letter writing, interviewing skills, the Career Closet (where students may get, at no cost, new or gently used clothing suitable for interviews), among other services. The center also has dozens of useful videos which can be accessed from any computer of or off campus. Topics include finding internships, job hunting, interviewing skills, salary negotiation and more.

Internship providers who have not previously had SGJC students at their sites must outline the nature of the internship, including duties and experiences required, and reveal whether it is a paid position. If it is a paid opportunity, the salary must also be revealed. They must also agree to provide periodic evaluations of the student's performance. SGJC's Academic and Career Advising Coordinator, its career specialist or the faculty member(s) teaching the internship section(s) will visit the site ahead of any agreement that it will become a site. Once a site has been selected to serve as an SGJC internship site, it is periodically evaluated to ensure that it is still serving SGJC's students well.

Starting in fall 2019, each department chair had to give final approval to their students' internship sites to ensure that students are taking major-appropriate internships. As has always been the practice, students are expected to keep a log of their activities during the internship. For internships in the Baltimore/Washington region, the faculty coordinator may also visit the site.

Files focused on internship policy and instruments used to monitor and evaluate the students' internship experiences are available in both digital format and hard copy in the workroom.

The following sites are among the places that have recently provided internship opportunities to SGJC students. The list is representative of the sites at which students have interned and is by no means complete.

- Abel Communications
- *Arizona Republic*
- Associated Press
- BCPS-TV (Baltimore County Public Schools)
- Baltimore Office of Promotion and Tourism
- Baltimore *Sun*
- Baltimore Child Abuse Center
- Bloomberg News (D.C. and New York bureaus)
- Catholic Relief Services
- Council on Legal Education Opportunities
- Downtown Partnership of Baltimore
- Edelman PR
- ESPN
- Imre PR, LLC
- Johns Hopkins Health Systems
- Lawyers Committee for Civil Rights

- *Marie Clare* Magazine
- Maryland Sea Grant College
- NBC Universal (Washington, D.C. bureau)
- Southern Maryland Counseling and Coaching
- *The Afro-American* (newspaper)
- *The Chautauquan Daily* (official newspaper of the Chautauqua Institute)
- *The Chronicle of Higher Education*
- *The New York Times* Institute
- The Real News Network
- *USA Today*
- Viacom (New York)
- WBAL TV (an NBC affiliate)
- WBFF Fox 45
- WMPT (Maryland Public Television)
- Weber Shandwick, Baltimore, MD

Internship sites on the Morgan State University campus have included the following.

- Entrepreneurial Development and Assistance Center
- James E. Lewis Museum
- Morgan State University Athletic Department
- Office of Public Relations
- Office of State Relations
- Office of Student Development
- WEAA-FM (an NPR affiliate)

Standard #3
Diversity & Inclusiveness

Standard #3 – Diversity and Inclusiveness

Executive Summary

Morgan State University is a historically black university. Any discussion of diversity at historically black colleges and universities needs to begin with a recognition that they were created to provide higher education to African Americans during a time of widespread racial segregation in the United States.

The history of the United States is fraught with discrimination of people of many backgrounds, but its history with people of color generally, and African Americans particularly, resulted in state-sponsored segregation at all levels of society. The most damaging effect of this institutional racism on education was the creation of dual, non-comparable and unequal systems of education in which African Americans were systematically deprived of the same educational opportunities as whites. The negative effects of this can hardly be overstated.

Though other states have worse records, Maryland was complicit in this institutional racism and one result with which we have long been directly concerned was chronic and systemic underfunding of Maryland's HBCUs. Maryland was cited in a 1969 Office of Civil Rights notice which declared that Maryland was operating a segregated system of higher education in violation of Title VI of the 1964 Civil Rights Act. In addition to being underfunded, the existence of this segregated system was due in no small part to a tactic known as "program

duplication," in which geographically nearby institutions are forced to compete with each other for students because both had been authorized to offer identical or very similar programs. When one of those institutions was an HBCU and the other a Traditionally White Institution (TWI), the result was the perpetuation of *de jure* segregation in Maryland's public higher education system.

That program duplication was one of the main arguments in "The Coalition for Equity and Excellence in Maryland Higher Education in Maryland, *et. al.* v. Maryland Higher Education Commission," a lawsuit brought in 2006 by students and alumni of Maryland's four HBCUs. Program duplication and its results were the basis of the findings by U.S. District Court Judge Catherine Blake in her 2013 ruling on the case. As of 2019, the parties in the suit still have not agreed to any plan for remediation.

The suit accused the state of fostering segregation and undermining Maryland's four HBCUs by allowing well-funded TWIs to duplicate programs offered at the HBCUs. The plaintiffs argued that by doing this, Maryland placed pressure on enrollment and made it difficult for HBCUs to attract and retain diverse populations. Evidence of this program duplication included the fact that the public TWIs in Maryland have 177 high-demand academic programs that are not duplicated elsewhere in the state university system. HBCUs counted together have only 10.

Though the state argued that Maryland HBCUs have become more diverse in recent years, one need only look at the before and after. Maryland's HBCUs once had white enrollments as high as 20 percent before the state began aggressively assigning new high-demand programs to the TWIs. This effort extended to the state creating an entirely new state university just outside Baltimore City. The University of Maryland Baltimore County drained hundreds of millions of dollars from other public institutions, including HBCUs. It also received multiple programs that could have gone to HBCUs, or duplicated programs that were already at HBCUs. The effect was to drain HBCUs of white students. As an example, MSU, which once had substantial numbers of white students now has only 125 white undergraduates (1.7 percent) and 677 white graduate students (8.5 percent) on a campus with a total student population of 7,786.

It is interesting to note that Maryland is a state whose July 1, 2018 population was estimated at 6,042,718, of whom approximately 1.8 million (or about 31 percent) are African American. There are 13 public universities in Maryland. Nine are TWIs and four are HBCUs. Four of the TWIs and two of the HBCUs are in or just outside of Baltimore City, as are another five private TWIs. So, program duplication is not the only issue facing Maryland HBCUs as they try to attract non-African American students. The existence of so many TWI choices in such a small geographical area is another. Given the circumstances just described, MSU often finds it a major challenge to recruit a diverse student body.

SGJC has found attracting a diverse student body challenging. African Americans constitute 88.4 percent of its student body, leaving just 11.6 percent of its students being non-African American. Among SGJC's students, some 5.0 percent declared themselves Hispanic/Latino (any race) while another 4.2 percent categorized themselves as being of two or more races.

As a result of these challenges, SGJC has striven successfully to ensure that its students are exposed to as wide a variety of opportunities and viewpoints as possible. These efforts have included diverse guest speakers, master class teachers, etc., as well as SGJC's partnerships with Brigham Young University, the University of Havana, Penn State University and West Virginia University. They have also included international reporting projects to places such as Cuba, France, and Greece. Details on these efforts will be found elsewhere in this self-study.

SGJC's efforts have also included recruiting a diverse faculty. As discussed elsewhere in this self-study, the SGJC faculty has good gender balance and a good balance of professionals and academics. Though still heavily weighted toward African Americans, faculty members bring diverse educational experiences to SGJC. They received their highest degrees from 19 different colleges and universities, which tends to contribute to diverse sets of viewpoints. Finally, as has been noted, two of our faculty were born outside the United States. One is a naturalized citizen. The other is not.

Details on SGJC's efforts at diversity follow.

#1   Complete and attach the following tables:

Table 4. Area Population

The Service Area for SGJC is primarily the State of Maryland. Some 68.6% of Morgan State University's undergraduate students are from Maryland. The remaining 31.4% come mainly from the mid-Atlantic states. Foreign students make up 6.0% of our student body. The population breakdown seen in the chart below is from the U.S. Census Bureau. It is based on population estimates from July 1, 2018, the most recent published official data available.

Students who are Maryland residents come mostly from the following three jurisdictions (in order of their numbers): Prince George's County, Baltimore City and Baltimore County. Smaller numbers of students originate from Montgomery, Charles, Anne Arundel and Harford counties. Though all of Maryland's other counties are represented in MSU's student population, the numbers from the others are negligible.

Population Estimates for the State of Maryland
United States Census Bureau
July 1, 2018

Group	% of Population
Black/African American	30.9%
White (alone)	58.8%
American Indian/Alaskan Native	0.6%
Asian	6.7%
Native Hawaiian/Other Pacific Islander	0.1%
Two or More Races	2.9%
Hispanic or Latino (any race)	10.4%
White Alone Not Hispanic or Latino	50.9%
Other Race	Not Reported
Female	51.5%

Table 5. Undergraduate Student Populations
Academic Year 2018-2019

Group	Male	Female	% of Total in Unit	% of Total in University
Black/African American	139	197	88.4%	79.8%
White	0	0	0.0%	1.8%
American Indian/Alaskan Native	0	0	0.0%	0.2%
Asian	0	0	0.0%	0.7%
Hispanic/Latino (any race)	2	17	5.0%	3.4%
Native Hawaiian/Other Pacific Islander	0	0	0.0%	0.0%
Two or More Races	2	14	4.2%	3.5%
International	1	2	0.8%	8.0%
Unknown	5	1	1.6%	1.4%

Table 6. Faculty Populations, Full-time and Part-time
Academic Year 2019-2020 Full-Time Faculty

Group	Female	% of Total Faculty	Male	% of Total Faculty
Black/African American	9	42.8%	10	47.6%
White	0	0%	1	4.8%
American Indian/Alaskan Native	0	0%	0	0%
Asian	0	0%	1	4.8%
Hispanic/Latino (any race)	0	0%	0	0%
Native Hawaiian/Other Pacific Islander	0	0%	0	0%
Two or More Races	0	0%	0	0%
Other Race	0	0%	0	0%
International	0	0%	0	0%
No Response	0	0%	0	0%

Table 6. Faculty Populations, Full-time and Part-time (cont.)
Academic Year 2018-2019 Part-Time Faculty
Fall Semester 2019

Group	Female	% of Total Faculty	Male	% of Total Faculty
Black/African American	0	0%	5	100%
White	0	0%	0	0%
American Indian/Alaskan Native	0	0%	0	0%
Asian	0	0%	0	0%
Hispanic/Latino (any race)	0	0%	0	0%
Native Hawaiian/Other Pacific Islander	0	0%	0	0%
Two or More Races	0	0%	0	0%
Other Race	0	0%	0	0%
International	0	0%	0	0%

Table 7. Full-Time Faculty Recruitment

	2016-2017	2017-2018	2018-2019
Openings	3	3*	1
Total Applicants in the Hiring Pool	33	30	8
Females in the Hiring Pool	15	19	6
Female Finalists Considered	5	4	2
Offers Made to Females	0	0	1
Offers Accepted by Females	0	0	1
Minorities in Hiring Pool	22	7	3
Minority Finalists Considered	6	4	2
Offers Made to Minorities	3	0	1
Offers Accepted by Minorities	3	0	1
International Faculty in Hiring Pool	2	9	3
International Faculty Considered	0	1	1
Offers Made to International Faculty	0	1	0
Offers Accepted by International Faculty	0	1	0

* Although there were three searches conducted during the 2017-2018 academic year, there were only two openings. The first search that year was declared unsuccessful and was reopened. None of the candidates in the first search met the needs and the direction of either the department or the SGJC.

It should be noted that over the course of these searches, it was not always possible to know the races or ethnicities of candidates who were not interviewed.

Table 8. Part-Time/Adjunct Faculty Recruitment

	2016-2017	2017-2018	2018-2019
Openings			
Total Applicants in the Hiring Pool			
Females in the Hiring Pool			
Female Finalists Considered			
Offers Made to Females			
Offers Accepted by Females			
Minorities in Hiring Pool			
Minority Finalists Considered			
Offers Made to Minorities			
Offers Accepted by Minorities			
International Faculty in Hiring Pool			
International Faculty Considered			
Offers Made to International Faculty			
Offers Accepted by International Faculty			

There were no formal searches for part-time faculty.

#2   Attach to this report a copy of the unit's written plan for achieving an inclusive curriculum, a diverse faculty and student population and a supportive climate for working and learning. This plan should give the date of adoption/last revision, any designated timelines for reaching goals, the unit's definition of diversity and the under-represented groups identified by the unit. Describe how the unit assesses its progress toward achieving the plan's objectives.

SGJC's plan for achieving an inclusive curriculum, a diverse faculty and student body and a supportive climate is found beginning on page 51 of the digital file that contains the supporting materials for this self-study.

It should be noted here that though the SGJC faculty is roughly balanced by gender, comes from a diverse set of professional and academic backgrounds and earned their degrees at a very diverse group of colleges and universities, it is overwhelmingly African American. That this has become the case is the result of several factors. One is the retirement of a longtime

white male instructor and the departure of a white male associate professor. Four departures occurred at the end of the last academic year, including a white male assistant professor who was not renewed at the end of his probationary year, two African American female lecturers who were also not renewed and an African American professor of practice who retired. SGJC also lost a biracial female assistant professor who resigned.

Four faculty searches were initially authorized, and paperwork submitted. Ultimately, only two of those positions were approved and posted with the other two held for budgetary reasons. Those two approved searches are ongoing with the goal of interviewing candidates early in the spring semester with hires in place for fall 2020. Lecturers were hired to "fill gaps" in the meantime. Specific methods SGJC uses to recruit faculty are found in the response to Question #9 of this standard.

#3   Describe the unit's curricular efforts to foster understanding of issues and perspectives that are inclusive in terms of gender, race, ethnicity and sexual orientation.

The School has a Social Justice Reporting Project, which partners with West Virginia University, a public predominantly white, rural institution and with Brigham Young University, which is a predominantly white religious institution in the western United States. Students and faculty from each institution team up to cover issues that affect all three areas. The team covers how those issues are seen in each of their areas of the country. The interactions among the students and faculty of these disparate areas as they report on these important issues give everyone more diverse perspectives than they might normally receive working alone.

To date, the Social Justice Project has examined Selma, Alabama, fifty years after the march on Montgomery, food deserts, voter turnout and patterns in the 2018 midterm elections and the impact of cocaine and opioid addiction on children. This collaboration also resulted in a live streamed symposium, with segments broadcast from each university, which examined the recommendations made by the Kerner Commission established by President Lyndon B. Johnson after the 1967 race riots.

SGJC takes the "global" part of its name seriously. The Dean and faculty have organized and accompanied students and professionals on two international reporting trips to Cuba each year since the school's inception in 2013. Each department chair has gone on at least one of these trips. The Multimedia Journalism chair accompanied a group of students on a reporting trip to Greece. And two SGJC classes joined forces for a 2018 trip to Paris to report on the history of black expatriates in France.

Further, the SGJC has agreed to be a partner with the Maynard Institute for Journalism Education to use its Fault Lines framework as a basis to develop a pilot program, curriculum

and multiplatform toolkit to improve cultural competency among journalism and mass communications students. SGJC also brings in racially diverse speakers and professionals to conduct master classes in skills training from such organizations as Facebook, Google, The Wall Street Journal, the Newseum, production companies, public relations agencies and other communications firms.

#4   Describe the unit's curricular instruction in issues and perspectives relating to mass communications across diverse cultures in a global society.

The School offers several courses that address race, culture and other issues on a domestic and international level, including: Media Literacy in a Diverse World, Communication and the Black Diaspora, Global Communication, The Black Media and International Reporting, among others.

These courses are designed to expand student knowledge beyond the confines of the world they currently inhabit, to understand social mores, cultural, as well as racial, differences, and to develop skills to cross those divides and use current tools and technologies to build bridges to greater understanding across platforms.

Students also have opportunities to travel abroad. The school takes students to Cuba twice each year to produce reports that cross platforms. The SGJC partnership with the University of Havana communications school has produced an important documentary project in which students from both universities described their perceptions of each other before and after being able to spend time together in each other's countries.

SGJC's students have also traveled to South Africa, Greece and France for conferences and reporting trips. In addition, each summer, students travel with a faculty member and an SGJC staff videographer/editor as a production team to document and create promotional videos for Festival at Sea, the nation's oldest black-themed Caribbean cruise.

The SGJC also sponsors forums and master classes in which students get a chance to meet and to learn from a domestically and internationally diverse group of communicators who work across platforms. Examples include Emmy Award winning audio engineer David Wainwright, Emmy nominated writer/producer/cartoonist Steven Fischer, acclaimed emergency room physician Arabia Mollette, Afro-German filmmaker and educator John Kantara and Cuban documentary filmmaker Gloria Rolando.

The annual SGJC Communications Expo exposes students to a wide range of employers who come to mentor students and provide direction on what it takes to be successful in their chosen fields.

Another annual event, the GrammarSlam, is an intense one-day event taught by a racially diverse group of volunteers from the industry and from other area universities. They work closely with SGJC faculty on this project, which is designed to strengthen student grammar, spelling, punctuation and style skills. Though open to anyone in SGJC, attendance is required for all students in our COMM 201 course – Fundamentals of Multiplatform Writing.

#5   Describe efforts to establish and maintain a climate that is free of harassment and discrimination, accommodates the needs of those with disabilities and values the contributions of all forms of diversity.

There are five parts to the formal effort that establishes and maintains a climate free of harassment and discrimination, that accommodates the needs of those with disabilities and that values the contributions of all forms of diversity.

The first of these is a university-mandated requirement for all faculty and staff to participate in gender and sexual-based harassment and violence prevention training. This is in line with the "Morgan State University Gender and Sexual-Based Harassment and Violence Policy," which was approved by the Board of Regents at its May 2017 meeting. At its August 2019 meeting the Regents approved an updated version of the policy revised to reflect changes in the law. The policy is overseen by the university's Title IX Coordinator. The Coordinator also conducts the training. The updated policy is included as Section 4.11 of the *Faculty Handbook 2018*, a copy of which can be found in a binder in the workroom.

The second part is also a university-wide policy. The "Morgan State University Nondiscrimination Policy was approved by the Board of Regents at its November 2014 meeting. The policy is included as Section 4.10 of the *Faculty Handbook 2018*, a copy of which can be found in a binder in the workroom.

The third piece is a corollary to the policy governing gender and sexual-based harassment and violence and the policy on nondiscrimination. The university's Title IX Coordinator provided language to all the academic units for use in syllabi. That language is a required part of every SGJC syllabus. A copy of that language is included in SGJC's *Operational Policies and Procedures Manual*, a copy of which can be found in a binder in the workroom.

Fourthly, students who have, or believe they have, physical disabilities, challenges in learning, etc., are encouraged to go to the Office of Student Disability Services to have those disabilities or challenges documented and a plan for appropriate accommodations established. With a plan in place, the student is then able to take that to all his/her instructors for inclusion in a learning plan for their courses. Language concerning special accommodations is required in every SGJC syllabus. A copy of that language is included in SGJC's *Operational Policies and Procedures Manual*, a copy of which can be found in a binder in the workroom.

Finally, to reinforce the importance of cultural diversity and inclusiveness, all SGJC syllabi are required to include the SGJC "Statement on Cultural Diversity and Inclusiveness." That language is included in SGJC's *Operational Policies and Procedures Manual*, a copy of which can be found in a binder in the workroom. The fuller version of SGJC's "Statement on Diversity and Inclusiveness" is found beginning on page 56 of the digital file that contains the supporting materials for this self-study.

#6   Describe the unit's efforts to 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.

Recruitment had not played a significant role in the SGJC's early days. Efforts had to be more focused on building solid curricula and attracting a top-notch faculty balanced between professionals and academics. Once these pieces were in place and we knew we had a good product, efforts turned to recruiting students.

In 2013, the Department of Communication Studies had students spread across eight degree programs in five majors with 19 concentrations. Now there are just three degree programs; one in each department. At the time of SGJC's creation, we predicted that we would lose majors before the numbers would stabilize and begin to increase. This prediction was based on three things. First, we discontinued the Speech Communication major, which had been experiencing significant declines in enrollment in the previous several years. Secondly, at the request of its director and with SGJC's approval, the Screenwriting and Animation major was returned to its original home in the Department of English and Language Arts.

The third and most significant reason for our prediction was the combination of graduations from the old programs and the institution of much more rigorous curricula than had been the case with Communication Studies, which had been perceived as an "easy" major and had become a place where sometimes marginal students landed.

These predictions took some years to manifest themselves but SGJC eventually experienced a decline of 101 majors. The numbers began to rise almost immediately after the new curricula were completely in effect. We believe one reason for this is that SGJC began attracting students who were really dedicated to their chosen majors; students who actually wanted to be SGJC majors. From its low point of 380 undergraduate majors in 2017, the number of majors has risen to 414.

MSU has coordinated efforts to increase its enrollment and to raise retention and graduation rates with the Division of Enrollment Management and Student Success (EMASS), which is headed by a vice president. All academic units are expected to be supportive and to be active participants in these efforts which have several parts.

The Office of Undergraduate Admissions and Recruitment, the part of EMASS that handles MSU's recruitment efforts, does many of the things that most admissions offices do. It goes to college fairs. It places ads in targeted media outlets. It publishes a variety of material promoting the university and its academic programs. It has begun expanding its efforts which, while they are not unique, are showing promise. MSU has hired an admissions officer who is based in Chicago and who will coordinate recruitment in an area that has become an important target market. It has also hired an admissions officer who is fluent in Spanish to aid in recruiting Latino students. And finally, it is staffing up to be able to assign admissions officers to work directly with the academic units.

In addition to the university-driven recruitment efforts, SGJC has relationships with several regional school systems. SGJC created a High School Media Week, inviting students from Baltimore City, Baltimore County, Prince George's County and Washington D.C. to spend a day being introduced to our programs, meeting or faculty and students and having hands-on experiences in the school's labs and WEAA-FM, the university's NPR-affiliate radio station.

SGJC has created a summer reporting program through Baltimore City's Department of Recreation and Parks in which SGJC students and faculty work with city teens to produce a series of stories. The city teens learn how to shoot and edit content and learn the journalism writing skills to go along with that content.

SGJC also has a recently established partnership with Coolidge Senior High School in Washington, D.C.; a school which has a journalism/media program. There is also a partnership with Baltimore's City Neighbors High School. More specific information about these partnerships may be found in Standard #8 – Professional and Public Service. In addition, we have expanded our efforts to include schools in Palm Beach County, Florida.

While it's not easy to be certain that one particular effort is having an impact on the numbers of SGJC's majors, the numbers are rising. We believe that by continuing to work with EMASS and by continuing our current efforts and expanding them, numbers will continue to rise. We also believe that the quality of our curricula and the rising reputation of SGJC's journalism, production and strategic communication programs will have a positive impact on those numbers.

As already mentioned, MSU's efforts to recruit students is complemented by its comprehensive efforts to retain its students and see them through to graduation in increased numbers. As with recruitment, all academic units are expected to support and actively participate in the EMASS efforts to raise retention and graduation rates.

Like Admissions, the Office of Student Success and Retention is under EMASS. The office oversees three initiatives. The first is the "50 by 25 Initiative" the goal of which is to raise MSU's six-year graduation rate to 50 percent by the year 2025. This effort, supported in part by a grant from the Lumina Foundation, uses a combination of predictive analytics,

structured freshman advising, and early interventions for students who seem to be losing their ways and systematic tracking of undergraduate student progress. These efforts are made possible by using EAB's data analytics and through Starfish and Degree Works. These last two are described in greater detail under Standard #6 – Student Services.

"50 by 25" also includes an effort called Beyond Financial Aid (BFA), which aims to assist students with life issues beyond paying for their educations that often create obstacles to successful completion and graduation. These obstacles include, but are not limited to food and housing insecurity, lack of reliable transportation to and from school, the need for veteran or disability services, etc. BFA has a page on the Morgan website and provides information about services available to students both on and off campus.

The second EMASS retention program is the UNCF Career Paths Initiative (CPI). Supported by a grant from the United Negro College Fund, the CPI is designed to provide quality career guidance, to connect students to experiential learning and career opportunities, to manage MSU/workforce/community relationships and track students involved in internships and experiential learning. CPI operates the Career Closet where students can get donated professional attire for job interviews, visits to job fairs, etc. There is no charge to the students for anything they get at the Career Closet.

The third piece to the EMASS effort is the Second Year Experience (SYE). This is designed to enhance the first-to-second-year retention rates by making possible a wide range of experiences that have included job shadowing, field trips, internships, study abroad opportunities and more. These experiences enable students to gain confidence and acquire the kinds of soft skills that employers look for as they are considering potential employees. The introduction to SYE happens when students are freshmen taking the required one-credit Orientation class. Like Beyond Financial Aid, SYE has a page on the MSU website which describes the program in detail, including some past experiences students have had.

SGJC's hands-on academic and career advising process is having a positive effect on retention. In addition, the performance centers associated with the departments gives students direct practical experiences that build upon their classroom experiences. Student media plays a role in the retention of students. Opportunities to travel abroad encourage students to do their best as do our Social Justice Project partnerships. All of these efforts are described in more detail elsewhere in this self-study.

#7   Units in which admission is selective or varies from general university admission requirements should describe considerations given to efforts of selective requirements on minority enrollment.

SGJC does not have additional admission requirements to its majors beyond those the university uses to admit students.

#8   Assess the unit's effectiveness in retaining minority students from first enrollment through graduation. Describe any special program developed by and/or used by the unit in retention of minority students. Note the role of advising in this process.

There are three components to SGJC efforts to keep students and see them through to graduation. These are retention, advising and career counseling.

The SGJC has a retention coordinator assigned to it from the Office of Student Success and Retention, which is part of the Division of Enrollment Management and Student Success. The retention coordinator is responsible for advising freshmen and students on academic probation to ensure they have the tools to get and remain on track to graduation. It is only when students achieve a grade point average of at least a 2.0 and have earned 24 credits that they are assigned advisors in the SGJC. Typically, our sophomores and juniors are advised by our Academic and Career Advising Coordinator. Seniors are advised by their department chairs. Department chairs do academic progress audits on all their majors to ensure that they remain on track.

SGJC's normal processes were upended at the end of spring 2018, when the Academic and Career Advising Coordinator left to pursue a PhD and advising responsibilities for sophomores and juniors returned to the departments. A search to hire a replacement was launched but took longer than expected. The first candidate to whom an offer was made was unable to accept the position because of the salary. A person was hired in early summer of 2019 and normal processes are back on track. Beginning with the advising period leading into registration for the winter session of 2020 and for spring semester 2020, the Academic and Career Advising Coordinator is once again advising sophomores and juniors.

Though the regular faculty do not have formal responsibility for academic advising anymore, they are still required to take the Advising 101 and Advising 201 workshops run by the Division of Enrollment Management and Student Success. They are also required to be fully conversant with SGJC's curricula, so they can answer student questions. All SGJC's full-time faculty received the curriculum documents as part of an SGJC faculty guidebook that also contains SGJC's Operational Policies and Procedures Manual and various important university policies. Finally, Starfish and Degree Works are crucial tools of the advising process. Their use in SGJC's advising and as a means of communicating curricular requirements is described in Standard #6 – Student Services.

The third formal piece of this is the career counselor assigned to SGJC as part of the UNCF Career Pathways Initiative. The career counselor works with students on résumés, cover letters, interviewing techniques and more. In addition, she conducts workshops, both for SGJC classes and for groups of students. The career counselor keeps files on job openings, interview opportunities and more. As mentioned in the response to Standard #2, Question #6, the career counselor also actively solicits internship opportunities.

To facilitate smooth operation of SGJC's retention, academic advising and career counseling operations, the three functions are housed in the Student Services Suite on the second floor of SGJC's building. Bulletin boards both inside and just outside the suite provide convenient places to post job or internship opportunities as well as flyers for upcoming workshops or other events.

As is illustrated in the charts found at the end of the narrative for Standard #6 – Student Services, SGJC's retention rate for the most recently completed academic year stands at 76%, which is the same retention rate as for the university. Of SGJC's 2013-2019 cohort, its first full cohort, 50% graduated. The university's graduation rate for that cohort was 43%. So far, in its second cohort, for 2014-2020, some 51% of our students have already graduated in five years.

#9   Describe the unit's efforts to recruit women and minority faculty and professional staff (as enumerated in Table 7, Full-Time Faculty Recruitment).

SGJC is committed to recruiting and retaining a diverse faculty and staff. The dean has mandated that all job searches produce a diverse pool of applicants. For Morgan State University, the matter of diversity plays out differently than it might for non-HBCUs. The institutional racism that enforced segregated systems of higher education meant that HBCUs were not just about the only option for African American students, it meant that they were among the few options for African American faculty. HBCUs generally have little trouble attracting African American candidates for their hiring pools. But they often experience problems attracting candidates who are not African American.

The budget for advertising faculty vacancies is housed in the office of the provost. It is not a large budget. All faculty and staff vacancies are posted on MSU's Office of Human Resources webpage. Human Resources also lists faculty vacancies in *The Chronicle for Higher Education* as part of the recruitment process. Any additional advertisements or job listings are the financial responsibility of the unit that is recruiting candidates.

SGJC uses the services of various professional and academic organizations of which its faculty are members. In addition to the university's website, postings for faculty and staff openings are disseminated to professional and media organizations, including the National Communication Association, the Eastern Communication Association, Society for Professional Journalists, the Online News Association, the Association for Education in Journalism and Mass Communication and the Public Relations Society of America, media affinity organizations such as the National Association of Black Journalists and the National Association of Hispanic Journalists, as well as the various collegiate and professional listservs.

Recruitment efforts also have included booths at the job fairs at the national conferences of some of these organizations. In addition, SGJC faculty use their professional and academic contacts to alert people to our vacancies. Social media postings have been used as well to aid our recruitment efforts.

As can be seen from Table 7 – Full Time Faculty Recruitment, we have been successful in our efforts to attract a diverse candidate pool for our tenure track faculty openings. In the past three academic years, we have undertaken seven searches.

These openings generated applications from 71 individual candidates of whom 40 were women. That is more than half of the applicants. Eleven of those women were interviewed. An offer was made to one of them and was accepted.

If in terms of faculty searches, the definition of minority is that generally accepted by the broader community, then SGJC would be deemed as having been successful in attracting excellent minority and international candidates. Of the 71 applicants, at least 32 (or nearly half) were likely to have been minority candidates. It should be emphasized that as an agency of the State of Maryland, we are prohibited from inquiring about the race or ethnicity of applicants for any open position. Unless a candidate is actually interviewed, there can be no certainty of those characteristics. We can be certain, however, that 12 minority candidates were interviewed for four openings. Offers were made to four minority candidates who accepted those offers.

In addition to female and minority candidates, 14 applicants were citizens of nations other than the United States. One of those candidates was interviewed. He was made an offer, which he accepted.

#10 Describe the unit's efforts to provide an environment that supports the retention, progress and success of women and minority faculty and professional staff.

In SGJC we have been very successful in having those who have applied for tenure and/or promotion reach their goals. In only one instance has the dean not recommended approval of an application and that faculty member was approved upon reapplication in the following academic year. This success has been among both white faculty (decidedly in the minority among SGJC faculty) and female faculty.

Prior to the start of the SGJC in 2013, there were six associate professors with tenure – four men and two women. One of the men has left the university and one of the women accepted an appointment working on a special project for MSU's president. Of the three remaining men, all have since been promoted to full professor. The one remaining female pre-SGJC associate professor has so far not chosen to apply for promotion.

Since the opening of the school, three assistant professors have applied for tenure and promotion. All three, a man and two women, were successful. Of those, the male is no longer with SGJC and one of the women retired. In addition, two women who were appointed as associate professors upon their hiring have earned tenure.

It should be noted that at MSU, there is an automatic assumption that an assistant professor applying for tenure is simultaneously applying for promotion to associate professor. Someone hired as an associate professor is unlikely to earn both tenure and promotion to full professor in the same cycle.

Under the earlier tenure and promotion policy to which all but two of our tenure track faculty are subject, a tenure track faculty member undergoes a review to determine if they will receive a second three-year contract which would take them through their complete tenure/promotion process. Three SGJC faculty have been through such reviews. All three were women and all three were successful.

In the current cycle, only one faculty member is going through the tenure process. He is an associate professor who has applied for tenure. At the time of this self-study, his dossier is with the SGJC schoolwide Tenure and Promotion Committee. A final decision on his application is not expected before late in the coming spring semester.

At present, SGJC has five full professors – all male. There are five associate professors of whom three are women and two are men. There are also three assistant professors on the tenure track of whom two are women and one is a man. As has been noted elsewhere, there are two tenure track searches currently under way. Budgetary constraints have delayed the posting of the two additional tenure track slots we have requested.

Female representation in key positions is strong in the school. The Assistant Dean for Programs, who also chairs one of the SGJC's departments, is female. The school's Director of Instruction, the station manager of the university's NPR-affiliated radio station, which runs under the aegis of the school and the directors of the Digital Newsroom and The Strategy Shop (the performance centers for the departments of Multimedia and Journalism and Strategic Communication respectively) are women. SGJC's Retention Coordinator, its Academic and Career Advising Coordinator and its Career Counselor are all women.

Further, faculty are given, and must acknowledge receipt of, a copy of the university's updated Gender and Sexual-Based Harassment and Violence Policy which was approved by the Morgan State University Board of Regents at its meeting on August 6, 2019. The university also requires all administrators, faculty and staff to attend Morgan Cares More, a two-hour, interactive, annual workshop designed to serve as a refresher on core customer service principles, internally and externally.

#11   If the unit hires adjunct or part-time faculty members, describe the unit's effort to hire minority and female professionals into these positions (as enumerated in Table 8, Part-Time/Adjunct Faculty Recruitment) and list those who are minority and female professionals.

SGJC does not have a formal effort to recruit part-time faculty. The number of adjunct instructors varies from semester to semester. SGJC tends to use relatively few part-time faculty members since nearly all our classes are taught by the full-time faculty. Adjunct hires are activated more often by urgency (faculty illness, higher than usual course demand, etc.) than by design, except for very specialized courses that may require specific expertise (e.g. Weather and Reporting). Hiring on short notice may impact availability and the ability to spend more time seeking a more diverse pool of applicants can be compromised.

The advantage for the SGJC, however, is its proximity to professionals in the D.C.-Maryland-Northern Virginia market, as well as the immediate Baltimore area, which offers a diverse pool of potential hires.

When a faculty member was recently diagnosed with cancer after the fall 2018 semester had started, for example, the professor who took over his sports reporting course was able to bring in a series of professional sports writers as visiting lecturers and evaluators of final student projects. The same professor's editing classes were filled by the Muslim-American editor of The Muslim Link Newspaper.

In spring 2019, we had only three adjuncts – one was a longtime adjunct who is a professional journalist and another was a three-time Emmy Award-winning broadcast journalist. The third was a member of the staff of our Digital Media Center who taught an evening class separate from his SGJC "day job." In the fall semester, these three were joined by two other adjunct faculty, both of whom had previous connections with SGJC.

Whether we need professionals as part-time instructors in any given semester depends on the elective courses we offer. Over the years we have had both African American and white female adjuncts. A television meteorologist who taught the Weather and Reporting class and sometimes the Deadline Reporting class (which she was instrumental in creating) is an African American woman who was on WBAL-TV. A white female professional writer taught some of our writing classes.

A white male who had headed up the digital media operation for Gannett and later held a similar position for The Newseum taught a course for us in fall 2018, after serving several semesters as a Capstone evaluator, and bringing in some of his staff as evaluators, for capstone projects in at least two of the school's three departments. He also taught two Master Class series that were open to undergraduate and graduate students. One series focused on interactive media – including virtual and augmented reality, while the other focused on science writing and reporting. The latter forum was held at the American Association for the Advancement of Science in Washington, D.C.

#12   Provide examples of professionals, visiting professors and other guest speakers invited or sponsored by the unit during the past three years whose background or expertise served to introduce students to diverse perspectives. (Five examples a year are sufficient, and those examples should include the name, title, subject area/expertise, race, gender of speakers to provide context. The unit has the option of providing a complete list in a separate digital file.)

Though guest speakers, master class instructors and the like do represent a demographically and professionally diverse group of people, among the considerations that can impact choices is the desire that our students see highly successful professionals who look like them.

2018-2019 Academic Year

- Cimafunk (Afro-Cuban male) & Nyota (South African female)
  Cimafunk and Nyota are internationally recognized artists. During their visit to campus, Cimafunk was a guest on Robert Shahid's "Master Class" program which airs on WEAA and had a live SGJC audience for the interview. Both artists then held jam sessions for live audiences in the BEAR-TV studio.

- Mitch Gelman (white male)
  Gelman presented master classes in interactive media for students SGJC. Gelman is a Pulitzer Prize winning journalist and a leader in developing and implementing innovative uses of emerging technology for storytelling and documentaries.

- Jessica Luther (white female)
  Luther presented a guest lecture on crisis communication and organizational behavior specifically in the context of her book, *Unsportsmanlike Conduct: College Football and the Politics of Rape*. Her work has appeared in *Sports Illustrated, VICE Sports, The Huffington Post* and *Deadspin,*

- Randall Pinkston (black male)
  Pinkston's master class, "Follow the Money: Master Classes in Financial Reporting," covered the importance of financial journalism and where it can lead. Pinkston is a broadcast journalist and a winner of an Edward R. Murrow Award and three Emmy Awards.

- David Wainwright (black male)
  Wainwright taught a master class entitled, "Principles and Techniques of Location Sound Recording." He is an audio engineer who has won eight Emmy Awards for his work.

2017-2018 Academic Year

➤ John Kantara (Afro-German male)
During a weeklong residency, Kantara gave a series of programs, class visits and interviews along with a screening of his film *And We Were Germans* about Afro-German Hans Massaquoi, who survived Nazi Germany, came to the U.S. and eventually became the editor of *Ebony* magazine. Kantara is a documentary filmmaker and educator in Germany.

➤ Aaron Henkin and Wendel Patrick (white males)
Henkin and Patrick produce "Out of the Blocks," a radio/podcast series that runs on WYPR-FM, a Baltimore NPR affiliate. Henkin and Patrick choose a city block and interview as many people as they can. The interviews are set to music composed by Patrick. The series has won an Edward R. Murrow Award.

➤ Anzio Williams (black male)
Williams spoke to a meeting of the MSU chapter of the National Association of Black Journalists and sat in on the production of a BEAR-TV newscast. Williams is vice president for news at WCAU-TV and WWSI-TV in Philadelphia.

➤ Jemele Hill (black female)
Hill was a guest speaker in the Sports Reporting and Writing class. She is a longtime sports journalist who worked on several ESPN programs, including most recently "The Undefeated." She is currently a staff writer for *The Atlantic*.

➤ Kelli Johnson (white female)
Johnson was a guest speaker in the Sports Reporting and Writing class. She is a sports journalist who has worked in several media markets, including time with Comcast SportsNet Mid-Atlantic.

2016-2017 Academic Year

➤ Stacia Brown (black female)
Brown was the producer of "The Rise of Charm City," a radio podcast that aired on WEAA-FM. She spoke to the Baltimore Reporting Project class in connection with the class's reporting project on gentrification.

➤ Richard Jones (black male)
Jones is an Associate Editor and Director of the *New York Times* Institute. He spoke to students about what employers are really looking for in potential employees.

➢ Alicia Shepard (white female)
A journalist and media writer, Shepard was also ombudsman for NPR. In the wake of the Jemele Hill controversy, she spoke about journalists and their ability to express personal opinions.

➢ Adam Marton (white male)
Marton is senior editor of interactive design for the Baltimore *Sun*. During his visit with the Writing for Interactive Media class, he spoke about the unique skills needed for working in an interactive media environment.

➢ David Norloff (white male)
Norloff is an Assistant Teaching Professor at Penn State University. He spoke to the Introduction to Multiplatform Production classes about Apple computing, Google, cloud computing and intellectual property on the Web.

Standard #4
Full & Part-Time
Faculty

Standard #4 – Full- and Part-Time Faculty

The curriculum vitae of all full time and contractual faculty as well as the résumés of part time faculty for fall 2019 will be available in both digital and hard copy in the workroom. Print copies of faculty tenure and promotion records will also be available in the workroom.

Executive Summary

The School of Global Journalism & Communication developed from a relatively small department with a small faculty housed in the College of Liberal Arts. As its own school, SGJC has grown to 21 full-time faculty, most of whom are tenured or tenure track. We have advertised openings for two additional slots, which would bring the number of Full-Time faculty to 23. One slot is for a tenure track Assistant/Associate Professor in the Department of Strategic Communication while the other is for an Associate/Full Professor who would teach exclusively in MA program in Journalism.

SGJC benefits from its location in the Baltimore/Washington metropolitan region in several ways. First, it has given SGJC access to accomplished journalists, media production experts and strategic communications practitioners. These professionals not only provide expertise and contacts for special projects, they comprise a rich pool of talent upon whom SGJC can draw for its adjunct faculty and as guest speakers. An added value is the access to internships and other types of hands-on experiences that, while not the subject of this standard, nevertheless are important to the educations (and eventual employment) of SGJC's students.

Question #1 – Describe faculty balance in terms of degrees, professional experience, gender, race and rank.

The School of Global Journalism & Communication strives to achieve a balance in the composition of its faculty. There are at present 21 people with faculty rank in SGJC. Of these faculty members 12, or 57 percent, have terminal degrees. In addition to the Ph.D., terminal degrees include the J.D. and the M.F.A. The remaining 11, or 43 percent, have non-terminal degrees. These latter include four faculty who have only bachelor's degrees. It should be noted, however, that those four brought with them a combined total of 109 years of professional experience to SGJC. Some 19 different colleges and universities are listed as those from which SGJC faculty earned their highest degrees.

Prior to the start of the 2017-2018 academic year, the faculty were equally divided between those with professional experience (45 percent) and those with traditional academic experience (45 percent). In addition, 10 percent of the faculty had significant experience as both professionals and academics. Since then, those numbers have shifted. Faculty coming from a primarily professional background now represent 57 percent of SGJC faculty. The percentage of those who are traditional academics has declined to 24 percent of the School. That decline is offset by an increase among those faculty who have significant background and experience in both the profession and in the academy; a figure which is now at 19 percent of SGJC's full-time faculty

When SGJC was still the Department of Communication Studies under the College of Liberal Arts, the bulk of the faculty were traditional academics and largely male. The balance we now have was achieved through strategic hires for empty tenure track faculty lines and by obtaining additional tenure track faculty lines. In addition, strategic hires of non-tenure track lecturers aided in achieving this balance.

The faculty of SGJC is also roughly balanced between men and women. Men comprise 57 percent of the faculty and women comprise 43 percent. Like the balance of professionals and academics, this was at least partly achieved by strategic hires.

By race and ethnicity, the current faculty composition is 90 percent black, 5 percent white and 5 percent Asian. Two members of the current faculty (or 9.5 percent) were born outside the United States. One is a naturalized U.S. citizen. The other is not.

SGJC usually has a good distribution of tenured, tenure track and non-tenure track faculty. Recent losses of tenure track faculty have required the hiring of full-time lecturers while searches are underway. At present there are 48 percent tenured faculty, 19 percent tenure track faculty and 33 percent non-tenure track faculty. The breakdown by rank is as follows: 24 percent full professors, 28 percent associate professors, 14 percent assistant professors, 10 percent professors of practice and 24 percent non-tenure track contractual lecturers.

SGCJ Partnerships with Other Universities

In order to expose our students to faculty of a greater variety of race and backgrounds, SGJC has entered into three important partnerships with other universities. We have a once-a-year weeklong faculty exchange with the School of Communications at Brigham Young University. This exchange involves one of our faculty visiting Brigham Young for a week to teach classes, meet with students and faculty and participate in a variety of activities. That visit is reciprocated when a faculty member from BYU visits Morgan.

We also have an ongoing partnership with the Reed College of Media at West Virginia. This partnership, which takes the form of the **Social Justice Reporting Project**, brings together students from an urban and largely black university and from a rural and largely white university to examine topics of importance to both groups. The first project was called "Bridging Selma." Faculty and students from both schools traveled to Selma, Alabama during the 50th anniversary year of the incidents at Selma's Edmund Pettus Bridge. The focus was to see what had changed or not changed in those 50 years. "Bridging Selma" won Society of Professional Journalists Region 4 Mark of Excellence Award in the category of Best Use of Multimedia. The link to the "Bridging Selma" website is: http://bridgingselma.com/

The Project's second investigation focused on food insecurity. Titled "Broken Plate," this project looked specifically at food deserts in urban Baltimore and rural West Virginia. When they began their research, students from both universities could not believe that food insecurity was a problem in the other place. By the time the project ended, students had learned a great deal. "Broken Plate" took second place in the Website from Multiple Class/Institution in the Best of Digital Competition sponsored by AEJMC's Communication Technology and Visual Communication Division. The link to the "Broken Plate" website is http://www.brokenplate.net.

A third project analyzed 2018 midterm voting patterns.

For the Social Justice Reporting Project's fourth project MSU and WVU were joined by Brigham Young University. Funded in part by a grant from the Annie E. Casey Foundation, this latest effort focuses on the impact of opioid addiction, treatment and criminal justice practices on families. We are at mid-project at this point.

Our third partnership is with the College of Communications at Penn State. This partnership has included weeklong faculty exchanges. In this set of faculty exchanges, one semester (typically spring semester) is an exchange of journalism faculty. The other semester (typically fall semester) alternates between faculties in departments of production and strategic communication. This exchange with Penn State has also involved faculty and students in reporting projects. The first was a cooperative class in international reporting that one semester took students from both institutions to Greece to report on issues like the

refugee crisis. The second reporting effort looked at the issue of gentrification and the implications that has on the people living in neighborhoods being gentrified.

SGJC is currently exploring the idea of semester-long faculty exchanges which would send an SGJC faculty member to Brigham Young and/or Penn State and bring one of their faculty to Morgan. In addition, SGJC and BYU are looking at student exchanges that could take the form of a summer institute at one or both universities. These explorations are only in their earliest stages.

The school was also a prime mover in the development of the university's Memorandum of Understanding with the University of Havana. That relationship has already produced a documentary on the relationship between the schools' U.S. and Cuban students. SGJC and the communications school in Havana are developing plans to expand their participation in reporting projects and faculty exchanges.

Adjunct Faculty

Each semester, SGJC uses a varying number of adjunct faculty who teach a variety of classes that can range from the basic writing course to specialized upper level courses geared specifically to SGJC's majors and a service course open to the general university population as a general education option. The number of such instructors can vary widely from the 12 instructors teaching 19 sections of 12 distinct classes in the fall semester of 2015 to the five instructors teaching one section of eight distinct classes in the spring semester of 2019.

Demographically these adjunct instructors have ranged in gender diversity from a 50/50 male to female split in fall 2015 to a 60/40 male to female split in spring 2017 to 100 percent male in fall of 2019. Racially, the adjunct instructors have been largely black. And while a few of the adjuncts have been traditional academics, many have also been professionals with long years of experience in the field. Examples of the latter include a former *Washington Post* reporter, a nationally acclaimed documentary filmmaker and a former WBAL-TV Channel 11 meteorologist who taught the Weather and Reporting class.

Distinguished Artists-in-Residence

The final component of SGJC's faculty includes our Distinguished Artists-in-Residence. We have had two so far. Documentary filmmaker and MacArthur Foundation "genius" grant recipient Stanley Nelson spent the spring and fall semesters of 2015 with SGJC teaching classes in making documentaries. Since that time, producer/actor/director Tim Reid has been teaching documentary classes and working with the students on film projects. The first one was entitled "What So Proudly We Hailed," which was a short documentary about the third stanza of "The Star-Spangled Banner." During one semester Reid's students recorded

and edited interviews with distinguished Morganites with long histories at the university. Subsequent projects included a short film about a young Baltimore man who fulfills his dream by becoming a pitcher for the Baltimore Orioles, and a moving and dramatic documentary about violence in Baltimore.

Question #2 – Describe how the unit selects full-Time and part-time faculty and instructional staff.

Selection of Full-Time Faculty – The method for selecting full-time tenure track faculty is described by university policy in the *Policies and Procedures on Appointment, Promotion and Tenure*, passed by the university's Board of Regents in November of 2017. This policy replaces that found in *The Faculty Handbook* of 2009. Although according to the published policy, to be hired on the tenure track, a potential faculty member must have a terminal degree, the policy also permits the chairperson of the department having a vacancy to develop specifications for the position in consultation with the Dean. What follows is a synopsis the process as described in the new policy.

Faculty searches begin at the department level and proceed as follows.

  ➢ When a faculty position becomes available, the department chair will develop, in consultation with the dean, the specifications for the position. These would include, but not necessarily be limited to the discipline or area of specialization, the academic degree level, the amount of teaching experience, departmental needs, research interests, etc.

  ➢ The department chair will appoint a search committee consisting of three to five faculty members equivalent or senior in rank to the position to be filled. If there aren't enough eligible faculty members in the department, faculty may be appointed from related fields. The department chair may serve as the chairperson of the search committee or may appoint a chair from among the members of the committee. If there is no department chair available, the dean will appoint the search committee chairperson.

  ➢ The search committee reviews all the application packets and determines which of the applicants will be interviewed by departmental faculty and other appropriate personnel based on the specifications developed for the position.

  ➢ After interviewing the candidates, the search committee recommends a maximum of three qualified candidates to the department chair, who will forward the committee's recommendations to the dean. The department chair also sends to the Dean his/her

own recommendations independent of the search committee's recommendation regardless of whether the department chair also served as chairperson of the search committee.

➢ The Dean reviews the recommendations of the search committee and the department chair, which are advisory. The dean may request the application packets of all persons who applied. The dean will forward his/her recommendation to the provost. This will include the CVs for all candidates who applied, the dean's recommendation for the order of preference, the recommendation of the department chair and the search committee's recommendation. During this process, the dean must verify the credentials of the recommended candidate.

➢ The provost makes a recommendation to the president after having verified the candidate's qualifications. The provost must also ensure that all required documentation is present.

➢ The president considers the provost's recommendation and makes a final decision regarding the appointment and notifies the appointee in writing.

*A copy of the complete **Policies and Procedures on Appointment, Promotion and Tenure** is included as Section 2.0 of the **Faculty Handbook – 2018**, which may be found in a binder in the workroom.*

Selection of Part-Time Faculty – The need for part-time (or adjunct) faculty varies from semester to semester. The department chairs have primary responsibility for recruiting and interviewing adjunct faculty based on their needs. Adjunct faculty are *sometimes* used to teach certain core courses (especially if sections of those courses must be added after the usual scheduling process has been completed). Often, however, adjunct faculty are assigned to teach certain upper level skills courses or specialized elective course offerings.

Because Morgan State University is part of the Baltimore/Washington media market, we can draw upon a wide variety of professionals in various areas. These have included seasoned journalists, videographers, producers, strategic communications practitioners and more. The associate dean for administration and the department chairs keep files on potential adjunct faculty who have expressed interest in teaching in SGJC or on those who have been recommended by faculty, administrators or staff.

Adjunct faculty are hired on a semester-by-semester basis. An adjunct faculty member usually teaches only one course per semester but may be offered individual contracts for as many as three. Although renewals are not automatic, some particularly successful and effective adjunct instructors return for multiple successive semesters.

No effort has been made to ensure a diverse pool of adjunct faculty, though because of the media market in which SGJC is located, the pool of potential adjunct faculty has proven very diverse. The actual racial and gender diversity among the adjunct faculty can vary from semester to semester based on the number of courses for which adjunct faculty may be needed. For SGJC, racial/ethnic background has ranged from 100 percent black in fall semester of 2019 to 75 percent black/25 percent white and 62 percent black/38 percent white in other semesters. Gender has ranged from 100 percent male in fall semester 2019 to 50 percent male/50 percent female and 64 percent male/35 percent female in other semesters.

Question #3 – Provide examples of published advertisements for faculty openings in the past six years (before the self-study year) that show required and preferred qualifications of candidates.

Examples of advertisements for faculty openings are found beginning on page 59 of the digital file that contains the supporting materials for this self-study.

Question #4 – Describe the unit's expectations of faculty members in teaching, research, creative and professional activity and service and its process for the award of tenure, promotion, reappointment and salary. Provide a print copy in the workroom or the Web link to relevant faculty handbook sections and any supplementary promotion and tenure criteria and procedures adopted by the unit.

Expectations – It is expected that tenured and tenure track faculty be active in all three components of academic life: teaching, research/creative activity and service. All three are regarded as equally valuable and creative activity is valued equally with traditional academic research.

Faculty at the rank of Professor of Practice and faculty who are Lecturers (i.e. full time but contractual) primarily focus their efforts on teaching and are not expected to engage in research or creative activity, though some have. While not required to perform service activities, most SGJC lecturers do serve on departmental and SGJC committees, assist with advising when necessary and volunteer to advise or to work with student groups.

Tenure and Promotion – Morgan State University's processes for considering a faculty member's application for tenure and/or promotion are clearly set by university policy. The university permits the academic units considerable latitude in establishing the criteria by which such applications will be judged. Most of the units tend to view teaching and service in similar fashions, it is the area of research/creative activity where the greatest differences occur. For example, many of the departments in the College of Liberal Arts have very traditionally academic views of what constitutes research/creative activity. Several of the

schools (SGJC, Architecture and Planning, Social Work and Community Health and Policy are good examples) have programs that are professionally oriented and tend to view research/creative activity through both academic and professional lenses.

All three departments in SGJC use teaching, research/creative activity and service in evaluating a faculty member's application for tenure and/or promotion. In the case of SGJC, each department was charged with determining its own criteria for how those three things would be scored and especially how research/creative activity would be viewed, reviewed and judged. Each department scores things a bit differently. The Department of Multimedia Journalism scores teaching at 40 percent, research/creative activity at 25 percent and service at 35 percent. The Department of Multiplatform Production and the Department of Strategic Communication both use 40 percent for teaching and 30 percent each for research/creative activity and service.

The specific criteria for each of SGJC's department may be found in a binder in the workroom.

Teaching – Because of SGJC's strong emphasis on teaching, this is regarded as the most important of the three areas to be considered. That is why it is scored at 40 percent by all three departments. The same general criteria are used by all three departments to evaluate teaching. These include, but are not necessarily limited to things such as:

> - student evaluations,
> - peer evaluations,
> - supervisory evaluations by the department chairs,
> - course syllabi and other teaching materials,
> - advising,
> - supervision of research and/or field experiences, and
> - curriculum development.

Research/Creative Activities – These play important roles not only in ensuring that SGJC faculty stay current in their fields of expertise, but also in ensuring that they are able to effectively share with other scholars and professionals the work they are doing. The faculty had been roughly divided half and half among professionally centered faculty and traditionally centered faculty. Some focus their research/creative activity solely on the academic and some only on the professional. Some, however, are working in both areas. All three directions are equally valued.

Though it would take too long here to specifically identify how each department views research/creative activity, some general observations can be made. Research/creative activity tends to fall into the following general categories:

- longer forms (e.g. books, documentaries, investigative reporting, development of strategic communications campaigns, etc.);

- shorter forms (e.g. book chapters; broadcast segments; articles in journals, newspapers and other places, etc.);

- edited volumes, editing a journal, editing a music or film production, etc.; and

- papers/panels presented at professional conferences or other venues.

Service – Service plays an important role in the professional lives of all SGJC faculty. Service is divided into three major categories as follows.

- Service to the Institution – Service may be to the department, to the school or to the university. This includes but is not necessarily limited to activities such as serving on departmental, SGJC and university-wide committees either as members or as committee chairs, serving as advisors to SGJC student organizations, etc.

- Service to the Profession – This includes but is not necessarily limited to activities such as organizing or chairing professional conferences, serving on editorial boards or as editors of journals, holding office in professional organizations, reviewing manuscripts for professional journals, organizing and/or moderating panels/programs at professional conferences, etc.

- Service to the Community – This includes but is not necessarily limited to activities such as engaging in community outreach projects; delivering talks or other presentations to community groups; serving as consultants; serving on local public boards and commissions; etc. Consideration is given to service that contributes to the social, political, cultural, environmental and economic needs of urban communities (particularly those of minority communities). In SGJC, it is expected that service to the community is focused on using one's academic and professional training and skills while rendering that service.

Tenure and Promotion – Until the Board of Regents passed the new appointment, promotion and tenure policy at its November 2017 meeting, the timeframes for tenure depended upon the rank to which the faculty member was initially appointed at the time of hire. For those coming into Morgan as assistant professors, the full-time frame was six years. For those coming into Morgan as associate professors, the full-time frame was three years. These time frames have changed with the new policy. More detail about these follows.

➢ **Assistant Professors** – For those faculty members appointed as tenure track assistant professors, there is an initial three-year term of which the first year is probationary. The faculty member may be terminated upon written notice by June 30 following the end of the first academic year.

By the third Monday in September of the third year, an assistant professor will submit an initial dossier for review by the departmental Tenure and Promotion Committee, which recommends whether the assistant professor should be offered a second three-year contract. The department chair reviews the committee's recommendation and makes a recommendation. SGJC's Tenure and Promotion Committee reviews the candidate's dossier, along with the recommendations of the departmental committee and the department chair, and makes a recommendation to the dean. The dean, in turn, reviews the recommendations of the committee and the chairperson and makes his/her recommendation to the provost. The provost reviews all the materials and the recommendations and makes a recommendation to the president. If the president approves, the assistant professor will be offered a contract for years four through six of the tenure period. If the assistant professor is not recommended for renewal, he/she must be notified in writing by the end of the third academic year of the initial three-year term.

If the assistant professor is offered a second three-year contract, he/she must submit a full tenure dossier by the third Monday in September of the sixth year of employment at the university. The candidate's dossier is reviewed using the same process described in the previous paragraph. If tenure is denied, the assistant professor is granted an additional, terminal one-year appointment, but barring exceptional circumstances shall receive no further consideration for tenure.

In another change from the previous policy, an assistant professor may elect to apply for tenure and promotion in years four or five and, if denied, may continue serving out the contract. That faculty member must, however, submit a dossier not later than the third Monday of September of year six.

During the tenure process, it is assumed that an assistant professor applying for tenure is also applying for promotion. Assistant professors are rarely granted tenure without also being granted promotion to associate professor. The president, at his/her discretion, may grant a deferral to a candidate for tenure who has made substantial progress toward meeting the requirements for tenure, but may not have quite got there. In such a case, the candidate must resubmit a dossier the following September according to the process described in a November 12, 2019 memo from the then Interim Provost.

Should the assistant professor elect to apply for tenure and promotion during the initial three‑year term that review is also considered a review on whether the candidate should be offered a contract for a second three-year term. If the assistant professor is denied tenure and promotion, but is still offered a second three‑year term, the assistant professor must apply again for tenure and promotion by the third Monday in September of the third year of that second three-year term. This is an important difference from the previous policy as described in the 2009 version of *The Faculty Handbook*.

➢ **Associate Professors and Professors** – Another important difference from the 2009 policy is how the tenure process works for those whose initial appointment at Morgan is as a tenure track associate professor or professor. Such faculty may receive initial appointments for periods of one to four years. Their contracts automatically expire at the end of that period unless they have been notified in writing that they have been granted tenure. To achieve tenure, the associate professor or professor must submit his/her dossier by the third Monday of September of the year immediately prior to the expiration of the appointment. If the initial appointment was for just one year, the application for tenure must be submitted by the third Monday of September of that first year. If the associate professor or professor is denied tenure, the final year of the contract becomes terminal. In the case of an associate professor seeking tenure, the granting of tenure does not necessarily mean promotion to full professor.

Though it is not stated in official policy, general practice has been that when a faculty member comes to Morgan as an assistant professor and applies for tenure and promotion to associate professor, the tenure and promotion committee may consider the faculty member's entire record when making its determination. Once a faculty member has achieved the rank of associate professor at Morgan, the application for promotion to full professor may include only accomplishments that have occurred since the promotion to associate professor.

In all cases of consideration for tenure and/or promotion, failure to submit all required materials by the deadline does not entitle the faculty member to be considered for tenure and/or promotion and employment ends at the conclusion of the contract.

As a final note concerning the tenure and promotion process, at the same meeting at which it passed the *Policies and Procedures on Appointment, Promotion and Tenure*, the Board of Regents also approved a related policy entitled, *Morgan State University Policy on Extension of Time for Tenure Review Due to Personal and Professional Circumstances*. This new policy allows a tenure track faculty member to "stop the tenure clock" because of things such as childbirth, adoption, personal illness or injury, care of ill or injured dependents or the death

of a spouse or other close family member. This was not possible under the previous policy. A copy of this new policy may be found as section 3.1.6 of *Faculty Handbook – 2018*, which is in a binder in the workroom.

NOTE: All new full-time faculty must attend a two-day New Faculty Orientation program which introduces them to Morgan State University, its policies and procedures and the variety of resources available to faculty. At these sessions they sign up for benefits, get the Bear Cards (MSU ID card), take care of parking and more. Among the presentations at recent New Faculty Orientations is one about the tenure and promotion process.

Non-Tenure Track Appointments – These fall into two categories; professors of practice and lecturers. Professors of practice come with extensive experience in the professional world and may not have what would normally be considered academic credentials. Their primary function is teaching. They are not expected to engage in scholarship. Initial appointments for professors of practice may range from one to five years and may be renewed.

Lecturers are contractual employees who teach on a year-to-year basis and their contracts are considered ended without notice at the conclusion of the fiscal year. Successful lecturers may be offered one-year contracts indefinitely. Though a lecturer who is not renewed does not have to be notified of their non-renewal, most departments extend that courtesy. Non-renewal is not necessarily indicative of the quality of that faculty member's instruction but may, in fact, be driven by other matters. For example, for the 2019-2020 academic year, SGJC has hired lecturers to teach classes while searches are underway for tenure track faculty.

Salaries – The salary range for tenure track faculty or full-time contractual positions are sometimes, though not always, included in the advertised job description. When a candidate is approved for hire, the candidate has some leeway in negotiating the final salary within the range advertised. Once the faculty member is hired, salary increases are governed by personnel policies of the State of Maryland. Though faculty do receive a small salary increase when they earn tenure and/or promotion and though merit raises are sometimes possible (if the funding is approved by the state), substantial increases in salary do not occur without a reclassification of the faculty member's position (e.g. from a faculty appointment of 9.5 months to an administrative one of 12 months).

This has raised the issue of salary compression. Because starting salaries have changed so much over the years and because the dean has been able to successfully make the case for newer hires coming from the professions where salaries are often higher than in the academy, those hired some years ago while SGJC was still the Department of Communication Studies under the College of Liberal Arts are earning sometimes much less than those more recently hired since we became a school. This has caused a certain amount of friction between some of the faculty and SGJC's administration – and at least possibly resentment about some of the salaries paid to newer faculty.

This is not a problem solely in SGJC, though, and the university has recognized that salary compression does exist at Morgan (as it does throughout the academy). The university undertook a salary compression study and hired an outside consultant to do the study to determine the extent of the compression and its severity. Though there is little the university can do without substantial increases in salary appropriations passed by the Maryland General Assembly, the results of the study may at least provide the university with the documentation it needs to make a case for those appropriations.

Salaries for adjunct faculty are based on a chart published by the provost's office. They are based on whether the course is undergraduate or graduate, whether the person has a terminal degree and the number of years of teaching experience that the person has. Because salaries for adjunct faculty are very low, the dean has often successfully made the case that years in the profession should be considered the equivalent to teaching experience when determining the salaries for SGJC's adjunct faculty.

Question #5 – Describe professional development programs, workshops in teaching or other methods used to stimulate and encourage effective teaching.

As a university of the State of Maryland, Morgan State University depends to a large extent on the funding given it by the General Assembly. The university's budget is strained by the fact that it has been historically underfunded. This financial constraint makes supporting faculty development efforts a challenge. Nevertheless, SGJC supports such efforts to the extent it can.

Travel Funds – The difficulties in funding are most starkly seen in the very small amount of money allocated to SGJC to be used to support faculty travel for conferences and other development opportunities. Some funding is available, and it is made to stretch as far as possible. Though we would like to support any faculty member who wishes to travel to attend conferences, we are able to provide limited funding for this purpose. In the current budget, the dean has given every full professor $1,500 for travel for research or to attend professional meetings.

Some additional travel money is available through a faculty development fund housed in the provost's office. These funds are most typically given to support the travel of tenure track faculty for purposes that advance their progress toward tenure.

In the first couple of years, what little travel funding was available was housed in the dean's office. In the last several years, with the dean's office and each department having budgets of their own, there is travel money in the dean's office and in each of the three departments. While the individual department chairs have discretion over how they choose to award travel funds, it is the dean's position that priority for travel supported from the dean's budget will be to support discipline specific work.

Technology Training – The technology staff of SGJC is available for group workshops or for one-on-one sessions to train faculty on the equipment, software, etc. In addition, for some types of equipment purchases SGJC has made, representatives of the vendor conducted training on the equipment purchased from that vendor. The university's Office of Information Technology offers faculty general training on Canvas. Related to teaching, faculty also receive training on Starfish, our student tracking and advising software and on Degree Works, our student records system.

Faculty Institute – At the beginning of each fall semester, the university holds Faculty Institute, a two-day series of intensive workshops and sessions focused on a specific theme. These sessions are mandatory for all full-time faculty. They provide opportunities to develop or enhance skills in areas that have included advising, teaching students who come from poor-performing school systems, developing a culture of teaching excellence and more.

Center for Excellence in Teaching and Learning – The Center for Excellence in Teaching and Learning (CETL) is a unit in the Division of Academic Affairs. The overall goal of CETL is to assist faculty, staff, and graduate teaching assistants (TAs) in creating innovative and active learning environments. Its mission is to promote best practices in teaching that celebrate diversity, equity, and inclusiveness and lead to student success. CETL's work is guided by the scholarship on teaching and learning that is in turn grounded in the research in the field of faculty educational development.

CETL offers a several workshop series on a variety of topics. These are open to any of the faculty who wish to register. In addition, CETL's director will come to individual departments or to College of Liberal Arts and the schools to offer special workshops or sessions designed around that unit's needs or interests. SGJC has taken advantage of this at the school level. SGJC's departments have as well. CETL's opportunities include orientations and training for new faculty and TAs, mini-workshops, faculty institutes and conferences, online resources, and classroom observations and consultations focused on formative assessment for continuous improvement of teaching and learning.

Director of Instruction – The Director of Instruction is a newly created position in SGJC. The director is a tenured associate professor who is well respected for her understanding of, and her ability to convey, best practices in teaching. She receives a two-course reduction and additional salary. The director provides faculty with training and resources on best practices in effective and innovative college-level pedagogy and course design, development and delivery methods. The director's responsibilities include, but are not limited to:

➢ collaborating with faculty and department chairs on quality improvement processes that enhance the design and planning of curricula, course delivery, learning environments, and faculty development;

- providing pedagogical and instructional design consultation and support services (e.g., teaching observations) to assist faculty in delivering effective instruction and foster active learning environments in all SGJC classrooms and laboratories;
- meeting individually with faculty to analyze classroom practices; assess teaching and learning needs at the course, department, and school levels; and share evidence-based approaches to course design, instruction, educational technology;
- working in partnership with SGJC leadership to implement quality assessment of instruction-related faculty development initiatives;
- surveying faculty for areas of interest in and need for professional development related to best practices in college-level instruction;
- organizing, planning and leading faculty development opportunities related to best practices in college-level instruction including workshops, retreats, brown bag series, guest speakers, and best pedagogical practices for online and blended learning environments; and
- developing special projects related to best practices in college-level instruction within the SGJC as assigned.

Faculty Development Workshop Series – Organized by the College of Liberal Arts and by each of the schools, these have taken the place of the spring faculty institute and occur in January before the beginning of spring semester. They allow the academic schools to tailor faculty development specifically to their own needs. Among other topics, SGJC has held spring workshops on techniques for teaching writing, infusing writing into classes in which writing is not typically a feature, finding resources for funding projects, concept mapping and the required reporting policies for cases of sexual harassment. In January 2019, the workshops focused on assessment and on active learning.

External Development Opportunities – Each year, SGJC asks the department chairs to nominate or select a faculty member to attend Teachapalooza at the Poynter Institute. Faculty who have attended have praised the program for what it has added to their teaching. Those who attend are required to share what they have learned at the SGJC faculty meeting at the start of the fall semester. They are also encouraged to work with anyone who wants to benefit from that that faculty member has learned.

For Teachapalooza 2019, each department funded attendance by one of its faculty. In addition, the dean provided funding for a second attendee from each department.

The school makes every effort to find funding to support any opportunities that faculty members may find on their own. Examples of such opportunities have included the Dow Jones Multimedia Training Academy and the Multimedia Bootcamp. We have also encouraged and supported efforts by faculty to obtain fellowships and other opportunities. For example, two faculty members received "Back in the Newsroom" fellowships from the International Center for Journalists.

Faculty Retreats – Each year after SGJC's final faculty meeting of the academic year, the three departments hold two- or three-day retreats to focus on needs specific to the departments. These are often held off-campus and at first the dean found funding for that to happen. More recently, with having their own budgets, the departments can fund these retreats on their own. By holding the retreats off-campus, the faculty are not distracted by the everyday business at the university and can accomplish goals that may not be possible to achieve at any other time of the year. Departments have worked on tasks such as developing common syllabi to be used for classes taught in multiple sections and developing the lists of skill sets to be taught in each of the practically centered classes.

Question #6 – Describe the normal workload for a full-time faculty member. Explain how workloads are determined. If some workloads are lighter or heavier than normal, explain how these variations are determined.

The normal teaching load for full-time faculty members is determined in part by whether a faculty member is tenured, tenure track or non-tenure track. Tenured faculty teach four courses each semester. The teaching loads for tenure track faculty are determined by when that person started at the University.

Tenure track faculty who began their careers at Morgan before the fall of 2015 are required to teach four courses per semester. Those who came in the fall of 2015, or later, are required to teach three courses per semester in their first year, after which they are assigned four courses per semester. This reduced load in the first year came at the directive of the then-new provost. That provost's aim was to at least begin a process by which all tenured and tenure track faculty can achieve the smaller class loads that enhance the opportunity to do the kinds of research and creative activities that lead to tenure and to promotion. Though that provost has left the university to be president of another institution, the practice of a first-year, reduced class load has continued under the interim provost and the newly appointed provost.

It should be noted that four/four loads are not uncommon at historically black colleges and universities (HBCUs), which have been historically chronically underfunded and understaffed and have often had a greater focus on teaching than on research.

All full-time, non-tenure track faculty (professors of practice and lecturers) are expected to teach four courses per semester. Neither of these classifications of faculty is expected to conduct research or engage in creative activities, though some do.

Some faculty are awarded reduced teaching loads in exchange for taking on various important assignments that directly contribute to the educational mission of the School of Global Journalism & Communication. For example, the directors of the Digital Newsroom,

BEAR-TV, The Strategy Shop, the advisor to *The Spokesman* and the advisor to *The Promethean* each receive a one-course reduction each semester. Department chairpersons receive a two-course reduction each semester.

If there is need, a full-time faculty member may choose to teach a one course overload. An overload is a separate contract from a regular full-time faculty contract. Overload contracts are actually paid from a separate budget code. Faculty may also choose to teach a course in winter session and/or summer session. Like overloads, these are separate contracts paid from a different funding source. Faculty who receive released time are not eligible to teach an overload.

Question #7 – Demonstrate that full-time tenured, tenure-track and fixed term faculty have taught the majority of core and required courses for the three years before the site visit. If full-time faculty have not taught and are not teaching the majority of core and required courses, the unit should explain how its staffing plan accomplishes the goal of reserving the primary responsibility for teaching to the full-time faculty.

Full-time faculty teach the majority of core and required classes in SGJC's three departments. The departments in meetings of their full-time faculty determine the skills and content to be taught in all core and required classes. They also design standard syllabi for all classes that are taught in multiple sections. For classes that cross department "boundaries" groups composed of faculty from each department establish skills and content and design syllabi. Syllabi for all courses are reviewed by the chairs of the respective departments. Copies of all syllabi are also housed in the office of the associate dean for administration and are reviewed for consistency.

Percentages of Core & Required Courses
Taught by Full-Time & Adjunct Faculty

Semester	Full Time	Adjunct
Fall 2016	79%	21%
Spring 2017	95%	5%
Fall 2017	92%	8%
Spring 2018	87%	13%
Fall 2018	88%	12%
Spring 2019	93%	7%
Fall 2019	96%	4%
*Spring 2020	100%	0%

* The percentages listed for spring semester 2019 are based on the academic schedule submitted by SGJC on the September 30, 2019 deadline. Any updates will be provided to the site team upon arrival.

Question #8 – Describe the unit's processes and criteria for evaluating the performance of full-time and part-time faculty and instructional staff. Provide course evaluation forms, peer review forms or other documents used in evaluations.

Evaluation of the faculty is important to SGJC. There are several means by which the faculty are evaluated.

Student Evaluations – Near the end of each semester, students have an opportunity to evaluate the faculty in whose classes they are enrolled. These evaluations are done electronically using an online portal called Searchlight. The Office of University Assessment notifies students via their Morgan email accounts that the evaluation portal is open. They periodically receive reminders throughout the time the portal is open and available to them. SGJC's academic and career advising coordinator and retention coordinator also send reminders to the students.

Faculty also are notified that the portal is open and are reminded to encourage their students to complete the evaluations. In addition, the dean's office reminds the faculty about the importance of these evaluations to the tenure, promotion and merit pay processes.

Too often, however, students do not complete these electronic evaluations, despite the frequent requests that they do so. The Office of University Assessment has been trying to find ways to convince more students that the evaluations are an important tool in ensuring a quality instructional environment. Its success has been limited. Students often complained that creating a Searchlight user account and then accessing Searchlight to complete evaluations was too difficult.

To encourage students to complete class evaluations, the Office of University Assessment has made accessing Searchlight easier. Students no longer must create a user account. Instead, the email each student receives includes a link to each class for which the student is registered. When the student completes a class evaluation, that particular link is not listed in any subsequent reminder emails. This continues until all class evaluations have been completed.

The department chairpersons can access the evaluations of those faculty in their departments. The dean and the associate dean for administration have access to the evaluations for all faculty in SGJC.

While student participation in the faculty evaluation process was much higher when the evaluations were done in the classroom using Scantron forms and pencils, the faculty did not see the results until months later. The electronic method of class evaluation allows faculty members to see their evaluations much earlier than they did with the paper and pencil method (i.e. shortly after the close of classes each semester and after all grades have been posted rather than sometime in the next semester following).

An example of a blank student class evaluation form is found in a binder in the workroom.

Performance Evaluations – Morgan State University does not have a formal, comprehensive faculty evaluation process beyond the student evaluation of classes. Tenure track faculty are evaluated at least once each academic year. These evaluations are important to the tenure and promotion process (just as student evaluations are important). In addition, evaluations of a faculty member's teaching are conducted during both the third-year review and the review for tenure and promotion.

Times for faculty evaluations tend to be scheduled for a day and time agreed by the evaluator and the faculty member to be evaluated. This is necessary because so many of SGJC's courses are performance-based. The evaluator must be sure that teaching is taking place that day rather than student presentations or other activities (such as out-of-classroom reporting assignments, etc.).

The faculty category of Professors of Practice is a new one created by the "Policies and Procedures for Appointment, Promotion and Tenure" passed by the Board of Regents at its November 2017 meeting. It does not specify a method for evaluating this faculty category. The policy document also describes contractual and part time faculty as categories as well but does not specify how they are to be evaluated.

MSU is not among the colleges and universities that have a post-tenure review process. Once faculty members have earned tenure, there is no mechanism for teaching evaluations. Discussions are underway for establishing a policy on post-tenure review. As can be imagined, even the discussion of such a policy is fraught with problems.

At its August 2019 meeting, the university's Board of Regents approved a long-discussed policy focused on the appointment and evaluation of department chairperson. Because this policy is just new, academic units across campus are only now looking at how such evaluations will be implemented.

An example of the form used for faculty performance evaluations may be found in a binder in the workroom.

Supervisory Evaluations – A faculty member who may be experiencing challenges in the classroom may receive supervisory evaluations of their classroom teaching. Supervisory evaluations may occur at the discretion of the department chairperson or the dean and may occur without warning. They may also occur at the request of the faculty member. This type of evaluation allows administration to identify a potential issue and ensure that the faculty member receives mentorship or development opportunities to address it.

Supervisory evaluations may be augmented by a less "threatening" non-official evaluation by SGJC's Director of Instruction. Following the class observation, the Director and the faculty member meet and talk about methods to address any problem areas that may have been observed. This method has been proving successful.

Individual Annual Reports – All full-time faculty, whether they are tenured, tenure track or contractual, are required to file an Individual Annual Report. These are typically due at the end of April and cover a period of April 1 to March 31. Once done on paper, they are now filed electronically through the Searchlight portal. Faculty receive notification from the Office of University Assessment when the portal is open, and they receive periodic reminders about completing their Annual Reports. Searchlight allows a faculty member to open the portal as often as necessary thus permitting them to complete their reports gradually.

The Annual Report contains information about classes taught, the numbers of students in those classes, the numbers of advisees, etc. It also includes information about publications, presentations, conferences attended, service activities and more. The department chairs have access to the annual reports of all the faculty in their departments and use those reports to assemble their departmental annual report.

The dean and the associate dean for administration have access to the individual annual reports of all the faculty of the school and to the departments' annual reports. These are used to create the school's annual report.

A copy of a blank Individual Annual Report form is found in a binder in the work room.

Copies of individual and departmental annual reports for three years are available in binders in the workroom.

As a new academic unit, SGJC was excused from filing a schoolwide annual report for 2014-2015, though SGJC did submit highlights of its accomplishments in that year. SGJC's Annual Reports for the four subsequent years are available in binders in the workroom.

Question #9 – List achievements in teaching in the past six years: awards or citations for high-quality teaching; grants or other support for development of curriculum or courses; publications and papers on teaching, etc.

Only in its sixth year, SGJC has not had time to accumulate awards or citations that recognize high quality teaching. SGJC has, however, received several major grants that are designed to add to the quality of the curriculum and to the effectiveness with which the curriculum can be delivered.

- ➢ **Knight Foundation** – A $100,000 grant from the Knight Foundation has helped with the development of MMJN 422 – The Baltimore Reporting Project course. The grant is funding efforts by the students in this course to address audience/stakeholder identification and engagement and the development of tools to reach them. The impetus for The Baltimore Reporting Project was the aftermath of the death of Freddie Gray who was fatally injured while in police custody.

- ➢ **Democracy Fund** – SGJC has also received a Democracy Fund grant in the amount of $250,000 to be awarded across two years. The grant helps develop courses and programs that focus on social justice reporting and to create models and innovative techniques that professional news organizations may apply to their operations. It also aims to demonstrate how universities can lead collaborative reporting projects that can challenge local newsrooms to shift their practices to better create journalism that is meaningful to communities and is more responsive to their needs.

- ➢ **ESPN/The Undefeated** – A $150,000 grant from ESPN/The Undefeated funded a major research project focused on the images of black female athletes. The results have included two symposia, a major academic research paper, video interview of athletes and more. With the completion of that project, SGJC is undertaking a new research effort focused on the status of black coaches in Division I college football.

- ➢ **Robert C. Maynard Institute for Journalism Education** – Though this $134,000 grant did not come directly to SGJC, the School is a participant in this effort funded by the Knight Foundation designed to create curriculum and instructional models for journalism education. This project is a collaborative effort that includes four journalism schools of which SGJC is the only one from an HBCU.

More details about these and other grants received by SGJC are included in Standard #7 – Resources, Facilities and Equipment found later in this self-study.

SGJC's faculty tend to focus their research, publications, papers, conference presentations, etc. on subjects drawn directly from the professions in which they are trained or in which they have worked rather than on pedagogy involving those professions. Therefore, there is little profession-centered research work that is teaching focused. One example, however, is SGJC's participation with the Department of English and Language Arts in a pilot program to create a foundational communications course that would include both written and oral communication and would employ the use of technology and multiple types of media to "meet students where they live." Designed as a two-semester course that would replace ENGL 101 and ENGL 102, both required General Education courses, students would be placed with the same instructor and with the same fellow students in both semesters, which would create a continuity in instruction and in participation. Three SGJC faculty were part of the planning committee and two of those three taught sections of the pilot courses.

For the participating faculty of both SGJC and English, the planning process and the piloting of these classes resulted in a book chapter and papers presented during at least three conferences. The specifics on these are found beginning on page 72 of the digital file that contains the supporting materials for this self-study.

Standard #5
Scholarship: Research,
Creative & Professional
Activity

Standard #5 – Scholarship: Research, Creative and Professional Activity

Executive Summary

SGJC's faculty members are a dynamic mix of those who have traditionally academic backgrounds and those whose backgrounds are primarily professional. There are even some who have broad experience in both. Since SGJC began in 2013, there has been a solid output of scholarship by the school's faculty members.

Among the published work produced by SGJC faculty members since 2013 are five authored or co-authored books, two edited volumes, 23 book chapters, 16 articles in refereed publications and 11 encyclopedia articles. SGJC faculty members are active at professional conferences having produced some 126 refereed conference papers as well as two conference papers published in conference proceedings volumes.

In addition to the more "traditional" things listed in the previous paragraph, SGJC faculty have produced more than 60 articles in non-refereed publications, 25 non-juried creative works, 77 invited lectures and 50 media appearances. The numbers of articles in non-refereed publications and media appearances are higher than listed since three faculty are regular contributors to either print or online publications and two faculty appear as commentators on broadcast media.

In its hiring, SGJC tries to achieve a balance of academic and professional faculty members.

#1   Describe the institution's mission regarding scholarship by faculty and the unit's policies for achieving that mission.

On May 25, 2017, Maryland Governor Larry Hogan signed into law an act of the Maryland General Assembly that officially designated Morgan State University as "Maryland's Preeminent Public Urban Research University" and the university takes that designation very seriously. Its specific research mission is to serve the state's urban populations. According to the legislation, this designation adds to Morgan's mission to combine "higher education and graduate study in the Baltimore area with a mission of instruction, research and service."

In addition, Morgan State University is a Carnegie-classified doctoral research institution. Its classification was recently elevated to R2 – High Research.

Although the university places its strongest focus on traditional academic research, the School of Global Journalism & Communication, as one of several professionally centered schools, recognizes that its scholarship can be traditionally academic, professionally centered or both. SGJC focuses its efforts, as Morgan President David Wilson said during the bill signing ceremony, on "emphasizing an education addressing urban concerns in a research environment."

The *Policies and Procedures on Appointment Promotion and Tenure* approved by the Board of Regents in November of 2017 recognizes both traditional academic research and creative activities. It also leaves considerable discretion to the academic units to define what that means. As described in that document, evaluation of tenure and promotion dossiers shall use the policy's criteria, ". . . and other important institutional factors, including but not limited to: the University mission, *program enrollment and interest, the direction of the respective college and/or schools as well as the goals and objectives of Academic Departments."* [The emphasis is ours.]

While the criteria used for evaluation of scholarship used by each SGJC department is reflective of the criteria found in the policy document on tenure and promotion, each department is empowered to describe its own criteria so that they reflect the kinds of academic and professional scholarship undertaken by the fields represented in those departments.

The complete text of the tenure and promotion criteria for what constitutes scholarship may be found as Section 2.0 in the *Faculty Handbook – 2018*, which is found in a binder in the workroom. Each department's criteria may also be found in a separate binder in the workroom.

SGJC does not require its faculty to take any specific approach to their scholarship. They are free to take a completely traditional academic approach, a completely creative/professional approach or an approach that combines the two. All are regarded as equally valuable and all faculty are encouraged to explore their respective fields in whatever ways seem appropriate to them.

#2   Define the group of faculty whose work is included in this section and state time restrictions used to incorporate activities of faculty who were not employed by the unit during all of the previous six years (for example, new faculty and retired faculty).

The work of all full-time faculty is included under this section. This includes tenured, tenure track and non-tenure track faculty. Those in the last category generally do not engage in research activities – and they are not required to do so. Nevertheless, some of those who are not on the tenure track have done presentations at professional conferences, etc.

The listing of the scholarship under this standard begins with the creation of SGJC at the start of the 2013-2014 academic year. Even if a faculty member was employed in the pre-SGJC Department of Communication Studies and produced research/creative/professional activity, their only work included in this standard is from the beginning of the school. In addition, work produced by faculty who are no longer employed with SGJC is included since that output reflects the time in which they were employed. Although he does not have faculty rank, the scholarship of the associate dean for administration is included in both the overall list of scholarship and in the grid that is part of Question #3.

#3   Using the grid that follows, provide counts of the unit's overall productivity; first the totals for the unit as a whole and then for individuals who produced these totals, broken down by academic rank. The chart should provide a snapshot of scholarship activity within the unit during the six-year period. Therefore, the grid should capture relevant activity by all full-time faculty only *while at the accredited unit.* Provide the total number of individuals in each rank in place of the XX. Adapt the grid to best reflect institutional mission and unit policies and provide a brief narrative.

SCHOOL OF GLOBAL JOURNALISM & COMMUNICATION
Unit's Overall Productivity
(Beginning with the Creation of SGJC in Academic Year 2013-2014
and ending with conclusion of Academic Year 2018-2019)

Scholarship, Research, Creative and Professional Activities	By Unit *	By Individuals				
		Full Professors (5) +	Associate Professors (6) +	Assistant Professors (3) +	Other ** (7)	Totals (21)
Awards and Honors	3	3	2	0	0.	5
Grants Received Internal	0	0	0	0	0	0
Grants Received External	5	1	3	2	1	7
Scholarly Books, Sole- or Co-authored	5	0	2	2	1	5
Textbooks, Sole- or Co-authored	0	0	0	0	0	0
Books Edited	1	0	1	0	0	1
Book Chapters	20	1	17	4	1	23
Monographs	0	0	0	0	0	0
Articles in Refereed Journals	16	0	11	5	0	16
Refereed Conference Papers	114	5	49	45	27	126
Invited Academic Papers	1	0	2	0	3	5
Encyclopedia Entries	11	0	3	8	0	11
Book Reviews	1	0	1	0	0	1
Articles in Non-refereed Publications ++	162	100	19	41	0	160
Juried Creative Works	0	0	0	0	0	0
Non-juried Creative Works	24	0	14	11	0	25
Other (Invited Lectures)	75	0	50	25	2	77
Other (Media Appearances) +++	49	0	22	26	2	50
Other (Conference Proceedings)	2	0	0	2	0	2
Other (Documentary Projects)++++	3	1	0	2	1	4
TOTALS	**492**	**111**	**196**	**173**	**38**	**518**

*Co-authored work should be counted as a single publication in the unit totals, however if, for example, two members of the faculty are co-authors on the same journal article, it would be reported as a publication for both authors.

**Includes all full-time faculty who do not hold listed ranks, such as instructors and others on term appointments. Many faculty members in this category may hold teaching appointments without significant scholarship, research or creative requirements.

+ It should be noted that the scholarship of any faculty member who receives promotion is placed under that faculty member's rank at the time a particular piece of scholarship took place. Therefore, faculty members may have their work listed in more than one category as may be appropriate.

++ Articles in Non-Refereed Publications – Several faculty members are regular or frequent contributors to either print or online publications. Though some pieces are found among those listed, those are representative of their work. These faculty include Jason Johnson (who is politics editor for *The Root* and a regular contributor to *New Post Magazine, Campaigns and Elections Magazine* and *The Root*), E. R. Shipp (who has a regular op-ed column in the Baltimore *Sun* and who contributes regularly to *The Baltimore Afro-American*, *The Root* and other publications) and DeWayne Wickham (who until recently had a regular column in *USA Today*). In addition, former faculty member Stacey Patton contributed frequently to a variety of publications, including *The Washington Post* and *Dame* Magazine among others.

+++ Media Appearances – Two current faculty are regular contributors to media commentary. Jason Johnson appears frequently on various broadcast media outlets that include or have included MSNBC, CNN, Al Jazeera America and Al Jazeera English. Milton Kent has a weekly sports commentary segment on WYPR-FM (an NPR affiliate station in Baltimore). In addition, E. R. Shipp has appeared many times on WEAA-FM, Morgan State University's NPR affiliate station. At several points, former full-time faculty member LaMonte Summers appeared as a news analyst on programs on WEAA-FM. There are references to these in the chart above, but it was impossible to list each appearance.

++++Documentary Projects are collaborative in nature and involve multiple faculty and staff, students and others. These collaborations sometimes, though not always, involve partnerships with other institutions.

The chart is accurate as of October 15, 2019.

#4   List in a digital file the scholarly, research, creative and professional activities of each member of the full-time faculty in the past six years. Limit to 10 per faculty member through the six-year period. The unit has the option of providing a complete list in digital format. (Full-time faculty refers to those defined as such by the unit.) If including faculty who have since left the unit, please note. Professional service activities will be reported in Standard 8.

As an educational institution, Morgan State University has long had a reputation as a primarily teaching institution. While some faculty did pursue traditional research agendas, others did not, preferring instead to spend most of their energies in the classroom.

When it became its own school, SGJC's relatively small, more traditionally academically centered faculty was balanced by hires made from the professions on which the three

departments were based. These newer faculty often did not have the terminal degrees that are usually expected of faculty in other fields. Instead, their formal educations were augmented by years of professional work. As an example, four of our faculty have only the bachelor's degree, but they came to MSU with a combined total of 109 years as professional journalists. As an unrelated side note, some of our adjunct faculty are similarly credentialed.

The chart that followed Question #3 shows that SGJC's strengths do not lie with what might be called traditional academic scholarship. There were only five original books produced (one of those actually co-authored by an SGJC administrator), two edited volumes, 23 book chapters and 16 articles in refereed journals.

Some faculty are actively presenting papers at conferences. The 126 refereed conference papers produced were presented primarily, though not exclusively, at the Association for Education in Journalism and Mass Communication (AEJMC), the Eastern Communication Association (ECA), the National Association of Black Journalists (NABJ) and the National Communication Association (NCA).

SGJC's faculty are most active with contributions to non-refereed publications, non-juried creative works, invited lectures and media appearances. Two of these categories bear special mention. Three of our faculty are regular contributors to print or online publications and two faculty are regular contributors of media commentary and appear frequently on various broadcast media outlets.

A listing of selected examples of faculty scholarship is found beginning on page 72 of the digital file that contains the supporting materials for this self-study. A complete listing may be found in a binder in the workroom.

#5   Describe the institution's policy regarding sabbaticals, leaves of absence with or without pay, etc. List faculty who have taken sabbaticals or leaves of absence during the past six years. Give one-sentence descriptions detailing the academic achievements of each sabbatical.

Policies on sabbatical leave or leaves of absence are described in the document entitled, *Policy and Procedures on Sabbatical Leave for Faculty*, approved by the Board of Regents in their August 2017 meeting. This document replaced any previous version of the policy.

The authority to grant sabbatical leaves rests with the president of the university. Only full-time tenured faculty are eligible for sabbatical leave. The faculty member seeking a sabbatical leave must have been in active, full-time service to the university for at least six years subsequent to any previously granted sabbatical leave.

To be granted sabbatical leave, the faculty member submits the request to his/her department chairperson by the deadline established by the university. In his/her request the faculty member must state the nature of the proposed sabbatical project and how the granting of the requested leave will professionally benefit the faculty member and benefit the university. The department chair forwards the request with his/her recommendation to the dean along with an assessment of the effect the absence of the faculty member will have on the academic program. The dean submits the request along with the department chair's recommendation and his/her own recommendation to the provost. The president or his/her designee has the final authority to approve, postpone or reject the application.

Sabbatical leaves may be granted for half the faculty member's annual contract period at full salary or for a full annual contract period at half salary. All benefits and privileges of the faculty member continue in the same manner as if that person were not on leave.

According to the revised policy on sabbatical leaves, a faculty member granted a sabbatical must, within three months of returning from leave, submit a report to his/her department chair describing the results of project and an accounting of all activities undertaken during the leave. A copy of the report must also be submitted to the provost.

Two faculty members have applied for a sabbatical leave since the creation of SGJC and were both denied. Dr. Jared Ball, was granted a sabbatical for the 2015-2016 academic year and returned to the university for the 2016-2017 academic year. Dr. Ball spent the year developing, producing and hosting "The Real Baltimore," a nightly news television program with The Real News Network, skills that he brought back to MSU for the benefit of SGJC's students.

No members of the faculty have taken leaves of absence with or without pay since the creation of SGJC.

The text of the university's policy on sabbatical leaves may be found as section 3.2.12 of the Faculty Handbook – 2018, which may be found in a binder in the work room.

#6   Describe travel funding, grant support or other methods or programs the unit uses to encourage scholarship, research and creative and professional activity.

SGJC has little money available to support travel for its faculty. The university provided SGJC roughly $54,239 for travel for FY20. Of this, approximately $12,700 is allocated to the dean's office, $13,000 to each of the three departments and approximately $2,600 for WEAA. See Table 10 in Standard #7 – Resources, Facilities and Equipment for the exact budget allocations.

This amount doesn't go very far if spread among the 21 full-time SGJC faculty. Even leaving out the non-tenure track faculty, there are still 14 faculty who are tenured or tenure track.

As a result, in general, travel funds are limited to providing partial support to faculty who are presenting at professional conferences; especially to tenure track faculty for whom such presentations count toward tenure.

Support for faculty scholarship has not been limited to only those funds budgeted for travel, however. Though they are not geared specifically toward providing research opportunities for faculty looking to achieve either tenure or promotion, other opportunities exist within the framework of the several grants SGJC has received for various projects.

ESPN/The Undefeated – The $150,000 grant from ESPN/The Undefeated has already produced a major academic research paper on the images of black female athletes, along with recorded interviews and other material. Two SGJC faculty members were heavily involved in that research effort with assistance from other faculty and staff. The second phase of research under the ESPN/The Undefeated grant, which is underway, is focusing on the lack of black coaches in Division I football. More detailed information about this grant may be found under Standard #7 – Resources, Facilities and Equipment.

Though this and other grants were made in support of specific programs and partnerships and cannot be used for other purposes, they provide limited funds to support the travel and associated creative activities of faculty members who are working on these projects.

More detailed information about these grants may be found under Standard #7 – Resources, Facilities and Equipment later in this self-study.

In addition to the above-mentioned grants from large foundations, some faculty members have taken the initiative to find funds for their projects. While not large grants, these were nevertheless gifts that helped the faculty members mentioned below to undertake creative projects that had an impact.

MuseWeb Foundation Be Here Baltimore Initiative - The MuseWeb Foundation supports innovative projects that increase the inclusivity, accessibility, and sustainability of cultural heritage. Its current projects include the *Be Here* storytelling initiative in cities and towns across the United States. The Foundation supported two SGJC projects.

One project was an audio tour, "West Baltimore Beyond the Fire: Art Along Pennsylvania Avenue." Pennsylvania Avenue was for many years the heart of black Baltimore. With its jazz clubs and entertainment hubs, it was the site of a very active cultural scene. The audio tour includes the Arch Social Club, Penn North Library, the Avenue Market, Jubilee Arts and more. The project, proposed by Associate Professor E. R. Shipp and retired Professor of Practice Denise Cabrera, received a $1,000 grant. The tour is available on izi.Tour.

The other project was, "Walking Through Waverly: Baltimore Murals and Their Stories." The Waverly community is home to some of Baltimore's most beautiful and interesting public art. Using geolocation technology, this tour includes neighborhood murals such as "Lady with a Lollipop," a mural of a waterfall and cityscape and a work by a Chilean street art pioneer. The project was proposed by former Assistant Professor Heidi Gerber-Salins and also received a $1,000 grant. This tour is available on izi.Travel and on SoundCloud.

A final funding opportunity available to faculty is a program housed in the office of the provost. These grants usually support travel for conferences or other scholarly purposes. They are usually reserved for tenure track faculty for whom the proposed travel will enhance their tenure and promotion dossiers. Faculty apply for these grants through a process established by the Provost's office.

#7 List faculty who have taken advantage of those programs during the past six years.

Nearly all the faculty have received travel funds from the SGJC or department budgets over the six years since the founding of the school. Though often not large amounts, the allocations have, nevertheless, enabled faculty to attend conferences at which they presented papers or other research. Current faculty who have received travel funds have included Greg Adamo, Wayne Dawkins, Laura Dorsey-Elson, Jackie Jones, Baruti Kopano, David Marshall, Joonwoo Moon, Al Morgan, Welma Redd, Edward Robinson, E. R. Shipp, Janice Smith and Jana Duckett.

The faculty involved in the larger projects are as follows:

➢ ESPN/The Undefeated – Jackie Jones, Milton Kent, Edward Robinson
➢ Knight Foundation – E.R. Shipp, Roger Caruth (no longer at MSU), Hamil Harris, Wayne Dawkins; Edward Robinson
➢ Kellogg Foundation –Jackie Jones, Hamil Harris

Though already mentioned earlier in this response, the faculty who successfully received grants from MuseWeb Foundation are as follows:

➢ "West Baltimore Beyond the Fire: Art Along Pennsylvania Avenue" – E.R. Shipp, Denise Cabrera
➢ "Walking Through Waverly" – Heidi Gerber-Salins

Standard #6
Student Services

Standard #6 – Student Services

Executive Summary

Students are at the core of what we do; recruiting them, retaining them and graduating them into a job market for which their work at Morgan State University will have prepared them. Information about recruitment goals and efforts may be found in the responses under Standard #3. Under this standard, the focus is our efforts to retain and graduate students.

A major factor in the ability to ensure that students graduate in a timely fashion is the academic advising effort. When SGJC began in 2013, advising was a disjointed operation lacking in focus. There was an academic and career advising coordinator who worked largely with incoming freshmen and transfer students and advised seniors as they headed toward graduation. Most students were advised by faculty members of whom some were more skilled than others. To complicate matters, the offices of the academic and career advising coordinator and the retention coordinator were not located near one another.

It was recognized that the advising and retention operations needed to be centralized. When the opportunity came to reallocate space within the Communication Center building, a suite of office spaces (which included a space that could be used as a waiting area) became available and those spaces became the Student Services Center. Both coordinators were moved there. Later, with the assignment to SGJC of a career specialist under the UNCF Career Pathways Initiative Grant, and her placement in that suite of offices, the entire academic advising and career counseling effort were housed together. This centralization has allowed a multi-faceted approach to the advising process.

SGJC's curricula, including each department's performance area, are described under Standard #2 – Curriculum and Instruction. These allow students to combine the important theory they learn in their classes with the hands-on experiences that are so important to developing the skills necessary to find jobs in their fields after graduation. But the students' opportunities go beyond those. There are two student media operations that are housed in SGJC – the online student newspaper, *The Spokesman*, and the digital yearbook, *The Promethean* at which they can gain additional practical experiences. In addition, chapters of the National Association of Black Journalists (NABJ), the Public Relations Student Society of America (PRSSA) and Broadcast Education Association Morgan (BEAM) provide students with practical experience and workshop and networking opportunities. These organizations also provide students with the opportunity to attend national conferences.

The effectiveness of the advising operation can be monitored through the retention and graduation rates of SGJC's students. The success may also be seen in anecdotal evidence that comes from the successes being enjoyed by the alumni. Some of these are recounted elsewhere in this document.

#1   Complete and attach Table 9 – Student Aid

Table 9. Student Aid
SCHOLARSHIPS AWARDED TO UNDERGRADUATE STUDENTS IN THE UNIT

	2017-2018	2018-2019
Total amount of scholarship dollars from funds controlled by institution	$813,494.00	$952,564.00
Number of students receiving scholarships from funds controlled by institution	125	146
Median individual scholarship from funds controlled by institution	$2,500.00	$2,094.00
Total amount of scholarship dollars from funds controlled by unit	$23,350	$28,300
Number of students receiving scholarships from funds controlled by unit	7	77 *
Median individual scholarship from funds controlled by unit	$4,000	$100

NOTE: Beginning in the 2018-2019 academic year, in addition to the larger-scale scholarships made possible through the Currie Opportunity Scholarships, the Dean began giving to students who made the Dean's List smaller amounts ranging from $100 to $500 in recognition of their achievements.

Table 9 – Student Aid (cont.)
UNDERGRADUATE ASSISTANTSHIPS OR WORK-STUDY APPOINTMENTS

	2017-2018	2018-2019
Number of students holding appointments	10	11
Range of stipends	$1,212 to $2,828	$1,010 to $2,828

#2   Describe how the unit informs students of the requirements of the degree and the major, advises them on effective and timely ways to meet the requirements, and monitors their compliance with the requirements, including the 72-hour rule. Provide digital files of advising guides, manuals, newsletters or other internal communication with students. Provide a print copy in the workroom. Describe availability and accessibility of faculty to students.

Informing students of the university's requirements for graduation begins as early as the Access Orientation Program when incoming freshmen visit MSU for several days during the summer before their matriculation. They attend a variety of meetings and information sessions that introduce them to the university and to its culture. This general information is augmented with specific information to those who have already chosen majors.

Near the end of their three-day stay, they meet with the advising staff in the college/school in which their chosen major is housed. There they are given information specific to their majors. For SGJC majors, that includes a booklet that describes all their major's requirements and course descriptions. It will be at that meeting that the incoming SGJC majors will work with advisors to create their first schedules.

In their first semester at MSU, students take a one-credit orientation course specific to the college/school in which their major is housed. For SGJC, this course is taught by our retention coordinator. For students who attended Access Orientation, the course adds details to the brief introduction they had in the summer. Students who did not attend Access Orientation, get a full-scale introduction to both the university and to SGJC (which includes all the requirements for graduation).

Once a student becomes a major in any of the three departments in SGJC, they become a part of what is known as the Alternate PIN Program. Upon being accepted as a student at MSU, a person is given an eight-digit PIN. That PIN allows them to access their records in WEBSIS, including allowing them to register for and add and drop classes. A few years ago, when students were frequently registering for classes without bothering to talk with an advisor,

111

the university created the Alternate PIN Program. The program is voluntary, but the then Department of Communication Studies (now SGJC) was among the first to agree to participate.

The Program is managed by the Office of Records and Registration which is under the Division of Enrollment Management and Student Success. Under this program, the Registrar generates lists of alternate PINs for students in participating academic units. While their "regular" PIN still gives students access to most WEBSIS functions, they cannot access the course registration function without the alternate PIN.

Lists of our students' alternate PINs are provided to the Dean's office and to SGJC's department chairs just ahead of the advising and preregistration period for the semester. Those lists are then shared with the student services staff. The only way students can get an alternate PIN is to have seen their advisors, had their audits updated and discussed with their advisor the courses they should be taking in their next semester. The advising discussion, including course recommendations, is recorded in Starfish (more about that shortly). Students' alternate PINs change from semester to semester.

No system is perfect, though, and once students have received their alternate PIN, there isn't anything that prevents them from registering for anything they want. Should they do that, however, the Starfish record exists which shows what course recommendations they were given.

Catalogue – All students are told to what catalogue they are subject. While the university's catalogue is no longer available in hard copy, it is easily accessible to anyone who visits the MSU website. To reinforce the catalogue, SGJC students are given printed copies of the requirements and course descriptions for the classes in their major departments. Copies of these are found in a binder in the workroom.

WEBSIS – WEBSIS is the records management system in use at MSU. All faculty, staff and students have access to various parts of WEBSIS depending on their status. Students have access to a variety of features including each semester's academic schedule, records about their financial aid, course registration, class adds and drops and then, as graduation gets closer, the application to graduate. Among the things that students can access through WEBSIS are copies of their unofficial transcripts, which lets them know what they've taken when and what their grades were. The transcripts are chronological by semester.

Degree Works – Degree Works is a complement to WEBSIS in that much of the same information about courses and grades is available in WEBSIS is also available in Degree Works, but specific to their major. When looking at Degree Works, students will see all the general education and university requirements in the first section. In the next section they will see the core requirements of their majors followed by major requirements with categories for major and free electives. In each section will be listed the courses they took, the grades they earned and the semesters in which they were taken.

Degree Audit Sheets –The university uses Degree Works for all matters involving student progress to which SGJC has an added layer. Though the university considers them outmoded and unnecessary, SGJC has continued to use its "old school" degree audit sheets. These are specific to its three majors. Column 1 is the list of general education and university requirements. Column 2 is the list of SGJC core requirements, the list of major requirement and space to list the major electives. Column 3 includes the spaces for the out-of-unit free electives and for SGJC's Global Culture Requirement. The audit sheets are updated each time a student visits his/her advisor. The audit sheets, along with student transcripts from WEBSIS and Degree Works files are used by the Associate Dean for Administration to clear prospective graduates.

Starfish – An important element to the process of student advising is Starfish, an electronic system that allows faculty to easily communicate with all their advisees and the students in their classes. Students can use Starfish to make appointments and to communicate with their advisors or instructors. Starfish has several functions for advisors and instructors to use. These include raising flags. Flags include such things as poor attendance, missing assignments, poor test scores and the like. They can also raise concerns about more serious matters such as behavior.

Other Starfish functions include referrals (e.g. referring a student to the Counseling Center, the Writing Center, etc.), kudos (positive and encouraging comments usually focused on good work or improvement), success plans (plans for timely graduation) and sending email messages.

For the purposes of advising, the most important function is notes. With notes, a faculty member may record the results of any encounter with a student. These include advising meetings. Notes on advising meetings would include what the advisor and student discussed and (especially) what courses it was recommended the student take in the coming semester.

Faculty members can access the Starfish files only of the students in their classes and those of their assigned advisees. Department chairs can access the Starfish files of any of the students whose majors are within their departments. Deans, associate deans, assistant deans and the college/school advising, and retention staffs have dean's-level access to the Starfish files of all the students in that college/school. Those assigned to the Office of Student Success and Retention can view the Starfish files of all students in the university. That office monitors student progress through Starfish and keeps an eye on flags raised, kudos, etc. and makes that data available to appropriate university personnel

Academic and Career Advising Coordinator – SGJC has as one of its staff an academic and career advising coordinator. This person, who is paid through Title III, has several functions and is the first point of academic advising contact with SGJC. It will be this person who is one of the advisers for incoming freshmen during Access Orientation in the summer. This person

is also the person transfer students and students changing their majors will see first for advising. SGJC's sophomores and juniors are advised by the coordinator.

Retention Coordinator – The Office of Student Success and Retention assigns to each college/school a retention coordinator. To provide advising process consistency to freshmen, retention coordinators are tasked with advising all freshmen in the academic unit to which they have been assigned. This person is also responsible for advising any students in the unit who may be on academic probation.

Course Fairs –Despite best efforts being made, SGJC's students often wait until the late registration period for each semester to talk with their advisors and to register for their classes. To encourage early registration, SGJC created the Course Fair. Tables are set up in the lobby of the Communication Center Building – one for each department and one for the advising/retention staff. Using laptops, the latest enrollment reports and published curricula, faculty and advisors can see students' Degree Works records to check their progress and to help them register for the classes they need to be taking that semester. The Course Fairs are advertised with flyers in the building and through email blasts to the students.

To facilitate early registration for the 2019 spring semester, SGJC held a Course Fair on Halloween of 2018. Some faculty came in costume and there were Halloween treats available for the students who came to register. SGJC sometimes holds an additional Course Fair during the late registration period to ensure that all SGJC majors are advised and registered for classes.

Email – The advising coordinator and the retention coordinator use email blasts to students to remind them about upcoming preregistration, advising and a variety of other matters. In addition, individual emails are used to contact students who have not registered for classes yet. One of the functions of Starfish is that it automatically sends to the student an email which includes any notes that a faculty member or advisor enters.

Electronic Billboards – In fall semester of 2019, SGJC rolled out three electronic billboards in the school. One is in the building lobby. The other two are outside the office suites for the Department of Multiplatform Production and the Department of Strategic Communication. The billboards are capable of split screen display and show continuously rotating sets of messages. After data ports are installed, the billboards can be connected to the university's computer network. For now, however, the billboards are being individually programmed. The billboards will display departmental, schoolwide and university messages about events, activities, deadlines and other news.

Social Media –Social media are important ways to keep people informed these days. It seems that nearly everyone uses some form of social media or other. SGJC is no exception. SGJC's Baltimore Reporting Project maintains a Facebook page, whose Facebook Live function provided the mechanism for SGJC's live election night coverage in November 2018.

As a school, SGJC has a Twitter account which is managed by SCOM's chairperson. Several SGJC groups also have their own Twitter accounts. The following is a list of these groups.

➢ @SGJCMSU/Twitter
➢ @MSUMPPD/Twitter
➢ @BEARTVMSUIG/Twitter
➢ @MSUSTRATEGYSHOP/Twitter
➢ @THEMSUSPOKESMAN/Twitter
➢ @MSUABJ/Twitter
➢ @Morgan_SGJCDNR/Twitter
➢ @MSUBEAM/Twitter

The Grizzly – During spring semester of 2019, the Department of Multiplatform Production launched "The Grizzly," a weekly broadsheet that provides news about activities, important deadlines, workshop schedules and more. Each issue of "The Grizzly" also included the Word of the Week and a block that features an important African American or an important figure in the African Diaspora. Publication of "The Grizzly" has continued into the fall semester.

Majors Meetings – At the beginning of each semester, SGJC's three departments hold meetings with their majors. In addition to the kinds of general information that are typically parts of such meetings, the department chairs use these meetings to remind students of graduation requirements, approaching deadlines and more. Though the attendance rate at such meetings is never 100%, attendance is high enough that they are important vehicles for conveying information.

BEAR-TV – Though it's also a performance center connected to SGJC's curricula, BEAR-TV is also an important source of news and information found on Channel 54.4 on the MSU cable system. It broadcasts a variety of news programs, talk shows and programming in other formats.

"SCOM Up" – One of the first things that the new department chair of the Department of Strategic Communication did upon his arrival was create an online video newsletter that he called "SCOM Up". He has used this method to send a variety of messages to SCOM students – including reminders about registration and the need to meet with their advisors. SCOM Up has continued into the fall semester though it is less regular than before.

#3   Describe the unit's process for evaluating its advising and counseling services. Include measurements of the accuracy of academic advising, student and faculty opinion of the quality of advising, or other indices of the effectiveness of advising. Discuss the results of these assessments.

The advising process is monitored at several levels. The advising staff routinely reviews student records between advising sessions to make sure students are taking the classes that

have been recommended. These routine examinations allow for early intervention if a student appears to be veering off track.

Because the department chairs advise their seniors, typically, the chairs review student audits in the academic session before their students become rising seniors. As with earlier reviews, this one still allows for intervention if a student is off track. With the new advising coordinator in place since July, it is expected that she and the department chairs will be in close contact with each other about student progress before the transition from her as their advisor to their department chairs as advisors.

Students are eligible to apply for graduation when they have successfully earned 85 credits. At that point, another layer is added when the associate dean for administration reviews audits to look at both progress-to-degree and compliance with the 72-hour rule (the latter if the student is in either the 2016-2018 or 2018-2020 catalogue). Because at 85 credits, there is still time for a "course correction" if the student is not on track, the associate dean lets the department chairs know if the 85-credit audit has revealed any problems.

That these measures are effective is demonstrated by SGJC's retention and graduation rates. As can be seen from the charts at the end of this standard's narrative, SGJC's retention and graduation rates are at or above the university's average.

#4   Describe student media, student professional organizations or other extra-curricular activities and opportunities provided by the unit or the institution that are relevant to the curriculum and develop students' professional and intellectual abilities and interests.

Aside from the three departmental performance centers described in more detail elsewhere (the Digital Newsroom, BEAR-TV and The Strategy Shop), there are two student media operations in SGJC. These are *The Spokesman* (the online student newspaper – which will be referred to as "the paper") and *The Promethean* (the yearbook). Both had originally been done only in print. Now neither is done in print – both are completely electronic.

As an online newspaper*, The Spokesman* has no set publication schedule. It is constantly updated by its staff of student reporters and editors. The electronic format allows the paper to be continually updated/refreshed as events occur and to include video as events warrant. The paper has departments that include campus news, sports, culture, politics, business, commentary and alumni. The link for *The Spokesman* is: www.themsuspokesman.com.

Once a publication hardly anyone wanted, MSU – and ultimately SGJC – were left with hundreds of copies of back issues of *The Promethean*, the university's yearbook. Part of it had to do with the yearbook being several years behind. The yearbook had been an independent operation and was only recently placed under SGJC. In the short time since then, SGJC has

been able to get issues caught up. With printing costs soaring and too many copies going unclaimed, it was decided that a change in delivery method was needed and *The Promethean* went digital. It still contains senior portraits, photos of campus organizations and events and all the things you'd expect to see in a yearbook. But now, the yearbook is contained on a flash drive which also includes a video message from the university president, the provost and the vice president for student affairs. In addition, it contains the speeches of the featured speakers at the December and May Commencement ceremonies.

There are three student professional organizations in SGJC. The oldest of them is a student chapter of the National Association of Black Journalists (NABJ). Many of the SGJC faculty are members of NABJ and it was natural that there should be a student chapter as well. In 2017, the MSUABJ was named the NABJ Chapter of the Year. Students from the MSUABJ have attended NABJ's national conventions. Their reporting from the 2018 convention in Detroit can be seen by using this link to a specially created website: https://sgjcnabj18.wixsite.com/mysite. MSUABJ members also attended this past convention in Miami as members of an 18-student contingent that SGJC took to this year's NABJ Convention.

The second student professional organization is a chapter of the Public Relations Student Society of America (PRSSA). It has already been active regionally and nationally with students attending both regional and national conferences. The chapter was also chosen to give a poster presentation at the PRSA Best in Maryland Gala in December of 2018.

The third student group, new to SGJC in the fall semester 2019, is a chapter of the Broadcast Education Association (BEA). Officially labeled Broadcast Education Association at Morgan (BEAM), the group aims to provide its student members with real world opportunities that connect them with media industry professionals.

#5   Describe the unit's career counseling and placement strategy for assistance in students' searches for employment. List placement statistics for the three most recent years before the self-study year for which accurate information is available.

As part of the UNCF Career Pathways Initiative, SGJC has been assigned a career counselor whom we share with the College of Liberal Arts. The career counselor works with students to help them find internships and to assist them as they organize their hunt for their first post-graduation jobs. In addition, she conducts a wide variety of workshops which have included résumé writing, cover letter writing, interviewing skills, "dressing for success" and more. Workshop attendance is voluntary, so the career counselor reinforces those messages as a guest speaker in various classes.

The university does not have any systematic way of collecting statistics on job placements for its graduates. Unlike some universities which allow graduates to keep their university

email addresses after graduation, MSU generally cuts graduates off the email server so CLA and the schools do not have a reliable way of keeping in touch with their graduates. Any information we get about where our students go after graduation is anecdotal and comes either professional contacts or because the graduate has chosen to let us know.

Recently there has been an effort by some recent SGJC graduates to track alumni and create an SGJC alumni group to keep the channels of communication open between the alumni and the school.

#6   Discuss the processes in place to collect, maintain and analyze enrollment, retention and graduation rates within the major and in comparison, with university rates. Discuss the findings of the analysis. Provide the URL where the unit shares its most recent retention and graduation data with the public.

The primary responsibility for collecting, maintaining and analyzing data regarding enrollments and retention and graduation rates rests with the university's Office of Institutional Research. These are data that Morgan State University is required to report to the Maryland Higher Education Commission (MHEC).

University-wide enrollment data are collected and updated each day of the late registration periods each semester and until each semester's freeze date. They are shared in daily reports until the numbers are reported to MHEC. The fall semester freeze date is October 15. The freeze date for spring semester is March 15.

Retention and graduation data are collected at the end of each academic year and are usually available by July 1. These data are not distributed as a matter of course. They are, however, easily available by making a request to the Office of Institutional Research.

Retention data are collected on students who enter Morgan State University in the fall semester as first time full-time freshmen. The percentages of those students who return are reported. Students transferring into Morgan and freshmen who enter in any term that is not the fall semester are not counted in the retention data. At present, the university's retention rate is 76 percent. SGJC's overall rate also stands at 76 percent.

There has been a special university initiative to raise retention and graduation rates. The 50 x 25 Initiative seeks to raise the university's graduation rate to 50 percent by 2025. Graduation rates are computed on the basis of six-year cohorts which is how MHEC requires that they be reported. By that definition, the six-year graduation rate for the 2013 cohort would be based on the percentage of that cohort who graduated by May of 2019. Upon a request made to Institutional Research, an academic unit may get a report that also includes its four-year and five-year graduation rates along with the six-year rate.

Because it began operations only in 2013, SGJC's first full cohort graduated only in May of 2019. Of that first cohort, however, 19 percent graduated in four years. An additional 25 percent graduated after five years. SGJC's six-year graduation rate was 50 percent. In other words, 50 percent of SGJC's freshmen entering the university as first time full-time students in the fall of 2013 had graduated by May of 2019. To place the SGJC rate in perspective, the university's overall graduation rate for the 2013 cohort was 43 percent.

SGJC regularly monitors its retention and graduation rates for the individual majors and for the school. Charts listing SGJC's retention and graduation rates follow.

GRADUATION RATES*
School of Global Journalism & Communication

2013-2019 Cohort	4 Year Rate	5 Year Rate	6 Year Rate	Total
MMJN	23%	32%	0%	55%
MPPD	14%	24%	5%	43%
SCOM	14%	14%	29%	57%
SGJC	19%	25%	6%	50%
MSU	17%	21%	5%	43%
2014-2020 Cohort	4 Year Rate	5 Year Rate	6 Year Rate	
MMJN	33%	19%		52%
MPPD	36%	18%		54%
SCOM	20%	20%		40%
SGJC	33%	18%		51%
MSU	19%	19%		38%
2015-2021 Cohort	4 Year Rate	5 Year Rate	6 Year Rate	
MMJN	14%			14%
MPPD	13%			13%
SCOM	30%			30%
SGJC	18%			18%
MSU	19%			19%

RETENTION RATES
School of Global Journalism & Communication

	2014	2015	2016	2017	2018
MMJN	75%	68%	78%	84%	70%
MPPD	79%	67%	71%	63%	78%
SCOM	60%	60%	78%	75%	80%
SGJC Total	76%	66%	76%	79%	76%
MSU Total	76%	73%	75%	72%	76%

NOTE: The retention rate is the percentage of students who started as first-time, full-time freshmen in the fall of their cohort year and who were enrolled for fall semester 2019 as of August 26, 2019. The numbers for the 2014, 2015 and 2016 cohorts consider students who have graduated.

Standard #7
Resources, Facilities
& Equipment

Standard #7 –Resources, Facilities and Equipment

Executive Summary

The past several fiscal years have been a challenge for agencies funded by Maryland's state government. The Great Recession meant less tax revenue. Less tax revenue meant less money for state-funded agencies, among which are Maryland's state universities.

Though MSU has received small budget increases over the last few years, they have not been enough to offset the increased costs of operation and the increased need of our students for financial aid. In addition, there have sometimes been budget "givebacks" that required the university to return some of the funds that had previously been appropriated. Though this has not been good, it is far better than some of the years of the 1980s and 1990s when there were large scale budget cuts and employee furloughs.

Despite the challenges faced by universities during the past several years, SGJC has benefitted from several sources of revenue outside normal state appropriations, which have made it possible to undertake upgrades of equipment and of instructional labs and classroom spaces. Grants raised from private foundations have made possible some projects that have directly benefitted student instruction and faculty scholarship.

#1 – Complete and attach here Table 10, "Budget."   If necessary, provide a supplementary explanation.

Though Table #10 shows them divided among the departments and WEAA-FM, the salary allocations are considered part of the budget of the Dean's office. The budget allocations to the departments and to WEAA are divided among budget object codes for communication, travel, contractual services, supplies, equipment and fixed charges.

Table 10. Budget

Budget Item	FY18	FY19	FY20
Regular Earnings (01)			
➢ Dean's Office	$739,161	$891,473	$1,482,181
➢ Multimedia Journalism	$685,509	$792,481	$738,044
➢ Multiplatform Production	$683,976	$704,874	$579,283
➢ Strategic Communication	$566,845	$449,214	$448,773
➢ WEAA	$579,012	$504,392	$473,124
➢ **Subtotal**	**$3,254,503**	**$3,342,434**	**$5,203,586**
Contractual Salaries. etc. (02)			
➢ Dean's Office	$38,000	$150,700	$67,236
➢ Multimedia Journalism	$0	$0	$0
➢ Multiplatform Production	$0	$0	$0
➢ Strategic Communication	$0	$0	$0
➢ WEAA	$121,985	$121,985	$91,920
➢ **Subtotal**	**$159,985**	**$272,685**	**$159,156**
Communications (03)			
➢ Dean's Office	$3,400	$4,400	$4,400
➢ Multimedia Journalism	$0	$0	$0
➢ Multiplatform Production	$0	$0	$0
➢ Strategic Communication	$0	$0	$0
➢ WEAA	$16,600	$16,600	$16,600
➢ **Subtotal**	**$20,000**	**$21,000**	**$21,000**
Travel (04)			
➢ Dean's Office	$12,678	$12,678	$12,678
➢ Multimedia Journalism	$8,000	$8,000	$13,000
➢ Multiplatform Production	$8,000	$8,000	$13,000
➢ Strategic Communication	$8,000	$8,000	$13,000
➢ WEAA	$2,561	$2,561	$2,561
➢ **Subtotal**	**$39,239**	**$39,239**	**$54,239**

Contractual Services (08)			
➢ Dean's Office	$15,181	$15,181	$15,181
➢ Multimedia Journalism	$6,000	$6,000	$6,000
➢ Multiplatform Production	$6,000	$6,000	$6,000
➢ Strategic Communication	$6,000	$6,000	$6,000
➢ WEAA	$27,304	$27,304	$27,304
➢ **Subtotal**	**$60,485**	**$60,485**	**$60,485**
Supplies (09)			
➢ Dean's Office	$12,247	$12,247	$12,247
➢ Multimedia Journalism	$6,000	$6,000	$6,000
➢ Multiplatform Production	$6,000	$6,000	$6,000
➢ Strategic Communication	$6,000	$6,000	$6,000
➢ WEAA	$34,862	$34,862	$34,862
➢ **Subtotal**	**$65,109**	**$65,109**	**$65,109**
Equipment (11)			
➢ Multimedia Journalism	$10,000	$10,000	$10,000
➢ Multiplatform Production	$10,000	$10,000	$10,000
➢ Strategic Communication	$10,000	$10,000	$10,000
➢ WEAA	$4,878	$4,878	$4,878
➢ **Subtotal**	**$34,878**	**$34,878**	**$34,878**
Fixed Charges (13)			
➢ Dean's Office	$120	$120	$120
➢ Multimedia Journalism	$0	$0	$0
➢ Multiplatform Production	$0	$0	$0
➢ Strategic Communication	$0	$0	$0
➢ WEAA	$11,184	$11,184	$11,184
➢ **Subtotal**	**$11,304**	**$11,304**	**$11,304**
Grand Total	**$3,556,504**	**$3,847,134**	**$5,609,757**

#2 – Describe the process through which the unit develops its budget, including preparation of the budget request and spending plan, review and approval and the role of faculty in the process.

Morgan State University does little to involve the academic units in the preparation of the annual budget. There is a budget committee that includes some representatives from the college/schools, but its role is more advisory than anything else.

In that process, the provost asks the academic units to list their priorities, the costs of those priorities and whether each is a one-time request or an on-going expense. Submitted to the

provost, these priorities are discussed in meetings of the academic deans. The priorities are whittled down to just a few from each unit. These are sent to the budget committee, which discusses them and further pares down the requests. Those requests are then sent to the president and he and the vice president for finance and management prepare the actual budget request that will be sent to Annapolis to the governor's office. The governor's office decides what will finally be presented in the budget message to the general assembly.

The individual units may or may not have their budget priorities funded. SGJC has been relatively successful, though, and has had several its priorities funded – especially those that are one-time expenses.

The process that has been described above does not really address the regular budget items such as supplies, travel, equipment, contractual services, etc. The academic units have almost no input into these budget items or in determining what will be allocated to them. Budget allocations sometimes will increase from one year to the next. However, budget allocations once made tend to continue from fiscal year to fiscal year.

#3 – Describe the adequacy of resources for the unit and the sources of revenue for those resources (university funds, fees, private funding, other). Describe how the unit will supplement its annual budget from other sources or reallocate resources to reach its strategic goals.

No academic unit ever believes it has sufficient resources and SGJC is no exception. As an HBCU, Morgan itself was historically underfunded as compared with Maryland's traditionally white institutions. And that is still perceived to be the case. This underfunding has presented challenges where funding individual academic units is concerned.

Though on the surface, budgets for academic units seem generous, it should be remembered that the budgets for those units should be seen in two parts: full-time faculty, staff and adjunct salaries and operational budgets. It is the second part of the budget that presents the greatest challenge each year.

The first important budgetary challenge that faced SGJC came when it was separated from the College of Liberal Arts. When SGJC was created, its budget continued as if it were still a department rather than a school with three departments under its umbrella. SGJC did eventually receive a budget that would be comparable to what other schools received. Even so, convincing the university to allocate to SGJC a budget sufficient to appropriately fund its three departments remained a challenge.

Though its annual budget is not generous, SGJC has been able to supplement its annual allocation from the State of Maryland with special allocations from MSU and from the Maryland Higher Education Commission. These allocations are not meant to be permanent,

but rather special allocations for one-time purchases. Through these sources SGJC has upgraded three of its four instructional labs and the BEAR-TV production studios and to create the Digital Newsroom, The Strategy Shop, the Global Conference Center and the Innovation and Collaboration Center (ICC). These spaces are fully described in the response to Question #5 of this standard.

The larger scale grants that SGJC has received during its six years of existence have contributed enormously to what the school is able to do for the students in terms of the instructional opportunities and for the faculty as ways to support their scholarship. What follows is a chart showing the sources of the external funding that SGJC has received. The important grants which SGJC has received are described below the chart.

SCHOOL OF GLOBAL JOURNALISM & COMMUNICATION
Sources of External Funding – July 2013 to August 27, 2019

External Funding Source	Amount
Knight Foundation I	$250,000
Knight Foundation II	$100,000
ESPN/The Undefeated	$150,000
W. K. Kellogg Foundation	$150,000
Democracy Fund I	$250,000
Democracy Fund II	$150,000
Hearst Foundation	$75,000
Morris A. Mechanic Foundation	$10,000
Gannett Foundation	$15,000
Annie E. Casey Foundation I	$10,000
Annie E. Casey Foundation II	$25,000
Ford Foundation	$2,125
Ford Foundation	$300,000
Open Societies Foundations - 2015 - Jarrett Medal	$25,000
Open Societies Foundations - 2016 - Jarrett Medal	$25,000
Open Societies Foundations - 2017 - Jarrett Medal	$25,000
Open Societies Foundations - 2018 - Jarrett Medal	$25,000
Open Societies Foundations - 2019 - Jarrett Medal	$25,000
Opportunity Grant Scholarship Fund	$128,000
Virgil & Joanne Smith Scholarship Fund	$25,000
Phil & Joan Currie Scholarship Fund	$25,000
	$1,765,125

ESPN/The Undefeated – The SGJC Center for the Study of Race in Sports and Culture was launched in October of 2016 with a forum on the negative images of black women in sports. As part of a project with ESPN's digital imprint, The Undefeated, a panel of female present and former athletes, along with a senior writer for The Undefeated, participated in a discussion on the topic. The forum was moderated by then-ESPN talk show host Jemele Hill. The forum was also used to announce an ongoing collaboration between SGJC and The Undefeated, which is funded by a $150,000 from ESPN.

The first two important research projects scheduled as part of this grant focus on the images of black women in sports and on the dearth of black head coaches in Division I college football. Prof. Milton Kent and Prof. Edward Robinson led the research effort on this project which is involving students in the process. The first of these concluded with the release of a major academic research paper entitled, "Beating Opponents, Battling Belittlement: How African American Female Athletes Use Community to Navigate Negative Images." The paper was authored by SGJC faculty members Wayne Dawkins, Milton Kent and Edward Robinson; SGJC Sports Fellows Ron Taylor and Tonya Weathersbee, and edited by Assistant Dean for Programs Jackie Jones and MSU sociology professor Stella Hargett.

Another of the projects that SGJC undertook as part of the ESPN/The Undefeated grant was filming interviews with prominent female African American athletes. While the dean conducted the actual interviews, students served on the production crew, were involved in the preparation for the interviews and traveled with the dean as production staff, which traveled to Memphis, Tenn., Canton, Ohio and Greensboro, N.C. to record the interviews. Athletes interviewed included Olympic gold and silver medalist (and MSU alumna) Rochelle Stevens, retired LPGA golfer Renee Powell and Kim Terrell-Kearney, a member of the Professional Women's Bowling Association Hall of Fame.

The first project concluded with a forum at MSU of black women athletes moderated by Lonnae O'Neal, a senior writer for The Undefeated. It was recorded and later broadcast on ESPN.

The second part of the ESPN project is now underway. The research is focusing on the lack of African American coaches in Division I sports.

Knight Foundation I – One of the earliest grants received by SGJC was from the John S. and James L. Knight Foundation in the amount of $250,000. The purpose of the grant was to establish an Urban Digital Journalism Program in SGJC. These funds were used to enhance training technologies and resources as a way to develop undergraduate journalists covering news in Maryland and to introduce new and creative methods of distributing news and information. Some of the projects completed by the students were posted on a site built specifically for the project.

Knight Foundation II – SGJC received a $100,000 grant from the Knight Foundation to support the Baltimore Reporting Project. With the help of academic and professional partners, the project aims to provide instruction in digital and mobile video reporting, podcasting and distribution, as well as offer students the ability to report in a Baltimore neighborhood with residents whose information needs are underserved. The project also is designed to ensure support from diverse sources. Support from Knight partners included The New School Department of Journalism + Design, a reporting and video editing team from Penn State University and the Center for Investigative Reporting.

In a collaborative effort, a team of students from Penn State worked with a team of SGJC students on a reporting project on gentrification and its impact, particularly on Central West Baltimore, the heart of SGJC's news distribution effort. The New School and the Center for Investigative Reporting worked with SGJC to identify additional delivery systems and ways to use them to reach target audiences and ensure community engagement.

The students' research efforts, and especially their reporting efforts, were directed by Prof. E.R. Shipp through her COMM 422 – Baltimore Reporting Project class. Students in the COMM 204 – Information Gathering and Research, under the direction of former SCOM Lecturer Dr. Roger Caruth, worked on many of the research tasks that made the reporting possible.

The Baltimore Reporting Project had been in the same area the previous year to report on the aftermath of the death of Freddie Gray, who lived in that neighborhood.

W.K. Kellogg Foundation – Morgan State University and Howard University partnered on a project to help high school students bring the power of multimedia journalism to bear on persistent health disparity issues in underserved communities in Washington and Baltimore. The project was funded by a $300,000 grant from the W.K. Kellogg Foundation of Battle Creek, Michigan. High school students worked through three 10-week sessions on Saturdays at Morgan State University in Baltimore or Howard University in Washington, D.C. Students learned how to write news stories, capture audio, shoot and edit video, take photos and incorporate social media. They developed an understanding of the interrelated social issues — including housing, education and food insecurity — that often make their communities unhealthy. The students worked under the guidance of professional journalists, faculty members and college interns. Their multimedia work was featured on a news website, in a book and occasionally on usatoday.com. The project ran through October 2017. MSU and Howard each received $150,000. MSU faculty involved included Assistant Dean for Programs Jackie Jones and Prof. Hamil Harris, along with Ron Taylor. In addition, SGJC students were paid from the grant to assist in working with the high school students.

Democracy Fund Grant I – As a result of discussions held by Assistant Dean for Programs/MMJN Department Chairperson Jackie Jones and a representative from the Democracy Fund, the fund invited several HBCU journalism/communication programs to fill out exploratory applications to see if they might qualify for grant support. The process quickly turned into a formal application process. The Democracy Fund awarded SGJC $250,000 over two years beginning with the 2017-2018 academic year. As part of the grant, SGJC proposed to demonstrate how collaborations among seemingly unlikely partner universities could produce better, more informative journalism.

In the first year of the program, this project also made it possible for SGJC's academic units to strengthen their relationship with WEAA by funding the work of student reporters who contributed regular features to the station. These funds also were used to support to Social Justice Project reporting projects, "Bridging Selma" and "Broken Plate," with SGJC's partner, West Virginia University. And it supported the daylong, livestreamed program on the 50th Anniversary of the Kerner Commission Report that was done in collaboration with a WVU and Brigham Young University. This grant also is being used to cover a portion of the cost the Social Justice Project research that is focusing on the opioid epidemic and its effects on the lives of children.

Democracy Fund II – SGJC has received a second grant from the Democracy Fund. This grant, in the amount of $150,000, is part of the match for a Ford Foundation grant that will create an Institute for Urban Journalism.

Hearst Foundation – This grant, which was the first received by SGJC, was in the amount of $75,000. The purpose of this grant was to begin the formation of an SGJC documentary unit. As the grant application stated, the grant was to provide, "support for training Morgan State University students to produce TV documentaries on issues about minorities that largely go uncovered by mainstream media."

Among the things made possible because of this grant was the University's funding of a distinguished artist in residence program that first brought renowned documentarian Stanley Nelson to SGJC to teach a class in documentary filmmaking during the spring and fall semesters of 2015. Students visited Nelson's studio in New York and were able to work on some aspects of his recent documentary film, *Tell Them We Are Rising*, which is about the history of HBCUs.

Nelson's residency has been followed by that of producer/director/actor Tim Reid, who has taught a class each of the past seven semesters. Among the products of the classes under Reid's direction is *What So Proudly We Hail*, a short documentary film about the third stanza of "The Star-Spangled Banner." Reid's students also recorded interviews with people having long connections to Morgan State University, which was part of a longer project that

celebrated the University's Sesquicentennial. Students worked on a joint documentary project with students from the communications program at the University of Havana in Cuba; a film which had its premiere at a conference in Havana in mid-November of 2017.

Students from classes taught by Assistant Dean Jones and Reid traveled to Paris in April 2018 to work on a documentary about the history of African American ex-patriates in France, whose migration began at end of World War I and spiked in the wake of the outcome of the 2016 presidential election.

The Morris A. Mechanic Foundation – Another of the early grants SGJC received was a $10,000 grant from the Morris A. Mechanic Foundation that was obtained by a former SCOM chair. These funds provided general support for SCOM related activities.

Gannett Foundation – Another early grant was $15,000 from the Gannett Foundation. It funded a four-day HBCU Broadcast Journalism Academy.

The Annie E. Casey Foundation I – The Annie E. Casey Foundation gave SGJC a $10,000 grant to support a Juvenile Justice Reporting Project. The focus of this project was Baltimore City's strict curfew law. The grant made it possible for students to look into this topic from the points of view of the young people who were affected, of their parents, of the police and of the general community. The result was a series of stories that appeared in the January 14-21, 2015 issue of the *City Paper*.

The Annie E. Casey Foundation II – In spring 2019, the Foundation awarded SGJC $25,000 to document the impact of cocaine and opioid addiction on children and families. The project is being reported by The Social Justice Project, the collaborative team made up of faculty and students from SGJC, West Virginia University and Brigham Young University. This funding supports the work of students and faculty from SGJC and our WVU and BYU partners.

Ford Foundation I – Though a small grant in the amount of $2,125, this grant nevertheless made it possible – with the help of creative thinking by SGJC – for four SGJC students and a faculty member to travel to New York to attend the John Jay Crime, Media and Justice Center conference in September of 2015. The students who attended the conference were treated as regular journalists and were expected to report on the conference.

Ford Foundation II – In spring 2019, the Ford Foundation approved a $300,000 matching grant to help fund The Institute for Urban Journalism, first envisioned by the Kerner Commission in 1968, which will train a cadre of multimedia journalists to tell the overlooked stories of blacks and other dispossessed people – the only unfulfilled recommendation of the report's recommendations concerning the mainstream media. The failure to tell these untold stories, the Kerner Commission said, has been the kindling of this nation's racial unrest. The

Institute will enlist some of this nation's foremost journalists and journalism educators to work with journalism students and mid-career journalists to strengthen their research and reporting skills. It also will immerse them in news deserts across this country through reporting assignments and interactions with activists, educators and intellectuals.

According to the Morgan State University Foundation, this grant is the first major Ford Foundation grant to have come to the University through the MSU Foundation.

#4 – Describe how the resources provided by the institution compare with the resources for similar units on your campus.

It is difficult to compare one school with another since each is unique and has its own unique needs. Some schools require more equipment than others. Some are more professionally centered while others are more academically centered. Some have far greater access to grant and research funding than others. Because they offer a great many of the general education course options, some may have larger faculties than might be warranted if the criterion for support was the number of majors.

An easier point of comparison might be seen in the buildings used by the various academic units. The College of Liberal Arts, the School of Architecture and Planning, the School of Business and Management, the School of Education and Urban Studies and the School of Engineering each have buildings they don't share with any other academic unit.

The building in which SGJC is housed (and on which its name is prominent) is shared. The building's regular classrooms are shared with units from across campus. But approximately half the building consists of the studios, computer labs, editing lab and other spaces which are used only by SGJC.

Less fortunate than SGJC are the School of Community Health and Policy and the School of Social Work which do not yet have buildings of their own (though the university's capital expansion plan has a building for those schools in the state's funding pipeline). The School of Computer, Mathematical and Natural Sciences is housed in several connected buildings that are old and outdated. This school also has a new building that is part of the university's capital plans.

Salaries might be another point of comparison. Faculty in business and the sciences are generally paid higher salaries than those in many other academic units. Salaries in those areas are generally higher outside the academy so it takes comparably higher salaries to lure people to the academy. It's difficult to know where other units' faculty salaries fall, but it is probably safe to say that those in SGJC fall somewhere in the middle. As SGJC was being

131

established, the dean was able to persuade the university to allow him to offer higher salaries to the professionals we were trying to bring to the new school. We have been able to continue that with each new tenure track hire and, indeed, with contractual lecturers as well.

But these higher salaries for new faculty have not been matched with salary increases for long-term faculty members, most of whom are career academics and now suffer the negative effects of salary compression.

In general, SGJC is not among the best funded academic unit, but neither is it among the least funded.

#5 – Describe the unit's classrooms, offices, computer labs or other building spaces, as well as the technology support services. If the unit administers university media or student publications, include a description of equipment and facilities devoted to those operations.

SGJC occupies most of the Communication Center building (designated with the initials CC), which first opened in fall semester of 2006. The building, which cost $26 million to construct, is 78,949 square feet in size. Another occupant is the Center for Academic Success and Achievement (CASA), which has office spaces on the first floor and a classroom-sized space that is used as a tutoring center. One office on the second floor is assigned to an administrator from the Division of Information Technology (DIT).

CASA will move to the Calvin and Tina Tyler Student Services Building upon its completion in the spring of 2020. The offices to which CASA is now assigned will be occupied by the Department of Multimedia Journalism. The space CASA now uses as a tutoring center will revert to use as a classroom.

The following describes the various spaces in the building and their uses.

➢ **Ruthe T. Sheffey Lecture Hall** – This is a 175-seat lecture hall used for some larger scale classes and for a variety of special events. The room is equipped with a lectern that houses a computer that is tied to the university's network and to a ceiling-mounted projector along with a screen that descends from the ceiling. There is also a whiteboard for more traditional approaches.

➢ **CC 102** – Though it is designated as a distance learning room, it is rarely used for that purpose. Much smaller than the lecture hall next to which it is located, the room can accommodate 27 people seated at fixed tables arranged in tiers. This room also has a

132

lectern with a computer tied to the network, as well as a projector and a screen. A more typical use for this room is for smaller classes or small-scale special meetings or events.

➢ **Offices** – There are 38 individual faculty office spaces spread throughout the building's three floors. The office spaces are assigned as follows: six spaces are assigned to Center for Academic Success and Achievement (CASA) and one space for an administrator from Division of Information Technology with the remaining spaces assigned to the three departments of SGJC. One office space on the third floor has been set aside for use by SGJC's graduate students and another for use by SGJC's adjunct faculty.

There are also three additional spaces; each of which has an outer office to accommodate an administrative assistant. One is assigned to CASA, one is assigned to MPPD and one is assigned to SCOM. Finally, there is the dean's administrative suite, which includes the office of the dean, the office of the associate dean and the dean's administrative assistant.

Each faculty member of SGJC has his/her own office space. Though most are assigned spaces from the 31 faculty office spaces now reserved for SGJC, a few faculty members are assigned spaces adjacent to programs for which they are responsible.

➢ **Conference Rooms** – The building has three conference rooms. The dean's conference room is a large room on the third floor adjacent to the dean's administrative suite. The other two are smaller conference rooms located on the second floor (SCOM) and third floor (MPPD). MMJN uses an area of the large office space for its chairperson as well as the Digital Newsroom for its meetings.

➢ **Classrooms** – There are 16 traditional classrooms, which SGJC shares with various academic units. The classrooms are of various sizes and can accommodate classes ranging from approximately 30 students to approximately 50 students. Each of these classroom spaces is equipped with a lectern containing a computer tied to the university's network and to a projector mounted to the ceiling. Each room also has a whiteboard and a screen which descends from the ceiling.

In addition to what might be termed "traditional" spaces just listed, the building has several specialized instructional, production and service spaces which SGJC does not share with any other academic unit. These spaces are as follows.

➢ **MAC Labs** – There are two MAC labs in the building, used mostly by MPPD. Each lab has 20 computers for students in the classes. Each lab also has a computer station and a smart board for the instructor. The MAC labs are among a number of spaces which have recently been upgraded.

133

➢ **PC Labs** – There are also two PC labs in the building. These are used mostly by MMJN and, to a lesser extent, by SCOM. One of these labs was recently upgraded and is similarly equipped to the MAC labs, except that the lab has PCs in it. The other space has 20 older computers and lacks the instructor station and smart board. This is the last regularly used instructional lab needing upgrading and is among our high priority budget requests.

➢ **Small Studio Spaces** – SGJC has two small studio spaces on the third floor of the building. They are used for both instructional and production purposes. One is primarily used as an audio studio/lab. The other is used primarily as a video studio/lab.

➢ **Podcast Studio –** The most recent addition to SGJC's facilities is the Podcast Studio/Lab, located in a previously unused room on the first floor adjacent to the Digital Newsroom. The podcast lab expanded opportunities for students and faculty to record and archive digital audio content, primarily for instructional use. Content may be used as either one-time or ongoing productions for student media operations. Content may also be offered to WEAA-FM, our NPR-affiliated radio station. Previously, any podcasts had to be recorded in studio space at WEAA at a time the station wasn't using it.

➢ **Student Radio Studio** – This space, located on the third floor, is primarily instructional. It has so far not gone on the air because there is no real consensus about how it should be programmed and staffed.

➢ **Editing Suite** – The editing suite on the third floor provides students with computers and software needed to edit video and audio images for class assignments. There are 7 editing stations. Three additional editing stations are among our current high priority budget requests.

➢ **The Bear Cave** – Once a relatively traditional instructional space on the third floor which was not shared with any other academic unit, the room is now called The Bear Cave and has been converted for use as a planning space for BEAR-TV's operations.

➢ **Graduate Student Lounge** – When SCOM's The Strategy Shop moved to a space on the first floor, the now empty space was converted for use as a graduate student lounge. With a growing graduate program, and plans for it to grow even more, it was decided that greater attention needed to be paid to the graduate students. To keep the room secure, it is kept locked with a card reader lock which is opened with Bear Cards (the faculty, student and staff ID card). All SGJC's graduate students' Bear Cards have been programmed to give them access to the Graduate Student Lounge.

134

➢ **Equipment Storage** – The building has two secure areas that are used to store equipment. The one which gets the most use is on the third floor near the production studios. Called The Bear Cage, it has a locked cage in which the equipment is kept. This is the equipment that is available for students to sign out to use for class assignments. This room has a computer equipped with bar code software. Students are able to reserve and to sign out equipment using their Bear Cards. The card is scanned with the bar code reader. Each piece of equipment signed out is also scanned. Everything is scanned again when the student returns the equipment. This system not only allows SGJC to keep track of who has equipment outstanding, it also generates reports that allow SGJC to show how much its equipment is being used.

A second storage area on the second floor is used to store equipment that belongs to the Digital Media Center. The room also has cages in which equipment can be stored. As described elsewhere in this document, the Digital Media Center provides a range of recording and editing services for SGJC and other units across the university. It also provides instructional and training services to SGJC faculty, staff and students.

➢ **Student Services Suite** – The Student Services Suite, located on the second floor, is the headquarters of SGJC's advising, retention and career counseling efforts. The academic advising coordinator and the retention coordinator each have offices in the suite. The suite also contains the office of SGJC's career counselor, who is shared with the College of Liberal Arts under a grant from the UNCF Career Pathways Initiative. Boards outside the suite are used to post information about internships, career opportunities, etc.

All computers in the production and instructional labs, the editing suite, the Digital Newsroom, The Strategy Shop, etc. are loaded with the Adobe Creative Suite software, which is standard in all SGJC classes.

SGJC is structured so that each major has a performance center space in which its students registered in the skills-based classes are expected to put in a certain number of hours each semester in addition to the hours they spend in the classroom. These performance centers allow students opportunities to put into practical use the theories and information they are learning in the classroom. The performance centers are all student-staffed, but faculty-supervised. The following are the performance centers.

➢ **Digital Newsroom** – The Digital Newsroom is the performance center for MMJN. It is housed in a large studio space on the first floor of the building. It is equipped with computers, cameras, a news set and various set pieces to create flexible spaces for recording news or interview segments. The Digital Newsroom is the base of operations for several special events, including SGJC's election night coverage and professional training sessions with a variety of groups, including the Ida B. Wells Society for Investigative Reporting.

- ➢ **BEAR-TV** – A large production studio and a control room on the building's third floor are home to BEAR-TV, which broadcasts news and other programming on the university's cable system. BEAR-TV has a regular news program, which includes interview segments, taped and live material as well as specially produced content. Production of this programming is done by MPPD.

- ➢ **The Strategy Shop** – The third performance center is SCOM's The Strategy Shop. This space has computers, a printer, video monitors and other equipment. The Strategy Shop serves as a strategic communications agency. It works with real clients, who may be on-campus or off-campus. The students create a variety of strategic communications efforts, including campaigns. The Strategy Shop is located on the first floor adjacent to the Digital Newsroom.

In addition to the spaces already described, there are two important spaces maintained by SGJC, but available for use by the larger university community. These are described below.

- ➢ **Global Conference Center** – This room is tucked away in a corner of the second floor and was unused because it was too small and oddly shaped to use as either a classroom or a conference room. SGJC made a proposal for its use and a special allocation of funds was made available to convert this space into one that could be used to communicate with people anywhere in the world. The Global Conference Center is equipped with a round conference table with 12 chairs, four wall-mounted monitors, a camera, microphones mounted to the conference table and a computer to tie it all together. The table has electrical outlets in which laptops or other electronic devices can be plugged. The space is very flexible and very useful in a number of ways.

  Examples of some of the uses to which the Global Conference Center have been put include these. SGJC maintains partnerships with West Virginia University and Penn State. We have joint reporting projects with both, and the room has been used to allow our classes to meet with companion classes at the other university. The Center has also been used to allow classes to be exposed to a variety of guest speakers who would not otherwise be able to come to campus.

  Some non-SGJC uses have included these. The School of Engineering used the Center to do preliminary interviews with candidates for Dean. The Department of English and Language Arts made similar use of the room when it was filling faculty vacancies. The university's Transfer Center, which evaluates the records of students transferring into MSU, used the Center to provide its personnel with a training seminar they would not otherwise have been able to attend.

The equipment in the Global Conference Center can bring people from several locations to participate in an event. The interactions can also be video and audio recorded for later use.

- ➢ **Innovation and Collaboration Center (ICC)** – Until recently, the ICC was labeled as an Open Writing Lab. It was intended simply as a space in which students could use computers to do assignments and print them. It had been equipped with 20 or so computers that came with the building. The computers were arranged in rows of big desks. The computers got to be so old that they couldn't even be loaded with newer versions of the Microsoft Office package. It was so bad, the room had to be closed and students were no longer able to use it.

  With a special allocation of funds, the room was transformed into the ICC. Its computers are about half MACs and half PCs. The computer desks are arranged with some against the walls set up for single users. Others are arranged as "islands" in groups of four in the center of the room to allow for collaborative and group projects. There are two portable smart boards that can be rolled to an "island" for a group to use to create a variety of projects.

  The space is painted in Morgan Blue and Orange and decorated with MSU's core values on the wall. A bright, open space, the ICC is open to all MSU students. SGJC initially staffed the ICC with a part-time person whose salary was taken from the Student Media budget. More recently the cost of what is now a full-time contractual position has come from a university allocation for that purpose. Additional staff are hired from work/study funds.

There is one additional space in the Communication Center building that has yet to be discussed. That is the suite that houses **WEAA-FM**, the university's NPR affiliated public radio station. Now in its 42nd year, the station is on the air 24 hours a day. Under a new station manager who is working very closely with the Dean and his Executive Committee, WEAA was re-directed toward its original purpose; an important instructional component for SGJC's students that provides hands-on experiences. Opportunities for students come through classes such as the practicum classes and the COMM 490 – Internship classes. Students are able to work on WEAA's programs and equipment; research, gather and report the news; work with digital content and more. WEAA has not given up its important public radio mission, but it is making sure that its connection with Morgan State University provides instruction and practical experiences that make the students more marketable when they graduate.

#6 –Describe the unit's most urgent needs for resources, if any, and the plan to address those needs.

Resource Needs – An extremely important and most urgent need that faces SGJC every year is a reliable source of funding to continue renewing its subscriptions to the Adobe Creative Suite software, which is the editing platform used by the classes in SGJC's three departments. At a cost of more than $40,000 per year, these funds are not a regular part of SGJC's budget. So far, the office of the Provost has provided funds for these yearly renewals. Though the ideal solution would be for MSU to obtain a master license for the entire university, a suitable alternative would be for funds to be placed in SGJC's annual budget.

Beyond this critical resource need, the most urgent needs for resources fall into two broad categories: personnel and equipment. Under personnel, there are faculty needs and staff needs.

Faculty – We are conducting searches for two full-time faculty. One will be assigned to teach in SGJC's master's program in journalism. The other is for a tenure track assistant or associate professor in SCOM. There are additional faculty needs, however. They include a graduate level slot to implement an approved online post-baccalaureate certificate in urban journalism and a slot for MPPD.

Staff – There are several staffing challenges facing SGJC. Several important positions are currently funded through MSU's Title III grant. Even under the best of circumstances, Title III is an uncertain source of funding and it has never been meant to be a permanent fix to an ongoing problem. In the current climate in Washington, DC, the existence of Title III itself could be in danger. The dean has been lobbying to have these positions placed on the permanent state payroll. The positions in question are as follows.

➢ Academic and Career Advising Coordinator – responsible for managing the academic advising operations for some 200 sophomores and juniors (freshmen are advised by a separate operation housed in the Office of Student Retention and Success and seniors are advised by their department chairs)
➢ Producer – housed in the Digital Media Center and responsible for a variety of functions that also include BEAR-TV
➢ Videographer – also housed in the Digital Media Center and responsible for a variety of functions that also include BEAR-TV
➢ Administrative Assistant for the Department of Multiplatform Production

SGJC is also in need of the following positions:

➢ A second producer for BEAR-TV
➢ A second producer for the Digital Media Center

- Digital Media Center staff (probably two) to record the many events the DMC is called upon to record and to edit the recorded material
- Equipment Room staff (probably two) in order to keep the equipment room open more hours for student access to equipment
- Innovation and Collaboration Center staff (probably at least one part-time) to permit the ICC to be open in the evenings past regular business hours
- Two technical support persons to be on duty during our academic day (7:00 a.m. to 9:00 p.m.) to be able to respond to equipment breakdowns and the technical needs of the faculty.

Equipment – In fields like those found in SGJC, there is almost never enough equipment and almost never enough funding to repair broken equipment or to replace obsolete equipment. Among the most important needs are the following.

- PC Lab – As has been mentioned, the Communication Center building has two MAC labs and two PC labs. Both MAC labs and one of the PC labs were recently renovated and supplied with new computers, a smart board and other technology. SGJC wants to finish the process by renovating the remaining PC lab.
- Field Equipment – Though the situation is far better than when SGJC began in 2013, there is not enough field equipment for the students to use for their classes and for projects. More cameras, microphones, lighting gear, etc., are necessary to ensure that the students are able to take fullest advantage of opportunities to work in and report from the field.
- Sheffey Auditorium Upgrade – The Ruthe T. Sheffey Lecture Hall, the only auditorium space in the school, is in dire need of an upgrade, especially audio and lighting. In addition to improving the level of instruction in that room, it would allow the school to host livestreamed and simulcast programs. Currently, outside production firms must be hired to bring in equipment to ensure sound quality.
- Studio Upgrades – Both large production studios (BEAR-TV and the Digital Newsroom) need infrastructure upgrades – especially lighting. This would require the university to upgrade the power supplies to both studios. Once this was done, both spaces would require studio lighting grids and the lights themselves. Having these upgrades would elevate the level of instruction possible in the studio spaces as well as the quality of the productions possible in those spaces. Upgraded studio facilities could make it possible for SGJC to offer its services to paying clients thus providing income from the space that could be used for replacements of things like batteries, studio light bulbs, etc., which are not typically the kinds of things the State of Maryland puts into school budgets.
- Audio Lab – Reconfiguring the audio lab and modernizing the audio equipment would create opportunities for the production of Foley sound for film and documentaries, live studio on-air productions for radio, music productions, voiceovers and the like. In addition, improvements to the audio lab could support future efforts to monetize the space by opening its use to local, regional and national clients.

Standard #8
Professional & Public Service

Standard #8 – Professional and Public Service

Executive summary:

Above and beyond any requirements for service as part of any tenure and promotion process, SGJC strongly encourages service among its faculty. As described earlier, SGJC divides service into three categories. These are service to the department, the school and the university, service to the discipline and service to the community. The first was already discussed as part of Standard #1. It is the last two; service to the discipline and service to the community that are discussed as part of this standard.

#1 Summarize the professional and public service activities undertaken by the unit. Include operation of campus media if under control of the unit; short courses, continuing education, institutes, high school and college press meetings; judging of contests; sponsorship of speakers addressing communication issues of public consequence and concern; and similar activities.

The School of Global Journalism and Communication manages and provides faculty advising for several student media outlets. They include MSU's online newspaper, *The Spokesman;* a 24-hour closed-circuit television operation called BEAR-TV and a digital yearbook, *The Promethean*. All these operations give students valuable hands-on experiences that augment the skills they are learning in the classroom. All these outlets are student staffed, and faculty supervised.

141

SGJC also has responsibility for overseeing the operations of WEAA-FM, the University's NPR-affiliated radio station. One of WEAA's missions is to cover issues of interest to its core African American audience, as well as to the greater Baltimore community. Both faculty and students contribute to WEAA's efforts to reach and serve the community. Faculty, including E. R. Shipp and former full-time faculty member LaMonte Summers, have been frequent contributors. Many others, among them Dean DeWayne Wickham, current faculty member Wayne Dawkins, retired faculty member Pia Jordan and Hamil Harris, director of the ICC, have appeared as guests.

Students have been actively involved with WEAA as well. They have reported the news from both the studio and on-location, created material for the WEAA website, operated the boards, worked on fundraising drives and underwriting drives among other things. SGJC students were involved in reports from Aretha Franklin's funeral in Detroit and in the shooting and editing of reports about the music scene in Cuba.

The Morgan Community Mile is a university-wide community service initiative in which both faculty and students from all academic units are involved. The Morgan Community Mile is a geographic area that encompasses those neighborhoods that are within an approximately one-mile radius of the MSU campus. Greg Adamo, an SGJC faculty member, is a member of the board for the Morgan Community Mile. He is also a board member for the Hamilton-Lauraville-Main Street neighborhood association, which is one of the neighborhoods inside the Mile. E.R. Shipp, another faculty member, has been the SGJC liaison to the Morgan Community Mile Initiative. Students from Prof. Shipp's Baltimore Reporting Project classes have reported on issues of importance to residents in the Mile. Reporters from *The Spokesman* have also reported on Mile issues.

SGJC has hosted gatherings of two important regional media associations. In April 2016, it co-hosted with the Baltimore Association of Black Journalists the annual conference of the National Association of Black Journalists Region I. In October 2018, it hosted the Maryland/Delaware/DC Press Association gathering.

At least four current faculty have been involved in the judging processes for important awards. Assistant Dean Jackie Jones has served as a judge for two awards given by the White House Correspondents Association: the Aldo Beckman Award and the Merriman Smith Award.

In addition, E. R. Shipp, the first African American woman to win a Pulitzer Prize for Commentary, has served several times as a judge for the Pulitzer Prize. She was also a judge for the 2016 Toner Prize for Excellence in Political Reporting and has been an advisor for the George Polk Awards for the past seven years.

Janice Smith was a judge for the DC Hall of Fame Awards and for the National Newspaper Publishers Merit Awards Program. Both were in 2018.

Wayne Dawkins has been a judge for the James Aronson Awards for Social Justice Journalism.

Finally, Dean DeWayne Wickham was a judge for the 2019 Toner Prize for Excellence in Political Reporting and will be a judge for the 2020 Scripps Howard Awards.

SGJC has played active roles in efforts to bring major topics of public consequence and concern to our students in particular and to the MSU community generally. Some examples include the following.

- ➢ "The *Afro-American* Newspaper and America's Presidents: 125 Years of Speaking Truth to Power" – This spring 2017 symposium, moderated by Frances Draper, vice chair of the MSU Board of Regents, marked the 125th anniversary of one of the nation's oldest and most important black newspapers. Panelists included SGJC faculty member, journalist and political analyst Jason Johnson and journalists Lauren Victoria Burke and Tony Harris. *Afro* publisher Jake Oliver served as the respondent.

  The focus of the symposium was the importance of the press in keeping people informed about what their government is doing and the importance of the press in holding government accountable.

- ➢ In the midst of the controversy surrounding former ESPN host Jemele Hill's tweets about President Trump, SGJC Professor of Practice Milton Kent thought that it was important that there be a place in which to discuss that. He organized a panel discussion on the topic which was live-streamed. Panelists included journalist/media critic and former NPR ombudsman Alicia Shepard and former SCOM faculty member Dana Shelley. Kent, who is also a sports journalist, served as moderator.

- ➢ "The Impact of Negative Images on Black Women Athletes" – This symposium was the first event of a joint project of the SGJC Center for the Study of Race in Sports and Culture and ESPN's "The Undefeated." The symposium brought together athletes, Kara Lawson and Ibtihaj Muhammad and ESPN writer Lonnae O'Neal for a wide-ranging discussion of public perceptions of black female athletes. The event held in October 2016, was moderated by then-ESPN sports journalist Jemele Hill. This SGJC/ESPN joint project also resulted in a major academic research study and a series of recorded interviews with prominent black female athletes.

- ➢ "No Ceilings" – This was the follow up to the panel just described and occurred at the conclusion of the project. "No Ceilings" was held in the fall of 2018. The panel was composed of Penn State history professor Amira Rose Davis and athletes A. J.

Andrews and Nneka Ogwumike. It was moderated by ESPN senior writer Lonnae O'Neal. The 60-minute discussion focused on the images, depictions and characterizations of black female athletes. It was recorded by ESPN and parts of it were included in a network special broadcast by ESPN.

➢ "Kerner + 50" – Following the race riots of 1967, President Lyndon B. Johnson established the Kerner Commission to investigate their causes. The Commission's report made a number of recommendations, many of which were implemented. The Social Justice Project, a collaboration of SGJC, the Reed College of Media at West Virginia University and the Brigham Young University School of Communications, presented a symposium entitled "Kerner + 50." The discussions, which looked at where the nation is 50 years later, were live streamed from each of the campuses.

#2   In a digital file, list examples of professional and public service activities undertaken by members of the faculty in the past six years (before the self-study year). Limit to five examples per faculty member. The unit has the option of providing a complete list in a digital format. Do not include service to the unit or institution; this information should be presented in Standard 1.

The importance of service to the discipline and to the community cannot be overemphasized. Such service takes faculty – and SGJC – beyond the confines of the university campus. SGJC's connections to the Morgan Community Mile have already been mentioned. But faculty service activities have gone much further than that. Some general examples include the following.

➢ Current or former faculty members serve or have served on the editorial boards of scholarly journals.
➢ Four current faculty or administrators serve on boards of directors.
➢ One is part of the governing body of one of the major professional organizations.
➢ Several have served as conference paper reviewers or conference session organizers.
➢ Several have served as evaluators for textbooks awaiting publication.
➢ Several are part of Richard Prince's Journalists' Roundtable in Washington, D.C., a professional journalists' group that focuses on diversity issues in the news business.
➢ SGJC faculty are active members of and participants in professional organizations such as the Association for Education in Journalism and Mass Communication (AEJMC), the Eastern Communication Association (ECA), the National Association of Black Journalists (NABJ), the National Communication Association (NCA), the Online News Association (ONA), the Public Relations Society of America (PRSA), the Society of Professional Journalists (SPJ), among others.

A listing of selected specific examples of SGJC faculty service to the discipline and to the community are found beginning on page 92 of the digital file that contains the supporting materials for this self-study. A full listing is available in a binder in the workroom.

#3   Describe the unit's contact with alumni, professionals and professional organizations to keep curriculum and instruction, whether online or on-site, current and to promote the exchange of ideas. Contact may include alumni and professional involvement in advisory boards, curriculum development, guest speaking, placement, internships, and fundraising. Provide advisory board members' names and contact information.

Opportunities for SGJC's students to interact with alumni and with professionals are extremely important. Both are vital to SGJC's being able to keep curriculum and instruction current. And both are vital to the students' abilities to create their own networks as they prepare for the careers

Alumni Brunch – Long before the creation of SGJC, and even before the creation of its immediate predecessor, the Department of Communication Studies, there was the Alumni Brunch. Begun by what was then the Department of Telecommunications, the Alumni Brunch is held each year on the Saturday morning of MSU's Homecoming Weekend.

Attendees go beyond the alumni and include students, faculty and staff. Attendees also include members of SGJC's Board of Visitors, which holds its fall meeting the day before the brunch. Members of the university's upper administration also often attend.

Before and during the meal, students can talk with recent graduates (some of whom they know) and to meet and get to know less recent graduates. There is always a program during which scholarships are awarded. One is The George W. Collins Journalism Scholarship, made possible by the family of the late, pioneering Baltimore radio journalist. Several more are awarded from the Phil and Joan Currie Opportunity Scholarship Fund begun with a generous gift from Phil Currie, a member of the SGJC Board of Visitors. His $50,000 challenge was met with more than $50,000 raised from other sources.

Another part of the Alumni Brunch program is the presentation of faculty and student Spirit Awards funded by personal contributions from the dean and the members of his Executive Committee. The executive committee chooses the recipients.

The final, and in some ways most important part of the Alumni Brunch is the collection and updating of alumni contact information.

Alumni J-Chats – A group of recent MMJN graduates who are working in the Baltimore/Washington region, proposed and launched a program of regular visits by alumni

from all three SGJC departments. The visits are called Alumni J-Chats (with the "J" standing for both journalism and jobs). The Chats generally occur between 11:00 a.m. and 1:00 p.m. on Tuesdays or Thursdays during what is called University Hour and during which no classes are held, although sessions have been scheduled for other days, depending upon the guest's schedule. Holding J-Chats during University Hour, however, allows any SGJC student who wants to attend to do so without having to miss a class.

The J-Chats give alumni a chance to talk with students about work, the industry and job readiness in a relaxed atmosphere and students are sometimes more likely to pay greater attention to the insights of their peers and near-peers. Because the Alumni J-Chats happen during what might otherwise be lunchtime, food is often provided by the MMJN chair and/or faculty.

Alumni J-Chats are promoted through social media and by flyers posted around the building. Portions are recorded for BEAR-TV and for SGJC's promotional purposes. Podcast interviews with alumni are recorded and posted as well.

Board of Visitors – As SGJC was in its earliest stages, the dean created a Board of Visitors composed of journalists, other media professionals and educators to advise SGJC as it developed its structure and curricula. The board meets in the spring and fall of each year. As mentioned earlier, the fall meeting is held the day before the Alumni Brunch and members of the board attend the brunch. The spring meeting is typically held in April.

In addition to their advisory role, these volunteer board members are among the donors to SGJC. They help the dean raise funds for a variety of special programs and initiatives. A recent initiative has members of the board hosting receptions in various areas of the country for people in their networks to put the dean in contact with potential donors. The goal is to raise $2 million by July 2020.

A list of the members of the SGJC Board of Visitors and their contact information is found beginning on page 95 of the digital file that contains the supporting materials for this self-study.

Baltimore Association of Black Journalists – The Baltimore Association of Black Journalists (BABJ) is the local chapter of the National Association of Black Journalists (NABJ). It plays an important role in SGJC. BABJ sponsors SGJC's student chapter of NABJ (which won the Chapter of the Year Award at the 2017 national convention in New Orleans). Several SGJC faculty are members of both the local and national chapters.

Each semester, BABJ holds a daylong mentoring event for SGJC students. The event includes workshops, individual résumé, portfolio and website evaluations and the opportunity for students to build their networks. BABJ also co-hosts SGJC's "Welcome Back Day" at the beginning of each fall semester, providing food and activities.

In the spring of 2018, a BABJ member who is a recent SGJC alumnus, sponsored 10 members of MSU's student NABJ chapter by paying their BABJ membership fees.

BABJ members have served as fellows and mentors for SGJC reporting and training projects. They have also been involved as evaluators for MMJN's COMM 497 – Senior Capstone Project end-of-semester presentations. These evaluations have an important role in SGJC's assessment process since the Capstone projects are among its direct assessment measures.

#4 Describe the unit's methods for communicating with alumni, such as newsletters or other publications. Provide the web link for communication during the previous academic year or provide print copies in the workroom.

Until recently, MSU had no official, systematic way to keep track of its recent alumni. Unlike many universities which allow graduates to keep their university email accounts for at least a period of time after they graduate, MSU only recently began offering alumni email addresses. Previously, it cut graduates off the email server as soon as they graduated.

Academic units may request mailing lists of their own graduates from the MSU Alumni Association. Unfortunately, a fairly significant portion of those lists are outdated. SGJC uses a mailing list provided by the Alumni Association to send out its "save the date" postcards for the annual Alumni Brunch. We then save all the cards that are returned as undeliverable to cull our list and keep it updated.

The combination of graduates having their MSU email accounts closed and outdated Alumni Association mailing lists has made keeping in touch with our alumni a challenge. We have to rely on graduates choosing to keep in touch with us, which usually happens because a student keeps in touch with a faculty member with whom he/she was particularly close.

The School of Global Journalism & Communication is only six years old. It just graduated its first full cohort of students in May 2019. The primary goals of these first six years have been establishing SGJC, branding it, getting it operating smoothly and raising money to help fund the programs and initiatives to move the school forward. Those goals have been achieved (though we will always be working to raise additional funds). But achieving these goals has left little time to track down alumni and build communication channels with them.

With our first set of goals largely achieved, SGJC is putting effort behind other things; things that include creating an alumni database and establishing regular contact with those alumni. There are four efforts underway to build an accurate, up to date contact list of alumni.

Exit Surveys – One of SGJC's indirect assessment measures is an exit survey that all graduating seniors must complete. Among the things the survey asks is each student's post-graduation personal email address. Since this effort is a new one, it hasn't yet resulted in a

large body of information. Going forward, however, this will be an important asset to keep in touch with SGJC alumni and to keep them informed of SGJC's activities, highlights and accomplishments.

J-Chat Alumni – Earlier in this narrative, there was a description of the MMJN alumni who launched the Alumni J-Chat initiative. But that's not all they're doing. They have made it their mission to list all their own alumni contacts and begin using those contacts, and social media, to help track down other alumni. The goal is to build a robust database of SGJC alumni with a second goal of getting those alumni involved (or re-involved) with SGJC. At the fall 2019 brunch, a team of alumni announced an effort to create an official SGJC Alumni Association, which would be a university-sanctioned alumni group.

Alumni Brunch – As has already been mentioned, SGJC uses the Alumni Brunch as an opportunity to gather (and update) the contact information for the alumni attending. The J-Chat Alumni have volunteered to take on the responsibility of organizing the 2020 Alumni Brunch.

Alumni Survey – This is just beginning as this self-study is being written. A recent alumnus has met with SGJC's Director of Assessment, who oversees the exit survey among other things. This alumnus is taking the list of all SGJC's graduates beginning with the 2015-2016 academic year and will be trying to track all of them down with the intention of having them complete the survey that is now under development. The goal is that this Alumni Survey will provide valuable information about where our alumni are going and what they're doing post-graduation.

#5   Describe the unit's support of scholastic (high school) journalism, including workshops, visiting lectures, critiques of student work, etc.

SGJC's Department of Multimedia Journalism hosts an annual weeklong summer high school journalism boot camp. It offers writing and other instruction to approximately 20 Baltimore City students and two teachers as they produce four to five multimedia story packages. SGJC students go out with the high school reporting teams and act as producers for these packages.

SGJC created a High School Media Week, inviting students from Baltimore City, Baltimore County, Prince George's County and Washington D.C. to spend a day being introduced to the program, meeting faculty and students and having hands-on experiences in the School's labs and WEAA-FM, the NPR-affiliate housed in the School.

As students arrived, WEAA was live broadcasting its "Mornings with Mykel" show from the Communication Center building lobby. Some of the arriving students were interviewed on the spot. After a brief opening program, students were divided into groups and embarked

on the day's activities. Each group had a chance to anchor a newscast in the SGJC studio on the BEAR-TV news set. They sat in on a strategic communication campaign discussion in The Strategy Shop. They had a social media experience in the Digital Newsroom. And they had a tour of WEAA where some of the students were interviewed. Those interviews were archived and broadcast later. Playing important roles in the week's activities were representatives from MSU's Admissions Office and Financial Aid. The first High School Media Week was successful and SGJC plans to continue this effort.

SGJC participates in a summer reporting program with the Baltimore City Department of Recreation & Parks. The program includes city teens and SGJC students and faculty. The teens produce a series of stories on campus and within the Morgan Community Mile which are then posted on SGJC media.

The SGJC has also launched a partnership with Coolidge Senior High School, a Washington, D.C.-based magnet high school with a Media Academy. SGJC students and faculty work with Coolidge students in D.C. and bring them to Morgan where they have an opportunity to work on a variety of reporting and production projects.

In fall 2018, Rodney Nesbitt, a Strategic Communication alumnus, who is community outreach director at City Neighbors High School in Baltimore City, asked the SGJC to participate in a high school internship program, working with high school students interested in careers in journalism and mass communications.

During the first semester, the students shadowed faculty and staff throughout the School. The next semester, the students produced weekly podcasts that ran on the SGJC Podcast Network. Under the supervision of the Director of the Innovation & Collaboration Center (ICC), the students reported, wrote, photographed or videotaped, recorded and edited a weekly podcast on deadline. It was part of the network's weekly podcast lineup.

Standard #9
Assessment of Learning Outcomes

Standard #9 – Assessment of Learning Outcomes

Executive summary:

The School of Global Journalism & Communication (SGJC) is committed to student success and improving student outcomes. In addition to active learning and engaged teaching to accomplish this, our faculty, staff, and students embrace assessment as a tool to inform what we are doing in our classes and co-curricular educational activities. Our goal is to use lessons learned from the data, implement plans of action from those data-points, see if our changes are making a difference, and of course start all over again to improve the curriculum and student learning based on what we are finding.

This process is an emerging one based on the school's ongoing development as the youngest academic unit at Morgan State University. The historical perspective is important.

Prior to being formed as a school in 2013, the SGJC was the Department of Communication Studies in the College of Liberal Arts. The department produced very accomplished graduates including journalist, author, and CNN political analyst, April Ryan.

The School of Global Journalism & Communication was founded with three distinct units: Multimedia Journalism, Multiplatform Production, and Strategic Communication. At first SGJC struggled to find its assessment footing as the individual units, while doing good work on assessment, operated in silos making it somewhat difficult to launch a coordinated plan on assessment and produce coordinated data across departments.

In early 2018, SGJC developed a new assessment strategy by pooling together faculty and the executive team to rally around a single assessment plan measuring the extent to which our students were achieving the 12 ACEJMC Professional Values and Competencies in the SGJC core classes, which regardless of major, all SGJC students must complete.

A full professor and department chair with extensive experience with assessment serves as the SGJC schoolwide assessment coordinator. With the assistance of faculty and students, he coordinates data collection and reporting, facilitates the overall faculty response to the assessment plan and disseminates assessment results.

This revised format has allowed SGJC to see remarkable engagement and progress around assessment and the collection, reporting, and responding to the data to move our goals of student success forward.

The SGJC assessment effort is guided by several factors:

➢ The SGJC is committed to a steady, deliberate process of improving student outcomes based on data. Although SGJC has set benchmarks for all assessment measures, we are not chasing numbers. Our assessment plan is authentically about implementing small steps over time to improve teaching and learning.

➢ The plan is committed to highly engaged faculty input.

➢ The SGJC actively and deliberately includes students as thought-partners in the process of student learning. Our students are not just subjects being tested to see what they know. We seek their advice and participation in helping us shape our assessment efforts.

➢ We are committed to providing frequent updates to the SGJC schoolwide community giving all members an opportunity for feedback. As a multimedia and digitally engaged faculty, we often use digital and social tools to share assessment gains and recommendations about how to use the data in addition to more traditional style of paper reporting.

Our assessment efforts are informed by classic models used by many of our longstanding ACEJMC accredited peers. The SGJC uses three direct measures of assessment and two indirect measures of assessment. The direct measures of assessment are the ETS Heighten Written Exam, the SGJC Knowledge Exam, and Senior Capstone Project External Reviews. The indirect measures are the Senior Exit Survey and the Alumni Survey.

As the school goes through this process, faculty are monitoring the results of this assessment cycle to determine whether we are using the right mix of assessments, whether instruments

accurately measure student learning and whether they are culturally sensitive or reflect and reinforce racial inequalities. After SGJC completes this assessment cycle, the data will help inform resulting discussions about adjustments and the future of our current instruments.

We believe that we have an engaged community of faculty, staff, and students who understand the importance of assessment and that a newly formed assessment committee, created in May 2019, will help SGJC refine its assessment plan based on community feedback.

#1 Provide a copy of the unit's written plan for assessment of student learning outcomes. This plan must include the dates of its adoption and of implementation of its components.

The SGJC Assessment Plan is found beginning on page 100 of the digital file that contains the supporting materials for this self-study.

#2 Provide the unit's definition of goals for learning that students must achieve. If this definition is incorporated into the plan for assessment, a page reference will suffice.

See page 112 of the digital file that contains the supporting materials for this self-study.

#3 Describe the collection and reporting of data from both direct and indirect assessment measures and how the unit used its analysis of the data to improve curriculum, instruction, etc. Provide copies of any end-of-year assessment reports. If there are multiple reports from the six-year period, summarize the findings and make the reports available in a digital file.

The SGJC applies three direct measures and two indirect measures to assess student learning. These measures are:

ETS Heighten Written Exam – Direct Measure – This is a standardized writing exam that measures student direct writing, administered each semester to COMM 201 – Introduction to Multiplatform Writing students and COMM 497 – Senior Capstone Project students. These courses represent the first and last courses in the SGJC core respectively. We administer this exam to students taking their first SGJC course to allow for a longitudinal examination of data.

This exam allows the SGJC to benchmark student writing skills against other institutions and eventually other academic units at Morgan. Morgan's university-wide assessment committee recently adopted the ETS instrument to collect student-writing data from MSU's academic units.

SGJC Knowledge Exam – Direct Measure – Testing all COMM 201 and COMM 497 students, this exam measures student knowledge each on all of the 12 ACEJMC Professional Competencies, except #7: "Think critically, creatively and independently" and #10: "Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness." SGJC used established assessment instruments that have already been normed by ACEJMC accredited institutions. The SGJC acknowledges the support of Elon University and West Virginia University for allowing the SGJC to use questions from their exams. The SGJC Knowledge Exam is a compilation of both exams.

Capstone External Reviews – Direct Measure – The process involves capstone students presenting their final projects to a panel of external industry professionals who score students with a rubric. This review is administered each semester.

Senior Exit Survey – Indirect Measure – This is a survey issued to graduating seniors each semester to gauge their opinions about their educational experiences and how well they believe they have mastered ACEJMC competencies.

Alumni Survey – Indirect Measure – This is an alumni survey administered to graduates once every three years. The first administration of the survey was launched in October 2019 and is ongoing.

ETS HEIGHTEN WRITTEN EXAM – DIRECT MEASURE
Data Collection and Use of Data

Data Collection of ETS Heighten Written Exam – This exam allows SGJC to benchmark student writing skills against other institutions and against other MSU academic units. In the assessment plan, The ETS exam is designed to measure ACEJMC competency #9: "students will be able to write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve."

At the start of each semester, with the cooperation of the respective faculty, students sign up for the computerized exam, which is completed during the first two weeks of the semester. The overall response rate for entering students is 94 percent. The overall response rate for capstone students is 99 percent. The following table shows the data collection and scores for 159 students who took the ETS Heighten Communication test from fall 2018 through spring 2019.

ETS WRITING SCORES OF ENTERING AND EXITING SGJC STUDENTS

ETS Heighten Written Exam	Seniors Fall 2018 (26 students)	Entering Students Fall 2018 (52 students)
Advanced Score	0 or 0 %	0 or 0%
Proficient Score	2 or 8%	2 or 4%
Developing Score	24 or 92%	50 or 96%
ETS Heighten Written Exam	**Seniors Spring 2019 (48 students)**	**Entering Students Spring 2019 (33 students)**
Advanced Score	2 or 4 %	0 or 0%
Proficient Score	7 or 15%	1 or 3%
Developing Score	31 or 81%	32 or 97%

Based on the available data, SGJC arrived at the following conclusions:

1. In the fall-to-fall comparison, there was an increase in the percentage of graduating students who are scoring at the advanced level.
2. During the same time period, there was a decrease in the percentage of graduating students who are scoring at the developing level.
3. There has been no appreciable change in the percentage of entering students who are scoring at the developing level. This is suggesting that SGJC may have to be involved earlier with our SGJC majors even before they take their first SGCJ courses.

How is SGJC using the ETS Heighten Exam data to improve curriculum and instruction?

The target for this measure based on the SGJC assessment plan is, "At least 70 percent of graduating seniors from all majors will score at "proficient" or better on the ETS Heighten Exam. No more than 5 percent of all completers will score at 'developing'." The scale is developing, proficient and advanced.

Based on the current results this target was not achieved.

While the number of students who scored proficient is rising, the long-term fix is strengthening the writing of SGJC students in their first writing course.

Based on the entry level ETS writing scores, more than 95 percent of students entering their first SGJC course come to SGJC with "developing" writing scores. As writing is key to the success for any career in journalism, production, or public relations fields, these data points dictate that as a school, improving students writing skills must be a major focus of the SGJC curriculum response.

The following strategies have been implemented based on the review of the data:

1. In the COMM 201 class, the number of writing assignments and exercises given to students during the course was increased by 20 percent to give students more practice in the act of writing, in the hopes of increasing their writing capacity. Faculty teaching in this sequence are reporting that individual unit scores on writing exercises are improving.

2. Students in COMM 201 are required to complete additional writing assignments outside of classes that are self-paced to provide additional support in grammar and mechanics, including exercises from The Khan Academy. Faculty teaching in this sequence report that they are now able to spend more time in direct, discipline-specific, in-class writing exercises and that individual unit scores on writing exercises are improving based on this strategy.

3. Faculty engage students in co-curricular exercises to immerse students in writing. One Saturday each fall, SGJC hosts the GrammarSlam, an intensive day during which writing experts come to the school and work with students on individual areas of weakness in one-on-one and group settings. To make the day fun, students then participate in an essay competition and prizes are awarded to students who excel. This year's prize was a laptop computer. Attending GrammarSlam is required of all COMM 201 students, but other SGJC students are welcome and often participate.

4. Faculty members teaching COMM 201 meet at the beginning of the semester to ensure a coordinated syllabus and teaching strategy. At least once a semester, faculty teaching courses on the curriculum map responsible for writing meet to discuss the coordinated plan for improving writing at the beginning level (COMM 201), the level of reinforcement (COMM 204 – Information Gathering and Research) and the mastery level for writing (COMM 497).

SGJC KNOWLEDGE EXAM – DIRECT MEASURE
Data Collection and Use of Data

The SGJC Knowledge exam measures student knowledge all of the 12 ACEJMC Professional Competencies except for "thinks critically: and" critical evaluation" each semester. The exam is given to COMM 201 and COMM 497 students. At the start of each semester, with the cooperation of the respective faculty, the SGJC Knowledge Exam is administered in the class session during the first two weeks of the semester. The exam is a paper instrument and is scored by members of the assessment committee. The overall response rate for entering students was 96 percent. The overall response rate for capstone students was 99 percent. The first of the following tables shows the data collection and scores for 26 students who took the ETS Heighten Communication test in fall 2018. As 2018 was a pilot year, the SGJC Knowledge Exam was not given to COMM 201 students. The second table reflects data from spring 2019.

SGJC KNOWLEDGE SCORES OF EXITING SGJC STUDENTS – FALL 2018

SGJC Knowledge Exam	Seniors Fall 2018 (26 students)
Domestic Diversity	73%
Ethics	69.2%
Global Diversity	69.2%
Writing	69.2%
Apply Theories in presenting images and information	46.1%
Use technology	46.1%
Freedom of Expression	42.3%
Research and evaluation	42.3%
History and Roles of Media in Society	38.4%
Apply data and stats	12%

SGJC KNOWLEDGE SCORES OF ENTERING AND EXITING SGJC STUDENTS – SPRING 2019

SGJC Knowledge Exam	Seniors Spring 2019 (42 students)	Entering Students Spring 2019 (62 Students)	Difference
Ethics	71%	45%	26%
Global Diversity	60%	42%	18%
Domestic Diversity	57%	42%	15%
Freedom of Expression	57%	31%	26%
Writing	57%	44%	13%
Use technology	55%	42%	13%
Apply Theories in presenting images and information	52%	39%	13%
Research and evaluation	52%	34%	18%
History and Roles of Media in Society	48%	31%	17%
Apply data and stats	24%	24%	0%

157

Based on the available data, SGJC arrived at the following conclusions.

1. Students appear to have the highest knowledge across the board in both global and domestic diversity. This is no surprise given the number of class discussions and assignments in the curriculum based on diversity matters. The SGJC also has a strong history of supporting international travel for students. Additionally, the name of the unit has "global" in it, meaning that the SGJC branding standard shows that diversity issues are important.

2. Except for one area (numeracy), students leaving the institution appear more knowledgeable in the topical areas of the AEJMC competencies measured. This points to focused work in the curriculum in these areas.

3. As these students are new to the process, SGJC needs to continue to build capacity for student test takers by doing a better job of educating them about the assessment process. The opportunity is lost for students who have graduated, but the potential for improvement is ripe for all new entering classes.

How is SGJC using the SGJC Knowledge Exam to improve curriculum and instruction?

The desired outcome for the SGJC Knowledge exam is at least 70 percent of all graduating seniors from all majors will score at 70 percent or higher on The SGJC Knowledge Exam.

This outcome was not achieved.

In fall 2018, one student out of 26 graduating seniors scored 71 percent. In spring 2019, three graduating seniors scored over 70 percent. All three departments each had a student who was successful on the exam. One Multimedia Journalism student scored 76 percent, a Strategic Communication student scored 76 percent, and a Multiplatform Production student scored 71 percent.

There is positive news here. There is improvement in the overall score trends. However, more work needs to be done. Scores in several ACEJMC competencies were down in 2019 when compared to those in 2018. Exit interviews with test takers say they believe there was test anxiety because the exam was announced the day of the exam administration. In the previous semester, the exam date was announced at the beginning of the semester.

The following strategies have been implemented based on the review of the data:

1. Although, as required, the ACEJMC competencies appear on all syllabi, faculty are now spending time at the start of the semester reviewing the relevant ACEJMC competencies during the first week of classes. These discussions with students are raising awareness about the 12 Competencies in the courses and why they should be paying attention to them.

2. Faculty are labeling specific assignments and readings in the syllabus to note which competency is being covered by specific assignments. This is done for two reasons: One reason is help educate students about the competency. The second reason is to build capacity with students so they can hone their specific areas of weakness during the semester.

3. While there is some fluctuation from semester to semester about the top ranked competencies among students, there is no question about the areas of the greatest need in student for students to improve. The following three competencies students scored the lowest on the exams: "research and evaluation," "history and roles of media in society" and lastly, "apply data and statistics." Faculty teaching in these areas as reflected on the curriculum map have been collaborating on strategies to improve student performance in these areas.

   For example, using the curriculum map to address the issue with numeracy achievement, statistical modules were added to the syllabus of COMM 201, COMM 204 and COMM 497.

4. Consistent with our assessment guiding principles, SGJC launched a peer-to-peer educational campaign about the 12 ACEMJC competencies called "The SLACkers." The name stands for Student Learning Assessment Campaign. During spring 2019 students roamed the hallways stopping students asking them what they know about the competencies, filling in the gaps and documenting their progress on social media. Students who could explain at least one ACEJMC competency were awarded certificates of achievement. The student participation rate was 80 percent.

CAPSTONE REVIEWS – DIRECT MEASURE
Data Collection and Use of Data

The process involves capstone students presenting their final projects to a panel of external industry professionals who score students with a rubric. This review is administered each semester. Each department engages a minimum of three external industry professionals in their respective fields to judge the students' final presentations. From fall 2018 through spring 2019 there were 24 individual reviewers. Each reviewer scored students noting if a respective competency were present.

The desired outcome for this direct measure is at least 70 percent of all capstones of graduating seniors from all majors will be scored "Very Prepared" or "Prepared" on a scale of "Very Prepared," "Prepared," "Somewhat Prepared," or "Not Prepared at All" by external reviewers using a rubric looking for evidence of respective competencies. The following table shows the compilation of responses across all departments per ACEJMC competency when combining the scores very prepared and prepared. These data are ranked from highest to lowest.

COMPILATION OF CAPSTONE REVIEWER SCORES
BY ACEJMC COMPETENCY

Competencies SGJC Knowledge Exam	Combined Percentage Score of Very Prepared and Prepared
Use Technology	86%
Think Critically and Creatively	85%
Writing	77%
Freedom of Expression	74%
Domestic Diversity	74%
Ethics	74%
History	73%
Research	69%
Critical Evaluation	65%
Global Diversity	65%
Theory	63%
Numeracy	59%

Based on the available data above, SGJC arrived at the following conclusions:

1. These rankings are consistent from fall 2018 to spring 2019, implying that this is a strong baseline for understanding the rationale for reviewers' feedback.

2. The ranking of numeracy is consistent with the other two direct measures of assessment. This ranking confirms that numeracy is a competency that needs urgent attention.

3. The ranking of writing by capstone reviewers appears higher than the other two direct measures. As writing is a focused competency for SGJC, additional interviews with capstone judges are needed to explain the variance.

How is SGJC using the Capstone Reviews to improve curriculum and instruction?

The target for this measure based on the SGJC assessment plan is at least 70 percent of all capstones of graduating seniors from all majors will be scored "Very Prepared" or "Prepared" on a scale of "Very Prepared," "Prepared," "Somewhat Prepared," or "Not Prepared at All" by external reviewers using a rubric looking for evidence of respective competencies.

The key question is, "Based on your review, if this project were being used as part of the student's portfolio for entry level employment in the field, how prepared would you rate this student?" No graduating senior will score "Not prepared at all" on this capstone evaluation question.

This target was partially met.

Students did not meet the benchmark in five of the competencies: Research, Critical Evaluation, Global Diversity, Theory, and Numeracy.

However, for the key question, "Based on your review, if this project were being used as part of the student's portfolio for entry level employment in the field, how prepared would you rate this student?" No graduating senior will score "Not prepared at all" on this capstone evaluation question.

This target was met.

No graduating senior portfolio was scored at "Not prepared at all." Overall, 82 percent of all senior capstone projects were scored at "very prepared" or ''prepared."

The following strategies have been implemented based on the review of the data:

1. The capstone directions given to students explain thoroughly how their projects align to the ACEJMC competencies being measured. Students now have capacity to reflect on their work as they are completing the final projects to ensure the competencies are represented.

2. Based on the curriculum map, capstone faculty are sharing information about how each can boost research, critical evaluation, global diversity, theory, and numeracy in the respective capstone classes. The methods for these will vary as students are taking the capstone class based on their respective discipline.

3. Numeracy was not mentioned in any of the previous capstone syllabi as a key competency. Capstone projects now have specific instructions in the syllabus about incorporating numeracy.

<div align="center">

SENIOR EXIT SURVEYS – INDIRECT MEASURE
Data Collection and Use of Data

</div>

Data Collection of Senior Exit Surveys

This is a satisfaction and ACEJMC competency survey issued to graduating seniors each semester to gauge their opinions about their educational experience and how well they

believe they have mastered ACEJMC competencies. The survey is administered in the first Capstone class session of each semester. Although there may be some additional exposure that may be gained from being in the capstone class during their last semester, by this point in their academic career students have multiple points of experience in all of the ACEJMC competencies. The overall response rate was 99 percent. There were 75 capstone surveys completed for the fall 2018 and spring 2019 Capstone exit surveys.

There is a Survey Monkey instrument given to Capstone students in their last week of class. Students complete the survey on their own time. The responses are held for review until after final grades for Capstone students are posted. Survey directions let students know they will not be penalized in any way for their responses.

This survey is designed to measure all of the ACEJMC competencies. The target is at least 70 percent of all graduating seniors will answer: "Strongly Agree," or "Agree," on a scale of "Strongly Agree," "Agree," "Neither Agree nor Disagree," "Disagree," or "Strongly Disagree," when asked if they have increased their ability to understand each ACEJMC competency on completing their education in SGJC." The following table shows student responses on the Senior Exit Surveys per ACEJMC competency.

SENIOR EXIT SURVEYS BY ACEJMC COMPETENCY

Competencies: Senior Exit Surveys	Combined Percentage Score of Strongly Agree and Agree
Law and Freedom of Speech	92%
Research	92%
Writing	92%
Global Diversity	90%
Critical and Creative	90%
Critical Evaluation	90%
Ethics	88%
History	86%
Technology	86%
Domestic Diversity	82%
Theory	70%
Numeracy	65%

Based on the available data above about The SGJC Senior Exit Survey, SGJC arrived at the following conclusions:

1. Across ACEJMC competencies, Capstone students report their competency achievement at a higher rate than any of the three direct measures of the competencies.

2. Although there is a higher rate of confidence expressed by Capstone students across ACEJMC competencies, numeracy and theory are self-ranked at the bottom of the scores. This is consistent with the direct measures taken in these areas.

3. Writing ranked third in students' belief that they have achieved the competency. Their direct writing samples are not ranked so strongly.

How is SGJC using the Senior Exit Surveys data to improve curriculum and instruction?

The target for this measure is at least 70 percent of all graduating seniors will answer: "Strongly Agree," or "Agree," on a scale of "Strongly Agree," "Agree," "Neither Agree nor Disagree," "Disagree," or "Strongly Disagree," when asked if they have increased their ability to understand each ACEJMC competency on completing their education in SGJC."

This target was partially achieved.

Students ranked all ACEJMC competencies at 70 percent or above except for numeracy. For numeracy 65 percent of students reported that their ability to understand the competency increased based on their SGJC education.

The following strategies have been implemented based on the review of the data:

1. Using the SGJC curriculum map which points to where students can acquire exposure to numeracy, modules in using statistics were added to the following courses: COMM 201 COMM 204 and COMM 497. This is designed to give direct instruction during the course on statistics.

2. All classes tied to numeracy now have specific instructions in the syllabus with specific lessons and assignments.

<div align="center">

ALUMNI SURVEY – INDIRECT MEASURE
Data Collection

</div>

The first alumni survey, which will be administered to graduates once every three years, was launched in October 2019. The survey targeted 156 alumni from 2015-2017 as these students have been out of SGJC for at least two years. The goal is to have at least 70 percent of respondents answer "Strongly agree" on a scale of "Strongly agree" to "Strongly disagree" when asked whether, "My studies at SGJC have prepared me well to achieve my career aspirations." The target completion date is December 10. A report on the results of this initial alumni survey will be available to the site team when it visits SGJC in February.

DATA REPORTING

The reporting protocol for data reporting is consistent across each assessment measure. The results are tabulated by the SGJC Assessment Coordinator with assistance from faculty and student assessment committee members. The results are then shared with the SGJC executive committee. The assessment coordinator shares the exam results via email and departmental meetings. The entire SGJC community is updated each semester as a group during the semester start-up and/or end of the semester closeout meetings. Faculty members acknowledge receipt of the assessment by signing the acknowledgement forms. When the data from the initial alumni survey are collected, they will be reported in the same way as data from the other assessment tools.

#4. Describe the involvement of journalism and mass communication professionals, including alumni, in the assessment process.

SGJC alumni and members of the professional communications community actively participate in our assessment process, primarily through their involvement in the senior capstone evaluations each semester. Each SGJC unit is required to secure at least three external/alumni reviewers to examine capstone projects. Departments maintain shared or password protected websites to track the scores of the judges and their activities. From fall 2018 through spring 2019 there were 24 individual reviewers. Each scored students noting on the assessment forms whether a respective competency was present in the work sample. The following table shows the alumni and professionals active in the SGJC assessment process during the last year.

PROFESSIONALS AND ALUMNI INVOLVED IN THE ASSESSMENT PROCESS
ACADEMIC YEAR 2018-2019

Name of Reviewer	External Industry or Alumni	Area of Expertise	Assessment Role
Gina Davis	External Industry	Senior Communications Associate at The Annie E. Casey Foundation Strategic Communications	Capstone Reviewer
Paul Eagle, APR	External Industry	Vice President Marketing and Communications, Catholic Relief Services Public Relations	Capstone Reviewer

Name of Reviewer	External Industry or Alumni	Area of Expertise	Assessment Role
Dianna Fornaro, APR	External Industry	Senior Communications/Public Relations Specialist Chesapeake Employers' Insurance Company	Capstone Reviewer
Kia Freeman	External Industry	Producer BET Filmmaker	Capstone Reviewer
Dorian Friedman	External Industry	Writer and Editor for The Washington Monthly and former editor at US News and World Report. Journalism	Capstone Reviewer
Mitch Gelman	External Industry	President and Chief Executive Officer WCNY; Broadcasting/Journalism	Capstone Reviewer
Wendy Hagen	External Industry	President, Hagen, INC Public Relations	Capstone Reviewer
Tia Mason Howard, APR	External Industry	Director, Internal Communications at MedStar Medical Group Baltimore, Maryland	Capstone Reviewer
Gina Kane	External Industry	Deputy Director of Integrated Marketing, Catholic Relief Services Public Relations	Capstone Reviewer
Catonya Lester	Alumna; 2016 (PR)	Business Service Specialist Baltimore Mayor's Office; Public Relations	Capstone Reviewer
Andy Mitchell	External Industry	Head of Global Media Accounts for Facebook and former VP of Marketing for CNN Journalism	Capstone Reviewer
Rael Odengo	External Industry	Program Officer, Johns Hopkins Center for Communications Programs Public Relations	Capstone Reviewer

Name of Reviewer	External Industry or Alumni	Area of Expertise	Assessment Role
Paula Stauffer	External Industry	Senior Program Officer at the Johns Hopkins Center for Communication Programs Strategic Communication	Capstone Reviewer
Patti Yu	External Industry	Principal, The Yu Crew; PR Lifetime Achievement Award Winner Public Relations	Capstone Reviewer
David Wainwright	Alumnus 1985 Broadcast Media	Emmy Award Winning Sound Expert; Maryland Public Television	Capstone Reviewer
Brian Waters	Alumnus 2013 Broadcasting Integrated Media	Communications Specialists; Johns Hopkins Medicine Social Media	Capstone Reviewer
Carla Wills	External Industry	Producer Democracy Now Journalism	Capstone Reviewer

Other alumni and external industry engagement activities in assessment include the following.

➢ The SGJC engages a Dean's Board of Visitors, which comprises distinguished professionals and educators across journalism, production and public relations. The body discusses student achievement during its semi-annual meetings. In addition, these experts provide advice on desired competencies of their respective industries. This knowledge is shared with faculty and department chairs who then examine syllabi to update the curriculum based on industry expectations.

➢ Each year the SGJC hosts a communications expo, a daylong program in which industry professionals engage students by reviewing résumé, offering one-on-one career coaching and reviews of writing. Recent speakers include **Barry Simms**, Anchor-Reporter, WBAL TV; **Emil Hill**, Senior Vice President Powell Tate Weber Shandwick; **Jesse Holland**, Journalist/Author Comics' The Black Panther; **Synim Rivers**, Communications Director Horizon Pharma; and **Sonya Ross,** Editor Associated Press.

➢ Each year the SGJC partners with the Baltimore Association of Black Journalists on a mentoring and coaching project called BABJ Reviews. This event provides one-on-one coaching on résumés, career advice, writing and portfolio reviews. Speakers for the May 2019 event were **Calvin Johnson**, WMAR-TV Executive Producer; **Zuri Berry**, WAMU-FM Senior Managing Editor; **Sam Davis**, The Baltimore Sun Managing Editor; **Lisa Snowden-McCray**, Baltimore Beat Editor; **Brandon Frazier**, Grounded Solutions Network Communications Director; and **T.J. Smith,** former Press Secretary for Baltimore County Executive Johnny Olszewski.

#5   List in a digital file the major awards won by the unit's students in local, regional or national competitions in the past six years. Limit to five a year.

As a new academic unit, SGJC has not had much time to accumulate awards. It has, however, had three important successes which we will list here rather than in a digital file.

➢ **2019** - Penelope Blackwell (MMJN, May 2019)   participation in the News 21 group project, "Hate in America" which won the Robert F. Kennedy Journalism Award (college category) the Student Edward R. Murrow Prize for Excellence in Digital Reporting.

➢ **2018** – Second Place: Best of the Web/Best of Digital Competition Communication Technology and Visual Communication divisions of the AEJMC for "Broken Plate;" a product of the Social Justice; a collaboration between Project Morgan State University and West Virginia University.

➢ **2015** - The Society of Professional Journalists National Finalist: 2015 Mark of Excellence Award for "Bridging Selma;" a product of the Social Justice; a collaboration between Project Morgan State University and West Virginia University.

#6. In a digital file, list by specialty each member of the graduating class of 2015 and those graduates' current jobs. If practical, please give a total number of "unknowns" rather than including them in the list. Describe the program used to track graduates to assess their experience in the profession and to improve curriculum and instruction.

The SGJC has developed a comprehensive system to track graduates to keep aware of their progress in the profession and to engage them in the assessment process.

The signature annual tracking event is embedded in the annual SGJC Alumni Brunch. This activity is now handled by the recently formed SGJC Alumni Committee. As a scholarship

fundraising initiative, a committee of alumni use this opportunity to advertise the event and collect annual updates on alumni progress. This information is then delivered to the assessment committee which develops a list of potential capstone reviewers and other SGJC alumni engagement activities like in-class speakers. Periodically during the year, alumni committee members meet with SGJC chairs and faculty to update them on alumni outreach.

On the Capstone Senior Exit Survey given each semester, there is a question asking prospective graduates about their non-Morgan contact information to better help SGJC contact them after they have graduated.

In October 2019, several alumni established a formal SGJC alumni organization. During the next five months, this group will be finalizing an official charter for alumni ratification.

A table showing members of the Class of 2015 and their current jobs is found beginning on page 129 of the digital file that contains the supporting materials for this self-study.