

# Report of ACEJMC Evaluation

Undergraduate program  
2021-2022

Name of Institution: Hofstra University

Name and Title of Chief Executive Officer: Dr. Susan Poser, president

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

Name and Title of Administrator: Jeffrey Morosoff, chair

Date of 2021-2022 Accrediting Visit: Oct. 24-27, 2021

Date of the previous accrediting visit: Nov. 17-20, 2013

Recommendation of the previous site visit team: Re-accreditation

Previous decision of the Accrediting Council: Re-accreditation

Recommendation by 2021-2022 Visiting Team: Re-accreditation

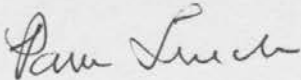
*Prepared and submitted by:*

## Team Chair

Name and Title: Pam Luecke, Professor of Journalism, Emerita

Organization/School: Department of Journalism and Mass Communications, Washington and Lee University

Signature

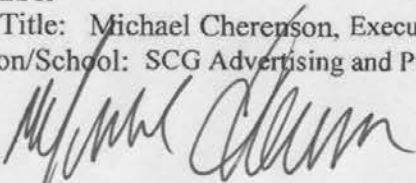


## Team member

Name and Title: Michael Cherenon, Executive Vice President

Organization/School: SCG Advertising and Public Relations

Signature

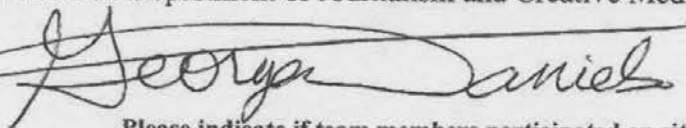


## Team member

Name and Title: Dr. George Daniels, Associate Professor

Organization/School: Department of Journalism and Creative Media, University of Alabama

Signature



Please indicate if team members participated on site or virtually only:

On site: Luecke, Cherenon

Virtually: Daniels

# PART I: General Information

**Name of Institution:** Hofstra University

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

**Year of Visit:** 2021

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

- Middle States Commission on Higher Education**
- New England Association of Colleges and Schools
- North Central Association of Colleges and Schools
- Northwest Association of Colleges and Schools
- Southern Association of Colleges and Schools
- Western Association of Colleges and Schools

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

Public

Private

Other

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

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

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

Yes

No

The last accrediting visit occurred November 17 to 20, 2013.

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

2002

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

Department of Journalism, Media Studies, and Public Relations  
(Revised and Adopted 1-3-2020)

The mission of the Journalism, Media Studies, and Public Relations Department is to provide students with a strong liberal arts background that will enable them to think critically, follow ethical practices, and understand the concepts and skills that will equip them for meaningful communication careers. We are dedicated to educating the next generation of story-tellers to be open-minded and eager to explore new ideas, techniques and technologies that will help to advance the field of communication and civic life globally and across our diverse cultures.

Through this commitment students will:

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

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

Two (2) semesters of 15 week

Three (3) summer sessions of 3-5 weeks

One (1) intersession of 3 weeks

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

**Bachelor's degree**

**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.**

B.A. Journalism

B.A. Journalism, Concentration in Sports Media

B.A. Media Studies

B.A. Public Relations

**10. Credit hours required by the university for an undergraduate degree:**

124 semester hours for Herbert School majors.

**11. Give the number of credit hours students may earn for internship experience.**

Journalism and public relations majors may take up to 4 credit hours of internships and are required to take at least 3 credit hours. An internship may be taken for 1, 2, or 3 credits, requiring 120, 150, or 180 on-site hours, respectively. Media studies majors may do internships but are not required to do so.

**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**

<b>B.A. Journalism</b>	Kristal Zook
<b>B.A. Journalism, Concentration in Sports Media</b>	Mario Gonzalez/Nicole Clarity
<b>B.A. Media Studies</b>	Jingsi Christina Wu
<b>B.A. Public Relations</b>	Victoria Semple/Jeffrey Morosoff
<b>M.A. Journalism</b>	Christopher Vaccaro
<b>M.A. Public Relations</b>	Ivan Cardona
<b>M.A. Public Relations, Concentration in Marketing</b>	Ivan Cardona

<b>M.A. Public Relations (Online), Concentration in Reputation and Crisis Management</b>	Kara Alaimo
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**13. Number of full-time students enrolled in the institution\*:**

5,499 full-time undergraduate students

2,959 full-time graduate, law, and medical students

\* data accurate as of 8/16/2021

**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      Number of Undergraduate Majors**

<b>Journalism</b>	192
<b>Mass Media Studies</b>	35
<b>Public Relations</b>	92
<b>Undeclared Majors in Herbert School</b>	37
<b>Total</b>	356

\* data accurate as of 8/16/2021

**15. Number of students in each section of all skills courses (newsriting, reporting, editing, photography, advertising copy, broadcast news, public relations writing, etc.). (The Council has ruled that campaigns courses are exempt from the 20-1 ratio.)**

### General Information Skills Course Enrollment

JOURNALISM	Spring 2020		Fall 2020		Spring 2021		Fall 2021**	
	Section	Enrollment	Section	Enrollment	Section	Enrollment	Section	Enrollment
JRNL 10 Tools	2	17	1	16	2	17	1	17
JRNL 10 Tools	3	15	2	15	4	17	2	17
JRNL 10 Tools	4	16	5	17				
JRNL 11 News Writing & Reporting	1	16	1	11	1	18	1	11
JRNL 11 News Writing & Reporting	2	14	2	11	2	13	2	13
JRNL 11 News Writing & Reporting	-	-	B	17	-	-	B	17
JRNL 13 Advanced News Writing	1	11	2	15	1	11	2	17
JRNL 13 Advanced News Writing	2	20	3	17	2	12	3	17
JRNL 14 Multimedia JnlVideo	1	14	2	17	2	16	2	11
JRNL 14 Multimedia JnlVideo	2	17	3	10	A	16	3	15
JRNL 15 Broadcast News Writing	1	11	1	7	1	18	1	15
JRNL 15 Broadcast News Writing	-	-	A	15	-	-	A	7
JRNL 16 Prod TV News Pkgs	1	4	-	-	1	10	-	-
JRNL 25 Sports Radio Reporting & Producing	-	-	1	8	-	-	-	-
JRNL 27 Radio Magazine Producing	1	9	-	-	-	-	-	-
JRNL 31 Sports Reporting	A	17	A	15	A	17	-	-
JRNL 41 Photojournalism	1	16	1	15	1	8	1	15

JRNL 41 Photojournalism	-	-	-	-	2	10	-	-
JRNL 50 Feature & Magazine Writing	-	-	A	14	-	-	A	9
JRNL 53 Copy Editing	A	5	-	-	B	15	-	-
JRNL 54 Magazine Production	1	9	-	-	1	13	-	-
JRNL 55 Design and Visual Strategies	1	14	-	-	1	17	-	-
JRNL 56 Publication Design	-	-	1	8	-	-	1	6
JRNL 72 Investigative & Depth Reporting	-	-	A	8	-	-	A	3
JRNL 74 TV Sports Reporting and Producing	-	-	1	9	1	8	1	17
JRNL 75 News Production & Anchor	-	-	-	-	-	-	1	8
JRNL 80 Digital & Mobile Journalism	1	17	1	8	1	18	1	16
JRNL 80 Digital & Mobile Journalism	A	10	2	16	A	13	2	7
JRNL 80 Digital & Mobile Journalism	B	6	-	-	-	-	-	-
JRNL 83 Data Journalism	1	9	-	-	1	10	-	-
JRNL 115 Advanced Social Media	DL	16	1	9	DL	18	1	6
JRNL 180B Sports Journalism Social Media	A	12	-	-	A	11	-	-
JRNL 180G Hofstra Votes LIVE Production	AE	4	-	-	-	-	-	-
JRNL 180H Hofstra Votes LIVE Reporting	AF	4	-	-	-	-	-	-

<b>PUBLIC RELATIONS</b>	<b>Spring 2020</b>		<b>Fall 2020</b>		<b>Spring 2021</b>		<b>Fall 2021**</b>	
	Section	Enrollment	Section	Enrollment	Section	Enrollment	Section	Enrollment
PR 102 PR Research & Analytics*	-	-	1	18	1	24	1	10

PR 102 PR Research & Analytics*	-	-	2	7	2	15	2	13
PR 103 PR Copywriting	2	21 <sup>+</sup>	1	10	1	14	1	13
PR 103 PR Copywriting	3	16	2	18	2	19	2	8
PR 106 PR Tools	A	8	2	19	A	21	1	10
PR 106 PR Tools	B	17	A	4	B	6	2	18
PR 107 PR Campaigns	1	14	1	9	1	16	1	14
PR 107 PR Campaigns	D	10	-	-	A	14	-	-
PR 109 Foundations in Media Writing	-	-	A	6	1	15	A	8
PR 180R Special Topics PR Agency	1	8	1	9	1	10	-	-
PR 180D Special Topics – Events, Mkt Mgmt & Messaging	-	-	-	-	-	-	A	5
PR 180M Special Topics – Innovations in Entertainment	-	-	A	8	-	-	-	-

\* Recast as skills course beginning fall 2020

\*\* Fall 2021 enrollments accurate as of 8/1/21

+ Senior needed course to graduate

**16. Total expenditures planned by the unit for the 2021-2022 academic year: \$2,778,949**

**Give percentage increase or decrease in three years: -3.5%\***

\* pre-pandemic increase 19/20 vs 16/17: +10.6%

**Amount expected to be spent this year on full-time faculty salaries: \$1,745,287**

**17. List name and rank of all full-time faculty in the accredited unit in fall 2021. (Full-time faculty refers to those defined as such by the university.) Identify those not teaching because of leaves, sabbaticals, etc.**

Kara Alaimo, Associate Professor  
 Suzanne Berman, Associate Professor  
 Scott Brinton, Assistant Professor\*\*  
 Ivan Cardona, Assistant Professor  
 Russell Chun, Assistant Professor  
 Nicole Clarity, Assistant Professor  
 Susan Drucker, Full Professor  
 Carol Fletcher, Associate Professor  
 Victoria Semple, Associate Professor\*\*\*



Mario Gonzalez, Associate Professor  
Peter Goodman, Associate Professor  
Channing Joseph, Associate Professor\*  
Brian McFadden, Assistant Professor  
Jeffrey Morosoff, Associate Professor  
Jingsi Christina Wu, Associate Professor  
Kristal Brent Zook, Full Professor

\*fellowship, Berlin, Fall 2021. Appointment as of 1/1/22  
\*\* special full-time appointment Spring 2021 and Fall 2021  
\*\*\* sabbatical leave, Fall 2021

**18. List names of part-time/adjunct faculty teaching at least one course in fall 2021. Also list names of part-time faculty teaching in spring 2021. (If your school has its accreditation visit in spring 2022, please provide the spring 2022 adjunct list in the updated information)**

**Fall 2021:**

Richard Bambrick  
Laurie Bloom  
Elizabeth Burke  
Robert Cassidy  
Jennifer Cline Sargent  
Melissa Connolly  
Jennifer Cordeau  
Alex Cutler  
Peter Gershon\*  
Robert Charles Hoell  
Keith Herbert  
Cliff Jernigan  
Theresa Jacobellis  
Christina Kelly  
Adria Marlowe\* (Associate Dean)  
Renee Motes  
Mario Murillo\*  
Cassandra Olivos  
Dennis Quinn\*  
Jamie Stuart  
Irene Taub  
Hilary Topper  
Christopher Vaccaro  
Yanique Griffin-Woodall  
Peter Young

**Spring 2021**

Richard Bambrick  
Laurie Bloom  
Elizabeth Burke  
Robert Cassidy  
Jennifer Cline Sargent

Jennifer Cordeau  
 Alex Cutler  
 Peter Gershon\*  
 Robert Charles Hoell  
 Keith Herbert  
 Theresa Jacobellis  
 Carolyn James  
 John Jeansonne  
 Christina Kelly  
 Adria Marlowe\* (Associate Dean)  
 Sandra Lynn Mardenfeld  
 Jonathan McCarthy  
 Renee Motes  
 Mario Murillo\*  
 Cassandra Olivos  
 James Parziale  
 Dennis Quinn\*  
 Irene Taub  
 Hilary Topper  
 Christopher Vaccaro  
 Peter Young

\* Though technically an adjunct professor when teaching in our department, Mario Murillo is vice dean of our school. Peter Gershon is a former full-time professor at Hofstra. Dennis Quinn is a full-time professor in the Radio, Television, Film (RTVF) Department. RTVF is the home department of Peter Gershon and Mario Murillo. Adria Marlowe is an associate dean in the school.

## 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.**

Year	Total Graduates	Number in Compliance	Percent
2020-2021 academic year	97	95	97.9%
2019-2020 academic year	88	82	93.2% **
2018-2019 academic year	134	123	92% ***

\* Data accurate as of 8/16/21. Additional late-filing May 2021 graduates and August 2021 graduates are expected. The exceptional compliance rate is due to the policy put in place preventing department majors from selecting any RTVF program as a minor subject area.

\*\* Data accurate as of 6/22/20.

\*\*\* In fall 2019, when we learned that courses taken in the RTVF department would be considered within journalism and mass communications, we realized this caused some of our majors to be out of compliance. We have since taken measures to rectify this situation. Please see a more complete explanation in response to Part II, Section 2.

## PART II — Standard 1: Mission, Governance and Administration

### Unit performance with regard to indicators:

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

The Department of Journalism, Media Studies and Public Relations has been accredited since 2002 and is one of two departments in The Lawrence Herbert School of Communication at Hofstra University. Its 380 undergraduate students choose from three majors: Journalism (192), Public Relations (92) or Media Studies (35). (The remainder are still undeclared.) Journalism majors may specialize in Sports Journalism, a concentration that has grown to 57 students since its start in 2017.

The department has a mission statement, a vision statement, and a written three-year strategic plan that was adopted in March 2020. The plan includes a SWOT analysis for all three majors, a list of significant initiatives and a timeline for these initiatives. Among its goals is stopping the decline in enrollment in the journalism and public relations majors. The number of journalism majors is down 34% since the last site visit and enrollment in the public relations major has dropped 63%. The small media studies major has grown 60%.

The department also offers four 18-credit minors for students majoring elsewhere in the university, and they have experienced growth. Enrollment in both the journalism and public relations minors has doubled since 2017, to 31 apiece. The media studies minor has 20 students. About 65 students are enrolled in the department's professional master's program, which is not seeking accreditation. The program offers an M.A. in public relations or journalism.

The other department within the Herbert School is Radio, Television, Film, with 466 undergraduate students. The university has 5,499 full-time undergraduate students and 2,959 full-time graduate, law and medical students. It is a private university based in the Village of Hempstead on Long Island, an hour's drive from downtown Manhattan. The university has just inaugurated its first female president, whose predecessor had been president for 20 years.

The department publishes retention and graduation data on its website and the link on the ACEJMC website is up-to-date.

The department has the clear support of the dean, a former professional journalist who has brought new energy and ideas to the Herbert School since his arrival in fall 2018. The interim provost, who has known the chair for years, speaks highly of his passionate advocacy for the department. Colleagues in the Radio, Television, Film (RTVF) department and other offices across the university speak highly of the program, its faculty and its students.

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

The department makes decisions about personnel, curriculum, educational policies, and strategic planning through full faculty participation and in accordance with procedures laid out in the Faculty Policy Series (FPS) and Collective Bargaining Agreement (CBA).

The department has two permanent committees -- Personnel and Outcomes Exam Assessment -- and an ad hoc Graduate Committee. The School has eight committees, including Curriculum and Standards, Curriculum Collaboration and Innovation. All include department representatives. Department faculty are also represented on numerous university committees.

The department may establish its own policies and faculty may develop new courses and programs. All are reviewed at the school level by the Curriculum and Standards Committee and, if passed, subject to a vote by the entire Herbert School faculty. New courses face a final review at the university level.

The school faculty meet twice per semester. The department faculty meet every three weeks.

**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.**

Chairs are appointed for a three-year term and may be reappointed. In the past six years, the department has been led by three different chairs. One previous chair is still on the faculty and serves as associate chair. The other has just retired, but continues to teach as an adjunct.

The current chair, Jeffrey Morosoff, began serving in 2019. He reports to the dean of the Lawrence Herbert School of Communication, who said he thinks highly of Prof. Morosoff's leadership and expressed hope that he will agree to a second three-year term at the end of this academic year. Department faculty and students are similarly complimentary of the department head, singling out his hard work, calm demeanor, fairness, supportive manner, and remarkable speed in answering emails.

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

When an opening occurs in the chair's position, the dean consults with the department faculty as well as with the current chair and the chair of the Radio, Television, Film department. The dean will then recommend a candidate to the faculty and/or recommend seeking an outside candidate. Outside candidates would be screened by a faculty committee and interviewed by the full faculty. The dean submits his final recommendation to the provost.

Chairs are evaluated each fall using a procedure spelled out by the University Senate. That process includes a self-evaluation and feedback from the department faculty. The most recent evaluation was in 2020-21. Faculty rated the chair between 4 and 5 on a 5-point scale on all but one of three dozen qualities. The only quality that fell below 4 (at 3.8) was "availability to mentor faculty in scholarly productivity and grants."

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

The methods for expressing concerns are spelled out clearly in university documents. For both students and faculty, the first step is to attempt a resolution via a conversation with the department chair. If a

solution is not found, the next step is a conversation with the dean. If no resolution is found at that level, the complainant may go to the provost, who will explain the various options for formal hearings and review boards, depending on the nature of the complaint.

The university has separate Title IX officers to address employee and student harassment complaints. Other avenues for complaint resolution include the Faculty Affairs Committee of the University Senate and the Faculty Grievance Officer of the AAUP.

At the time of the site visit, there were no pending complaints.

Overall evaluation compliance/non-compliance: **COMPLIANCE**

## PART II — Standard 2: Curriculum and Instruction

### 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.**

The department does require students to have a minimum of 72 credit hours outside of the department and reports that 91.8% of its students were in compliance in 2018-2019, 93.2% were in compliance in 2019-2020, and 97.9% were in compliance in 2020-2021. The department's shortfall was a result of a misunderstanding about how courses in its sister department, Radio, Television, Film, were to be counted in this formula. At the time of its last site-visit, when the benchmark was 80 hours outside the major and 65 in the liberal arts, the department was found in compliance and the report expressed no concern about the department's students also taking courses in RTVF.

In fall 2019, however, the department sought clarification from ACEJMC and was told RTVF courses could NOT be counted as outside the department.

The department immediately revised its policies and advising and, as this year's statistics show, has corrected the issue. Technically, the department did not have 95 percent of its students meet the 95% requirement in the two years preceding its site visit, but because ACEJMC is eliminating the 72-hour policy beginning in 2022, the site team did not find this an impediment to compliance.

**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.**

The department offers three majors: Journalism (192 students), Mass Media Studies (35) and Public Relations (92). Journalism and Public Relations majors both require theoretical and skills courses, while the Media Studies major is primarily conceptual. However, Media Studies majors often write papers about issues with contemporary technology or present projects using modern media platforms.

All students must also complete an 18-credit liberal arts minor outside of the department, meet a language requirement, and complete 33 credits of distribution courses, which include a math or computer science course. Students in all three majors take Mass Media: History and Development.

**Journalism** majors take a total of 39 hours within the department, plus American Politics.

Required courses include Media Ethics and Media and the Law, an internship and six skills courses. Students may choose a sports-journalism concentration, which specifies an additional three elective skills courses.

**Media Studies** majors must take a total of 33 hours within the department. These include six core courses and one of three three-course concentrations: Media and Culture, Urban and Suburban Communities or Media, Law and Policy. Media Studies majors may take an internship but are not required to do so. Required courses are Mass Communications in Contemporary Society, Media Literacy, Theories or Media, Understanding Global Media, Media and the Law and Research in Mass Media Studies. Ethical issues are addressed in several of the required courses.

**Public Relations** majors must take 36 credit hours within the department and three courses outside the department and school: Public Speaking, Principles of Advertising and Principles of Marketing. Required courses include: Media Ethics, Media Literacy, Criticism and Analysis, Fundamentals of Public Relations, Public Relations Research and Analytics, Writing for Public Relations and Media, Media Relations, Digital Tools for Public Relations, Theories of Global Public Relations and International Media, Public Relations Campaigns and at least three credits of internships.

**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.**

The department places a high value on the quality of teaching and students who met with the site team were enthusiastic about their professors' knowledge and teaching skills. In classes observed by the site team, students were highly engaged with timely course material.

For courses with multiple sections, one faculty is designated as the "course master" who shares a syllabus template with those professors who teach the course – whether full-time or adjunct -- and who makes sure that goals and objectives are shared.

Typically, the department does not teach online undergraduate courses, although it did make considerable use of Zoom and hybrid learning in 2020-21 to cope with COVID.

**The Journalism** curriculum includes several courses that stress digital and multimedia tools and recently added a data journalism course. Journalism offerings include several courses that develop broadcast reporting and anchoring skills, and some students seek more audio and video skills from courses in the RTVF department. For example, the Newscast Producing and Anchoring course focuses students on a live weekly newscast, working in conjunction with a class from RTVF that handles the technical aspects of the production. Another course, Hofstra in Rome, pairs journalism students with students from RTVF in a "Study Abroad" experience.

**The Public Relations** curriculum includes a current and well-balanced curriculum between theoretical, conceptual, and professional skills courses. Courses are routinely updated and are responsive to professional and contemporary expectations. In courses observed during the site visit, teaching was spirited and students were engaged. Capstone options include working with the Swing Agency, the student-run public relations agency, or working with a non-profit client.

**The Media Studies** curriculum is focused on theory and research but offers students a choice of three concentrations so they can tailor courses to their interests. Students report that course content is current and relevant.

The department prides itself on strong teaching and requires anonymous student evaluations for both full-time and part-time faculty. The department also incorporates peer teaching observations for both full-time and part-time faculty. Results are a factor in promotion.

Achievements in teaching are recognized by both Hofstra and outside organizations. In the past six years, faculty have received eight teaching awards, including three from the Hofstra chapter of Lambda Pi Eta, the National Communication Association's honor society. In addition, in four of the past six years, Herbert School students have selected a member of the department to be faculty Distinguished Teacher of the Year.

**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 department is conscientious about maintaining the required enrollment limits on skill courses. The self-study listed only one course that enrolled more than 20 students during its 2019-2020 self-study year. One copywriting course enrolled 21 students in spring 2020 to accommodate a student who needed the course to graduate. In spring 2021 (technically not its self-study year), one PR Tools course also enrolled 21 students.

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

The department has a robust internship program. Journalism and Public Relations majors are required to hold at least one internship and encouraged to hold more than one. They may earn no more than four credits from internships, though. Media Studies majors may also take internships, but they are not required to do so and few do.

Hofstra's proximity to New York City provides many opportunities for its students to apply what they are learning in the classroom. Recent internship sites have included most network news sites, *Newsday*, Weber Shandwick, Rubenstein Public Relations and Mashable. When COVID made in-person internships difficult, the faculty were nimble in setting up virtual experiences so all students could meet this requirement. Students report a fulfilling experience at their varied internships and local employers and internship providers describe students as "job ready."

Students hold most of their for-credit internships during the academic year because they would have to pay extra tuition if they sought credit for a summer internship.

The Herbert School has one staff member whose responsibility includes internships for both departments. He holds two internship workshops each year – mandatory for students pursuing their first internship – and outlines requirements, resources and tips. A department faculty member also attends those workshops and provides details about the course requirements. Students are also encouraged to access the university's Center for Career Design and Development, which offers workshops on resume writing, practice interviews and access to the Handshake database with thousands of internship and job listings.



The department faculty are also instrumental in guiding students to internships by using their own connections and helping students network with alums. The department sends frequent emails to spread the word about opportunities and posts regularly on social media.

Once on an internship, students keep a daily log of their activities, which are monitored by the student's faculty advisor. If necessary, the faculty member will intervene to resolve concerns.

Supervisors complete an online evaluation of each intern, who must also write a paper about their experience. Students receive a grade of either Pass or Fail, based on these three elements.

Overall evaluation compliance/non-compliance: **COMPLIANCE**

## PART II — Standard 3: Diversity and Inclusiveness

### 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.**

Originally adopted in 2013, The Department of Journalism, Media Studies, and Public Relations: Diversity and Inclusiveness Plan was revised in 2019-2020. In addition to the department's definition of diversity, the plan focuses on four areas: inclusive curriculum, diverse faculty and staff, diverse student population, and fostering a supportive climate for working and learning. In the revision of the plan, notation is made about progress toward including specific lessons on diversity in syllabi. The plan includes a listing of action items taken in faculty searches and outreach of prospective students in under-represented domestic racial minority groups, but does not include timelines or information about who's responsible for its implementation.

**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 updated Diversity and Inclusiveness Plan includes at least 18 examples of how faculty have incorporated lessons tied to issues of inclusivity in their course plans. In reviewing 2020-2021 syllabi, the site team saw evidence of diversity units infused through the curriculum. Both full-time and part-time faculty report instances of teaching about diversity in their classes. While some students report they've heard their instructors talk a lot about diversity, others would like to see the journalism department offer more diversity-centric courses. Since the last accreditation visit, an elective course Race, Gender, Class and Media has been added, but only offered once. The preference among faculty in the unit is for an "infusion" approach to diversifying the curriculum where a strong thread of diversity is part of every course. At the time of the site visit, efforts were being made to begin reviewing course descriptions to ensure they communicate how diversity is addressed in the course.

**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.**

In the past seven years, the department has doubled the number of full-time faculty of color. As of June 2021, the department had 16 full-time faculty members, six of whom were racial minorities (38%). This group consists of two Asian, two Latinx, one African American, and one biracial faculty member. Eight of the full-time faculty are women (50%). At the time of the last site team visit in 2013, just three of 15 full-time faculty were from racial minority groups and the majority of the full-time faculty was female. During the accreditation "pause" year, there were two departures from the journalism faculty: a female faculty member resigned and moved overseas and a male African American faculty member announced that he would retire. A national search resulted in the successful hiring of an African American candidate who is expected to join the faculty in Spring 2022. In addition to the full-time faculty hires, the department has taken proactive steps to diversify its pool of adjunct instructors. Among the part-time

faculty in 2019-2020, only 3 of the 28 were racial minorities (one African American female and two Hispanic males). This is a slight decline from 2013, when 4 of 23 part-time faculty were racial minorities. To make further progress in this area, the School's Diversity and Inclusion Committee has partnered with Hofstra's Chief Diversity Officer to provide more training of search committees as a way to increase the diversity of the applicant pools.

**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.**

Although Hofstra admissions are handled centrally, students, faculty and recent graduates of the department acknowledge the need to help recruit more students from under-represented racial backgrounds, particularly those in communities adjacent to the campus on Long Island. The percentage of students in the department who represent domestic minorities has risen from 25% at the time of the last site visit to 28.2% in fall 2020. As of the 2019-2020 academic year, 9.3% of Hofstra's undergraduate enrollment was Black/African American. Within the department, the percentage was 8.9 percent. The percentage of Asian American students enrolled at Hofstra stood at 11.7 percent, while within the Department the equivalent percentage was 4.2. The department's percentage for Hispanic/Latinx, of any race, exceeded the percentage for the university: Hofstra at 12.9 percent and the department at 13.6.

Two initiatives exemplify the department's efforts to recruit students from minority groups. Now in its sixth year, The Lawrence Herbert School of Communication High School Summer Journalism Institute recruits 10 to 12 high school students from diverse ethnic and economic backgrounds across Nassau County. The two-week immersive program launched with support from the New York Press Association Foundation and the Press Club of Long Island, and now enjoys support from a multiyear grant awarded by the Bernard & Sandra Otterman Foundation. Beyond the summer program, the director of the summer institute has placed journalism students at high schools in communities around Hofstra to assist them with the development of their school newspapers. The self-study included a list of strategic goals and timelines for the School's Diversity and Inclusion Committee to further increase diversity of student population.

The cost of attending Hofstra University, compared with the cost of nearby state and city universities, makes recruitment of lower income students an ongoing challenge. Administrators at the highest level of the Herbert School and in central administration expressed a commitment to seeking more scholarships to increase the diversity of the student population.

**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.**

The university's Harassment Policy for maintaining a climate free of discrimination and harassment is outlined in both faculty and student handbooks. The Herbert School's Diversity and Inclusion Committee conducted a Diversity and Inclusion Survey in 2018, to which 153 people responded. Most of those surveyed indicated they consider the Hebert School to be an open environment when it comes to race, gender, disability, sexual orientation and religion/belief. Nearly all the respondents, 77.6% of

whom were undergraduate students and 11.2% faculty, indicated they had experienced no discrimination or harassment based on race, gender, disability, sexual orientation and religion/belief. The school’s vice dean, who co-chairs the committee, told the site team that plans are being made to administer the survey within the next year.

Hofstra has long been a leader in creating a culture supportive of the rights of those with disabilities. It was the first private university in the country to make all its programs architecturally barrier-free, and a former faculty member was instrumental in policy leading up to the Americans with Disabilities Act. Hofstra is also one of the few universities in the country with an undergraduate major in Disabilities Studies. In spring 2020, the department hosted the head of the university’s Disability Services to discuss ways to better serve the growing number of students with invisible disabilities.

Overall evaluation compliance/non-compliance: **COMPLIANCE**

## TABLE 6 – FACULTY POPULATIONS

**Show numbers of female, male, minority, white and international faculty members and the percentages they represent of the unit’s total faculty. (Report international faculty the same way the university reports them.)**

### ACADEMIC YEAR: 2019 - 2020 FULL-TIME FACULTY

Group	Female	% of total faculty	Male	% of total Faculty
Black / African American	0	-	1	5.8%
White	8	47.1%	3	17.6%
American Indian / Alaskan native	0	-	0	-
Asian American	1	5.8%	1	5.8%
Hispanic / Latinx (any race)	0	-	2	11.7%
Native Hawaiian / other Pacific Islander	0	-	0	-
Two or more races	1	5.8%	0	-
Other race	0	-	0	-
International (any race)	0	-	0	-

**ACADEMIC YEAR: 2019 - 2020 PART-TIME / ADJUNCT FACULTY**

Group	Female	% of total faculty	Male	% of total faculty
Black / African American	<b>1</b>	<b>4.5%</b>	<b>0</b>	<b>-</b>
White	<b>11</b>	<b>50.0%</b>	<b>10</b>	<b>45.5%</b>
American Indian / Alaskan native	<b>0</b>	<b>-</b>	<b>0</b>	<b>-</b>
Asian American	<b>0</b>	<b>-</b>	<b>0</b>	<b>-</b>
Hispanic / Latinx (any race)	<b>0</b>	<b>-</b>	<b>2</b>	<b>9.0%</b>
Native Hawaiian / other Pacific Islander	<b>0</b>	<b>-</b>	<b>0</b>	<b>-</b>
Two or more races	<b>0</b>	<b>-</b>	<b>0</b>	<b>-</b>
Other race	<b>0</b>	<b>-</b>	<b>0</b>	<b>-</b>

## 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.**

Applications for full-time faculty positions are first reviewed and evaluated by the Departmental Personnel Committee (DPC), composed of faculty members who are tenured or are tenure designates. The DPC screens promising applicants by phone and generally selects three candidates to invite to campus to meet with the committee, department chair, vice dean, and dean. During this visit, the DPC also observes the candidate teach a sample class, usually as a guest lecturer in a scheduled class. After all three candidates have visited the university, and the chair of the DPC has checked references, the DPC votes on a hiring recommendation to the dean. The chair also makes a recommendation to the dean, who then makes a recommendation to the provost, who in turn recommends to the president. If a decision is made to offer the position, the dean negotiates salary. Part-time positions are filled in essentially the same manner, except that the DPC may invite fewer than three candidates. Faculty members are involved in active recruiting of adjuncts to fill particular needs within the department, and adjuncts brought in through this avenue are required to go through the same screening process described above.

Faculty performance is evaluated through a combination of student evaluations and peer evaluations produced by colleagues within the department.

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

The percentage of core and required courses taught by full-time faculty in 2019-2020 was 72% in Fall Semester 2019, the highest over the last three years prior to the accreditation review. The number temporarily dipped to 48% in Fall Semester 2018 due to the departure of an untenured faculty member. It was the only academic term when the number of full-time faculty doing the primary teaching dipped below 50%. Included in this number are all sections of required and core courses under control of the unit. Among those considered adjuncts in this tally are two full-time professors in the Department of Radio, Television, Film, which is the other department in the Herbert School, and one former full-time member of the journalism faculty.

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

Of the department's 14 full-time faculty members, three hold doctorates, one holds a JD, and two are in the process of completing doctoral programs. The rest of the department faculty hold master's degrees. Full-time faculty teaching skills courses have an average of more than 15 years of full-time professional experience that includes producing Emmy Award-winning journalism, running strategic communication campaigns for large corporations, major nonprofits and various government agencies.

The faculty expertise is kept current with programs such as Faculty, Research, Education & Development (FRED), which offers regular online and in-person workshops on pedagogical issues from outcomes assessment to innovations in teaching technology. In addition, Hofstra's Department of

EdTech offers online courses on developing distance learning and hybrid courses, which were especially important when the COVID-19 pandemic interrupted face-to-face instruction in Spring 2020.

The university offers qualified faculty both traditional research leaves and teaching leaves. The latter provides 9 semester hours of release time for projects promoting teaching excellence. The university provides \$1,500 per faculty member each year to support faculty travel to present papers and participate in national and international conferences such as AEJMC, BEA and IAMCR. The dean's office often supplements these travel grants.

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

All full-time and part-time faculty are required to distribute Course and Teacher Ratings (CTRs) to students at the end of every course in the spring and fall semesters. The quantitative results of these evaluations are sent to the faculty member, chair, and dean. The faculty member must include the quantitative results in their docket for reappointment and tenure. As part of the university's public accountability and transparency effort, CTR results are made available online to students and the Hofstra community. In addition to student evaluations, full-time and part-time faculty members are regularly observed by colleagues within the department. The observation report is shared with the faculty member and chair and included in a faculty member's docket for appointment and reappointment. The faculty member has an opportunity to respond to an observation report. Untenured faculty are observed by tenured faculty. Tenured faculty members are also observed by peers. Observation reports are taken into account in decisions about promotion and salary incentives.

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

Conversations with colleagues across the university indicate a deep respect for and admiration of the department's faculty and students.

Overall evaluation compliance/non-compliance: **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.**

Scholarship is essential to the university, school, and department mission. The department's research agenda is a combination of industry-focused and academic research. The scholarly productivity of the faculty in the Department of Journalism, Media Studies, and Public Relations is reflected in traditional academic research, professional work, and creative activity. The tenure guidelines in the department reflect one of its underlying principles: theory and practice are inextricably tethered. To that end, the guidelines recognize and value both academic and practical activities. The chair, associate chair, and senior faculty all contribute to mentoring new faculty, providing guidance on research agendas and helping new faculty present at academic conferences. The Herbert School supports a Faculty Research and Development grant for all full-time faculty and adjunct faculty who have completed 10 semesters of teaching service. A total of \$12,000 was allotted for the grant distributed based on recommendations from the School's Executive Committee. At the university level, full-time faculty are entitled to receive up to \$1,500 each year, with approval from the dean, to cover travel expenses and additional funds of up to \$1,000, may be granted in support of international travel.

All full-time faculty members are eligible to apply for a Special Scholarly Leave, a Special Teaching Leave, or both. They become eligible for special leave after five years of continuous full-time service. They become eligible for subsequent Special Leaves five years from the start of the previous leave. A total of eight faculty in the department received some type of leave in the period under review. Those leaves resulted in multiple books, book chapters, a seven-part article series and a video documentary.

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

In the Department of Journalism, Media Studies, and Public Relations, faculty hired to teach primarily theory courses are expected to produce a greater percentage of peer-reviewed, traditional scholarly work. For traditional academic research, an original contribution to scholarly or professional research in the field should be made through publications, conferences, presentations, and peer-reviewed papers. Popular press articles are acceptable as part of the whole, which can also include publication in business and professional media. Faculty hired to teach primarily skills courses may opt to have a greater percentage of their work in creative or professional endeavors related to their field. Creative and professional contributions should be juried, peer-recognized, or peer-reviewed.

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

As determined by the department's tenure and promotion guidelines and those of the university, tenured and tenure-track professors, associate professors, and assistant professors are typically expected to conduct research, participate in professional activities, and/or produce creative works.

#### **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.**

The majority of the department's scholarship and research activities are produced by the tenured, full and associate professors. While under no contractual obligations to conduct research, some longtime part-time (adjunct) faculty make significant scholarly contributions to the unit. During the six years prior to the self-study, department faculty published at least seven books, six monographs and 21 articles in refereed journals. They made 28 refereed conference presentations. Under the category of non-refereed publications, faculty in the department published 1,075 news articles, journalism commentary, and public relations social commentary. During the site team visit, one tenured faculty member noted how some of the magazine articles the faculty member had published inspired students to enroll in graduate programs in journalism.

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

Faculty report sharing their scholarly work at conferences and having colleagues in the department who are supportive of their research and published work in professional journals.

Overall evaluation compliance/non-compliance: **COMPLIANCE**

Scholarship, Research, Creative, and Professional Activities	Total from Unit*	Individuals				Totals (17)
		Full Professors (2)	Associate Professors (10)	Assistant Professors (4)	Other Faculty** (1)	
Awards and Honors	72	3	26		43	72
Grants Received Internal	11	3	4	4		11
Grants Received External	7		3		4	7
Scholarly Books, Sole- or Co-authored	3	1	2			3
Textbooks, Sole- or Co-authored	5		1	4		5
Books Edited	7	5	1	1		7
Book Chapters	26	16	10			26
Monographs	6		6			6
Articles in Refereed Journals	21	8	13			21
Refereed Conference Papers	28	7	21			28
Invited Academic Papers						
Encyclopedia Entries	4	1	3			4
Book Reviews	3	2	1			3
Articles in Non-refereed Publications	1,075		175		900***	1,075
Juried Creative Works						
Non-juried Creative Works	188	1	187			188

Scholarship, Research, Creative, and Professional Activities	Total from Unit*	Individuals				Totals (17)
		Full Professors (2)	Associate Professors (10)	Assistant Professors (4)	Other Faculty** (1)	
Other (please specify) Conference Presentations, Panels, and Invited Lectures	48	1	35	12		48

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

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

\*\*\*Adjunct faculty serves as executive editor at Herald Community Newspapers.

## 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.**

All incoming first-year students attend one of eight three-day sessions over the summer where they are briefed on degree requirements, learn to use the Bulletin, an online registration system, and are assigned a general advisor from the Center for University Advising (CUA). The general advisor guides students in meeting university requirements through their undergraduate years. One general advisor, Marc Oppenheim, dean of advising, who formerly oversaw all advising within the school, continues to work with students in the program.

When students reach their sophomore year, or as soon as they declare a major within the department, they are assigned a faculty advisor in their major. All advisors are full-time faculty members who have received training from the assistant dean for student affairs, Michele Roberts. Faculty will generally advise between 10 to 30 students.

Students are guided by DegreeWorks, an online degree audit system that provides each student with an up-to-date record of their progress in meeting degree and major requirements and highlights those requirements that are unmet.

Each fall, the Herbert School holds a mandatory meeting for all new communication majors to meet faculty and staff, learn about resources available to them, and meet representatives of student organizations.

Track coordinators for journalism, public relations, and media studies also hold mandatory meetings for their majors each fall.

#### **b). Faculty are available and accessible to students.**

Faculty maintain an open-door policy with students. The university requires faculty to hold one office hour per week for each three-credit class, with additional hours during the start of the semester and registration periods. In practice, students report that professors are available far more often, accompanying students to professional conferences, advising them on projects, and staying late into the night to support student media covering breaking news. Faculty stay in touch with students by email, Blackboard, and, often, mobile phone, Twitter, and Slack. Office hours are posted on faculty doors, Blackboard, syllabi, and the Hofstra portal ([my.hofstra.edu](http://my.hofstra.edu)). The faculty prides itself on providing a student-first environment.

Students note the faculty and staff are accessible, available, and visible. As one student said, “They are always available for help;” another said, “most professors provide their cell phone number.” A sample of students from the department report no issues with advising or navigating their academic progress.

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

Throughout the year, Assistant Dean Roberts sends emails to majors announcing new courses, reminding students to declare a liberal arts minor, reiterating registration deadlines, and offering group advising workshops. Track coordinators also send emails to majors to keep them informed of new

courses, special events, and opportunities. The Center for University Advising sends a weekly newsletter reminding students of important registration dates and opportunities for advising, such as new Advising-on-the-Go hours in the Mack Student Center. This outreach is supplemented by This Week at the Herbert School, a weekly email reminding communications majors of new courses, events, internships, and networking opportunities, and sharing other Herbert School news. Open rate for students has grown from 15 percent to 48 percent. The content from This Week is also disseminated through the Herbert School's robust social media platforms and displayed on monitors throughout the school. In addition, in fall 2019, the school began a weekly video newsletter, Hofstra Now!, distributed through the Herbert School's social media channel and the university's main social media account.

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

Students benefit from a vibrant and rich variety of student media outlets, including the noncommercial, commercially licensed radio station WRHU-88.7 FM, with daily and weekly student-run news, public affairs, and sports programs and a long-form radio feature podcast, "Getting to the Root"; the freshly revamped hyperlocal online community news outlet, Long Island Advocate; the campus newspaper, The Hofstra Chronicle; the Hofstra chapter of Her Campus Media; the TV news broadcast "Hofstra Today"; the video/TV sports broadcast "Sports Beat"; and the student magazine Pulse. A streaming TV news show is in the planning stages.

The campus newspaper operates independently, but most of its student editorial staff and its faculty advisor are from the journalism department. Students also act as directors, technical directors, and camera crews for Pride Productions, which provides live, multi camera coverage of Hofstra events, including NCAA Division I athletics.

The Herbert School's Student Media Council, which meets biweekly, affords student media leaders the chance to cross-pollinate ideas, develop joint projects, and keep the administration abreast of how it can best support their initiatives. The council is run by David Henne, director of content strategy and student media engagement at the Herbert School, who has also been instrumental in showcasing communication student achievements on the university website.

The department and school also boast a wide variety of other student organizations that contribute to professional development, including bustling chapters of the Public Relations Student Society of America, named a Select Chapter in 2017; the Society of Professional Journalists; Her Campus; Lambda Pi Eta, the official honor society of the National Communication Association; Zeta Phi Eta, a national communications professional society; and budding student chapters of the National Association of Black Journalists, the National Association of Hispanic Journalists and the National Hispanic Public Relations Association. Each advised by a faculty member, these clubs are extremely active in networking and career preparation.

The university has hosted three U.S. presidential debates, a unique distinction that provides students a special learning opportunity. Students are provided paid and volunteer opportunities to support the events and swarm of media who converge on campus. Beyond the debates, students are also active in multiplatform coverage of primaries and elections.

**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 Hofstra Office of Institutional Research annually gathers and analyzes enrollment, retention, and graduation statistics for the unit and university at large. Retention and graduation figures are posted on the department website. A review of student records shows data and academic progress is well documented and accessible by faculty and students.

The department's graduation rates have risen since the time of their last self-study; 4-year graduation rate for the class entering in fall 2015 was 69%, considerably higher than at the time of the last self-study (58%) and higher than the university at large (55%). The department's 1-year retention rate for the class entering in fall 2018 was 84.5%, slightly higher than that of the university at large (83%). Although department retention has varied from year to year, it has vacillated around the same line over the course of a decade and has consistently been higher than that of the university.

Overall evaluation compliance/non-compliance: **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.**

At the beginning of each fiscal year, the university provides The Lawrence Herbert School of Communication with a Budget Projection Report indicating the total amount the LHSC has been allocated for that budget year. The Dean's Office, with final budgetary control, determines how much money is allocated to the department for the year. The department canvases the faculty regarding hardware and software needed for instruction. The chair compiles requests from all three programs and forwards the list to the dean and the school's Technology Committee. If the request is approved, the Dean's Office then notifies the department chair as to how much will be set aside for the purchase of equipment.

Expenses related to equipment, facilities, hardware, and software are allocated at the school-wide level. While each unit in the school participates in planning and decision-making in this area, the university and school have increasingly looked to a strategy of shared equipment and facilities, including the adoption of common hardware and software platforms where possible, in order to eliminate duplication and increase efficiency.

The dean meets regularly with the department chairs, faculty, and other administrators to review hardware and software needs. A school-wide Technology Committee, with faculty representation from across the LHSC's programs, meets at least two times per year (with sub-meetings on specific issues and needs). The committee includes the dean as well as the four full-time members of the school's engineering and facilities staff. For each budget year, the dean asks the committee to discuss and recommend upgrades. He also reaches out to faculty for suggestions on improvements and requests for new equipment purchases.

Faculty requests (for software, equipment, speakers, or the like) are discussed at department meetings or various faculty committee meetings. The department chair or chair of the committee brings the request(s) and rationale(s) to the dean and the Technology Committee. If appropriate, funds are reallocated or new budget lines developed to accommodate the request(s). In the case of large capital requests, the dean may petition the provost for additional funds if the need is deemed warranted. As has been Hofstra University's practice for many years, payroll costs for full-time and adjunct faculty are allocated to the department's budget each year, in line with contractual obligations under the university's agreement with the AAUP. A new multi-year contract was approved in September 2021.

#### **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.**

Overall, Hofstra University provides sufficient resources for the day-to-day operation of the Department of Journalism, Media Studies, and Public Relations. The onset of the COVID-19 pandemic brought about significant budgetary and resource constraints affecting the unit. In the academic area, all schools were challenged to reduce 2020-2021 budgets by 8 percent from the pre-pandemic plan. Hiring, including new and replacement faculty lines, was suspended. Faculty salaries were maintained, but a contractual salary increase was suspended by one year by agreement between Hofstra University and its AAUP-represented faculty. All administrative staff were placed on furlough, resulting in a 20% work time and salary reduction during the summer of 2020, a 10% work time and salary reduction in the

ensuing year, and a suspension of salary increases throughout that period. Secretarial staff were placed on a 20% salary and work time reduction for the entire period.

Full work time and salary was restored for administrative and secretarial staff effective August 16, 2021, along with a modest salary increase for most staff. The Herbert School’s budget reduction touched many areas, including a 50% drop in funds allocated to equipment and technical purchases, and the loss of two staff positions: a video engineer, and a departmental secretary. At present, the school’s two departments share a single secretary. Department staff and the unit head note that the current shortage of administrative support does impact effective administration and adds additional burden on educators.

In May of 2021, Moody's cited the university's, “stable outlook,” and “expectation of continued strong operating cash flow and sustained student demand translating into tuition revenue growth.”

“Annual budget” refers to funds directly under control of the unit, with Dean’s Office oversight, for the entire year (12 months). Budget figures should not include expenditures for building maintenance, retirement allowances, scholarships, prizes, or student aid. List student newspaper budget only if it is under control of unit and is used in instruction. Shown below is a table of the annual unit budgets for each of the three years preceding the accreditation visit as provided by the Dean’s Office, **as well as the update year.**

Budget Item	2017-2018	2018-2019	2019-2020	2020-2021
Administrative Salaries	77,351	63,756	64,584	66,188
Teaching salaries (full time) <sup>1</sup>	1,857,511	1,773,670	1,912,215	1,745,287
Teaching salaries (part-time/adjunct) <sup>2</sup>	228,166	255,502	269,267	245,167
Special Lecturers	1,500	1,500	1,500	1,000
Clerical salaries <sup>3</sup>	49,671	49,671	51,787	26,104
Equipment – see response to Question 5	N/A	N/A	N/A	N/A
Equipment maintenance – see response to Question 5	N/A	N/A	N/A	N/A
Supplies	1,101	1,101	1,451	801
Library Resources	650	650	650	0
Databases, online information services	30,961	30,961	30,961	30,961
Travel (Admin)	621	621	1,855	455
Travel (Faculty) <sup>4</sup>	20,519	18,090	19,193	9,333
Research	3,731	3,989	3,863	3,183
Operating Budget (including PULSE and lab fees)	47,351	47,351	47,327	43,804
<b>TOTAL ANNUAL JMSPR BUDGET</b>	<b>2,271,782</b>	<b>2,199,511</b>	<b>2,353,489</b>	<b>2,178,313</b>

<sup>1</sup> Includes Regular Pay, Extra Pay, Overload, Tutorial Stipends. Excludes Pension. Excludes FICA and medical, items “not under control of unit.”

<sup>2</sup> The unit does not have Graduate Assistants

<sup>3</sup> Includes full-time, extra pay and Federal Work-Study

<sup>4</sup> Based on per-faculty travel budget allocation for Herbert School

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

The hub of the Lawrence Herbert School of Communication is a three-story building located on the southwest corner of the picturesque suburban campus. As a tribute to Hofstra alum Lawrence Herbert, the former chairman and chief executive officer of Pantone®, a firm best known for the universal standards and multinational color language, Belgian interior designer Michele Penneman created a new design for The Lawrence Herbert School of Communication building. The facility's exterior and interior



are marked by hundreds of iconic Pantone color chips of varying sizes. Visuals and screens throughout the building tell the school’s story and depict the vision and mission of the programs.

While the main building houses all of the studios and labs and most of the classrooms, the majority of the department offices have been located on the fourth floor of the adjacent Shapiro Family Hall, a floor dedicated to the LHSC since the building opened in 2006.

However in 2020, the department lost two moderate-sized symposium rooms and seven office spaces to the new undergraduate nursing program. The seven faculty members were relocated to offices on the third floor of Shapiro Family Hall, home of the university’s History Department. Two department members’ offices remain on the fourth floor. The scattering of staff offices, and its negative impact on staff collaboration, was mentioned by several educators.

In addition, an isolated dance studio located in the Lawrence Herbert School has been called, “out of place,” and a “holdover” and was suggested by some as a solution to office and classroom shortages in the department’s building.

Scholarships Awarded to Undergraduate Students in the Unit	2018-2019	2019-2020
Total amount of scholarship dollars from funds controlled by institution*	<b>\$7,945,213</b>	<b>\$7,252,687<sup>+</sup></b>
Number of students receiving scholarships from funds controlled by institution	<b>384</b>	<b>343</b>
Median individual scholarship from funds controlled by institution	<b>\$7,000</b>	<b>\$6,500</b>
Total amount of scholarship dollars from funds controlled by department*	<b>\$23,032</b>	<b>\$23,957</b>
Number of students receiving scholarships from funds controlled by department	<b>15</b>	<b>27</b>
Median individual scholarship from funds controlled by department	<b>\$1,479</b>	<b>\$529</b>
<b>Undergraduate Assistantships or Work-Study Appointments<sup>§</sup></b>		
Number of students holding appointments	<b>9</b>	<b>5</b>
Range of stipends	<b>\$1,031 - \$6,187</b>	<b>\$3,700-\$7,581</b>

\* Federal or state grants administered by Hofstra are not included.

<sup>+</sup> Data are current to 6/1/2020 and based on a fall 2019 cohort.

\* These are given in the form of department “student activity grants,” which provide additional financial support for students to participate in co-curricular programs. Data cover the entire 2019-2020 year.

<sup>§</sup> These are jobs our majors held within the Herbert School. Federal Work-Study is not included.

Note: Included in institutional support are donor-funded scholarships earmarked for communication students and administered by the Herbert School. These scholarships amounted to \$27,950 in support to department students in 2018-19 and \$37,202 in 2019-2020. The Herbert School also gives communication students “activity grants” to support them in co-curricular activities; students in our department received \$5,661 in such grants in 2018-2019 and \$7,293 in 2019-2020. These Herbert-controlled grants are also included in institutional support.

**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.**

From 2013 through 2019, the department and the Herbert School have undergone significant technology upgrades, including:

- Complete HD conversion of the video-television facilities
- Digital conversion of the audio-radio facilities

- New fleet of 4K HD field video cameras
- New DSLR camera kits and mobile phone audio and video accessories
- Renovation and modernization of the news studio (Studio B)
- Addition of important software licenses for all LHSC majors
- Installation of Wi-Fi and mobile repeaters to improve access throughout the building
- Additional Mac and PC workstations for all LHSC majors
- Access to AP wire services and AP's ENPS Newsroom system for all LHSC majors

Every classroom on campus is equipped with a projector, internet connection, large video monitor or projection screen, and multiple input options. The greatest resource challenge the department faces is a growing shortage of space, particularly for faculty offices and moderate-sized classrooms.

After a comprehensive inventory, the dean's office provided a list detailing the investments made for the school and the department since the last ACEJMC re-accreditation site visit in 2012-2013. These investments total \$213,675 in shared equipment purchases, 150 computer workstations (leased or purchased), \$1.9 million in facilities upgrades, and various software licenses serving instruction and student work (all school-wide).

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

The Hofstra libraries contain more than 800,000 volumes and provide 24/7 online access to more than 100,000 full-text journals and 200,000 electronic books. Industry specific resources available free to program students and faculty include:

- Nexus Uni (formerly Lexis Nexis)
- Data USA
- Films on Demand
- Kanopy
- Proquest Databases
- New York Review of Books
- AP Style Guide
- Chicago Manual of Style
- News outlets including New York Times, Newsday, Washington Post and Independent Voices

In addition the libraries provide online guides to public relations, journalism and media publications, trade organizations and other links.

Several public relations educators and students noted that the curriculum would be strengthened by access to media monitoring tools and social media listening products, which are industry staples.

Overall evaluation compliance/non-compliance: **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 Lawrence Herbert School of Communication takes great pride in its 25<sup>th</sup> Anniversary as a school within Hofstra University and with alumni. Herbert School alumni are an integral part of all programs. Dozens of alumni and other professionals visit the department each semester to talk to classes, attend networking events and provide critical input into our curriculum.

The department benefits from both the Herbert School Alumni Association Leadership Committee and the Dean's Advisory Board. The Alumni Committee helps students and fellow alumni find internships and jobs and negotiate new industry challenges. The Dean's Advisory Board meets twice a year in New York City and provides input on educational programs and facilities to ensure the school stays relevant and forward looking in a competitive and rapidly evolving media environment. The Advisory Board also provides networking opportunities for students looking for internships and jobs. The Alumni Committee is involved with assessment, as detailed in Standard 9.

The Herbert School maintains a LinkedIn group, Hofstra University School of Communication Alumni, that assists its 1,000 members in sharing job opportunities.

**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 department works regularly with the Press Club of Long Island on panels to address current issues in journalism. Open to students, community members, and the press, recent panels have addressed newsroom leadership, New York state sunshine laws, and journalism ethics. The Press Club of Long Island is one of the largest local chapters of the Society of Professional Journalists and its former president, Christopher Vaccaro, an adjunct professor in the department, advises an active student chapter of SPJ.

In March 2020, Hofstra was scheduled to host the Region 1 SPJ conference, with PBS NewsHour reporter and NBC political contributor Yamiche Alcindor as keynote speaker, but the event was canceled because of the COVID-19 pandemic.

The department also sponsors a chapter of the Public Relations Student Society of America (PRSSA), honored as a "Select" chapter in 2017. The chapter hosts annual conferences to enhance the education of public relations majors at Hofstra and nearby universities, and has been selected three times in the past six years to host the regional PRSSA conference.

The department sponsors a chapter of the National Association of Hispanic Journalists, and a chapter of the National Association of Black Journalists, both advised by Professor Ivan Cardona. Student chapters of the Hispanic Public Relations Association (HPRSA) and the National Black Public Relations Society (NBPRS), also advised by faculty, are seeking university recognition. Department faculty also advise a

student chapter of Zeta Phi Eta, the national communications professional society, and Lambda Pi Eta, the communications honor society.

**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.**

Professional and public service are expected and rewarded at Hofstra and are an important component of tenure and promotion. Department faculty members sit on journal boards and are frequent reviewers of textbooks, articles, and papers; serve as legal counsel and communications consultants for a range of nonprofits; publish regularly in trade publications and on professional sites; deliver invited talks in local, national, and international venues; publish frequent op-eds and articles in prominent outlets on issues at the intersection of communication and race, gender, and politics; and are frequently tapped for comment by the news media.

The faculty are active in all the major professional societies in their respective areas, including the Association for Education in Journalism and Mass Communication; the Broadcast Education Association; the Hispanic Public Relations Association; the International, National, and New York Communication Associations; the International Association of Business Communicators; the Media Ecology Association; the Public Relations Society of America; the Society of Professional Journalists; the Press Club of Long Island; the Online News Association; the Asian American Journalism Association; the National Association of Hispanic Journalists; the Fair Media Council; and the AAUP.

The university provides \$1,500 per faculty member each year to support faculty travel.

**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.**

Of note, the Herbert School's multimedia news site, The Long Island Advocate, was developed to address a news desert in nearby communities. The site focuses on hyperlocal coverage of Nassau and Suffolk communities, while also giving journalism students a platform to showcase their reporting, writing, and digital media skills. The Long Island Advocate has tackled local issues related to race, the environment, health care, education and the arts.

In addition, the Swing Agency, the student-led agency for public relations majors, operates through a partnership with the university's Institute of Innovation and Entrepreneurship (formerly The Center for Entrepreneurship). The agency provides communication strategy and campaigns to multiple, diverse clients seeking New York State's Minority and Women Owned Business Enterprises Certification (MWBE) through Ascend Long Island. This partnership allows students to work on communication programs for diverse companies, serving the community.

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

The department holds a Student Press Day every December, run by Professor Peter Goodman, which gives Long Island high school students a close-up look at how digital, TV, and print journalists work in today's changing media landscape. Attendance averages 250 students.

Since 2014, the department has run a High School Summer Journalism Institute aimed at increasing minority representation in journalism by encouraging young people of color to consider careers in journalism. Students meet professional journalists and learn to write, capture photos, and shoot video. They also tour a local news outlet such as News 12 Long Island or The New York Times.

Department faculty and administrators regularly visit local high schools and community colleges to talk to students about its programs, the role of journalism in a democratic society, and careers in communication fields. They cite particular effort to reach out to schools in high-needs communities and those with students from communities underrepresented in the media.

Recent visits have included Uniondale High School, where more than half of students are eligible for free lunch, and LaGuardia Community College, whose students hail from 160 different countries and speak 127 native languages.

In 2019, journalism professor Cliff Jernigan visited the newspaper staff at Freeport High School, which serves a largely Hispanic community. The students were committed to journalism as a truth-telling vehicle and eager to work with Dr. Jernigan on developing story ideas. He also taught a brief lesson on smartphone photography. Dr. Jernigan worked with the high school's journalism advisor to create a collaborative program between the newspaper staff and our department; this will include an annual fall workshop conducted at the high school by a faculty member. Such initiatives seek to fulfill the department's commitment to exposing young people of diverse backgrounds to college-level work and career opportunities.

Overall evaluation compliance/non-compliance: **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.**

- *Who is in charge of the assessment program (e.g., administrator, sequence coordinator or faculty committee)?*

During the past six years, a former department head and veteran professor has been in charge of assessment. With that professor’s recent retirement, the department chair will be responsible, with various faculty taking primary responsibility for specific instruments.

- *How has the unit verified that core and required courses cover all 12 of ACEJMC’s professional values and competencies?*

The department has mapped ACEJMC’s 12 values and competencies against the required courses for each major to ensure that all are covered. The mapping appears comprehensive except for a few minor gaps. For example, it is not clear that all Media Studies majors learn how to “apply tools and technologies” from the courses linked to this competency: Theories of Media (Mass015) does not list the tools and technologies competency among its course objectives; Social Media, Technologies and Policy (Mass130) does, but the course is an elective.

- *How has the unit ensured that the syllabuses for these courses state learning outcomes that address the values and competencies appropriate for each course?*

Course syllabi consistently list the competencies intended to be covered in that course.

For courses taught by multiple professors, the department has designated one faculty member as the course “master.” He or she distributes a syllabus template for the course which includes learning outcomes. For courses not taught by multiple professors, the department head reviews all syllabi before each term for learning outcomes and other content.

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

- *What direct measures of assessment does the unit use, where in the curriculum and when?*
- *What indirect measures does it use, where and when?*
- *Are these measures effective for assessing ACEJMC’s professional values and competencies?*

The department has a multifaceted assessment plan that includes two direct and several indirect measures. The direct measures are outcomes exams and supervisor evaluations of internships. Indirect measures are student surveys, alumni surveys, alumni association feedback, student feedback, faculty assessment of student writing, Course and Teacher Ratings (by students) and peer teaching observations. Internship evaluations are administered throughout the year for all students holding internships and include six of the 12 learning outcomes (6,7,8,9,10,12). The outcomes exams are administered during

spring term in a course in which most of the students are seniors. They measure an additional three learning outcomes (1,2,11.) Not assessed by the direct measures are Global and Domestic Diversity (3, 4) and Presentation of Images/Visual (5).

All Public Relations and Journalism majors are required to hold internships. Media Studies majors are not, and only a small number do. Learning outcomes of students who do not hold internships are measured by the department's numerous indirect measures.

Indirect measures address the three areas not covered by direct measures as well as many others. They are administered at different points in the curriculum. A new faculty assessment of student writing, for example, was administered the third week of spring term and at the end of the term. Current student surveys and alumni surveys are administered every other year.

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

*• How does the unit collect and analyze the findings and identify unsatisfactory learning of specific values and competencies?*

Assessment results are reported at faculty meetings twice a year, in the fall and the spring. Weaknesses are flagged and discussed and remedies are designed.

*• What specific values and competencies had graduating classes not mastered satisfactorily? How does the unit decide how to address these areas of concern and what actions did it take to do so? How does the unit evaluate whether its actions overcame the weaknesses in student learning and what were the results?*

The department's students, as a whole, mastered competencies adequately, but the department pays close attention to areas where performance could be stronger. For example, when outcomes exams and internship evaluations showed some weakness in writing, the department added an annual Writing Workshop and bolstered writing assignments in some required courses. It also added an elective – Foundations in Media Writing – and will convert this to a required course if assessment suggests it is producing the desired results.

*• Was the program of data analysis and action effective for identifying and overcoming unsatisfactory student learning?*

In the case of the writing weaknesses, it is too early to tell if the action taken was effective.

The department does make regular changes in its curriculum in response to its assessment data, including professional feedback. It also examines and modifies its assessment plan regularly to improve its effectiveness.

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

The department's relationship with its alumni is a strength. In addition to frequent class visits by alumni, the department sponsors several off-campus programs that connect students to alumni. The school also administers an anonymous alumni survey every other year, which the department includes as part of its

assessment plan. The most recent, in spring 2019, yielded 100 responses; results highlighted several areas of strength and a few potential areas for improvement, which the department is examining.

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

Mass communications professionals are involved most directly in the assessment process through the internship evaluations. In the past six year, the department received more than 1,000 detailed critiques of its students' preparedness on many measures, six of which mirror ACEJMC competencies.

Professionals are engaged in other, less formal ways through the Herbert School's Alumni Association Leadership Committee and the Dean's Advisory Board, which also includes alums.

The department is currently working on a major curriculum revision and, as part of its research, faculty from each major visited media and public relations outlets in New York City to discuss skills sought in new employees. The department is combining information gleaned from these visits with student and alumni input, assessment data, and a review of programs at other schools. The process has already led to several curricular changes, such as the addition of a required Data Journalism course for journalism majors and, for public relations majors, the addition of a new required "Integrated Brand Communication" course and a greater emphasis on analytics in the research and analysis course. For both sequences, several new electives were added, as well.

Overall evaluation compliance/non-compliance: **COMPLIANCE**



### **PART III: Summary by site visit team**

1) Summarize the strengths and weaknesses of the unit.

#### **Strengths:**

- Collegial, hard-working faculty who are current in their fields
- Numerous co-curricular opportunities, including a highly regarded radio station, student newspaper, public relations agency and student clubs
- A robust internship program that capitalizes on the university's proximity to New York City
- Attractive, up-to-date facilities with sufficient equipment to meet student needs
- A consistent mindset among faculty to weave diversity throughout the curriculum and an awareness by students of the value of doing so

#### **Weaknesses:**

- A diversity plan that would benefit from more specific goals, with clarity about who is responsible for accomplishing them and by when.
- Limited access to industry-standard, commercially available digital media monitoring and social media listening products to support the public relations curriculum.

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

NA

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

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

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

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

The school was found in compliance on all nine standards during the previous site-visit, but the team mentioned two weaknesses:

- Too few PR professors, and
- Lack of detail on syllabi about assignments that address diversity.

The department has added a PR faculty line, making the ratio of students to professors comparable in journalism and public relations.

The department has added explicit assignments related to diversity to required and elective courses and added several new courses focused directly on global and domestic diversity.

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.

The self-study was comprehensive and clear. The department had completed the document in 2020 and, when its site visit was delayed a year because of COVID, added updates where needed.