Report of On-Site Evaluation
ACEJMC
Undergraduate program
2016– 2017

Name of Institution: University of North Florida

Name and Title of Chief Executive Officer: John A. Delaney, President

Name of Unit: Department of Communication

Name and Title of Administrator: John Parmelee, Department Chair

Date of 2015 - 2016 Accrediting Visit: Oct. 16-19, 2016

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

Date of the previous accrediting visit: N/A

Recommendation of the previous site visit team: N/A

Previous decision of the Accrediting Council: N/A

Recommendation by 2016 - 2017 Visiting Team: Accreditation

Prepared and submitted by:

Team Chair
Name and Title: Marie Hardin, Dean
Organization/School: College of Communications, Penn State University

Signature _____

Team Members
Name and Title: Scott Fiene, Assistant Professor
Organization/School: University of Mississippi

Signature _____

Name and Title: Mike Philipps, Retired President and CEO
Organization/School: Scripps Howard Foundation

Signature _____

Name of Institution: University of North Florida

Name of Unit: Department of Communication

Year of Visit: 2016

1. Check regional association by which the institution now is accredited.
___   Middle States Association of Colleges and Schools
___   New England Association of Schools and Colleges
___   North Central Association of Colleges and Schools
___   Northwest Association of Schools and Colleges
__X_   Southern Association of Colleges and Schools
___   Western Association of Schools and Colleges

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

___   Private
__X_   Public
___   Other (specify)

3. Provide assurance that the institution has legal authorization to provide education beyond the secondary level in your state. It is not necessary to include entire authorizing documents. Public institutions may cite legislative acts; private institutions may cite charters or other authorizing documents.
The University of North Florida, a member of the State University System of Florida, was created in 1965 by an enabling act of the Florida Legislature. Section 7, Article IX of the State Constitution, "establishes a State University System, which is comprised of the Board of Governors (statewide) and the individual Boards of Trustees for the various universities. The state legislature appropriates funds for the universities." The Florida Board of Governors exercises its authority pursuant to F.S. 1001.70(3), "… to support, promote and enhance the K-20 education system for postsecondary education." F.S. 1001.706 sets forth the powers and duties of the Florida Board of Governors. In Florida Board of Governors Regulation 1.001, "the powers and duties of individual University Board of Trustees are itemized. The final document attached is the Resolution on Presidential Authority, which delegates authority to the President from the University Board of Trustees (see specifically paragraph 10), which grants the President the authority to award degrees."

Constitutional Duties of the Board of Governors of the State University System: In accordance with s. 7, Art. IX of the State Constitution, "the Board of Governors of the State University System as the duty to operate, regulate, control, and be fully responsible for the management of the whole publicly funded State University System and the board, or the board's designee, has responsibility for:
(a) Defining the distinctive mission of each constituent university.

(b) Defining the articulation of each constituent university in conjunction with the Legislature's authority over the public schools and Florida College System institutions."

4. Has the journalism/mass communications unit been evaluated previously by the Accrediting Council on Education in Journalism and Mass Communications?
___ Yes
_X__ No

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

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

The undergraduate Bachelor of Science in Communication major is primarily concerned with professional applications of communication in traditional and emerging media, strategic communication (advertising and public relations), and organizations. Within this context the mission of the Department of Communication is to discover, integrate, and disseminate applied and theoretical knowledge about human and mediated communication processes and effects as they relate to individuals, groups, and society.

We are committed to high quality teaching that prepares students for lifelong learning and professional careers in communication; scholarship that advances knowledge of communication and enhances the reputation of the university, and service to the university, academic and professional communities, and to northeast Florida. To achieve our mission, students engage in learning activities inside and outside the classroom, such as participating in media internships and community-based learning, producing news programs, and creating advertising and public relations campaigns for clients.

Revisions approved by departmental faculty on Feb. 22, 2013.

7. What are the type and length of terms?
Semesters of 16 weeks
Quarters of _____ weeks
Summer sessions of 6 and 12 weeks
Intersessions of 3 weeks

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

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

9. List the specific degrees being reviewed by ACEJMC. *Indicate online degrees.
B.S. in Communication

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

11. Give the number of credit hours students may earn for internship experience. Specify semester-hour or quarter-hour credit.
No more than 6 semester hours are allowed for internship experience. Three semester hours of internship experience are required.

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
Advertising	Dr. Jae Park
Public Relations	Dr. Chunsik Lee
Multimedia Journalism & Production	Dr. Berrin Beasley

13. Number of full-time students enrolled in the institution:
The data below is for fall 2015
(source: http://www.unf.edu/oira/student-data/Fall_2015.aspx)

Total Enrollment			15,882
Undergraduates			
Full-Time			
		Female	5,285
		Male	4,270
		Total Full-Time	9,555
Part-Time			
		Female	2,460
		Male	2,062
		Total Part-Time	4,522
Total Undergraduates			14,077
Graduates			
Full-Time			
		Female	536
		Male	278
		Total Full-Time	814
Part-Time			
		Female	632
		Male	359
		Total Part-Time	991
Total Graduates			1,805
Total Full-Time			**10,369**
Total Part-Time			**5,513**

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

Name of Sequence or Specialty	Undergraduate majors (fall 2016)
Advertising	161
Multimedia Journalism & Production	247
Public Relations	350
Journalism**	2
Electronic Media**	4
Major concentration not yet selected	51
Total	815

** "Electronic Media" and "Journalism" are old major concentrations that were discontinued in 2012, which is when the "Multimedia Journalism & Production" major concentration was created.

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

Fall 2016: Face-to-Face Courses

CRN	Course	Title	Enrollment
80917	ADV3200C	Advertising Design	16
81584	ADV3203	Advertising Media Graphics	20
82354	ADV3203	Advertising Media Graphics	20
80042	ADV3300	Media Planning	20
81119	ADV3300	Media Planning	13
80029	ADV4800	Advertising Campaigns	17
80661	ADV4800	Advertising Campaigns	4
81451	JOU3109	Multimedia Reporting	15
81452	JOU3109	Multimedia Reporting	15
81453	JOU3342	Multimedia Storytelling	9
82139	JOU3342	Multimedia Storytelling	12
80043	JOU3925	Applied Journalism	17
81504	JOU4348	Adv. Multimedia Storytelling	20
83125	JOU4930	Global News	8
80044	MMC3105	Adv. Writing For	16

		The Media (Lab)	
80059	MMC3105	Adv. Writing For The Media (Lab)	16
80060	MMC3105	Adv. Writing For The Media (Lab)	16
80061	MMC3105	Adv. Writing For The Media (Lab)	13
80062	MMC3105	Adv. Writing For The Media (Lab)	20
80453	MMC3105	Adv. Writing For The Media (Lab)	15
80629	MMC3105	Adv. Writing For The Media (Lab)	19
81099	MMC3105	Adv. Writing For The Media (Lab)	20
81120	MMC3105	Adv. Writing For The Media (Lecture/Lab)	20
82833	MMC4930	Sports Media & Society	8
82140	PUR3100	Public Relations Writing	16
82141	PUR3100	Public Relations Writing	20
82142	PUR3100	Public Relations Writing	20
81741	PUR4450	PR and Event Planning	19
80050	PUR4800	Public Relations Campaigns	18
81004	PUR4800	Public Relations Campaigns	19
81414	PUR4800	Public Relations Campaigns	15
83370	PUR4800	Public Relations Campaigns	2
81456	RTV3228	Multi Camera Video Production	15
82144	RTV3260	Single Camera	16

CRN	Course	Title	Enrollment
		Video Production	
81509	RTV4221	Adv. TV Production	16
82836	RTV4930	Camera/Lighting for Production	11

Fall 2016: Online and Hybrid Courses

CRN	Course	Title	Online Type	Enrollment
81447	ADV3101	Advertising Creative Strategy	Online	20
81450	ADV3101	Advertising Creative Strategy	Online	15
81448	ADV3203	Advertising Media Graphics	Online	18
81449	ADV3203	Advertising Media Graphics	Online	20
83309	ADV3203	Advertising Media Graphics	Online	20
82823	ADV3500	Advertising Research Methods	Online	11
82824	ADV3812	Integrated Marketing Comm.	Online	20
82825	ADV3812	Integrated Marketing Comm.	Online	20
82834	MMC4630	Social Media Management	Online	19
81507	MMC4630	Understanding Emerging Media	Online	19

Spring 2016: Face-to-Face Courses

CRN	Course	Title	Enrollment
1175	ADV320	Advertising Media	17

1	3	Graphics	
1234 8	ADV320 3	Advertising Media Graphics	20
1333 7	ADV320 3	Advertising Media Graphics	9
1126 1	ADV330 0	Media Planning	20
1013 1	ADV480 0	Advertising Campaigns	5
1063 8	ADV480 0	Advertising Campaigns	5
1156 3	ADV480 0	Advertising Campaigns	12
1327 1	ADV480 0	Advertising Campaigns	8
1128 0	JOU3109	Multimedia Reporting	16
1140 5	JOU3109	Multimedia Reporting	8
1140 6	JOU3342	Multimedia Storytelling	16
1234 9	JOU3342	Multimedia Storytelling	12
1255 5	JOU3925	Applied Journalism	1
1140 7	JOU4348	Adv. Multimedia Storytelling	19
1140 8	JOU4930	Social Media for Journalism	19
1013 3	MMC310 5	Adv. Writing For The Media (Lab)	17
1013 4	MMC310 5	Adv. Writing For The Media (Lab)	18
1013 5	MMC310 5	Adv. Writing For The Media (Lab)	20
1013 6	MMC310 5	Adv. Writing For The Media (Lab)	16
1091 6	MMC310 5	Adv. Writing For The Media (Lab)	19
1091 7	MMC310 5	Adv. Writing For The Media (Lab)	15
1213 2	MMC310 5	Adv. Writing For The Media (Lab)	18
1244 1	MMC310 5	Adv. Writing For The Media (Lab)	14

CRN	Course	Title	Enrollment
12557	MMC3105	Adv. Writing For The Media (Lecture/Lab)	20
12559	MMC4930	Sports Media & Society	13
10140	PUR3100	Public Relations Writing	11
11111	PUR3100	Public Relations Writing	19
11228	PUR3100	Public Relations Writing	16
11415	PUR4450	PR and Event Planning	17
10918	PUR4800	Public Relations Campaigns	20
11413	PUR4800	Public Relations Campaigns	20
11414	PUR4800	Public Relations Campaigns	14
11562	PUR4800	Public Relations Campaigns	12
13272	PUR4800	Public Relations Campaigns	9
11418	RTV3228	Multi Camera Video Production	15
11417	RTV3260	Single Camera Video Production	16
12560	RTV3990	Announcing & Performance	14
11416	RTV4221	Adv. TV Production	15
12561	RTV4930	Camera/Lighting for Production	13
12562	RTV4930	Post Production Seminar	12

Spring 2016: Online and Hybrid Courses

CRN	Course	Title	Online Type	Enrollment
10130	ADV3101	Advertising Creative Strategy	Online	16
11559	ADV3101	Advertising	Hybrid	9

		Creative Strategy		
11279	ADV3203	Advertising Media Graphics	Online	20
11560	ADV3203	Advertising Media Graphics	Online	20
11561	ADV3203	Advertising Media Graphics	Online	20
12552	ADV3812	Integrated Marketing Comm.	Online	20
13288	ADV3812	Integrated Marketing Comm.	Online	20
11497	MMC4630	Understanding Emerging Media	Online	19
11750	MMC4630	Understanding Emerging Media	Online	19

16. Total expenditures planned by the unit for the 2016 – 2017 academic year:

$2,183,312.57
(OE: $40,125 + Salaries: $2,101,987.57 + Lab fees: $40,000 + Foundation: $1,200)

Percentage increase or decrease in three years:

2013-14: $2,085,787.45
2014-15: $2,245,469.01
2015-16: $2,200,056.98
2016-17: $2,183,312.57

4.6% increase from 2013-14 to 2016-17. Appendix 1 lists past budgets.

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

$1,974,272.80

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

Dr. Christa Arnold, Associate Professor
Dr. Berrin Beasley, Associate Professor
Ms. Dee Colvin, Instructor
Dr. David Deeley, Assistant Professor
Ms. Bobbi Doggett, Instructor
Mr. Joey Goodsell, Instructor

Dr. Christine Holland, Instructor
Dr. Paula Horvath, Associate Instructor
Dr. Junga Kim, Assistant Professor
Ms. Marcia Ladendorff, Instructor
Dr. Chunsik Lee, Assistant Professor
Mr. Sam Mathies, Instructor
Ms. Traci Mathies, Instructor
Ms. Diane Matuschka, Instructor
Dr. Carolynn McMahan, Associate Professor
Mr. Kurt Muellner, Visiting Instructor
Dr. Siho Nam, Associate Professor
Dr. Jaehee Park, Assistant Professor
Dr. John Parmelee, Professor
Dr. Stephynie Perkins, Associate Professor
Dr. Nataliya Roman, Assistant Professor
Dr. Margaret Stewart, Assistant Professor
Dr. Brian Thornton, Professor
Dr. Tulika Varma, Assistant Professor

18. List names of part-time/adjunct faculty teaching at least one course in fall 2016. Also list names of part-time faculty teaching spring 2016. (If your school has its accreditation visit in spring 2017, please provide the updated list of faculty at time of visit.)

Fall 2016

Adjuncts teaching journalism and mass communication courses:
Patricia Booker
Charles Day
Michael Fitzgerald
Frank Goodin
Katrina Greco
Amy Kaminsky
Daniel Leveton
Raquel Lute
Stephanie McLain-Araujo
Jane Mickler
Anna Miller
Cristina Pieraccini
Katherine Seay
Nicolas Tatro
Kenneth Thomas

Adjuncts teaching speech courses:
Keith Martin

James Price
Melissa Weaver

<u>Spring 2016</u>

Adjuncts teaching journalism and mass communication courses:
Charles Day
Frank Goodin
Amy Kaminsky
Stephanie McLain-Araujo
Jane Mickler
Anna Miller
Cristina Pieraccini
Katherine Seay
Robert Sweeting
Nicolas Tatro
Kenneth Thomas

Adjuncts teaching speech courses:
Keith Martin
James Price

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	72 or more semester hours outside of journalism and mass communications		
	Total Graduates	Number	Percent
2015-2016 academic year	244	240	98.36
2014-2015 academic year	240	237	98.75

PART II — Standard 1: Mission, Governance and Administration

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

<u>Unit performance with regard to indicators:</u>

a)The unit has a written mission statement and a written strategic or long-range plan that provides vision and direction for its future, identifies needs and resources for its mission and goals and is supported by university administration outside the unit.

The Department of Communication at the University of North Florida was formed in 2004. Its roots go back to just a year after the university opened in 1972, when a Literature-Communications major was established in the Department of Language and Literature. The major grew and changed to a Bachelor of Arts degree in Communication. That degree was converted to a Bachelor of Science in 2001. The Department, housed in the College of Arts and Sciences, is one of the largest academic units at the university.

The Department's latest Strategic Plan was adopted in March 2013 and provides a five-year blueprint in the areas of undergraduate education, diversity, faculty composition, and scholarship. It also includes goals for service learning and the integration of scholarship. The plan has a timeline and action items, and it appears the plan was more than an exercise and is guiding the Department. An example is the establishment of a Diversity Advocate. The appointment of such an advocate was in the plan, and that individual has been appointed. The plan also included specific goals related to accrediting the unit by 2017.

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

The Department's approach to policy and curriculum is guided by the university's handbook and its own handbook. The Department's handbook, revised in 2013, outlines responsibilities for the Chair and for Department members. With respect to the faculty, it stipulates: "The department faculty may discuss any matter within the scope of academic affairs, may adopt general policy guidelines or specific policy decisions, and may instruct the chair to implement such decisions." An examination of departmental meeting minutes indicates faculty members exercise strong oversight of educational policy and curriculum.

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

The Department Chair, who moved into the role in January 2013 and has been elected to a second term, was praised by faculty members and by the interim dean for his organization, efficiency, and collaborative approach. As a result of his leadership, the Department is seen as one of the most "content and focused" in the College of Arts & Sciences, the largest academic unit at the university.

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

The Department's process for selecting and evaluating its administrators is spelled out in its "Procedures" document, adopted by the faculty in 2013. The Chair is appointed by the dean of the College of Arts and Sciences, but the process involves nomination by and the ballot of faculty members for candidates to forward. The dean is also asked to consult during the selection process. If a Chair asks to serve beyond an initial four-year term, the faculty is asked to vote on re-appointment, and the dean is required to consult with the faculty if the decision is to re-appoint after a negative vote. These procedures were followed, according to Departmental documents.

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

The Department has processes for concerns and complaints expressed by faculty, staff and students. These are outlined in several documents, including the Department handbook and the university's Faculty Association By-Laws. Discussions with faculty and an examination of departmental records indicate there is an understanding of and adherence to these policies.

Summary of findings:
- The Department has a mission statement and a current, relevant strategic plan.
- Faculty members are highly engaged in the life of the Department, with significant roles in designing and approving curriculum and in relationship to other issues such as personnel and standards for tenure and promotion.
- Faculty members and university administration regard the Department Chair as highly efficient and effective.

Overall evaluation: COMPLIANCE

PART II — Standard 2: Curriculum and Instruction

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

Unit performance with regard to indicators:

(a) The unit requires 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 these requirements.

The Bachelor of Science in Communication requires students to earn 120 credit hours to graduate with each of the major concentrations (Advertising, Public Relations and Multimedia Journalism & Production). The unit requires a minimum of 40 of those hours to be in Communication courses. Virtually all classes in the unit are three-credit-hour courses.

According to the self-study, the faculty in January 2014 adopted a firm rule that "B.S. in Communication majors must complete a minimum of 72 hours outside of journalism and mass communication courses."   As Communication majors apply to graduate, transcripts are reviewed to ensure they meet the 72-hour rule.

In each of the past two years more than 98 percent of the graduates were reported to have earned 72 or more semester hours outside of journalism and mass communication.

Academic year	Total graduates	Number earning 72 outside hours	Percent
2014-2015	240	237	98.75
2015-2016	244	240	98.36

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

Curriculum Overview
The unit seeks accreditation for programs designed for undergraduate majors in three areas: Advertising, Public Relations**,** and Multimedia Journalism & Production. In the Department of Communication, these areas are referred to sometimes as "concentrations" and sometimes as "tracks."

<u>ACEJMC Competencies</u>
The Department endorses the 12 ACEJMC competencies and has chosen to repackage them into what is styled the North Florida Nine. These North Florida Nine are emphasized most strongly in the unit's Major Requirements, which are the unit's core skills courses, and in the required courses in each competency.

The North Florida Nine follow, with the congruent ACEJMC competency in italic type. The competencies identified with an asterisk are not explicitly mentioned in unit verbiage, but are assumed to be associated with the unit standards as presented here.

<div align="center">The North Florida Nine</div>

Graduates will be able to:

1. **Communicate effectively**: Communicate clearly and accurately through written, oral, and mediated forms appropriate to the study of communication and professional practice.

   Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.

2. **Think critically:** Conduct reasoned evaluation of information to assess its relevance, accuracy, purpose, and meaning.

   Think critically, creatively and independently.

   * Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.

3. **Apply theory:** Apply appropriate theoretical concepts of communication in academic and professionally oriented work.

   Understand concepts and apply theories in the use and presentation of images and information.

4. **Conduct valid research:** Apply research methods appropriate to the communication professions to address relevant communication problems. Such methods include quantitative and qualitative research applied in primary and secondary research.

   Conduct research and evaluate information by methods appropriate to the communications professions in which they work.

   *Apply basic numerical and statistical concepts.

5. **Utilize appropriate technologies:** Apply the tools and technologies of the communication professions in the creation and dissemination of messages appropriate for professional practice.

   Apply tools and technologies appropriate for the communications professions in which they work.

6. **Value freedom of expression:** Understand and apply the principles and laws of freedom of speech and press embodied in the First Amendment and describe their importance in a democracy.

Understand and apply the principles and laws of freedom of speech and press for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances.

7. **Embrace diversity:** Demonstrate an understanding of the diversity of both domestic society and the peoples and cultures of global society and of the significance and impact of mass communications in society.

   Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications.
   Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.

8. **Practice ethically:** Demonstrate an understanding of professional ethical principles and the relationship between ethics and law; apply ethical principles to communication professional practice.

   Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.

9. **Regard history:** Demonstrate understanding of the history of communication media and professions and the role of key communication professionals and institutions in shaping them.

   Demonstrate an understanding of the history and role of professionals and institutions in shaping communications.

The North Florida Nine is displayed prominently in the Department of Communication building, and a check of course syllabi shows the relevant learning outcomes in the course objectives section. Students meeting with site team members demonstrated an awareness of the North Florida Nine.

A curriculum map identifies which of the North Florida Nine student learning goals are "introduced," "reinforced," and "mastered" in each course. These terms are the unit's interpretations of the terms "awareness," "understanding," and "application" used by ACEJMC.

The Department Chair is said to review all syllabi each year to ensure course instruction matches the curriculum map. In addition, the faculty's annual self-evaluation asks for an explanation of how each learning outcome is taught in each faculty member's courses. This was verified by looking at evaluations.

Major Requirements
All candidates for a B.S. in Communication must take seven core skills courses for a total of 19 credit hours, called Major Requirements:

MMC1004 Media Literacy (3 Credits)
MMC3105 Advanced Writing for the Media (3 Credits)
MMC3200 Law and Ethics of Communication (3 Credits)
MMC3614 Media Theories and Effects (3 Credits)
MMC4420 Mass Communications Research (3 Credits)
MMC3942 Pre Internship (1 Credit)
MMC4975 Internship Senior Project (3 Credits)

Majors are not permitted more than 6 credit hours of internships.

Concentrations
In addition to the seven core courses, students in each concentration must take a combination of required and elective courses. Such courses are outlined below under each concentration.

Advertising
In addition to the 19 credits in the core courses of the Major Requirements, another 21 credits are needed.

Required courses are:
ADV3008 Principles of Advertising (3 Credits)
ADV3101 Advertising Creative Strategy (3 Credits)
ADV3203 Advertising Media Graphics (3 Credits)
ADV3300 Media Planning (3 Credits)
ADV4800 Advertising Campaigns (3 Credits)

And two courses must be selected from among:
ADV3500 Advertising Research Methods (3 Credits)
ADV3200C Advertising Design (3 Credits)
PUR3000 Principles of Public Relations (3 Credits)
MMC3402 Political Advertising (3 Credits)
MMC4630 Understanding Emerging Media (3 Credits)
MMC3001 Social Media for Communication (3 Credits)

Multimedia Journalism & Production
Multimedia Journalism & Production is a new concentration that has combined two separate concentrations formerly known as Journalism and as Electronic Media.

The new concentration has two tracks:

- The Multimedia Journalism track teaches students how to tell news stories on multiple media platforms, such as print, broadcast and Internet. Their stories are published and broadcast to audiences on the UNF campus, around Jacksonville and beyond.

▪ The Multimedia Production track is on teaching production techniques needed to create documentaries, corporate videos, entertainment programming, and other types of media content.

Development of this curriculum was based in part on advice from the unit's Professional Advisory Board.

According to the unit website, the Multimedia Journalism & Production concentration "stresses reporting and storytelling skills in the fast-changing professional practices of journalism and media production." Emphasized are content production for print, broadcast, cable, and online dissemination. The program promises to acquaint students "with the structure and operations of news media organizations and the legal and ethical issues associated with mass media."

For each track, a total of 21 credits are required in addition to the 19 credits in the core courses of the Major Requirements.

Required of all candidates for the Multimedia Journalism & Production concentration is:
    MMC4500 History of Mass Communication (3 Credits)

First, looking at the Multimedia Journalism track, the following additional courses are required:
    JOU3109 Multimedia Reporting (3 Credits)
    JOU3925 Applied Journalism (3 Credits)
    JOU3342 Multimedia Storytelling (3 Credits)
    JOU4348 Advanced Multimedia Storytelling (3 Credits)

And, for the Multimedia Journalism track, two more courses must be selected from among:
    3000 or 4000 level courses with the JOU or MMC prefix
    3000 or 4000 level courses with the RTV prefix (except: RTV3260, RTV3228, RTV4221)
    COM3346 Interviewing: Theories and Methods (3 Credits)
    COM4430 International Communication (3 Credits)

Now, turning to the Multimedia Production track, the following additional courses are required:
    RTV3260 Single-camera Video Production (3 Credits)
    RTV3228 Multi-camera Video Production (3 Credits)
    RTV4221 Advanced Production (3 Credits)

And, for the Multimedia Production track, three more courses must be selected from among:
    ADV3202 Advertising Media Graphics (3 Credits)
    COM3346 Interviewing: Theories and Methods (3 Credits)
    MMC3711 Multimedia Graphics (3 Credits)

    MMC3402 Political Advertising (3 Credits)
    ENC3250 Professional Communication (3 Credits)
    RTV3000 Principles of Broadcasting (3 Credits)
    RTV3800 Media Management (3 Credits)
    SPC4064 Public Speaking for Professionals (3 Credits)
    CRW3610 Screenwriting Workshop (3 Credits)
    FIL3363 Documentary Production (3 Credits)
    FIL4363 Advanced Documentary Production (3 Credits)
    MUM3701 The Music Business (3 Credits)
    RTV 3234 Announcing & Performance (3 Credits)

Clearly, careful and attentive advising is important to guide students and make certain they have fulfilled all requirements for the major.

Public Relations
In addition to the 19 credits in the core courses of the Major Requirements, another 21 credits are needed.

Required courses (15 hours) are:
    PUR3000 Principles of Public Relations (3 credits)
    PUR3100 Public Relations Writing (3 Credits)
    ADV3203 Advertising Media Graphics (3 Credits)
    PUR4800 Public Relations Campaigns (3 Credits)
    PUR4801 Public Relations Cases (3 Credits)

And two courses (6 hours) must be selected from among:
    PUR4400 Crisis Communication (3 Credits)
    ADV3008 Principles of Advertising (3 Credits)
    ADV3101 Advertising Creative Strategy (3 Credits)
    ADV 3200C Advertising Design (3 Credits)
    MMC3402 Political Advertising (3 Credits)
    MMC4251 Creating Health Messages for Mass Media (3 Credits)
    SPC4064 Public Speaking for Professionals (3 Credits)
    MMC4630 Understanding Emerging Media (3 Credits)
    PUR4450 Public Relations and Event Planning (3 Credits)
    RTV3234 Announcing & Performance (3 Credits)
    MMC3001 Social Media for Communication (3 Credits)

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

All non-tenured and tenure-track faculty receive an in-class teaching evaluation by the Department Chair at least every five years. The Chair performs regular in-class teaching evaluations of all incoming faculty. These in-class evaluations use a standard rubric and are designed to identify a consistently high level of clarity, organization, and interactivity. These evaluations were reviewed by the site team.

To ensure consistent grading standards, the Department Chair annually reviews the average grade each faculty member gives in each of their courses.

Responding to university encouragement, about 30 percent of the unit's 117 courses are available online as well as in a classroom. A small percentage of courses are available only online.

Although there are specific courses focused on writing, writing instruction permeates the curriculum. One example of this was that in a public relations cases class (this is not a writing focused class), the instructor was reminding students about AP style.

Advertising
A review of the curriculum shows that students seeking the concentration take four skills courses (in advanced writing, advertising media graphics, media planning and advertising campaigns.) Thus, at least 12 of the required 40 hours (30 percent) are skills courses, with the opportunity for an additional skills course through the electives such as advertising design and perhaps others. There is balance between skills and theory.

Discussions with students suggest they believe they are being prepared for the job market and have a grasp of digital media, social media and analytics. A visit to a campaigns capstone class indicates there is a mix of both advertising and public relations students in the course, which creates a richness for students in each of the respective concentrations.

Multimedia Journalism & Production
A review of the syllabi suggests content of courses adequately covers the fundamentals of the discipline. There is a balance between skills and theory classes, and classes are presented in logical order. Courses appear to have fully kept pace with industry practices with respect to social media and multiplatform delivery of news and information.

The curriculum covers the basics and addresses changing technologies. As students advance beyond understanding and into the application stage, termed "reinforced and mastered" by this unit, they are increasingly required to use a broad range of technologies and perform at professional or near-professional levels, often for publication or broadcast by local commercial media. Capstone classes are evaluated by media professionals each semester. Journalism and mass communication classes appear to demand close attention

to basic skills.

Public Relations
Those seeking the concentration take four skills courses (two writing courses -- Advanced Writing for the Media and Public Relations Writing -- and Advertising Media Graphics and Public Relations Campaigns). Thus, at least 12 of the 40 required hours (30 percent) are skills courses, with the opportunity for an additional skills course through the electives such as Advertising Design, Public Relations and Event Planning.

A conversation with public relations students indicated that while they are generally satisfied with their curriculum, they wish there were more emphasis on things like search engine optimization and analytics. And while some electives focus on social media, not everyone is aware of or takes those courses. In short, they felt that while the curriculum provides a solid foundation, it could be more relevant in terms of technology. One recent alum also commented that she felt there could be more emphasis on digital technology.

A visit to a public relations class showed strong student engagement with the instructor and material.

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

Class-by-class enrollment figures provided in the self-study show no class with more than 20 students. Skills course enrollments were confirmed by site team observation and spot checked with enrollment data to confirm the unit is in compliance with this requirement.

It is admirable that although campaigns classes are exempt from the 20-1 student-faculty ratio, the Department caps such classes at 20.

(e) The unit advocates and encourages opportunities for internship and other professional experiences outside the classroom and supervises and evaluates them when it awards academic credit. Schools may award academic credit for internships in fields related to journalism and mass communications, but credit should not exceed six semester credits (or nine quarter credit hours).

Virtually all students are required take at least one three-hour senior level internship (MMC4975, Internship Senior Project) with extensive and continuing dual supervision by the unit's faculty and professionals. According the course description, this course is designed to enhance "knowledge and skills acquired from coursework through a semester-long period of supervised field experience, extensive research, or both."

In what the unit describes as "exceptional cases which prevent a student from participating in a professional internship" a student may complete either a substantial research paper or major project in the student's field that allows the faculty to fully evaluate the student's skills. The unit asserts such "exceptions to the internship are extremely rare" and must be justified in writing.

To prepare for internships, all are required to take a one-credit-hour pre-internship course (MMC3942). The course description promises this class will prepare them for placement in approved organizations by exploring "core ethical principles, skills and organizational culture related to their profession." Some students expressed frustration they had previously had good internships and could not receive credit because they hadn't had MMC3942 yet.

Students are limited to a maximum of six credit hours of internships.

The unit has internship relationships with a wide variety of organizations including *The Florida Times-Union*, *Jacksonville Magazine*, The Dalton Agency, St. John and Partners, WJXT television and many others. Student performance is evaluated by their supervisors through a midterm and final job performance. Students must provide weekly reports summarizing work activities and hours worked. A total of 210 hours, verified by their supervisor, is among course requirements.

Additionally, an ePorfolio, which summarizes their internship experience and shows examples of their work, is required. The first two assignments are evaluated on a pass/fail basis, and the ePortfolio is graded through a rubric. The ePortfolio is graded by the two full-time faculty members who are assigned to teach the course.

Sites are selected based on reviews of the background of internship supervisors, the student's job duties, and continued evaluation of the job site. The unit asserts that careful and continuous review of current and potential job sites is important to ensure a useful and educational internship experience.

The internship was described to site team members as a valuable learning experience, and for some graduates became a route to full-time employment.

Advertising
Students and prospective students are directed to the unit website for information on approved internship experiences. A review of this website found 41 options for students in the Advertising concentration. This information is easy to find and consistently formatted. Students also have the option of completing an internship at a location which, while not listed, meets the unit standards for a fulfilling education experience.

Multimedia Journalism & Production
Syllabi, course materials and unit-wide policy demonstrate the importance of professional level internship experiences in this track.

Students and prospective students are directed to the unit website for information on approved internship experiences, and a review of the website found 10 options for students on the Multimedia Journalism track and 18 options for students on the Multimedia Production track. Students also have the option of completing an internship at a location which, while not listed, meets the unit standards for a fulfilling and

educational experience.

Public Relations
Students and prospective students are directed to the unit website for information on approved internship experiences. A review of this website found 95 options for students in the Public Relations concentration. This information is easy to find and consistently formatted. Students also have the option of completing an internship at a location which, while not listed, meets the unit standards for a fulfilling education experience.

Summary of findings: The unit provides

- A balance of conceptual and skills courses aimed at specific learning goals.
- Demanding and current instruction, both in person and online.
- Skills classes with no more than 20 students, whether online or in person.
- Syllabi reflecting digital, technological and multimedia competencies.
- A requirement that students must take at least 72 semester hours from outside the unit.

Overall evaluation (undergraduate program): COMPLIANCE

PART II — Standard 3: Diversity and Inclusiveness

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

Unit performance with regard to indicators:

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

The Department's Diversity Plan was adopted in 2013 and outlines strategies and tactics to meet major goals around faculty, student, and curricular diversity. The plan defines diversity and identifies "important criteria" for consideration as including (but not limited to) age, race, ethnicity, disability, religion, political viewpoint, sexual orientation, national origin, military service, and degree-granting institution. The plan includes metrics and some elements with a timeline, such as for the election of a Diversity Advocate, which took place in August 2013.

(b) **The unit's curriculum fosters understanding of issues and perspectives that are inclusive in terms of 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 Department's Diversity Plan outlines steps to ensure the expansion of diversity-focused material in the curriculum. One of those steps is the establishment of a required course to help students master the learning outcome, "embrace diversity," supported by at least one course that would reinforce this learning objective. A review of the Department's curricular offerings indicates it has integrated required courses into the curriculum in pursuit of these objectives. The Department does not have a stand-alone course focusing solely on diversity, but its required core course, Media Literacy, integrates diversity-focused material; other required courses (including those in the concentrations) also include modules focused on diversity. The Department has also developed courses with the university designation of "CBTL" (community-based transformational learning), which are service-learning courses designed to help students engage with communities in the Jacksonville area. Faculty members see these courses as contributing to the Department's diversity-related priorities because they immerse students into interaction with the Jacksonville community, including those who are economically disadvantaged. One annual class project, for instance, involves students reporting on poor residents in need of extra help during the holidays. The project is published in *The Florida Times-Union*.

The Diversity Advocate also plays a role in curricular development, reviewing syllabi, leading discussions at faculty meetings, compiling materials for faculty members to use

in their courses, and supplementing a "speaker's bureau" list for classroom visitors. "Media Week" and other signature Department events incorporate both diverse speakers and speakers about diversity.

The Department's efforts to expose students to diversity in its programming seem to be bearing fruit. A 2013 survey asked students in an upper-level, required course about their perceptions of diversity in the Department. When asked whether the Department has an "inclusive atmosphere that embraces diversity," 75% of students agreed. On the same survey two years later, that percentage had jumped to 91%.

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

The Department has 24 full-time faculty members plus adjunct instructors. It has searches for two full-time faculty members to begin in 2017-18; the positions are to replace two white, male faculty members (one tenure-line; one instructor rank) who will not continue in their current positions. Tables that include all full-time faculty and another that includes all adjuncts in the Department are below. The goal in its 2013 diversity plan was to "by 2016 increase minority faculty representation beyond 2013 proportions," and it has done so through international hires but not through adding faculty members from under-represented groups domestically. The interim dean said that Communication was "one of the more diverse departments" in the College of Arts & Sciences.

Not all faculty members in the Department teach in the sequences under review (Advertising, Multimedia Journalism & Production, and Public Relations). Seventeen faculty members teach in those sequences during the 2016-17 academic year. Of those, 10 are women; one (a woman) is African-American; and six faculty members were born outside the United States. One of the Department's two advisers is an African-American man; the other is a Caucasian woman.

The Department has made a concerted effort to shore up its adjunct pool with teachers under-represented domestically, and three African-Americans with significant media experience were recruited into its part-time teaching rotation in recent years. Faculty members in the Department said continuing to increase diversity through full- and part-time hiring is a priority.

(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.**

The Department's diversity plan outlines strategies and tactics to help it further diversify its student body, which in 2010 was less diverse than that of the student population in the Florida State University System but roughly equivalent to that of the 19 counties that make up the university's service area. The Department launched several initiatives in

2013, including outreach to high schools with predominantly African-American student populations and the use of workshops to attract prospective students to the program. The Department has made progress, according to its student data: The percentage of African-American and Hispanic students has climbed since 2013. The Department also closely tracks its retention of students from under-represented groups. Four-year graduation data for the most recent year available (2015-16 graduating class) shows the highest success rate was for Hispanic students (73.33%). As the self-study points out, however, graduation and retention rates must be understood with their limitations, as in some years for some groups, cohort sizes are very small.

(e) **The unit has a climate that is free of harassment and 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.**

Faculty and students reported they see the Department as one that is welcoming and accommodating. During a meeting for all students in the Department, a student with cerebral palsy praised faculty members for the ways they facilitated his learning and made him feel part of the community.

Summary of findings:
- The Department has made progress on a plan that outlines clear goals in three critical areas – curriculum, faculty, and student diversity.
- Syllabi and program plans reflect a commitment to diversity in course content and learning outcomes.
- The Department has effectively recruited women and international faculty members. It has also sought to diversify its adjunct ranks.
- Students pursuing majors in the Department are generally reflective of the university's service area. The Department has employed several strategies, outlined in its plan, to increase student recruitment and retention, with some success.

Overall evaluation: COMPLIANCE

Academic year: 2015 – 2016 Full-time faculty

Group	Female	% of total faculty	Male	% of total faculty
Black/African American	1	4.1	0	0
White	12	50	5	20.8
American Indian/Alaskan native	0	0	0	0
Asian	0	0	0	0
Hispanic/Latino (any race)	0	0	0	0
Native Hawaiian/other Pacific Islander	0	0	0	0
Two or more races	0	0	0	0
Other race				
International (any race)	3	12.5	3	12.5

Academic year: 2015 – 2016 Part-time/adjunct faculty

Group	Female	% of total faculty	Male	% of total faculty
Black/African American	1	6.7	2	13.3
White	6	40	5	33.3
American Indian/Alaskan native	0	0	0	0
Asian	0	0	0	0
Hispanic/Latino (any race)	0	0	0	0
Native Hawaiian/other Pacific Islander	0	0	0	0
Two or more races	0	0	0	0
Other race				
International (any race)	1	6.7	0	0

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

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

<u>Unit performance with regard to indicators:</u>

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

As per a collective bargaining agreement, the performance of all faculty is to be evaluated annually except in cases where the faculty won't be teaching again the following year. Information for the appraisal comes from a self-evaluation (which is in the form of a written portfolio documenting teaching, research and service activities), the immediate supervisor, and student evaluations.

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

Information in the self-study indicates more than 80 percent of core and required courses have been taught by full-time faculty in the past three academic years (fall and spring), and more than 60 percent of summer courses are likewise taught by full-time faculty.

The actual Fall 2016 course schedule indicates that of 115 course sections, labs and internship classes, 27 (23 percent) were taught by faculty who are not full-time.

(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.**

Information in the self-study indicates all tenured and tenure-track faculty have terminal degrees. Some non-tenure track faculty also have terminal degrees, and all have at least a master's. Eleven (46 percent) of the 24 faculty members have 10 or more years of professional experience. Fifteen (63 percent) are female. Six (25 percent) are minority/international. All faculty are listed on the website, and credentials match what is included in the self-study and on the CVs provided.

Tenured and tenure-track faculty receive $1,500 per year for travel, conversations indicated they use these monies to attend seminars, conferences and workshops. Non-tenure track faculty receive significantly fewer funds, which they use primarily for teaching materials, publications or travel.

Several non-tenure track faculty do research and scholarship, even though it's not a requirement of their job. Conversations reveal they do so is because they enjoy it, and they believe it helps their teaching remain current and relevant.

A scan of CVs shows most faculty are members of professional organizations, attend conferences and workshops, and have received many awards and honors.

As per the self-study, those teaching online must be certified by attending a six-month workshop called "Teaching Online Seminar." Conversations with faculty indicates this is accurate; they do the training before they teach. They had good things to say about the training.

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

In April 2016, the Chair emailed faculty regarding the annual self-evaluation. This email explained the process and the deadline for the evaluation, and included a curriculum map to reinforce learning objectives for the courses. Faculty was instructed to cut and paste information from syllabi and assignments into the map to demonstrate and document how what they are doing fits into the context of the curriculum. Additionally, an evaluation template was included, so faculty members would submit their information in a standardized format.

A check showed that a self-evaluation in a standardized format was completed by each full-time faculty member in the 2015-2016 academic year. A check also showed evaluations conducted by the Department Chair for each faculty member. Each evaluation shows the courses taught during the prior academic year, and includes two metrics from the Instructional Satisfaction Questionnaire (or ISQ, which is the student evaluation administered by UNF), along with a comparison of that person's ISQ scores with overall mean scores from the Department. The Department Chair includes commentary, as well as an assessment of how the faculty member's teaching syncs with the North Florida Nine. Additionally, there is an evaluation of service activity, and for tenure/tenure-track faculty an evaluation of research and creative accomplishments. Information provided by the unit showed that evaluations in this format go back at least six years.

In addition, as per the self-study document, all faculty receive classroom evaluations at least once every five years. This evaluation is conducted by the Department Chair using a standardized rubric. A check shows that at least one such evaluation was completed for all full-time faculty and adjuncts in the prior two years.

Students also evaluate faculty via an Instructional Satisfaction Questionnaire (ISQ), which is delivered online, and two days after final grades are submitted it becomes available to faculty and administrators. Results from two metrics (how challenging the class was, and the overall rating for the instructor) is included as part of the faculty evaluation.

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

Conversations with faculty representatives from other academic programs and selected members of the Professional Advisory Board indicated the unit is respected and provides a quality education. One Advisory Board member said his advertising agency has hired 16 graduates so far, and that those graduates excel and advance up through the ranks of the organization. The director of Spinnaker Media, a campus media outlet housed in the student union, said she is very impressed with the quality and engagement of the students in the Communication Department, and has benefited from students who work on campaigns for Spinnaker. Representatives from other academic units spoke positively about the Communication Department.

Conversations with alumni indicate the faculty and Department are respected in the community. Alumni indicate they stay in touch with their professors, speak to classes, and still provide mentoring to some recent graduates.

Additionally, conversations with students reiterate the faculty is knowledgeable, helpful, accessible and fully engaged with the profession. It is also significant to note that not only do faculty have the respect of the campus community, they have respect for one another. Teamwork within the department is strong; faculty report they work well together, value each other's contributions and have great respect for the Department leadership. Nearly every faculty member interviewed said theirs is a positive work environment and that they actually enjoy faculty meetings.

Summary of findings:

- Data shows full-time faculty have primarily responsibility for teaching, scholarship and service.
- There is good balance of academic and professional expertise, as indicated by faculty backgrounds, their involvement in industry and comments from others.
- The faculty is engaged with the profession. Some who are not required to do research still do so because they want to remain relevant. The capstone campaigns courses, especially, require faculty be involved with the profession in order to source potential clients, and then to guide students toward relevant deliverables.
- The unit is thorough in the evaluation of faculty. Faculty members do annual self-evaluations, and are evaluated annually by the Department Chair. Evidence shows the evaluations are substantive and thoughtful.

Overall evaluation: COMPLIANCE

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

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

Unit performance with regard to indicators:

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

The University of North Florida is predominantly a teaching institution but is seeking to increase its research productivity. According to the interim dean of the College of Arts & Sciences, faculty members have typically been expected to dedicate three-quarters of their time toward teaching duties but to also maintain an active scholarly agenda.

The Department's expectation that each faculty member "must be actively engaged and make a contribution to his or her field" through scholarly, creative or professional activity is stipulated in Department's *Guidelines for Annual Evaluations, Tenure, Promotion, and Colleagues' Appraisal*, adopted in 2014. The university Faculty Handbook's evaluation, promotion and tenure policies also stipulate such requirements. The Department provides funding for faculty members to attend conferences, and faculty members report the university has been helpful in providing grants to support their research activities.

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

Recent descriptions for tenure-line hiring include the requirement that applicants "must present evidence of (or strong potential for) both successful experience and a program of scholarship." Faculty members seeking tenure or promotion can consult the Department's *Guidelines* document, which includes a priority-order list of the types of scholarship considered excellent. The list includes traditional research publications, such as edited books or journal articles, but also includes activities such as consulting and writing for online publications.

Faculty members on the tenure track or working in pursuit of promotion to full professor said they understood what was required of them. In part, this is because of the annual review process that provides feedback on their scholarly activities.

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

The Department's *Guidelines* notes an effort to carefully consider an individual's "particular agenda of inquiry" in a field that has both scholarly and professional dimensions. The document clearly states both traditional academic research (e.g.,

refereed journals) and creative/professional work (e.g., professional periodicals) are valued.

A review of the work produced by faculty members indicates such a range. Furthermore, the record of faculty members in the Department who have successfully attained tenure and promotion during the past six years (four attaining tenure; two promoted to professor) also indicates the work in their specializations is recognized at the college and university levels.

(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 table at the end of this section provides a snapshot of the productivity of faculty members in the Department, including those who are not on the tenure track. During the past six years, faculty members have published in such journals as *Communication Quarterly*, *New Media & Society*, *Journal of Health Education and Behavior*, *American Journalism*, *Journal of Advertising Research*, and the *Journal of Promotion Management*. They have also presented at major conferences in the field, such as those for the International Communication Association and the National Communication Association. One faculty member is an editorial writer for *The Florida Times-Union*.

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

Faculty members said they felt comfortable expressing their opinions and felt those opinions were valued. "Diversity of thinking is big here," said one faculty member. "We are attentive to it and conscientious of it."

Summary of findings:

- Faculty members produce scholarship in line with the unit's and the university's expectations.
- Criteria for tenure and promotion recognize a variety of research, creative, and professional work.

Overall evaluation: COMPLIANCE

Scholarship table (provided by unit):

Scholarship, Research, Creative and Professional Activities	Total from Unit*	Individuals				
		Full Professors (2)	Associate Professors (5)	Assistant Professors (7)	Other Faculty** (10)	Totals (24)
Awards and Honors	4		2	1	1	4
Grants Received Internal	6	1	5	1		7
Grants Received External	1			1		1
Scholarly Books, Sole- or Co-authored	3	1	2			3
Textbooks, Sole- or Co-authored						0
Books Edited	1		1	1		2
Book Chapters	5	1	3	1		5
Monographs						
Articles in Refereed Journals	51	10	18	23	1	52
Refereed Conference Papers	78	5	37	32	10	84
Invited Academic Papers	1				1	1
Encyclopedia Entries	2	1	1			2
Book Reviews	9		3		6	9
Articles in Non-refereed Publications	2	2				
Juried Creative Works						
Non-juried Creative Works	28				29	29
Other (Conference Proceedings)	4		1	3		4
Total	195					

PART II — Standard 6: Student Services

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

Unit performance with regard to indicators:

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

There are two academic advisers who have offices prominently located in the building, with good signage. There is also a computer near the offices for students to sign up for an advising appointment, although it appears students can also drop in.

Freshmen are advised by the UNF Academic Center of Excellence staff, but once they have 30 hours they are advised by the Department. New students are also required to meet with their adviser before the end of each semester.

Communication about advising appears adequate. Reminders are sent to students each semester explaining advising deadlines; advisers visit an entry-level class (MC3015) to introduce themselves and distribute additional information; there are Blackboard announcements about advising and new students receive a "welcome" email from their advisors.

However, conversations with students indicate some concerns. Some of this is because one of the advisers recently left (a new one has just been hired). But students said they are not always confident the information they receive is accurate. Some say they have taken courses they later realized they didn't need or they don't know what courses they're supposed to take in the future. They sometimes ask questions advisers cannot answer, and they cannot always get a timely appointment. Although the university provides an "Osprey Map," which in theory is supposed to show students the courses they need, feedback from students is that they don't always trust it to be accurate, especially in cases where students have transferred into the Department. Students also indicated they needed more help in deciding what electives to take. Some said they just randomly pick courses because they don't know what else to do.

Although students also have a responsibility when it comes to advising – e.g., to make sure they're taking the correct classes in the correct sequence and are knowledgeable about program requirements – the lack of confidence some students have about advising is cause for concern.

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

The collective bargaining agreement requires full-time faculty have at least five office hours per week. Office hours are posted in the building, and students indicate that faculty are available and accessible. Office hours and locations are also posted on all syllabi. The hallway where faculty offices are located is open during business hours, and students were observed meeting with faculty.

Students also said they enjoyed visiting with faculty about more than just classes. They talk to their professors about resumes, internships, careers and many other things. It is clear that students like their professors, value their expertise, feel good about their ability to meet and enjoy building rapport.

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

The North Florida Nine is prominently displayed throughout the building and on course syllabi. Bulletin boards throughout the building contain information about one of the student clubs (PRSSA), and about various internships and other opportunities. Discussions with students indicate they don't have a lot of awareness or knowledge about clubs and other campus opportunities.

(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.**

One of the most talked-about activities is Media Week, an event that occurs each October. It took place the week before the site team visit, and perhaps because of this was mentioned often by students and faculty as being a great example of something that makes the Department stronger. By all accounts this seems a successful endeavor.

There are several student clubs: For public relations students, PRSSA (affiliated with the Public Relations Society of America); for advertising students, the UNF Ad Club (affiliated with the American Advertising Federation); and for journalism students, the Multimedia Journalism and Production Club. There is also an ESPN@UNF club, which focuses on sports media and game productions.

Information about these clubs is not found on the Department website or in the "In the Know" newsletters that were checked; except for PRSSA, information was not posted in the building.

(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 regularly publishes retention and graduation information on its website**

Graduation and retention rate statistics are included on the website. The Department's graduation rate exceeds that of the university.

Summary of findings:

- There are dedicated advisers for the department, although some students express concerns about the quality and availability of the advisers.
- There are co-curricular activities available within the unit, although awareness about participation is low.
- Retention and graduation data is available on the website.

Overall evaluation: COMPLIANCE

PART II — Standard 7: Resources, Facilities and Equipment

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

Unit performance with regard to indicators:

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

Budgeting for the University of North Florida, and hence for the Department of Communications, has been impacted by the recent introduction of the state's Board of Governors Performance Funding Metrics, which pits Florida's state universities against one another on 10 measures including graduation rates and cost of an undergraduate degree. Funding is then allocated according to a university's relative performance. In 2016 UNF scored low enough to suffer metrics-based cuts, which have been reflected in the unit's budget.

The unit has a total budget of $2.2 million for the 2015-16 self-study year, a 5.5 percent increase since 2013-14. The Department of Communication has three sources of revenue: the operating expense budget allocated by the university, student lab fees, and the departmental foundation account. The major source of funds is the operating expense budget. It is supplemented somewhat by student lab fees. The foundation budget is virtually irrelevant. The operating expense allocation is $2.17 million of the total $2.2 million.

The unit's strategic plan was adopted in March 2013. The budget provided to the team shows the budget has been sufficient to implement key actions of the strategic plan.

The self-study year budget shows a small, but continuing increase since 2013 that reflects the plan's goal to "maintain and increase the support (including travel money) for faculty development."

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

The self-study describes unit resources as "generally adequate in terms of day-to-day operations." The university operating allocation of $2.2 million for the self-study year ranks it 9th of the 15 units in the College of Arts & Sciences. The funding provided by the university to the programs under review is seen by the unit and the faculty as fair.

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

The unit is located within easy walking distance of the library and the student union on the University of North Florida's compact Jacksonville campus. It is in a utilitarian two-

story structure that is part of a connected complex of Arts & Sciences buildings. It contains classrooms and video production facilities on the first floor with office spaces and a conference room on the second floor. Every full-time faculty member has a private office. The adjunct faculty shares a small office.

The building is open to students from 8:30 a.m. until 5 p.m. weekdays. The building's limited hours is said by some students to be a disadvantage, but access to computers and software is available in the campus library. Some software versions on library computers are not current, however, which occasionally creates compatibility problems.

There are two Smart Technologies-equipped classrooms, one of 50- and another of 20-student capacity. There are three 20-student computer laboratory classrooms; two are equipped with Macintosh computers and one with PCs. These classrooms were said to be designed for a maximum of 20 workstations plus one instructor master workstation specifically to limit classroom size to a 20-student maximum.

There is a High Definition equipped TV production studio with a control room and an editing room.

There also is as speech laboratory classroom, an equipment room and a conference room.

There are limited common areas for students to interact, and the building's limited hours further discourage student exchanges.

The physical facilities appear adequate for an institution the size of the University of North Florida.

The Department of Communication collaborates with UNF Athletics to use its facilities to produce UNF athletic events for ESPN3. Under the supervision of a Department of Communication faculty member, Communication students do a four-camera live production with a suite of high-quality, professional grade equipment.

(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.

The self-study asserts the unit "does not currently have any truly urgent equipment needs." The site team found this characterization to be accurate.

The unit has a functional if somewhat dated 3-camera high definition video studio with an associated control room. The cameras require operators and are not automated. This equipment is now 7 years old and is said to have "maybe another three years" of useful life. The master bus operates at 1.5 gigabytes per second, which is slower than current standards and limits some production options. There are no plans to install studio automation equipment and software. Although not optimal, this equipment is seen by faculty as adequate for currently required teaching.

News production students learn to plan and write programming with rundowncreator.com, a low-cost online alternative to more expensive industry standard software. This is found by faculty to be satisfactory for teaching needed skills.

The self-study lists in the equipment room a complement of 33 cameras and associated equipment available for student checkout. The equipment room is open to students from 8:30 to 11:30 a.m. and from 2:30 p.m. to 4:30 p.m. Faculty report the equipment is satisfactory for teaching needed skills. Students have found equipment is available when needed and reported no shortage, even under heavy end-of-semester loads.

The Department understands the need for continuing improvements and software upgrades and asserts it is placing student laboratory fees into reserve for equipment needs.

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

The university's Thomas G. Carpenter Library is a nearly 200,000 square foot facility located just across University Green from the Department of Communication. In addition to its 860,000 volumes, it owns or leases another 270,000 E-Books and provides access to more than 38,000 electronic journals. It claims a capacity of 2,000 users, providing them with 37 carrels, 18 group study rooms and 352 public workstations.

Students and faculty describe the library as more than adequate for their needs.

Summary of findings:

- The unit has a detailed budget.
- Resources are seen by faculty as being fair in comparison to other university spending.
- Resources appear adequate to satisfy aspirations of the program.

Overall evaluation (undergraduate program): COMPLIANCE

PART II — Standard 8: Professional and Public Service

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

Unit performance with regard to indicators:

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

The unit has a professional advisory board linking faculty and administrators with alumni and professionals. Board members report a robust relationship with the unit. The board assists in keeping the curriculum current as well as planning departmental activities. It is organized into three sections according to media specialties of advertising, public relations and journalism and production. Each specialty has its own leader.

The 40-member board meets at least once a year. The board appears to be an active partner with the unit and its advice and encouragement is reported by board members and faculty to have contributed to significant curriculum changes, including:

- combining the "Journalism" and "Electronic Media" major concentrations into a single concentration called "Multimedia Journalism Production,"

- adding new requirements to the Advertising and Public Relations concentrations, and

- helping develop the focus for the Department's new graduate degree in Communication Management.

In addition, the board is asked to review the curriculum for possible additional changes, and its suggestions are, according to faculty, discussed in faculty meetings.

The advisory board includes alumni who appear to be active and engaged. The Department recently began efforts to further engage with its alumni via an e-newsletter published each spring and fall as well as an alumni Facebook page.

The capstone project requirement for students has the added advantage of maintaining deep relationships with Jacksonville media, advertising and public relations organizations. This provides a valuable opportunity to keep curriculum current.

(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.

A review of faculty vitae shows engagement in workshops, discussions and panels aimed at both professionals and the general public. Many faculty members serve or have served on local and area governing bodies of professional organizations.

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

Faculty clearly are engaged in academic associations and related activity. Review of vitae reveals involvement in academic and professional committees and organizations, including leadership positions. Interviews with faculty suggest support for such participation is adequate.

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

The Department's civic engagement includes:

- An annual "State of the Media" panel of media professionals who speak to the Jacksonville community about communication issues of public consequence. The panel is co-sponsored with *The Florida Times-Union* and hosted by the publication it in its downtown Jacksonville auditorium.

- The unit has a 21-year partnership with *The Florida Times-Union* and HandsOn Jacksonville to raise money for needy northeast Florida residents. Students in Applied Journalism classes report on selected individuals and the *Times-Union* runs their reports between Thanksgiving and Christmas. Donations to the resulting "Hope Fund" have raised $2.7 million since 1994.

- The Department also partners with the Jacksonville Historical Society and the Jacksonville Broadcasters Association to produce the "Jacksonville History Show," a program of interviews and discussions about Jacksonville and Northeast Florida history. The material is available on local cable television and also on the historical society website. The project includes oral history interviews with local broadcasters available on the broadcaster's association website.

- The unit partnered in 2014 with Investigative Reporters and Editors to hold a "watchdog workshop" for about 50 Jacksonville-area journalists.

- In 2014 the unit held a documentary film festival for the local community that provided five films followed by commentary.

- In 2010 the unit co-sponsored with an event with The Florida Blue Center for Ethics examining "Social Media and the Value of Truth." The program was held in a hotel in downtown Jacksonville to make it available to the local community.

Although not strictly unit-based, the Department of Communication has approved and supported a suite of course-based public service activities that appear to be faculty driven. These initiatives are congruent with and appear also to be driven, in part, by Action 1 of Goal 4 of the unit's strategic plan, which seeks to "incorporate more community service assignments and projects into the curriculum and coursework." This effort reflects an overall university commitment to its Community-Based Transformational Learning initiative.

Among the public service activities are:

- "Inside Jacksonville," a 30-minute news magazine show that is written, produced, and directed by students in JOU 4348-Advanced Multimedia Storytelling. The show airs on the Jacksonville CW affiliate (WCWJ-TV). The show is about and for the local community.
- Advertising and Public Relations students create a multi-tiered campaign for selected clients in the non-profit community as one element of the major concentration capstone, Campaigns (ADV 4800 and PUR 4800). Most sections of Campaigns take on a local nonprofit client every semester, such as Catholic Charities, Operation New Hope, K9 for Warriors, and Hubbard House. The campaigns are pitched to the clients, who then decide whether to implement the campaign.
- Student-staffed news bureaus are elements of communications courses that provide multi-media content used by Jacksonville media.

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

The Department in 2015 began to engage with high school students. A scholastic journalism workshop that was limited to a single high-performing high school. In 2016, the unit expanded the workshop to include students from three more public high schools and one private high school.

Faculty involvement beyond the workshops appears to be marginal at best, and unit support for high school journalism appears to be nascent.

Summary of findings:

- The Department advances journalism and mass communication professions through public events and community projects.
- Faculty members are involved in academic and professional associations.

- The Department regularly consults and communicates with its alumni.

- Faculty and the Department set high standards of professional practice.

Overall evaluation (undergraduate program):   COMPLIANCE

PART II — Standard 9: Assessment of Learning Outcomes

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

Unit performance with regard to indicators:

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

The Department has developed a set of learning objectives called the North Florida Nine, which incorporate the ACEJMC professional values and competencies. The North Florida Nine are posted in every classroom and in hallways in the Department. The learning objectives have been mapped onto every course, and syllabi list elements of the North Florida Nine that are applicable.

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

Although the Department had been involved in assessment activities for at least five years prior, its assessment plan was adopted in 2013. It contains multiple direct and indirect measures, including:

Direct: Pre- and post-test for majors; internship evaluation; evaluation of capstone projects by area professionals.

Indirect: Senior survey; alumni survey.

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

Department meeting minutes indicate faculty members have put considerable time and effort into collecting, analyzing and responding to data from their assessment measures, including their surveys. Examples of "closing the loop" include:
- The addition of more diversity-related material to several courses in the Department, based on feedback in the senior survey (2014);
- The addition of more emphasis on theory and freedom of expression in the campaigns class for Advertising students, based on a 2014 pretest of the majors.
- The development of a list of software in which Advertising students should be proficient, based on professionals' assessment of capstone projects.

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

The Department's advisory board provides counsel about trends in the professions, which has led to improvements in the curriculum. A survey of alumni every two years also helps the Department assess its effectiveness with its North Florida Nine.

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

The Department asks public relations, advertising and news professionals to evaluate capstone projects by students in each concentration. Evaluators are asked to provide detailed comments about their evaluations of student campaigns and multimedia projects, and that feedback is used to improve the curriculum. An example of "closing the loop" from this measure is the vote by faculty members, in 2015, to require that students take a mass communication research course before taking the campaigns course in public relations.

Summary of findings:

- The Department's North Florida Nine integrates all ACEJMC's professional values and competencies.
- The Department's assessment plan involves indirect and direct measures that engage alumni and professionals in providing feedback on student learning.
- Faculty members collect, evaluate and respond to data from all assessment efforts to improve the curriculum.

Overall evaluation: COMPLIANCE

PART III: Summary by site visit team

1) **Summarize the strengths and weaknesses of the unit.**

We noted considerable strengths in this Department**:**

- *A Department Chair who is widely respected for his efficiency, organization, and communication with faculty, students, alumni and administrative colleagues.* Faculty members praised him as a good listener and as an administrator who keeps priorities moving. "He's a man who does what he says he's going to do," said an instructor.
- *Faculty members who are fully engaged in the life of the Department.* Meetings occur regularly and address substantive issues of curriculum, assessment, programming, and policy. Faculty members described these meetings as forums where they feel free to engage in robust discussions. "We're not a rubber-stamp faculty," noted a faculty member.
- *A culture among faculty that is collegial and supportive.* Senior faculty members mentor junior faculty, and colleagues work together on research and creative projects. New faculty members -- including those in tenure- and non-tenure lines – say they feel engaged. "There's much energy and excitement about the future of this Department," said one. "Everybody is valued."
- *A student-centered ethos.* Students report that professors are accessible and dedicated to their success. Faculty members talk with pride about their students' learning and success.
- *An assessment program that is woven into course and curriculum development.* The assessment plan appears to be one that has faculty engagement and provides meaningful results. That has translated into powerful student learning.

We also note the following weaknesses:

- *Inconsistent advising.* The Department has made strides in providing quality advising in recent years, including increasing its staff (two advisors) and setting up a check-in system to make it more efficient. However, students complained about a lack of consistent, expert advising and said they were often uncertain about their path to graduation.
- *Lack of co-curricular opportunities that would strengthen student engagement.* Students demonstrate little awareness of the Department's student clubs, including PRSSA and the Ad Club. Although students can become engaged in the Spinnaker media operation, many are not. This may be part of UNF's commuter-campus ethos, but the Department would be well-served by better engaging its students beyond the classroom.
- *An emphasis on global diversity that is not accompanied by the same kind of emphasis on domestic diversity, especially in faculty recruitment and retention.* When asked about diversity, faculty members and students consistently talked about global cultures and awareness. Recent international hires in the Department are also a point of pride. But the Department must expand its objectives – especially on faculty hiring – to put a priority on issues of domestic diversity.

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

 N/A

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

N/A

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

N/A

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

N/A

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.

N/A

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 consistent, clear, complete, and was generally well written. It was delivered to the site team in a timely manner and proved helpful before and during the site visit.