**Report of On-Site Evaluation
ACEJMC
Undergraduate program
2019–2020**

Name of Institution: **Morgan State University**

Name and Title of Chief Executive Officer: **Dr. David Wilson, President**

Name of Unit: **School of Global Journalism & Communication**

Name and Title of Administrator: **DeWayne Wickham**

Date of 2019-2020 Accrediting Visit: **February 2-5, 2020**

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

Date of the previous accrediting visit: **NA**

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

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

Recommendation by 2019-2020 Visiting Team: **Accreditation**

Prepared and submitted by:

Team Chair
Name and Title: **Will Norton, Jr., Professor and Dean**
Organization/School: **School of Journalism and New Media, University of** Mississippi
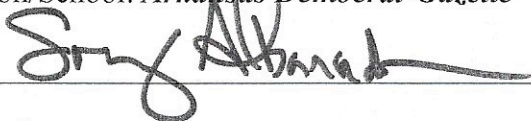
Signature _Will Norton_____

Team Member
Name and Title: **Sonny Albarado , Project Editor**
Organization/School: *Arkansas Democrat-Gazette*

Signature _Sonny Albarado_____

Team Member
Name and Title: **Sheri Broyles, Professor, Mayborn School of Journalism**
Organization/School: **University of North Texas**
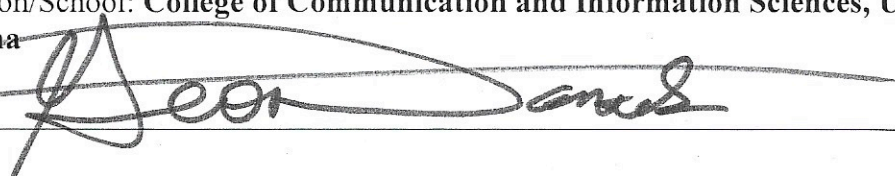
Signature _Sheri Broyles_____

Team Member
Name and Title: **George L. Daniels, Associate Professor and Assistant Dean**
Organization/School: **College of Communication and Information Sciences, University of Alabama**

Signature _George Daniels_____

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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:

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

SUBJ	CRS #	SECT	TITLE	ENROLL	CAP
COMM	201	1	Fundamentals of Multiplatform Writing	20	20
COMM	201	2	Fundamentals of Multiplatform Writing	20	20
COMM	201	3	Fundamentals of Multiplatform Writing	19	20
COMM	201	4	Fundamentals of Multiplatform Writing	20	20
COMM	202	1	Intro. to Multiplatform Production	20	20
COMM	202	2	Intro. to Multiplatform Production	19	20
COMM	202	3	Intro. to Multiplatform Production	19	20
COMM	202	4	Intro. to Multiplatform Production	11	20
COMM	202	5	Intro. to Multiplatform Production	8	20
COMM	240	1	Digital Media	19	20
COMM	240	2	Digital Media	7	20
COMM	240	3	Digital Media	16	20
COMM	240	4	Digital Media	6	20
MMJN	202	1	Reporting and Writing I	14	20
MMJN	206	1	Editing	20	20
MMJN	304	1	Interviewing	14	20
MMJN	312	1	Arts & Cultural Reporting & Writing	6	20

SUBJ	CRS #	SECT	TITLE	ENROLL	CAP
MMJN	313	1	Sports Reporting & Writing	6	20
MMJN	414	1	Business/Financial Reporting & Writing	1	10
MMJN	417	101	Political Reporting & Writing	3	10
MMJN	419	1	Investigative Reporting & Writing	1	10
MMJN	426	1	Multimedia Storytelling	3	20

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MMJN	450	1	Producing the Newscast	5	20
MPPD	202	1	Video Production	18	20
MPPD	230	1	Media Technologies & Practices	11	20
MPPD	300	1	Multiplatform Production & Editing	20	20
MPPD	310	1	Writing for Interactive Media	20	20
MPPD	332	1	Field Production & Reporting	19	20
MPPD	360	1	On-Air Performance	20	20
SCOM	220	1	Strategic Communication Writing	3	20
SCOM	220	2	Strategic Communication Writing	12	20

ENROLLMENTS IN SKILLS COURSES / Spring Semester 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
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

SUBJ	CRS #	SECT	TITLE	ENROLL	CAP
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	6	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.)

PART-TIME FACULTY *
Spring 2019

Distinguished Artist-in-Resident
Tim Reid

Adjunct Faculty
Hamil Harris
Dexter Nixon
Leonard Pitts

PART-TIME FACULTY */Fall 2019

Distinguished Artist-in-Residence
Tim Reid

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

PART-TIME FACULTY */Spring 2020

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.

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PART II — Standard 1: Mission, Governance and Administration

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Unit performance with regard to indicators:

a). The unit has a written mission statement and a written strategic or long-range plan that provides vision and direction for its future, identifies needs and resources for its mission and goals and is supported by university administration outside the unit. The unit annually updates its data on the ACEJMC searchable database website (https://lookup.acejmc.org).

The unit has a written mission statement and a written strategic plan. The plan establishes the direction for the school and is supported by the university administration, and the provost told the team that it enthusiastically supports the school. The school has not been required to post its data on the ACEJMC searchable database website because it has not been accredited.

The SGJC strategic plan is grounded in a set of five-year plans (one for the SGJC and for each department) and 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 school through the 2023 school year.

The school's core mission is:

- 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:

- 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, and
- Engaging with the Community

Because the mission has more focus on media than was on the campus when the school did not exist, more professionals have been hired for the faculty since it has become a school. Some of them described tensions between faculty with the Ph.D. and faculty with only an M.A.

One Faculty member told the team:

"We can do a better job of getting more (faculty and staff) on board before we start a new project."

"I like our partnerships, but sometimes the execution is less than stellar."

"A lot of Ph.D.'s don't necessarily value what we do and are trying to do."

"There's a sense among some faculty that their voices aren't heard enough."

Another said: "Some of the old Ph.D.'s feel forsaken."

A third said: "My experience has been that colleagues, young and older, respect my opinion. We learn from each other."

"I don't feel left out of shared information by leadership."

Another said: "We would be a lot stronger if some professors would learn how to shoot and edit. They shouldn't have to call me into their class to teach them something they should learn how to do and teach."

The school is the newest of 10 academic units at Morgan State University. It began operations in the fall semester of 2013. In the spring semester of 2020, the three undergraduate departments had a total of 414 students.

The school has three departments: Multimedia Journalism (MMJN), Multiplatform Production (MPPD) and Strategic Communication (SCOM). A Master of Arts program in Journalism and a post-baccalaureate online certificate in Urban Journalism also exist. Neither is being reviewed for accreditation.

A performance center is connected to each department. Students in classes associated with that department are able to gain direct, hands-on experiences that enhance what they learn in their classrooms. The performance centers are the Digital Newsroom (MMJN), BEAR-TV (MPPD) and The Strategy Shop (SCOM).

The school also is home to WEAA-FM, an NPR affiliate; 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 the founding dean, 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.

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

Both the university and the SGJC have policy documents that cover governance. The university's *Faculty Handbook-2018* and the *SGJC Operational Policies and Procedures Manual* provide policy for faculty governance.

The standing committees of the school are adjudication, curriculum and tenure/promotion. Both the school and the departments may appoint temporary committees to carry out certain missions. These committees are disbanded when the task for which they were created has been completed.

Each department has its own Curriculum Committee. The school's Curriculum Committee evaluates new program proposals, program changes and new course proposals. Final decisions regarding curricula rest with the provost.

According to university protocols, faculty are asked to bring most matters to their department chairs before the matter may be addressed by the dean's office. On other matters of concern, faculty are free to make an appointment with the dean to discuss them with the dean.

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. Students who serve on this council are recruited by SGJC's retention coordinator who seeks out students who will represent all three departments and a variety of viewpoints. The dean usually meets with the student advisory council, during University Hour, between 11 a.m. and 1 p.m. on Tuesdays and Thursdays. The council meets twice a month.

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. During the last 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. In addition to its advisory role, the university council is the principal means for the faculty to 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 vacant.

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

The Founding Dean is the chief academic and administrative officer of the School of Global Journalism & Communication (SGJC). He provides leadership and direction for the development, implementation, assessment and maintenance of the academic division. He is the manager for the SGJC and has responsibility for the academic programs, personnel, properties, equipment and fiscal affairs of the school.

He came to the university in 2012 as the chairperson for the Department of Communication Studies. The chair of the search committee that hired him was the associate dean for administration in the College of Liberal Arts, where the Department of Communication Studies was situated. The then-interim chair of the Department of Communications Studies was a member of the search committee and was charged with the task of establishing the School of Global Journalism & Communication in one year.

The Dean had a 42-year career as a journalist -- 30 years as a syndicated columnist with *USA Today*. He 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, he holds the academic rank of tenured Distinguished Professor of Journalism.

Opinions of many in the school is that this is a leader who is exceptionally competent. One faculty member said: "I have often described the dean as the 'ideal' person for a startup. He has the vision and the drive to make things happen. He understands that we need to establish ourselves quickly to get external support, especially in an environment in which state support is tight and competition from other schools on campus for dollars from central administration is tight. He likes to work collaboratively, but isn't afraid of forging ahead when necessary. He listens, encourages input and makes a decision."

The opinion of leadership within the unit spanned from very positive to very negative. Faculty members interviewed by the site team described the dean as "heavy-handed" and his leadership style as "bruising" and "tough." Multiple faculty members reported the dean has invited those unhappy with the direction of the new school to either "get on board" or leave.

Acknowledged for being one who "knows how to go out and make deals" and as being a "get-it-done kind of person," the dean also was complimented by those within the unit as one with solid progressive programs, new ideas, energy.

From those outside the unit, feedback was extremely positive. Site team members were told of how he was "innovative, strong willed, caring, sure of himself, mission and vision-focused, and one who "gets it."

Moreover, students praised the dean enthusiastically as being someone who did everything he could to enhance their education. When he walked down the halls during our visit, they greeted him and talked about how things were going for them.

In the area of leadership effectiveness, site team members heard complaints from multiple faculty who felt they either were not adequately consulted or given adequate time for input on key decisions involving the school.

A subsequent review of minutes of school faculty meetings shows that, while the meetings were summarized, the summaries were not officially adopted by the faculty. Additional minutes of departmental faculty meetings were provided.

The team concluded that while these documents were made available, they fail to reflect best practice in promoting faculty governance. As a matter of policy, all school and departmental meetings should include a call for agenda items as well as minutes that are approved with revisions when appropriate.

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

At the end of each academic year, faculty of the college/school may evaluate the dean. He also is evaluated each year by the provost and senior 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. The school 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 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. Directors may receive release time to undertake the duties of that directorship.

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

The policies for resolution of complaints and concerns expressed by faculty and students are on the Board of Regents website. For students, the processes for handling grade disputes or violations are clearly described in the school's *Operational Policies and Procedures Manual*.

- A person with a complaint must first attempt to resolve the complaint with the other party involved.
- If a resolution is not reached, a written appeal may be sent to the department chairperson.
- The chairperson will bring the parties together to find a resolution.
- If no resolution is reached, the chairperson will refer the matter to the departmental adjudication committee, which will 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 adjudication committee of the school for a recommendation to the dean.
- The dean will decide and provide a report to the parties involved.
- Either party may appeal the decision to the provost, who has final authority.

A student may be referred to the Office of Student Judicial Affairs in the Division of Student Affairs. Staff grievances are referred to the Office of Human Resources and are handled through that office. While avenues for having faculty concerns are in place, site team members were informed by several members of faculty that their concerns about the self-study warranted a meeting with central administration.

One faculty member asked for a meeting with the Provost after the self-study was sent to ACEJMC offices because, he said, the faculty had not had input into the self-study. The Provost told the team that she met with that faculty person and then met with all the faculty and with the leadership team in separate meetings.

"We had meetings with faculty for them to share concerns and their vision for the school," the Provost said.

Most of the faculty are enthusiastic about the effort for the integration of professional skills and research and discovery.

"We did hear complaints," the Provost said. "A number of complaints were stated. As we continued to look into them, we found they were not substantive. By substantive, I mean serious concerns that affect the majority of the faculty."

As the faculty talked in that meeting about their vision, they were excited about their efforts to blend everything. They were delighted that faculty were committed to student excellence. They talked about being engaged and were excited about their experiences.

They admitted that they "were given the opportunity to participate in the self-study, but did not seize it," the Provost said. The team saw emails asking faculty to participate in the process, but most did not or dropped out when they saw the amount of work involved.

As part of the discussion with the leadership of the school, the Provost said, "They agreed to expand the governance model by providing monthly faculty meetings and create a mechanism improving writing in the school."

Since that December meeting, the dean has appointed a committee to develop a plan to improve writing in the school. "This is not the only school that has writing problems," the Provost said.

Some faculty talked about the challenges of helping students develop writing and thinking skills among a student cohort from many under-performing public schools. One new professor said she felt her biggest accomplishment since joining the faculty had been "helping quite a few students see that they can dream as big as we do."

The school's artist in residence, who has taught at numerous institutions over the years, said he was most surprised "about the kids' lack of preparedness, emotionally and mentally, not just academically." He said he saw his role as giving students "what they need most -- reality training and showing them its power."

It needs to be clear that many students come to the school with serious writing deficiencies and little knowledge of grammar. The faculty work very hard to meet them where they are and then take them where they need to be in order to get jobs in their chosen professions, and the school has been very successful at placement.

The university provided a workshop on shared governance at the beginning of the semester. The university deans also arranged their own workshops. "Moreover, since December the dean has responded and is continuing to respond to the broadening of governance, and I will continue to work with him and the school," the Provost said.

The site-visit team found the Provost's remarks helpful and is confident that processes will continue to be evaluated on searches and curriculum decisions.

SUMMARY:

In seven years, Morgan State University has founded a school of global journalism and communication, added new hires to a faculty that was in place, many of whom had tenure. While there have been challenges, and processes have not been perfect, faculty have had an opportunity to express their complaints. The Provost described those complaints as not being "serious concerns that affect the majority of the faculty."

The site-visit team found the Provost's remarks helpful and is confident that processes will continue to be evaluated on searches and curriculum decisions. The team concluded that while there are minutes in the departments, all school meetings should have a call for agenda items, minutes that are approved with revisions when appropriate.

The school was created by a request from the Board of Regents of Morgan State University. It was implemented by the current President of the university and was established in less than a year with faculty from the Department of Communication Studies as its core. It is a remarkable achievement despite some speed bumps.

COMPLIANCE

<center>**PART II — Standard 2: Curriculum and Instruction**</center>

Unit performance with regard to indicators:

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

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

<u>**UNDERGRADUATE**</u>

Morgan State University requires that a student complete 120 credits in order to graduate. Students are required to take 40 credits of general education. In addition, there are two university requirements: a one-credit orientation class and either a one-credit physical education activity class or a one-credit financial literacy class.

Within their majors, SGJC students take 48 credits, which include 24 credits of core classes. 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. While students aren't required to concentrate these free electives in a single discipline, they are encouraged to do so. A typical minor at Morgan State University is 18 credits. Therefore, students who concentrate their free electives into a single discipline may also earn a minor.

The School of Global Journalism & Communication (SGJC) at Morgan State University (MSU) is a professional program offering a Bachelor of Science in three undergraduate majors: Multimedia Journalism (MMJN), Multiplatform Production (MPP**D**) and Strategic Communication (SCOM).

These programs develop critical thinkers with a background in history, ethics, culture and entrepreneurship which, in turn, prepares students to deliver news to diverse publics across a variety of media platforms. The word "global" in the school's name shows the broad impact of the program. Students not only cover local and community stories in Baltimore, but they also have an opportunity to report in locations including Washington, D.C., New York, as well as Cuba, France, Greece and South Africa. This broad perspective is important for students who may one-day work internationally in a variety of different cultures.

Six core values guide both student learning and success:

- *Excellence*. Excellence in teaching, research, scholarship, creative endeavors, student services, and in all aspects of the university's operations.
- *Integrity*. 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.

Students in the three undergraduate majors take a series of core courses: basic multiplatform writing and production, digital media skills, global media literacy, information gathering and basic communication law and ethics. In addition, every student is required to have a for-credit internship. While students may have additional internships, they won't receive academic credit.

Each of the three majors has core requirements of 24 credits for the major, 12 credits of major requirements and 12 credits of major electives. All three departments include a practicum class, designed to give students hands-on experiences while also preparing them with the skills they will need when they have their internships.

Students are required to take 24 credits in out-of-unit free electives as part of their program of study. Students are encouraged to concentrate those courses in a single discipline in an area that they might pursue after graduation.

The school provides two general education courses, which are available to the larger university. Media Literacy in a Diverse World (COMM 203) is an arts and humanities general education option. Communication and the Black Diaspora (COMM 300) is a critical thinking option.

Majors within the school:

- Multimedia Journalism   (MMJN)
- Multiplatform Production (MPPD)
- Strategic Communication (SCOM)

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

MMJN

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.

MPPD

Additional courses in track/sequence that all students in track/sequence must take:
Bachelor of Science/Multiplatform Production (12 credits earned)

- MPPD230 – 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.

SCOM

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 focused 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.

To summarize:

All three departments require students to take 24 credit hours in the following core courses: Fundamentals of Multiplatform Writing; Introduction to Multiplatform Production; Media Literacy in a Diverse World; Information Gathering and Research; Digital Media; Mass Communication Law and Ethics; Internship; Senior Capstone Project.

As noted earlier, each department requires 12 credit hours of major-related courses for each specific discipline. Finally, students are required to take 12 credit hours of major electives. Six of those hours (2 courses) may be taken in one of the other departments outside of their major in the school. So, for example, a Multimedia Journalism major may take courses in Strategic Communication or Multiplatform Production.

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

There is a balance between theory and skills. The global emphasis provides additional theoretical coursework beyond the skills courses.

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

Across the sequences, students are exposed to technologies they will be using as professionals upon graduation.

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, investigated those stories, write the stories and prepare multimedia packages that can be used across all 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.

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

The school was in 100 percent compliance of the 20-student rule in all skills classes during the term that the visit occurred and the preceding term.

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

Schools may award academic credit for internships in fields related to journalism and mass communications, but credit should not exceed six semester credits (or nine quarter credit hours).

All SGJC students are required to have an internship. It is a core, three-credit course offered every semester and during the summer session. Students also are encouraged to do additional, not-for-credit internships and many do, especially during the summer. Additionally, each department requires a practicum course, as part of the major requirements, before students take on an external internship. Practicum students work for student media and hone skills to prepare them for professional industry operations. For external internships, each department chair has to give final approval to their students' internship sites to ensure students are taking major-appropriate internships. Students are required to keep a log of their activities during the internship and intern supervisors are contacted at the midpoint and at the end of the term and asked to evaluate student performance.

SUMMARY:

The undergraduate coursework within the school varies by program: Multimedia Journalism and Multiplatform Production lean more toward skills classes while Strategic Communication leans toward theoretical. Overall, a good balance exists for the school's majors. Nearly all classes use multimedia platforms to ensure students are adept in the current tools and technologies. Students also get professional experience through on-campus media: WEAA (the school's NPR-affiliated radio station), BEAR TV (a student-staffed television station) and The Strategy Shop (a student-staffed/ faculty-supervised strategic communications agency) that works with real clients both within and outside the university. Strategic Communication students also compete in the Bateman Competition, PRSSA's premier national case study competition for public relations students.

COMPLIANCE

<center>**PART II — Standard 3: Diversity and Inclusiveness**</center>

Unit performance with regard to indicators:

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

According to the *SGJC Statement on Diversity and Inclusiveness,* the school "is committed to giving voice to a broader group of people -- people who struggle to contribute to the public discourse that shapes this nation and world." A separate *SGJC Diversity and Inclusion Plan* lists specific goals the school seeks to accomplish such as reflecting through coursework the diverse spectrum of racial, ethnic, cultural, geographic and gender perspectives. The goals are followed by a detailed plan that includes specific courses, role for faculty involvement, along with strategies for partnership development and recruitment needed to achieve desired results.

The *SGJC Diversity and Inclusion Plan* was revised in 2017 when MSU revised its overall strategic plan, "Growing the Future, Leading the World: The Strategic Plan for Morgan State University 2011-2021." Additionally, diversity is now listed as one of the MSU's six core values. For diversity, the university attempts to be a place where a broad diversity of people and ideas are welcomed and supported as essential to quality education in a global interdependent society. This value is put into action by students having reasonable and affordable access to a comprehensive range of high-quality educational programs and services.

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

The school tries to reflect, through coursework, professional and academic partnerships and faculty/student recruitment, a diverse spectrum of racial, ethnic, cultural, geographic and gender perspectives. One curricular example of this is COMM 203 Media Literacy in a Diverse World, which is required for SGJC majors and offered as a university-wide global culture course. In addition, the school frequently offers MPPD 498 Women, Diversity & Mass Media. Other courses that address diversity concerns are COMM 300 Communication and the Black Diaspora, COMM 314 Global Communication, MMJN 325 Journalism, in and About Developing Nations, and SCOM 480 Global Strategic Communication. Students 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 with each other in each other's countries.

SGJC's students also have 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.

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

The Dean of the School of Global Journalism & Communication has mandated that all job searches produce a diverse pool of applicants. 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. School faculty and administrators use their own networks to get the word out about openings. Additionally, various professional organizations (such as NABJ, BEA, NCA, ECA, NAHJ, NAJA, AAJCA, SPJ, ONA, RTDNA and PRSA) are used to publicize openings.

Data from faculty hires provided to the site team show three in 10 of the most recent faculty hires in 2018-2019 and 2019-2020 were non-African American individuals. These include an assistant professor who is a Korean male, a white male assistant professor and a white male lecturer.

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

School officials admit to not placing a great emphasis on recruitment in the early days of the SGJC. Instead, efforts were focused more on building solid curricula and attracting a top-notch faculty balanced between professionals and academics. In addition to attracting students really dedicated to their chosen majors, the school implemented a more rigorous curriculum than had been in place in the former Department of Communication Studies. After experiencing a decline in enrollment to its low point of 380 undergraduate majors in 2017, the number of SGJC majors has risen to 414.

In addition to the university-driven recruitment efforts, SGJC has relationships with several regional school systems. The school 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 programs, meeting 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.

Outside of the SGJC, much of the recruiting and retention activity has been spearheaded by those in MSU's Division of Enrollment Management and Student Success (EMASS), which is headed by a vice president. Those from EMASS go to college fairs. They place ads in targeted media outlets. EMASS publishes a variety of material promoting the university and its academic programs. In the area of retention, the Second Year Experience (SYE) Program 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.

e). The unit has a climate that is free of harassment and all forms of discrimination, in keeping with the acceptable cultural practices of the population it serves, accommodates the needs of those with disabilities, and values the contributions of all forms of diversity.
Accreditation site visit teams will apply this standard in compliance with applicable federal and state laws and regulations, as well as the laws of the countries in which non-U.S. institutions are located.

As evident in the display of the "diversity" as a core value depicted on the walls of the Strategy Shop, a place for strategic communication students to develop public relations projects and meet with clients, and Title IX signage in the front entrance next to the elevator of the school, the SGJC and Morgan State University remind visitors of its climate that is free of harassment and discrimination.

Several components exist for establishing a climate free of harassment and discrimination, accommodating the needs of those with disabilities, and valuing all forms of diversity. All staff and faculty must participate in gender and sexual-based harassment and violence prevention training. The "Morgan State University Nondiscrimination Policy was approved by the Board of Regents in November 2014, and the university also has a corollary to the policy specifically governing gender and sexual-based harassment and violence. In addressing the needs of those with disabilities, 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.

SUMMARY:

With both a Statement on Diversity and Inclusion that carries a general philosophy about diversity and an updated SGJC Diversity and Inclusiveness Plan, the school has been strategic in addressing diversity in a way that aligns with the overall university's goals and core values. In an effort to diversify his faculty, an especially tough challenge for most historically black colleges and universities, the dean of the School of Global Journalism &

Communication has mandated that all job searches produce a diverse pool of applicants. Data from the latest faculty hires show the school has made some progress in achieving this goal as 30% of recent faculty hires have been non-African American individuals. Since many of its recruitment efforts are in their early stages, the school has not made measurable progress in diversifying its student body. However, it has taken steps to show that it has an environment free of harassment and all forms of discrimination. This is communicated with signage and special wall displays pointing out the institution's efforts to prioritize diversity as a core value.

COMPLIANCE

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

Group	Female	% 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%

Academic Year 2018-2019 Part-Time Faculty
Fall Semester 2019

Group	Female	% 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%

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

Unit performance with regard to indicators:

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

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. According to the published policy, to be hired on the tenure track, a potential faculty member must have a terminal degree. Nonetheless, the policy also permits the chairperson of a department having a vacancy to develop specifications for the position in consultation with the Dean.

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

Before November 2017, timeframes for tenure had depended on the rank to which a faculty member was 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.

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 of the first academic year. Those whose initial appointment at Morgan is as a tenure-track associate professor or full professor 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 academic year in which the appointment expires.

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

Full-time faculty teach the majority of core and required classes in SGJC's three departments. In department meetings, 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 chairs of the respective departments. Copies of syllabi are also are in the office of the associate dean for administration and are reviewed for consistency.

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

There are at present 21with 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 colleges and universities are listed as those from which SGJC faculty earned their highest degrees.

The number of part-time instructors can vary from 12 who taught 19 sections of 12 distinct classes in the fall semester of 2015 to five instructors teaching one section of eight distinct classes in the spring semester of 2019.

Beyond the traditional full and part-time instructors, the SGJC's faculty includes a Distinguished Artist-in-Residence. So far, two individuals have filled this role.

In terms of professional development, Morgan State University's historic underfunding by the Maryland General Assembly has made faculty development efforts especially challenging. However, the school has been able to support faculty travel for conferences and other development opportunities. The dean has allocated $1,500 for every full professor's travel for research and to attend professional meetings. Some additional travel money is available through a faculty development fund housed in the provost's office. These funds typically support travel of tenure track faculty for purposes that advance their progress toward tenure.

In another example of the school's support for professional development, the SGJC asks department chairs to nominate or select a faculty member to attend Teachapalooza at the Poynter Institute. In 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. Faculty also are encouraged to obtain fellowships and other opportunities. For example, two faculty members received "Back in the Newsroom" fellowships from the International Center for Journalists.

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

Near the end of each semester, students have an opportunity to evaluate faculty in whose classes they are enrolled. These evaluations are done electronically using Searchlight, an online portal. 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. In addition, (peer) 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.

A faculty member who may be experiencing challenges in the classroom may receive supervisory evaluations of his or her classroom teaching. Supervisory evaluations may occur at the discretion of the department chairperson or the dean and may occur without warning. They also may 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.

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

Faculty, staff and administrators throughout the Morgan State University campus seemed pleased by events surrounding development of the School for Global Journalism and Communication. Site team members got an earful when they asked campus partners for their thoughts about the SGJC's approach to preparing students. While acknowledging the challenges with introducing change in an academic environment often steeped in tradition, administrators and faculty in other colleges on campus had positive things to say about the efforts to ensure students graduating from the school were prepared for rapidly changing times in the newsrooms and media workplaces. As exemplified by the work of the School's Digital Media Center, the unit has garnered respect on campus for the quality of product it produces. The Digital Media Center has produced many videos for campus observances and events, including MSU's recent sesquicentennial observance.

SUMMARY:

The university recently revised its policy for selecting full-time tenure-track faculty. To be hired on 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. Credentials of the full-time faculty suggest the unit's instructors include those with both professional and scholarly experience. More than half of the SGJC's full-time faculty members have terminal degrees. In addition to student evaluations completed near the end of each semester via Searchlight, the online portal, tenure-track faculty are evaluated once each academic year. A faculty member experiencing challenges in the classroom may receive supervisory evaluations of his or her classroom teaching. Faculty, staff and administrators throughout the Morgan State University campus seemed pleased by the development of the School for Global Journalism and Communication.

COMPLIANCE

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

Unit performance with regard to indicators:

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

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 on "emphasizing an education addressing urban concerns in a research environment."

The university provided SGJC roughly $54,239 for travel for FY20. Of this, about $12,700 is allocated to the dean's office, $13,000 to each of the three departments and approximately $2,600 for WEAA. Distributed among 14 tenured or tenure-track faculty, the funds were only able to provide partial support to faculty who are presenting at professional conferences. Central administration has implemented a new system of tracking release time as one way to help relieve faculty who need additional time for research and creative activity. In light of Morgan State's emphasis on innovation, transformation and disruption, faculty are able to apply for funds set aside for innovation initiatives.

Beyond traditional travel to professional conferences, the school has received other grants for various projects resulting in research and creative activity. For example, a $150,000 grant from ESPN/The Undefeated supported two SGJC faculty members involved in a major academic research paper on the images of black female athletes, which was produced along with recorded interviews and other material. The faculty collaborated with faculty from Morgan State's College of Liberal Arts. A second phase of this project was underway at the time of the site team visit.

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

Designated as Maryland's "Preeminent Public Urban Research University," Morgan State University has as its specific research mission to combine "higher education and graduate study in the Baltimore area with a mission of instruction, research and service." 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.

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

While the criteria used for evaluation of scholarship used by each 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 it reflects 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*. 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.

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

In terms of traditional academic scholarship, the school's faculty have produced five original books (one of those actually co-authored by an SGJC administrator), two edited volumes, 23 book chapters and 16 articles in refereed journals. Faculty are presenting papers at conferences. Faculty presented 126 refereed conference papers primarily 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 faculty members are regular contributors to print or online publications, and two faculty are regular contributors of media commentary and frequently appear on various broadcast media outlets.

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

As demonstrated by many special events during its first six years of existence, the School of Global Journalism and Communication fosters an environment for intellectual curiosity and critical analysis. For example, in 2016, a partnership between the SGJC and ESPN was launched with a special forum on "the Impact of Negative Images on Black Women Athletes." More than just a panel, the symposium was an opportunity to introduce a larger research project, "Beating Opponents, Battling Belittlement" that was produced by the Center for the Study of Race in Sports and Culture (CSRSC). In 2018, students and the larger Baltimore community were invited for a screening and discussion of Tell Them We're Rising, a documentary that chronicles the history black colleges. Filmmaker (and then SGJC Artist-in-Residence) Stanley Nelson, who produced the documentary, was a central figure in the event that provided a place for multiple points of view.

On the occasion of the 50th anniversary of the Kerner Commission Report, the SGJC partnered with those from West Virginia University's College of Media and Brigham Young University's School of Communications for a 3-hour Facebook Live event involving panels of speakers in Baltimore, Morgantown, West Virginia and Provo, Utah.

The week before the site team visit, members of the Baltimore community were invited to the SGJC *This is My Baltimore* launch, which featured a reporting project by SGJC students. A community discussion placed residents' concerns front-and-center while providing an environment for the exchange of ideas. The reporting project on which this intellectual exchange was based was featured by the website of *The Baltimore Sun*.

SUMMARY:

As Morgan State was recently designated an R2- Research Institution- High Research, the School of Global Journalism & Communication recognizes that its scholarship can be traditionally academic, professionally centered or both. To encourage faculty members' scholarly productivity while carrying heavy teaching loads, central administration has implemented a new system of tracking release time. The goal is to help those who need additional time for research and creative activity. Beyond traditional travel funding, the university has implemented additional innovation funding that reflects core values of innovation, transformation, and disruption. With major forums and symposia that have attracted national leaders and experts on timely topics of importance, the school has been innovative in building an environment for intellectual curiosity, critical analysis and expression of different points of view.

COMPLIANCE

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 *	Professors (5) +	Professors (6) +	Professors (3) +	Other ** (7)	(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-/ 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/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**

PART II — Standard 6: Student Services

Unit performance with regard to indicators:

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

In addition to alerting incoming freshmen to graduation requirements during a special three-day summer orientation program for incoming freshmen, the university and individual colleges and schools provide more detailed information about majors and requirements in a one-credit orientation course. In the case of the School of Global Journalism & Communication, the orientation course is taught by its retention coordinator.

To provide advising consistency, the retention coordinator advises all freshmen in the unit and is responsible for advising any students in the unit who may be on academic probation.

The unit has a staff academic and career advising coordinator, who is the first point of academic advising contact with SGJC and serves as the adviser for transfer students, students changing their majors, and sophomores and juniors. Seniors are advised by their department chairs or delegated faculty.

Students cannot register for the next semester's classes without meeting with the unit's academic adviser to have their audits updated and to discuss what courses they should be taking next. An electronic system that allows faculty, advisers and students to communicate with each other also allows faculty and advisers to flag poor attendance, missing assignments, poor grades and concerns about more serious matters.

As an additional outreach, the school works to encourage early class registration by staging a Course Fair, setting up tables in the SGJC building lobby where faculty and the advising and retention staff can consult with students and help them register for classes.

Another way students are reminded about graduation requirements and other important information: The unit's three departments hold meetings with their majors at the beginning of each semester.

Students told the site-visit team that they experienced few problems in meeting graduation requirements in a timely manner.

b). Faculty are available and accessible to students.

All faculty schedules were on their doors. There are a couple of vacant offices that had the plastic placards on the door with no inserts. Students enthusiastically reported that their professors were routinely available to consult with them at almost any time, including nights and weekends.

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

In addition to email blasts, the advising and retention coordinators contact students individually to let them know about registration and other requirements.

The unit also makes use of three electronic billboards – one on each floor of the Communications Center Building – that show continuously rotating messages displaying departmental, school and university information about events, activities, deadlines and other news.

In addition to the electronic billboards, the Department of Multiplatform Production launched "The Grizzly," a weekly broadsheet containing news about activities, important deadlines, workshop schedules and more. The single-sheet is posted in places where students can't help but notice, such as restrooms.

SGJC also makes extensive use of social media, using Facebook to maintain a page on its Baltimore Reporting Projects and to provide live election coverage in November 2018. During the site team's visit, students and faculty professionals were preparing to cover a special primary election for candidates seeking to fill the late U.S. Rep. Elijah Cummings on multiple delivery platforms.

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

Each department has "performance centers" where students can apply the skills they learn in class – the Digital Newsroom for the Multimedia Journalism (MMJN) Department, BEAR-TV for the Multimedia Platform Production Department (MPPD) and The Strategy Shop for the Strategic Communication Department (SCOM).

Students told the site team those performance centers provide spaces for them to practice what they've learned, collaborate with classmates and develop and improve their abilities.

The unit also houses two student media operations: *The Spokesman*, the student newspaper, and *The Promethean*, the yearbook. The dean ended the print publication of both shortly after establishing the school. Both are completely electronic today.

The Spokesman online has no set publication schedule, but is updated several times a week by the student staff of reporters and editors, according to its adviser. The link is www.themsuspokesman.com.

Faced with hundreds of unclaimed copies of back issues of the yearbook and a yearbook with a sporadic publication schedule, the unit began delivering *The Promethean* on time, on a flash drive, with the usual content as well as video messages from university administrators and of commencement speakers.

The oldest student professional organization offered at the School of Global Journalism & Communication is the student chapter of the National Association of Black Journalists. Many faculty are NABJ members. In 2017, MSUABJ was named NABJ Chapter of the Year. Students from the chapter attended the NABJ national convention in Detroit in 2018, and the school helped fund an 18-student contingent to the 2019 convention in Miami.

There also is a chapter of the Public Relations Student Society of America that is active regionally and nationally. Chapter members gave a poster presentation at the PRSA Best in Maryland Gala in 2018.

A new student organization, formed in fall 2019, is a chapter of the Broadcast Education Association, named the Broadcast Education Association at Morgan (BEAM).

Internships are required, but the school also has found grant funds to sponsor reporting and educational trips to Cuba and Greece. In response to President Donald Trump's criticism of Rep. Elijah Cummings' district as rat-infested, a group of students from the school engaged in an extra-curricular reporting project called "This Is My Baltimore" in partnership with the *Baltimore Sun*. The students interviewed a diverse cross-section of citizens to find out how they perceive their city. The results were published online on the *Sun's* website: https://bit.ly/2OrkUs0.

e). The accredited unit must gather, maintain and analyze enrollment, retention, graduation rates and other aggregate information for improving student services and reducing barriers to student success. The unit annually publishes retention and graduation information on its website.

The school, via the university's Office of Institutional Research, which keeps retention and graduation, regularly publishes that information on its website. At present, the university's retention rate is 76 percent. SGJC's overall rate also stands at 76 percent.

Because it began operations only in 2013, SGJC's first full cohort didn't graduate until May 2019. Of the cohort, 19 percent graduated in four years. Another 25 percent graduated in five years. The six-year graduation rate was 50 percent. By comparison, the university's graduation rate for the same cohort was 43 percent.

SUMMARY:

The unit makes an extraordinary effort to keep students apprised of their progress toward graduation, and students agree. It provides ample opportunities for students to participate in extracurricular activities that help them develop professionally.

COMPLIANCE

PART II — Standard 7: Resources, Facilities and Equipment

Unit performance with regard to indicators:

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

The dean's mission when he was hired in 2013 was to create a world-class school of journalism and mass communication. He started with a building built in 2006 that is spacious and with a budget that needed expanding if he was to succeed.

Despite rising operational costs and smaller budget increases in recent years, the university and the school will be beneficiaries of a more benevolent legislature in the fiscal year beginning in July 1, according to the provost.

The total SGJC budget in fiscal 2018 was $3.55 million and $3.85 million the next year, the self-study shows. For fiscal 2020, the unit's budget is $5.61 million. With available funds and funds raised through one-time grants from the state and the university, the school's leaders have been able to upgrade computer equipment and software in three of four instructional labs, 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) – all spaces used by students from the school's three departments.

The school has a commitment of $50,000 in the budget starting July 1 to complete the upgrades in the fourth lab. The school also has a commitment of another $7,500 for upgrading all the classroom overhead projectors.

The self-study reported that budgets have been adequate, but still presented challenges in meeting rising operational costs. To compensate, the school has been aggressive in seeking and obtaining grants from foundations such as Ford, Gannett, Knight and Annie E. Casey, as well as the Democracy Fund and ESPN/The Undefeated, among others for a total $1.765 million from July 2013 through August 2019.

The larger foundation grants that SGJC has received during the last six years significantly helped the school provide better instructional opportunities for students and support for faculty scholarship.

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

Faculty and students overall report that they are happy with the equipment and facilities they use and feel it is up to par. As one professor noted, "we can always use more money and better equipment."

One student summed it up this way: "The equipment is superb."

The school occupies almost all its three-story, 78,949-square-foot building. It shares part of the first floor with the university's Center for Academic Success and Achievement (CASA), which occupies a suite of offices and a tutoring space. CASA will move this year when a new Student Services Center building is completed, and the Department of Multimedia Journalism will take over that space. The school also shares its classrooms with other

campus units, but about half its interior space – studios, computer labs, editing lab and other facilities – are used only by the school.

The self-study cites the shared use in comparison to the schools like engineering and architecture that have their own buildings. The self-study also compares its faculty salaries with the generally higher ones of faculty in business and the sciences. The school's dean was able to persuade the university to allow him to offer higher salaries to journalism professionals the school sought to attract as it embarked on its mission. That trend has continued with each new tenure-track hire and with contractual lecturers as well. Unfortunately, long-term faculty salary increases have not matched the newer faculty salaries.

The unit describes itself as "not among the best funded, but neither is it among the least funded."

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

In general, students and faculty say the facilities enable them to be effective teachers and learners. Some comments from students:

- "Everybody wants to see you succeed."
- "They do a great job of pushing you out of your comfort zone."
- "They really try to work with you."
- "I don't feel like I'm wasting my money."

More than one student referred to themselves as "spoiled" by the attention and guidance they receive from faculty and school administrators. They noted that professors "create a relationship with you and hold you accountable." And one student said, "It's OK to be vulnerable" with instructors. But "we never take their kindness for granted," another said.

One faculty member praised the unit's leadership for its emphasis on teaching and praised its ambitions. A recent hire acknowledged "there are places we can grow," such as getting a dedicated technology person instead of sharing a person who has other duties, but said, "I would put our newscast up against any school nationwide."

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

Each faculty member has an individual office, and offices are available for new hires. The building contains a 175-seat lecture hall for larger classes and special events. There also are three conference rooms – a large one next to the dean's office on the third floor, a second smaller one on the same floor used by the Multiplatform Production Department and one used by the Strategic Communication Department on the second floor. The Multimedia Journalism Department has conference space in an area of the chair's office and in the Digital Newsroom.

All 16 of the traditional classrooms have lecterns with computers tied to the university network and ceiling-mounted projectors as well as whiteboards and a retractable screen.

Two Mac labs used mostly by the Multiplatform Production Department contain 20 computers plus a computer and lectern for instructors. There also are two PC labs used mostly by the Multimedia Journalism Department. One of the labs recently was upgraded with new computers. An editing suite exists for students to edit video and audio for class projects. Adobe Creative Suite is loaded on all SGJC computers.

Two small studio spaces on the third floor are used for instruction and production, one primarily for audio, the other for video. The newest studio is a podcast room on the first floor next to the Digital Newsroom, where the student newspaper and other production space is situated. Content from the podcast studio can be used for student media operations or offered to WEAA-FM, the school's NPR-affiliated public radio station. Previously podcasts had to be recorded in WEAA's space when its staff was not using it.

The school also has a Global Conference Center in previously unused space that was converted to be able to communicate with people around the world. It has been used for planning and work on reporting projects with partners at West Virginia University and Pennsylvania State University and to expose classes to guest speakers who could not come to campus. The space also has been used by other units for interviewing job candidates.

The Innovation and Collaboration Lab, which contains Macs and PCs, allows students from throughout the university to sign in to work collaboratively or individually on class projects. It was created with a special allocation of funds and employs a contract instructor to oversee its operation.

Finally, the school owns the NPR-affiliated public radio station, WEAA-FM, and uses it to further provide students with learning opportunities through practicum courses and internships. While the 42-year-old station employs professional staff for much of its programming, the station manager says students provide invaluable service. Strategic Communication students, for example, helped develop marketing for the station's pledge drives.

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

No one interviewed said they lacked library or information resources to support research and professional development.

 SUMMARY:
 The unit has a budget in line with its long-term plan and has adequate space and equipment to pursue its ambitions of excellence.

COMPLIANCE

PART II — Standard 8: Professional and Public Service

Unit performance with regard to indicators:

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

The school uses several methods to stay in touch with alumni, professionals and professional associations and engage them with students and faculty. Aside from emails and newsletters, the unit holds an annual Alumni Brunch the morning of the university's homecoming weekend, a tradition established before the creation of the SGJC.

More recently, a group of recent graduates from all three of the school's departments created something called Alumni J-Chats, in which alumni are invited to come in and talk to students between 11 a.m. and 1 p.m. on Tuesdays or Thursdays during a period in which no classes meet. Alumni talk to students about the demands of their jobs and about networking and other career enhancement efforts.

The most effective engagement of alumni is the Board of Visitors, comprised of journalists and other media professionals and educators. The board meets in the spring and fall each year and advises the school on its structure and curricula. In addition to their advisory role, board members also are donors to the school. They've recently hosted receptions throughout the country for people in their networks and put the dean in contact with them as potential donors, with a goal of raising $2 million by July 2020.

The Baltimore Association of Black Journalists, many of whom are Morgan graduates, sponsors the student chapter and holds a daylong mentoring event for the unit's students each semester that includes workshops, individual résumé, portfolio and website evaluations and the opportunity for students to build their networks.

Because the school is only six years old and just graduated its first full cohort in May 2019, it has just begun in earnest creating an alumni database and establishing regular contact with them. They are doing this by collecting email addresses through student exit surveys, the Alumni J-Chats, the Alumni Brunch and a just-started alumni survey being spearheaded by a recent alumnus, who is taking a list of all SGJC graduates beginning with the 2015-2016 academic year and trying to track all of them.

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

The school encourages continuing education for faculty, regularly evaluates professional performance and adheres to high standards of professional practice.

Faculty advise student media outlets housed in the school and contribute to WEAA's efforts to reach and serve the community surrounding the university. One faculty member lives in a nearby neighborhood and is a member of the neighborhood association. Students from one professor's Baltimore Reporting Project have reported on issues of importance to residents

of the Morgan Community Mile Initiative, an area the university has defined as being within a mile's radius of the campus.

At least four current faculty have been involved in judging important awards, including those given by the White House Correspondents Association, the Pulitzer Prizes and the Toner Prize.

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

Faculty members have served as leaders in AEJMC interest groups, site team co-chairs on reviews of another university's radio station, members of the Eastern Communication Association, advising faculty to the Rawlings Center for Public Leadership, president of the Collegiate Forensics Association, served as a guest speaker to the PEN/Faulkner Foundation Writers in Schools Foundation, and served on key committees of the National Association of Black Journalists.

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

The school has actively contributed to its communities by, among other things:

- Holding a symposium on "The *Afro-American* Newspaper and America's Presidents: 125 Years of Speaking Truth to Power" that focused on the importance of the press in holding government accountable.
- Organizing a panel discussion, which was live streamed, on the controversy surrounding former ESPN host Jemele Hill's tweets about President Trump.
- Staging a symposium on "The Impact of Negative Images on Black Women Athletes," a joint project of the school and ESPN that resulted in an academic research study and recorded interviews with athletes.
- Live streaming discussions on the 50th anniversary of the Kerner Commission report through the Social Justice Project, a collaboration of the SGJC, the Reed College of Media at West Virginia University and the Brigham Young University School of Communications.
- Sending students out into surrounding neighborhoods to report on the lives of the residents.

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

The unit's Department of Multimedia Journalism hosts an annual weeklong summer high school journalism boot camp that offers writing and other instruction to about 20 Baltimore public school students and two teachers. During the week, they produce four to five multimedia story packages. Students from the unit accompany the high school reporting teams and act as producers for the packages.

The school also invites high school students from Baltimore City and County, Prince Georges County and Washington, D.C., during High School Media Week to be introduced to the school, meet faculty and students and engage in a hands-on experience in the school's

labs and the NPR-affiliate radio station. After an opening program, the high school students were divided into groups and had an opportunity to anchor a newscast on the BEAR-TV news set, sit in on a strategic communication campaign discussion in The Strategy Shop and experience social media reporting in the Digital Newsroom. Some students were also interviewed in the WEAA studios for later broadcast.

Faculty and students also participate in a summer reporting program of the Baltimore City Department of Recreation and Parks during which teens produce a series of stories that are posted on SGJC media.

Most recently, the school has partnered 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.

SUMMARY:

The school has a good relationship with alumni and is working on strengthening and expanding those relationships. It effectively provides leadership in high standards of professional practice and ethics and supports faculty involvement in professional associations. And it uses several programs to support scholastic journalism.

COMPLIANCE

PART II — Standard 9: Assessment of Learning Outcomes

Unit performance with regard to indicators:

The Accrediting Committee and Council seek site-team reports on assessment that are appropriately detailed for a judgment on compliance that is informed, fair and consistent from one team to another. Please respond to each of these questions in your report on indicators (a), (b) and (c):

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

A random sampling of syllabi shows that the unit defines the goals for student learning, specifying what competencies and values are associated with the course objectives.

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

All three departments were brought together under a unified assessment plan in 2018. Prior to that, the individual departments pursued their own measures to evaluate student progress, which produced uneven results. Beginning in 2018, all entering students in the fall of that year who took first required class on Fundamentals of Multiplatform Writing were tested in two parts, taking the diagnostic ETS Heighten Writing Exam, as well as the unit's Knowledge Exam, a 45-question test covering the role of the press, the First Amendment, communications law, ethics, critical thinking, diversity, global diversity, history, theory, numeracy and research. At the end of that semester graduating students took the same exam, with both test groups providing pre- and post-instruction measurements of learning, thus helping to close the loop.

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

Results from the diagnostic testing has been shared with faculty after each semester and the dean also receives a written report. The data have already driven changes in the approaches to teaching the Fundamentals of Multiplatform Writing course.

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

In May 2019, the unit began developing a survey of graduates through which it will assess their view of their preparedness for the jobs they are in. The desired outcome of the survey will be a 70 percent response rate of agreement when asked whether their studies have prepared them well to achieve career aspirations. Those results will be used to "close the loop."

The school's Board of Visitors of distinguished professionals and educators also provide feedback on the student achievement and advise the unit on desired competencies within their respective industries. information shared with faculty and department chairs to help update curricula.

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

Yes, see the answers to d.

SUMMARY:

The unit's assessment protocols have been established in stages since 2018, with final reporting and of results expected in late 2020. The site team could not gauge the effectiveness of this process at the time of the visit.

COMPLIANCE

PART III: Summary by site visit team

1) Summarize the strengths and weaknesses of the unit.

The school was created by a request from the Board of Regents of Morgan State University. It was implemented by the current President of the university and was established in less than a year with faculty from the Department of Communication Studies as its core. It is a remarkable achievement despite some speed bumps.

If the Dean and the Associate Deans were not leading the school, it would not have achieved the great progress for which it is now known nationally. Indeed, it is doubtful that the enormous number of outstanding internships that are now available to students and all of the private funding that has been received would have been a reality for the school if these outstanding professionals were not leading the school. Thus, the team was saddened to hear a number of faculty acknowledge the effectiveness of the leadership, but say that faculty governance was not present.

Members of the team have done many accreditation reviews in the U.S. and abroad, and the creation and improvement of this school has to be among a handful of the best achievements in the last 20 years. How ironic that faculty have not bought into these accomplishments with consensus. Students have been the benefactors, and that is the objective of every good school.

Strengths

- Strong-willed and caring leader who led in the creation of a school from scratch.
- A well-connected assistant dean who takes care of details.
- Passionate, involved students who are proud of the school.
- Well-maintained, spacious facilities that are decorated to reflect the mission of the school, updated equipment and a plan for additional updates.
- Engaged faculty with a strong professional focus.
- Beginning efforts to improve all students' ability to write.

Weaknesses

- Tensions between faculty who are more academically oriented than the professional faculty.
- An ill-defined governance structure.
- A diversity plan that lacks comprehensiveness and clearly stated strategies.
- Faculty are challenged by the arrival of a notable number of poorly prepared students.

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

- Develop school by-laws that clearly define governance and process.
- Complete a more comprehensive diversity plan with stated strategies.
- Establish a research committee that strengthens the scholarly productivity of the school.

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

Even though well-written, it clearly was not a team effort. Faculty need to participate in the production of the report. Documentation showed that while all faculty were invited to participate in the writing of the self-study, few did.