Date:
The Committee on Core Requirements met for the seventh time as a group December 5 from 9:00 am to 10:00 am to discuss progress.

Members in Attendance:
Cecile Andraos-Selim, Spencer Baker, Corinne Ramaley, Donald Whitney

Issues Discussed:
- Documents are needed to provide specific responses to Core Requirements
  - Preliminary response to 2.1-2.3, S. Baker
  - Preliminary response to 2.5, J. Alewynse
  - Preliminary response to 2.8, C. Andraos-Sellim
    a) Need updated and corrected Faculty Handbook for citation regarding faculty teaching loads.
    b) Need online version of Faculty Handbook for linking.
    c) Need percent of courses taught by full-time vs. part-time faculty
    d) Need approval to use IPED generated list of peer institutions, or specific list of peer institutions, for comparison.
- Preliminary response to 2.10, C. Ramaley
  Need updated and corrected Student Handbook online for citation regarding
  a) HU Mission (reference to mission is not identical with actual Mission statement,
  b) Student support services

Action Items/Follow Up:
- The next weekly meeting is scheduled for Tuesday, Dec. 13 at 9:00 am to report on progress made by each member.

On behalf of the committee,
Donald A. Whitney
Core Requirement 2.1: Degree-granting Authority

The institution has degree-granting authority from the appropriate government agency or agencies.

Compliance: Not Determined Yet

Narrative: (Spencer Baker)

Hampton University is authorized (Link # 1-X) by the State Council of Higher Education in Virginia to grant degrees at the associate (A.A., A.S.), baccalaureate (B.A., B.S., B. Arch.), professional (M. Arch., Pharm. D.) and post-baccalaureate (M.A., M.B.A., M.S., M.T., Ed.S., D.P.T., Ph.D.) levels at the main campus in Hampton, as well as, specific programs in Virginia Beach (Link # 1-VB) and Roanoke, (Link #1-R) Virginia.

Restrictions? (Link # R)

Need to review the Board of Trustees by-laws containing references to degree-granting authority and outlining any conditions or restrictions on such authority and determine what agencies have authorized the institution to grant degrees.

The following questions will be addressed. What agencies have authorized the institution to grant degrees? Do the documents require revision? Do the documents require revision prior to reaffirmation? What entity is responsible for the documents? Are there any exemptions or unusual circumstances concerning the documents? Are the documents in an electronic file? When was the authorization first or most recently approved?

Link # 1-X: Initial (or most recent) baccalaureate level authorization and substantive change for each level.
Link # 1-VB: Initial authorization for College of Virginia Beach programs.
Link # 1-R: Initial authorization for College of Continuing Education, Roanoke Campus programs.
Link # R: Any restrictions in degree-granting authority.

Status: Still awaiting Board of Trustees documents for citation/linking.

Core Requirement 2.2: Governing Board

The institution has a governing board of at least five members that is the legal body with specific authority over the institution. The board is an active policy-making body for the institution and is ultimately responsible for ensuring that the financial resources of the institution are adequate to provide a sound educational program. The board is not controlled by a minority of board members or by organizations or interests separate from it. Neither the presiding officer of the board, nor the majority of other voting members of the board, have contractual, employment, or personal or familial financial interest in the institution.

Compliance: Not Determined Yet

Narrative: (Spencer Baker)

To be based on Board of Trustees By-Laws and profiles of members. Documents to be reviewed include: Bylaws and charter; Minutes of board meetings for two prior years; List of board members with addresses, their occupations, their professional affiliation, and terms of office; Organizational chart; State laws Articles of incorporation; Operational manuals.

Relevant questions include: How are board members and the presiding officer elected or appointed? Do the documents require revision? Do the documents require revision prior to reaffirmation? What entity is responsible for the documents? Are there any exemptions or unusual circumstances concerning the documents? Are the documents in an electronic file? How do the process and board structure ensure compliance? What evidence is there that board members as a corporate body focus on policy issues, CEO performance review, overall mission, and financial viability? How often do the board members meet and is their agenda appropriate for their responsibilities?
Core Requirement 2.3: Chief Executive Officer
The institution has a chief executive officer whose primary responsibility is to the institution and who is not the presiding officer of the board.

Compliance: Not Determined Yet

Narrative: (Spencer Baker)
To be based on Board of Trustees By-Laws.

Relevant questions include: How are board members and the presiding officer elected or appointed? Are the documents in an electronic file? How do the process and board structure ensure compliance? What evidence is there that board members as a corporate body focus on CEO performance review? How often do the board members meet and is their agenda appropriate for their responsibilities?

Status: Still awaiting Board of Trustees documents for citation/linking.

Core Requirement 2.4: Mission
The institution has a clearly defined and published mission statement specific to the institution and appropriate to an institution of higher education, addressing teaching and learning and, where applicable, research, and public service.

Compliance: Compliant

Narrative: (Claudia Rankins)
The following excerpt from the Mission Statement provided in several public documents (HU Homepage - CR # 1, Academic Catalog – CR #2, Hampton 2001-2010 Strategic Plan CR #3, Hampton 2000 Strategic Plan CR #4) clearly defines the mission of Hampton University and addresses the specific criteria in Core Requirement 2.4.

“Hampton University is a comprehensive institution of higher education, dedicated to the promotion of learning, building of character, and preparation of promising students for positions of leadership and service. Its curricular emphasis is scientific and professional, with a strong liberal arts undergirding. In carrying out its mission, the University requires that everything that it does be of the highest quality.

An historically black institution, Hampton University is committed to multiculturalism. … Learning is facilitated by a range of educational offerings, a rigorous curriculum, excellent teaching, professional experiences, multiple leadership opportunities, and an emphasis on the development of character, which values integrity, respect, decency, dignity, and responsibility.

Research and public service are integral parts of Hampton’s mission. In order to enhance scholarship and discovery, the faculty is engaged in writing, research and grantsmanship. Faculty, staff and students provide leadership and service to the Hampton University as well as the global community. …”

The latest revision to the Mission Statement was crafted in 2001 during the development of the Hampton 2001-2010 Strategic Plan (CR # 3). An earlier version of that statement can be seen in CR # 4.

CR # 1: http://www.hamptonu.edu/sacs/profile/mission.cfm
CR # 2: Mission Statement, Hampton University Academic Catalog 2006-2008, p. 5
CR # 3: Hampton 2001-2010 Maintaining the Competitive Edge, p. 3
CR # 4: Hampton 2000 – Hampton University Strategic Plan, p. 3
Core Requirement 2.5: Planning & Evaluation

The institution engages in ongoing, integrated, and institution-wide planning and evaluation processes that incorporate systematic review of programs and services that (a) results in continuing improvement and (b) demonstrates that the institution is effectively accomplishing its mission. – To be Revised at Dec. 2006 SACS-COC meeting.

Proposed revision to Core Requirement 2.5:

The institution engages in ongoing, integrated and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality, and (3) demonstrate the institution is effectively accomplishing its mission.

Compliance: Not Determined Yet

Narrative: (John Alewynse)

Approach developed was to break into the following steps:

- Factor in the likely changes to 2.5 this December since the changes are significant.
- Identify relevant questions/responses in the HU 1998 report.
- Analyze the differences between the 1998 requirements and the current/upcoming ones.
- Review recent sample responses from other institutions with respect to the upcoming changes.
- Identify relevant HU documents, including the new ones, such as minimum competencies.
- Develop a draft 12-5-06 response

The centrality of comprehensive, long-range planning and evaluation at HU is both exemplified and driven by its current strategic plan Hampton 2001-2110: Maintaining the Competitive Edge (JA # 1). Beginning with a revised mission, accompanying vision statement, long-range and strategic goals, this detailed document sets forth clearly defined objectives, action steps and measurable outcomes for both the academic program and other key areas. Hampton 2001-2110 (JA # 2/CR # 3) also includes an extended, point-by-point assessment of the results of HU’s previous strategic plan Hampton 2000 (JA # 3/CR #4).

HU employs a wide range of closely integrated methods to ensure comprehensive and mission-specific program planning and outcomes assessment. This system includes, among other means, a formalized institution-wide long-range planning process that is updated and assessed yearly, key performance indicators (KPI’s) that are specified for every unit and reported twice yearly, clearly defined minimum competencies for the general education program overall as well as for every individual course taught at the University, departmental objectives assessed at different stages by a variety of methods, yearly faculty evaluation employing an instrument that reflects institutional priorities, student evaluation of courses and faculty each semester, and a full-scale program review of every academic program every five years.

Documents:
JA # 1 - Hampton 2001-2010: Maintaining the Competitive Edge (HU Strategic Plan April 2002)
JA # 2 - Revised Mission Statement and Vision, Hampton 2001-2010: Maintaining the Competitive Edge, p. 3.
JA # 5 - Yearly Departmental and Unit Strategic Plan Updates
JA # 6 - Handbook of Essential Student Competencies
JA # 7 - Semester Departmental and Unit KPI Reports
JA # 8 - Program Review Manual
JA # 9 - Faculty Evaluation Form
JA # 10 - Student Evaluation of Course and Instructor Form
JA # 11 - Tenure and Promotion Process
JA # 12 - Faculty Handbook, (pp. 38-56 and Appendix H).
Core Requirement 2.6: Continuous Operation
The institution is in operation and has students enrolled in degree programs.

Compliance: Compliant

Narrative: (Claudia Rankins)
Hampton University enrolls students in degree programs in all four colleges (C.R. #5, C.R. #6)

C.R. # 5 – OAR online report/website
C.R. #6 - IPEDS

Core Requirement 2.7.1: Program Length
[Hampton University] offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level.

The institution provides a written justification and rationale for program equivalency.

Compliance: Compliant

Narrative: (Donald Whitney)
All Hampton University degree programs meet, or exceed, the total credit hour requirement for the degree level. Program length requirements are printed in the Hampton University Academic Catalog 2006-2008 at the associate (dw 1), baccalaureate (dw 2-HI, dw 2-CCE), masters (dw 3), specialist in education (dw 4), professional (dw 5-Architecture, dw 5-Pharmacy), and graduate doctoral levels (dw 6-Nursing, dw 6-PT, dw 6-Physics and Atmospheric Science). The five-year programs leading to the Master in Teaching (dw 7) or Master of Business Administration (dw 8) degrees have program lengths in excess of 160 credit hours. The College of Virginia Beach (dw 9) follows the same program length requirements as the undergraduate and graduate programs on the Main campus.

Link # dw 1: HU Acad. Cat. - p. 140 – column 2, (College of Continuing Education – A.A./A.S. section)
Link # dw 2-HI: HU Acad. Cat. - p. 47 – column 1 (Undergraduate College – B.A./B.S. section)
Link # dw 2-CCE: HU Acad. Cat. - p. 140 – column 1 (College of Continuing Ed. - B.A./B.S. section)
Link # dw 3: HU Acad. Cat. – p. 170 (Graduate College- The Master’s Degree)
Link # dw 4: HU Acad. Cat. – p.184 (EdS requirements)
Link # dw 5-Architecture: HU Acad. Cat. – p. 61 (M. Arch degree requirements)
Link # dw 5-Pharmacy: HU Acad. Cat. – p. 107-108 (Pharm D. degree requirements)
Link # dw 6-Nursing: HU Acad. Cat. – p. 194 (Ph.D. requirements)
Link # dw 6-PT: HU Acad. Cat. – p. 196 (D.P.T. requirements)
Link # dw 6-Physics and Atmospheric Science: HU Acad. Cat. – p. 199-200 (Ph.D. requirements)
Link # dw 7: HU Acad. Cat. – p. 187-189– (5-yr M.T.)
Link # dw 8: HU Acad. Cat. – p. 58– (5-yr M.B.A.)
Link # dw 9: HU Acad Cat – p. 159 – column 2 (CoVB-Academic Policies and Regulations)
Link # dw 10: HU Acad. Cat. – p. 147-148 (College of Continuing Education – A.A./A.S. section)
Link # dw 11: HU Acad. Cat. – p. 47 (Undergraduate College B.A./B.S. section)

Core Requirement 2.7.2: Program Content
The institution offers degree programs that embody a coherent course of study that is compatible with its stated purpose and is based upon fields of study appropriate to higher education.
Compliance: Compliant

Narrative: (Donald Whitney)

Course requirements for all Hampton University programs are printed in the Academic Catalog (dw 12) for each course of study. All required major, related area and general education courses are listed in the Curriculum Outlines (sequences of study) presented for each undergraduate degree program and all required major courses are listed for each graduate degree program. The general guidelines for baccalaureate degrees (dw 11) document that 74 credit hours of major, related area and elective courses are required in addition to the 44-48 credit hours of general education courses.

Link # dw 12: http://www.hamptonu.edu/sacs/catalog/

Core Requirement 2.8:

The number of full-time faculty members is adequate to support the mission of the institution. The institution has adequate faculty resources to ensure the quality and integrity of its academic programs.

Compliance: Not Determined Yet

Narrative: (Cecile Andraos-Selim)

In achieving its mission and ensuring the quality and integrity of its academic programs, the institution has an adequate number of full time faculty members. In 2005-2006, the student-faculty ratio was officially 16:1. The total number of undergraduate students was 5235 and the number of full time faculty was 333 (CAS# 1). Local peer institutions with similar enrollment number such as Christopher Newport University had a ratio of 22:1 and the College of William and Mary in F2005 had a ratio of 11:1.

The term full time faculty is defined in the Faculty Handbook (CAS# 2) as those persons who teach twelve course credit hours per semester or the equivalent while a permanent faculty is one who has attained tenure status as long as the program for which the position is tenured is still in existence at the university (CAS# 3). The institution determines the number of full-time faculty needed per department based on the student enrollment and special needs of each department (CAS# 4). It requires that instructional faculty at the level of associate professor and above possess an earned terminal degree in their respective disciplines such as a doctoral degree (CAS# 5). Exemptions may apply to faculty in the areas of airway science, architecture, art, and library science (CAS# 6). Instructional faculty at the level of assistant professor and under should at least have a graduate degree (CAS# 7). Directors and administrative faculty may or may not possess the doctoral degree (CAS# 8). The percent of faculty with terminal degrees is 79% (CAS# 9).

A list of faculty responsibilities is published in the faculty handbook (CAS# 10). It includes basic teaching responsibilities, research and scholarly activities, as well as institutional and professional services. Each academic department is managed by a chairperson who is responsible for its quality, integrity, and competitiveness. This includes development of short and long term goals of his academic unit, recruitment of effective faculty, and assessment of their performance (CAS# 11).

In addition to full time faculty, the institution hires part-time/adjunct faculty to supplement and enrich the work of the full time faculty. The number of part-time/adjunct faculty was 134 in 2005-2006 (CAS# 1). There are two types of part-time/adjunct faculty, limited (the immediate supervisor needs to initiate actions before the termination of the contract to continue the appointment) and non-limited (The contract is automatically renewed until the supervisor initiates action to end the appointment). Part-time/adjunct faculty may be not financially compensated and may have a full time job outside the university such as practicing lawyers, psychologists, accountants etc… (CAS# 12).

Many definitions and data pertaining to this section were researched through the offices of Institutional Research and the Registrar, through the HU web site and the faculty handbook.
Core Requirement 2.9:
The institution, through ownership or formal arrangements or agreements, provides and supports student and faculty access and user privileges to adequate library collections as well as to other learning and information resources consistent with the degrees offered. These collections and resources are sufficient to support all educational, research, and public service programs.

Compliance: Not Determined Yet

Narrative: (Cecile Andraos-Selim and Corinne Ramaley)

Two members were assigned this section and both met with Mr. Edgcombe, who is currently helping document everything concerning this section. Mr. Edgcombe will prepare a description of the library resources made available through contractual agreements with the Tidewater Consortium, VIVA (Virtual Library of Virginia), VICULA (Virginia Independent College and University Library Association), SOLINET (Southeastern Library Network) and OCLC (Online Computer Library Center). HU has 34,000 electronic books and access to 12,000 journals in 120 databases. All contracts are routed through Atty Faye Hardy Lucas, Hampton University General Counsel who should have copies of the legal agreements with these library resources.

How the university determines relevance of library/learning resources through the Library Liaison Program with each school was discussed. As far as adequacy of resources, Mr. Edgcombe believes this is only addressed for schools that undergo professional accreditations. In order to provide evidence that the library/learning resources support all of its educational programs, Mr. Edgcombe agreed to provide several items to us: number of searches done on electronic databases, number of ILL requests, and a breakdown of the number of books circulated by Library of Congress number. He is concerned that many databases (such as Science Direct) are interdisciplinary and the searches cannot be divided into disciplines easily.

Core Requirement 2.10  Student Support Programs, Services and Activities

The institution provides student support programs, services, and activities, consistent with its mission, that promote student learning and enhance the total growth and development of its students.

Compliance: Compliant

Narrative: (Corinne Ramaley)

Hampton University’s chief mission has been and is now the establishment of an environment which promotes learning and espouses the philosophy of an education for life. The University prepares the students academically, morally, and socially for the world in which they live (CCR # 1). The Division of Student Affairs supports the academic mission of Hampton University by providing services which assist students in identifying, clarifying and achieving their educational goals (CCR # 2). The Division of Student Affairs also collaborates with students, faculty and staff to provide programs, activities and services that promote student learning and development beyond...
the classroom. Appropriate services and programs for special needs student groups, including international students, students with disabilities, first-generation college students and low income students, are also responsibilities of the Division of Student Affairs (CCR # 3, CCR # 4)/

**Supporting Academic Achievement.** The Academic Counseling component of the Student Counseling Center provides services for all students. Each student visiting the Center is assigned an individual counselor who provides encouragement as well as proven strategies and techniques that lead to academic success. Assistance is provided through individual and group counseling, academic success workshops, seminars, and class visitations (CCR # 5). The Office of Testing Services oversees the courses selected by freshman students and determines the appropriateness of their selection (CCR # 6). The Director of Testing/Section 504 Officer ensures that academic accommodations are provided to students with documented learning disabilities so that these students can fairly compete in an academically challenging environment (CCR # 7). First-generation college students, low-income individuals and students with a disability are eligible for assistance from Student Support Services, an educational assistance program funded by the U.S. Department of Education. The purpose of this support service is to increase the retention and graduation rates of eligible students by providing counseling, tutoring, seminars and cultural enrichment activities (CCR # 8). The Student Counseling Center, the Office of Test Services and Student Support Services are the purview of the Division of Student Affairs.

Honor’s programs at Hampton University are divided into two groups: programs for those who choose and programs for those who are chosen. Students that choose to participate in the honors program must take the initiative to apply; it includes a special honors curriculum geared towards promoting intellectual ethical leadership skills while fostering excellence in education, commitment to the learning process, experimentation and service. Students that are chosen are offered scholarships and/or awards based on prior achievement such as: Trustee and Presidential Scholars, Hampton and Academic Achievers, SEMS, COR, MELON and MARC programs, or they are invited to become members of honor societies (CCR # 9). Honor societies are a source of recognition and support for students with exemplary academic records (CCR # 10).

**Links:**