Self-Study Report
for Accreditation in Journalism and Mass Communications

Undergraduate site visit during 2016-2017

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

Name of Institution: University of North Florida

Name of Journalism/Mass Communications Unit: Department of Communication

Address: Building 14D; 1 UNF Drive; Jacksonville, FL 32224-2645

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

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

Journalism/mass communications administrator:

Name: Dr. John H. Parmelee

Title: Chair, Department of Communication

Signature: ____________________________________________________

Administrator to whom journalism/mass communications administrator reports:

Name: Dr. Dan Moon

Title: Interim Dean of the College of Arts and Sciences

Signature: ____________________________________________________
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PART I: General Information

This general information section will be included in its entirety in the site team’s report, and it must present the most current information available. Before the site visit, the unit should review its responses to the questions below (especially 12 – 20) and update them as necessary. The unit then should print a copy of this updated section for each team member when they arrive on campus. A digital copy in Word document format of the updated responses also must be provided to the team chair to be included in the digital team report sent to the ACEJMC office.

In addition, if any significant changes not covered in this section have occurred since the original self-study report was submitted, the unit should describe and document those changes and present this new material to the team when members arrive.

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

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

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

___ Private
__X_ Public
___ Other (specify)

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

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

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

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:
    (Specify semester-hour or quarter-hour credit.)

    120 semester hours

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

    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.

<table>
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<tr>
<th>Name of Sequence or Specialty</th>
<th>Person in Charge</th>
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<tbody>
<tr>
<td>Advertising</td>
<td>Dr. Jae Park</td>
</tr>
<tr>
<td>Public Relations</td>
<td>Dr. Chunsik Lee</td>
</tr>
<tr>
<td>Multimedia Journalism &amp; Production</td>
<td>Dr. Berrin Beasley</td>
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13. Number of full-time students enrolled in the institution:

The data below is for fall 2015
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):

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<td>Electronic Media**</td>
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<td>51</td>
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<tr>
<td>Total</td>
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**“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

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## Fall 2016: Online and Hybrid Courses

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## Spring 2016: Face-to-Face Courses

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## Spring 2016: Online and Hybrid Courses

<table>
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<th>Enrollment</th>
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<td>Advertising Creative Strategy</td>
<td>Hybrid</td>
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<td>11279</td>
<td>ADV3203</td>
<td>Advertising Media Graphics</td>
<td>Online</td>
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<td>11560</td>
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<td>Advertising Media Graphics</td>
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<td>ADV3812</td>
<td>Integrated Marketing Comm.</td>
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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

Spring 2016

Adjuncts teaching journalism and mass communication courses:
Charles Day
Frank Goodin
Amy Kaminsky
Stephanie McLain-Araujo
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.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Graduates</th>
<th>Number</th>
<th>Percent</th>
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<tbody>
<tr>
<td>2015-2016 academic year</td>
<td>244</td>
<td>240</td>
<td>98.36</td>
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<tr>
<td>2014-2015 academic year</td>
<td>240</td>
<td>237</td>
<td>98.75</td>
</tr>
</tbody>
</table>

20. **Schools on the quarter system:**
For each of the last two academic years, please give the number and percentage of graduates who earned 104 or more quarter hours outside of journalism and mass communications.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Graduates</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-2016 academic year</td>
<td>_____</td>
<td>_____</td>
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<tr>
<td>2014-2015 academic year</td>
<td>_____</td>
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</tbody>
</table>
PART II: Supplementary Information

Faculty and new graduates of the Department of Communication share one last moment together at the department’s spring graduation reception.

1. Complete and attach here in the main body of the self-study report the following tables:
   - Table 1, “Students”
   - Table 2, “Full-time Faculty”
   - Table 3, “Part-time Faculty”

See tables below
Table 1. Students

List below each of the separate programs of study in the unit. These may be called emphases, concentrations, sequences, or majors; please identify each program with a separate set of requirements.

Give the number of students by class (year in school) in each of these programs at the end of the 2015 – 2016 academic year. If all of your students technically come under one major but you subdivide those majors into sequences or tracks, please list students by those sequences or tracks. Please be sure to list separately all subsidiary programs of study even if not formally identified by computer or register codes.

Show the number of undergraduate degrees conferred during academic year 2015 – 2016. Please include all semesters or quarters. If the unit has a formal pre-major status, list the number of such students.*

Add additional lines as needed.

<table>
<thead>
<tr>
<th>Undergraduate programs of study</th>
<th>Number of Students</th>
<th>Degrees Conferred 2015-16</th>
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<td>soph</td>
</tr>
<tr>
<td>Pre-majors, if any*</td>
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<td></td>
</tr>
<tr>
<td>1. Advertising</td>
<td>11</td>
<td>22</td>
</tr>
<tr>
<td>2. Multimedia Journalism &amp; Production</td>
<td>12</td>
<td>49</td>
</tr>
<tr>
<td>3. Public Relations</td>
<td>24</td>
<td>59</td>
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<tr>
<td>4. Electronic Media**</td>
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<tr>
<td>5. Journalism**</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>6. Major concentration not yet selected</td>
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<td>6</td>
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<tr>
<td>Total students</td>
<td>52</td>
<td>136</td>
</tr>
</tbody>
</table>

* Students who have declared their intention but have not completed the requirements for admission to the major.

** “Electronic Media” and “Journalism” are old major concentrations that were discontinued in 2012, which is when the “Multimedia Journalism & Production” major concentration was created.
Table 2. Full-Time Faculty
List names of full-time journalism and mass communications faculty members assigned to the unit and provide requested information for the quarter or semester **immediately preceding** the accreditation visit. Add additional lines as needed. (As part of the updated General Information Section, faculty lists will be updated to reflect the academic term when the visiting team is on campus. For more information, see the “General Information” section of the Self-Study report form.)

**Semester or Quarter: Spring 2016**

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<thead>
<tr>
<th>Unit Administrator</th>
<th>Parmelee, John</th>
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<td>Instructors/Lecturers</td>
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</table>
Table 3. Part-Time Faculty

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

<table>
<thead>
<tr>
<th>Name and Rank</th>
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</thead>
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<td>Clifford-Mickler, Jane</td>
<td>Day, Charles</td>
<td>Goodin, Frank</td>
<td>Kaminsky, Amy</td>
<td>McLain-Araujo, Stephanie</td>
<td>Miller, Anna</td>
<td>Pieraccini, Christine</td>
<td>Seay, Katherine</td>
<td>Sweeting Rob</td>
<td>Tatro, Nicolas</td>
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<td>lectures</td>
<td>assists in lab</td>
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</tbody>
</table>
2. Describe the history of the unit in no more than 500 words.

The present-day Department of Communication, which was formed in 2004, can trace its origins to a Literature-Communications major in a Department of Language and Literature established within a year of the University’s opening in 1972. In 1983 a Bachelor of Arts degree in Communications was established. In response to the recommendations of the 1987 program review and the increasing demand for academic offerings in communication, graphics, multimedia, and visual arts, the Department of Communications and Visual Arts was created in 1988. That department continued to grow rapidly, leading to its division in fall 2004 into two separate academic departments: The Department of Communication and the Department of Art and Design. The Bachelor of Arts degree in Communications was converted to a Bachelor of Science in Communication in fall 2001 to align the academic unit with the widely accepted notion that mass communication is a social scientific discipline, and to respond to the growing local need for professional mass communication education.

Current B.S. in Communication majors select one of three professionally oriented concentrations: Advertising, Multimedia Journalism & Production, and Public Relations. Each concentration offers a blend of theoretical and applied coursework by faculty members who combine significant professional experience with advanced degrees. In addition to the Communication major the department offers two minor programs: Communication Studies and Mass Communication. A third minor, Political Campaigns and Advocacy, is a collaboration with the Department of Political Science and Public Administration. Our state-of-the-art teaching and learning facilities were renovated and updated in 2009-10 and include three computer labs and a HDTV television production center.

The department’s mission is to create and disseminate knowledge about human and mass-mediated communication processes through high-quality teaching, research, and service to the community. UNF Communication students engage in community-based learning in all of our concentrations. Multimedia Journalism & Production students research and write the annual Hope Fund series of stories in the Florida Times-Union and contribute several types of content to the newspaper’s Jacksonville.com website. Also, Multimedia Journalism & Production students produce “Inside Jacksonville,” a monthly news show on WCWJ-TV, and other TV programming. Every semester Advertising and Public Relations students create fully planned campaigns for First Coast area non-profit organizations. In addition, during every semester about 100 Communication majors complete professional internships. The department’s fall Media Week event and spring Internships + Jobs Fair also help students connect with media professionals.

It is the B.S. in Communication that is being reviewed for accreditation.
3. Describe the environment in which the unit operates, its goals and plans, budgetary considerations, and the nature of the parent university.

The Department of Communication is one of 15 departments in the College of Arts and Sciences and is one of the largest academic departments at the University of North Florida. UNF awards baccalaureate, master’s, and doctoral degrees. UNF has grown by about 50 percent in the last 15 years, and its academic profile continues to increase. Incoming freshmen have an average GPA of 4.02 and an average SAT score of 1218. About 94 percent of UNF students come from Florida, with about 40 percent coming from Jacksonville. UNF is in the same state university system as University of Florida, 71 miles away; University of Central Florida, 140 miles; Florida State and FAMU, 164 miles; and the University of South Florida, 199 miles. UNF competes with those and other schools for students and resources.

Budgeting for all state universities in Florida, including UNF, has been impacted recently by the introduction of the Board of Governors Performance Funding Metrics, which rate universities by 10 measures (including graduation rates and cost of undergraduate degree). The scores of each university are then compared to the other 11 universities that they are competing with. A university’s relative performance matters far more than its individual score. Those schools in the State University System that score in the bottom of the pack potentially miss out on millions of dollars in state funding, while those at the top get extra funding. In 2016 UNF scored low enough to suffer metrics-based cuts, which has caused UNF’s leadership to be cautious about spending.

Another recent development that affects the Department of Communication concerns lab fees paid by students who take certain courses in the media labs. Departments can no longer use the fee to pay for most software as well as student assistants to help students during open lab hours for graphic design. Money from the University’s Academic Affairs office and the Office of Undergraduate Studies has mostly filled the financial gap.

Jacksonville, Fla., which is the 14th largest city in America and is a dynamic top-50 media market, is a great location for a program like ours. The Department of Communication enjoys excellent relations with communication professionals in Northeast Florida. The department has an active Professional Advisory Board that meets regularly to assist in curriculum planning.

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

To keep current with the changing media environment, the department made sweeping revisions to the courses taken by students in journalism, advertising and public relations. The new curriculum went into effect with the 2012-2013 academic
year.

The changes are most easy to spot in the concentrations formally known as Journalism and Electronic Media. Those concentrations were combined into a single concentration now called Multimedia Journalism and Production (with two tracks: Multimedia Journalism and Multimedia Production). 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. Multimedia Production's focus is on teaching the many production techniques needed to create documentaries, corporate videos, entertainment programming, and other types of media content.

The Advertising and Public Relations concentrations also made changes, albeit less pronounced. For example, advertising students now have additional economics and marketing courses to take. These new required courses help students as they take upper-level advertising courses by showing the market forces involved in advertising and other business ventures. Also, public relations students now receive more instruction in media graphics.

In addition, the number of credits required for the major was expanded from 36 to 40, and MMC 3942, a one-credit pre-internship course, was added to better prepare students for their senior internship (MMC 4975). MMC 3942-Pre-Internship, which is not an internship, teaches student how to market themselves to potential employers. Also, MMC 1004-Media Literacy was established as a required course and a gateway for freshmen to enter the program.

To make sure the curriculum changes would help students be better prepared to get media jobs, the department's faculty consulted with members of the department's Professional Advisory Board. The faculty continue to monitor the effects of the curriculum changes, as well as the media landscape, and will propose additional revisions as needed.

Starting fall 2016, the Department of Communication and the Department of Political Science and Public Administration launched a new minor, called Political Campaigns and Advocacy.

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

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

Dr. John Parmelee, the department chair, and Dr. Carolyn McMahan, associate professor, worked on the self-study and were assisted by office staff. Many faculty members were also involved through participation in several ad hoc committees related to accreditation and the standing departmental Assessment Committee.

The process of preparing for and completing the self-study helped to focus the department’s attention on several strengths and weaknesses:

**Strengths**

Our state-of-the-art $500,000 high-definition studio, as well as our computer labs and equipment, are in the good shape, and thousands of dollars are spent each year to maintain them.

The Department of Communication now has two dedicated advisors located in the department’s building to better advise students and increase graduation rates.

Our close working relationship with media professionals at journalism, production, PR, and advertising firms expands our students’ educational experience to make the local media market the classroom. This is done through the participation of top media professionals as adjuncts, the collaboration with professionals on the concentration capstone courses, the required media internship, the Professional Advisory Board monitoring the curriculum, and the participation of professionals in Media Week and the Internship + Jobs Fair. More information about Media Week, including video of various panels, can be found on the department’s website: [http://www.unf.edu/coas/communication/mediaweek.aspx](http://www.unf.edu/coas/communication/mediaweek.aspx) and by searching the #UNFMediaWeek hashtag. More information about the Internship + Jobs Fair is here: [http://www.unf.edu/coas/communication/internship_fair.aspx](http://www.unf.edu/coas/communication/internship_fair.aspx). The Professional Advisory Board member list is here: [http://www.unf.edu/coas/communication/advisory_board.aspx](http://www.unf.edu/coas/communication/advisory_board.aspx).

**Weaknesses**

We could do a better job at fundraising, especially in securing money for department-based student scholarships. That said, two annual departmental scholarships and a one-time award have been added in the last three years.
Departmental alumni relations have historically been poor, partly because the department has been constrained in its ability to engage with its growing alumni base by the University’s alumni relations infrastructure, which has been reluctant to share alumni contact information and other data. In the past three years, however, efforts have been made to improve alumni relations, including the creation of a departmental alumni newsletter (http://www.unf.edu/coas/communication/Alumni_Newsletter.aspx), the forming of a departmental alumni association and alumni Facebook group (“UNF Communication Alumni”), and the inclusion of alumni activities in the department’s Media Week event each fall.

7. Provide the Web links to undergraduate catalogs and other publications that describe the mission and scope of the unit, its curriculum, administrative and graduation requirements. (These items may be presented in the appendices binder.)

Catalog information: http://www.unf.edu/catalog/colleges/coas/Department_of_Communication/

Program of Study for the major: http://www.unf.edu/coas/communication/Programs_of_Study.aspx

Course descriptions: http://www.unf.edu/coas/communication/undergrad_courses.aspx

Departmental website: http://www.unf.edu/coas/communication/
Part II, Standard 1. Mission, Governance and Administration

Victoria Lim, managing editor at Walt Disney World Public Relations, takes a selfie to post on Twitter before speaking to students during Media Week 2015. Media Week was created as part of the Department of Communication Strategic Plan.

Executive summary

- The University of North Florida’s B.S. in Communication major offers three professionally oriented concentrations: Advertising, Multimedia Journalism & Production, and Public Relations. In consultation with our Professional Advisory Board, the department updated the curriculum in 2012 to give students a broader array of skills for an increasingly converged media field.
- Since 2013 the unit’s strategic plan has guided the department’s many activities. Several of the activities include creating a Diversity Advocate to increase student, faculty, and curriculum diversity; expanding faculty mentoring activities; creating an annual five-day event, called Media Week, where media professionals engage with students; increasing the number of faculty trained for distance-learning instruction; and expanding alumni outreach efforts by creating an online departmental alumni newsletter, including alumni events in Media Week, and launching a departmental alumni Facebook group.
Please respond to each of the following instructions:

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

Dr. John Parmelee is the chair of the Department of Communication. He oversees 22 full-time faculty and 10 to 15 adjuncts in any given semester. He has been at UNF since 2001 and has been department chair since January 2013. He is assisted by Ms. Donna Oxford, office manager; Ms. D'Lynn Phelps, administrative secretary; and Jozsef Szeremi, Senior Broadcast Engineer Tech.

Ms. Oxford has served in the Department of Communication for 26 years. She serves as primary point of contact for faculty, staff, and students for administrative issues and as a liaison to university and outside offices for administrative matters. She assists with assessing department needs and distributing work to department staff. She helps prepare and monitor budgets for the department including managing expenses for Campaigns classes and grant monies. She also is the supervisor of student workers in the front office.

Ms. Phelps arrived in 2015. Her duties include timely processing of textbook orders, desk copy requests, and maintaining course syllabi records. She also does the preparation and maintenance of department travel requests and travel budget records. She also has front office reception duties.

Mr. Szeremi manages the TV studio on a daily basis and supervises the camera rental equipment room, which includes the student part-time workers. He troubleshoots and repairs malfunctioning equipment associated with the studio. He maintains the editing computers in the newsroom and researches specifications and prepares requisitions for equipment. He also answers telephone calls and text messages from students if they encounter problems on the field.

There are two advisors for students. They are located in the Department of Communication building. Previously the department had one advisor, Dr. Yi Lin, who left in 2014. The advisors regularly coordinate with the department chair to assist students, though the chair is not the supervisor for the advisors. One advisor, Mr. Frank Goodin, arrived in 2015. The second advisor, Ms. Kim Pryor, also came in 2015 and recently left. She has now been replaced by Ashley Rodgers Washington.

The department chair reports to the Dean of the College of Arts and Sciences. Dr. Barbara Hetrick served as Dean from 2008 until spring 2016. An Interim Dean is currently in charge while a national search is being conducted. The Interim Dean is Dr. Dan Moon.
The Dean of COAS reports to Dr. Earle C. Traynham, Provost and Vice President for Academic Affairs. He reports to Mr. John A. Delaney, President of UNF. Delaney is a former two-term mayor of Jacksonville. Delaney also served as the interim chancellor of the State University System of Florida. An organizational chart can be found in Appendix 2.

2. Describe the unit’s process for strategic or long-range planning. Attach a copy of the unit’s written strategic or long-range plan. This plan should give the date of adoption/revision and any timeline for achieving stated goals. Discuss how the plan provides vision and direction for the unit’s future.

The University expects academic departments to engage in long-range planning. The faculty created the department’s current strategic plan over several departmental meetings:

Strategic Plan, 2013-2018
Department of Communication, University of North Florida

Adopted March 29, 2013; Revised August 19, 2014

Based on a thorough self-study, a series of faculty meetings, and on-campus dialog with other parties, we have established five strategic goals that help serve the University, College, and Department’s mission. We then developed a series of associated action items that support the goals to bolster our strengths, while effectively addressing weaknesses. Specific goals and actions are as follows:

Goal 1: To become a regional model for undergraduate communication education at a public university with well-balanced, innovative programs and curriculum.

- Action 1. Add more full-time faculty lines to meet the University average student-faculty ratio, 20-1, and keep the size of skills courses to no more than 20.
- Action 2. Increase the percentage of full-time faculty from 68.75% to higher than 80% by 2016.
- Action 3. Initiate the ACEJMC accreditation process by fall 2013, at the latest, and obtain accreditation by 2017, at the latest.
- Action 4. Update and enrich the curriculum to meet the ACEJMC guidelines as well as to account for the changing contexts of communication including media convergence and globalization.
- Action 5. Support student media and facilitate extracurricular activities.
- Action 6. Implement a grammar exam in MMC 3015 starting fall 2013. Students will take the exam until they reach “proficiency” (70%), at which point they will be allowed to take other required courses.
• Action 7. Introduce a B.A. in Communication Studies by fall 2015 to serve those who are more interested in the academic side of human and mediated communication.
• Action 8. Formally propose a Master’s degree in Communication in fall 2016 to serve two main goals: to meet the demand for graduate-level study in communication; and to serve the professional communication industry in the northeast Florida region.
• Action 9. Apply for the University’s flagship program designation by fall 2017.
• Action 10. Upgrade and replace equipment as it becomes worn, out of date.

Goal 2: To further diversify the student body and faculty by demonstrating that students and faculty from all backgrounds can achieve academic and career success at high rates.
  • Action 1. Implement the department’s diversity plan, which sets objectives for increased minority student enrollment and increasing faculty diversity by 2018.
  • Action 2. Participate more actively in UNF’s initiatives designed to recruit more students from non-traditional backgrounds, including Open House, International Center, Jacksonville Commitment Plan, College Research-Out Program, and Swoop and Presidential scholars program.
  • Action 3. Retain and expand faculty diversity by considering diversity in its broadest sense including those criteria such as gender, race, ethnicity, sexual orientation, scholarly interest, political beliefs, socio-economic status, terminal degree-granting institution, etc.
  • Action 4. Faculty will select a “diversity advocate” in 2013 to investigate ways to increase diversity in terms of faculty hiring and retention. The diversity advocate will also make recommendations regarding curriculum and co-curricular activities as they pertain to diversity.
  • Action 5. Incorporate more diversity-related issues and pedagogical practices into the coursework of required and elective courses starting in 2013.
  • Action 6. Begin awarding “The Patterson Scholarship” in 2014. The scholarship, named after a former department chair, is for promising students in the department with financial needs.

Goal 3: Strengthen and support faculty scholarly and creative activities.
  • Action 1. Maintain and increase the support (including travel money) for faculty development.
  • Action 2. Establish a more formal mentoring system starting 2014 between senior faculty and junior faculty matching their scholarly interests, and encouraging more research collaboration.
  • Action 3. Organize and schedule regular brown-bag research meetings starting 2014.
• Action 4. Reward faculty for their excellent research (external grants, awards, etc.), for example, by a course release.

Goal 4: Continue and expand various transformational learning opportunities including community-engaged, service learning.

• Action 1. Incorporate more community service assignments and projects into the curriculum and coursework. One way: commit to UNF’s Community-Based Transformational Learning (CBTL) initiative, which refers to “learning experiences in community-based settings that enhance participants’ academic learning, contribute to their personal growth and increase their civic engagement while concurrently benefiting the community or communities in which these activities are embedded” (more from: https://www.unf.edu/ccbl/What_is_Community-Based_Transformational_Learning.aspx)
By 2015 have at least several departmental courses that are designated CBTL. By 2018 increase the number of departmental courses that are designated CBTL beyond 2015 levels.
• Action 2. Continue to develop and implement study-abroad courses, as well as host international, exchange students.
• Action 3. Offer public seminars and workshops involving students, faculty, and others to address the region’s specific communication issues and problems. One step is to begin an annual “Media Week” at UNF, starting in fall 2013, that will include local media professionals coming to campus and speaking to students and faculty about the state of media professions.
• Action 4. Strengthen relationships with local media to develop more innovative learning/internship opportunities. One way is to expand the department’s 21-member professional advisory board by 2014. Another way is to expand the number of media companies participating in the department’s annual Internship Fair.
• Action 5. Starting fall 2013, allow students in MMC 4975 (Internship Senior Project) to volunteer up to 20 hours of community service (and have it count toward their total Internship hour requirement) through HandsOn Jax to be better exposed to and assist the diverse communities of northeast Florida.

Goal 5: Incorporate technology more into teaching and curriculum, and department operation and governance.

• Action 1. Create a new staff line for coordinating departmental needs pertaining to the Internet, information technology, and other instructional technologies.
• Action 2. Develop more courses in innovative ways including online, distance learning. During the 2012-2013 school year there were 21 sections of online, distance learning
classes done by 7 faculty. By the 2014-2015 year increase the number of sections and faculty involved with online, distance learning beyond 2012-2013 levels.

- Action 3. Increase the number of faculty trained to properly provide online classes. By 2015, increase the number of faculty who have completed UNF’s teaching online seminar (or one of similar value) by at least two.

- Action 4. Implement and perfect a web-based portfolio system for all communication majors to help them compile and showcase all of their work in a unified venue, and eventually prepare them for leadership in the new, converged communication field.

- Action 5. Improve the department homepage with more applications to facilitate alumni relations, donations, etc. One step is to start an online departmental alumni newsletter, to be linked to the department homepage and sent via e-mail to alumni of the department every year starting in the 2013-2014 school year.

The strategic plan has served as the road map for much of the department’s efforts during the last three years. Many of the strategic plan’s actions have been undertaken, such as implementing a gateway grammar test, selecting a Diversity Advocate, expanding faculty mentoring, creating Media Week for students, increasing the number of faculty trained for distance-learning instruction, and starting the online departmental alumni newsletter. Other actions taken and goals met will be discussed later in the self-study.

3. Describe the unit’s policies and procedures for faculty governance. Provide the Web link or make available in the site team workroom a print copy of faculty policy manuals, handbooks or other documents specifying policies, procedures and the roles of faculty and students in governance and in development of educational policy and curriculum.

Policies and procedures for faculty governance are provided in UNF’s Faculty Handbook, which was prepared by the staff of Academic Affairs working cooperatively with the Faculty Affairs Committee of the Faculty Association, the United Faculty of Florida, and other contributors. The Handbook is available online at https://www.unf.edu/acadaffairs/Faculty_Handbook.aspx

The Faculty Handbook also notes the importance of Faculty Association, which includes all faculty who hold the ranks of professor, associate professor, assistant professor, instructor, lecturer and all assistant, associate, and full librarians; and all academic administrators who hold faculty rank. Faculty Association is a one-person, one-vote direct democracy that deals with academic programs, organization, and standards. The Faculty Association By-Laws are available at https://www.unf.edu/unffa/Bylaws.aspx
Further, the Department of Communication has developed departmental procedures for faculty governance, which include powers and functions of the faculty, how meetings are run, the role of departmental committees, and curriculum development issues. The departmental procedures are available online: https://www.unf.edu/coas/communication/Operational_procedures.aspx or see Appendix 3.

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

In 2014-15 the faculty had six two-hour departmental meetings and one all-day departmental retreat.

In 2015-16 the faculty had seven two-hour department meetings and one all-day departmental retreat.

Minutes are taken and then approved at the next meeting.

5. List faculty membership on and responsibilities of the unit’s standing and ad hoc committees. (The list should include the names of faculty serving on each committee.)

At the annual faculty retreat the chair passes around a sign-up sheet for the various standing and ad hoc committees.

**Standing Committees**

Departmental Curriculum Committee. Dr. Tulika Varma is the committee chair. This is a committee of all full-time faculty. The committee votes on course offerings, new degrees, and other curriculum changes.

Track committees: Each faculty member serves from their respective concentration. The committees meet at least once a year to review, revise and propose changes that relate to Advertising, Public Relations, and Multimedia Journalism & Production. The committee chairs are Dr. Jae Park (Advertising), Dr. Chunsik Lee (PR), and Dr. Berrin Beasley (Multimedia Journalism & Production).

Assessment Committee: This committee consists of the track coordinators and any faculty volunteers, and is tasked with working with the Chair to implement and review the assessment activities of UNF and the department’s external accrediting body. Members include Dr. Jae Park, Dr. Chunsik Lee, Dr. Berrin Beasley, and Dr. Junga Kim.
Ad Hoc Committees

B.A. in Communication Studies Committee: Dr. Christine Holland, Dr. Margaret Stewart, Dr. Christa Arnold, Ms. Traci Mathies, Mr. Sam Mathies, Mr. Kurt Muellner. The committee is creating a new major (which is outside of the scope of ACEJMC).

Diversity Committee: Dr. Christa Arnold (chair), Ms. Marcia Landendorff, and Ms. Diane Matuschka. The committee assists the Diversity Advocate in finding ways to increase global and domestic diversity in the curriculum, the extra-curricular activities, the faculty, and the study body.

Master’s Degree Committee: Dr. Brian Thornton, Dr. Margaret Stewart, Dr. Christine Holland, Dr. Jae Park, Dr. Nataliya Roman, Dr. Tulika Varma. The committee is dealing with final issues regarding the new master’s in Communication Management.

Mentorship Committee: Dr. Siho Nam, Dr. Berrin Beasley, Ms. Bobbi Doggett. The committee puts on research, tenure, and promotion mentoring workshops for faculty.

Tri-fold/Brochure Committee: Ms. Dee Colvin, Ms. Bobbi Doggett, Dr. Nataliya Roman, Dr. Junga Kim. The committee creates brochures and other promotional material for the department.

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

The Department of Communication faculty members make significant contributions to the administration and governance through service on departmental, college and university committees. Below is a list of contributions/service detailed by faculty member.

Dr. Christa Arnold:
- Departmental Diversity Advocate, 2013-current
- Chair, Diversity Committee, 2013-current
- Departmental Committee Member for the B.A. in Communication Studies, 2014-current
- Member of search committee for new Communication Studies faculty member, 2015
- Departmental Co-Coordinator for the Communication Studies Faculty, 2015
- Reviewer: Summer Teaching Grant Awards, UNF Faculty Association

Dr. Berrin Beasley:
- UNF Women’s Center Advisory Board member
• UNF Disability Resource Center Advisory Board

Dr. David Deeley
• Faculty Advisor, ESPN@UNF Club, 2015-Present
• Executive Producer ESPN3 UNF Athletics 2014-Present
• Organizer/Coordinator/Host, Inaugural UNF/High School Journalism Seminar, 2015
• Committee Member, Graduate Program Initiative, 2014-Present
• Sequence Coordinator, Multimedia Journalism/Production, 2012-2014
• Sequence Co-coordinator, Multimedia Journalism/Production, 2012
• Sequence Coordinator, Electronic Media, 2011-2012
• Search Committee Member, Electronic Media, 2010-2011, 2014-15
• Curriculum Revision Coordinator, Electronic Media Sequence, 2010-11

Ms. Roberta Doggett:
• Search committee Member, Assistant Professor of Public Relations, 2013-2014
• Faculty advisor of the student chapter of the Public Relations Student Society of America (PRSSA), 2010-present
• Track coordinator for the Public Relations disciplines in the department, 2010
• Brand Promise Boot Camp Member through the UNF Marketing and Publications Department to re-brand the university, 2013
• Member of the UNF Campus Security Authority, 2013-present
• Member of the search committee for the UNF Director of Marketing position for the department of Marketing and Publications, 2010
• Search Committee Member, Assistant Professor of Advertising, 2010-2011
• Search Committee Member, Assistant Professor of Public Relations, 2010-2011
• Search Committee Member, Advertising/Graphic Design Instructor, 2010-2011

Dr. Christine Holland:
• Faculty Enhancement Committee member, 2013
• Chairperson for committee to develop a Bachelor of Arts degree in communication studies, developed new degree proposal for Florida Board of Governors 2014-2015
• Search Committee member for communication studies faculty position in the UNF Department of Communication, 2015
• General Education Task Force. Helped develop assessment protocol for critical thinking in select social science courses, 2013-2015
• Chair of Departmental Diversity committee, 2012

Dr. Paula Horvath:
• Member, Search Committee for Multimedia Journalism faculty position, 2015
• Member, Search Committee for Advertising faculty position, 2014
• Member, Search Committee for Multimedia Journalism faculty position, 2014
• Community Engaged Department’s faculty representative, 2013
• Member of UNF’S Center for Student Media Advisory Board, 2008-current

Ms. Marcia Ladendorf:
• Engaged Department Steering Committee, 2012-present
• Departmental Diversity Committee, 2011
• Departmental Curriculum Revision Committee, 2011
• COAS Curriculum Committee, Department liaison for APC process, 2010-2012

Dr. Chunsik Lee:
• Editor of CommStu Update, Spring 2015-current
• Academic Program Committee in the College of Arts and Science at UNF, Fall 2014-current
• Academic coordinator in the Public Relations track in Department of Communication at UNF, Spring 2014-current
• Assessment committee in Department of Communication at UNF, Fall 2014 – current
• President of UNF’s Korean Faculty Association, fall 2013-current

Mr. Sam Mathies:
• Member of the Search Committee for the Communication Studies Assistant Professor Position, 2015
• Departmental Committee Members for the Bachelor of Arts degree in communication, 2014-present
• Member of the Search Committee for the Communication Studies Assistant Professor Position, 2011
• Departmental Faculty Student Contact Representative, 2010-2011

Ms. Traci Mathies:
• Departmental Committee member, B.A. degree in Communication Studies, 2015

Ms. Diane Matuschka:
• Departmental Diversity Committee Member, 2014-present
• Departmental Committee Members for the Bachelor of Arts degree in communication, 2014-present

Dr. Carolynn McMahan:
• Adjunct Affairs Committee Member, University Standing Committee, 2015-current
• Member of the Search Committee for the Communication Studies Assistant Professor Position, 2015
• Departmental Assessment Committee Member, 2015-current
• Faculty Enhancement Committee Member, University Standing Committee, fall 2014
• Member of the Departmental Graduate Program Development Committee, 2014
• Departmental Curriculum Committee Member, University of North Florida, 2013
• Chair, Advertising Faculty Search Committee, fall 2013
• Member, Departmental Tenure Review Committee for Dr. Christa Arnold and Dr. Peter Casella, fall 2013

Dr. Siho Nam:
• Faculty Association Nominations & Election Committee representative, fall 2014
• COAS Representative, UNF Faculty Association Nominations & Election Committee, fall 2014
• Chair, Communication Studies Assistant Professor Search Committee, fall 2014-spring 2015
• Chair, Department of Communication Faculty Mentorship Committee, fall 2014-current
• Chair, the Third-Year Review Committee for Dr Chunsik Lee and Jae Hee Park, spring 2014
• Member, Multimedia Journalism faculty search committee, fall 2014.
• Member, Departmental Tenure Review Committee for Dr. Christa Arnold and Dr. Peter Casella, fall 2013
• Member, the PR search committee, which successfully hired Dr. Tulika Varma to begin teaching in fall 2014.
• Member, UNF Reads book selection committee, fall 2012
• Member, UNF Domestic TLO (Transformational Learning Opportunity) Ad hoc Review Committee, fall 2011
• Member, Department of Communication Diversity Plan Committee, fall 2011-
• Member, UNF Undergraduate Studies Council, fall 2011-Spring 2014
• Faculty Association Representative to UNF Commission on Diversity and Inclusion, fall 2011-Fall 2013
• Program Review Self-study Committee Chair, fall 2010-fall 2011
• Faculty Marshal, COAS at UNF Fall 2010 Graduation
• Members of Search Committees, 2010-2011, Public Relations, Strategic Interactive Communication, Electronic Media Production, and Media Graphics
• Member, Public Relations Assistant Professor Search Committee, Department of Communication, University of North Florida, spring 2010

Dr. Jae Park:
• Departmental Track Coordinator for Advertising, Fall 2013-Present
• Member, Departmental Assessment Committee, Fall 2013-Present
• Departmental Patterson Scholarship Committee, Spring 2015
• Member, Advertising Faculty Search Committee, Fall 2013
Dr. John Parmelee:
- Chairman, Search Committee for faculty positions in the UNF Department of Communications, University of North Florida, 2011
- Journalism track coordinator, UNF Department of Communication, 2011-2012
- Chairman, UNF Departmental Tenure & Promotion Committee, 2010
- Chairman, UNF Departmental Third-Year Review Committee, 2011

Dr. Stephynie Perkins:
- Graduation Marshall
- Search committee member, general advisor, spring 2011
- Search committee member, communication advisor, spring 2011
- Search committee member, psychology advisor, spring 2011
- Departmental curricular review committee member, fall 2011-spring 2012
- Member, Departmental master’s degree proposal committee, spring 2011
- Chair, search committee, assistant professor, strategic interactive communication, spring 2011
- Departmental member, Third-Year Review Committees, fall 2010

Dr. Brian Thornton:
- Departmental Graduate Program Committee Member, 2014.
- Departmental Committee Member for the B.A. in Communication Studies
- College of Arts and Sciences (COAS) Curriculum Committee Member, 2014-2015
- Chairman, Master’s Degree Committee, 2014-current.

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

The Chair is appointed by the Dean of the College of Arts and Sciences, though the Department of Communication has a significant voice in the selection process. For internal searches, a list of candidates is formed by faculty nomination. Each candidate is voted upon by secret ballot of the faculty on their acceptability for consideration by the Dean. The list of acceptable candidates is then forwarded to the Dean. If the new Chair is to be selected by an external search, the Dean forms a search committee, which includes faculty from the department as well as a chair from another department. The search committee operates under the same rules as other
faculty search committees. The Dean selects the new hire from the list of recommended candidates by the search committee.

The term of office for the Chair is four years, renewable. Each spring the Chair writes an annual self-evaluation. The Dean then writes an evaluation of the Chair. During the spring semester of the third year of the term, the Chair must declare his/her intent to stand for another term. Should the Chair wish to seek another term, a vote on retention is held. The faculty vote by secret ballot on the question of retaining the Chair. The Dean receives the vote and reports the result to the faculty. If the vote is negative, the Dean meets with the faculty and justifies any action other than replacement of the Chair. Also, the Dean or the tenured and tenure-track faculty, acting as a committee of the whole, can conduct a secret retention vote prior to the end of the Chair’s term.

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

Faculty, staff and students normally direct their complaints either to the Department Chair or to the Dean. If the Dean receives a complaint, the Chair is contacted to address and resolve the issue and report back to the Dean. The Department Chair will work to address the issue directly with the faculty, staff, or student.

If it is a student complaint, the Chair will work with the faculty to determine how to resolve this issue in a timely and fair manner.

According to the Faculty Association By-Laws, “Faculty can also express their concerns directly through the Faculty Association. During the Faculty Association meetings, there is a ten minute Question and Answer period. During the Question and Answer period, any Association member may question any member of the University community concerning the conduct of that person's assigned duties and responsibilities, as they affect the Association's concerns. Questions may be submitted to the President to be asked anonymously but these become the President's questions and will appear as such in the minutes. The President has the right to modify anonymous questions and/or to refuse to ask such questions according to her/his best judgment. The Secretary shall address questions in writing to persons not present to reply or who decline to reply from the floor, and shall append all written responses to the minutes as responses are received.” Available online at https://www.unf.edu/unffa/Bylaws.aspx

Students may appeal grades they believe have been assigned (a) arbitrarily or capriciously; (b) contrary to the criteria announced in the course; or (c) for constitutionally and/or legally impermissible reasons.
The following is the official language for the procedures for appealing a grade not related to academic misconduct:

1. The student first submits a written appeal to the faculty member within ninety (90) calendar days from the date the disputed grade was assigned.
   A. The faculty member involved must provide a written response within ten (10) calendar days after receiving the student's appeal.
   B. If the faculty member agrees, the faculty member will submit a Change of Grade form.

If there is no resolution between the student and the faculty member, the following procedures occur:

2. The student may then petition the department chairperson.
   A. Within ten (10) calendar days after receiving a response from the faculty member, the student must submit a written request for the meeting to the appropriate departmental chairperson with a copy to the faculty member.
   B. The Chair is obligated to respond to the student’s request and must schedule a meeting with the student within twenty (20) calendar days.
   C. After the meeting, the Chair will send a written response to the student with a copy to the faculty member within ten (10) calendar days.
   D. The Chair may not override the instructor's decision and issue a Change of Grade without the faculty member's concurrence.

Then, if there is no resolution between the student and the Chair, the following procedures occur:

3. The student may appeal to the Dean.
   A. Within ten (10) calendar days after the Chair sends his or her response to the student, the student must send a written request for a meeting to the appropriate College Dean with copies to the faculty member and the Chair.
   B. The College Dean is obligated to respond to the student's request to schedule a meeting with the student within twenty (20) calendar days.
   C. After the meeting, the College Dean will send a written response to the student with copies to the faculty member and the Chairperson within ten (10) calendar days.
   D. The Dean may not override the instructor's decision and issue a Change of Grade without the faculty member's concurrence.

If there is no resolution between the student and the College Dean, the following procedures occur:

4. The student may appeal to meet with the University Academic Appeals Committee through the Office of the Vice President for Academic Affairs.
   A. Within ten (10) calendar days after the College Dean sends his or her response to the student, the student must send a written request to the Provost with copies to the faculty member, the departmental Chairperson, and the College Dean.
   B. Academic Affairs will refer the appeal to the Chair of the University Academic Appeals Committee within ten (10) calendar days.
   C. The Chair of the University Academic Appeals Committee will send the date, time, location, and procedures of the hearing to the student, faculty member, Chair, and College Dean at least ten (10) calendar days in advance of the hearing. Once a hearing date is scheduled and communicated, it may not be rescheduled by any involved party unless there is a documented emergency. If either the student or the College representatives should fail to appear at the scheduled hearing, the hearing may proceed in his or her absence. A hearing must be rescheduled if the Committee fails to reach quorum.
   D. The University Academic Appeals Committee’s recommendation will be based on a majority vote by the Committee’s voting members. The Committee’s Chairperson will send the Committee’s recommendation to the Provost with copies to all parties involved within ten (10) calendar days following the hearing.
E. The decision of the Provost or designee will be forwarded to all involved parties in writing within twenty (20) calendar days of the hearing.

F. Within five (5) calendar days after the University Academic Appeals Committee’s decision is sent to the involved parties, any of the parties involved must deliver a written appeal to the University President. The President will provide a response within ten (10) calendar days to all involved parties. The decision of the President shall be final. No further appeals are allowed.

More information is available online at https://www.unf.edu/onestop/registrar/Appealing_Academic_Grades_Unrelated_to_Academic_Misconduct.aspx

The following is the official language for the procedures for appealing a grade that is related to academic misconduct, which consists of “any attempt to misrepresent one’s performance on any exercise submitted for evaluation. The primary responsibility for ensuring adherence to the principle of academic integrity rests with students and faculty. Any infraction that comes to the attention of any person should be brought to the attention of the faculty member to whose course it pertains. A violation of the Academic Integrity Policy is also considered a violation of the Student Conduct Code.”

Violations of the principle of academic integrity include, but are not limited to:

- **Cheating**: Intentionally using, providing, obtaining, or attempting to use, provide, or obtain unauthorized materials, information, notes, study aids or other devices in any academic exercise. This definition includes unauthorized communication of information during an academic exercise.
- **Fabrication and falsification**: Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of altering information, while fabrication is a matter of inventing or counterfeiting information for use in an academic exercise.
- **Multiple Submissions**: The submission of any portion of the same academic work, including oral reports, electronic files, or hard-copy form, for credit more than once without authorization.
- **Plagiarism**: Intentionally or knowingly presenting the work of another as one’s own (i.e., without proper acknowledgment of the source). The sole exception to the requirement of acknowledging sources is when the ideas, information, etc. are common knowledge.
- **Abuse of Academic Materials**: Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resources material.
- **Complicit in Academic Dishonesty**: Providing assistance in any form to help another to commit an act of academic dishonesty.

When a faculty member determines that a violation of the Academic Integrity Code should result in a penalty, the faculty member will notify the student of the offense by sending an Academic Misconduct Reporting Form to the student and a copy to the appropriate departmental Chairperson within twenty (20) calendar days after the date in which the faculty member identifies the violation. The Academic Misconduct Reporting Form documents the circumstances surrounding the accusation and any adjustment to a grade or other action taken or recommended by the faculty member. No proceedings or hearings may be held, except as outlined in the appeals process.

In the case of Academic Misconduct, faculty may assign or recommend one or more of the following:

- Referral to the appropriate support service (Counseling, Advising, other assistance)
- Assignment of a grade reduction on an academic exercise
- Assignment of a final letter grade/reduction for the course
- Assignment of an unforgivable 'F' for the course
• Referral of the charges to the Dean/Chairperson/Director of the academic unit in which the student is enrolled with a recommendation for one or more of the following: temporary or permanent loss of use of a University facility, suspension from a College, Department, or program, expulsion from the University, or referral to Student Affairs for a violation of the Student Conduct Code.

Students may appeal grades, and/or grade-related penalties assigned for academic misconduct due to violations of the Academic Integrity Code. If a student wishes to appeal a grade beyond any time period specified in the Academic Misconduct Appeals Process, the student must first petition to extend the appeals deadline. Unless there are extenuating circumstances that put others at risk, the student is allowed to remain in class until such time as the appeal is heard. The student first submits a written appeal to the faculty member within ten (10) calendar days from the date the faculty member sends the student an Academic Misconduct Reporting Form. The faculty member will provide a written response within ten (10) calendar days after receiving the student's appeal.

If the student does not agree with the proposed resolution received from the faculty member, the following procedures occur:

• The student may request a meeting with the appropriate departmental Chairperson to appeal the response from the faculty member within ten (10) calendar days after the faculty member sends his or her response to the student. The student's request for appeal must be in writing describing why the student does not agree with the faculty member's response and the student must provide a copy of his or her appeal to the faculty member.

• The Chairperson will respond to the student's request for a meeting to hear his/her appeal and must schedule a meeting with the student within twenty (20) calendar days.

• After the meeting, the Chairperson will send a written response to the student with a copy to the faculty member within ten (10) calendar days.

If the student does not agree with the proposed resolution received from the departmental Chairperson, the following process occurs:

• The student may request a meeting with the appropriate College Dean to appeal the response from the Chairperson within ten (10) calendar days after the Chairperson sends his or her response to the student. The student's request for appeal must be in writing describing why the student does not agree with the Chairperson's response and the student must provide copies of the appeal to the faculty member and the Chairperson.

• The College Dean will respond to the student's request and schedule a meeting with the student within twenty (20) calendar days.

• After the meeting, the College Dean will send a written response to the student with copies to the faculty member and the Chairperson within ten (10) calendar days.

If the student does not agree with the proposed resolution received from the College Dean, the following process occurs:

• The student may appeal with the Dean's response to the University Academic Appeals Committee within ten (10) calendar days after the College Dean sends his or her response to the student. The student's request for appeal must be in writing describing why the student does not agree with the Dean's decision and must be sent to the Vice President of Academic Affairs with copies to the faculty member, the departmental Chairperson, and the College Dean. Academic Affairs will refer the appeal to the Chairperson of the university Academic Appeals Committee within ten (10) calendar days.

• The Chairperson of the University Academic Appeals Committee will send the date, time, location, and procedures of the hearing to the student, faculty member, Chairperson, and College Dean at least ten (10) calendar days in advance of the hearing. Once a hearing date is scheduled and communicated, it may not be rescheduled by any involved party unless there is a documented emergency. If either the student or the College representatives should fail to appear at the
scheduled hearing, the hearing may proceed in his or her absence. A hearing must be
rescheduled within ten (10) calendar days if the Committee fails to reach quorum.
• The University Academic Appeals Committee's recommendation will be based on a majority vote
by the Committee's voting members. The Committee's Chairperson will send the Committee's
recommendation to the Academic Vice President with copies to all parties involved within ten (10)
calendar days following the hearing.
• The decision of the Academic Vice President or designee will be forwarded to all involved parties
in writing within twenty (20) calendar days of the hearing.
• Within five (5) calendar days after the Academic Vice President's decision is sent to the involved
parties, any of the parties involved may deliver a written appeal to the University President. The
President will provide a response within ten (10) calendar days to all involved parties. The
decision of the President shall be final. No further appeals are allowed.
• The record of the University Academic Appeals Committee hearing during which the student has
been found to have violated the Academic Integrity Code will be held in the discipline files in the
Office of the Vice President for Academic Affairs for four years after graduation. Records of
students who are expelled are permanent and will be cross-referenced by a notation in the
student's permanent record in Enrollment Services referring to the disciplinary record in Academic
Affairs. Available online at https://www.unf.edu/president/policies_regulations/02-
AcademicAffairs/EnrollmentServices/2_0640P.aspx
The Department of Communication’s curriculum benefits from partnerships with local newspapers, magazines, and TV stations. Two examples of our partnerships are #IgniteMedia and OneTankMedia, which are course-run news bureaus in which Communication students provide high-quality multimedia content and Jacksonville media outlets run the stories. #IgniteMedia covered the crowdfunding festival One Spark in 2014 and 2015, and OneTankMedia focused on travel stories in 2016. For more information, see http://ignitemediajax.com/ and https://onetankmedia.com/

Executive summary

- The Department of Communication has developed the “North Florida Nine,” which are expected student learning outcomes that match the professional values and competencies formulated by the Accrediting Council on Education in Journalism and Mass Communication. In 2012, the faculty created a department-wide curriculum map to identify which of the North Florida Nine student learning goals are present in every course. The department chair reviews the syllabi each year to ensure that each section of a course is teaching the relevant North Florida Nine.

- All B.S. in Communication majors complete a core of seven communication classes, which include topics such as media writing, theory, research, law and ethics. One of the required courses is a media-based internship.

- Students complete a minimum of 120 credit hours to earn the Bachelor of Science in Communication. Majors must complete at least 72 hours outside of journalism and mass communication in order to graduate. Majors are not allowed to do more than 6 credit hours of internships.

- The department’s Professional Advisory Board, which consists of media professionals, annually provides advice regarding the curriculum and industry expectations.
1. Provide an outline of the curriculum required for the major and for each of the unit’s specializations.

What follows is a list of all courses required for B.S. in Communication students ("Major Requirements") and a list of requirements for each major concentration ("Major Electives"). A complete program of study can be found in Appendix 4 or here: http://www.unf.edu/coas/communication/Programs_of_Study.aspx

**Major Requirements (19 credits)**
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)

**Advertising Major Electives (21 credits)**
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)
SELECT 2 FROM THE FOLLOWING: (6 Credits)
   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 Major Electives (21 credits)**
Complete either the 18-credit Multimedia Journalism or 18-credit Multimedia Production Track listed below:

MMC4500 History of Mass Communication (3 Credits)

SELECT Multimedia Journalism Track (18 Credits)
   JOU3109 Multimedia Reporting (3 Credits)
   JOU3925 Applied Journalism (3 Credits)
   JOU3342 Multimedia Storytelling (3 Credits)
   JOU4348 Advanced Multimedia Storytelling (3 Credits)
   Select 2 from the following: (6 Credits)
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)

SELECT Multimedia Production Track (18 Credits)
 RTV3260 Single-camera Video Production (3 Credits)
 RTV3228 Multi-camera Video Production (3 Credits)
 RTV4221 Advanced Production (3 Credits)
Select 3 from the following: (9 Credits)
 ADV3202 Advertising Media Graphics (3 Credits)
 COM3346 Interviewing: Theories and Methods (3 Credits)
 MMC3XXX 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)

Public Relations Major Electives (21 credits)
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)
SELECT 2 FROM THE FOLLOWING: (6 Credits)
 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)
2. Explain how requirements for the major do not exceed the maximum credit hours allowable under the 72-credit hour rule and how students comply with the minimum of 72 hours they must take outside journalism and mass communications. If a minor is required, include these details.

In January 2014 the faculty approved a curriculum rule that is binding on all Communication majors: “B.S. in Communication majors must complete a minimum of 72 hours outside of journalism and mass communication courses.” Each semester as Communication majors apply to graduate, our student advisors review students’ transcripts to ensure that they meet a number of graduation requirements, including the 72-hour rule.

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

During the 2006-2008 academic years, the department undertook a series of program assessment activities, including the creation of an assessment plan, student learning goals, and assessment rubrics. Also, assessment was done on student writing samples. Since spring 2008, assessment efforts have focused on refining the student learning goals. The North Florida Nine are a result of these efforts. The North Florida Nine are designed to match the professional values and competencies formulated by the Accrediting Council on Education in Journalism and Mass Communication (ACEJMC), which we fully endorse. In 2012, a department-wide curriculum map was created by the faculty to identify which of the North Florida Nine student learning goals are “introduced,” “reinforced,” and “mastered” in each course (such terms match ACEJMC’s “awareness,” “understanding,” and “application” terminology).

NORTH FLORIDA NINE

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.

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

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

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

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.

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.

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

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.

The map below indicates where the North Florida Nine student learning outcomes are introduced (1), reinforced (2), and mastered (3) in each course. The number 4 refers to courses that include departmental assessment items.

= Required core courses in the B.S. in Communication

= Required in one of the major concentrations the student chooses
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All Communication majors are exposed to all of the North Florida Nine (NF9) learning outcomes at the introduced, reinforced, and mastered stages. To ensure that course instruction matches the curriculum map, the department chair reviews all syllabi each year. Also, there is a section of the faculty's annual self-evaluation where faculty members explain how they teach each learning outcome in each of their courses. To emphasize the North Florida Nine to students, course syllabi list the relevant NF9 learning outcomes in the course objectives section. In addition, the North Florida Nine is displayed prominently in the Department of Communication building.

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

In order to be responsive to the current industry expectations of digital, technological and multimedia skills, the Department of Communication has a professional advisory board consisting of industry professionals from our community. These media professionals provide input and feedback on industry expectations to assist faculty in the development of new courses and in the revision of current course offerings. This allows the faculty to incorporate critical components into course offerings to provide instruction that is current with the dynamic and evolving technological advancements. In addition, the final projects of the capstone courses for each major concentration (ADV 4800-Advertising Campaigns, PUR 4800-Public Relations Campaigns JOU 4348-Advanced Multimedia Storytelling, RTV 4221-Advanced TV Production) are evaluated by media professionals each semester. One of the questions the professionals address is the degree to which students are using appropriate technologies.

In terms of online courses, MMC 4630-Understanding Emerging Media is noteworthy for its technology instruction. Understanding Emerging Media is designed to give students opportunities to learn hands-on skills needed for practical uses of various emerging media technologies as well as theoretical and critical perspectives on various issues. Each weekly learning module runs on two key components: 1) critical discussions on theoretical aspects of each topic and 2) related lab projects, which help students learn hands-on skills and reinforce understanding of the concepts. Students learn Wikipedia editing skills, mash-up applications, and Google wiki mapping. Step-by-step instructions for each lab project are provided by the instructor. The course materials are updated 10% to 20% every semester to reflect the fast-changing industry trends. Students learn successful online media management. The course requires students to build a blog platform and tweak the code to improve search engine results. Students also create their own Google Analytics for their blog.

In addition, JOU 4348-Advanced Multimedia Storytelling is a good example of meeting professional expectations because students in the course do a public affairs
TV show that is produced under deadline pressure for broadcast on the Jacksonville commercial television station WCWJ-TV. Students serve as producers, anchors, reporters, videographers and writers on the editorial side and directors, technical directors, graphics operators, audio operators, studio camera operators, floor managers, video playback coordinators and teleprompter operators on the production side for each show. Students also generate content for social media and the UNFTV.com website.

Students in Department of Communication courses use their multimedia skills to produce content for newspapers, magazines, and TV stations. Some examples include #IgniteMedia and OneTankMedia, which are course-run news bureaus in which Communication students provide high-quality multimedia content and Jacksonville media outlets run the stories. The #IgniteMedia news bureau covered the crowdfunding festival One Spark in 2014 and 2015, and OneTankMedia focused on travel stories in 2016. For more information, see http://ignitemediajax.com/ and https://onetankmedia.com/

In 2012 UNF communication students attended the Republican National Convention, covering the event via social media for The Washington Post, The Florida Times-Union and other media outlets. The students, led by communication professor Dr. Paula Horvath, received convention press passes and stayed in Tampa for the duration of the convention thanks to a grant from the University. While there, they also had a chance to meet and speak with media luminaries such as ABC anchor Diane Sawyer and CNN analyst David Gergen and were also filmed for a special political documentary produced by the Republic of Georgia.

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

All faculty members (full time and part time) are reminded by the department chair which of the North Florida Nine they must teach based on the curriculum map. This is done via e-mail correspondence and by distributing copies of the curriculum map. The department chair reviews the syllabi to ensure that each section of a course is teaching the relevant North Florida Nine.

There is one course, MMC 3105-Advanced Writing for the Media, that has a lecturer and around 5 to 7 lab instructors. To ensure lab consistency, the lecturer and the lab instructors review a 30-page lab manual, which includes a standard grading rubric, a schedule of what to teach in each lab session, and a pool of assignments to choose from.

To facilitate consistency in grading standards, the department chair annually reviews the average grade each faculty member gives in each of their courses. Grades can
range from 0 (F) to 4 (A). Part of each faculty member’s annual evaluation discusses their average grades if there are recommendations for improvement.

For journalism and mass communication skills classes, the Department of Communication has a standard grading policy. The deductions below are for each individual error, but multiple instances of the same error count just once (such as the same word misspelled twice).

Spelling (-10)
AP style -- if applicable to the course (-5)
Grammar (-5)
Fact errors (-50) -- fact errors can include errors with names, titles, phone numbers, ages, addresses, etc.

Finally, the department chair does in-class teaching evaluations of all incoming faculty (and all faculty receive an in-class teaching evaluation every 5 years). The in-class evaluations, which use a standard rubric, are designed to look for a consistently high level of clarity, organization, and interactivity.

6. Describe the methods used to select sites for internships for credit in the major; to supervise internship and work experience programs; to evaluate and grade students’ performance in these programs; and to award credit for internships or work experiences.

The Department of Communication has developed internship relationships with a wide range of businesses and organizations including The Florida Times-Union, Jacksonville Magazine, The Dalton Agency, St. John and Partners, and WJXT, among many others. The methods utilized to select sites for internships include vetting the internship sites by reviewing the background of the internship supervisors and the job duties required of the students. Dr. Paula Horvath and professor Bobbi Doggett are tasked with vetting the internship sites. Also, feedback is solicited on a regular basis from the faculty to determine if sites are still deemed effective and to determine if new sites should be reviewed and added to the list. This review process and faculty feedback by major concentration is critical to ensure the best internship experience for our students.

During the course, students are evaluated by their supervisors through a midterm and final job performance review (a copy of the intern supervisor’s evaluation form is available in Appendix 5). Plus, the students are also given additional assignments, such as posting weekly reports in which they must code the hours worked and give a summary of work activities. They must reach 210 hours in order to successfully pass the course. In addition, their supervisors are asked to verify their work hours.
Other assignments required include uploading a current resume, a thank you letter to their supervisor at the end of term, and an ePortfolio which summarizes their internship experience and shows examples of their work. 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. For more information about the internship program: http://www.unf.edu/coas/communication/internships.aspx

7. Attach a copy of the unit’s internship policy. Provide copies of questionnaires and other instruments used to monitor and evaluate internships and work experiences.

MMC 4975 - Senior Project (Internship)
Prerequisites: Senior Standing; MMC1004 (media literacy), MMC3942 (pre-internship), MMC 3614, MMC 3105, and MMC 3200 plus at least three of the upper-level Major Electives courses for the student’s concentration. This capstone course is an opportunity for students to demonstrate that they have achieved the goals of learning established by the university, the college, and the department. The course integrates course work, knowledge, skill, and experience to demonstrate a broad mastery of learning across the curriculum. Academic credit for this course is limited to one three-hour course.

In addition, there may be exceptional cases that prevent a student from participating in a professional internship and two options are available. It is assumed, however, that exceptions to the internship will be extremely rare and only after the student has submitted his or her request and justification in writing. Options include:

- Option 1: A substantial research paper
- Option 2: A major project in the student’s field that allows the faculty to fully evaluate the student’s skills.

Internship Requirements:
Students are required to work a minimum of 210 hours during the semester at their internship (Approximately 15 hours per week).

During the internship, students must submit weekly online progress reports to the specified website. These list and explain tasks and accomplishments for the week. Supervisors will be asked to submit a mid-term evaluation form via a specified website when you reach 100 hours. Supervisors will also complete a final evaluation at the end of the internship. Below are the links for the midterm and final evaluations for this past summer term. See Appendix 5 for surveys and other internship information.

Midterm Evaluation:
http://unf.co1.qualtrics.com/jfe/form/SV_1WX9UiXGhGJKknj
Final Evaluation:
http://unf.co1.qualtrics.com/jfe/form/SV_8CVmeOAKv7T6NLf

At the end of the internship (no later than the last day of classes for the term during which you intern), students must submit an online portfolio reflecting accomplishments and new knowledge.

Internship Procedures: Students must obtain an Internship Program Guide from the Department of Communication office.

The following paperwork must be submitted to obtain internship approval:

- Application for Internship: Located on the Communication website. Please download and complete.

- Internship Location Confirmation: A list of firms and organizations that have hosted UNF Communication Interns is located in binders at the Communication Department Office. Students may also locate an internship through personal contacts and the department is always open to establishing new internship relations with the professional community.

- Signed Letter of Intent from the Internship Organization (on company letterhead). Students must contact the organization to set up an interview for acceptance. Once an organization indicated acceptance, the student must obtain a letter of intent on company letterhead with an original signature from your prospective internship supervisor.

- Unofficial transcript (available via MyWings) with the courses you have taken in your major highlighted.

More information:
http://www.unf.edu/coas/communication/Portfolio_Guidelines_FAQ.aspx
First Things First: Are You Qualified for the Internship Program?

To qualify for an Internship in Communication (MMC 4975 Senior Project) you must meet the following criteria or you will NOT be approved.

- Be a senior communication major (must have completed at least 90 credit hours) at the time of the internship.
- Have completed: MMC 3105 (Advanced Writing for the Media)  
  MMC 3200 (Law & Ethics of Communication)  
  MMC 3614 (Media Theories and Effects)  
  MMC 3942 (Pre-Internship)  
  and at least three upper division courses (3000-4000 level) in your chosen concentration – check with your advisor for course listing.
- Be in good academic standing with UNF and possess a major GPA of 2.0 or higher.  
  NOTE: if your GPA is 2.0 or higher at the time the internship is approved but drops below 2.0 before you begin, your enrollment will be cancelled.

Important Information for You to Know

- You cannot register for internship (MMC 4975) online with the rest of your courses until you have turned in a completed packet and are approved by the internship coordinator. Then an official email will be sent to your UNF email account giving you permission to register.
- Internship locations will evaluate you just as they evaluate regular employees. This means that poor performance on your part can lead to your dismissal. If that happens you will receive a grade of “F.”
- Students may not intern at their place of employment unless their internship duties will provide learning experiences that differ from and go beyond those of the regular job responsibilities.
- Pre-Approved Internship sites and application deadlines can be found at:  
  http://comminternships.wordpress.com

Questions about the internship contact:

Dr. Paula Horvath  
Internship Coordinator  
(904) 620-3865  
phorvath@unf.edu

Professor Bobbi Doggett  
Internship Coordinator  
(904) 620-3866  
rdoggett@unf.edu
Company Name: _______________________

Student Name: _______________________

Student N Number: _____________________

Application A

For Approved Internship Sites with Approved Supervisors

Fill out this packet in its entirety, as instructed and include a Letter of Intent from your Internship Site Supervisor. (Your site supervisor must be listed as an approved supervisor.) Return this packet by mail, fax, email or in person:

In Person: Department of Communication Front Desk Building 14D
Fax: 904-620-2652
Email: Commstu1@unf.edu

Mail to: University of North Florida Department of Communication Internship Program
1 UNF Drive Building 14D / Room 2002
Jacksonville, FL 32224

Due dates for approved internship sites are: April 1, August 1 and December 1. If the deadline falls on a weekend, the following Monday will be the due date.

For more information, please email us at the address above or call us at 904-620-2651.

Please place a check by each item below to verify the following attachments:

_____ 1. Copy of Student’s Internal Transcript (Log into myWings, go to student tab, click student self-service, student records, academic transcript, submit all levels internal, print.)
_____ 2. Letter of Intent from internship site supervisor on company letterhead with supervisor’s original signature. Letter must include offer of internship and a bulleted, detailed job description of internship duties.
_____ 3. If the supervisor is NOT the supervisor of record with the Department
4. Student signed copy of General Release for Emergency Medical Treatment and Student-Provided Transportation. (Found on the last page of this document.)

Please initial:

______ I understand that I must complete a minimum of 210 hours of supervised work at an approved internship site. This is the minimum. I may work more if I so choose. Summer internship take place over fewer weeks than fall/spring internships, so I must be sure to plan a weekly schedule accordingly.

______ I understand that my supervisor will complete two job-performance evaluations on me during the term and that these will be submitted online. It is my responsibility to ensure that my supervisor has a face-to-face meeting with me to discuss these evaluations and submits them by the deadlines.

______ If my current intern supervisor changes during the semester, I immediately must notify the Department of Communication and obtain a new resume and/or LinkedIn Profile URL of my new supervisor. This information will be placed in my internship file.

______ I understand I must complete online weekly progress reports through the class Blackboard page. I must retain copies of these reports and submit them to my supervisor during our mid-term and final evaluation meeting.

______ I understand that I am required to create a professional ePortfolio (using a program such as WordPress) in which I will highlight my professional work completed during my internship.

______ I also will be responsible for submitting to Blackboard a résumé and thank you letter to my site supervisor.

______ I understand that all official correspondence will be done either through our class Blackboard account or through Commstu1@unf.edu. It is my responsibility to check my UNF email account regularly.

______ I understand that I cannot complete my internship at a site in which I am currently an employee, unless I discuss my situation with the faculty first. These types of internships are usually not granted unless there are special circumstances and the criteria for the internship guidelines can be met. If the student does not give full disclosure regarding their employment at the internship site, it can result in failure of the course.

Your Internship (MMC 4975) grade will be based on your work performance as evaluated by your internship supervisor(s) and your adherence to the UNF Internship Requirements (e.g., late, incorrectly completed, or missing materials will lower your grade).
I certify that I have reviewed the requirements above, am aware of and understand all internship requirements, and agree to comply with them.

My internship is: ___ Paid ___ Unpaid

I am currently employed by this internship site. _____ Yes           _____ No

Print Student Name: ____________________________  N Number __________

Student Signature: ____________________________ Date: ________________
Student Information
Please Print Clearly

Student Name____________________________________________________________
Address_________________________________________________________________
City________________________________ State___________ Zip_______________
UNF E-mail______________________________ Student N
Number______________________________
Other E-mail (e.g. Gmail, Yahoo …) ________________________________
Local Phone__________________________ Cell Phone _________________________
Semester you are applying for________________________________________
Expected date of graduation_______________ GPA in major, overall________
Concentration/Track:
___Advertising  ___Multimedia Journalism  ____ Production  ____Public Relations

Internship Site Information
Please Print Clearly

Company Name______________________________________________________
Supervisor Name ______________________________________________________
Supervisor Title________________________________________________________
Company Address_____________________________________________________
City ______________________________State _______________ Zip____________
Supervisor Phone____________________ Supervisor
Email______________________________
Internship Start Date_______________
Work Schedule ________________________________

This student is ______ or is not ______ currently employed by this company.
Student Signature__________________________________     Date _________________ 

Supervisor Signature _______________________________ Date __________________

Application A (2) without service.doc
Fall 2015
ACKNOWLEDGMENT
(With General Release for Emergency Medical Treatment and Student-Provided Transportation)
(Off-Site Internship)

THIS AFFECTS YOUR LEGAL RIGHTS. PLEASE READ CAREFULLY BEFORE SIGNING BELOW.

As part of the requirement of participation in the class Internship and Senior Project (MMC 4975), I am participating in an internship at

(name of internship site)

, where I

will be participating in numerous activities associated with risks including, outlined in the attached Letter of Intent (collectively, the “Activities”).

I have also been informed of the possible dangers, hazards and risks involved in the transportation to and from internship Activities (if the Activities involve my providing transportation) and independent activities I undertake as a participant in the Activities. I have had an opportunity to ask questions about the Activities, and I understand the nature of those risks to me and to my property.

I have advised either Dr. Paula Horvath or Professor Roberta Doggett (Department of Communication Internship Coordinators) of any condition that limits my ability to participate in the Activities, including any medical condition and I understand that reasonable accommodations are available in the event of any such condition. I represent that I am physically able, with or without accommodation, as the case may be, to participate in the Activities, and I am able to use any equipment and/or supplies associated with the Activities. I am fully responsible for taking reasonable and appropriate precautions to participate in the Activities.

I understand that the University of North Florida has not engaged medical personnel at the location of the Activities. I grant permission to Dr. Paula Horvath and Professor Roberta Doggett (Internship Coordinators) and/or to

__________________________

(site supervisor) to authorize emergency medical treatment for me. The University of North Florida Board of Trustees and the State of Florida assume no responsibility for any injury or damage arising out of or in connection with such emergency medical treatment. I release all of them from any claim by me or any person claiming through me arising out of or in connection with such emergency medical treatment.
I understand that I am responsible for the cost of any such emergency medical treatment. The University of North Florida provides no health insurance for my benefit.

If the Activities involve my providing transportation, I understand that I am assuming responsibility for safely transporting myself and any passenger(s) I decide to transport to and from the Activities. I have a valid driver's license that authorizes me to drive in the State of Florida. I agree to be fully responsible for taking the appropriate precautions for safely transporting myself and passenger(s) including ensuring that my automobile collision insurance provides adequate property and liability coverage to passengers. The University of North Florida Board of Trustees and the State of Florida assume no responsibility for any injury or damage arising out of or in connection with my transporting myself and passenger(s). I release all of them from any claim by me or any person claiming through me arising out of or in connection with such transportation. I understand that the University of North Florida provides no collision insurance, and no property or liability insurance coverage for my benefit or for the benefit of my passenger(s).

If I am under 18 years of age, my parents are also required to sign this Acknowledgment. If my parent or guardian has not signed this Acknowledgment, I understand that I am representing that I am 18 years of age or older.

I have had an opportunity to ask any questions I had about this Acknowledgment and sign it voluntarily.

Student Signature: ___________________________  Witness Signature: ___________________________

Printed Name: ___________________________  Printed Name: ___________________________

Date: ___________________________  Date: ___________________________

For Parent/Guardian of Student under the age of 18: I am the parent or legal guardian of the Student. I have read this Acknowledgment and, by signing below, I acknowledge that I understand the terms of this Acknowledgment and agree to be bound by it.

____________________________  (Parent/Guardian signature)  Date: ___________________________

____________________________  (Print Name)  Date: ___________________________

Last revised 9/23/2015
Application B
For Prospective Internship Sites

Fill out this packet in its entirety, as instructed and include a Letter of Intent and resume, bio or LinkedIn Profile URL from your Internship Site Supervisor. Return this packet by mail, fax, email or in person:

In Person: Department of Communication Front Desk Building 14D
Fax: 904-620-2652
Email: Commstu1@unf.edu

Due dates for consideration of approval for prospective internship sites are: April 1, August 1 and December 1. If the deadline falls on a weekend, the following Monday will be the due date.

For more information, please email us at the address above or call us at 904-620-2651.

Please place a check by each item below to verify the following attachments:

1. Copy of Student’s Internal Transcript (Log into myWings, go to student self-service, student records, academic transcript, submit all levels internal, print.)
2. Letter of Intent from internship site supervisor on company letterhead supervisor’s original signature. Letter must include offer of internship and detailed job description of internship duties.
3. Internship Site Supervisor Resume or LinkedIn Profile URL
4. Student signed copy of General Release for Emergency Medical Treatment and Student-Provided Transportation. (Found on the page 5 of this document.)
Internship Site Information Form

Organization Information

Organization Name: ________________________________________________

The exact nature of the organization: _________________________________

______________________________________________________________

Owner/CEO/Manager: ____________________________________________

Company Address: ________________________________________________

City ____________________________ State _______________ Zip_________

Web URL of Company: ____________________________________________

Owner/CEO/Manager Phone: _______________________________________

Owner/CEO/Manager E-mail: _______________________________________

Internship Supervisor Information

Supervisor: _____________________________________________________

Supervisor Phone: ____________________________

Supervisor E-mail: _____________________________________________

(Please add an additional page if more than one supervisor is going to be considered.)

Note: A resume or LinkedIn Profile URL must be attached for each supervisor.

(It is important that we see the supervisor’s(s’) work history to demonstrate his/her/they expertise/credentials in the professional area.)
As a prospective internship site for communication majors at the University of North Florida, please review the information below.

The student applying for this internship is ________ or is not ________ currently employed by this company.

Please initial as you read through the requirements:

______ I understand a copy of the supervisor’s(s’) resume/bio or LinkedIn Profile URL must be attached to this form. (Must demonstrate supervisor’s(s’) expertise/credentials in the professional area.)

______ I will attach a one-paragraph description of the organization along with a letter of intent on my company letterhead with my original signature for each student intern position. This letter will officially offer the internship to the student and must include a bulleted, detailed job description of the intern duties.

______ I understand the email address Commstu1@unf.edu must be recognized as a legitimate email and removed from our organization’s spam filters. This email is the official address for all correspondence from the Department of Communication.

______ Prior to hiring interns for my organization, formal interviews will be conducted with prospective communication interns, making the application process as similar to a job hire as possible.

______ I understand that all communication interns are only required to work 210 hours within my organization and that these hours may be completed prior to the end of the semester.

______ I understand the company must have a designated office/place where the intern will work unless exempted from this rule by the UNF internship coordinators.

______ I agree to provide the intern(s) with meaningful, professionally related tasks.

______ I agree to provide adequate supervision of interns and explanation of tasks.
I agree to meet at least weekly with my intern(s).

I agree to complete mid-term and final evaluations on all student interns, meet with the interns to discuss these evaluations, and submit these forms to the Department of Communication when required.

I understand that interns are required to create an ePortfolio and will ensure that any communication interns within my program will be assigned professional work appropriate to be displayed on their ePortfolio.

Please continue to the next page.
I understand the above requirements and request to be an official site for UNF’s Department of Communication internship program. It is also our understanding that this agreement for internship can be terminated at any time.

_____________________________________
(Print) Internship Supervisor

_____________________________________
(Print) Organization Owner/CEO/Manager
If different from site supervisor/coordinator

Application B (2) without service.doc
Fall 2015
Part II, Standard 3. Diversity and Inclusiveness

Tuan Tu, Marketing Director at Revlon, and Carla Jones, CEO of Carla Mechele Media, spoke at the Domestic and Global Diversity Panel during Media Week 2015.

Executive summary

The Department of Communication adopted its Diversity Plan in 2013. Many of the actions called for in the plan have been taken, and many of the targets have been met, such as:

- increasing minority faculty representation,
- increasing African-American and Hispanic student representation,
- adding diversity-related coursework to required core classes and major concentration courses,
- creating a Domestic and Global Diversity Panel during the department’s Media Week event to give media professionals an opportunity to discuss diversity issues that help students professionally,
- distributing a diversity survey to seniors in the major to discover their perceptions of departmental diversity,
- strengthening the department’s commitment to UNF’s Community-Based Transformational Learning (CBTL) initiative, which gives students opportunities to engage with, and learn from, a diverse array of groups in northeast Florida,
- Having faculty discuss diversity-related research at an annual meeting.
Please respond to each of the following instructions:

1. Complete and attach the following tables:
   - Table 4, “Area Population”
   - Table 5, “Student Populations”
   - Table 6, “Faculty Populations”
   - Table 7, “Full-time Faculty Recruitment”
   - Table 8, “Part-time/Adjunct Faculty Recruitment”

Tables are included on the pages that follow.

**Table 4. Area Population**

**Service Area:** Describe here the unit’s geographic service area as far as student enrollment is concerned (region, states, state, counties, etc.).

UNF draws its students primarily from Florida. Only 6% of UNF students come from outside of the Sunshine State. As of fall 2012, 67.6% of UNF students came from the following 19 Florida counties: Hamilton County, Suwannee County, Lafayette County, Dixie County, Columbia County, Gilchrist County, Levy County, Citrus County, Marion County, Alachua County, Bradford County, Union County, Baker County, Nassau County, Duval County, Clay County, Putnam County, Flagler County, and St. Johns County. Therefore, the 19 counties listed are considered the unit’s geographic service area.

Based on the most recent Census figures, what percentages do the following groups represent of the population of the unit’s geographic service area as described above?

**2010 U.S. Census Bureau percentages for the 19 Florida counties in UNF’s service area**

<table>
<thead>
<tr>
<th>Group</th>
<th>% of population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black/African American</td>
<td>16%</td>
</tr>
<tr>
<td>White</td>
<td>74%</td>
</tr>
<tr>
<td>American Indian/Alaskan native</td>
<td>.04%</td>
</tr>
<tr>
<td>Asian</td>
<td>2.8%</td>
</tr>
<tr>
<td>Hispanic/Latino (any race)</td>
<td>7.5%</td>
</tr>
<tr>
<td>Native Hawaiian/other Pacific Islander</td>
<td>.01%</td>
</tr>
<tr>
<td>Two or more races</td>
<td>2.3%</td>
</tr>
<tr>
<td>Other race</td>
<td>2.4%</td>
</tr>
<tr>
<td>Female</td>
<td>51%</td>
</tr>
</tbody>
</table>
Table 5. Undergraduate Student Populations

Show numbers of male, female, minority, white and international students enrolled in the unit, the percentages they represent of total journalism and mass communications enrollment, and the percentages these racial/ethnic groups represent of the total institutional enrollment.

Use figures from the most recent academic year for which complete data are available.

SCHOOLS LOCATED OUTSIDE OF THE UNITED STATES should adjust the list below to best represent racial/ethnic/socio economic groups presented in Table 4.

Academic year: Fall 2015

<table>
<thead>
<tr>
<th>Group</th>
<th>Male</th>
<th>Female</th>
<th>% of total in unit</th>
<th>% of total in institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black/African American</td>
<td>32</td>
<td>62</td>
<td>11</td>
<td>9.6</td>
</tr>
<tr>
<td>White</td>
<td>211</td>
<td>396</td>
<td>71.2</td>
<td>68.2</td>
</tr>
<tr>
<td>American Indian/Alaskan native</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>.10</td>
</tr>
<tr>
<td>Asian</td>
<td>6</td>
<td>10</td>
<td>1.9</td>
<td>4.4</td>
</tr>
<tr>
<td>Hispanic/Latino (any race)</td>
<td>26</td>
<td>56</td>
<td>9.6</td>
<td>9.6</td>
</tr>
<tr>
<td>Native Hawaiian/other Pacific Islander</td>
<td>0</td>
<td>1</td>
<td>.1</td>
<td>.1</td>
</tr>
<tr>
<td>Two or more races</td>
<td>15</td>
<td>29</td>
<td>5.2</td>
<td>5.1</td>
</tr>
<tr>
<td>Other race</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>International students (any race)</td>
<td>3</td>
<td>4</td>
<td>.8</td>
<td>2.5</td>
</tr>
</tbody>
</table>
Table 6. Faculty Populations, Full-time and Part-time

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

SCHOOLS LOCATED OUTSIDE OF THE UNITED STATES should adjust the response and listing below to best represent the racial/ethnic/socio economic groups of the area’s population.

**Academic year: 2015 – 2016 Full-time faculty**

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

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

<table>
<thead>
<tr>
<th>Group</th>
<th>Female</th>
<th>% of total faculty</th>
<th>Male</th>
<th>% of total faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black/African American</td>
<td>1</td>
<td>6.7</td>
<td>2</td>
<td>13.3</td>
</tr>
<tr>
<td>White</td>
<td>6</td>
<td>40</td>
<td>5</td>
<td>33.3</td>
</tr>
<tr>
<td>American Indian/Alaskan native</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Asian</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Hispanic/Latino (any race)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Native Hawaiian/other Pacific Islander</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Two or more races</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other race</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>International (any race)</td>
<td>1</td>
<td>6.7</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Table 7. Full-time Faculty Recruitment

Provide the following information for any searches for full-time faculty members conducted by the unit within the past three years.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Openings</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Total applicants in hiring pool</td>
<td>62</td>
<td>90</td>
<td>53</td>
</tr>
<tr>
<td>Females in hiring pool</td>
<td>29</td>
<td>51</td>
<td>32</td>
</tr>
<tr>
<td>Female finalists considered</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Offers made to females</td>
<td>5</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Offers accepted by females</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Minorities in hiring pool</td>
<td>21</td>
<td>31</td>
<td>13</td>
</tr>
<tr>
<td>Minority finalists considered</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Offers made to minorities</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Offers accepted by minorities</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>International faculty in hiring pool</td>
<td>19</td>
<td>26</td>
<td>2</td>
</tr>
<tr>
<td>International faculty considered</td>
<td>3</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Offers made to international faculty</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Offers accepted by international faculty</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>
Table 8. Part-time/adjunct Faculty Recruitment

Provide the following information for any searches for part-time or adjunct faculty members conducted by the unit within the past three years.

Formal searches are not conducted for adjunct positions. The department chair selects adjuncts from the local professional media community. The numbers below reflect new adjunct hires.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Openings</td>
<td>7</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Total applicants in hiring pool</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Females in hiring pool</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female finalists considered</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offers made to females</td>
<td>4</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Offers accepted by females</td>
<td>4</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Minorities in hiring pool</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minority finalists considered</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Offers made to minorities</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Offers accepted by minorities</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

International faculty in hiring pool

International faculty considered

Offers made to international faculty

Offers accepted by international faculty
2. Attach a copy of the unit’s written plan for achieving an inclusive curriculum, a diverse faculty and student population, and a supportive climate for working and learning. This plan should give the date of adoption/last revision, any designated timelines for reaching goals, the unit’s definition of diversity and the under-represented groups identified by the unit.

**Diversity Plan**

**Department of Communication, University of North Florida**

Adopted March 29, 2013; Revised August 19, 2014

The University of North Florida is committed to nurturing a diverse, multicultural community of scholars and learners. As part of the College of Arts and Sciences, the Department of Communication strives to be a model of a diverse culture that celebrates human differences, promotes equity, and upholds basic principles of social justice. Under this framework, the Department of Communication has set a priority to make diversity central to its curriculum, activities, and staffing. We have adopted the following functional definition of diversity to guide our endeavors.

> The concept of diversity encompasses acceptance and respect. Functionally, it means understanding that each individual is unique, and recognizing and appreciating our individual differences as well as our similarities. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. Our functional definition of diversity is the exploration of these differences in a safe, positive, and nurturing environment. It is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual.  


It is with these considerations in mind that the Department of Communication proposes the following approach to transforming our culture to fully represent our community.

**Diversity Plan - Faculty**

Objective: To promote an environment where diversity is seen as everyone’s responsibility, to increase the recruitment and retention of faculty members of color and of other underrepresented groups, and help them advance through the ranks. Important criteria for faculty diversity include, but are not limited to, gender, age, race, ethnicity, disability, religion, political viewpoint, sexual orientation, national origin, military service, and degree-granting institution.

**Strategies and tactics from 2013 through 2018**

- Encourage faculty research/creative activities on multicultural, diversity issues in communication.
  - Action: Devote time in departmental meetings at least once every semester to faculty discussing diversity-related research and creative activities of their own and from others.
• Implement mentoring programs that are sensitive to the needs of underrepresented faculty.
  - Action: Every untenured tenure-track faculty member will be assigned by the chair at least one tenured faculty member as a mentor in terms of scholarship, teaching, service, and how to go up for tenure.

• Compile and constantly update data on the diversity of both full-time and adjunct faculty, and make them available for department faculty members, students, and other interested people.
  - In 2013: Of the 25 full-time and adjunct faculty, 21 are white, one is African-American, and three are of Asian ethnicity; 13 are women and 12 are men. As a result, minority faculty members represent 16% of the faculty.
  - Target: By 2016 increase minority faculty representation beyond 2013 proportions.
  - Action: Faculty will select a “diversity advocate” in 2013 to investigate ways to increase diversity in terms of faculty hiring and retention. The diversity advocate will then make recommendations at departmental meetings.

• Ensure every faculty search complies fully with UNF Equal Opportunity Office’s policies and regulations.
  - Action: Every faculty search committee is visited by a member of the UNF Equal Opportunity Office at least once during the search to ensure diversity compliance.
  - Action: No tenure-track faculty search starts interviewing candidates until the applicant pool is diverse in terms of gender and ethnicity.
  - Action: All tenure-track faculty search committees must include gender and ethnic diversity before the committee can start the process of reviewing applicant files.

• Identify and meet with graduate students with diverse backgrounds and perspectives at regional and national conferences, and send them a personal letter when an opening becomes available.

• Develop networking opportunities with minority professional organizations such as NABJ (National Association of Black Journalists) and NAHJ (National Association of Hispanic Journalists) to seek out qualified candidates for a faculty opening.

• Run faculty search ads targeting diverse candidates via various means such as listservs, professional bulletin boards, and social media.

Diversity Plan - Students

Objective: To increase diversity among the students enrolled in the Department of Communication by identifying and enrolling students from under-represented populations, then educating and graduating them along with all students moving through the department’s programs of study.

Strategies and tactics from 2013 through 2018
• Increase departmental recruiting efforts among high school students and undeclared UNF students from under-represented populations.
• In 2010, 75.3% of students in the UNF communication major were white, 9.6% were African-American, 8.7% were Hispanic, 3% were Asian, and 3.4% were other. These numbers compare to 56.2% of students in Florida’s State University System in 2010 who identified as white, 13.7% black, 18.5% Hispanic, 5.1% Asian, and the rest other.
• Target: By 2016 increase minority student representation beyond 2010 departmental proportions and more in line with the demographics of students in the Florida SUS.
  o Action: Every year the department will participate in UNF’s Open House, which is a forum that attracts high school students from a diverse cross-section of northeast Florida.
  o Action: Every year the department will participate in UNF’s Majors and Minors Fair, which is visited by undeclared students of various ethnicities.
  o Action: Every year the chair will collaborate with UNF’s International Center to identify international students who are interested in the communication department.
  o Action: Identify and participate in other initiatives to recruit and retain minority students, such as Jacksonville Commitment Plan, College Research-Out Program, and Swoop and Presidential scholars program.

• Encourage and advise students who are interested in starting student chapters of national organizations, such as Association for Women in Communication (AWC), National Black Public Relations Society (NBPRS), National Association of Hispanic Journalists, and National Gay and Lesbian Journalists Association (NGLJA).

• Identify, track and survey all students, monitoring their progress through the department and providing analysis of the under-represented segment of the student body as well as the aggregate.
  o Action: Every two years starting Fall 2013 students in the required exit course (MMC 4975 Internship Senior Project) will be asked to comment on their perceptions of departmental diversity and what recommendations they have for recruiting, educating, and retaining a diversity student body. Comments will be analyzed and discussed in departmental meetings. In addition, students in MMC 1004 Media Literacy and MMC 4975 Internship Senior Project do an assessment test every two years to measure their learning of the North Florida Nine, which includes the learning outcome “embrace diversity.” Testing can indicate student mastery of diversity through pre- and post-testing.

Note: The process of recruiting, educating and retaining is not a linear one. We must have the same attitude toward our students once we get them in the door as we do when we are trying to get them to apply to the program. Therefore, we should look at the process as a continuous loop rather than something that has a beginning, middle, and end. We should always be mindful that satisfied graduates have the power to help us bring in new students.

**Diversity Plan - Curriculum and Co-curricular**
Objective: In recognition that learning occurs both within and outside of the classroom, the Department of Communication will seek to promote a curriculum and co-curricular activities that reflects the pluralism of society amongst faculty, students, and community.

Strategies and tactics from 2013 through 2018

- Strengthen the commitment to UNF’s Community-Based Transformational Learning (CBTL) initiative, which refers to “intentionally designed, coordinated and executed learning experiences in community-based settings that enhance participants’ academic learning, contribute to their personal growth and increase their civic engagement while concurrently benefiting the community or communities in which these activities are embedded” (see https://www.unf.edu/ccbl/What_is_Community-Based_Transformational_Learning.aspx).
  - In spring 2013 there were no courses in the department that were designated as CBTL.
  - Target: By 2015 have at least several departmental courses that are designated CBTL. By 2018 increase the number of departmental courses that are designated CBTL beyond 2015 levels.
  - Action: Starting in 2013, faculty participate in UNF’s Community-Based Learning workshop series on building bridges between the classroom and the community. The workshop helps faculty introduce community-based learning pedagogy in their communication courses.

- Review all courses within the curriculum to ensure that readings and lessons foster perspectives that respect diversity. Embrace a variety of perspectives to promote sensitivity and respect for social differences. Syllabi in appropriate required courses should include a focus on diversity, whether domestically or globally. Diversity is demonstrated by listed learning objectives, readings, and/or assignments reflecting diversity.
  - In spring 2013 the departmental curriculum map indicated that the “embrace diversity” learning outcome (part of the North Florida Nine) is “introduced” in three courses required for all students in the communication major, with one required course “reinforcing” the diversity outcome. No course that is required by all students in the communication major “master,” or apply, the diversity outcome.
  - Target: By the 2013-2014 school year, at least one required course for communication majors will include readings and assignments that allow students to master the diversity outcome.
  - Target: By the 2013-2014 school year, more than one required course for communication majors will include readings and assignments that allow students to reinforce the diversity outcome.
  - Action: Faculty will select a “diversity advocate” in 2013 to investigate ways to increase diversity in terms of learning objectives, readings, and assignments in required courses. The diversity advocate will then make recommendations at departmental meetings.

- Provide an inclusive and motivating academic environment with process-reflective curricula, sound advising, social reinforcement, and learning opportunities.

- Ensure that all students are treated fairly and without any advantage or disadvantage, based on age, race, ethnicity, gender, sexual orientation, religion, disability, or military service.
• Include guest speakers from under-represented groups for its regular classes and special events.
  o Actions: The diversity advocate will investigate ways to better provide for an inclusive environment in terms of curricula, treatment of students, and finding guest speakers from under-represented groups.

3. Describe how the unit assesses its progress toward achieving the plan’s objectives.

The Department of Communication has devoted much time to working on the goals and actions specified in the Diversity Plan. One of the first actions undertaken was the election in August 2013 of a departmental “diversity advocate” to investigate ways to increase diversity in terms of faculty hiring and retention, the curriculum, and co-curricular activities. Dr. Christa Arnold was selected. The diversity advocate and her committee have met regularly to come up with recommendations. The recommendations are then discussed at departmental meetings. The faculty members assess what progress has been made several times a year in departmental meetings. The assessments include such things as voting on which courses should increase the teaching of domestic and global diversity, as well as discussing the results of a diversity survey that is given to students. More details regarding the department’s diversity efforts can be found in the answers below.

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

One action in the Department of Communication’s Diversity Plan calls for having “at least several departmental courses that are designated CBTL,” or community-based transformational learning. That action has been taken. CBTL, a University initiative, refers to courses that include real world opportunities for students to engage with, learn from, and assist the diverse array of groups in the local community. In April 2013 eight Communication faculty members took part in an all-day seminar to redesign their courses to fit CBTL criteria. CBTL-approved courses that have been offered since the seminar include introductory courses as well as upper-level courses.

To meet the target in the Diversity Plan of increasing the “embrace diversity” learning outcome in more required courses, several courses were altered to include more instruction of domestic and global diversity, including MMC 3942-Pre-Internship, all concentration capstones (ADV 4800, PUR 4800, JOU 4348, and RTV 4221), MMC 1004-Media Literacy, MMC 3105-Advanced Writing for the Media, and PUR 3000-Principles of PR.
Below is a description of diversity instruction in required core courses for the Communication major and required courses in the major concentrations.

**Requires Core Courses:**

MMC 1004-Media Literacy: Diversity is included in readings, lectures, and tests. Examples include screening the video documentary “The Mean World Syndrome,” featuring the late Dr. George Gerbner, to help students understand how the mainstream, commercial media help create and maintain certain gender, racial, ethnic, and religious stereotypes and how these affect audiences’ perception of and attitude toward those groups. In the distance-learning version of the class, one module focuses on introducing students to how diverse minority groups have found a voice in the U.S. media landscape and how the industry evolves to find room for more diverse perspectives.

MMC 3105-Advanced Writing for the Media: There is a lecture on looking for diverse sources.

MMC 3942-Pre-Internship: A portion of one lecture focuses on various types of discrimination prohibited in the workplace under the Civil Rights Act of 1964.

MMC 3614-Media Theories and Effects: Readings and lectures are included on issues related to media representation and stereotyping of certain gender, racial, ethnic, and religious groups and the effects these may have on audiences’ perception of and attitude toward those groups.

MMC 4975-Internship Senior Project: Students can choose to do 20 hours of community service through HandsOn Jax to be better exposed to and assist the diverse communities of northeast Florida.

**Required Courses in Major Concentrations:**

ADV 3008-Principles of Advertising: Lectures examine advertising and society from the perspectives of how advertising portrays images of gender and minorities, and how it enhances stereotypes. Students discuss social issues in advertising as well cultural issues in global and international advertising cases.

ADV 3101-Advertising Creative Strategy: Students are required to complete the following assignment to address diversity and inclusion in advertising: “Go to www.adflip.com and review ads from two different decades and discuss whether people from different ethnic groups are portrayed and include your reasoning as to why or why not differing ethnic groups are represented. Make sure to include the ads in your assignment.”
ADV 4800-Ad Campaigns: Students develop a campaign plan, usually for a local non-profit organization, targeting various consumer groups in terms of gender, ethnicity and age.

JOU 3342-Multimedia Storytelling: Students embrace diversity in its broader definition by telling stories that are beyond the UNF campus. This diversity includes ethnic diversity, cultural diversity, demographic diversity (examples are age and income), and idea diversity.

JOU 3925-Applied Journalism: The course has a partnership with the Florida Times-Union newspaper and the charity HandsOn Jacksonville, called The Hope Fund, to raise money for local residents who are in financial need. The students write stories about these individuals, and the Times-Union runs the stories. Readers then donate to The Hope Fund to help those being profiled. Over the last 20 years, $2.7 million has been raised to pay for food, housing and medical needs. Students get the opportunity to experience the diversity within the northeast Florida community when they engage in gathering information for stories that involve segments of the culture with which they’ve had no previous experience. For example, many of the sources utilized for the Hope Fund are from disadvantaged/minority segments of Jacksonville. The professor specifically talks about how students can most effectively and sensitively cover people who are very different from themselves.

JOU 4348–Advanced Multimedia Storytelling: Students explore all aspects of an issue from diverse viewpoints – gender, culture, racial, economic level, and all other appropriate viewpoints.

MMC 4500-History of Mass Communication: Includes a lecture on “Diversity in the New Republic.”

RTV 4221-Advanced TV Production: Students produce documentaries that examine various groups and aspects of society. There is also an assignment called “10-Second Diversity Storytelling,” which has the students defining diversity visually through a 10-second video. The professor and students discuss the definition of diversity and then they write, shoot and edit the piece.

PUR 3000-Principles of PR: Includes an assignment that requires audience analysis for a local non-profit organization.

PUR 3100-PR Writing: Public relations writers must consider psychographic and demographic diversity of the audiences as well as the expectations of their clients/employers. The instructor reinforces this idea with multiple exercises, but the one that most graphically illustrates the need for representation is the photographs/cutlines exercise.
PUR 4800-PR Campaigns: Students develop a campaign plan, usually for a local non-profit organization, targeting various consumer groups in terms of gender, ethnicity and age.

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

The department has successfully recruited faculty members from diverse backgrounds and experiences. Four faculty members possess work experience in South Korea; one faculty member is from India with work experience in Lucknow, India; and one new faculty member is from Ukraine with work experience in Kyiv. Dr. Chunsik Lee brings his global perspective and experiences to the classroom as he led a variety of multi-national research projects in global markets, such as England, Germany, France, Italy, China, Russia, Japan, Southeast Asia, and Latin America. He also worked as a research assistant for a Korean broadcasting institute. Dr. Junga Kim shares her global experiences with students through her work in Korea as she was responsible for making proposals, designing and managing research projects and analyzing data related to marketing activities for global companies including Samsung, Hyundai, LG, Purina, Merial, Pernod Ricard, Unicharm, and Lotte. Dr. Siho Nam has broadcast experience in South Korea and brings his international perspective to MMC 1004-Media Literacy and COM 4430-International Communication. Dr. Tulika Varma shares international perspectives in her courses through her work as a copy editor for Express Media Services in Lucknow, India. Dr. Nataliya Roman brings her global perspective to the classroom through her work as a news reporter and co-producer for the National Television News (NTN) Channel, Inter, and Tonis, in Kyiv, Ukraine.

The department addresses diverse cultures and globalization in required courses such as MMC 1004-Media Literacy. In this course, issues of globalization, diversity, and international communication are addressed. Specifically, students are exposed to the concept of globalization and how it has caused changes in the international distribution of American mass media products and services, and how these changes help promote or harm the notion of global cultural diversity and mutual understanding. Students are tested on these topic areas via standardized questions on their first mid-term exam, and they participate in in-class debates on these issues.

In addition, the department offers elective courses specifically designed to address diverse issues in a global society, such as MMC 3402-Political Advertising; COM 4430-International Communication and MMC 2701-Communicating Across Cultures. Also, study abroad courses are offered to expose students to different cultures and global perspectives and issues in countries such as China, France and Belize. MMC 3402-Political Advertising includes a lecture that compares the U.S. with countries in Europe, Africa and Asia in terms of types of advertising appeals, laws that regulate political ads, and most popular ways to spread political messages. COM 4430:
International Communication focused on such issues as national sovereignty, international news media, global conflict and cooperation, press freedom, human rights, diffusion of communication technologies, global and/or global media culture, and global telecommunications regulation. MMC 2701: Communicating Across Cultures explores the potential effects of the cultural values of the students' own cultural/ethnic groups and the communication norms of a selected other cultural/ethnic group.

In one example of a study abroad, called “Global Advertising and Marketing Strategies: A Transformational Learning Experiential Course to China,” students learned the challenges and barriers to international advertising within the Asian market, such as the legal and regulatory aspects in regards to media and the cultural differences in regards to consumer behavior. Students visited companies operating in China – such as Microsoft and Federal Express – and agencies – such as Ogilvy and Mather, DDB, and BBDO. Students also interacted with international students and faculty from Asian universities.

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

The department chair is always available to deal with various student and faculty issues, especially involving discrimination. There has been one complaint in the last three years that resulted in the department chair having a conversation with a student, an adjunct, and the director of UNF’s Equal Opportunity and Diversity division. The case was resolved to everyone’s satisfaction.

The Department of Communication’s move to new facilities in 2010 included making all classrooms accessible for students with disabilities. UNF encourages persons with disabilities to participate in its programs and activities. Students who contact UNF’s Disability Resource Center are able to get various accommodations from instructors, such as note-taking assistance and extra time on assignments.

In addition, every two years students in the required exit course (MMC 4975 Internship Senior Project) are asked to comment on their perceptions of departmental diversity and what recommendations they have for recruiting, educating, and retaining a diversity student body. The survey uses a 5-point Likert (from “strongly agree” to “strongly disagree”) and also includes an open-ended question asking for recommendations. Comments are analyzed and discussed in departmental meetings. The 2014 diversity survey (n=74) included the following results:

1. 69% strongly agree/agree that we have a “diverse student body.”
2. 43% strongly agree/agree that we focus “enough time in class to discussing diversity issues.”
3. 62% strongly agree/agree that we are “doing enough at retaining a diverse student body.”
4. 75% strongly agree/agree that we have an “inclusive atmosphere that embraces diversity.”

The results were discussed at the department’s 2014 retreat. The faculty focused on question 2, which dealt with the need for courses to address diversity issues. The discussion resulted in adding more diversity instruction to several courses as well as creating a speakers bureau of diverse media professionals who can be guest speakers in classes and in the department's Media Week event.

Another diversity survey was given in spring 2016 (n=63) and found the following results:

1. 78% strongly agree/agree that we have a “diverse student body.”
2. 42% strongly agree/agree that we focus “enough time in class to discussing diversity issues.”
3. 63% strongly agree/agree that we are “doing enough at retaining a diverse student body.”
4. 91% strongly agree/agree that we have an “inclusive atmosphere that embraces diversity.”

The results were discussed at the department’s 2016 retreat. Faculty members were pleased that the score for “inclusive atmosphere that embraces diversity” jumped significantly from 2014 to 2016, rising to 91%. However, the lack of movement in scores for focusing “enough time in class to discussing diversity issues” caused the faculty to agree that more diversity instruction is needed in the future in the following required courses: MMC 4420-Mass Communication Research (at the 1 level), PUR 4801-PR Cases (at the 1 level), and ADV 3300-Media Planning (at the 1 level). Other suggestions made were to make sure that diversity is more comprehensively defined in the survey, and make better use of our speakers’ bureau for in-class speakers, many of whom deal with diversity issues in their media profession:
https://unfcommconnection.wordpress.com/speakers/

7. Describe the unit’s efforts to recruit and retain a student population reflecting the diversity of the population eligible to enroll in institutions of higher education in the region or population it serves, with special attention to recruiting under-represented groups.

The Department of Communication has hosted several events in the last three years that were designed to recruit students from a wide variety of backgrounds. From 2013 to 2016, students from predominantly African-American schools, Ribault and
Jackson high schools and Saint Clair Evans Academy, were given departmental facilities tours, including a hands-on overview of the TV studio. The students received a presentation about the department and the Communication major.

In 2015 the Department of Communication hosted students from the Communications Academy at Nease High School for a multimedia journalism seminar. In 2016, the seminar was expanded to include students from four area high schools: Stanton College Preparatory School, Frank H. Peterson Academies of Technology, Englewood High School, and Providence School of Jacksonville. The visits included lectures from Communication faculty and media professionals. While the seminars were designed as a scholastic journalism workshop, the events also are used for recruitment.

With the help of UNF Enrollment Services, the department invited prospective freshmen to a “meet-and-greet” event in February 2015. The event included high school students who are interested in the Communication major (plus parents and other family) having lunch with Communication faculty members and top Communication students. The event included about 50 people. The event attracted high school students from various ethnicities.

In addition, the department chair and student advisors regularly participate in UNF’s Open House and UNF’s Majors and Minors Fair, which help to draw high school students from around the state.

In 2015 all departmental majors (and intended majors) were invited to special welcome events in order to strengthen retention. One event was for freshmen and the other was for sophomores. The events included faculty, alumni, media professionals, and upperclassmen taking questions and giving advice.

The department also encourages students to use their “Osprey Map,” which is an online tool that provides a term-by-term sample schedule for each major concentration in the Communication major. It is designed to guide students in the selection of courses each term so they stay on schedule to graduate. The Osprey Map website, which is also linked to on the homepage of the department’s website, can be seen here: https://banner.unf.edu/pls/nfpo/wksmacw.p_public_roadmap?pv_college=A&pv_dept=6108

The “Mile Marker” courses in the right-hand column are those courses that should be completed before or by the end of that term. Following the sample schedule, and completing the mile marker courses at the appropriate point will facilitate graduation in four years. The term-by-term model assumes full-time enrollment. For students enrolled part-time, the sample schedule and mile markers should be followed based on the number of credits completed. Students are encouraged to use the Osprey Map in consultation with an academic advisor.
The department also provides a detailed Program of Study on the departmental website for each major concentration: [http://www.unf.edu/coas/communication/Programs_of_Study.aspx](http://www.unf.edu/coas/communication/Programs_of_Study.aspx). Students are able to see which courses are required, which courses are major electives, and which courses have pre-requisites. Also, detailed course descriptions are provided on the departmental website: [http://www.unf.edu/coas/communication/undergrad_courses.aspx](http://www.unf.edu/coas/communication/undergrad_courses.aspx)

The Department of Communication’s Diversity Plan has the following target: By 2016 increase minority student representation beyond 2010 departmental proportions (which were 75.3% white, 9.6% African-American, 8.7% Hispanic, 3% Asian, and 3.4% other). Departmental diversity data for 2015 indicated progress on several fronts. Minority enrollment in the Department of Communication went up for African Americans (to 11%) and Hispanics (to 9.6%). In addition, the department’s diversity profile for Asians (1.9%) and native Hawaiian/other Pacific Islander (.01%) is similar to the demographics of UNF’s service area (Asians = 2.8%, American Indian/Alaskan natives = .04%, and native Hawaiian/other Pacific Islander = .01%). While the department has a higher percentage of Hispanics than is found in UNF’s service area, the department’s percentage of African Americans is slightly lower than that of UNF’s service area. The department will continue its efforts to recruit African Americans and other minoriy students.

At the University level, UNF has a Diversity Recruitment Plan. The plan for 2015-2016 includes targeting schools with high minority enrollments; collaborating with the UNF’s Intercultural Center for PEACE to host underrepresented minorities at events on campus; pursuing college awareness programs in venues that serve traditionally underrepresented students, such as churches, community agencies, and sororities; recruiting a diverse student population through the participation of the University’s various pre-college programs.

8. Units in which admission is selective or varies from general university admission requirements should describe considerations given to the effects of selective requirements on minority enrollment.

The unit does not practice selective admission.

9. Assess the unit’s effectiveness in retaining minority students from first enrollment through graduation. Describe any special program developed by and/or used by the unit in the retention of minority students. Note the role of advising in this process.
In addition to the programs just described in question 7 (such as the freshman and sophomore welcome events, and the use of Osprey Maps), the department and UNF have a number of ways of helping retain students, including those from racial and ethnic minorities.

Two departmental scholarships have been added in the last three years: the Boroweic Scholarship, which is given to a Communication major who demonstrates academic excellence, and the Patterson Scholarship, which is given to a promising sophomore or junior in the department who can demonstrate financial need. The 2015 recipient of the Patterson Scholarship is African-American. The department’s Professional Advisory Board is currently raising money for a third scholarship.

The department’s assistance with students acquiring internships, which is done via the department’s internship website and the annual internship and job fair, shows students the value of staying in the major in order to get a good media job after graduation. The annual global and domestic diversity panel during Media Week also is helpful for students.

In terms of advising, the Department of Communication’s advisors work directly with the University’s Enrollment Services and its Diversity Plan to retain minority students and to assist with programs and events, such as the Intercultural Center for PEACE events for underrepresented minorities on campus. In addition, there is a College Success Program for our students who enter into academic probation. Students who enter into academic probation are monitored throughout the semester through submission of mid-term progress reports. Further, our advisors monitor these students throughout the semester and send personal emails to help retain these students.

In order to retain minority students, advisors and faculty direct our students to the Academic Center for Excellence, which provides coaching sessions for financial fitness, “ace your exams,” college survival guide, time management strategies, study skills, and public speaking. Advisors also direct students to a number of different resources on campus if they present issues which go beyond academic advising, such as Career Services, the Counseling Center, The Writing Center, Student Health Services, Victim’s Advocacy Program, Disability Resource Center, and The Women’s Center.

An evaluation of retention and graduation rate data for minority students in the major shows some progress. Hispanic retention (80%) and graduation (73.33%) rates are currently near the highest point from the six years of data gathered. However, African-American retention (57.89%) and graduation (57.89%) rates are currently slightly lower than the average for the six years of data gathered. Asian student retention is 100% and graduation is 66.67%. Please note that the small cohort sizes for each minority student group can contribute to wild swings in percentage changes.
for retention and graduation rate data, as can be seen below in numbers from UNF’s office of institutional research:

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<th>Four-Year Graduation and Retention Rates By Race</th>
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Note. Rates shown represent graduation and retention within the Communication major, beginning with the Junior year.

Small cohort sizes contributed to retention and graduation rates sometimes going from 50% to 100% in the span of one year simply because of the movement of one or two students in a cohort. Regardless, the Department of Communication is committed to increasing retention and graduation rates. That commitment can be seen in the increase in the number of student advisors, the updating of Osprey Maps, the increase in departmental scholarships, and the expanding of departmental events such as Media Week and the Internship + Job Fair.

10. Describe the unit’s efforts to recruit women and minority faculty and professional staff (as enumerated in Table 7, “Full-time Faculty Recruitment”).

For every full-time faculty search, the Department of Communication spends hundreds of dollars to run advertising in a wide variety of outlets, including those specially labeled as diversity-specific. The outlets include: Insight into Diversity; the Academic Careers
Online Diversity Package; HigherEdJobs.com; Association for Education in Journalism & Mass Communication website; National Communication Association website; letters to graduate schools; indeed.com; Communication, Research, and Theory Network (CRTNET); and the Chronicle of Higher Education.

The department chair has also made use of AEJMC’s job hub to identify and meet with graduate students from diverse backgrounds.

During the last three years the department hired three faculty members who have an international background: Dr. Junga Kim (assistant professor of advertising), from South Korea; Dr. Tulika Varma (assistant professor of public relations), from India; and Dr. Natalia Roman (assistant professor of multimedia journalism and production), from Ukraine. In terms of gender, a majority of our recent faculty hires and a majority of the full-time faculty are women. Also, one of the department’s student advisors is African-American.

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

In 2013 the Department of Communication created a “faculty mentoring grid” that lists the research methods, theories, and research topics that each faculty member engages in the most. The grid is updated annually. All faculty members who are required under their contract to do research are given a copy of the grid (see Appendix 6). This way, faculty can select which colleagues are best for collaboration and mentoring. Also, the department chair formally assigns mentors to the junior faculty.

In addition, once a year the department conducts a mentoring session with junior and senior faculty. There are presentations on citation and impact factors, and how to choose external reviewers. In addition, senior faculty members share their tenure dossiers with junior faculty, and everyone shares their current research projects. The mentoring session also includes the faculty discussing their diversity-related research. Current diversity-related research topics include: testing inter-cultural competence, African-American newspapers’ letters to the editor, and eWOM on social media in U.S. and Korea.

The mentoring activities have resulted in significant research collaboration between junior and senior faculty and among junior faculty.

12. If the unit hires adjunct or part-time faculty members, describe the unit’s effort to hire minority and female professionals into these positions (as enumerated in Table 8, “Part-time/Adjunct Faculty Recruitment”) and list those who are minority and female professionals.
One of the targets in the Department of Communication’s Diversity Plan was to “increase minority faculty representation beyond 2013 proportions.” Progress has been made on that target. African-American faculty membership has gone from one in 2013-14 to four in 2015-16. This was accomplished by hiring three adjuncts with extensive professional media experience and graduate degrees.

The adjuncts who are African-American are: Rhema Thompson, reporter at the Florida Times-Union; Robert Sweeting, news anchor and reporter at WJXT-TV; and Frank Goodin, Emmy-winning filmmaker who also serves as a student advisor.

Women make up about half of the adjuncts teaching journalism and mass communication courses in the department. They are: Anna Miller, graphic designer; Stephanie McLain-Araujo, public relations professional; Amy Kaminsky, freelance video/TV producer; Jane Mickler; contributor to MSNBC.com and the St. Augustine Record; Cristina Pieraccini, retired SUNY professor and author of “Pink Television: Sixty Years of Women on Prime Time,” and “Color Television: Fifty Years of African American and Latino Images on Prime-Time Television;” Raquel Lute, senior project manager at Beson4 Media Group; Katrina Greco, corporate communications analyst; and Patricia Booker, author and journalist.

13. Provide examples of professionals, visiting professors, and other guest speakers invited or sponsored by the unit during the past three years whose background or expertise served to introduce students to diverse perspectives.

Being located in a large city with major media outlets helps the Department of Communication bring in many guest speakers from diverse backgrounds every year. One example that especially focuses on diversity is the Domestic and Global Diversity Panel, which is part of our annual Media Week event. In 2014 participants included Lanette Hart, principal/owner of Hart & Associates; Kevin Punsky, public affairs manager at Mayo Clinic; and Cynthia Smith, president of PineRidge Film & Television. The participants discussed domestic and global diversity issues as they related to advertising, journalism, public relations and production, and the things students should know about diversity that may help them when they enter their respective industries. Hart, an African-American, talked about her time as a vice president of global marketing for Bank of America and the need to be aware of cultural differences. Punsky discussed his area of focus: media relations in Latin America. Smith talked about issues related to shooting travel shows internationally. The event was recorded, and the video was put up on the department’s website and tweeted to students via our departmental Twitter account (to view: https://www.youtube.com/watch?v=ucJh72g59ZW). In 2015, the participants were Carla Jones, CEO, Carla Mechele Media, and Tuan Tu, marketing director at Revlon. Jones, who is African-American, talked about obstacles she overcame as a TV anchor. Tu, who is Asian-American, discussed global branding issues as well as
campaigns he has worked on, including signing talk show host Ellen DeGeneres to be a spokesperson for CoverGirl (to view: https://www.youtube.com/watch?v=S53zpur0X8c).

In addition, the department’s diversity advocate and her committee produced several recommendations to increase diversity, such as creating a departmental speakers bureau that includes diverse media professionals: https://unfcommconnection.wordpress.com/speakers/. Faculty members use the speakers bureau to plan classes. The list continues to be added to.

African-Americans who have been guest speakers in the department during the last three years include: Mike Webb, ProPublica vice president; Roger Brown, Florida Times-Union editorial writer; Gary Corbitt, retired research director at WJXT and a leader of the department’s Professional Advisory Board; Ed Gaston, president of Wealth Watchers; Stephanie Rossettos, UNF alum and communications specialist at Watson Realty Corp.; Marcel Robinson, UNF alum and editor/producer at WCWJ-TV/CW17; Marques White, reporter and anchor at WJXT; Ashley Pulliam, multimedia producer, and Valarie Robinson, career coordinator for UNF Career Services. Speakers from other ethnicities include Shane Santiago, vice president and digital director at St. John & Partners (Hispanic); Anneliese Delgado, UNF alum and reporter for WOKV-FM (Hispanic), Filipe Deandrade, associate producer at RGTtv (Hispanic), and Henna Bakshi, UNF alum and CNN producer (Indian-American).
Part II, Standard 4. Full-Time and Part-Time Faculty

Executive summary

- All 14 tenured or tenure-track faculty members have a Ph.D. All full-time instructors have at least a master’s degree, and three instructors have a doctorate or terminal degree. Tenured/tenure-track faculty members teach 9 credit hours per semester, and instructors teach 12 credit hours per semester.

- Journalism and mass communication skills classes do not have enrollments above 20 students.

- All faculty members who have taught distance-learning or hybrid courses during the last five years have gone through special training and certification to teach online.

- Full-time faculty members teach more than 80 percent of courses in the department.

- Tenure-track faculty members are evaluated every year in terms of teaching, scholarship/creative activity, and service. Full-time faculty members who are not tenure-track are evaluated every year in terms of teaching and service. All full-time faculty members submit an annual self-evaluation report to the chair. The chair also evaluates part-time adjuncts annually. All faculty members receive in-class teaching evaluations.
### 1. Describe faculty balance in terms of degrees, professional experience, gender, race and rank.

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<tr>
<th>Name</th>
<th>Degree</th>
<th>Rank</th>
<th>Professional Experience</th>
<th>Gender</th>
<th>Race</th>
<th>Years at UNF</th>
<th>Years in Current Rank</th>
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<tr>
<td>Dr. Christa Arnold</td>
<td>Ph.D.</td>
<td>Associate</td>
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<td>Dr. Junga Kim</td>
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<td>Ms. Marcia Ladendorff</td>
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<td>Mr. Sam Mathies</td>
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<td>Ms. Traci Mathies</td>
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<td>Ms. Diane Matuschka</td>
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<td>Mr. Kurt Muellner</td>
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<td>Dr. Carolynn McMahan</td>
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<td>Associate</td>
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<tr>
<td>Dr. Siho Nam</td>
<td>Ph.D.</td>
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<td>Dr. Jaehee Park</td>
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<td>2</td>
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<td>Dr. John Parmelee</td>
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<tr>
<td>Dr. Stephynie Perkins</td>
<td>Ph.D.</td>
<td>Associate</td>
<td>6</td>
<td>Female</td>
<td>African American</td>
<td>12</td>
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</tbody>
</table>
2. Describe how the unit selects full-time and part-time faculty and instructional staff.

The department chair works with the Dean of the College of Arts and Sciences to hire faculty and staff. The Department of Communication follows UNF’s recruitment and appointment policy. There are four main objectives central to the University’s faculty recruitment and appointment policy:

A. to recruit and appoint the best qualified persons in a nondiscriminatory manner with respect to race, color, religion, national origin, gender, age, marital status, veteran’s status, and/or disability;
B. to ensure that the criteria used for hiring teaching faculty are job related and meet accreditation requirements regarding faculty credentials;
C. to ensure that documentation is on file demonstrating the required qualifications regarding individual faculty criteria; and
D. to ensure diversity in areas where underutilization of women and minorities is found.

To meet the SACS minimum qualification requirements, full- and part-time faculty who are the instructor of record of undergraduate courses must have completed at least 18 graduate semester hours in the teaching discipline and hold at least a master’s degree. In exceptional cases, demonstrated contributions to the teaching discipline such as scholarly or creative activity and outstanding professional experience may be presented in lieu of formal academic preparation. The department chair can fill out an Exception Justification Form, which must be approved by the Dean of COAS and the Provost. Two Communication adjuncts have received this exemption.

All searches must be in compliance with federal and state laws and must yield candidates that meet the minimum requirements set forth above. The Office of Equal Opportunity Programs (OEOP) provides workshops on the proper way to conduct searches. At least 51% of search committee members must complete the workshop. A recruitment request package is filled out for vacant or new full- and part-time faculty positions. The recruitment request package is forwarded to OEOP.
The department chair develops a recruitment plan, which is to be approved by the Provost and forwarded to OEOP. The recruitment plan includes a copy of the position vacancy announcement, a timetable for completing the search and extending an offer, a list of the search committee members, a list of when and where advertisements of the position will be announced, and a report detailing the current employee makeup of the department by race and gender.

All full-time faculty positions are advertised. The department advertises in outlets such as: Insight into Diversity; the Academic Careers Online Diversity Package; HigherEdJobs.com; Association for Education in Journalism & Mass Communication website; National Communication Association website; letters to graduate schools; indeed.com; Communication, Research, and Theory Network (CRTNET); and the Chronicle of Higher Education. All advertisements must include the date that the review of applications is to commence and the position’s essential duties, responsibilities and required minimum qualifications, and any preferred qualifications as specified in the recruitment request.

For full-time hires, the search committee chair or hiring official must coordinate with the OEOP to have the applicant pool certified prior to scheduling interviews. The Dean of COAS must also approve candidates before they are invited to campus for an interview. Once interviews have been completed and a candidate is identified for final consideration, the department chair completes an employment recommendation package. The COAS Dean is responsible for submitting the package for written approval by the Provost. That documentation specifies the steps taken to recruit women and minorities. The Provost ensures that the documentation is complete and must approve the candidate’s hire before an offer is made.

For part-time (adjunct) hires, there is no formal advertising or search committee. The department chair selects adjuncts from the local professional media community who meet SACS requirements. The COAS Dean and Provost must also sign off.

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

The Department of Communications has conducted 15 full-time faculty searches during the last six years. Below are the two most recent journalism and mass communication examples. The rest of the ads are in Appendix 7.

<table>
<thead>
<tr>
<th>Text of Ads for External Website(s) (if applicable)</th>
<th>ASSISTANT PROFESSOR (TENURE-TRACK) IN MULTIMEDIA JOURNALISM</th>
</tr>
</thead>
</table>

The Department of Communication seeks an individual to teach and develop courses in Multimedia Journalism. We seek applicants who can teach some of the following: multimedia reporting and storytelling; news
writing; social media for journalists; TV news production and post-production; data journalism/visualization; communication management. Applicants should be experienced with some of the following: Adobe Creative Cloud products (such as Premiere Pro, After Effects, and Photoshop); Final Cut Pro; Rundown Creator; Dreamweaver; social media and analytics; and content management systems, such as WordPress. Recent professional multimedia journalism experience is required. In addition to teaching, the position requires an active agenda of scholarly activity and service.

The position begins August 1, 2015, and applicants must have completed a Ph.D. in Journalism/Communication/Mass Communication (or a closely related field) by that date. Applicants must present evidence of an active program of scholarship. University-level teaching experience is required.

Consistent with the university's goals the Department of Communication seeks to recruit and support a diverse community of students, faculty, and staff and actively supports the university's affirmation of public responsibility through civic engagement and community-based learning and research. The Department seeks a broad spectrum of applicants and especially encourages women and minorities to apply.

The Department of Communication recently occupied a new office complex and new teaching facilities that include a state-of-the-art high-definition television studio. The department has 800 students. They select one of three professionally oriented concentrations: Advertising, Multimedia Journalism & Production, and Public Relations. Jacksonville is the 14th largest city in America and is a dynamic top-50 media market. The department enjoys excellent relations with communication professionals in Northeast Florida. UNF is a nationally ranked university located on an environmentally beautiful campus. It has been named a “best buy” college by Kiplinger's Personal Finance Magazine, The Princeton Review, and Forbes Magazine. UNF is 10 miles from downtown Jacksonville and 10 miles from the Atlantic Ocean and beautiful beaches.

Applicants must complete an online application at www.unfjobs.org, as well as mail supplemental documents in order to be considered for this position. Applicants who do not apply online and/or mail all the required documents will not be considered for this position. Once you submit your completed application you will receive a confirmation number. Keep the confirmation number for your records. While the confirmation number guarantees that your online application has been successfully received, it does not mean that your application is complete. Your application is not complete until your mailed documents have been received.

You must mail the following materials:
1. Unofficial transcripts for all degrees earned. Candidates invited for campus interviews will be required to submit official transcripts.
2. Three (3) current letters of recommendation

Address the packet to:
Dr. Bob Bohle, Search Committee Chair
Position Number: 332870
Department of Communication
University of North Florida
1 UNF Drive
Jacksonville, FL 32224

For further information, please contact Dr. Bob Bohle at (904) 620-3873 or via e-mail at rbohle@unf.edu. For more information about the Department of Communication:
http://www.unf.edu/coas/communication/

Initial review of applications will begin on October 7, 2014.

UNF is an Equal Opportunity/Equal Access/Affirmative Action Institution.

ASSISTANT PROFESSOR (TENURE ELIGIBLE) IN STRATEGIC COMMUNICATION - ADVERTISING

The Department of Communication seeks an individual to teach and develop courses in Advertising in both traditional and online/interactive/mobile media contexts. We seek applicants with expertise in a combination of such standard areas of an Advertising program as advertising principles, media planning, strategic planning research, campaigns, and cases. We are especially interested in applicants who can strengthen the creative dimensions of the program by developing and teaching courses in visual communication theory and practice. In addition to teaching, the position requires an active agenda of scholarly activity and service.

The position begins August 1, 2014 and applicants must have completed a Ph.D. in Advertising/Communication/Mass Communication (or a closely related field) completed by that date. Applicants must present evidence of (or strong potential for) both successful experience and a program of scholarship. University-level teaching experience and professional experience in advertising/strategic communication are preferred.

Consistent with the University's goals the Department of Communication seeks to recruit and support a diverse community of students, faculty, and staff and is actively supports the university's affirmation of public responsibility through civic engagement and community-based learning and research. The Department seeks a broad spectrum of applicants and especially encourages women and minorities to apply.

The Department of Communication recently occupied a new office complex and new teaching facilities that include three computer labs, and a state-of-the-art high-definition television studio. The department's strategic plan includes ACEJMC accreditation and development of a master's program. Jacksonville is a dynamic top-50 media market and the department enjoys excellent relations with the communication
Applicants must complete the one-page application online in OASys at http://www.unfjobs.org and must submit all required documents. Applicants who do not apply on-line or do not submit all the required documentation will not be considered for this position. When you apply on line, you will receive a confirmation number. Please keep this confirmation number, which means that your application on line was processed through the system. The confirmation number does not mean that your application is complete. Your application is not complete until you have uploaded the required documents and the hiring officer receives all of the required documentation as reflected below.

You must mail the following materials:
1. Unofficial transcripts for all degrees earned. Candidates invited for campus interviews will be required to submit official transcripts.
2. Three (3) current letters of recommendation

Address the packet to:
Dr. Carolynn McMahan, Search Committee Chair
Position Number: 319120
Department of Communication
University of North Florida
1 UNF Drive
Jacksonville, FL 32224

For further information, please contact Dr. Carolynn McMahan at (904) 620-3805 or via e-mail at cmcmahan@unf.edu.

Initial review of applications will begin on September 16, 2013.

UNF is an Equal Opportunity/Equal Access/Affirmative Action Institution.

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

Tenure and promotion decisions at UNF are made based on university-wide standards. Those standards are spelled out in several articles in the UNF-UFF Collective Bargaining Agreement: Article 18-Performance Evaluations, Article 19-Tenure, Article 20-Promotions for Tenure-Earning and Tenured Faculty, and Article 22-Promotions for Instructors and Lecturers (for more information, see http://unf-uff.org/faculty-contract/ or Appendix 8).
The agreement describes the expectations for research, teaching, and service. As Article 19.5 (b) notes: “A candidate [for tenure] must be excellent in teaching, must be excellent in scholarship, and must demonstrate continuing meaningful contributions in service.” The article’s definition of excellence is as follows:

Excellence in scholarship is evidenced by an agenda of inquiry that has resulted in published scholarly or creative works of high quality. Excellence in scholarship is also evidenced by a record of works involving the scholarship of discovery, the scholarship of integration and interpretation, the scholarship of teaching, and the scholarship of application and artistic creativity.

Excellence in teaching is evidenced by a record of high quality teaching. High quality teaching is demonstrated by evidence of effectiveness in presenting knowledge and skills, in stimulating students’ critical thinking and/or creative abilities, and the development or revision of curriculum and course structure.

Making continuing meaningful contributions in service is evidenced by a record of active participation in University governance through committees and otherwise, as well as a record of active service to one’s professional discipline and the broader public which may occur at the local, state, national, and international levels.

The department chair makes sure that faculty members know whether they are meeting the criteria for tenure and promotion. CBA Article 19.7 (a), “Progress Toward Tenure,” notes that “each tenure-earning faculty member shall annually be apprised in writing of the faculty member’s progress toward tenure by his/her chair. The dean shall also review and approve the tenure appraisal.” The appraisal “shall specify whether the faculty member is making appropriate and satisfactory progress,” and “If the appraisal identifies a deficiency in the faculty member’s performance or in the faculty member’s rate of progress, the chair shall make timely relevant recommendation(s) for improvement.”

Another way that a faculty member knows if they are meeting expectations for tenure comes at the end of a faculty member’s third year. The department forms a committee of tenured faculty members to do a “colleagues’ appraisal,” which provides “thoughtful and constructive assessments, suggestions, and guidance to assist the faculty member in fulfilling the University’s tenure criteria,” according to CBA Article 19.7 (b).

The process of awarding tenure and promotion involves candidates submitting a portfolio of their work for external review. The reviews are then included in their tenure and promotion dossier, which is used to write tenure and promotion evaluations by the department’s tenure and promotion committee, the department chair, the dean of the College of Arts & Sciences, the university’s tenure and promotion committee, the provost, and the president.
The Department of Communication’s role in the tenure and promotion process is spelled out in the department’s operational procedures under “Article IX: Procedures for Tenure and Promotion” and “Article X: Colleagues’ Appraisal.” For the colleagues’ appraisal, tenured departmental faculty “evaluate the candidate’s progress toward meeting university standards for tenure and promotion.” For tenure, the department’s operational procedures call for the departmental tenure and promotion committee to produce a report, which is then read and discussed by all tenured faculty members in the department. The votes taken by the tenure and promotion committee and tenured faculty are taken into consideration in the department chair’s recommendation letter to the dean of the College of Arts & Sciences (see http://www.unf.edu/coas/communication/Operational_procedures.aspx). Those who receive promotion and tenure are awarded a 12.5% pay increase on their base salary.

In terms of annual evaluations of faculty members, the Collective Bargaining Agreement’s Article 18-Performance Evaluations describes the criteria for evaluating teaching, research, and service. The faculty fill out a self-report, which provides evidence of teaching excellence (by including syllabi, student evaluations, etc.), research excellence (books, journal articles, etc.), and commitment to service. The chair of the Department of Communication provides a specific format that Communication faculty members follow when filling out their self-reports for the annual evaluation (see Appendix 9).

In the future the university-wide tenure and promotion criteria may be supplemented with additional departmental guidelines. With the passage of the current CBA, the university administration asked academic departments to consider creating department-based tenure and promotion guidelines to provide further guidance to the CBA. The Department of Communication created such guidelines in 2014 and revised them in 2015 after discussions with then-COAS Dean Barbara Hetrick. The provost’s office is now reviewing the document and considering approval. Until then, the CBA provides plenty of guidance on tenure, promotion, and annual evaluation. Also, there is no substantive difference between the language in the CBA and the departmental guidelines.

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

The Department of Communication is committed to making sure faculty have solid teaching skills and up-to-date technical skills. The department chair, or his designee, does in-class teaching evaluations with all departmental faculty members using a standard rubric and discusses the results with faculty. Also, the university regularly holds workshops on effective face-to-face, hybrid and distance-learning (DL) teaching.
The department recognizes that there are distinct differences between face-to-face teaching and DL teaching. As a result, faculty members are not allowed to teach hybrid or distance-learning courses without first being properly trained. UNF provides a 6-month workshop, called the “Teaching Online Seminar.” The seminar covers pedagogy, course design, instructional strategies, communication strategies, and online assessment. The number of trained Communication faculty is now at 14. For more information: http://www.unf.edu/cirt/TOL/TOL_Seminar.aspx and http://www.unf.edu/cirt/TOL/TOL6100-7100_Faculty_Courses.aspx

During the last five years the department has also paid faculty members to attend the Poynter Institute’s “Teachapalooza!” workshops, which teaches multimedia skills for journalism and mass communication. Before that, departmental faculty attended a weeklong seminar in multimedia skills given by IFRA Newsplex, which is part of the University of South Carolina’s communication program.

All tenure-track faculty have $1,500 per year to use for professional development. The funds mostly go toward travel to academic conferences to present research, but some faculty use the funds for conferences on teaching. Faculty who are not tenure-track can access the funds to attend teaching conferences when there is money left over at the end of the fiscal year. There is usually money left over for this purpose.

In addition, all full-time faculty have $200 per year to further their professional development in terms of teaching. Faculty often use the funds to update their technical skills using Web seminars from sites such as Lynda.com. On campus, faculty members and students have access to programs such as Photoshop, InDesign, Illustrator, Dreamweaver, Premiere Pro, Final Cut Pro, and Flash Pro.

To keep technical skills up-to-date, the department purchases Web seminars from the Poynter Institute’s News University for faculty to stay current in their field. Past Web seminars viewed by faculty include “Social Media in the Classroom” and “Advanced Twitter for Journalism.” Some examples follow:
6. Describe the normal workload for a full-time faculty member. Explain how workloads are determined. If some workloads are lighter or heavier than normal, explain how these variations are determined.

Tenure-track faculty members teach three courses in the fall and spring. They have the right to teach one class in the summer (subject to student demand). Tenure-track faculty members also get a course release in their first and fourth years. Full-time faculty who are not tenure-track teach four courses in the fall and spring. They also teach one class in the summer (subject to student demand). The department chair has a reduced course load, two courses per year, due to administrative duties. The current department chair received one course release when he was appointed. The normal workload is set at the university level.
The department chair works with the heads of the major concentrations to schedule classes. Faculty are asked to give their preferences for courses, days, times, and rooms. To focus their thoughts, faculty members also receive a list of courses that need to be offered each term. The department chair tries to avoid having faculty do more than two preparations per term.

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

The numbers below reflect full-time faculty instruction in required core courses in the B.S. in Communication and courses required in one of the major concentrations the student chooses.

**Percentage of core and required courses taught by full-time faculty:**
- 2015-16 school year: 85% fall 2015, 86% spring 2016, 68% summer 2016
- 2014-15 school year: 85% fall 2014, 85% spring 2015, 66% summer 2015
- 2013-14 school year: 82% fall 2013, 87% spring 2014, 66% summer 2014

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

The Department of Communication has guidelines that provide clarity to the rules for faculty evaluation that are spelled out in UNF’s collective bargaining agreement (Article 18: Performance Evaluations) and faculty handbook. UNF recently changed the evaluation rating categories. Prior to 2015-16, the evaluation scale was: Exemplary, Above Satisfactory, Satisfactory, Below Satisfactory, Unsatisfactory. Now the range is: Far Exceeds Expectations, Exceeds Expectations, Meets Expectations, Below Expectations, Unsatisfactory. For more information: [http://unf-uff.org/faculty-contract/](http://unf-uff.org/faculty-contract/) or see Appendix 8).

Tenure-track faculty are evaluated every year in terms of teaching, scholarship/creative activity, and service. Full-time faculty who are not tenure-track are evaluated every year in terms of teaching and service. All full-time faculty submit an annual self-evaluation report by June 1 that outlines their contributions in the areas in which they are evaluated. The report is usually 5 to 10 pages. The department chair uses the self-evaluation report as one factor when completing the
chair’s annual faculty evaluations, which usually run 3 to 5 pages and are submitted to faculty by July 15. Faculty members read the document and sign it after any discussions with the chair. At the same time, the department chair sends untenured tenure-track faculty a document that evaluates their progress toward tenure. The COAS Dean reviews and signs the document before it is given to faculty.

Many factors are used to evaluate faculty. Teaching is evaluated by taking several factors into account, such as: student evaluations, in-class teaching evaluations, average course grades, and the appropriateness of course topics and instructional techniques.

Student evaluations come in the form of the "Instructional Satisfaction Questionnaire" (ISQ), which is now delivered online. UNF evaluates all courses (with the exception of independent studies and internships) using ISQs. Two days after the deadline for faculty grade submission, the ratings and feedback from course evaluations become available to UNF faculty and administrators. Below are the ISQ questions. Students answer using a 5-point scale (5=strongly agree). For more information: [http://www.unf.edu/isq/](http://www.unf.edu/isq/):

| 1 | My instructor communicated ideas and information effectively |
| 2 | My instructor was knowledgeable about the subject matter |
| 3 | My instructor was able to explain complex concepts and ideas clearly |
| 4 | My instructor was well-organized and provided a framework conducive to learning |
| 5 | My instructor taught the course in a way that stimulated critical and creative thinking |
| 6 | My instructor assisted students outside of class |
| 7 | My instructor set high standards that challenged me in the course |
| 8 | My instructor showed respect for students |
| 9 | My instructor provided useful feedback on assignments/tests |
| 10 | My overall rating of instructor |

**Discursive Items**

1. What did you like best about the course and/or how the instructor taught it?
2. What suggestions do you have for improving the course and/or how the instructor taught it?

In-class teaching evaluations of all faculty are done by the department chair, or his designee, using a standard rubric (as shown below). The rubric examines qualities such as lecture clarity, organization, and helpfulness with students’ questions. The evaluator checks, underlines, or circles information in the boxes that best reflect the faculty member’s teaching. The evaluator also provides details on any problems
observed. There is also space at the bottom of the form for the evaluator to provide open-ended comments. The chair uses the results when evaluating faculty teaching.

### In-Class Teaching Evaluation

<table>
<thead>
<tr>
<th>Name of Instructor</th>
<th>Name of Evaluator</th>
<th>Course</th>
<th>DL, face-to-face, or hybrid?</th>
<th>Date of evaluation</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Lecture Style</th>
<th>Lectures with visuals (PowerPoint, Web, video, etc.)</th>
<th>Lectures with only voice or words</th>
<th>Other:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture Clarity</td>
<td>Instructor easy to understand</td>
<td>Some problems:</td>
<td>Many problems:</td>
</tr>
<tr>
<td>Organization</td>
<td>Course materials (lecture, assignments, etc.) are organized and easy to navigate</td>
<td>Some problems:</td>
<td>Many problems:</td>
</tr>
<tr>
<td>Interactivity</td>
<td>Instructor asks students questions to measure comprehension</td>
<td>Just a few questions</td>
<td>No questions</td>
</tr>
<tr>
<td>Helpfulness</td>
<td>Instructor helps students who have questions</td>
<td>Only moderately helpful</td>
<td>Not helpful</td>
</tr>
<tr>
<td>Student Engagement</td>
<td>High (more than 75% taking notes and/or watching instructor)</td>
<td>Medium (between 50% and 75%)</td>
<td>Low (less than 50%)</td>
</tr>
<tr>
<td>Student Involvement</td>
<td>Small group discussion and/or presentation</td>
<td>Individual presentations</td>
<td>Other:</td>
</tr>
</tbody>
</table>

Research is evaluated in terms of the quality and quantity of publications, presentations, and grants. Service is evaluated in terms of internal and external service. Internal service is contributed to the Department, College or University as a whole with activities such as committee work. External service includes such things as meaningful contributions to the local media community and reviewing manuscripts for academic or professional journals.
Part-time faculty (adjuncts) are evaluated on their teaching. Adjuncts do not complete self-evaluations. Instead, the department chair annually evaluates adjuncts' ISQ scores, syllabi and average course grades.

The department chair is evaluated annually by the COAS Dean. The chair submits a 5- to 10-page self-evaluation in the spring that outlines what progress has been made by the chair regarding mutually agreed upon objectives for the department.

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

Dr. Christa Arnold:
- Recipient, Academic Affairs Proposal Grant Award, 2012
- Nominee of University of North Florida Outstanding Undergraduate Teaching Award, 2012.

Ms. Dee Colvin:
- Recipient, Total Online Learning Grant through the UNF Center for Instruction & Research Technology (CIRT), 2013-2014.

Dr. David Deeley:
- Representative, Communications Academy Advisory Council, Nease High School, 2013-Present
- Committee Member, Engaged Department Grant for Community-Based Transformational Learning Committee, 2012-2014
- Recipient, Total Online Learning Grant through the UNF Center for Instruction & Research Technology (CIRT), 2013-2014

Ms. Roberta Doggett:
- Recipient, Total Online Learning Grant through the UNF Center for Instruction & Research Technology (CIRT), 2013-2014
- Community Scholar, Cohort 4, UNF Center for Community-Based Learning, 2012-2013
- Faculty Team Member Engaged Department Grant for Community-Based Learning, 2011-present
- Participant, Teachapalooza! Poynter Institute, July 2011, St. Petersburg, FL.
- Mentor for the Osprey Community Ambassador (OCA) program sponsored by the Center for Community Based Learning, 2011.

Mr. Joey Goodsell:
Bronze, “Michael Warren-Home” Omni Intermedia Awards 2010

Dr. Christine Holland:
- Teacher Development Recipient: Awarded participation in the ION network collaboration with UNF CIRT Master on Line teacher development program, spring 2015
- Online Instruction Certification Recipient: Selected for participation in UNF Faculty Development Seminar: Teaching Online Tool Essentials, spring 2013

Dr. Paula Horvath:
- Recipient: Engaged Department Institute and Grant Program for Community Based Learning, 2012-2014
- Faculty Empowerment Award-UNF Disability Resource Center, 2012
- Receipt of Transformational Learning Opportunity (TLO) grant for student study abroad to Berlin, Germany, 2014
- Recipient of Transformational Learning Opportunity (TLO) grant of $10,000 for student travel to the Republican National Convention in Tampa, Florida, 2012

Dr. Chunsik Lee:
- “Development of a Skill-Based Social Media Course in Collaboration with an Industry Leader,” Awarded $7,500 for 2016 University of North Florida Summer Faculty Development Grant.

Dr. Carolynn McMahan:
- Recipient, Total Online Learning Grant through the UNF Center for Instruction & Research Technology (CIRT), 2013-2014

Dr. Siho Nam
- Recipient, Teaching Online Seminar by the Center for Innovation in Research and Technology (CIRT), 2013.

Dr. John Parmelee
- Recipient, Teaching Online Seminar by the Center for Innovation in Research and Technology (CIRT), 2012.

Dr. Stephynie Perkins
- Community-Based Transformational Learning Assessment, May 2011 and 2012
- Participant, Teachapalooza! Poynter Institute, July 2011, St. Petersburg, FL.
  Retooled multi-media skills to incorporate cross-media instruction into classes
- Participant, Community-Based Transformational Learning Pilot Study, spring 2010-Fall 2010, University of North Florida, Jacksonville, FL.
Dr. Tulika Varma
- Recipient, Teaching Online Seminar 4100, by the Center for Innovation in Research and Technology (CIRT), 2015.
- Recipient, Teaching Online Seminar 6100, by the Center for Innovation in Research and Technology (CIRT), 2015.

Dr. Brian Thornton
- Nominee, University of North Florida Outstanding Undergraduate Teaching Award, 2010-2015.
Part II, Standard 5. Scholarship: Research, Creative and Professional Activity

Department of Communication faculty members have published their research in these and other books and academic journals.

Executive summary

- All faculty members are expected to spend most of their time teaching, though tenured and tenure-track faculty are also expected to do significant research.

- Faculty members in the department have produced more than 140 books, book chapters, journal articles, grants, and conference papers during the last 6 years.

- The unit provides at least $1,500 in faculty travel support each year.

Please respond to each of the following instructions:

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

UNF is a comprehensive urban university that expects faculty to devote a majority of their time to teaching. There is also a requirement that tenure-track faculty do
significant research. The UNF Faculty Handbook, in the “Statement of Vision” section, notes that “UNF faculty will excel in teaching and scholarship, sharing with students their passion for discovery.” The UNF Collective Bargaining Agreement also emphasizes the importance of research. As Article 19.5 (b) notes: “A candidate [for tenure] must be excellent in teaching, must be excellent in scholarship, and must demonstrate continuing meaningful contributions in service” (see Appendix 8). The Article’s definition of excellence is as follows:

Excellence in scholarship is evidenced by an agenda of inquiry that has resulted in published scholarly or creative works of high quality. Excellence in scholarship is also evidenced by a record of works involving the scholarship of discovery, the scholarship of integration and interpretation, the scholarship of teaching, and the scholarship of application and artistic creativity.

To help tenure-track faculty achieve their research mission, the department developed a research mentoring grid that lists the research methods, theories, and research topics that each faculty member engages in the most (see Appendix 6). The grid is updated annually. All tenure-track faculty members are given a copy of the grid. Faculty members then select which colleagues are best for collaboration and mentoring. The result has been significant research collaboration among the faculty. If junior faculty members do not find a mentor through the grid during their first semester, the department chair formally assigns a mentor. In addition, the department conducts face-to-face mentoring sessions with junior and senior faculty. The sessions include presentations on citation and impact factors, talks on how to choose external reviewers for the tenure dossier, and discussions by senior faculty and junior faculty regarding their current research projects. In addition, faculty members have access on Blackboard to the Department of Communication Mentoring Group, which is a website that provides information to improve research and teaching. The site includes information about various communication conferences and internal funding sources.

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

While research is a requirement only for tenure-track faculty, several instructors who are not tenure-track also engage in research and creative activities. Therefore, all full-time faculty members are included in this section. During the time period examined, 2010-2016, the department lost five tenure-track faculty (three to retirement) and two visiting instructor lines. The department hired eight tenure-track faculty and four instructors.

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

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

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

**Includes all full-time faculty who do not hold listed ranks, such as instructors and others on term appointments. Many faculty in this category may hold teaching appointments without significant scholarship, research or creative requirements.
4. List the scholarly, research, creative and professional activities of each member of the full-time faculty in the past six years. Please provide a full list; do not refer team members to faculty vitae for this information. (Full-time faculty refers to those defined as such by the unit.) If including faculty who have since left the unit, please note. Professional service activities will be reported in Standard 8.

Dr. Christa Arnold, Associate Professor

Journal Articles:

Conference Presentations:

- Arnold, C.L., Hagen, M. G., & Coran, J.J. Patient Medical Education Training: A Pilot Test of the AGENDA Curriculum. Accepted for presentation to the International Conference on Communication and Healthcare (ICCH), New Orleans, LA, October, 2015.
- Arnold, C.L., Hagen, M. G., & Coran, J.J. Medical Education Patient Training: Improving the Medical Interview. Accepted for presentation to the International Conference on Communication and Healthcare (ICCH), New Orleans, LA, October, 2015.
- Arnold, C.L., Coran, J.J., & Hagen, M. How Can We Improve Patient Communication Skills? Assessing the Needs of Physicians. Presented to the International Conference on Communication in Healthcare. Chicago, IL, October, 2011. (NOTE: This paper presentation was rated by the conference members as one of the most effective papers and presentations at the International Conference and subsequently we were invited to submit the paper for consideration to the Academy of Communication in Healthcare’s Internationally sponsored peer reviewed medical journal of Patient Education and Counseling, it was published September, 2012).
• Arnold, C.L. Physician-Patient Communication: Beyond the Medical Interview. Presented at the James I. Quillen Medical School at East Tennessee State University’s International Healthcare Conference, Johnson City, TN, March, 2011.

Grants:
• Awarded $4,000 budget and $6,800 course load reduction for the Dean’s Leadership Faculty Fellowship Grant for Fall 2014. This grant funded several medical education workshops with patients testing my AGENDA interpersonal medical communication training curriculum.
• Awarded $7,500, Faculty Development Proposal Grant, University of North Florida, December, 2012: Further developing a grant proposal to submit to The Patient-Centered Outcomes Research Institute (PCORI) to test a patient. Agenda curriculum developed by this principal investigator.
• Awarded $7,500, Faculty Development Proposal Grant, University of North Florida, December, 2010: To run a needs assessment and further develop a grant proposal study of training patients’ in medical communication skills in physicians’ offices and survey results of the intervention.
• Principal Investigator: Awarded $2,873 grant from the Office of Sponsored Research, University of North Florida, November 2010 to survey physicians’ perceptions of their communication skills in medical consultations. This survey investigates physician-patient listening, communication and lying and deception leakage cues.
Dr. Berrin Beasley, Associate Professor

**Book/Book Chapters:**

**Conference Presentations:**

**Book Reviews:**

Dr. David Deeley, Assistant Professor

**Panels and Invited Presentations:**
- Panelist/Presenter (April 2015). Digital Opportunities, Possibilities, and Challenges for University Sports Media Programs and Curriculum, Broadcast Education Association, National Convention, Las Vegas, Nevada.
- Panelist/Presenter (April 2013). Social Media Law 101: Think Twice Before You Blog, Tweet or Flickr, Broadcast Education Association, National Convention, Las Vegas, Nevada.

Ms. Roberta Doggett, Instructor

Presentations:
• Presenter, Gulf-South Summit on Service-Learning and Civic Engagement Through Higher Education, “Transform the Classroom into a Civic-Learning Environment,” March 1, 2013, Omni Hotel, Louisville, Kentucky.

Awards:
• Faculty Team Member Engaged Department Grant, UNF Center for Community-Based Learning. 2012-2013

Mr. Joey Goodsell, Instructor

Creative Activities:
• Producer/Director/Videographer/Editor, corporate videos for 2014/15. Johnson and Johnson VisionCare including:
  • “Take your Daughters and Sons to Work Day”
  • “Battle for the Beach-A Salute to Veterans”
  • “Collaboration-Habijax”
  • “Teamwork-Habijax”
  • “Giving Back-Habijax”
  • “Credo”
  • “Energy Trail”
  • “Dragon Boat Race”
  • “Annual 5K/10K Employee Walk”
  • President’s “End of Year” message
  • “Operation Restoration”
  • “JDRF Walk”
  • “Project See”
  • “Operation Limerick”
  • “Love for Ethiopia”
  • “Energy for Performance and Life”
  • “Supplier Day”
• Producer/Director/Editor, “Christ the Redeemer-Image Campaign” 2013
• Corporate video to promote church fundraising campaign
• Producer/Director/Editor, “Ray Bullard Award Recipient” 2012
• Video showcasing 2012 award winner for NFL PRSA chapter
• Producer/Director/Videographer/Editor, “Camp Funshine” 2012/13
• Promotional video for MS Burn Foundation and Episcopal Diocese of MS
• Producer/Director/Editor, “Meet the Clinic” 2011
• Series of corporate recruiting videos for large medical clinic
• Executive Producer/Producer/Editor, “Michael Warren-Home” 2010
• Multi-camera concert performance
• Writer/Producer/Editor, “Save More Lives $100K Challenge” 2010
• PSAs for Southern Pines Animal Clinic

Conference Presentations:
• Created conference presentation & teaching materials for “Film Skills” website launch, University Film & Video Association Convention, Burlington, VT, 2010.

Book Reviews:
• “Make the Cut: A Guide to Becoming a Successful Assistant Editor in Film and TV” by Lori Coleman and Diana Friedberg, Proposal review for Focal Press 2015.
• “Directing and Producing for Television” by Ivan Cury 2009/14, Manuscript review for Focal Press.
• “DV101 – A Primer for Digital Video Production” by Jay Holben 2013, Proposal review for Focal Press.
• “Shooting Movies without Shooting Yourself in the Foot” by Jack Anderson 2011, Manuscript review for Focal Press.
• “Preproduction Planning for Short Film and Video” by Mary Baker 2010, Manuscript review for Focal Press.
• “VideoMaker: Guide to Video Production” 2010, Manuscript revision review for Focal Press.

Dr. Christine Holland, Instructor

Journal Articles:

Conference Presentations:


Dr. Paula Horvath, Instructor

**Professional Activities:**


Dr. Junga Kim, Assistant Professor

**Journal Articles:**


**Conference Papers:**


- Choi, Youngtae, Chunsik Lee, and Junga Kim (2014), “Cultural Orientations and Electronic Word of Mouth (eWOM) Behavior on Social Networking Sites (SNSs)

Professional Activities:

Dr. Chunsik Lee, Assistant Professor:

Journal Articles:

Proceeding Publications (Peer-Reviewed):

Conference Presentations:

Research Grants:

Ms. Diane Matuschka, Instructor:

Conference Presentations:
- Matuschka, Diane (2015), Villains and Heroes or Villains as Heroes: A Dark Look at Human Nature, presented at The Society for the Interdisciplinary Study of Social Imagery Conference, Pueblo CO.
with at The International Organization of Social Sciences and Behavioral Research Conference, San Antonio, TX.


**Dr. Carolynn McMahan, Associate Professor**

**Journal Articles:**


**Proceeding Publications (Peer-Reviewed):**


**Conference Presentations:**


- Park, Jae Hee and Carolynn McMahan (2015). Corporate Social Responsibility (CSR) and Online Marketing Communications: Analysis of Social Media in Multinational Corporations. Paper presented at the International Academy of Business Disciplines in Orlando, Florida.
• McMahan, Carolynn (2014). Served on the panel, Studying Communication Abroad in the Global Economy. Panel included a 10-minute presentation of study abroad strategies at the American Academy of Advertising in Atlanta, Georgia.

Dr. Siho Nam, Associate Professor

Journal Articles:

Book Chapters:

**Book Reviews:**


**Encyclopedia Entries:**


**Refereed Conference Presentations:**


**Conference Panel:**

**Grants/Awards:**
• Co-investigator, “Media Use and Multiple Social Divides” supported by SSK (Social Science Korea) grants awarded by the National Research Foundation of Korea ($100,000).
• The James E. Murphy Top Faculty Paper Award in the Cultural and Critical Studies Division of Association for Education in Journalism and Mass Communication Conference, 2011, St. Louis, MO.

Dr. JaeHee Park, Assistant Professor

**Journal Articles:**
Book Chapter:


Conference Presentations:

- McMahan, C., & Park, J. H. Corporate Social Responsibility (CSR) and online marketing communications: Analysis of social media in multinational corporations. Presented at the 2015 International Academy of Business Disciplines (IABD), Orlando, California, March 2015.
- McMahan, C., & Park, J. H. Corporate social responsibility (CSR) and online marketing communication: Cross cultural analysis of U.S. and Chinese websites. Presented at the 2014 International Academy of Business Disciplines (IABD), San Diego, California, April 2014.
- Park, J. H., Haygood, D. M., & Yun, H. J. The power of political boycott in online communities and blogs: Exploring online political debaters on the Korean government’s beef trade policies with the U.S. Presented at the 69th Midwest Political Science Association (MPSA), Chicago, Illinois, April 2011.
- Haygood, D. M., & Park, J. H. New business pursuit at a small advertising agency: An emerging model for the pursuit of new accounts. Presented at the
2010 Association for Education in Journalism and Mass Communication Annual Convention (AEJMC), Denver, Colorado, August 2010.


Research Grant:

Dr. John Parmelee, Professor

Journal Articles:

Books:

Book Chapters and Collected Articles:


Conference Presentations:


Grant:

• Awarded UNF Academic Affairs Faculty Development Research Grant, worth $7,500, in 2011.

Dr. Stephynie Perkins, Associate Professor

Journal Articles:


Book Chapters:

**Proceeding Publications:**


**Conference Presentations:**


**Research Grants:**

• Dean’s research stimulus grant, Fall 2010. Awarded $1,500 from College of Arts and Sciences to study Norman Studios, a 1920’s production house in Jacksonville, Fla., that specialized in race films.

Dr. Nataliya Roman, Assistant Professor

**Conference Presentations:**


Dr. Margaret Stewart, Assistant Professor

Journal Articles:


Book Chapters:


Conference Presentations:

- Stewart, M.C. (October, 2015). The Dynamic Role of Social Media during Hurricane #Sandy: An introduction of the STREMII model to weather the storm of the crisis lifecycle; Paper presented to the Florida Communication Association Convention, Orlando, FL.
Dr. Brian Thornton, Professor

Journal Articles:

Conference Presentations:
- Thornton, Brian (2012). “How Dangerous was the Chicago Defender? A study of the newspaper’s editorials and letters to the editor in 1968.” Presented Aug. 9, 2012, Magazine Division, AEJMC National Convention, Chicago, IL.

Dr. Tulika Varma, Assistant Professor

Journal Articles:

Proceeding Publications:

Conference Presentations:


Awards:
• Paper selected in the Top Papers in Public Relations (2014) panel of the Southern States Communication Association Annual Convention, New Orleans, LA

5. Describe the institution’s policy regarding sabbaticals, leaves of absence with or without pay, etc.

Sabbaticals and professional development leaves are granted to increase a faculty member's value to the University through enhanced opportunities for professional renewal, educational travel, study, formal education, research, writing or other experience of professional value, not as a reward for service. According to the UNF Faculty Handbook, 7.5 (1), “Sabbatical leaves for professional development are available to full-time, tenured, in-unit faculty members who have at least six years of continuous service at the University. The University normally makes available two types of sabbaticals subject to conditions set forth in Article 24.3 of the University’s Collective Bargaining Agreement (CBA): 1) a sabbatical for two semesters at half-pay to each faculty member whose application has been reviewed by the University and 2) a sabbatical at full-pay for one semester to each 40 eligible faculty members. The President awards sabbaticals. For the purposes of awarding one-semester sabbaticals at full pay, the Provost and Vice President for Academic Affairs normally serves as the representative of the President. For the purposes of awarding two-semester sabbaticals at half pay, the Dean of the college concerned normally serves as the representative of the President.” For more information: https://www.unf.edu/acadaffairs/faculty_handbook/Chapter07.aspx

According to the UNF Faculty Handbook 7.5 (2), “Professional development leaves are available to full-time faculty members with six or more years of service, except those faculty members who are serving in tenure-earning or tenured positions. A faculty member who is compensated through a contract or grant may receive a sabbatical only if the contract or grant allows a sabbatical and the faculty member meets all other eligibility requirements. Eligible faculty members are notified annually regarding their eligibility and application deadlines. Each year, the University will make available at least one professional development leave at full-pay for one semester or its equivalent for each 30 eligible faculty members subject to the conditions set forth in Article 24.1 of UNF’s Collective Bargaining Agreement.”
According to the UNF Faculty Handbook, 6.2 (4), “Upon the request of a faculty member, the President or representative shall grant a leave without pay for a period not to exceed one year, unless the President or representative determines that granting such leave would be inconsistent with the best interest of the University. Such leave may be extended upon mutual agreement. Upon return, the salary of the faculty member shall be adjusted to reflect all non-discretionary increases distributed during the period of leave. Retirement credit for such periods of leave without pay shall be governed by the rules and regulations of the Division of Retirement and the provisions of Florida Statutes, Chapter 121. While on leave without pay, the faculty member shall retain accumulated sick leave and annual leave, but shall not earn sick leave or annual leave nor be entitled to holiday pay. Time spent on uncompensated leave shall not be creditable for the purpose of determining eligibility for tenure, except by mutual agreement of the faculty member and the University.” For more information: https://www.unf.edu/acadaffairs/faculty_handbook/Chapter06.aspx

6. List faculty who have taken sabbaticals or leaves during the past six years.

No Department of Communication faculty member has taken a sabbatical during the past six years. Dr. Brian Thornton and Dr. Carolynn McMahan have applied for sabbaticals but were unsuccessful. Three faculty members, Dr. Christa Arnold, Dr. Bob Bohle, and Dr. Stephynie Perkins, took health-related leaves of absence.

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

Every tenure-track faculty member received up to $1,500 per year to go to academic conferences. Tenure-track faculty members are encouraged to attend and present at conferences, and the vast majority do so every year. In addition, full-time faculty who are not tenure-track can receive funds to attend teaching or research conferences when there is money left over in the department’s budget at the end of the fiscal year. There is usually money left over for this purpose, and several faculty members regularly take advantage of the funds.

In addition, all full-time faculty members have $200 per year to further their professional development in terms of teaching or research. Faculty can use the funds to update their technical skills or supplement their research activities.

The University provides opportunities for research grants, and several faculty members have won such grants during the last six years. The Department of Communication has also used its operating budget to provided limited financial support for faculty research on a case-by-case basis.
8. List faculty who have taken advantage of those programs during the past six years.

Christa L. Arnold, 2010-2016
Berrin A. Beasley, 2010-2016
Peter Casella, 2010-2015
Dee Colvin, 2013, 2016
David J. Deeley, 2010-2016,
Bobbie Doggett, 2012-2013
Christine K. Holland, 2010-2016
Junga Kim, 2015-2016
Marcia Ladendorff, 2012
Chunsik Lee, 2012-2016
Hyung-Seok Lee, 2011-2012
Diane L. Matuschka, 2014-2015
Carolynn A. McMahan, 2010-2016
Siho Nam, 2010-2011, 2014-2016
Jae H. Park, 2012-2016
Natalia Roman, 2015
Margaret Stewart, 2015-2016
Brian Thornton, 2013, 2016
Tulika Varma, 2016

The following have used the professional development funding, which has been available since 2013:

  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
  Dr. Chunsik Lee, Assistant Professor
  Mr. Sam Mathies, Instructor
  Ms. Traci Mathies, Instructor
  Dr. Carolyn McMahan, Associate Professor
  Dr. Siho Nam, Associate Professor
Dr. John Parmelee, Professor
Dr. Stephynie Perkins, Associate Professor
Dr. Nataliya Roman, Assistant Professor
Dr. Margaret Stewart, Assistant Professor
Dr. Tulika Varma, Assistant Professor

The following have received funds from the Department of Communication’s operating budget for faculty research: Christa Arnold and Peter Casella.
Part II, Standard 6. Student Services

Department of Communication student members of the ESPN@UNF Club are responsible for directing, graphics, audio, replay, camera operation, halftime feature production and ESPN3 network coordination during ESPN coverage of basketball games and other events.

ESPN@UNF Club members direct four-camera live productions of UNF basketball on the same type of Ross switcher currently used by the Jacksonville Jaguars to program their boards at EverBank Field.
Executive summary

- The Department of Communication has two academic advisors who have offices in the communication building to serve students.

- Faculty members must hold five office hours each week.

- One online tool students use to help speed up progress through the major is the Osprey Map, which provides a term-by-term recommended sample schedule for each major concentration.

- There are student clubs for those interested in public relations, advertising, journalism and production.

- The Department of Communication holds an annual mass communication-based internship and job fair in the early spring.

- In 2012 the faculty created MMC 3942-Pre-Internship in Communication, a 1-credit required core course that teaches students how to be successful at finding and applying for internships and jobs.

- The department sends a weekly e-mail newsletter to Communication students to update them on curriculum changes, course registration tips, events, internship and job opportunities, and technology that can help them professionally.

- UNF Communication graduates have a higher rate of full-time employment than the national average for communication graduates.

- UNF Communication graduates have a higher rate of employment than the communication graduates of every other state university in Florida.

- Graduation and retention rates have been about 70% for the past six years.
Please respond to each of the following instructions:

1. Complete and attach Table 9, “Student Aid.”

Table 9. Student Aid
Provide information for each of the two years preceding the accreditation visit.

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<thead>
<tr>
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<tr>
<td><strong>SCHOLARSHIPS AWARDED TO</strong></td>
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<tr>
<td>UNDERGRADUATE STUDENTS IN THE UNIT</td>
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<tr>
<td>Total amount of scholarship dollars from funds controlled by institution</td>
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<td>$3,764,906</td>
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<td>Number of students receiving scholarships from funds controlled by institution</td>
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<td>Median individual scholarship from funds controlled by institution</td>
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</tr>
<tr>
<td>Total amount of scholarship dollars from funds controlled by unit</td>
<td>2,800</td>
<td>$2,800</td>
</tr>
<tr>
<td>Number of students receiving scholarships from funds controlled by unit</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Median individual scholarship from funds controlled by unit</td>
<td>$1,500</td>
<td>$1,500</td>
</tr>
</tbody>
</table>

|                                |             |             |
| **UNDERGRADUATE ASSISTANTSHIPS OR WORK-STUDY APPOINTMENTS** |             |             |
| Number of students holding appointments | 10 | 8 |
| Range of stipends | $418 to $6,820 | $315 to $11,310 |

2. Describe how the unit informs students of the requirements of the degree and the major, advises them on effective and timely ways to meet the requirements, and monitors their compliance with the requirements, including the 72-hour rule. Provide advising guides, manuals, newsletters or other internal communication with students.

Academic advising for incoming UNF students begins in the spring of their senior year of high school. Incoming first-year students are invited to UNF for freshman orientations to select a preferred schedule of fall courses, which are held during the summer term. A designated Department of Communication faculty member participates in these freshman orientations.

In their first semester on campus, all students take a philosophy course, which helps students to get started in college, because it develops students’ capacity to think
critically, to form reflective judgment, to understand ethical and moral problems, and to articulate students’ beliefs. In addition, UNF offers the Freshman Experience (FE) Program, which is designed to assist first year students in making a successful transition to college. Students will meet with their designated professional advisors in the Academic Center for Excellence in freshman orientation, who will advise students during their freshman and sophomore year. Once students have earned over 30 credit hours and reach sophomore status, they will be advised by upper level division advisors, who are located within the Department of Communication.

At UNF, students routinely graduate within four years. Generally, students take 12-15 credits hours in the fall and spring terms. Most students take 6 to 9 credit hours in the summer term as well. By taking 36 hours a year, students comfortably complete the minimum of 120 credit hours for graduation within four academic years. In order to keep students on track, reminder and invitation will be sent out to student regarding upcoming registration at the end of each term, advising deadlines and encourage students to meet with the advisor. In addition, our advisors attend the entry-level course MMC3105, which students take early on in the concentration. At this point in time our advisors introduce themselves and hand out a flyer reminding them of important dates, resources on campus, how to make advising appointments, contact information, and general reminders (See Appendix 10: Item A). In addition, all new students are required to meet with the advisor before the end of their first semester. Otherwise, a hold will be placed on students’ account preventing registration. Advisors also reach out to students after mid-term exams to review progress and identify potential issues or concerns with classes. (See Appendix 10: Item B).

Our academic advisors within the Department of Communication have also created a Communication Advising Blackboard Site. Every student who declares a major in Public Relations, Advertising, or Multimedia Journalism and Production gains access to this site. The site lists: General Announcement surrounding new courses offered, reminders of events in the department, registration deadlines, department and university policies and procedures, internship information, campus resources, contact information for each advisor in the department, important documents (See Appendix 10: Item C).

Each new student to UNF is provided with a welcome email from their appropriate advisor. The email includes attachments of the following information: Campus Resource List, Career Services Overview and Grad School Handout, Registration Help Information, and Welcome to College of Arts and Sciences Advising Guide (See Appendix 10: Items D & E).

Besides academic advising, Communication major students meet with the designated Career Service staffs in the orientation before the first semester gets started and are encouraged to discuss about their career planning with them throughout their academic years. Career Services provides a variety of career
services, programs, and resources specifically designed to help our students make a successful transition from academics to the world of work.

The Department of Communication adds sections of courses during the registration process to meet enrollment needs. For example, the Department added two sections of Public Relation Campaigns in spring 2014 and two sections of Advertising Media Graphics, one each in summer and fall 2013, as courses filled and student demand remained strong. The Department is able to anticipate student need because seniors enroll first, followed by juniors, sophomores and then first-year students. The department chair monitors enrollment trends almost to the hour during enrollment week to ensure that students have the course offerings that they need. Students wanting to major in the Communication may take courses in the major during the first year. The department is offering two face-to-face sections and one online section this fall of the opening course, Media Literacy. There are about 200 spaces in total. In addition, this class is offered throughout the whole academic year, including summer term.

The College of Arts and Sciences Advising Office provides electronic check sheets for each major and also provides an unofficial online “degree evaluation” for all students and their advisors (See Appendix 10: Item F). This evaluation fills in a student’s courses within the appropriate requirements, so students are able to immediately identify what requirements have been completed and what requirements remain.

In order to monitor the 72-hour rule, at the end of each semester our advisors go over the coursework for each student that qualified for graduation. They subtract the credit hours associated with all MMC, JOU, RTV, ADV, and PUR prefixed courses that the student has earned from the total number of credit hours earned. For example, if a student took 19 hours of MMC courses, 21 hours of PUR courses, 6 hours of ADV courses and earned a total of 122 hours upon graduation the calculation would determine that the student has completed 76 total hours outside of the major. For the 2014-2015 academic year, the Department of Communication graduated 244 total students, of which only 3 graduates earned less than 72 hours outside of the major (See Appendix 10: Item G).

Prior to a student’s graduation, the upper level division advisor will review each individual senior applicant’s graduation pre-certification, identify all remaining requirements. Therefore, no student should ever by surprised by what is necessary to graduate.

To help students stay on track, the department also encourages students to use their “Osprey Map,” which is an online tool that provides a term-by-term sample schedule for each major concentration in the Communication major. It is designed to guide students in the selection of courses each term so they stay on schedule to graduate.
The Osprey Map website, which is also linked to on the homepage of the department’s website, can be seen here: https://banner.unf.edu/pls/nfpo/wksmacw.p_public_roadmap?pv_college=A&pv_dept=6108

The “Mile Marker” courses in the right-hand column are those courses that should be completed before or by the end of that term. Following the sample schedule, and completing the mile marker courses at the appropriate point will facilitate graduation in four years. The term-by-term model assumes full-time enrollment. For students enrolled part-time, the sample schedule and mile markers should be followed based on the number of credits completed. Students are encouraged to use the Osprey Map in consultation with an academic advisor.

The department also provides a detailed Program of Study on the departmental website for each major concentration: http://www.unf.edu/coas/communication/Programs_of_Study.aspx Students are able to see which courses are required, which courses are major electives, and which courses have pre-requisites. Also, detailed course descriptions are provided on the departmental website: http://www.unf.edu/coas/communication/undergrad_courses.aspx

3. Describe availability and accessibility of faculty to students.

The University’s Collective Bargaining Agreement regulates full-time faculty office hours: Article 14.7 notes that “office hours shall be posted. In order to accommodate reasonable student needs, faculty members shall normally maintain at least five (5) office hours per week, and shall also be available by appointment.” Adjunct faculty members are not required to have office hours but all are available before and after class to meet with students. All faculty members are also available to students via e-mail, which is the most frequent type of contact outside of class. All syllabi include faculty contact information. A directory of faculty office hours is updated each semester and posted at the front desk in the lobby of the Department of Communication building.

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

The UNF chapter of the Public Relations Student Society of America (PRSSA) has been in existence since 1998 and our current membership is 104 students. Ms. Roberta Doggett, an instructor in the Department of Communication, has served as its faculty advisor since its inception. Each year, usually in the spring term, a call goes out for chapter leaders. Students volunteer for the positions of president, vice
president, treasurer, secretary, student government liaison, events coordinator, and social media/marketing coordinator.

The club is the student version of the national professional chapter PRSA. In order to be an official student chapter, specific guidelines from PRSA must be followed, which include having at least five public relations courses: Principles of Public Relations, Public Relations Writing, Public Relations Case Studies or Campaigns, Public Relations Research (our MMC 4420-Mass Communication Research class substitutes for this requirement) and a public relations internship. Other requirements include chapter affiliation with a local professional chapter, North Florida PRSA with more than 100 members in the North Florida and South Georgia area. And finally, the chapter must have a professional advisor, preferably one who is accredited with the APR.

Each fall and spring term, the student chapter hosts a variety of events for its membership, usually meeting once or twice a month (See Appendix 11). These events include:
- “Meet and Greet Interest Meetings” to familiarize students with the club
- Tours of various PR/AD agencies to let students meet agency professionals in the field and see first-hand how a real agency works
- Professional panels in which PR professionals from different career areas (nonprofit, corporate, agency) discuss their job functions and what students need to have upon graduation
- Resume critique workshops in which professionals look over students resumes and give feedback as to how it could be improved
- Professional brunches in which a professional comes for an informal brunch and discusses key topics such as social media, media relations, strategic marketing
- Social events like Casino Night, Dave and Busters, and pool parties so that students can get to know each other in an informal setting.

The benefits of the student chapter are many. First, it allows student to enhance their leadership abilities by serving in leadership roles for the club, and it allows them to work with other students to plan events that are of interest to the membership. In addition, it gives the students an opportunity to network with and learn from professionals in the field. The contacts the students make are invaluable because it helps them get more desirable internships and aids them in obtaining a career job once they graduate. In addition, by being a member of PRSSA, students have the opportunity to go to regional and national conferences hosted by the national organization. In the past, our students have attended the “Real World” conference in Atlanta, the national assembly in Portland, Oregon, and the national PRSA conferences in Atlanta, Miami and Washington, D.C. In addition, the PRSSA chapter at UNF has an active Facebook page and Twitter account.

Several of our students have been honored with awards from the North Florida Chapter:
2007 Student Promise Award – Cathy O’Brien
2009 Student Promise Award – Matthew Pagan
2011 Student Promise Award – Marina Martin
2013 Rising Star Award – Roxie Lute

In 2015-2016, the club had guest speakers such as Bonnie Upright, APR, senior vice president of Olympus Foundation Management and owner of Upright Public Relations; Lanette Hart, APR, CPRC, principal owner of Hart & Associates; Meredith O’Malley Johnson, director of corporate partnerships Community First Credit Union and former community & PR director for One Spark; Stacey Steiner, social media strategist, Client Focused Media and former project manager for Beson4 Media Group; and Stephanie Araujo, APR, associate for Quest Corporation of America and UNF adjunct professor, and former communications consultant for Jacksonville Transportation Authority. The club also did agency tours with Dalton Agency and The Shepherd Agency.

The UNF Ad Club (AAF Student Chapter) offers students an opportunity to develop individual leadership skills and an understanding of the advertising field in the real world (See Appendix 11). For example, in 2015-2016 students attended several agency tours, including Disney’s Yellow Shoes Creative Group in Orlando. There were approximately 20 students who attended the tour. The club also arranged a bowling/networking evening with the Jacksonville AAF (American Advertising Federation) chapter where students could have an opportunity to meet professionals in the industry. Club members also attended the AAF ADDY awards ceremony and met professionals throughout the evening. Club meetings have included guest speakers such as Gary Corbitt, Research Director, Retired, WJXT-TV; Jack Potter, General Sales Manager, FOX 30/CBS 47; Ryan Thompson, President, GAAM. Topics included: “Networking and Your Personal Brand,” “Leadership in the Media,” and “Social Media for Businesses.” Ms. Dee Colvin, an instructor in the Department of Communication, serves as the faculty advisor to the UNF Ad Club.

Inside Jacksonville is an example of student media produced within a course, JOU 4348-Advanced Multimedia Storytelling, which is the capstone course of the Multimedia Journalism track. Under the supervision of a faculty executive producer with extensive professional broadcast news experience, students produce eight half-hour news magazine shows (four per semester) as part of this class during the fall and spring semesters. The completed shows are regularly scheduled and produced under deadline pressure for broadcast on a Jacksonville commercial television station, WCWJ-TV. The multimedia journalism students produce the content for the shows and also provide the production support.

It is an important cross-training opportunity and introduction to basic studio production that is valuable to these students, even though they are not focused on multimedia production as their major. Students serve as both producers, anchors, reporters, videographers and writers on the editorial side and directors, technical
directors, graphics operators, audio operators, studio camera operators, floor managers, video playback coordinators and teleprompter operators on the production side for each show. Inside Jacksonville focuses on a specific theme each month and students generate 6-8 video packages that focus on various aspects of the theme of the show. Students also generate content for social media and the UNFTV.com website.

Under the supervision of Dr. David Deeley, an assistant professor in the Department of Communication who has extensive professional sports broadcasting experience, the ESPN@UNF Club is a student organization focused on sports media and the production of UNF athletic events for delivery over ESPN3. In addition to the ESPN3 game productions, the club meets regularly, welcomes guest speakers, and takes field trips. The club has toured the facilities of the Jacksonville Jaguars, the Jacksonville Suns and PGA Tour productions. The club currently has 35 members. Around 50 athletic events are part of the 2015-16 academic year efforts, and each event is a four-camera live production. Director, technical director, graphics, video replay, audio and camera positions are all handled by students in the club. The same department of communication faculty member advising the club also serves as executive producer for each game. This club offers important professional experience to our students previously unavailable. This opportunity has already increased internship opportunities for students in sports media, and is also leading to freelance sports production opportunities with ESPN. One of our graduates is currently working for the NBC Sports Group in Stanford, CT. The curriculum will also evolve due to this initiative. A special topics course on Sports Media was offered in spring 2016 with the expectation it will become a regular major elective course offering based on the level of student interest for the club and ESPN3 productions.

The Multimedia Journalism and Production Club, started in 2014, helps those who are interested in journalism and production better understand the profession and network with journalism and production professionals. The club invites area journalists and other media professionals as guest speakers to club meetings.

Collegiate Model United Nations, also known as Model UN or MUN, is an extra-curricular activity in which students typically role-play as delegates to the United Nations and simulate UN committees. This activity takes place at MUN conferences, which is usually organized by a college MUN club. At the end of most conferences, outstanding delegates in each committee are recognized and given an award certificate; the Best Delegate in each committee, however, receives a gavel. Thousands of students across the country and around the world participate in Model United Nations, which involves substantial researching, public speaking, debating, and writing skills, as well as critical thinking, teamwork, and leadership abilities in order to compete in a model UN conference. Each student writes a position paper that clarifies their country’s or individual’s position regarding the topic at hand. This requires the student to integrate understanding across both their curriculum and co-curriculum experiences. UNF students learn to assert themselves in these sessions,
grow in their ability to negotiate, and view morally complex situations from a diverse perspective; significant abilities that professionals need in the workforce of the 21st century. Dr. Christine Holland, an instructor in the Department of Communication, serves as advisor.

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

The Department of Communication has held an internship fair for several years in the early spring. The fair allows students to meet potential employers and learn about career opportunities in the communication field. The fair attracts 25 to 50 media companies, such as newspapers and magazines (The Florida Times-Union, Folio Weekly, Jacksonville Business Journal, Jacksonville Magazine), advertising and public relations agencies (The Dalton Agency, Daigle Creative, St. John & Partners), local TV stations (WJCT, WJXT), and nonprofit, governmental, and corporate organizations that hire media professionals (Mayo Clinic, American Lung Association, City of Jacksonville). The fair expanded to become the Internship + Job Fair in 2016. Students upload their resumes to the UNF Career Services Web page before the fair so that potential employers/internship sites can search for them and schedule interviews. Employers are encouraged to register at the site and upload employment and internship opportunities. There are opportunities to interact one-on-one with many media organizations.

For more information about the fair: [https://www.facebook.com/UNFIInternshipFairPlanningCommittee](https://www.facebook.com/UNFIInternshipFairPlanningCommittee) and [http://www.unf.edu/coas/communication/internship_fair.aspx](http://www.unf.edu/coas/communication/internship_fair.aspx)

Students also receive career counseling advice in a one-credit course required for all Communication majors: MMC 3942-Pre Internship in Communication. In the course students learn how to create an online ePortfolio that can be used when applying for internships and jobs to showcase their media accomplishments to prospective employers. The course also includes lectures on finding media-based internships, branding, creating resumes and cover letters, and using the professional network site LinkedIn.

After student pass MMC 3942-Pre Internship in Communication, they take a three-credit course that is required for all majors: MMC 4975-Internship Senior Project. MMC 4975 requires students to spend 210 hours during internship activities that are related to their major concentration and are supervised on site by a professional with the relevant media background. Two professors are tasked with ensuring that the internship sites and the on-site supervisors are a good fit for each student’s major concentration. Many of the internships lead to job opportunities. For more information
about MMC 4975-Internship Senior Project: http://www.unf.edu/coas/communication/internships.aspx

Also, the department’s weekly e-mail newsletter to Communication students (which is also distributed to students via the department’s Twitter and Facebook accounts) and departmental alumni Facebook group also frequently run job and internship listings.

Placement statistics come from the Florida Department of Education’s Florida Education & Training Placement Information Program (FETPIP), which notes it “combines individually identifiable data from several different administrative data bases” to find the percentage of graduates by major who are employed at all and employed full time.

The four most recent years of FETPIP data are 2013-2014, 2012-2013, 2011-2012, and 2010-2011.

<table>
<thead>
<tr>
<th>UNF Communication graduates</th>
<th>Employed</th>
<th>Employed Full Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-2014</td>
<td>74%</td>
<td>59%</td>
</tr>
<tr>
<td>2012-2013</td>
<td>75%</td>
<td>58%</td>
</tr>
<tr>
<td>2011-2012</td>
<td>74%</td>
<td>57%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>76%</td>
<td>58%</td>
</tr>
</tbody>
</table>

While there is clearly room for improvement, the results also show that UNF Communication majors have a slightly higher rate of employment than the national average for communication graduates. According to the Annual Survey of Journalism & Mass Communication Graduates, conducted by Lee B. Becker, Tudor Vlad, and Holly Anne Simpson at the University of Georgia, full-time employment nationally was 57.1% in 2013, 56% in 2012, and 53.3% in 2011. For more information: http://www.grady.uga.edu/annualsurveys/Graduate_Survey/Graduate.php

Also, UNF Communication majors have a slightly higher rate of employment than every other state university in Florida, which includes several ACEJMC-accredited programs. The chart below has more details about employment rates and average quarterly earnings for graduates.
## 2013-14 Florida Public University Graduates (Florida Department of Education)

<table>
<thead>
<tr>
<th>University and Degree Type</th>
<th>Grads</th>
<th>Employed %</th>
<th>Employed Full Time %</th>
<th>Full Time Average Quarterly Earnings</th>
<th>Continuing Education %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advertising</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UCF</td>
<td>156</td>
<td>63%</td>
<td>51%</td>
<td>$8,207</td>
<td>6%</td>
</tr>
<tr>
<td>UF</td>
<td>149</td>
<td>50%</td>
<td>40%</td>
<td>$8,505</td>
<td>7%</td>
</tr>
<tr>
<td>Communication (Mass)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FGCU</td>
<td>187</td>
<td>73%</td>
<td>54%</td>
<td>$8,014</td>
<td>5%</td>
</tr>
<tr>
<td>FIU</td>
<td>280</td>
<td>70%</td>
<td>56%</td>
<td>$8,993</td>
<td>6%</td>
</tr>
<tr>
<td>UNF</td>
<td>270</td>
<td>74%</td>
<td>59%</td>
<td>$8,189</td>
<td>6%</td>
</tr>
<tr>
<td>USF</td>
<td>332</td>
<td>73%</td>
<td>54%</td>
<td>$7,982</td>
<td>5%</td>
</tr>
<tr>
<td>UWF</td>
<td>118</td>
<td>64%</td>
<td>38%</td>
<td>$7,297</td>
<td>17%</td>
</tr>
<tr>
<td>Communications, Media Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FSU</td>
<td>289</td>
<td>47%</td>
<td>36%</td>
<td>$7,902</td>
<td>9%</td>
</tr>
<tr>
<td>Journalism</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FAMU</td>
<td>51</td>
<td>67%</td>
<td>41%</td>
<td>$7,053</td>
<td>12%</td>
</tr>
<tr>
<td>UCF</td>
<td>37</td>
<td>73%</td>
<td>59%</td>
<td>$7,185</td>
<td>14%</td>
</tr>
<tr>
<td>UF</td>
<td>125</td>
<td>53%</td>
<td>35%</td>
<td>$7,157</td>
<td>7%</td>
</tr>
<tr>
<td>FAMU</td>
<td>37</td>
<td>49%</td>
<td>41%</td>
<td>$9,464</td>
<td>5%</td>
</tr>
<tr>
<td>UF</td>
<td>178</td>
<td>52%</td>
<td>40%</td>
<td>$8,723</td>
<td>9%</td>
</tr>
<tr>
<td>Public Relations, Applied Comm.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FSU</td>
<td>24</td>
<td>71%</td>
<td>54%</td>
<td>$9,239</td>
<td>0%</td>
</tr>
</tbody>
</table>

For more information:
http://www.fldoe.org/accountability/fl-edu-training-placement-info-program/state-university-reports.stml
and
6. Describe the unit’s process for evaluating its advising and counseling services. Include measurements of the accuracy of academic advising, student and faculty opinion of the quality of advising, or other indices of the effectiveness of advising. Discuss the results of these assessments.

After years of having only one dedicated advisor to counsel our 700-plus students, in 2015 the department was allocated a second advisor. Kim Pryor and Frank Goodin arrived in early 2015. The previous advisor, Yi Lin, had been with the department for several years. To get a student-based evaluation of the advisors, a survey was sent in fall 2015 to all active Communication students. The results (n=57) suggest students are generally satisfied with the quality of advising. The survey asked students several basic questions, such as their year in school (93% were juniors and seniors), their major concentration (47% were in Public Relations, 32% in Multimedia Journalism & Production, 19% were in Advertising, 2% were undecided), how often they typically meet with their advisor per semester (77% go once or twice), and how much time they typically spend at each meeting (70% spend 10 minutes to one hour). Several other questions focused on students’ assessment of the two advisors (Kim Pryor and Frank Goodin) in terms of their accessibility and clarity of advice (choices: excellent, good, fair, poor). Both advisors received positive scores on both questions. Of applicable responses, 88% of students said Goodin had excellent or good accessibility; 80% said Pryor had excellent or good accessibility. In terms of the clarity of advice, 79% said Goodin was excellent or good; 76% said Pryor was excellent or good.

In fall 2016 students were again surveyed with the same questions (80% were juniors and seniors, 42% were in Public Relations, 36% in Multimedia Journalism & Production, 18% in Advertising, 3% were undecided). More than 80% go once or twice to their advisor per semester, and 72% spend 10 minutes to one hour there. The results (n=74) show that students continue to give our advisors high marks. Of applicable responses, 89% of students said Goodin had excellent or good accessibility; 82% said Pryor had excellent or good accessibility. In terms of the clarity of advice, 84% said Goodin was excellent or good; 81% said Pryor was excellent or good.

In the survey students are also asked to “provide any written comments for how we can improve student advising in the Department of Communication.” Most are pleased with their advisor, using terms such as “bent over backwards to help me” and “super helpful.” A few said they were being “rushed” during the meeting, or their advisor was “not welcoming.” The department chair shares the data with the advisors. In September 2016 Kim Pryor took a job at another university. She has now been replaced by Ashley Rodgers Washington.

In addition to assessments by students, faculty members are also asked to discuss quality of the department’s academic advisors. At an October 2015 departmental
meeting, and at the 2016 faculty retreat, the faculty said they were pleased with the quality of advising. This will be an annual meeting topic moving forward.

7. Discuss the processes in place to collect, maintain and analyze enrollment, retention and graduation rates within the major and in comparison with university rates. Discuss the findings of the analysis.

The University’s Office of Institutional Research and Assessment keeps track of enrollment, retention and graduation rates. Enrollment and graduation rate data can be found on the Office of Institutional Research and Assessment’s website: [http://www.unf.edu/oira/inst-research/Interactive_Queries.aspx](http://www.unf.edu/oira/inst-research/Interactive_Queries.aspx)

The department chair requests the latest retention data each year from the director of the Office of Institutional Research and Assessment.

In terms of enrollment, the data show about a 10% decline in Communication majors during the last 5 years. The University’s enrollment has been fairly flat during the last 5 years. In recognition of the department’s enrollment drop, the Department is working with UNF Enrollment Services to increase recruiting efforts. In one example of this collaboration, the department hosted prospective freshmen at a “meet-and-greet” event in February 2015. Faculty members and top current Communication majors interacted with high school students and their parents. Also, in spring 2015 the Department created a scholastic journalism workshop for area high schools students. The workshop serves the community and also has built-in recruitment elements.

Graduation and retention data show some progress from 2010-11 to 2015-16 in terms of graduation and retention rates, but the increase is not constant. Some up years are followed by down years. The following information has been compiled by the University of North Florida’s office of institutional research. Below are the four-year graduation and retention rates for Communication majors, starting with their first Junior term (first “declared” major in Communication). Retention is defined as staying in the Communication major and not leaving for another major or another school. The Department of Communication will continue to review the data to see if any progress is made in graduation and retention rates now that the department has two dedicated student advisors instead of one.
8. Provide the Web link where the unit shares its most recent retention and graduation data with the public.

http://www.unf.edu/coas/communication/graduationandretention.aspx
Part II, Standard 7. Resources, Facilities and Equipment

Students work on an episode of the public affairs show “Inside Jacksonville” in the department’s TV studio.

Executive summary

- Resources are adequate in terms of day-to-day operations.

- The Department of Communication building includes Mac and PC computer labs and a high-definition TV studio.

- The department has spent more than $40,000 during the last three years for additional TV cameras, tripods, lights, lavalieres, etc.

- The department does not control the student news outlet, Spinnaker Media.
1. Complete and attach Table 10, “Budget.” If necessary, provide a supplementary explanation.

Table 10. Budget

Show below the annual unit budget for each of the three years preceding the accreditation visit. “Annual budget” refers to funds directly under control of the unit for the entire year (12 months). Budget figures should not include expenditures for building maintenance, retirement allowances, scholarships, prizes or student aid. List student newspaper budget only if it is under control of unit and is used in instruction.

<table>
<thead>
<tr>
<th>Budget Item</th>
<th>2013-14</th>
<th>2014-15</th>
<th>2015-16 (Self-study Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty/staff salaries (full time)</td>
<td>$1,855,967.80</td>
<td>$1,993,368.90</td>
<td>$1,975,972.00</td>
</tr>
<tr>
<td>Teaching salaries (part time/adjunct)</td>
<td>$146,762.21</td>
<td>$117,737.63</td>
<td>$123,580.73</td>
</tr>
<tr>
<td>Clerical salaries (student workers)</td>
<td>$23,004.02</td>
<td>$22,873.19</td>
<td>$12,144.24</td>
</tr>
<tr>
<td>Contracts/Services</td>
<td>$75.00</td>
<td>$1,500.00</td>
<td>$2,050.00</td>
</tr>
<tr>
<td>Educational Materials</td>
<td>$6,433.07</td>
<td>$11,064.14</td>
<td>$10,530.44</td>
</tr>
<tr>
<td>Employment searches</td>
<td>$4,987.99</td>
<td>$9,511.73</td>
<td>$4,152.82</td>
</tr>
<tr>
<td>Equipment</td>
<td>$2,414.32</td>
<td>$32,256.24</td>
<td>$20,617.81</td>
</tr>
<tr>
<td>Equipment Maintenance</td>
<td>$25.46</td>
<td>$1,922.74</td>
<td>$389.00</td>
</tr>
<tr>
<td>Faculty Development</td>
<td>$190.00</td>
<td>$1,337.50</td>
<td>$3,069.49</td>
</tr>
<tr>
<td>Research</td>
<td></td>
<td></td>
<td>$1,358.59</td>
</tr>
<tr>
<td>Supplies</td>
<td>$5,222.23</td>
<td>$8,377.91</td>
<td>$11,274.74</td>
</tr>
<tr>
<td>Travel/professional development</td>
<td>$19,121.09</td>
<td>$28,380.44</td>
<td>$22,894.91</td>
</tr>
<tr>
<td>Software</td>
<td>$776.08</td>
<td>$692.90</td>
<td>$855.95</td>
</tr>
<tr>
<td>Special lectures/guests/hospitality</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subscriptions/fees</td>
<td>$1,651.69</td>
<td>$1,783.79</td>
<td>$2,984.31</td>
</tr>
<tr>
<td>Utilities</td>
<td>$15,366.70</td>
<td>$10,470.00</td>
<td>$7,634.58</td>
</tr>
<tr>
<td>Meetings (advisory board, retreat, adjuncts)</td>
<td>$743.20</td>
<td>$680.37</td>
<td>$1,175.92</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>$3,046.59</td>
<td>$2,152.94</td>
<td>$730.04</td>
</tr>
<tr>
<td>TOTAL ANNUAL JOURNALISM/MASS COMMUNICATIONS BUDGET</td>
<td>$2,085,787.45</td>
<td>$2,245,469.01</td>
<td>$2,200,056.98</td>
</tr>
</tbody>
</table>
2. Describe the process through which the unit develops its budget, including preparation of the budget request and spending plan, review and approval, and the role of faculty in the process.

The college that the Department of Communication is in, the College of Arts and Sciences, determines how much money is allocated each year to the department’s operating expense (OE) budget. The OE budget for departments is calculated using a formula that focuses on three factors: (1) the amount of student credit hours a department produces (by level, and over the past two years), (2) the number of faculty a department has, and (3) how expensive it is to educate students in particular departments. In addition, the department fills out a Budget Development Report each year to allocate funds in different expenditure categories of the OE budget.

One problem with the OE budget is that there is no rollover ability from year to year. This creates a “sweep period” in late spring where departments look to spend any remaining OE money. Faculty members are asked during this period to make fund requests for relevant equipment, travel, software, research activities, professional development, etc. While the department is not wasteful during the sweep period (in fact, the department has given back money) it would be helpful if departments had the flexibility to carry over OE money from year to year. Faculty input is not limited to one period. The faculty are told at the yearly departmental retreat that the budget is available for inspection and comments. The faculty also discuss funding issues at departmental meetings.

There is a process that departments go through when they want to request extra funds for major capital and equipment expenditures. The department chair sends a funding proposal to the COAS Dean to get support. The Dean then meets with the Provost and the Vice President of Administration & Finance. When requests are made to modify a building’s interior, departments fill out the Capital Project Service Request form, which is signed by the COAS Dean and is reviewed by the University’s offices of Campus Planning, Physical Facilities and Environmental Health and Safety.

One example of a major capital expenditure came in 2009, when the Department of Communication received $500,000 to renovate the TV studio.

The University funds the department’s computer labs and computers for faculty and staff. The University’s Information Technology Services office consults with the University Technology Committee to develop a schedule to replace computers and other equipment on a regular basis to stay technologically current. The University’s
currency policy for faculty is to replace desktop computers up to $1,000. Departments are asked to cover any extra cost.

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

Resources are generally adequate in terms of day-to-day operations. The Department of Communication has three sources of revenue: the operating expense (OE) budget, student lab fees, and the departmental foundation account. The OE budget was discussed in answering the previous question.

Student lab fees supplement the annual budget considerably in terms of equipment needs. For example, in 2015 and 2016 student lab fees paid for more than $30,000 in new TV cameras, tripods, lights, lavaliere, and other equipment. The expenditures aligned with Goal 1, Action 10 of the department's Strategic Plan: “Upgrade and replace equipment as it becomes worn, out of date.”

Florida public universities follow stringent rules for how student lab fees can be authorized and spent. To receive authorization to establish a lab fee on a course, departments fill out a “Request to Establish, Increase, or Decrease a Miscellaneous Fee” form, which asks for a justification of the fee and an estimate of the additional revenue that will be raised. Upon recommendation from the UNF Auxiliary Oversight Committee, the university president makes the final determination as to whether a lab fee is approved or not. Student lab fees can be used only on certain expenses, such as equipment, computers for classroom use, software if necessary to use equipment, expenses related to the maintenance or repair of allowable items, and certain consumables.

The lab fee money that is collected goes to the Department of Communication lab fee budget. To access money in the lab fee budget, the department makes a request each year, in the form of a Budget Development Report, to the University's budget director. The funding request includes the base budget, which is the current ending balance, plus projected income for the upcoming year (number of students multiplied by the classes with lab fees multiplied by the fees). Money spent from the student lab fee budget can only go to courses that have approved student lab fees.

In the beginning of 2015, the university implemented a restriction on what student lab fees can pay for. Lab fees can no longer pay for most software or for student assistants to help students during open lab hours for graphic design. The Department of Communication has been able to secure funds to make up for this loss from the University's Academic Affairs office and the UNF Office of Undergraduate Studies.
In summer 2016, the Department of Communication received approval to divide the lab fees between two funds: the Communication Equipment Fee fund and the Communication Lab Fee fund. The new Communication Equipment Fee fund was created to separate material and supply fee expenditures (such as paper, ink, and other consumables) from equipment expenditures (such as TV cameras). Starting FY 2017, $30,000 of the anticipated ending fund balance will be moved to the new Communication Equipment Fee beginning fund balance. This will ensure the Communication Lab Fee fund does not carry a high fund balance and continues to operate as a pass through for consumables. The Communication Equipment Fee fund will include a reserve fund starting at $25,000 that can carry over from year to year and be available for use when equipment needs arise.

The departmental Foundation Account includes donations from private sources and is used to pay for scholarships and items, such as food for the annual faculty retreat, which cannot be paid for out of other sources of revenue. For more information about the Foundation Account process: [https://www.unf.edu/tsifoundationaccounting/](https://www.unf.edu/tsifoundationaccounting/)

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

The Department of Communication is part of the College of Arts and Sciences. There are 15 departments in COAS, including Art and Design, Psychology, English and History. The Department of Communication is in the middle of the pack when it comes to funds allocated to the operating expense (OE) budget. Below is a sample:

<table>
<thead>
<tr>
<th>Department</th>
<th>2015-16 OE Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art and Design</td>
<td>58,605</td>
</tr>
<tr>
<td>Biology</td>
<td>108,931</td>
</tr>
<tr>
<td>Chemistry</td>
<td>54,213</td>
</tr>
<tr>
<td>Communication</td>
<td>40,775</td>
</tr>
<tr>
<td>Criminology and Criminal Justice</td>
<td>25,837</td>
</tr>
<tr>
<td>English</td>
<td>40,154</td>
</tr>
<tr>
<td>History</td>
<td>22,587</td>
</tr>
<tr>
<td>Mathematics &amp; Statistics</td>
<td>47,804</td>
</tr>
<tr>
<td>Physics</td>
<td>50,012</td>
</tr>
<tr>
<td>Psychology</td>
<td>51,482</td>
</tr>
<tr>
<td>Sociology Anthropology &amp; Social Work</td>
<td>41,510</td>
</tr>
</tbody>
</table>
To get a better understanding of other departments’ resources and how they compare with the Department of Communication’s resources, the following two tables provide the number of full-time faculty lines and ratio of students to faculty lines for all departments in the College of Arts and Sciences for 2015-16:

<table>
<thead>
<tr>
<th>COAS Faculty Lines 2015-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
</tr>
<tr>
<td>BIO</td>
</tr>
<tr>
<td>CCJ</td>
</tr>
<tr>
<td>CHM</td>
</tr>
<tr>
<td>COM</td>
</tr>
<tr>
<td>ENG</td>
</tr>
<tr>
<td>HIS</td>
</tr>
<tr>
<td>LLC</td>
</tr>
<tr>
<td>M/S</td>
</tr>
<tr>
<td>MUSIC</td>
</tr>
<tr>
<td>PHI</td>
</tr>
<tr>
<td>PHY</td>
</tr>
<tr>
<td>PSPA</td>
</tr>
<tr>
<td>PSY</td>
</tr>
<tr>
<td>SOCA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ratio of Majors to Faculty Lines 2015-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
</tr>
<tr>
<td>BIO</td>
</tr>
<tr>
<td>CCJ</td>
</tr>
<tr>
<td>CHM</td>
</tr>
<tr>
<td>COM</td>
</tr>
<tr>
<td>ENG</td>
</tr>
<tr>
<td>HIS</td>
</tr>
<tr>
<td>LLC</td>
</tr>
<tr>
<td>M/S</td>
</tr>
<tr>
<td>MUSIC</td>
</tr>
<tr>
<td>PHI</td>
</tr>
<tr>
<td>PHY</td>
</tr>
<tr>
<td>PSPA</td>
</tr>
<tr>
<td>PSY</td>
</tr>
<tr>
<td>SOCA</td>
</tr>
</tbody>
</table>
5. Describe the unit’s classrooms, offices, computer labs or other building spaces, as well as technology support services. If the unit administers university media or student publications, include a description of equipment and facilities and devoted to those operations.

The Department of Communication is housed in Building 14 with classrooms and production facilities located on the first floor. The office spaces and conference room are located on the second floor. Every full-time faculty member has a private office, complete with Internet connection and a laptop or desktop Mac or PC. The adjunct faculty share office spaces and computers.

The Communication facilities include the following:
- Two SMART technology classrooms, Classroom #2001 has a 50-student capacity and Classroom #1016 has a 20-student capacity.
- Office Facilities: there are four staff offices; twenty-five faculty offices; one adjunct faculty office; two student advisor offices; and one PRSSA office
- Computer Labs: there are three computer labs that contain 20 student terminals, two printers and one instructor computer/LCD projector. Two labs contain Mac computers and one lab contains PC computers.
- One Speech Lab
- One TV Studio
- One Control Room
- One Editing Room
- One Equipment Room
- One Conference Room

Technology support services for the department are handled by the Information Technology Services (ITS) Help Desk, which provides computer and software support, academic technology, networking, information systems, IT training and outreach, telephone and television services, systems integration, development, business services and IT security services. If the ITS Help Desk staff cannot resolve the technology issues, a request for further assistance is sent to the department’s dedicated C-Techs, Mr. Ernest Fulton and Ms. Jennifer Garrow.

There are four studio production areas within our department under the supervision of Jozsef Szeremi, Senior Broadcast Engineering Technician, to support our multimedia track:

1. TV Studio: It is for TV production naturally, but also a place to conduct activities involving various class assignments.
2. The Control Room: Adjacent to the TV Studio is the control room with all the necessary equipment to support live or recorded events in the studio. The control room’s capacity is for 7 or 8 seats (various stations) to conduct a show.
3. Editing room/News Room: This classroom size area is for editing and post production, but it is also the place for gathering for meetings, preparations for class assignments, planning, as well as a place for discussions about completed projects/assignments.

4. Equipment Room: Storage for cameras and other camera related equipment and accessories that are rented to student to complete video production assignments. This is the room also where the student assistants work.

The following is a list of the equipment contained in each of the production areas:

**TV Studio**
- 3 Studio Cameras (JVC)
- Lights
- Cyclorama (Curtain)
- News Desk
- Microphones and feeds
- Preview Monitor
- Tele-Prompter Unit

**Control Room**
- CG Inscriber 3G from Harris Co.
- Apple iMac with PlaybackPro
- Panasonic HS-450 Switcher
- Yamaha MD-1000 Audio Board
- (2) 58" Plasma Monitors
- Clear-Com MS-404
- (3) Clear-Com MA-704
- Mac Pro Computer
- JVS HD Deck
- Clear-Com MS-450
- 32X32 Video Switcher
- 2X12 Video Amplifiers
- (2) Audio Amplifiers
- 2X12 Video Switcher
- Video Sync Generator

**Editing Room**
- 13-seat room
- 12 iMac’s with Final Cut Pro editing software (Apple Computer)
- Adobe CC software, Including Adobe Premiere Pro CC

**Camera Equipment**
- 3 Computers (2) Dell and (1) iMac for Administration
• 25 Panasonic Consumer grade cameras
• 25 Consumer grade tripods
• 3 Panasonic P2 Pro-Sumer Cameras AG-HPX17
• 5 Panasonic AC90 Pro-Sumer cameras
• 5 Rodes XLR Microphones
• 18 Wireless Microphones of mixed quality and type.
• 16 LED lights 8 larger and 8 small ones.
• 3 Light Kits
• 3 Sand bag
• 7 (boom poles)
• 1 Printer

In addition to the facilities in Building 14, the Department of Communication collaborates with UNF Athletics to use their 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 using the following equipment:

• Ross Carbonite Switcher
• Ross Xpression Graphics
• NewTek 3Play 425 Replay System
• Yamaha 16-channel Audio Board
• 4 Hitachi HD Broadcast Cameras
• Clear-Com IFB and Intercom System

Spinnaker Media, the headquarters for the University’s four student-operated media outlets (Spinnaker newspaper, Spinnaker Online, Spinnaker Radio, and Spinnaker TV), is under the Division of Student Affairs. It is located in the Student Union Building 58 East, Room 2200. The Department of Communication has a friendly relationship with Spinnaker Media, but the department has no administrative control.

6. Evaluate how well faculty, staff, equipment and facilities enable and promote effective scholarship, teaching and learning in a digital, technological, multimedia world. Describe the unit’s most urgent needs for resources, if any, and the plan to address these needs.

In terms of scholarship, Department of Communication faculty members have plenty of resources to do their job. For example, faculty members and students have free access to SPSS and other software on and off campus via Virtual Lab: [http://www.unf.edu/its/services/Virtual_Software.aspx](http://www.unf.edu/its/services/Virtual_Software.aspx). The university library provides access to 489 academic journals and 1,400 books on communication-related topics. Also, the university replaces faculty computers and other equipment on a regular basis to stay technologically current. Many faculty members focus much of their
research efforts on studying how the latest technology impacts communication. More details regarding which faculty and technology topics can be seen in the answer to Question #4 in Standard 5 of the self-study. For example, professors Beasley, Kim, Lee, McMahan, Nam, Park, Parmelee, and Perkins have written books, book chapter, and journal articles on topics related to the Internet and social media.

In terms of teaching and learning, full-time and part-time faculty members have extensive professional experience. To keep technical skills up-to-date, the department purchases Web seminars from the Poynter Institute’s News University for faculty to stay current in their field. Past Web seminars viewed by faculty include “Social Media in the Classroom” and “Advanced Twitter for Journalism.” During the last five years the department has also paid faculty to attend the Poynter Institute’s “Teachapalooza!” workshop, which teaches multimedia skills for journalism and mass communication. Before that, departmental faculty attended a weeklong seminar in multimedia skills given by IFRA Newsplex, which is part of the University of South Carolina’s communication program. Faculty members also use their professional development funds to update their technical skills using Web seminars from sites such as Lynda.com. On campus, faculty members and students have access to programs such as Photoshop, InDesign, Illustrator, Dreamweaver, Premiere Pro, Final Cut Pro, and Flash Pro.

In terms of online teaching, the department chair does not allow faculty members in the Department of Communication to teach hybrid or distance-learning courses without first taking UNF’s “Teaching Online Seminar,” a 6-month workshop run by the Center for Instruction & Research Technology, or an equivalent workshop.

The Department of Communication does not currently have any truly urgent equipment needs. The following list includes recommendations for possible improvements identified by the department’s broadcast engineer and verified by faculty members who use the space:

(1) TV Studio: The studio is functional, and serves the classes and production needs, but there are some initial indications of aging and the space is somewhat limited.

Recommendations to address these needs:
- Increase the size of the room (Studio) itself. This can be accomplished by eliminating part of the adjacent corridor.
- Replace the physical set with a virtual set.
- Expand and repair green walls.
- Eliminate or rearrange news set.
- Employ virtual sets in production and workflow. Going “virtual” necessitates installing more lights in the studio.
- Add a wireless Clear-Com system.
(2) Control Room: This facility needs more current and energy efficient equipment along with the need for an additional computer.

Recommendations to address these needs:
- Replace the current switcher with a more capable one (more mixer/effects needed).
- Upgrade/Replace the Inscriber Character Generator. It is running Windows XP, and is lacking technology that advanced significantly since it was installed (particularly Virtual Set support).
- Replace current audio board with one that is made for TV production.
- Replace the two main video monitors with ones that consume less power, that have improved resolution and connect directly to the system (now it is using a special interface as a work-around).
- Add one more computer to the switcher as an additional video source for the production.

(3) Editing room: This section is up-to-date in hardware; however, there are issues concerning upgraded software during the editing process. Recommendation to address this issue is to provide software upgrades on a regular basis.

(4) Equipment room: The majority of the cameras are consumer-grade small cameras that are about 6 years old.

Recommendations to address these needs:
- Standardize cameras, tripods, microphones and lights.
- Assemble identical kits for 3 point lighting, video gathering and class assignments.
- Feedback from professors about equipment needs to allow for ordering and installation for the upcoming semester.

To address equipment needs, the department is taking several steps. The department has spent more than $40,000 on video cameras, lighting and other equipment during the last three years. An effort has been made to have standardized cameras and other equipment. The department is building up student lab fee money to put into reserve for equipment needs, from $17,000 in 2015 to $25,000 next year. The money will allow the department to replace big-ticket equipment as it becomes worn or out of date. This is in addition to the thousands of dollars that are spent annually out of student lab fees to take care of day-to-day equipment needs.

The department has also been in discussions for the past year on replacing the current TV set. UNISET, a manufacturer of multipurpose television studios, has submitted an estimate and drawings. A final decision is expected by the end of the year.
Finally, in 2015 the editing bay on the first floor was outfitted with new chairs that are more ergonomic, and an additional computer was purchased for the adjunct office on the second floor.
Part II, Standard 8. Professional and Public Service

The department sponsored a community film festival

An investigative reporting workshop for media professionals was co-sponsored by IRE and the UNF Department of Communication

The annual State of the Media panel is co-sponsored by The Florida Times-Union and held in its auditorium.

The State of the Media panel takes many questions from the local community about the changing media landscape

Executive summary

Faculty members engage in many professionals and public service activities, and the Department of Communication has held a number of events for the local community, including a film festival, a conference on social media ethics, and an investigative reporting workshop for journalists in the region. Other highlights include:
• The department’s annual State of the Media panel is co-sponsored by the local newspaper, The Florida Times-Union, and engages the community by having media executives talk about journalism and mass communication issues of public consequence.

• Since 1994, the Department of Communication’s partnership with The Florida Times-Union and HandsOn Jacksonville, called the Hope Fund, has raised $2.7 million for the community.

• The department’s annual scholastic journalism workshop prepares area high school students for college-level media study.

• Many area nonprofit organizations have had public relations and advertising campaigns created for them by students in the capstone course for the Advertising and Public Relations major concentrations.

• The Department of Communication works with its Professional Advisory Board to keep the curriculum current and plan departmental activities.

• The department’s alumni newsletter and alumni Facebook group update graduates on happenings on and off campus.

• During the last three years media professionals have taken part in around 200 class visits, panel presentations, and lunches with students.

Please respond to each of the following instructions:

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

The Department of Communication sponsors an annual panel of media professionals who speak to the Jacksonville community about communication issues of public consequence. The panel, called “State of the Media,” is the capstone event for the department’s annual Media Week event. The panel is open to the general public. Executives in advertising, journalism, public relations and production discuss the current state of the media industry and trends to watch for. In 2013 the panelists were Sharon Siegel-Cohen, executive producer, WJXT; Jim Dalton, president, the Dalton Agency; Jason Mudd, CEO, Axia Public Relations; Shawn Parks, associate media director, St. John & Partners; and John Burr, editor-in-chief, Jacksonville
Business Journal. In 2014 the department began to co-sponsor the State of the Media panel with The Florida Times-Union and host it in its auditorium in downtown Jacksonville to better engage the local community. The Times-Union also advertises the event (see Appendix 12). Participants in 2014 included Gerri Boyce, media coordinator for the Jacksonville Electric Authority (JEA); John Burr, editor of the Jacksonville Business Journal; Bob Ellis, vice president and general manager for WJXT; Karen Feagins, vice president of content and operations for WJCT; Jeff Kalish, vice president of media services for Shepherd Agency; Mike Miller, business development manager at the Jacksonville Transportation Authority; and Mary Kelli Palka, managing editor for The Florida Times-Union. Participants talked about a variety of new developments, including the move by CBS and HBO to offer subscription streaming services to view current and past shows on demand. In 2015 participants included Karsten Amalie, VP network distribution, Evine Live Inc.; Carla Jones, CEO, Carla Mechele Media; Victoria Lim, managing editor, Walt Disney World Public Relations; Mary Kelli Palka, managing editor, The Florida Times-Union; and Rob Sweeting, anchor-reporter, WJXT-TV.

To view the 2014 State of the Media panel:
https://www.youtube.com/watch?v=CWW_7zEa4iA
To view the 2015 State of the Media Panel:
https://www.youtube.com/watch?v=qteMmWKWSOA

Since 1994, the Department of Communication has had a partnership with The Florida Times-Union and HandsOn Jacksonville called the Hope Fund (see Appendix 12). The Hope Fund raises money for northeast Florida residents who are in financial need. Students in Dr. Paula Horvath’s JOU 3925-Applied Journalism class write stories about these individuals, and the Times-Union runs the stories between Thanksgiving and Christmas. Readers then donate to help those being profiled. The Hope Fund has raised $2.7 million to pay for food, housing and medical needs. For more information about the Hope Fund:
http://www.unf.edu/coas/communication/hope_fund.aspx and http://hopefund.org/

The department also has a relationship with the Jacksonville Historical Society and the Jacksonville Broadcasters Association. The department has collaborated with former reporter and city councilman Harry Reagan, who is involved with both organizations, to produce the “Jacksonville History Show” as well as oral history interviews that can be accessed on the JBA’s website. The following websites have more information: www.jaxhistory.org and http://jaxbroadcasters.org/oral-histories-2/. The show presents interviews and discussions about Jacksonville and Northeast Florida history. Recent shows produced in the department’s TV studio include a discussion of the Black Wings exhibit (African Americans in Aviation) at the Ritz Museum, a discussion of some of the historical society’s archives and a review of the historical society’s list of most endangered historical structures. Since 1929, the Jacksonville Historical Society has been working to preserve and present local history. The organization’s most important activity is collecting and disseminating
Jacksonville and North Florida history. Thousands of documents, photos and films are maintained by the group, all available for use by the public.

In 2014, Investigative Reporters and Editors (IRE), a nonprofit organization that has provided training and support to journalists for decades, partnered with the department to hold a “watchdog workshop” for about 50 Jacksonville-area journalists. The department provided facilities and faculty to help with the event. The workshop focused on teaching how to gather information and bulletproof stories through the use of social media and search engines. The event featured journalists such as Shawn McIntosh, deputy managing editor of the Atlanta Journal-Constitution; McNelly Torres, investigative producer at WTVJ-NBC6 South Florida; and Topher Sanders, investigative reporter at The Florida Times-Union. Dr. Brian Thornton, who teaches mass communication law and ethics classes in the Department of Communication, talked about open records laws.

Also in 2014, the department held a documentary film festival for the local community that was co-sponsored by and shown at Sun-Ray Cinemas in the Five Points area of Jacksonville (see Appendix 12). Professors provided commentary to viewers and took questions after the documentaries were shown. The first presentation was done by Dr. Peter Casella, an assistant professor in multimedia journalism, who provided commentary to the documentary “Terms and Conditions May Apply,” which looks at the lack of online privacy. Adjunct professor Nick Tatro presented the next documentary, titled “The Square,” which examines the ongoing Egyptian revolution by following the lives of some of the people involved. It was nominated for a 2014 Academy Award. Tatro then discussed the antecedents of the protests and the current state of the Middle East. Tatro was a journalist stationed in the Middle East for two decades and served as Cairo bureau chief for the Associated Press. The final presentation included three short documentaries that were Academy Award nominees in 2013: “Inocente,” “Buzkashi Boys” and “Kings Point.” The three films made it to the big screen because of the power of crowdfunding, which was the topic that was discussed by Dr. Paula Horvath, a senior instructor in multimedia journalism.

In 2010 the Department of Communication co-sponsored with an event with The Florida Blue Center for Ethics at the University of North Florida titled “Social Media and the Value of Truth,” which held in a hotel in downtown Jacksonville for the local community. Speakers included Paul Bloomfield (University of Connecticut, Storrs) Nolan Bowie (Harvard University), Katherine Brittain Richardson (Berry College), Deni Elliot (University of South Florida), Mitchell R. Haney (University of North Florida), Jane E. Kirtley (University of Minnesota), Tom Rosenstiel (Pew Research Center’s Project for Excellence in Journalism), and Lee Wilkins (University of Minnesota).
2. List examples of professional and public service activities undertaken by members of the faculty in the past six years (before the self-study year). Please do not refer team members to faculty vitae for this information. Do not include service to the unit or institution; this information should be presented in Standard 1.

Before listing individual faculty service activities, it is important to note course-based public service activities that the department has engaged in for more than a decade. Advertising and Public Relations students take a major concentration capstone called 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, WJCT, K9 for Warriors, and Hubbard House. The professor of the course selects and coordinates with the client. The students identify the client’s strengths, weaknesses, opportunities, and threats that lay the foundation of the campaigns they’ll create for the clients. Based on their research findings, students create a multi-tiered campaign for the clients to use, including promotional content like press kits, PSA’s, broadcast and still advertisements, social media, and media buying plans (copies of past campaign plan books will be available for the ACEJMC site team in the workroom). Campaigns are pitched to the clients and their representatives after which the clients decide whether to use the campaign. Most sections of ADV 4800 and PUR 4800 during the last several years had also had community-based transformational learning (CBTL) components, which help maintain UNF’s Carnegie Community Engagement Classification. Community-based learning components in departmental courses include activities where students are directly involved with programs of organizations that help those in need in the community, such as veterans and victims of domestic abuse. Students spend time with organizations and apply skills learned in their mass communication courses to assist in the organizations’ communication needs.

Another long-term course-based public service activity is “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. Each episode connects to a theme that is of interest to the community, such as local history, money matters, and politics. To view: https://unftv.com

In addition, other Department of Communication courses form partnerships with local newspapers, magazines, and TV stations. Two examples are #IgniteMedia and OneTankMedia, which are course-run news bureaus in which Communication students provide high-quality multimedia content and Jacksonville media outlets run the stories. The #IgniteMedia news bureau covered the crowdfunding festival One Spark in 2014 and 2015, and OneTankMedia focused on travel stories in 2016. For more information, see http://ignitemediajax.com/ and https://onetankmedia.com/

Individual faculty service activities include:
Dr. Christa Arnold:
- Community service for St. Francis Catholic High School, 2015.
- Public Speaking coaching for the state Odyssey of the Mind group competition.

Dr. Berrin Beasley:

Professional Service
- Board member, American Journalism Historians Association, 2012-present.
- Member, History in the Curriculum committee, American Journalism Historians Association, Tucson, AZ, 2010.
- Advisory Board Member, The Banner Center of Florida, Creative Industries, 2012. State-funded labor force training initiative to train Florida residents in technical skills used on the media industries, such as film, TV, social media, internet.
- Consultant, Florida Department of Education, Journalism Teacher State Testing Certifications
  Responsibilities: Developing state standards for journalism teacher certification in grades 6-12; November 2004 to present.

Journal Reviewer/Editorial Board Member
- *Sex Roles*, 2006-present.

Ms. Dee Colvin-Ott:
- American Advertising Federation, Jacksonville Chapter, 2008-present

Dr. David Deeley:

Broadcast Education Association
- Chair (Elected), Law & Policy Division, 2014-Present
- Communications Committee (Appointed), 2015-Present
• Membership Committee (Appointed), 2015-Present
• Vice-Chair/Paper Competition Chair (Elected), Law & Policy Division, 2012-2014
• Communication/Newsletter Editor (Elected), Law & Policy Division, 2011-2012
• Interest Divisions: Law & Policy, Sports, News, Student Media Advisors

Ms. Roberta Doggett:
• APR Examination Reviewer for the Universal Accreditation Board for Public Relations
• Subject Matter Expert for the Universal Accreditation Board (UAB), 2012.
• Co-Chairman, PR and Marketing Committee and Executive Leader of the Vision Team for Mission Way Community Church, 2010-2011
• Member, national Educational Affairs Committee for the Public Relations Society of America, 2010-2011
• Book Reviewer, *Marketing Public Relations*, by Gaetan Giannini, 2010
• Panelist, Public Relations Society of America Readiness Review, 2004-present
• Member, Student Relations Committee, North Florida Chapter Public Relations Society of America, 2003-present

Mr. Joey Goodsell:
• Member, University Film and Video Association, 2008-2011
• Southeast Chapter Member, NATAS 2004-2012

Dr. Christine Holland:
• ONE SPARK entry “Mobile Market” concept for solution for food deserts in Jacksonville, April 2014
• Appeared on WJXT news to discuss “style differences in Town Hall debates,” October 15, 2012
• “Communication Renovation” Professional Development seminar on presentation skills developed for CSX. October-November, 2011

Dr. Paula Horvath:
• Editorial Writer, *Florida Times-Union*, 2014-Present
• Member of the Board of Directors of the Jacksonville Area Sexual Minority Youth Network, 2014-present
• Volunteer for Puppy Hill Farms Animal Rescue in Melrose, FL, 2006-present.
• Test Proctor, Dow Jones Internship, 2006-present
• Judge, Florida Scholastic Press Association Awards, 2006-present
• Director of Hope Fund for families in need, 1994-present
• Humane Society of the Lake Region Board of Directors, 1990-present
• Keystone Recreation Association Board of Directors, 1990-present
• Keystone Heights Elementary School Advisory Board Member, 1990-present
• Judge, Volunteer Jacksonville Volunteer-of-the-Year Awards, 1990-present
• Judge, Florida High School Press Journalism Award, 1990-present

Dr. Chunsik Lee:
• Reviewer for Association for Education in Journalism and Mass Communication, 2011-present
• Reviewer for Annual Conference of American Academy of Advertising, 2011 – Current
• Reviewer for Asian Journal of Communication, Fall 2012/ Spring 2013/ Fall 2013/Spring 2014/Summer 2014
• Ad hoc reviewer for International Journal of Pharmaceutical and Healthcare Marketing, 2012

Ms. Diane Matuschka:
• R.A.I.N (Rescuing Animals in Nassau) Volunteer Worker
• Elderly Care Volunteer Worker

Dr. Carolynn McMahan:
• Research Board Member, American Academy of Advertising Association, 2014
• Media Chair, Pancreatic Cancer Action Network, Jacksonville Affiliate, 2010-2015
• Volunteer, Sunshine State Rescue Westie Organization, 2015

Dr. Siho Nam:
• Paper Reviewer, Association for Education in Journalism and Mass Communication Conference, Cultural and Critical Studies Division, San Francisco, CA, 2015
• Paper Reviewer, Chinese Journal of Communication, 2015
• Paper Reviewer, Television & New Media, 2014
• Paper Reviewer, Association for Education in Journalism and Mass Communication Conference, Cultural and Critical Studies Division, Montreal, Canada, 2014
• Paper Reviewer, Association for Education in Journalism and Mass Communication Conference, Cultural and Critical Studies Division, Washington, D.C., 2013
• Editorial Board Member, Communication Insight, communication studies journal published in English and Korean. Fall 2008 – present
• Paper Reviewer, Association for Education in Journalism and Mass Communication Conference, Cultural and Critical Studies Division, St. Louis, MO, 2011
• Paper Reviewer, Association for Education in Journalism and Mass Communication Conference, Cultural and Critical Studies division, Denver, CO., 2010
• Member, Jacksonville JTS (Join Together Society)

Dr. Jae Hee Park:
• Editorial Board Member for Korean Journal of Out of Home Advertising Research, Spring 2015 – Present
• International Board of Directors of Korea Entertainment Association (AEA), Summer 2015 – Present
• Paper Reviewer for American Academy of Advertising (AAA), 2014

Dr. John Parmelee:
• Grant proposal reviewer, National Science Foundation.
Dr. Stephynie Perkins:
- Member, Jacksonville Sister Cities Association, 2010

Dr. Margaret Stewart:
- National Institute of Social Media, 2013-Present
- Council of College and Military Educators, 2014-Present
- Eastern Communication Association, 2010-Present
- National Communication Association, 2010-Present

Dr. Tulika Varma:
- Reviewer (Research Papers), for the Mass Communication Division of the National Communication Association, 2014 Annual Convention
- Reviewer (Research Papers), International Communication Association, 2012 Annual Convention

3. Describe the unit’s contact with alumni, professionals and professional organizations to keep curriculum and instruction, whether online or onsite, current and to promote the exchange of ideas. Contact may include alumni and professional involvement in advisory boards, curriculum development, guest speaking, placement, internships, and fund-raising.

The Department of Communication relies on its Professional Advisory Board, which is made up of about 40 media professionals, for assistance with keeping the curriculum current as well as planning departmental activities. The co-chairs of the board are Gary Corbitt, retired research director at WJXT/Post-Newsweek Stations, and Cindy Weiss, senior marketing communication specialist at Mayo Clinic. Also, each media specialty (advertising, journalism, production and public relations) has its own leader (member list: [http://www.unf.edu/coas/communication/advisory_board.aspx](http://www.unf.edu/coas/communication/advisory_board.aspx)).

The board meets at least once a year. Board meetings in 2011 resulted in the department undertaking significant curriculum changes, such as combining the “Journalism” and “Electronic Media” major concentrations into a single concentration called “Multimedia Journalism and Production,” as well as adding new requirements to the Advertising and Public Relations concentrations. Board meetings in 2013 and 2014 helped develop the focus for the department’s new graduate degree, a master's of science in Communication Management. The board also helps plan and find participants for the department’s Media Week event each fall and Internship + Job Fair each spring. The board also helps supply names for the department’s “Speakers’ Bureau,” which is used for in-class speakers and other events. The Speakers’ Bureau is located on a website that is updated every semester to include the syllabi of all courses in the department, so speakers can see what courses they
might be interested in speaking to. The website also lists contact information of all faculty to facilitate collaboration. Speakers then list topics they are experts in, courses they want to speak to, and a short biography. For more information: https://unfcommconnection.wordpress.com/speakers/

Every year the Professional Advisory Board is asked to review the curriculum for possible additional changes. The board has recently suggested the need to emphasize concepts such as analytics, target audiences, SEO, social media, critical thinking, how to use a database, what the news is locally, the difference between a strategy and a tactic, and how to develop and pitch story ideas. The board recommends that students be aware of services such as Meltwater, Google Alerts, Google Analytics, Sizmek, Tableau, Constant Contact, Mail Chimp, SurveyMonkey, NewsWise, Metro Monitor, Excel, Caspio, Hubspot, Silverpop, Simple Reach, Hootsuite, and Buffer. The board’s suggestions are discussed in faculty meetings.

Every year many media professionals serve as guest speakers and exchange ideas with Communication students. Below is a list of speakers from the last three years:

**Guest speakers for 2015-2016**
Liz Anderson, PR Manager, Firehouse Subs
Emily Antworth, online producer, NBC Sports Group
Henna Bakshi, journalist/producer/host CNN/HLN
Carole Banks, Shepherd Agency
Chelsea Bladen, founder and CEO of The Real Teal Inc.
Tom Blomquist, independent Hollywood screenwriter and author
Toni Boudreaux, development director, Ponte Vedra Cultural Center
Michelle Branham, VP, Communications and Public Policy, Alzheimer’s Association
Roger Brown, *Florida Times-Union* editorial writer
Karen Case, Dalton Agency
Virginia Chamlee, *Jacksonville Magazine* editor
Donia Crime, VP, Burdette Ketchum
Brendan Cumisky, Dalton Agency
Filipe Deandrade, Comfort Theory & Associate Producer at RGTV
Will Dickey, *Florida Times-Union* photographer
Jeremy Dietrich, network line producer
Carole Fader, *Florida Times-Union* editor
Allen Fore, vice president of public affairs, Kinder Morgan Energy Partners
Timothy Gibbons, managing editor of *The Jacksonville Business Journal*
Lanette Hart, principal and founder of Hart and Associates
Bruce Kaufman, director, Broadcasting Business Affairs, PGA Tour
Gabriel Laserna from Cross Agency
Ann Luce, senior lecturer, journalism and comm., Bournemouth University, UK
Raquel Lute, Beson 4 Media Group
Kelly McDermott, *Ponte Vedra Recorder* editor
Hilla Medalia, internationally acclaimed documentarian
Jason Mudd, CEO and president of Axia PR
Asia Preston, digital media marketing coordinator, Recruiting Factors
Ashley Pulliam, multimedia producer
Stacey Readout, digital producer, WJXT
Shane Santiago, St. John and Partners
Ryanne Saucier, entertainment attorney
Ryan Schinneller, motion graphic artist
J.P. Shadrick, Jaguars Radio Network and Jaguars.com, Jacksonville Jaguars
Chris Sinclair, senior producer, PGA Tour Entertainment
Douglas W. Smart, former Hollywood/network director
Tom Szaroleta, Florida Times-Union writer
Ken Thomas, photojournalist, First Coast News
Grady Trimble, WTSP (CBS) Tampa
Lewis Turner, anchor, First Coast News
Austin Van Horn, senior account manager at The Cross Agency
Riley Wolf, producer, River City Live, WJXT
Natalie Wollet, VP of media at The Cross Agency

Guest speakers for 2014-2015
Liz Anderson, public relations manager, Firehouse of America, LLC
John Apostol, front end developer, EverBank
Katie Bahn, communications director Metro Jacksonville American Heart Association
Henna Bakshi, producer, CNN
Carole Banks, Shepherd Agency
Jessica Barber-Scott, PR specialist in social media, UNF University Public Relations
Guy Barnhart, account manager, Shepherd Agency
Phillip Bergman, senior consultant, Freelance Public Relations
Tom Blomquist, independent Hollywood screenwriter and author
Gerri Boyce, APR, media coordinator, JEA
Michelle Branham, comm. and public policy director, Alzheimer's Association
Roger Brown, Florida Times-Union editorial writer
Karen Case, Dalton Agency
Virginia Chamlee, editor, Jacksonville Magazine
Gary Corbitt, retired research director, WJXT
Brendan Cumisky, Dalton Agency
Will Dickey, Florida Times-Union photographer
Ryanne Duffie-Saucier, entertainment attorney
Monica Earle, corporate marketing coordinator, Vizergy
Carole Fader, Florida Times-Union editor
Jenny Kobin, Web. com
Katie Kurycki, manager of Visit Jacksonville’s marketing team
Raquel Lute, marketing executive for Beson 4 Media Group
John Laurence, former TV anchor/producer, and director, Laurence Television Group
Michael Matusek, nationally known colorist
Kelly McDermott, Ponte Vedra Recorder editor
Hilla Medalia, internationally acclaimed documentarian
Douglas W. Smart, former Hollywood/network director
Jon Nicolosi, The Cross Agency
Alicia Ramsdell, promotion and marketing manager, UNF Athletic Department
Les Rose, producer, CBS News Los Angeles
Shane Santiago, St. John and Partners
Heather Smith, social media manager, AntonWest Advertising
Jerry Smith, CEO of PineRidge Television and Film
Kyle Speckman, Dalton Agency
Tom Szaroleta, Florida Times-Union writer
Celia Weeks, St. John and Partners

**Guest speakers for 2013-2014**
Jim Amoss, new business models, New Orleans Times-Picayune, and NOLA.com editor
John Apostol, iDrive Marketing
Carole Banks, Shepherd Agency
Tom Blomquist, independent Hollywood screenwriter and author
Gerri Boyce, APR, media coordinator, JEA
Matt Brockelman, UNF Student Government lobbyist
Roger Brown, Florida Times-Union editorial writer
Morgan Burden, Somewhere in the City editor
Andy Carvin, social media strategist for First Look Media
Brendan Cumisky, Dalton Agency
Jeff Davis, creative director for The Florida Times-Union
Brian DeLettre, director of videography/media relations with the Jacksonville Suns
Will Dickey, Florida Times-Union photographer
Monica Earle, producer for Action News 30/47
Katie Evans, Twitter
Melise Everlof, media director, Renda Broadcasting
Carole Fader, Florida Times-Union editor
Karen Feagins, WJCT news director
Ron Fournier, political editor, National Journal and former Associated Press Washington Bureau Chief
Ed Gaston, president of Wealth Watchers
Robbie Gordon, ABC News investigative reporter
Steve Hammel, VP and general manager, WRAL-TV
Andrea Hartley, executive director Global Jax
Mary Harvey, APR, president and owner, Agency A La Carte
Terry Hines, chief of corporate comm., Army Corps of Engineers in Jacksonville
Tommy Hobin, director of Internet marketing, Discover Tec
Kelly Houlds, Ponte Vedra Recorder editor
Kelly Jordan Hotaling, public affairs, Mayo Clinic
David Johnson, *Folio Weekly* arts and entertainment editor
Jamie Johnson, social media producer, WJXT
Jill Johnson, director of communications, FSCJ
Meredith O’Malley Johnson, director of volunteers and media relations, One Spark Jacksonville
Katie Kurycki, manager of Visit Jacksonville marketing team
John Laurence, independent television producer
Roxie Lute, public relations manager, Beson 4 Media Group
Michael Matusek, nationally known colorist
Chris Mavridis, former CBS Radio News correspondent
John McManus, author and theorist
Patrick McSweeney, former senior account executive St. John and Partners
Hilla Medalia, internationally acclaimed documentarian
Kimberly Norman, Collier International, director of public information
Todd O’Boyle, Common Cause program director
Colleen O’Connell, assistant director of communications with UNF Athletics
Deidre O’Conner, Jacksonville Public Education Fund media relations
Bob Papper, former news executive, retired educator and media researcher
Bill Plante, senior CBS News White House correspondent
Jack Potter, general manager, Cox Media Group
Jason Pratt, social media director, Mayo Clinic Jacksonville
Kevin Punsky, external communications manager, Mayo Clinic Jacksonville
Jason Ramsey, client services director, WJXT
Stacey Readout, executive producer, WJXT
Denise Reagan, *Folio Weekly* editor
Valarie Robinson, UNF Career Services
Shane Santiago: St. John and Partners
Paul Scotti, APR, senior public affairs specialist, Mayo Clinic Jacksonville
Gary Sease, crisis communication manager with CSX
Douglas W. Smart, former Hollywood/network director
Heather Smith, social media manager, AntonWest Advertising
Rob Sweeting, WJXT news anchor
Amanda Todd, Somewhere in the City editor
Greg Walsh, Yellow Book editor
Sarah Walsh, ESPN anchor
Celia Weeks, St. John and Partners
Cynthia Weiss, public affairs, Mayo Clinic
Bob Woodward, associate editor, *The Washington Post*

Many guest speakers and members of the Professional Advisory Board are also departmental alumni. Another opportunity to connect with alumni comes during Media Week. One panel is made up exclusively of alumni, who give advice to students on how to make the most of their UNF experience. Panelists in 2014 included Anneliese Delgado, a reporter for WOKV-FM; Christopher Fennell, a freelance graphic designer; Marcel Robinson, editor/producer at WCWJ-TV/CW17;
Liz Anderson, PR manager at Firehouse Subs; Ken Thomas, videographer for First Coast News; Stephanie Rossettos, communications specialist at Watson Realty Corp.; and Cecily Sorenson, Firehouse Subs' vice president of corporate communications. Panelists in 2015 included Tracy Collins, VP of marketing & public relations, Goodwill Industries of North Florida; Anneliese Delgado, reporter, WOKV-FM; Lindsey Kilbride, reporter/producer, WJCT; Toni Boudreaux, director of development, The Cultural Center of Ponte Vedra; Emilee Speck, homepage editor, Orlando Sentinel; Lauren Furey, Instructor of Record/Doctoral Student, University of Florida; and Haleigh Dunning, project manager, The Connect Agency. The alumni panel is always in the late afternoon. Later in the evening, alumni gather for a mixer in their honor. The alumni mixer includes alumni, students and faculty. Recruiting for the alumni panel, mixer, and other alumni events is done with the help of the department’s Communication alumni association.

Other contacts with alumni include a departmental alumni survey that is delivered every two years via e-mail. The survey asks the former students how the Communication major prepared them for their career. Alumni responses show faculty the degree to which industry changes need to be addressed in courses. The responses also measure learning outcomes consistent with the North Florida Nine. More information about the departmental alumni survey is found in Standard 9.

4. Describe the unit’s methods for communicating with alumni, such as newsletters or other publications, on paper or online. Provide copies of publications or the online link for communication during the previous academic year.

In 2013 the Department of Communication created an online alumni newsletter. The newsletter publishes in the fall and spring and is sent out via e-mail and social media. The newsletter has several types of stories. There are stories that update Communication alumni on recent developments, events, and accomplishments in the department, and there are stories from alumni of various generations telling where they are professionally and how the department helped them along the way. Another regular item, called “Tech Tips,” shares the latest news about gadgets, software and apps that can help alumni in their current media job. There is also an item called “Get Involved,” which lists eight ways for alumni to engage with the department, including participating in Media Week and other events, as well as donating money.

To see issues of the alumni newsletter:
http://www.unf.edu/coas/communication/Alumni_Newsletter.aspx

The department also has the UNF Communication Alumni Facebook group, which includes information about alumni social events, recently posted communication jobs, tech tips, departmental news and pictures and video from departmental events. The group includes Communication alumni and Communication faculty. The department’s
alumni association was instrumental in developing the format for the Facebook group and recruiting alumni to join.

One weakness that all departments at UNF have had to deal with over the years is a centralized alumni services regime that has historically been reluctant to share alumni contact information and has had issues maintaining current alumni contact information. During the last several years there have been leadership changes in UNF’s Office of Alumni Engagement and Annual Giving that have suggested that change is on the way. For the self-study, the department chair met with the new leader, Chris Decent, who offered to share alumni contact information and help with alumni tracking for accreditation. The alumni list that was provided has some information, and the department chair then asked faculty to help fill in the gaps. That effort proved quite successful, as can be seen in the answer to question 6 in Standard 9 of the self-study.

5. Describe the unit’s support of scholastic (high school) journalism, including workshops, visiting lectures, critiques of student work, etc.

The Department of Communication has a scholastic journalism workshop. In spring 2015 the department hosted students from the Communications Academy at Nease High School. The visit was coordinated by Dr. David Deeley, an assistant professor of multimedia journalism who is also a member of Nease’s Communications Academy Advisory Board. The high school students took a tour of the HD production facilities the UNF Communication students use to produce “Inside Jacksonville” and ESPN3 coverage of UNF Athletics. The high school students also participated in three instructional sessions focused on multimedia writing, multimedia storytelling and social media and interviewing. Guest lecturers included UNF instructor Marcia Ladendorff, UNF alumna Henna Bakshi from CNN, and CBS News Los Angeles bureau producer/videographer Les Rose. Communication students Anthony Cinca, Riley Wolf and Emily Antworth served as ambassadors for the department during the event.

In 2016, the department expanded the scholastic workshop to include students from three public high schools (Stanton College Preparatory School, Frank H. Peterson Academies of Technology, and Englewood High School) and one private high school (Providence School of Jacksonville). Guest speakers included two UNF alumni: Grady Trimble, a multimedia journalist at WTSP-TV in Tampa, and Emily Antworth, streaming coordinator at NBCSG in Stanford, Conn. The format for the workshop was similar to the 2015 event, including facilities tours and instruction in multimedia storytelling and production. The scholastic journalism workshop is an annual event. The Department of Communication is considering expanding the event in the future to include workshops for those high school students who are interested in public relation and advertising.
Part II, Standard 9. Assessment of Learning Outcomes

Communication students give hugs to Communication professors during graduation.
Executive summary

- The Department of Communication’s learning expectations of graduates, called the North Florida Nine, match the professional values and competencies of the Accrediting Council on Education in Journalism and Mass Communication.

- The department has three direct measures to assess student learning outcomes: an examination at the start and end of the major, an internship evaluation, and a capstone course project evaluation for each major concentration. Two indirect measures are also used: a graduating senior survey and a departmental alumni survey.

- Three of the five assessment measures of the North Florida Nine rely on the involvement of media professionals and alumni.

1. Provide a copy of the unit’s written plan for assessment of student learning outcomes. This plan must include the dates of its adoption and of implementation of its components.

Student Learning Assessment Plan
Department of Communication, University of North Florida
Adopted March 29, 2013

As with every academic department at UNF, the assessment process in the Department of Communication is based upon the state-required Academic Learning Compact, a statement of what students will know and be able to do upon completion of an undergraduate academic program. The ALC includes the department’s mission statement and student learning outcomes. The department’s mission statement and nine student learning outcomes – known as the North Florida Nine – follow:

MISSION STATEMENT
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.

**NORTH FLORIDA NINE**
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.

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

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

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.

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

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.

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.

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

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.

The North Florida Nine are designed to match the professional values and competencies formulated by the Accrediting Council on Education in Journalism and Mass Communication (ACEJMC), which we fully endorse.
During the 2006-2008 academic years, the department undertook a series of program assessment activities, including the creation of an assessment plan, student learning goals, and assessment rubrics. Also, assessment was done on student writing samples. Since spring 2008, assessment efforts have focused on refining the student learning goals. The North Florida Nine are a result of these efforts. In 2012, a department-wide curriculum map was created by the faculty to identify which of the North Florida Nine student learning goals are “introduced,” “reinforced,” and “mastered” in each course (such terms match ACEJMC’s “awareness,” “understanding,” and “application” terminology).

Actions taken that are effective starting Fall 2013 include: refining of direct measures, such as the intern supervisor evaluation and the evaluation of capstone class presentations, to better measure the North Florida Nine. Also, a direct measure – a 50-question multiple-choice exam to measure learning embodied in the North Florida Nine – is to be given to students in one entry-level required course (Media Literacy) and in the required exit course (Internship) every two years. Also, an indirect measure – a survey of alumni of the department measuring the degree to which they feel they learned what is embodied in the North Florida Nine – is to be given every two years. Also, syllabi for all communication courses are to note which of the North Florida Nine are “introduced” (awareness), “reinforced” (understanding), and “mastered” (application) in each course – and readings, topics, and assignments in the syllabi are to be reflective of this. Also, the first two entry-level required courses, Media Literacy and Advanced Writing for the Media, are to introduce students to all of the North Florida Nine. Also, the North Florida Nine will be reinforced and mastered in required advanced courses and the internship. Finally, the North Florida Nine is to be on display in the departmental office and in all departmental classrooms. An oversight committee consisting of the track coordinators for Advertising, Public Relations, and Multimedia Journalism & Production (and any faculty volunteers) is tasked with working with the chair to implement the assessment plan. Assessment information is to be shared with the faculty, and the faculty will discuss and vote on changes to assessment procedures as well as when to share assessment information with external audiences, such as the department’s professional board of advisors.

**Assessment Measures**

The Department of Communication applies three direct measures and two indirect measures to assess the student learning outcomes embodied in the North Florida Nine:

**Examination at the start and end of the major (direct measure)**

An exam designed to assess student learning of all North Florida Nine outcomes will be given to all students in one required entry-level course (MMC 1004 Media Literacy) and then in the required exit course (MMC 4975 Internship Senior Project). The exam is meant to measure the degree to which learning of the North Florida Nine outcomes has increased during students’ time in the department. The desired result is for the average score in the exit course to be at least a 70% on each of the North Florida Nine outcomes being examined. Also, there should be a significant increase in scores from the entry-level course to the exit course. Frequency: Every two years.
Internship evaluations (direct measure)
Students in MMC 4975 (Internship Senior Project) complete a professional media-based internship prior to graduation and are evaluated by their on-site internship supervisor. The evaluation sheet, which includes questions related to North Florida Nine, allows media professionals who are supervising student interns to assess students’ preparedness to enter the media field. Information provided by the supervisors also allows faculty to assess students’ strengths and weaknesses, which can lead to changes in curriculum and instruction. The desired result is for at least 80% of supervisors to “strongly agree” or “agree” (on a 5-point Likert scale) that their student intern demonstrated the learning outcomes being addressed. Frequency: Every semester.

Capstone projects (direct measure)
The department’s three tracks – advertising, public relations, and multimedia journalism & production – have required capstone courses that provide an opportunity to assess communication, discipline content, and critical thinking skills as teams of students work together on a project. For advertising (ADV 4800 Advertising Campaigns) and public relations (PUR 4800 Public Relations Campaigns), the project is a comprehensive campaign plan, usually for an area nonprofit organization. Area advertising and PR executives, acting as judges, watch and evaluate group presentations of the campaign plan. For multimedia journalism (JOU 4348 Advanced Multimedia Storytelling), the project involves a news broadcast. Area journalism professionals watch and evaluate the broadcast. These capstone evaluations by professionals assess the degree to which students are meeting the expectations for entry-level professionals in the media industry. The evaluation results are to be analyzed for possible changes in curriculum and instruction. The desired result is for the judges to “strongly agree” or “agree” (on a 5-point Likert scale) that the project met the expectations for entry-level professionals in terms of the learning outcomes addressed. Frequency: Every semester.

UNF graduating senior survey (indirect measure)
UNF gives a survey to graduating seniors, and the results are broken down by major. Eleven of the questions are major-specific and measure dimensions of student learning consistent with the North Florida Nine. The survey is a way to assess what students feel they have learned in the department. The evaluation results are to be analyzed. The desired result is for at least 80% of respondents to “strongly agree” or “agree” (on a 5-point Likert scale) that they learned the outcomes being asked about. Frequency: Annually.

Departmental alumni survey (indirect measure)
The survey allows faculty to understand how their former students feel the major has prepared them for their career. Alumni have the ability to assess the curriculum with the benefit of hindsight. Alumni responses can show faculty the degree to which industry changes need to be addressed in courses. The responses also measure learning outcomes consistent with the North Florida Nine. The desired result is for at least 80% of respondents to “strongly agree” or “agree” (on a 5-point Likert scale) that they learned the outcomes being asked about. Frequency: Every two years.
2. Provide the unit’s definition of goals for learning that students must achieve. If this definition is incorporated into the plan for assessment, a page reference will suffice.

The Department of Communication has nine student learning goals, which incorporate ACEJMC’s 12 professional values and competencies. The nine goals, called the North Florida Nine, are posted in classrooms on posters such as this:
3. Describe the collection and reporting of data from both direct and indirect assessment measures and how the unit used its analysis of the data to improve curriculum, instruction, etc. Provide copies of any end-of-year assessment reports. If there are multiple reports from the six-year period, summarize the findings and make the reports available in the appendices or in the workroom.

The Department of Communication devotes a significant amount of time to collecting, reporting, discussing, and acting on assessment data. Below are the results of our efforts on two indirect and three direct measures. Also, a summary of the actions taken during the last three years to close the loop on assessment is found on the next several pages.

**Indirect Measure: Graduating Senior Survey**

Students were asked by the University to report their level of agreement (using a 5-point Likert) regarding the degree to which they learned the outcomes in the North Florida Nine. About 60 students answered the questions for each of the years listed. The survey was distributed via e-mail. The questions are shown below.

“As a result of completing the Communication Major at UNF, I have learned...”

Communicate Effectively: “To communicate clearly and accurately through grammatically correct written, oral, and mediated forms appropriate to the study of communication and professional practice.”

Think Critically: “Conduct reasoned evaluation of information to assess its relevance, accuracy, purpose, and meaning.”

Apply Communication Theory: "To apply appropriate theoretical concepts of communication in academic and professionally oriented work."

Conduct Valid Research: "To 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." Also, “To use basic numerical and statistical concepts.”

Utilize Appropriate Technology: "To apply the tools and technologies of the communications professions in the creation and dissemination of messages appropriate for professional practice."

Value Freedom of Expression: "To 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."
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."

Practice Ethically: “To demonstrate an understanding of professional ethical principles and the relationship between ethics and law.”

Regard History: “To demonstrate understanding of the history of communication media and professions and the role of key communication professionals and institutions in shaping them.”

The numbers reported below are the combined “strongly agree” and “agree” scores.

**Graduating Senior Survey**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicate effectively</td>
<td>91%</td>
<td>86%</td>
<td>96%</td>
<td>90%</td>
</tr>
<tr>
<td>Think critically</td>
<td>90%</td>
<td>80%</td>
<td>96%</td>
<td>90%</td>
</tr>
<tr>
<td>Apply theory</td>
<td>85%</td>
<td>82%</td>
<td>93%</td>
<td>92%</td>
</tr>
<tr>
<td>Conduct valid research (general)</td>
<td>83%</td>
<td>75%</td>
<td>91%</td>
<td>88%</td>
</tr>
<tr>
<td>(data + stats)</td>
<td>76%</td>
<td>*</td>
<td>*</td>
<td>76%</td>
</tr>
<tr>
<td>Utilize appropriate technologies</td>
<td>88%</td>
<td>89%</td>
<td>98%</td>
<td>87%</td>
</tr>
<tr>
<td>Value freedom of expression</td>
<td>86%</td>
<td>86%</td>
<td>95%</td>
<td>90%</td>
</tr>
<tr>
<td>Embrace diversity</td>
<td>83%</td>
<td>79%</td>
<td>95%</td>
<td>91%</td>
</tr>
<tr>
<td>Practice ethically</td>
<td>91%</td>
<td>86%</td>
<td>96%</td>
<td>90%</td>
</tr>
<tr>
<td>Regard history</td>
<td>81%</td>
<td>77%</td>
<td>91%</td>
<td>87%</td>
</tr>
</tbody>
</table>

* A second question dealing with “basic numerical and statistical concepts” was not asked in the University survey in 2014 or 2013, even though it was asked in 2012. The department chair made requests in 2013 and 2014 to add back the stats question to the survey.

The data show that most of the North Florida Nine learning outcomes are consistently well above the desired 80% mark, though “conduct valid research,” “embrace diversity” and “regard history” have room for improvement.

Actions taken by the faculty each year as a result of discussing the data:
- Even though the “communicate effectively” scores are high, the faculty decided in 2013 to create a grammar quiz for all majors and embed the quiz in MMC 3105-Advanced Writing for the Media. In 2014 and 2015 the faculty discussed the results of the grammar quiz and decided against making any changes to the test and to continue to monitor its effectiveness.
In terms of “conduct valid research,” the department approved changes in 2013 that require students to pass a statistics course prior to taking MMC 4420-Mass Communication Research. Those changes went into effect in fall 2014. Also, the faculty decided in fall 2014 to increase how much research instruction there is in the following classes: MMC 3105-Advanced Writing for the Media, JOU 3342-Multimedia Storytelling, and COM 4430-International Communication. Also, regarding “basic numerical and statistical concepts,” all professors who teach MMC 4420-Mass Communication Research met in January 2016 to discuss ways to increase students’ exposure to instruction on statistics. The professors decided that all sections of MMC 4420 will have required reading and/or Web links dealing with statistics as it relates to professional media and research. The professors agreed to share with each other what links/readings they use. Furthermore, the department’s Professional Advisory Board met in spring 2016 to describe their expectations regarding employees’ knowledge of numerical and statistical issues (including SPSS and Excel). The results of these discussions will be used to make improvements to MMC 4420 and other courses.

For “utilize appropriate technologies,” the department’s Professional Advisory Board met in January 2014 and April 2015 to talk about which technologies are vital to get a media job. One reoccurring theme from the board was the need to teach more analytics. The Chair sent a summary of their answers to the faculty to discuss further. As a result, the faculty spent several meetings in 2014 and 2015 discussing what technologies to focus on in advertising, public relations, journalism and production. Furthermore, faculty members were given extra professional development money during the 2014-15 and 2015-16 terms to update their technology skills.

For “value freedom of expression,” the faculty voted in 2013 to increase the amount of law instruction in MMC 1004-Media Literacy, ADV 3008-Principles of Advertising, PUR 3000-Principles of PR, MMC 4500-History of Mass Communication, and MMC 3200-Law and Ethics of Communication.

To raise the “embrace diversity” score, the faculty voted in 2013 to create a diversity advocate to help expand diversity in the curriculum. In 2014 and 2015, a global and domestic diversity panel was included in the department’s annual Media Week events. In 2014 the department added more minorities to its speakers’ bureau of media professionals, which faculty have used to find more diverse in-class speakers. Also, the faculty decided in fall 2014 to increase how much diversity instruction there is in MMC 1004-Media Literacy, MMC 3105-Advanced Writing for the Media, PUR 3000-Principles of PR, PUR 4450-Event Planning, JOU 4223-News Editing & Design, and COM 3120-Organizational Communication.

In terms of “practice ethically,” the faculty voted at its 2013 retreat to increase ethics instruction in MMC 3200-Law and Ethics of Communication. In fall 2014,
the faculty added more ethics to PUR 4800-PR Campaigns, ADV 4800-Ad Campaigns, MMC 4348-Advanced Multimedia Storytelling, and RTV 4221-Advanced TV Production.

- To increase the “regard history” score, the faculty voted in 2013 to increase history instruction in ADV 3008-Principles of Advertising, PUR 3000-Principles of PR, and MMC 4500-History of Mass Communication.

**Indirect Measure: Alumni Survey**

Departmental alumni were asked to report their level of agreement (using a 5-point Likert) regarding the degree to which they learned the outcomes in the North Florida Nine. In 2013, 62 alumni responded, and 81 alumni answered in 2015. The survey was distributed via e-mail in 2013 and via e-mail and the departmental alumni Facebook group in 2015. The questions are shown below.

“As a result of completing the Communication Major at UNF, I have learned...”

Communicate Effectively: “To communicate clearly and accurately through grammatically correct written, oral, and mediated forms appropriate to the study of communication and professional practice.”

Think Critically: “Conduct reasoned evaluation of my work and the work of others to assess its relevance, accuracy, purpose, and meaning.”

Apply Communication Theory: "To apply appropriate theoretical concepts of communication in academic and professionally oriented work."

Conduct Valid Research: "To 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."

Utilize Appropriate Technology: "To apply the tools and technologies of the communications professions in the creation and dissemination of messages appropriate for professional practice."

Value Freedom of Expression: "To 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."

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."
Practice Ethically: “To apply ethical principles to communication professional practice.”

Regard History: “To demonstrate understanding of the history of communication media and professions and the role of key communication professionals and institutions in shaping them.”

The numbers reported below are the combined “strongly agree” and “agree” scores.

**Alumni Survey**

<table>
<thead>
<tr>
<th>North Florida Nine</th>
<th>2015</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(Goal: Score at least 80%)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicate effectively</td>
<td>95%</td>
<td>93%</td>
</tr>
<tr>
<td>Think critically</td>
<td>90%</td>
<td>88%</td>
</tr>
<tr>
<td>Apply theory</td>
<td>81%</td>
<td>84%</td>
</tr>
<tr>
<td>Conduct valid research</td>
<td>81%</td>
<td>74%</td>
</tr>
<tr>
<td>Utilize appropriate technologies</td>
<td>85%</td>
<td>83%</td>
</tr>
<tr>
<td>Value freedom of expression</td>
<td>85%</td>
<td>81%</td>
</tr>
<tr>
<td>Embrace diversity</td>
<td>80%</td>
<td>77%</td>
</tr>
<tr>
<td>Practice ethically</td>
<td>93%</td>
<td>89%</td>
</tr>
<tr>
<td>Regard history</td>
<td>80%</td>
<td>76%</td>
</tr>
</tbody>
</table>

As with the graduating senior survey, the 2013 alumni survey data show high scores for all of the North Florida Nine learning outcomes except “conduct valid research,” “embrace diversity” and “regard history.” Because of curriculum changes during the last five year, it is also useful to examine the subset of more recent graduates. For the 2013 survey, 2008 to 2012 graduates reported higher numbers for “conduct valid research” (81%) and “embrace diversity” (79%) than did all graduates. Other learning outcome scores did not change much when examining the 2008 to 2012 subset. However, the scores improved nearly across the board in the 2015 alumni survey. Every North Florida Nine learning outcome met the desired outcome of 80% or higher.

Actions taken by the faculty each year as a result of discussing the data:

- At its 2013 faculty retreat, the faculty voted to alter the curriculum map to reflect the fact that for “embrace diversity,” the pre-internship (MMC 3942) will do it at the 2 (reinforced) level, and all major concentration capstones (ADV 4800-Advertising Campaigns, PUR 4800-PR Campaigns, JOU 4348-Advanced Multimedia Storytelling, and RTV 4221-Advanced TV Production) will do it at the 3 (mastered) level. Also, at a January 2014 departmental meeting the chair asked those who teach ADV 3008-Principles of Advertising, PUR 3000-Principles of PR, and MMC 4500-History of Mass Communication to talk about,
and include an assignment on, the global aspects of PR, advertising, journalism, and production (if they are not already doing so).

- Other faculty actions with regard to “conduct valid research,” “embrace diversity” and “regard history” were discussed in the previous section on the graduating senior survey.

**Direct Measure: Internship Evaluation**

Internship supervisors for MMC 4975-Internship Senior Project are asked about their students’ skills on the job as they relate to the North Florida Nine. Choices range from "5" (strongly agree) to "1" (strongly disagree). There is also an option for "not applicable." In fall 2013, 33 internship supervisors responded. In spring 2015, 50 internship supervisors responded. The questions are shown below.

"The intern…"

Communicate Effectively: “was able to communicate clearly and accurately through grammatically correct written, oral, and mediated forms appropriate to the profession.”

Think Critically: “was able to conduct a reasoned evaluation of information to assess its relevance, accuracy, purpose, and meaning.”

Apply Communication Theory: "could apply theoretical concepts of communication in his or her professionally oriented work."

Conduct Valid Research: "could apply research methods appropriate to this profession and interpret the results of the research." Also, the intern “could correctly apply basic numerical and statistical concepts when doing their work.”

Utilize Appropriate Technology: "effectively applied the tools and technologies of this profession in the creation and dissemination of messages."

Value Freedom of Expression: "demonstrated an understanding of the First Amendment and the principles and law of freedom of speech and press."

Embrace Diversity: "demonstrated an understanding of the diversity of the local area as well as the larger global society."

Practice Ethically: “showed an understanding of professional ethical principles, legal limitations on mass media, and was able to apply ethical principles to communication professional practice.”
Regard History: “understood of the history of communication and the role of key communication professionals and institutions.”

The numbers reported below are the combined “strongly agree” and “agree” scores for applicable responses.

**Internship Supervisor’s Survey**

<table>
<thead>
<tr>
<th>North Florida Nine (Goal: Score at least 80%)</th>
<th>Spring 2015</th>
<th>Fall 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicate effectively</td>
<td>93%</td>
<td>81%</td>
</tr>
<tr>
<td>Think critically</td>
<td>93%</td>
<td>76%</td>
</tr>
<tr>
<td>Apply theory</td>
<td>97%</td>
<td>81%</td>
</tr>
<tr>
<td>Conduct valid research (numerical + stats)</td>
<td>91%</td>
<td>77%</td>
</tr>
<tr>
<td>Utilize appropriate technologies</td>
<td>93%</td>
<td>79%</td>
</tr>
<tr>
<td>Value freedom of expression</td>
<td>97%</td>
<td>85%</td>
</tr>
<tr>
<td>Embrace diversity</td>
<td>89%</td>
<td>81%</td>
</tr>
<tr>
<td>Practice ethically</td>
<td>91%</td>
<td>85%</td>
</tr>
<tr>
<td>Regard history</td>
<td>92%</td>
<td>86%</td>
</tr>
</tbody>
</table>

* A second question dealing with "basic numerical and statistical concepts" was not asked in 2013.

The department’s faculty spent 2013 and 2014 discussing ways to increase the low 2013 scores for “conduct valid research,” “utilize appropriate technologies” and “think critically.” By 2015, all North Florida Nine learning outcomes exceeded expectations. The response rate from the internship supervisors was also much higher in 2015. Actions taken by the faculty each year as a result of discussing the data include:

- The faculty decided in spring 2015 to increase the low internship supervisor response rate by changing the supervisors’ contract with the department to specify the need to fill out the evaluation form.

- To raise the “conduct valid research” score, the faculty voted on several measures, such as making MMC 4420-Mass Communication Research a prerequisite for MMC 4975-Internship Senior Project and deciding to have 4420-Mass Communication Research students first pass a statistics class. The faculty actions were designed to make students better prepared to do research in the internship.

- In terms of “utilize appropriate technologies,” the faculty decided in fall 2014 to increase how much technology instruction there is in the following classes: MMC 1004-Media Literacy, MMC 3105-Advanced Writing for the Media, PUR 4450-
Event Planning, RTV 3234-Announcing and Performance, and JOU 4223-News Editing & Design.

- For “think critically,” The faculty decided in fall 2014 to increase how much critical thinking instruction there is in the following classes: MMC 1004-Media Literacy, PUR 4450-Event Planning, RTV 3234-Announcing and Performance, JOU 4223-News Editing & Design, and COM 4430-International Communication.

- Other faculty actions with regard to “conduct valid research” and “utilize appropriate technologies” were discussed in the previous section on the graduating senior survey.

**Direct Measure: Examination at the Start and End of the Major**

Communication majors in the first required entry-level course, MMC 1004-Media Literacy, and Communication majors in MMC 4975-Internship Senior Project, which is taken at the end of the major, take a 50-question multiple choice exam, which is called the North Florida Nine Test. A majority of the questions come from extensive discussions in 2013-2014 among UNF Department of Communication faculty. Some questions from the 2016 exam come from the exit exam of the School of Journalism and Mass Communication at the University of South Carolina. The exam is meant to measure the degree to which learning of the North Florida Nine outcomes has increased during students’ time in the department (see Appendix 13). The desired result is for the average score in the exit course to be at least a 70% on each of the North Florida Nine outcomes being examined. Also, there should be a significant increase in scores from the entry-level course to the exit course. The exam is given every two years.

The North Florida Nine Test was administered in 2014 and 2016. Faculty discussed the following 2014 data at the fall 2014 faculty retreat:

**Summer 2014 Data for Examination at the Start and End of the Major**

<table>
<thead>
<tr>
<th>North Florida 9 (Goal: Seniors score at least 70%)</th>
<th>Entering students (n=35)</th>
<th>Graduating Communication seniors (n= 59*)</th>
<th>Difference in student learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicate effectively</td>
<td>54%</td>
<td>66%</td>
<td>+ 12% pts.</td>
</tr>
<tr>
<td>Think critically</td>
<td>73%</td>
<td>73%</td>
<td>0%</td>
</tr>
<tr>
<td>Apply theory</td>
<td>57%</td>
<td>54%</td>
<td>- 3%</td>
</tr>
<tr>
<td>Conduct valid research (general)</td>
<td>65%</td>
<td>68%</td>
<td>+ 3%</td>
</tr>
</tbody>
</table>
### (data + stats)

<table>
<thead>
<tr>
<th></th>
<th>48%</th>
<th>58%</th>
<th>+ 10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Utilize appropriate technologies</td>
<td>50%</td>
<td>82%</td>
<td>+ 32%</td>
</tr>
<tr>
<td>Value freedom of expression</td>
<td>52%</td>
<td>61%</td>
<td>+ 9%</td>
</tr>
<tr>
<td>Embrace diversity</td>
<td>46%</td>
<td>59%</td>
<td>+ 13%</td>
</tr>
<tr>
<td>Practice ethically</td>
<td>32%</td>
<td>42%</td>
<td>+ 10%</td>
</tr>
<tr>
<td>Regard history</td>
<td>44%</td>
<td>66%</td>
<td>+ 20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>53%</td>
<td>63%</td>
<td>+ 10%</td>
</tr>
</tbody>
</table>

*62 minus 3 students who took less than 4 min. to take the test and were not included in analysis.*

Some of the low score among the graduation seniors may be due to how little time some took to answer the questions. The 2014 version of the test did not count for a grade in any course, so there was the lack of an incentive to do well. Regardless, it was clear that the department’s curriculum could benefit by increasing instruction of the North Florida Nine. At the 2014 faculty retreat the faculty voted to increase instruction in many North Florida Nine learning outcomes to levels 1 ("introduced"), 2 ("reinforced"), and 3 ("mastered"). The first six courses listed are required in the major or in a major concentration. The rest are major electives:

- MMC 1004-Media Literacy added “think critically” and “utilize appropriate technology” at the 3 level; and “communicate effectively,” “embrace diversity,” and “regard history” at the 2 level.
- MMC 3105-Advanced Writing for the Media added “apply theory” and “diversity” to the 1, 2 levels; and added “conduct valid research,” “technology,” and “practice ethically” to the 1 level.
- PUR 3000-Principles of PR added “apply theory” at the 2 level, and “diversity” and “ethics” at the 1 level.
- ADV 4800-Campaigns added “theory” and “value freedom of expression” at the 3 level.
- MMC 3614-Theories & Effects increased “theory” to the 3 level.
- JOU 3342-Multimedia Storytelling added “theory” and “research” at the 1 level.
- PUR 4450-Event Planning added “communicate effectively,” “think critically,” “technology,” and “diversity” at the 2 level.
- MMC 3402-Political Advertising added “think critically,” “apply theory,” and “diversity” at the 2 level, and “regard history” at the 1 level.
• RTV 3234-Announcing and Performance added “communicate effectively” at 3; “think critically,” “technology,” and “ethics” at 2; and “theory” at 1.

• JOU 4223-News Editing & Design added “think critically” and “technology” at 3; “communicate” and “ethics” at 2; and “history” and “diversity” at 1.

• COM 4430-International Communication added “communicate,” “think,” “theory,” and “research” at 3.

• PUR 4400-Crisis Communication added “theory” at the 2 level.

The 2016 version of the North Florida Nine Test differed from the 2014 version in that the Communication seniors were told the test was worth 5 percent of their grade in MMC 4975-Internship Senior Project. This gave the students some incentive to give their best effort. The students were also given a brief study guide, which listed the North Florida Nine and gave the following advice: “All of your Communication classes have spent time teaching these competencies. The best way to prepare for the exam is to review the North Florida Nine and go over your notes from your classes. The syllabus for every Communication class lists which of the nine competencies are emphasized.” The test was given during the middle of the semester, and students had 90 minutes to complete the test.

There was a large improvement in scores for the Communication seniors in the 2016 test:

Spring 2016 Data for Examination at the Start and End of the Major

<table>
<thead>
<tr>
<th>North Florida 9 Spring 2016 (Goal: Seniors score at least 70%)</th>
<th>Entering Communication majors (n=76)</th>
<th>Communication seniors (n=70)</th>
<th>Difference in student learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicate effectively</td>
<td>54.4%</td>
<td>72.4%</td>
<td>+ 18% pts.</td>
</tr>
<tr>
<td>Think critically</td>
<td>54.7%</td>
<td>80.0%</td>
<td>+ 25.3%</td>
</tr>
<tr>
<td>Apply theory</td>
<td>45.5%</td>
<td>71.4%</td>
<td>+ 25.9%</td>
</tr>
<tr>
<td>Conduct valid research</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(general)</td>
<td>57.0%</td>
<td>76.7%</td>
<td>+ 19.7%</td>
</tr>
<tr>
<td>(data + stats)</td>
<td>44.5%</td>
<td>70.0%</td>
<td>+ 25.5%</td>
</tr>
<tr>
<td>Utilize appropriate technologies</td>
<td>76.3%</td>
<td>95.4%</td>
<td>+ 19.1%</td>
</tr>
<tr>
<td>Value freedom of expression</td>
<td>42.5%</td>
<td>71.6%</td>
<td>+ 29.1%</td>
</tr>
<tr>
<td>Learning Outcome</td>
<td>Entry-Level</td>
<td>Senior</td>
<td>Increase</td>
</tr>
<tr>
<td>------------------------</td>
<td>-------------</td>
<td>--------</td>
<td>----------</td>
</tr>
<tr>
<td>Embrace diversity</td>
<td>52.9%</td>
<td>75.1%</td>
<td>+ 22.2%</td>
</tr>
<tr>
<td>Practice ethically</td>
<td>39.8%</td>
<td>69.1%</td>
<td>+ 29.3%</td>
</tr>
<tr>
<td>Regard history</td>
<td>51.8%</td>
<td>89.7%</td>
<td>+ 37.9%</td>
</tr>
<tr>
<td>Total</td>
<td>51.9%</td>
<td>77.1%</td>
<td>+ 25.2%</td>
</tr>
</tbody>
</table>

In all but one learning outcome (“practice ethically”), the graduating seniors reached the target goal. In addition, the difference in scores between the entry-level students and the seniors for all North Florida Nine learning outcomes was very large. The results of the 2016 test suggest that Communication seniors improve greatly during their time in the major and graduate with the skills they need to be competitive. Of course, there is always room for improvement. The faculty discussed the “practice ethically” score at a departmental meeting in April 2016. The department chair read over some of the ethics questions in the test. Many of the ethics questions focused on journalism-only situations or public relations-only situations. The recommendation was made to use ethics questions that are less specific to any one major concentration and instead focus on broad-based ethics questions for all Communication majors. The test will reflect the changes when it is given in 2018.

**Direct Measure: Judging Student Presentation in Public Relations Capstone**

Local public relations executives, acting as judges, watch and evaluate group presentations by students in the PR capstone course: PUR 4800-Public Relations Campaigns (see Appendix 13). In spring 2013 there were four student groups being judged by at least two evaluators (five judges total). In fall 2015 there were two judges evaluating two student groups. The evaluators reported their level of agreement (using a 5-point Likert) regarding the degree to which students demonstrated the North Florida Nine learning outcomes that are listed below.

**Conduct valid research:** “The research conducted was appropriate given the campaign objectives.” Also, “The campaign used media measurements and basic statistical data appropriately.”

**Think critically:** “The campaign demonstrated critical thinking ability.”

**Embrace diversity:** “The campaign demonstrated an understanding of the diversity of society.”

**Practice ethically:** “The campaign demonstrated understanding of ethical professional practice.”

**Regard history:** “The campaign demonstrated understanding of the public relations profession.”
Communicate Effectively: “The students demonstrated effective public speaking ability.”

Utilize appropriate technologies: “Appropriate presentation technologies were used effectively.”

The numbers reported below are the average scores of the judges.

<table>
<thead>
<tr>
<th>Professionals’ Assessment for Public Relations Capstone (Goal: Score at least 4 out of 5)</th>
<th>Fall 2015</th>
<th>Spring 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicate effectively</td>
<td>4.5</td>
<td>4.5</td>
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<tr>
<td>Think critically</td>
<td>4.25</td>
<td>4.1</td>
</tr>
<tr>
<td>Conduct valid research</td>
<td>4.5</td>
<td>4.4</td>
</tr>
<tr>
<td>(data + stats)</td>
<td>3.5</td>
<td>3.5</td>
</tr>
<tr>
<td>Utilize appropriate technologies</td>
<td>4.5</td>
<td>4.6</td>
</tr>
<tr>
<td>Embrace diversity</td>
<td>4</td>
<td>4.4</td>
</tr>
<tr>
<td>Practice ethically</td>
<td>4.25</td>
<td>4.8</td>
</tr>
<tr>
<td>Regard history</td>
<td>4.25</td>
<td>4.4</td>
</tr>
</tbody>
</table>

The PR capstone evaluation scores are similar to the scores of the graduating senior survey and the 2013 alumni survey in terms of the need to increase student mastery of “basic statistical data.” That said, every other North Florida Nine learning outcome that was evaluated met the desired outcome of 4 out of 5 or higher during both reporting periods.

Actions taken by the faculty each year as a result of discussing the data:

- Some suggestions were made at a February 2016 departmental meeting to improve the “basic statistical data” score, including re-wording the statement used to measure the outcome. Another recommendation asks professors from the PR Campaigns class send a copy of the campaign plan book to the judges a week before the student presentation so the judges have time to absorb and appreciate the students’ overall work (including the students’ use of data and statistics in the plan book) before the judges fill out the evaluation form.

- The faculty voted in January 2015 to make MMC 4420-Mass Communication Research a requirement before taking PUR 4800-PR campaigns. The new requirement is designed to improve research scores in the capstone course. However, the requirement has not been around long enough to measure its
effectiveness. Faculty were also asked in 2013 and 2014 to review the syllabi for several statistics courses and decide if a change was needed in the statistics course that is required for MMC 4420-Mass Communication Research for public relations students: STA2014 Elem Statistics-Health/SS. The faculty voted in 2014 to not change the statistics course.

- In a spring 2013 departmental meeting it was decided that all capstone rubric sheets for judges should be changed to provide clear language specifying what the numbers mean. For example, 5 = Agree Strongly (excellent for entry-level professionals in your industry); 4 = Agree (good for entry-level professionals in your industry). The change took effect starting with evaluations of spring 2013 capstone classes (see Appendix 13).

**Direct Measure: Judging Student Presentation in Advertising Capstone**

Local ad executives, acting as judges, watch and evaluate group presentations by students in the advertising capstone course: ADV 4800-Advertising Campaigns (see Appendix 13). In fall 2013 there were five judges who evaluated one student group. In fall 2015 there were two judges evaluating one student group. The evaluators reported their level of agreement (using a 5-point Likert) regarding the degree to which students demonstrated the North Florida Nine learning outcomes that are listed below.

Conduct valid research: “The research conducted was appropriate given the campaign objectives.” Also, “The campaign used media measurements and basic statistical data appropriately.”

Think critically: “The campaign demonstrated critical thinking ability.”

Embrace diversity: “The campaign demonstrated an understanding of the diversity of society.”

Practice ethically: “The campaign demonstrated understanding of ethical professional practice.”

Regard history: “The campaign demonstrated understanding of the advertising profession.”

Communicate Effectively: “The students demonstrated effective public speaking ability.”

Utilize appropriate technologies: “Appropriate presentation technologies were used effectively.”

The numbers reported are the average scores of the judges.
The advertising capstone evaluation scores saw great improvement from 2013 to 2015 in terms of student mastery of "basic statistical data." However, the score for "embrace diversity" remains a problem. In 2015 all other North Florida Nine learning outcomes met the desired score of 4 out of 5 or higher.

Actions taken by the faculty each year as a result of discussing the data:

- The capstone evaluation forms were changed in 2016 to solicit more advice from the professionals on how to do better (see Appendix 13). The evaluation forms for spring 2016 require judges to provide written comments for any learning outcome that scores a 3, 2, or 1. The written comments will explain what the students did or did not do to deserve such a low score and what can be done in the future to improve the score. This will allow the faculty to see what advice comes in before making any curriculum changes. The faculty agreed to see if these recent changes will provide more actionable information.

- After giving faculty several months to review the syllabi for several statistics courses, the faculty decided at its 2/21/14 departmental meeting to continue requiring STA2023 Elem Statistics-Business for advertising students. It was further decided to monitor the effects of advertising students taking STA 2023 on the capstone evaluation and other learning outcome measures before voting to require PR and MMJ&P students to take STA 2023 instead of STA 2014.

- The advertising major concentration faculty met in March 2014 to come up with a list of expected technology proficiency to focus on in advertising classes: SPSS, InDesign and Photoshop.

<table>
<thead>
<tr>
<th>Professionals’ Assessment for Advertising Capstone (Goal: Score at least 4 out of 5)</th>
<th>Fall 2015</th>
<th>Fall 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicate effectively</td>
<td>5</td>
<td>4.8</td>
</tr>
<tr>
<td>Think critically</td>
<td>4.5</td>
<td>4.6</td>
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<tr>
<td>Conduct valid research</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>(data + stats)</td>
<td>4.5</td>
<td>3.6</td>
</tr>
<tr>
<td>Utilize appropriate technologies</td>
<td>4</td>
<td>4.6</td>
</tr>
<tr>
<td>Embrace diversity</td>
<td>3.5</td>
<td>3.8</td>
</tr>
<tr>
<td>Practice ethically</td>
<td>4</td>
<td>4.6</td>
</tr>
<tr>
<td>Regard history</td>
<td>4.5</td>
<td>4.4</td>
</tr>
</tbody>
</table>
• In terms of “embrace diversity,” the faculty first discussed the possibility that the evaluation forms were confusing in that there were no operationalizations for “strongly agree,” “agree,” etc. Starting in 2013, the capstone evaluation forms were changed so that it is more clear what “strongly agree,” “agree,” etc. mean when professionals fill out the form. The change seems to have had little effect. The advertising faculty will continue to meet to discuss ways to improve student mastery of diversity-related issues.

**Direct Measure: Judging Student Presentation in Multimedia Journalism Capstone**

Local journalists, acting as judges, watch and evaluate segments of "Inside Jacksonville," which is a public affairs show done by students in the multimedia journalism capstone course: JOU 4348-Advanced Multimedia Storytelling (see Appendix 13). In fall 2013 there were two judges who evaluated the students' final show. In fall 2015 there were two judges evaluating the students’ final show. The evaluators reported their level of agreement (using a 5-point Likert) regarding the degree to which students demonstrated the North Florida Nine learning outcomes. The judges could also answer that some outcomes were not applicable to what they were judging. Results are listed below.

Communicate effectively: “The presentation was well-written.”

Utilize appropriate technologies: “Appropriate technologies were used effectively.”

Conduct valid research: “The research conducted was appropriate given the story objectives.” Also, “The stories used statistical data appropriately.”

Think critically: “The storytelling demonstrated critical thinking ability.”

Embrace diversity: “The stories demonstrated an understanding of the diversity of society.”

Practice ethically: “The stories demonstrated understanding of ethical professional practice.”

Regard history: “The stories demonstrated understanding of the journalism profession.”

The numbers reported are the average scores of the judges.
All but one North Florida Nine learning outcomes met the desired score of 4 out of 5 or higher. In 2013, the one poor outcome was mastery of “basic statistical data.” In 2015, “utilize appropriate technologies” saw a large drop.

Actions taken by the faculty each year as a result of discussing the data:

- The capstone evaluation form was changed in 2016 to require judges to provide written comments for any learning outcome that scores a 3, 2, or 1 (see Appendix 13). The written comments will explain what the students did or did not do to deserve such a low score and what can be done in the future to improve the score. This will allow the faculty to see what advice comes in before making any curriculum changes.

- The multimedia journalism track met in March 2014 to discuss technology issues and came up with points of emphasis to focus on in classes: audio/video non-linear editing, social media, and search engine optimization. Despite these efforts, the “utilize appropriate technologies” score fell in 2015. The multimedia journalism faculty will continue to meet to discuss ways to improve student mastery of technology-related issues.

**Direct Measure: Judging Student Presentation in Production Capstone**

Production professionals, acting as judges, watch and evaluate segments of the multimedia production capstone course: RTV 4421-Advanced TV Production. In fall 2013 there were two judges who evaluated the students’ final project. In fall 2015 there were two judges evaluating the students’ final project. The evaluators reported their
level of agreement (using a 5-point Likert) regarding the degree to which students demonstrated the North Florida Nine learning outcomes that are listed below.

Communicate effectively: “The project is well written.”

Utilize appropriate technologies: “The project shows skilled use of industry technologies.”
Think critically: “The project demonstrates critical thinking.”

Practice ethically: “The project demonstrates an understanding of ethical professional practice.”

Embrace diversity: “The project demonstrates an understanding of diversity in society.”

The numbers reported are the average scores of the judges.

<table>
<thead>
<tr>
<th>Professionals’ Assessment for Production Capstone (Goal: Score at least 4 out of 5)</th>
<th>Fall 2015</th>
<th>Fall 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicate effectively</td>
<td>3.75</td>
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<td>Think critically</td>
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<td>Utilize appropriate technologies</td>
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<tr>
<td>Embrace diversity</td>
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<td>4</td>
</tr>
<tr>
<td>Practice ethically</td>
<td>4.5</td>
<td>5</td>
</tr>
</tbody>
</table>

The scores in fall 2013 were sufficiently high that there were no discussions on improvement. In fall 2015, the “communicate effectively” outcome was a little below expectations. As a result, the evaluation form was changed in 2016 to require judges to provide written comments for any learning outcome that scores a 3, 2, or 1 (see Appendix 13). The written comments will specifically explain what the students did or did not do to deserve such a low score and what can be done in the future to improve the score. This will allow the faculty to see what advice comes in before making any curriculum changes.

4. Describe the involvement of journalism and mass communication professionals, including alumni, in the assessment process.
Three of the five assessment measures of the North Florida Nine rely on the involvement of media professionals and alumni.

**Internship evaluation (direct measure):** As has been mentioned before, B.S. in Communication majors must pass MMC 4975-Internship Senior Project, which involves a media-based internship. Much of their grade for the course is based on evaluations by their on-site internship supervisor, who must be a trained professional in a media field that matches their student’s major concentration. One evaluation, which is not graded, measures how much students demonstrated proficiency in the North Florida Nine learning outcomes.

**Capstone evaluation (direct measure):** Media professionals serve as judges for material produced in the department’s major concentration capstone courses. In Advertising and Public Relations courses, ADV 4800-Advertising Campaigns and PUR 4800-Public Relations Campaigns, the professionals judge the students’ campaign plan and group presentations of the plan. For Multimedia Journalism, journalists judge the stories produced in JOU 4348-Advanced Multimedia Storytelling. For Production, production professionals judge student projects in RTV 4221-Advanced TV Production. For all capstone courses, media professionals assess the degree to which students are meeting the expectations for entry-level professionals and achieving the North Florida Nine learning outcomes.

**Alumni survey (indirect measure):** Every two years departmental alumni receive an e-mail survey that asks them to answer closed-ended and open-ended questions about how the B.S. in Communication prepared them for their career. Alumni responses show faculty the degree to which industry changes need to be addressed in courses. The responses also measure North Florida Nine learning outcomes.

5. **List awards won by the unit’s students in local, regional or national competitions in the past six years.**

**Society of Professional Journalists, Florida College Scholarship**
2016 – Winner: Cassidy Alexander

**Florida Society of News Editors, Journalism Contest, Student Division**
2016 – First place in the Features & Arts Writing category for Tiziana Onstead
2016 – Third place in the Features & Arts Writing category for Kelsey Oates and Jamie Swann
The Sports Video Group/National Association of Collegiate Directors of Athletics
College Sports Media Awards
2016 – Winner "Outstanding Promotion, PSA, Tease, or Marketing Campaign" for a video produced by the Department of Communication’s ESPN Club, the Osprey Sports Network, and the North Florida Athletic Department.

PRSSA North Florida Chapter Student Awards
2012 Student Promise Award– Marina Martin
2013 Rising Star Award – Roxie Lute

Cannes International Film Festival
2013 – Screened “Strings,” by Henna Bakshi and Andy Leverett

Florida Associated Press Broadcasters Association, College Competition
2011 – Best short light feature, Edward Coker, WCWJ-TV/UNF, Finalist

Spinnaker Media award winners during the last 6 years:

Awarded by the Associated Collegiate Press
2010 and 2013 - Pacemaker Awards
2014 - Third place Best of Show for website at a large school
2013 - Third place Best of Show for Feature Magazine
2013 - First place Best of Show for Weekly Tabloid Newspaper

The Sunshine State Awards awarded by the Florida Society of Professional Journalists
2015 - Cassidy Alexander won Best Columnist of the South
2015 - Jacob Rodriguez won third place for best student publication (high frequency)
2015 - Lydia Monier and Lee Watters won second place for best website (high frequency)
2015 - Robert Curtis won third place for best sports photo (high frequency)

Awarded by Blank Slate
2010 - Best college photographer

6. List by specialty each member of the graduating class of 2013 and those graduates’ current jobs. If practical, please give a total number of “unknowns” rather than including them in the list.

The list below is for B.S. in Communication graduates from spring 2013, summer 2013, and fall 2013. The graduates reflect four major concentrations: Advertising, Public Relations, Journalism and Electronic Media. The Journalism and Electronic
Media concentrations were merged in fall 2012 to become the Multimedia Journalism and Production concentration. However, the graduating class of 2013 still reflected the old concentration names. Extensive searching using social media resulted in finding 252 of the 292 B.S. in Communication graduates from 2013.

<table>
<thead>
<tr>
<th>FIRST NAME</th>
<th>LAST NAME</th>
<th>Concentration</th>
<th>Tile/Organization</th>
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<tbody>
<tr>
<td>Morgan</td>
<td>Albaum</td>
<td>Public Relations</td>
<td>Communications Assistant, Downtown Vision, Jacksonville, FL</td>
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<tr>
<td>Peter</td>
<td>Aldridge</td>
<td>Advertising</td>
<td>Operations Analyst, Merrill Lynch, Jacksonville, FL</td>
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<td>Catalina</td>
<td>Alers-Alers</td>
<td>Electronic Media</td>
<td>Programming Assisst. &amp; On-Air Talent, iHeartMedia, Jacksonville</td>
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<tr>
<td>Abby Marie</td>
<td>Alger</td>
<td>Public Relations</td>
<td>Marketing Coordinator, Boening &amp; Scattergood, Philadelphia</td>
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<tr>
<td>Wendy</td>
<td>Alinor</td>
<td>Public Relations</td>
<td>Social Media Specialist, Web.com, Jacksonville, FL</td>
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<tr>
<td>Michelle</td>
<td>Arena</td>
<td>Public Relations</td>
<td>Assistant Manager, Sherwin-Williams Paints, Charlotte, NC</td>
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<tr>
<td>Nicole</td>
<td>Backus</td>
<td>Journalism</td>
<td>Social Media Management, Dick Clark Productions, Los Angeles</td>
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<td>Franchot</td>
<td>Barba</td>
<td>Electronic Media</td>
<td>Owner, That Moment Productions, St. Augustine, FL</td>
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<td>Carly</td>
<td>Barnes</td>
<td>Advertising</td>
<td>Mason Assistant, American Chimney and Masonry, Portland, OR</td>
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<td>Guy Howard</td>
<td>Barnhart</td>
<td>Electronic Media</td>
<td>Copywriter &amp; Strategist, Shepherd Group, Jacksonville, FL</td>
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<tr>
<td>Karl Wilfred</td>
<td>Barron</td>
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<td>Communication Specialist, Web.com, Jacksonville, FL</td>
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<td>Angela</td>
<td>Batterson</td>
<td>Advertising</td>
<td>Account Manager, Vizergy Digital Travel, Jacksonville, FL</td>
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<td>Sutherland</td>
<td>Beever</td>
<td>Public Relations</td>
<td>Marketing Coordinator, Envisage International, Jacksonville, FL</td>
</tr>
<tr>
<td>David</td>
<td>Behar</td>
<td>Advertising</td>
<td>Graduate School, University of Texas, Austin, TX</td>
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<tr>
<td>Sarah</td>
<td>Bell</td>
<td>Public Relations</td>
<td>English Teacher, St. Petersburg, FL</td>
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<tr>
<td>Laura</td>
<td>Berger</td>
<td>Public Relations</td>
<td>Coordinator of Family Programs, University of North Florida</td>
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<tr>
<td>Chloe</td>
<td>Best</td>
<td>Electronic Media</td>
<td>Engineering Project Coordinator, Orion Energy Systems</td>
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<tr>
<td>Holly</td>
<td>Bishop</td>
<td>Public Relations</td>
<td>PR Assistant, Axia Public Relations, Jacksonville, FL</td>
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<tr>
<td>Christina</td>
<td>Blake</td>
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<td>Manager, Silverstar Restaurant, Jacksonville, FL</td>
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<tr>
<td>Mary</td>
<td>Blank</td>
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<td>Office Manager, VFD Marketing, Jacksonville, FL</td>
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<tr>
<td>Brittany</td>
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<td>Client Services Executive, Data Facts, Inc. Jacksonville, FL</td>
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<td>Jessica</td>
<td>Booker</td>
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<td>Kayla</td>
<td>Bosco</td>
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<td>Sarah</td>
<td>Bossley</td>
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<td>SEO Manager, IFX Medical, Jacksonville, FL</td>
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<td>Brenner</td>
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<td>Brooks</td>
<td>Advertising</td>
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<tr>
<td>Angela</td>
<td>Bruno</td>
<td>Public Relations</td>
<td>Marketing Specialist II, Black Knight Financial Services</td>
</tr>
<tr>
<td>Garrett</td>
<td>Bryan</td>
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<td>Quality Control Editor, Web.Com, Jacksonville, FL</td>
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<tr>
<td>Courtney</td>
<td>Buchman</td>
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<td>National Multiple Sclerosis Society - North Florida Chapter</td>
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<tr>
<td>Hannah Bunker</td>
<td>Capner</td>
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<td>Buyer Liaison, Transworld Business Advisors, Jacksonville, FL</td>
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<tr>
<td>Kaitlyn Byerley</td>
<td>Carter</td>
<td>Electronic Media</td>
<td>Education Professional, Jacksonville Beach, FL</td>
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<td>Stephanie Camirand</td>
<td>Carter</td>
<td>Public Relations</td>
<td>Traffic Coordinator, MJS Advertising, Boca Raton, FL</td>
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<td>Castro</td>
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<td>Sales Representative, Pinch a Penny, Inc. Ponte Vedra, FL</td>
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<td>Margie Castro</td>
<td>Buchman</td>
<td>Journalism</td>
<td>Editor, KB Pioneer, Key Biscayne, FL</td>
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<td>Zachary Catron</td>
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<td>Flight Attendant, American Airlines</td>
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<td>Matthew Caven</td>
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<td>Public Relations</td>
<td>Office Associate, Colliers International, Jacksonville, FL</td>
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<td>Monica Cava</td>
<td>Cameranda</td>
<td>Public Relations</td>
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<td>Zarina Champagne</td>
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<td>Public Relations</td>
<td>Event/Fundraising Coordinator, Wheelchairs 4 Kids</td>
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<td>Reveca Chavez</td>
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<td>Karina Chowdhury</td>
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<td>Cristina Contreras</td>
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<td>Arianna Davis</td>
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<td>Account Manager, Commercial Building Maintenance</td>
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<td>Associate Product Manager, Compass Consulting Group</td>
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<td>Jade Douso</td>
<td>Journalism</td>
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<td>Freelance Writer/Photographer, Paris, France</td>
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<td>Rachel Dudley</td>
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<td>Business Development Director, Optimum Healthcare IT</td>
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<td>Danielle Ryan</td>
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<td>Law Student, Southwestern Law School</td>
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<td>Chad Etheri</td>
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<td>Loan Officer, Bank of England, Mortgage Division</td>
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<td>Steven Farmer</td>
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<td>Cristy Farray</td>
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<td>Brent William Fine</td>
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<td>Special Events Manager, City of Jacksonville, Jacksonville, FL</td>
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<td>Rachel Finkelstein</td>
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<td>Content Coordinator, Discover Tee, Jacksonville, FL</td>
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<td>Nathan Flom</td>
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<td>Emily Fregger</td>
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<td>Office Coordinator, Well Care Health, Jacksonville, FL</td>
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<td>John William Fuqua</td>
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<td>Assistant Manager, Definition Fitness, Jacksonville, FL</td>
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<td>Bridgette Gale</td>
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<td>Sports Information Assistant, Union College, St. Augustine, FL</td>
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<td>Lia Patricia Galli</td>
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<td>Jennifer Garcia</td>
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<td>Store Manager, Sherwin-Williams, Jacksonville, FL</td>
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<td>Nicholas Garnett</td>
<td>Journalism</td>
<td>Copywriter, Web.com, Jacksonville, FL</td>
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<td>Ashlee Marie Geary</td>
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<td>Photographer, Ashlee Marie Photography, Jacksonville FL</td>
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<td>Jacquelyn Geary</td>
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<td>Event Manager, Jacksonville Business Journal</td>
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<td>Kiersten Anne Geloneck</td>
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<td>Jerron Granberry</td>
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<tr>
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<td>Marketing Assistant, Presidio, Jacksonville, FL</td>
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<tr>
<td>Matthew Gregory</td>
<td>Public Relations</td>
<td>PGA TOUR, Community Outreach, Ponte Vedra Beach, FL</td>
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<tr>
<td>Hannah Marie Griffin</td>
<td>Public Relations</td>
<td>Coordinator, Alumni Relations, Florida Gulf Coast University</td>
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<td>Hope Marie Griffin</td>
<td>Journalism</td>
<td>Office Manager, Law Offices of William Fletcher, Jacksonville</td>
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<td>Allison Gubitz</td>
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<td>Community Manager, American Cancer Society</td>
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<tr>
<td>Ian James Halliday</td>
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<td>Media Analytics Manager, Carnival Cruise Lines</td>
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<td>Kaci Halstead</td>
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<td>Manager, Grass Key Outpost, Marathon, FL</td>
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<td>John Hammond Hamma</td>
<td>Advertising</td>
<td>Account Manager, WFLX FOX 29, Jupiter, FL</td>
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<td>Jordan Hammond</td>
<td>Electronic Media</td>
<td>Flight Attendant, US Airways</td>
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<tr>
<td>Amy Hanson</td>
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<td>Event &amp; Marketing Coordinator, Raleigh Brewing</td>
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<td>Dayna Harrison</td>
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<td>Healthcare Recruiter and AM, Baptist Health</td>
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<tr>
<td>Kayleigh Harrison</td>
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<td>Program Assistant, University of North Florida, Jacksonville, FL</td>
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<tr>
<td>Adina Harwell</td>
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<td>Sales Associate, Nordstrom, Orlando, FL</td>
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<td>Jodi-Ann Henry</td>
<td>Electronic Media</td>
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<tr>
<td>Lauren Hickmon</td>
<td>Public Relations</td>
<td>Shift Manager, Customer Service, McDonald's, Jacksonville, FL</td>
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<tr>
<td>Nicole Hill</td>
<td>Public Relations</td>
<td>HR Assistant, Seminole Electric, Jacksonville, FL</td>
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<tr>
<td>Joanna Hillman</td>
<td>Public Relations</td>
<td>Destination Agent Coordinator, Total Military Management</td>
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<td>Deidra Hills</td>
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<td>Senior Client Service Representative, Merrill Edge</td>
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<td>Zachary Hotz</td>
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<td>Taylor Howard</td>
<td>Public Relations</td>
<td>Administrative Assistant, SNI Companies, Jacksonville, FL</td>
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<tr>
<td>Samuel Howell</td>
<td>Journalism</td>
<td>Assistant Director, Holy Family Schools, Jacksonville, FL</td>
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<td>Stacey Howell</td>
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<td>Producer, Jacksonville Educators Broadcasting</td>
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<td>Brett Hunter</td>
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<td>Teacher, Clay County Schools, Jacksonville, FL</td>
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<td>Danielle Johnson</td>
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<td>ER Nurse, UF Health, Jacksonville, FL</td>
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<tr>
<td>Hannah Hopelyn</td>
<td>Johnson</td>
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<td>Napoleon Johnson</td>
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<td>Manager, The Law Group, Jacksonville, FL</td>
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<td>Julian Jones</td>
<td>Broadcast Media</td>
<td>Writer, Ocala Style Magazine, FL</td>
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<td>Nick Jones</td>
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<td>News Producer, WJXT Channel 4 Jacksonville, FL</td>
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<td>Chris Lane</td>
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<td>Angela Karam</td>
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<td>Intern at The Jacksonville Landing, Jacksonville, FL</td>
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<td>Kelsie Marie Kariplak</td>
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<td>President, American Dance Alliance, Miami, FL</td>
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<tr>
<td>Chris Keller</td>
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<td>Warranty Manager, New Leaf Construction, Jacksonville, FL</td>
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<tr>
<td>Casey Kiefer</td>
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<td>Professional Care Associate, Consumer Direct Care</td>
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<td>Derek Knadle</td>
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<td>Registered Representative, Fidelity Brokerage Services</td>
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<td>Ryan Kramer</td>
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<td>Regional Sales Manager, National Dealer Services</td>
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<td>Analisa Krasula</td>
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<td>Freelance Magazine Writer, Jupiter, FL</td>
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<td>Jessica Kress</td>
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<td>Market, Coordinator, Waterfront Properties &amp; Club Communities</td>
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<td>Anna Nicole Kuczkowski</td>
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<td>Secretary, Alligood Electric, Orange Park, FL</td>
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<td>Ryan Kurlander</td>
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<td>Lindsay Lahiff</td>
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<td>Satellite Specialist, Nemours, Jacksonville, FL</td>
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<td>Kristina Lane</td>
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<td>Marketing Communications Specialist, Enterprise Integration</td>
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<td>Jeffrey Lopez</td>
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<td>Shelby Elizabeth Lopez</td>
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<tr>
<td>Amanda</td>
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<td>Joshua</td>
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<td>Director of Operations Intern, University of Miami</td>
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<td>Sylvie</td>
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<td>Kelli</td>
<td>McDaniel</td>
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<td>Internet Marketing Associate at WASP, Boca Raton, FL</td>
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<td>Jamie</td>
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<td>Trainer, Cross Fit Ponte Vedra, FL</td>
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<td>Adrienne</td>
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<td>Morgan</td>
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<td>Operations Integration Assst., The Walt Disney Company</td>
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<td>Contract Specialist, FDA, Washington, DC</td>
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<td>Austin</td>
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<td>Ninya</td>
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<td>Hannah</td>
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<td>Shipping Coordinator, Smart Pharmacy, Ponte Vedra, FL</td>
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<td>Giavanna</td>
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<td>Olivia</td>
<td>Oslander-Delauter</td>
<td>Public Relations</td>
<td>MBA student, Hawaii Pacific University</td>
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<td>Hana Marie</td>
<td>Ostapchuk</td>
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<td>Reporter/Host, Fox Sports, Miami, FL</td>
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<td>Kiomar</td>
<td>Padron</td>
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<td>Producer, Paris Bueller’s BandKamp</td>
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<tr>
<td>Melanie</td>
<td>Pagan</td>
<td>Journalism</td>
<td>Assistant Editor, Gulfshore Business Magazine</td>
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<td>Stephanie</td>
<td>Perez</td>
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<td>Jaclyn</td>
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<td>Torrie</td>
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<td>Emily</td>
<td>Pickett</td>
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<td>Smoothie King Employee, Jacksonville, FL</td>
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<tr>
<td>LaToya</td>
<td>Pinckney</td>
<td>Public Relations</td>
<td>Correctional Officer, Department of Corrections, Jacksonville</td>
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<tr>
<td>Ashley</td>
<td>Plotts</td>
<td>Public Relations</td>
<td>Event Specialist, American Heart Association</td>
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<td>Alexandra</td>
<td>Poquette</td>
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<td>Sales Associate, SteinMart, Jacksonville, FL</td>
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<tr>
<td>Justin Porter</td>
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<td>Technical Assistant, AmWins, Jacksonville, FL</td>
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<td>Shannen Porter</td>
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<td>Teleservice Team Lead, CBC Companies, Jacksonville, FL</td>
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<tr>
<td>Paige Pridgeon</td>
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<td>Head Coach, Lincoln High School, Tallahassee, FL</td>
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<td>Krystal Pritchett</td>
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<td>Account Manager, Insight Global, Jacksonville, FL</td>
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<td>Shelby Pyatt</td>
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<td>Medical Billing Specialist, Physicians Online, Jacksonville, FL</td>
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<td>Hayley Radant</td>
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<td>Digital Media Analyst, DAHL Consulting, Minneapolis</td>
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<tr>
<td>Andrea Reilly</td>
<td>Public Relations</td>
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<td>Technician, A1A Family Eyecare, Port Orange, FL</td>
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<tr>
<td>Sara Restrepo</td>
<td>Public Relations</td>
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<td>English Teacher, Sritthammarat Suksa School, Thailand</td>
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<tr>
<td>Kaytlyn Ribich</td>
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<td>Naval Station Mayport Public Affairs Intern, US Navy</td>
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<tr>
<td>Anthony Richards</td>
<td>Journalism</td>
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<td>Sports Journalist, Correspondence, Jacksonville, FL</td>
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<tr>
<td>Ileana Riggle</td>
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<td>Social Media Specialist, Web.com, Jacksonville, FL</td>
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<tr>
<td>Amy Roberts</td>
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<td>Freelance Writer</td>
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<tr>
<td>Gabrielle Roberts</td>
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<td>Office Manager, O’Neil for Florida and Costa Rica</td>
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<tr>
<td>Ashley Rodgers</td>
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<td>Admissions Coordinator, University of North Florida</td>
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<tr>
<td>Brittany Roske</td>
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<td>Realtor, Berkshire Hathaway HomeServices Florida Network</td>
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<tr>
<td>Alesha Rossell</td>
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<td>Account Manager, Media Mix Marketing Solutions</td>
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<tr>
<td>Madison Rothman</td>
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<td>Intern, Girls Incorporated, Jacksonville, FL</td>
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<tr>
<td>Marlena Rowland</td>
<td>Advertising</td>
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<td>Server, Outback Steakhouse, Jacksonville, FL</td>
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<tr>
<td>Matthew Rumbley</td>
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<td>Barista, Starbucks, Jacksonville FL</td>
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<td>Amber Russell</td>
<td>Electronic Media</td>
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<td>Teacher, Duval County Schools, Jacksonville, FL</td>
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<td>Tyler Anderson Rutledge</td>
<td>Public Relations</td>
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<td>Intern, Six Five Productions, Viera, FL</td>
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<td>Emily Rutzen</td>
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<td>Director of Creative Services, Altoona Curve, Jacksonville, FL</td>
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<td>Andrew Salem</td>
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<td>Consultant, Acumen Solutions, Washington, D.C.</td>
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<tr>
<td>Amanda Sanchez</td>
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<td>Assistant Manager, Ruben Sanchez Insurance</td>
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<tr>
<td>Jeffrey Schneider</td>
<td>Public Relations</td>
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<td>Law Clerk, City of Hollywood, FL</td>
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<td>Sheila Valaer</td>
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<td>Citizens Property Insurance</td>
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<td>Kristeen Vejano</td>
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<td>Los Angeles</td>
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<td>Optimum Healthcare</td>
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<td>Washington Nationals</td>
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<td>Jasmine Dionne</td>
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<td>United Way of Jacksonville, FL</td>
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<td>Lauren Wray</td>
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<td>Le'Keszel Wright</td>
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<td>Kaylin Yancey</td>
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</table>
7. Describe the program used to track graduates to assess their experience in the professions and to improve curriculum and instruction.

As has been mentioned before in the section on indirect measures of assessment, the Department of Communication sends out an e-mail survey every two years to Communication alumni (see Appendix 13). The survey is sent out with the assistance of the UNF Office of Alumni Services. The survey’s closed-ended and open ended questions address the strengths and weaknesses of department.

The survey begins by asking alumni to give their graduation year and major concentration. There are then two open-ended questions to discover where alumni are working and what field-related knowledge they wished they had received more of. Alumni responses to the field-related knowledge question can reveal areas to work on in the curriculum. Another set of questions measures North Florida Nine learning outcomes. Finally, alumni are asked to rate the quality of the Department of Communication in terms of issues such as facilities, faculty and courses. The data are reviewed by the chair and faculty, such as the following results from the 2015 survey:

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<th>#</th>
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<th>Average</th>
<th>Weak</th>
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At the 2016 faculty retreat, faculty members felt that Question #7 (research opportunities) was vague and needed more precise wording that made a distinction
between academic research opportunities and professional media research opportunities. The next alumni survey will reflect the new wording.
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<th>Foundation</th>
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</tbody>
</table>
University of North Florida
Department of Communication
Procedures
April 12, 2013
(revised Nov. 1, 2013)

Article I: Name

1. The name of this organization shall be the Department of Communication (hereinafter called the "department").

Article II: Purpose

A. The purposes of the department faculty shall be:

1. To deal with such matters as instruction, scholarship, and service;

2. To oversee the department's curriculum; to promote faculty development, growth, and well-being; and to plan for the department's future;

3. To establish and maintain academic and professional ethics and standards within the department;

4. To assist and participate in the governance of the department and in the development and fulfillment of its mission as set forth in the University Constitution;

5. To advise and recommend to the department chair, in the spirit of collegiality and mutual respect, on all appropriate matters;

6. To supplement academic advising programs by offering counsel to department majors and non-majors.

Article III: Voting Membership

1. The voting membership of the department faculty shall be all tenured and tenure-track faculty and full-time instructors assigned to the department. Departmental faculty may vote on specific issues as specified in the contract.

Article IV: Chair

A. Powers and Functions of the Chair

1. The Chair shall be the department's principal executive officer: responsible for day-to-day functioning; he/she also acts as its official spokesperson and representative. The chair shall, consistent with the principles set forth by the department faculty:

   a. Provide leadership in the development and evaluation of instruction, scholarship, research and service programs;

   b. Supervise the activities of the department office staff;

   c. Conduct periodic evaluations of department faculty in accordance with department, college, and university guidelines;

   d. Prepare and administer the departmental budget;

   e. Insure compliance with University policies and guidelines regarding faculty participation in matters of appointment, retention, promotion, and tenure;
f. Make recommendation to the college dean regarding appointments, promotions, and the award of tenure;
g. Determine the department teaching schedule and individual teaching loads and schedules;
h. Administer conditions of employment and make merit pay recommendations in accordance with established university procedures and the contract;
i. Act as hiring officer for filling department positions;
j. Perform such other duties as are usual for the office.

2. The Chair shall preside over all meetings of the department faculty and is an ex-officio member of all committees except the Promotion and Tenure Committee or committees of which he/she is hiring officer. He/she shall bring to their attention any matter deemed necessary.

3. He/she shall make available to the department faculty a copy of the annual report to the Dean on the affairs of the department and a report on the previous academic year’s budget and available information on the current year’s budget.

4. The chair’s office shall provide secretarial support for the faculty and chair of the department and administrative support for all activities of the department.

B. Nomination, Appointment, and Retention of the Chair

1. Nomination, appointment, and retention of the chair shall be governed by the provisions of the University Constitution and rules of the College.

2. While recognizing that the chair is appointed by the Dean of the College of Arts and Sciences, the department should have a significant voice in the selection process. The following process shall be used. A list of candidates shall be formed by faculty self-nomination. Each listed candidate shall be individually voted upon by secret ballot of the faculty on their acceptability for consideration by the Dean. The list of acceptable candidates will then be forwarded to the Dean and a representative of the faculty will meet with the Dean to discuss the department’s evaluations of the candidates. If the new Chair is going to be selected by an external search – then all relevant search rules apply.

3. The term of office shall be four years, renewable. During the Spring semester of the third year of the term, the chair must declare his/her intent to stand for another term. Should the chair wish to seek a second term, a vote on retention will be held. The tenured and tenure-track faculty shall vote by secret ballot on the question of retaining the chair. The dean shall receive the vote and report the result to the tenured and tenure-track faculty. If the vote is negative, the dean will meet with the tenured and tenure-track faculty and justify any action other than replacement of the chair. Nothing in this paragraph shall limit the authority of the dean or the tenured and tenure-track faculty, acting as a committee of the whole, to conduct a secret retention vote prior to the end of the chair’s term.

4. When a vacancy occurs in the office of chair, it is anticipated that the Dean will select an interim successor for a term of not more than one year from a list candidates approved by majority vote of the department.

C. Acting Chair

1. In the event of the Chair’s absence, an acting chair will be selected. The selection will be made by the Chair or the Dean in the event of serious illness of the Chair. The Acting Chair will perform all the powers and functions of the Chair.

2. The Dean is encouraged to solicit input from department faculty when appointing an Acting Chair.
Article V: Track Coordinators
The Chair with the advice and consent of the program track faculty will appoint program track coordinators. The coordinators assist the Chair in scheduling classes and doing assessment activities. The coordinators also are responsible for convening track meetings to discuss and act upon issues that affect only the track and not the department as a whole, e.g., curriculum, part-time faculty, and so on. He or she shall make effective use of the time blocks in the departmental schedule designed for track meetings. Coordinators will be reviewed annually by the Chair and the appointment will rotate biannually, or more frequently as the faculty determines.

Article VI: The Department Faculty
A. Powers and Functions
   1. 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. Particularly, the department faculty shall consider:
      a. Areas of disciplinary specialization and concentration within the department;
      b. Undergraduate and graduate curricula;
      c. Degree programs;
      d. Academic standards;
      e. Future academic and personnel development plans;
      f. Establishment and composition of both standing and ad hoc committees;
      g. Annual and special reports from the chair and from the standing committees.
      h. Resource allocations

B. Sessions
   1. The faculty shall meet in regular session at the beginning of the fall and spring semesters and as needed thereafter.

   2. The faculty shall meet whenever the chair, the chair of a standing committee, or at least 50% of the members of the faculty, request a meeting in writing.

   3. Written notification of each regular and special meeting shall be sent to all members three working days prior to the meeting date. Members may submit agenda items for that meeting to the chair who shall then prepare a provisional agenda and distribute it to the faculty in advance of the meeting. Notice of meeting time and place will be conspicuously posted in the department prior to each meeting.

C. Procedural Provisions
   1. One-half of all tenured and tenure-earning faculty members in residence and full-time instructors in residence shall constitute a quorum.

   2. Minutes of department faculty sessions shall be compiled, written, and retained in the department office.

   3. Robert's Rules of Order, Revised, shall be used, if necessary, to resolve procedural questions.

   4. Whenever possible, debate will proceed until consensus is obtained. When it becomes necessary to vote, decisions shall be made by a majority of those present and voting unless otherwise provided by these procedures. “Present” can mean physically present in the room or present via phone or other electronic device. For the purposes of these procedures, the phrase “members present and voting” means members casting an affirmative or negative vote. Members abstaining from voting are considered as ‘present, not voting.’ Upon request of any member of faculty, any vote will be conducted via secret ballot.
Article VII: Committee Structure and Policy Guidelines

A. Standing Committees and Their Enumerated Functions

1. The Curriculum Committee: The departmental curriculum committee is a committee of the whole.

   a. Curriculum is defined as:
      1. New courses, majors
      2. Course offerings and scheduling
      3. Fields and sub-fields of specialization
      4. Prerequisites
      5. Other matters as assigned by the department

2. Track committees: Each faculty member serves in their respective track’s committee. All track assignments can rotate annually. Members can self-assign with Chair approval. The track committees may review, revise and propose changes in their tracks. The program track coordinators serve as the respective Curriculum Committee Chairs for each track. The Curriculum Committees act on all curriculum requests within their discipline. A quorum of all full-time faculty in the respective disciplines is required for action. Only full-time faculty may vote on curriculum issues. Curriculum actions must receive a positive vote from the majority of the respective committee and the approval of the department Chair. The respective Track Committees shall report on their actions to the full department faculty at the next general meeting. The departmental faculty (acting as the departmental curriculum committee) shall approve or not approve these actions through a simple “yes” or “no” vote.

3. The Assessment Committee, consisting of the track coordinators (and any faculty volunteers), is tasked with working with the Chair to implement and review the assessment activities of UNF and the department’s external accrediting body.

B. Procedural Provisions

1. The chair shall solicit members to each standing committee at the beginning of each academic year or as required to fill vacancies which may occur from among the department members with the concurrence of the department faculty. No more than one member of either standing committee maybe a visiting faculty member.

2. The committee chairs will be elected by the committee members at the beginning of each academic year.

3. The powers and duties of the standing committee chairs include:
   a. Calling meetings, preparing and circulating agendas;
   b. Collecting and retaining committee minutes in a specified file in the chair's office;
   c. Representing the committee at department faculty meetings;
   d. Maintaining liaison with the standing and ad hoc committees in the department.

5. Two members are required to constitute a quorum for a standing committee.

6. Robert's Rules of Order, Revised, shall be used, if necessary, to resolve procedural questions.

7. Whenever possible, debate will proceed until consensus is obtained. When it becomes necessary to vote, decisions shall be made by a majority of those present and voting unless otherwise provided by these procedures. For the purposes of these procedures, the phrase "members present and voting" means members casting an affirmative or negative vote. Members abstaining from voting are considered as "present, not voting."
Article VIII: Procedures for Tenure and Promotion

1. Those tenure-track faculty members who seek tenure and/or promotion will be evaluated by the following process in conjunction with the university tenure and promotion process:

   The chair will appoint a T/P committee of 3 tenured members of the department.

   The T/P committee will evaluate the candidate’s dossier in all 3 areas (instruction, research and service) and then have a formal vote on whether to recommend tenure and/or promotion for the candidate. The committee will produce a report detailing their findings along with the formal vote.

   After the report is published to the department faculty, the chair will call a departmental meeting of tenured faculty (the chair does not attend the meeting). The committee will discuss their findings, and then the entire tenured faculty will vote on promotion and tenure. This vote will be included in the committee’s final report.

   If the candidate is requesting a promotion to Full Professor, a committee of 3 tenured Full Professors is required. If the Department does not have 3 Full Professors at the time of promotion, the chair must consult with the Dean and ask the Dean to appoint a Full Professor from another department within the college. If the department has a Full Professor at the time of promotion, the Chair of the Promotion Committee will be from the Department.

Article IX: Third-Year Review

The Department of Communication conducts a mandatory review of untenured tenure-line faculty during the spring of the third year at UNF. The purpose of this review is to evaluate the candidate’s progress toward meeting university standards for tenure and promotion, which are excellence in teaching, excellence in scholarship, and continuous and meaningful service. A committee of tenured faculty, appointed by but excluding the Chair, examines the candidate’s record and submits a written evaluation to the Chair and the candidate. A positive review does not guarantee that tenure and promotion will be granted nor does a negative review guarantee that tenure and promotion will be denied. The Chair will establish a timeline for the review process, which must take place in February or March.

Procedures

1. The department Chair notifies the tenure-program faculty member at the beginning of the fall semester of the candidate’s third year that the review will take place during the spring term.

2. The department Chair appoints a committee of three tenured faculty from the department and charges them with the responsibility of conducting the review and evaluating the candidate’s progress toward tenure and promotion. Should three tenured departmental faculty not be available, the Chair will appoint tenured faculty from another department. The committee elects a Chair, who will be a voting member.

3. By the designated deadline the candidate will provide the department committee with a portfolio/dossier which must include the items listed in the UNF Collective Bargaining Agreement.

4. The committee reviews and discusses the portfolio/dossier and votes on whether the candidate is making sufficient progress toward meeting university standards for tenure and promotion. The committee's evaluation is based on a vote by all members of the committee.

5. The review committee submits a written evaluation to the department Chair and to the candidate by the designated deadline. The report describes the committee's procedures, announces the vote, includes the names and academic ranks of committee members, assesses the candidate's performance, and provides recommendations to prepare the candidate for the future tenure review.
Article X: New Courses

Proposals for new permanent courses must go through the APC process on campus and at the state level. At the Department Level, new courses must be proposed in the appropriate committee (Track Committee). Once the committee approves the course, the course goes before the entire faculty for discussion and a vote. The course must receive a majority vote among the faculty to go to the College APC committee. New courses introduced as part of a significant degree program restructuring may be exempted from this process.

Major program changes must go through the appropriate committee and then be reported to the full faculty for a vote. The offering of Special Topic Courses will be approved by the individual instructors and chair.

Article XI: Faculty Hiring

When authorized to hire new or replacement tenure-track faculty, the department chair shall appoint a search committee for each vacant position consisting of at least five members of the department faculty. Each search committee shall elect a chairperson and conduct the search in accordance with university procedures and guidelines. Following candidate on-campus interviews, each search committee shall prepare its recommendations and present them to the chair. After hearing the search committee recommendations, the chair shall recommend to the dean a candidate to be hired.

Article XII: Part-time Faculty Hiring Policy

1. The chair shall hire and schedule part-time faculty as needed and in consultation with appropriate departmental faculty. However, any member of the department may recommend potential part-time faculty and make recommendations about hiring to the chair.

2. It is department policy that part-time faculty meet SACS criteria for the subject matter being taught.

3. Any member of the department who objects to an adjunct's professional qualifications and/or conduct of his or her teaching duties shall bring the matter to the attention of the department faculty at a regularly scheduled meeting. If a majority of the members agree, the adjunct may not be rehired.

Article XIII: Evaluation of faculty, visiting instructors, and adjuncts.

1. Tenured faculty, tenure-track faculty, and full-time instructors shall receive annual evaluations using the standards put forth in the “Model Performance Evaluation By-Law” (Appendix H) in the university’s Collective Bargaining Agreement. In addition, the chair will evaluate the teaching performance of each adjunct and visiting instructor using several sources. These sources can include, but are not limited to, ISQ data, student feedback, course syllabi and instructional material, and in-class visitation. In terms of visitors, the department will follow the rules of article 12 of the Collective Bargaining Agreement (12.5, section C), which states: “Before approving any request to extend the employment of a visiting faculty member, the Chair must consult with the faculty members in the department and make the faculty’s view on the extended appointment known to the hiring administrator. Any request to extend the employment of a visiting faculty member more than one year must have the approval of the Provost or designee. The Provost or designee shall promptly notify the UFF regarding any such extensions and UFF shall have the right to consult on such extensions under the provisions of the Consultation article.”

Article XIV: Department Representatives on College Committees

1. When a department representative to a College committee is needed, the department chair shall solicit volunteers from among the members of the department. If more than one volunteer is identified, the chair shall select the representative from among the volunteers.
Article XV: UNF “Friends of Communication” Foundation Account

1. The UNF “Friends of Communication” Foundation Account shall be managed by a designated, non-contributing individual, with the understanding that any expenditures for items over $1,000 must be reviewed and approved by the Department. Expenditures of less than $1,000 will be at the discretion of the chair. The chair shall report the status of this account annually to the department faculty.

2. Any faculty member may request foundation support for any special project from the chair at any time. However, Foundation funds will not ordinarily be used for routine expenses incurred in research and teaching.

Article XVI: Professional Development Funds

1. Faculty professional development funds, when available, will be allocated in accordance with procedures approved by the university.

Article XVII: Summer Rotation

The Chair will, to the extent made possible by budgetary and other restraints, insure that faculty assigned to the “A” and “B” summer sessions are evenly matched and that such assignments are evenly allocated. Those faculty who teach in the “A” term in a given year, will be expected to teach in the “B” term in the following year.

Article XVIII: Amendment

Amendments to these procedures may be proposed by any member of the department. To become effective amendments must be approved by a 2/3 majority of the departmental faculty.

Article XIX: Precedence

In the event of conflict, the University or College constitutions or procedures, the Faculty Handbook, or the collective bargaining agreement supersede these procedures.
Program of Study Advertising concentration

Major: Communication
Concentration: Advertising
Degree: Bachelor of Science

Informational Text

- Grades of C or higher are required in all Foundation and Major Courses
- B.S. in Communication majors must complete a minimum of 72 hours outside of journalism and mass communication.
- B.S. in Communication majors can take no more than 6 credit hours for internships.

Foundation (12 credits)

SPC2009 Fundamentals of Speech (3 Credits)
STA2023 (GM) Elem Statistics-Business (3 Credits)
ENC3250 (GW) Professional Communicatio (3 Credits)
- Students should select the sections listed for Advertising majors - ENC3250 G(W) Prof. Comm. Advertising
- SELECT 1 COURSE FROM BELOW:
  - MAR 3023 Principles of Marketing (3 credits)
  - Prereq: ECO 2013 and ECO 2023; recommended prerequisite SOP 3004
  - ADV 3812 Integrated Marketing Communication (3 credits)

Prerequisites (18 credits)

Course cannot include ENC or LIT prefix courses. 18 hours of coursework outside the major and beyond the 36 hours of general education requirements.
SELECT 18 HRS OUTSIDE MAJOR

Major Requirements (19 credits)

MMC1004 Media Literacy (3 Credits)
- Co-req: MMC3105 Advanced Writing For The Media (3 credits)
MMC3105 Advanced Writing For The Media (3 Credits)
- Co-reqs: MMC 3614 Theories and Media Effects (3 credits), MMC 1004 Media Literacy (3 credits)
MMC3200 Law and Ethics of Communicat (3 Credits)
- Prereqs: MMC1004, MMC3105
MMC3614 Media Theories and Effects (3 Credits)
- Prereqs: MMC1004, Co-req: MMC3105
MMC4420 Mass Communications Research (3 Credits)
- Prereqs: MMC1004, MMC3105, MMC3514, and Statistics (STA2023 - Elementary Statistics for Business for the Advertising track or STA2014 Elementary Statistics-HealthFS for the PR track and the Multimedia and Journalism & Production track.)
- Advertising and Public Relations Concentrations select either MMC4422 Advertising and PR Research (3 credits) or MMC4420 Mass Communication Research.
- Prereqs: MMC1004, MMC3105, and ADV3008 or PUR3000
MMC3942 Pre Internship (1 Credit)
- Prereqs: MMC1004, MMC 3105 and one of the following - ADV3008, PUR3000, or MMC4500; Junior or Senior standing as a Communication major; major GPA of 2.0 or higher. Coreq: Permission of Instructor
MMC4975 Internship Senior Project (3 Credits)
- Prereqs: MMC1004, MMC3105, MMC 3105, MMC3942, MMC4420 and Senior standing (at least 90 credits), at least 3 courses required in the student’s concentration, and both a UNF and Major GPA of 2.0 or higher.
- Public Relations Concentration students must have taken PUR3000, PUR3100 and PUR4801 before taking MMC4975.
- For Multimedia Journalism track students, JOU 3109, JOU 3332, are prerequisites before taking MMC 4975.

Major Electives (21 credits)

ADV3008 Principles of Advertising (3 Credits)
- Prereqs: MMC1004, MMC3105 and MAR3023 or ADV 3812 Integrated Marketing Communication
ADV3101 Advertising Creative Strategy (3 Credits)
- Prereqs: ADV 3008, MMC1004 & MMC 3105
ADV3203 Advertising Media Graphics (3 Credits)
- Prereqs: MMC1004 and MMC3105
ADV3300 Media Planning (3 Credits)
- Prereqs: ADV3008, MMC1004, MMC3105, and either MMC4420 or ADV3050
ADV4800 Advertising Campaigns (3 Credits)
- Prereqs: ADV3008, ADV3101, MMC1004, MMC3105, ADV3203 and MMC4420 or ADV3050

SELECT 2 FROM THE FOLLOWING (3 credits)

- ADV 3500 Advertising Research Methods (3 credits)
  - Prereqs: ADV 3008, MMC1004, MMC3105, and MMC3614
  - ADV 3200C Advertising Design (3 credits)
  - Prereqs: MMC1004, MMC3105, ADV3008, ADV3101, ADV3203
  - PUR3000 Principles of Public Relations (3 credits)
  - Prereqs: MMC1004 and MMC3105
  - MMC 3402 Political Advertising (3 credits)
  - MMC 4800 Understanding Emerging Media (3 credits)
  - Prereqs: MMC1004, MMC3105, and one of the following: PUR3000 or ADV3008 or MMC4500
  - MMC 3001 Social Media for Communication (3 credits)
  - MMC3105 or permission of instructor

49 Upper Level Hours (48 credits)

In order to qualify to graduate with a Bachelor's degree from the College of Arts and Sciences you must earn a minimum of 48 upper level credits out of the total 120 degree applicable required credit hours. Upper level courses are numbered from 3000 - 4999. Dual Degree and Double Majors should consult their Advisor.
48 HOURS 48 upper level hours
Program of Study Multimedia Journalism & Production concentration

Major: Communication
Concentration: Multimedia Journ. & Production
Degree: Bachelor of Science

Informational Text

Grades of C or higher are required in all Foundation and Major Courses

- B.S. in Communication majors must complete a minimum of 72 hours outside of journalism and mass communication.
- B.S. in Communication majors can take no more than 6 credit hours for internships.

Foundation (8 credits)

SPC2008 Fundamentals of Speech (3 Credits)
STA2014 GM/Elem Statistics-Health/SS (3 Credits)

Prerequisites (18 credits)

Course cannot include ENG or LIT prefix courses. 18 hours of coursework outside the major and beyond the 36 hours of general education requirements.
SELECT 18 HRS OUTSIDE MAJOR

Major Requirements (19 credits)

MMC1004 Media Literacy (3 Credits)
  Co-req: MMC3105 Advanced Writing For The Media (3 credits)
MMC3105 Advanced Writing For The Media (3 Credits)
  Co-req: MMC 3614 Theories and Media Effects (3 credits), MMC 1004 Media Literacy (3 credits)
MMC3200 Law and Ethics of Communicat (3 Credits)
  Prereq: MMC1004, MMC3105
MMC3614 Media Theories and Effects (3 Credits)
  Prereq: MMC1004, Co-req: MMC3105
MMC4420 Mass Communications Research (3 Credits)
  Prereq: MMC1004, MMC3105, MMC3614, and Statistics (STA2023 - Elementary Statistics for Business for the Advertising track or STA2014 Elementary Statistics-Health/SS for the PR track and the Multimedia and Journalism & Production track.)

  Advertising and Public Relations Concentrations select either MMC44XX Advertising and PR Research (3 credits) or MMC4420 Mass Communication Research.
  Prereq: MMC1004, MMC3105, ADV3000, or PUR3000
MMC3942 Pre Internship (1 Credit)
Prereq: MMC1004, MMC3105 and one of the following - ADV3000, PUR3000, or MMC4500; Junior or Senior standing as a Communication major; major GPA of 2.0 or higher. Coreq: Permission of instructor
MMC4975 Internship Senior Project (3 Credits)
Prereq: MMC1004, MMC3200, MMC3614, MMC3105, MMC3942, MMC4420 and Senior standing (at least 90 credits), at least 3 courses required in the student's concentration, and both a UNF and Major GPA of 2.0 or higher. Public Relations Concentration students must have taken PUR3003, PUR3100 and PUR4801 before taking MMC4975. For Multimedia Journalism track students, JOU 3109, Jou 3332, are prerequisites before taking MMC 4975.

Major Electives (21 credits)

Complete either the 18-credit Multimedia Journalism or 18-credit Multimedia Production Track listed below

MMC4500 History of Mass Communication (3 Credits)
  Prereq: MMC 1004 & MMC 3105

SELECT Multimedia Journalism Track
(18 credits)

- JOU 3109 Multimedia Reporting (3 credits)
  Prereq: MMC 1004, MMC 3105, MMC 4500
- JOU 3925 Applied Journalism (3 credits)
  Prereq: MMC 1004, MMC 3105, JOU 3109
- JOU 3342 Multimedia Storytelling (3 credits)
  Prereq: MMC 1004, MMC 3105, MMC 4500, JOU 3109
- JOU 4348 Advanced Multimedia Storytelling (3 credits)
  Prereq: MMC 1004, MMC 3105, MMC 4500, JOU 3109, JOU 3342

Select 2 from the following: (6 credits)

- 3000 or 4000 level courses with the JOU or MMC prefix
- 3000 or 4000 level courses with the RTV prefix (except: RTV 3260 Single-camera Video Production, RTV 3228 Multi-camera Video Production, and RTV 4221 Advanced Production)
- COM 3346 Interviewing: Theories and Methods (3 credits)
  Prereq: SPC2608 or SPC4064
- COM 4430 International Communication (3 credits)
  Prereq: SPC2608, SPC4064, MMC3614 or permission of instructor

SELECT Multimedia Production Track
(18 credits)

- RTV 3260 Single-camera Video Production (3 credits)
  Prereq: MMC 1004, MMC 3105, MMC 4500
- RTV 3228 Multi-camera Video Production (3 credits)
  Prereq: MMC 1004, MMC 3105, MMC 4500, RTV 3260
- RTV4221 Advanced Production (3 credits)
  Prereq: MMC 1004, MMC 3105, MMC 4500, RTV 3260, RTV3228

Select 3 from the following: (9 credits)
- ADV3202 Advertising Media Graphics (3 credits)
  Prereq: MMC 1004, MMC 3105
- COM 3346 Interviewing: Theories and Methods (3 credits)
  Prereq: SPC 2908 or SPC 4064
- MMC 3XXX Multimedia Graphics (3 credits)
  Prereq: MMC 3105
- MMC 3402 Political Advertising (3 credits)
- ENC 2250 Professional Communication (3 credits)
- RTV 3000 Principles of Broadcasting (3 credits)
- RTV 3050 Media Management (3 credits)
  Prereq: MMC 1004, MMC 3105 and MMC 4500
- SPC 4064 Public Speaking for Professionals (3 credits)
- CRW 3510 Screenwriting Workshop (3 credits)
- FIL 3933 Documentary Production (3 credits)
- MUS 3701 The Music Business (3 credits)
- RTV 3204 Announcing & Performance (3 credits)

48 Upper Level Hours (48 credits)

In order to qualify to graduate with a Bachelor’s degree from the College of Arts and Sciences you must earn a minimum of 48 upper level credits out of the total 120 degree applicable required credit hours. Upper level courses are numbered from 3000 - 4999. Dual Degree and Double Majors should consult their Advisor.

48 HOURS 48 upper level hours
Program of Study Public Relations concentration

**Major: Communication**
**Concentration: Public Relations**
**Degree: Bachelor of Science**

**Informational Text**
Grades of C or higher are required in all Foundation and Major Courses
- B.S. in Communication majors must complete a minimum of 72 hours outside of journalism and mass communication.
- B.S. in Communication majors can take no more than 6 credit hours for internships.

**Foundation (6 credits)**
- SPC2608 Fundamentals of Speech (3 credits)
- STA2014 G/MElem Statistics-Health/SS (3 credits)

**Prerequisites (18 credits)**
Course cannot include ENC or LIT prefix courses. 18 hours of coursework outside the major and beyond the 36 hours of general education requirements.
SELECT 18 HRS OUTSIDE MAJOR

**Major Requirements (19 credits)**

**MMC1004 Media Literacy (3 credits)**
Co-req: MMC3105 Advanced Writing For The Media (3 credits)

**MMC3105 Advanced Writing For The Media (3 credits)**
Co-req: MMC 3614 Theories and Media Effects (3 credits), MMC 1004 Media Literacy (3 credits)

**MMC3200 Law and Ethics of Communicat (3 credits)**
- Prereq: MMC1004, MMC3105

**MMC3614 Media Theories and Effects (3 Credits)**
- Prereq: MMC1004, Co-req: MMC3105

**MMC4420 Mass Communications Research (3 Credits)**
- Prereq: MMC1004, MMC3105, MMC3614, and Statistics (STA2023 - Elementary Statistics for Business for the Advertising track or STA2014 Elementary Statistics-Health/SS for the PR track and the Multimedia and Journalism & Production track.)

- Advertising and Public Relations Concentrations select either MMC4422 Advertising and PR Research (3 credits) or MMC4420 Mass Communication Research.
- Prereq: MMC1004, MMC3106, and ADV3005 or PUR3000

**MMC3942 Pre Internship (1 Credit)**
Prereq: MMC1004, MMC 3105 and one of the following - ADV3005, PUR3000, or MMC4500; Junior or Senior standing as a Communication major; major GPA of 2.0 or higher. Coreq: Permission of Instructor

**MMC4075 Internship Senior Project (3 Credits)**
Prereq: MMC1004, MMC 3200, MMC 3614, MMC 3105, MMC3942, MMC4420 and Senior standing (at least 90 credits), at least 3 courses required in the student’s concentration, and both a UNF and Major GPA of 2.0 or higher.

Public Relations Concentration students must have taken PUR3000, PUR3100 and PUR4801 before taking MMC4975.

For Multimedia Journalism track students, JOU 3109, Jou 3332, are prerequisites before taking MMC 4975.

**Major Electives (21 credits)**

**PUR3000 Principles of Pub Relations (3 Credits)**
Prereq: MMC1004, MMC3105 Coreq: PUR3100

**PUR3100 Public Relations Writing (3 Credits)**
Prereq : MMC1004 & MMC 3105 Coreq: PUR3000

**ADV3020 Advertising Media Graphics (3 Credits)**
Prereq: MMC1004 & MMC3105

**PUR4800 Public Relations Campaigns (3 Credits)**
Prereq: MMC 1004, MMC 3105, PUR 3000, PUR 3100, PUR 4601, & MMC4420

**PUR4801 Public Relations Cases (3 Credits)**
Prereq: MMC 1004, PUR 3000 & MMC 3105

SELECT 2 FROM THE FOLLOWING (6cr)

- PUR4400 Crisis Communication (3 credits)
- Prereq: PUR3000 & MMC3105
- ADV3020 Principles of Advertising (3 credits)
- Prereq: MMC3105 & MMC1004
- ADV30101 Advertising Creative Strategy (3 credits)
- Prereq: ADV3005, MMC1004, & MMC3105
- ADV 3200C Advertising Design (3 credits)
- Prereq: ADV3005, ADV30101, ADV3200, MMC1004, & MMC3105
- MMC3402 Political Advertising (3 credits)
- MMC4251 Creating Health Messages for Mass Media (3 credits)
- Prereq: MMC3105 with a grade of C or higher
- SPC4064 Public Speaking for Professionals (3 credits)
- MMC4050 Understanding Emerging Media (3 credits)
- Prereq: MMC1004, MMC3105, and one of the following: PUR3000, ADV3005 or MMC4500
- PUR4450 3 Public Relations and Event Planning (3 credits)
- Prereq: MMC1004, MMC3105, PUR3000, & PUR 3100
- RTV3234 Announcing & Production (3 credits)
- MMC 3021 Social Media for Communication (3 credits)
- Prereq: MMC3105 or permission of instructor

48 Upper Level Hours (48 credits)

In order to qualify to graduate with a Bachelor's degree from the College of Arts and Sciences you must earn a minimum of 48 upper level credits out of the total 120 degree applicable required credit hours. Upper level courses are numbered from 3000 - 4599. Dual Degree and Double Majors should consult their Advisor.
48 HOURS 48 upper level hours
Intern's Name

Please indicate your perception of the degree to which this intern demonstrated knowledge of competency in the areas below based on the following scale:

5 = Strongly Agree (exceeds expectations for entry-level professionals in your industry)
4 = Agree (Meets expectations for entry-level professionals in your industry)
3 = Neutral
2 = Disagree (Below expectations for entry-level professionals in your industry)
1 = Strongly Disagree (Far below expectations for entry-level professionals in your industry)
N/A (You believe that the statement does not apply or you cannot make a judgement)

The intern behaved and dressed in a professional manner while conducting business for this organization.

- □ 5
- □ 4
- □ 3
- □ 2
- □ 1
- □ N/A

The intern was dependable and thorough in completing assigned tasks.

- □ 5
- □ 4
- □ 3
- □ 2
- □ 1
- □ N/A
The intern showed up for work on time and was present when requested.

○ 5
○ 4
○ 3
○ 2
○ 1
○ N/A

The intern was able to communicate clearly and accurately through grammatically correct written, oral and mediated forms appropriate to the profession.

○ 5
○ 4
○ 3
○ 2
○ 1
○ N/A

The intern demonstrated an understanding of how organizations such as ours function and the relationship between staff members.

○ 5
○ 4
○ 3
○ 2
○ 1
○ N/A

The intern effectively applied the tools and technologies of this profession in the creation and dissemination of messages.

○ 5
○ 4
○ 3
○ 2
○ 1
○ N/A
The intern demonstrated an understanding of the First Amendment and the principles and laws of freedom of speech and press.

- 5
- 4
- 3
- 2
- 1
- N/A

The intern had good interpersonal skills that he or she used appropriately in this internship.

- 5
- 4
- 3
- 2
- 1
- N/A

When appropriate, the intern could apply research methods appropriate to this profession and interpret the results of the research.

- 5
- 4
- 3
- 2
- 1
- N/A

When appropriate, the intern could correctly apply basic numerical and statistical concepts when doing their work.

- 5
- 4
- 3
- 2
- 1
- N/A
The intern demonstrated an understanding of the diversity of the local area as well as the larger global society.

- 5
- 4
- 3
- 2
- 1
- N/A

The intern understood the history of communication and the role of key communication professionals and institutions.

- 5
- 4
- 3
- 2
- 1
- N/A

The intern was able to conduct a reasoned evaluation of information to assess its relevance, accuracy, purpose and meaning.

- 5
- 4
- 3
- 2
- 1
- N/A

When appropriate, the intern could apply theoretical concepts of communication in his or her professionally oriented work.

- 5
- 4
- 3
- 2
- 1
- N/A
The intern showed an understanding of professional ethical principles, legal limitations on the mass media, and was able to apply ethical principles to communication professional practice.

- 5
- 4
- 3
- 2
- 1
- N/A

The intern possessed good listening skills.

- 5
- 4
- 3
- 2
- 1
- N/A

The intern understood the potential impact of mass communication messages on target audiences and society.

- 5
- 4
- 3
- 2
- 1
- N/A

Please place comments here if you'd like to include additional information or suggestions regarding this internship experience.
Rate each intern's performance by clicking under one of the ratings in the section to the right of each item.

<table>
<thead>
<tr>
<th></th>
<th>Exemplary (grade of A)</th>
<th>Above Average (grade of B)</th>
<th>Average (grade of C)</th>
<th>Below Average (grade of D)</th>
<th>Unacceptable (grade of F)</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOB PERFORMANCE: Consider the quality of tasks undertaken by the intern. Did he/she consistently turn in high-quality work?</td>
<td>〇</td>
<td>〇</td>
<td>〇</td>
<td>〇</td>
<td>〇</td>
</tr>
<tr>
<td>WORK HABITS: Consider the intern's ability and willingness to learn. Did he/she seek out and utilize appropriate resources as well as accept constructive criticism?</td>
<td>〇</td>
<td>〇</td>
<td>〇</td>
<td>〇</td>
<td>〇</td>
</tr>
<tr>
<td>KNOWLEDGE OF SKILLS: Consider the intern's knowledge of skills appropriate for the profession. Did he/she demonstrate an understanding of the concepts, practices and tools utilized in the profession?</td>
<td>〇</td>
<td>〇</td>
<td>〇</td>
<td>〇</td>
<td>〇</td>
</tr>
<tr>
<td>COMMUNICATION: Consider the intern's ability to communicate effectively and efficiently. Was he/she able to effectively create mediated messages in the form and style appropriate to the profession?</td>
<td>〇</td>
<td>〇</td>
<td>〇</td>
<td>〇</td>
<td>〇</td>
</tr>
<tr>
<td>PROBLEM SOLVING: Consider the intern's ability to think critically and independently. Was he/she able to come up with unique ideas and solutions to problems?</td>
<td>〇</td>
<td>〇</td>
<td>〇</td>
<td>〇</td>
<td>〇</td>
</tr>
<tr>
<td>PROFESSIONALISM: Consider the intern's sense of values and ethics and respect for others. Did he/she behave respectfully and exhibit appropriate values and ethics?</td>
<td>〇</td>
<td>〇</td>
<td>〇</td>
<td>〇</td>
<td>〇</td>
</tr>
<tr>
<td>GENERAL CONDUCT: Consider the intern's punctuality and adherence to work schedules. Was he/she punctual and in work in a timely manner?</td>
<td>〇</td>
<td>〇</td>
<td>〇</td>
<td>〇</td>
<td>〇</td>
</tr>
<tr>
<td>COLLEGIALITY: Consider how well the intern interacted with others on your staff. Did he/she behave in a collegial manner?</td>
<td>〇</td>
<td>〇</td>
<td>〇</td>
<td>〇</td>
<td>〇</td>
</tr>
<tr>
<td>EXHIBITS RESPONSIBILITY: Consider how well the intern takes responsibility for his/her own success or failure. Was he/she willing to acknowledge fault?</td>
<td>〇</td>
<td>〇</td>
<td>〇</td>
<td>〇</td>
<td>〇</td>
</tr>
<tr>
<td>OVERALL EVALUATION: Did the intern meet the supervisor's expectations? Consider all the above ratings in making this overall evaluation.</td>
<td>〇</td>
<td>〇</td>
<td>〇</td>
<td>〇</td>
<td>〇</td>
</tr>
</tbody>
</table>

Additional Comments:

[Space for comments]
Announcements

It's your turn to evaluate your internship
Posted on: Thursday, April 28, 2016 2:13:37 PM EDT

Dear Student,

Thank you for taking part in an internship this past semester. We hope that you thoroughly enjoyed the experience and gained important skills and knowledge to take with you into your career.

Now it's your turn to give us feedback about your internship experience. Because the internship is such a critical part of the program here at UNF, we are constantly trying to improve it for both future students and the internship sites.

To help us do that, please complete a short survey (link is below) which evaluates our efforts within the department. If you’ve encountered a supervisor or site that you believe is especially good or, on the other hand, one that needs to be stricken from our list, please give us that information in the text boxes provided in the survey along with the supervisor’s name and internship site. All information will be confidential, and your comments will not be shared with any of our internship supervisors. This information is for the UNF Communication Department only.

Here is the link to the survey:  http://unf.co1.qualtrics.com/SE/?SID=SV_5qmZiZK6AFrdiX3

Once again, thank you in advance for participating in this survey. Your feedback is very important to us.

Sincerely,

Paula S. Horvath, Ph.D. and Bobbi Doggett, APR
Internship Coordinators

You MUST post your weekly hours
Posted on: Tuesday, April 12, 2016 2:45:30 PM EDT

Posted by: Roberta Doggett
Posted to: zz - 2016 Spring
zz - 2016 Spring Internship
Senior Project
Interns:

Many of you have not been posting the hours you’ve worked at your internship site. You MUST post your weekly hours.

Go to the tab "Weekly Progress Reports" and put in your hours and a brief description of your duties. Past weeks are still available. So if you missed reporting a certain week or so, just go back and do that.

It is IMPORTANT that you post your hours. In order to successfully complete this class, you must have completed at minimum of 210 HOURS, either all of them accumulated at your internship site, or 190 hours at your site and 20 hours of community service. YOU WILL FAIL THE CLASS IF YOU DO NOT COMPLETE THE 210 HOURS REQUIRED.

Course Link/Discussion Board/BELOW ARE WEEKLY REPORT LINKS

Final Eval Sent to Supervisors
Posted on: Wednesday, April 6, 2016 10:32:13 AM EDT

Senior Internship Students:

Your final performance evaluation for your internship is being sent today via email to your internship supervisor. He/she must complete and submit this evaluation by Thursday, April 21.

The email came from the commstu1@unf.edu account and was sent directly to your supervisor at the email address we have on file. Make sure he/she has received the email with the evaluation link enclosed. Also, your supervisor needs to set up a meeting with you to discuss your evaluation before the deadline above.

It is your responsibility to make sure your supervisor completes these tasks. Remember that your combined midterm and final performance evaluations are averaged together for 70 percent of your grade.

If your supervisor has NOT received the email, let us know immediately by contacting the department at the commstu1@unf.edu address or your faculty intern coordinator.

Midterm Evaluations Grades Posted
Posted on: Thursday, March 3, 2016 10:36:48 AM EST

As of today, Thursday, March 3, the current midterm evaluations have been posted to Blackboard Grade Book. If you DO NOT have a grade posted, your supervisor has not submitted your evaluation.

The evaluation was sent to your supervisor from the commstu1@unf.edu email address. Please make sure your supervisor checks his/her email and submits your evaluation. Otherwise, you will receive a ZERO for this grade.

Please complete Diversity Questionnaire
Posted on: Thursday, March 24, 2016 11:25:31 AM EDT

Senior Internship Students:

A few weeks ago we sent out a link to complete a diversity questionnaire. Several of you still have not completed this for us. We urge you to take a few minutes to complete this four-question survey.

As part of our accreditation process for the Department of Communication, we must obtain information from our students regarding their opinions on diversity issues pertaining to our department and our classes.

So we are asking those of you who have not filled it out yet to please do so.

Click the link below to begin the survey. And thank you for helping your major become nationally accredited.

http://unf.co1.qualtrics.com/jfe/form/SV_bHIVQG6mK7e8
Midterm Evaluations Due This Wednesday
Posted on: Monday, February 29, 2016 1:19:22 PM EST

Just a reminder that your midterm performance evaluation must be completed and submitted by this Wednesday, March 2.

Your supervisor should have received an email from the COMMSTU1@unf.edu account with the midterm evaluation link attached.

It is your responsibility to make sure your supervisor completes this evaluation and submits it. Remember that your midterm and final performance evaluations are averaged together for 70 percent of your grade.

Diversity Questionnaire
Posted on: Tuesday, February 16, 2016 6:58:05 PM EST

Dear Internship Student:
As part of the accreditation process from the Association for Education in Journalism and Mass Communication (ACEJMCA), the Communication Department must evaluate diversity among its student body. Attached is a four-question survey which assesses your opinions on diversity issues pertaining to our department and classes. This survey will take you less than five minutes to complete. Please click on the link below to begin the survey.
Thank you for helping your major become accredited.

http://unf.co1.qualtrics.com/jfe/form/SV_bThvXQQ5mkkA7eB

Your ePortfolio
Posted on: Wednesday, February 10, 2016 5:43:40 PM EST

Senior Interns:
At the end of the term, you are required to upload your ePortfolio which demonstrates the work you have accomplished during your time at your internship, as well as your other experiences in your classes or work. Many of you have already created an ePortfolio in other classes, such as your Pre-Internship Class.

For those of you who have not created an ePortfolio, or for those of you who want a refresher in how to create one, Dr. Horvath has prepared a video on How to use Wordpress. You can find this video under the tab Wordpress Video.

Course Link/Wordpress Video

SENIOR INTERNS: POST WEEKLY HOURS
Posted on: Sunday, January 24, 2016 8:43:47 PM EST

Interns:
We are beginning the third week of school. Don't forget to post the hours you have worked at your internship site so far. Go to the tab "Weekly Progress Reports" and put in your hours and a brief description of your duties.

Your weekly hours are due every Sunday evening by 11:59 p.m.
It is IMPORTANT that you post your hours. In order to successfully complete this class, you must have completed at minimum of 210 HOURS, either all of them accumulated at your internship site, or 190 hours at your site and 20 hours of community service. YOU WILL FAIL THE CLASS IF YOU DO NOT COMPLETE THE 210 HOURS REQUIRED.

Course Link/Weekly Progress Reports

**IMPORTANT REMINDER FOR SENIOR INTERNS**

Posted on: Thursday, January 7, 2016 7:57:19 AM EST

Senior Internship Students:

An important reminder that there is NO face-to-face class this Friday, Jan. 8, or any Friday during the term. Your MMC 4975 Senior Internship Class is conducted totally online.

If you have any questions or concerns, be sure to contact your faculty.

**Senior Internship Class Blackboard Now Available**

Posted on: Monday, January 4, 2016 3:46:57 PM EST

**PLEASE READ THIS ENTIRE ANNOUNCEMENT**

Welcome to your senior internship class. You are probably nervous and excited about successfully completing this class and doing well at your internship. Well, don’t be worried. We have provided you with a wealth of information on your Blackboard site to successfully guide you through your internship experience.

First, some important information:

1) **This class will be taught totally online.** There will be NO Friday classes throughout the term. So this means **YOU are responsible** for reviewing your Blackboard site thoroughly, especially the **syllabus and introductory video** which are posted in the **CLASS INFORMATION** tab. It is your responsibility to know what is expected of you for this class.

2) **You MUST complete the minimum of 210 hours to pass this class.** Failure to comply with the 210 hours will result in failure of the course.

3) It is **NOT MANDATORY** that you complete 20 hours of volunteer service. However, there are two options. You can complete all of your 210 hours at your internship site, or you can complete only 190 hours at your internship site and the remaining 20 hours can be done at a reputable nonprofit organization. This is all explained in the syllabus and Internship Introduction video found on the **CLASS INFORMATION** tab.

3) **We have included a “Questions?” tab** for those of you who may have questions regarding your internship or additional assignments. Please refer to the "Questions?" tab first to find your answers before you email your professor.

5) Finally, we can’t stress enough that Blackboard and email will be our source of communication. Please make sure you **check Blackboard often** for announcements. In addition, you **MUST give your supervisor the commstuf@unf.edu** email address. This address cannot go into your supervisor’s spam folder. All important direct emails to your supervisor will come from this address.

Have a great internship experience, and remember Dr. Horvath and Prof. Doggett are here to assist you if needed.

Course Link/CLASS INFORMATION
Faculty Research Mentoring Grid

Dr. Christa Arnold, Associate Professor

Preferred research methods: qualitative and quantitative methods

Preferred theories: relational, patient-centered, social learning

Topics: physician-patient communication, deception analysis, listening research

Dr. Berrin Beasley, Associate Professor

Preferred research methods: content analysis, focus groups

Preferred theories: social cognitive, cultivation

Topics: portrayal of women in the media, media ethics

Dr. David Deeley, Assistant Professor

Preferred research methods: legal

Preferred theories: legal

Topics: telecom regulation, 1st Amendment, sports

Dr. Junga Kim, Assistant Professor

Preferred research methods: survey, content analysis

Preferred theories: persuasion, framing

Topics: WOM, online communities, cross cultural studies, health communication
Dr. Chunsik Lee, Assistant Professor

Preferred research methods: experiment, survey

Preferred theories: attitudes and persuasion, source credibility, cross-cultural research, U&G

Topics: cultural influence in social media, source effects, eWOM, branding, ad effectiveness

Dr. Carolynn McMahan, Associate Professor

Preferred research methods: surveys, content analysis, focus groups

Preferred theories: uses and gratifications, cognitive, framing

Topics: interactivity and online advertising, cross cultural advertising, online marketing communications, healthcare and social media, gender portrayals

Dr. Siho Nam, Associate Professor

Preferred research methods: political economy, critical discourse analysis, economic analysis

Preferred theories: cultural political economy, globalization, critical pedagogy

Topics: international communication, media and social change, media hegemony, critical media literacy

Dr. Jae Hee Park, Assistant Professor

Preferred research methods: survey, content analysis

Preferred theories: uses and gratifications

Topic: online communities, sponsorship, and cross cultural studies
Dr. John Parmelee, Professor

Preferred research methods: content analysis, survey, focus groups, in-depth interviews, frame analysis

Preferred theories: framing, uses and gratifications, eWOM, selective exposure, agenda-building

Topics: political communication (Twitter, political ads, political journalism)

Dr. Stephynie Perkins, Associate Professor

Preferred research methods: qualitative (focus groups), historical

Preferred theories: framing

Topics: public relations, African Americans in PR/mass communication

Dr. Nataliya Roman, Assistant Professor

Preferred research methods: content analysis, survey, in-depth interviews, frame analysis

Preferred theories: framing, social identity, world system theory, social cognitive

Topics: international communication, intercultural communication, political communication, audience analysis, ethnic media

Dr. Margaret C. Stewart, Assistant Professor

Preferred research methods: Qualitative and quantitative methods; Interview, focus group, survey, content analysis, and case study research

Preferred theories: Uses and gratifications theory, social capital theory, media richness theory, uncertainty reduction theory, situational crisis communication theory (SCCT), social presence theory, social information processing theory.

Topics: The uses and implications of social media in a variety of contexts, including: (1) military marriages/families, (2) teaching and learning, (3) student-athletes, (4) sports organizations, (5) crisis communication, and (6) strategic/organizational communication.
Dr. Brian Thornton, Professor

Preferred research methods: historical/qualitative

Preferred theories:

Topics: letters to the editor

-----------------------------------------------

Dr. Tulika Varma, Assistant Professor

Preferred research methods: Survey research, content analysis and focus groups

Preferred theories: Apologia, Situational Crisis Communication Theory (SCCT), Social Mediated Crisis Communication Models, Integrated Crisis Mapping Model (ICT), Framing

Topics: Crisis Communication, social media and crisis communication, Reputation Management, Image Restoration, Strategic decision-making perspectives
UNIVERSITY OF NORTH FLORIDA, Department of Communication. Two Positions beginning August 4, 2016: Position Number 338520 - Instructor of Communication Studies; and Position Number 338530 - Instructor of Communication Studies. Teach beginning and advanced courses in speech/public speaking and possibly other areas of communication studies. The course load is four sections per semester. Both positions are renewable and also require participation in service to the community and the university.

Candidates must have completed a master's degree in communication studies or a closely related field with a concentration in speech communication, human communication, or a closely related area of the field by the August 4, 2016 start date.

Consistent with the university's goals the Department of Communication seeks to recruit and support a diverse community of students, faculty, and staff and actively supports the university's affirmation of public responsibility through civic engagement and community-based learning and research. The Department seeks a broad spectrum of applicants and especially encourages women and minorities to apply.

The Department of Communication, which has about 700 students, offers a B.S. in Communication with concentrations in Advertising, Multimedia Journalism & Production, and Public Relations. This position will support the Communication Studies minor and provide elective coursework for the Communication major. In addition, the Department will offer a B.A. in Communication Studies in fall 2017 and a master's in Communication Management in fall 2016.

Jacksonville is the 14th largest city in America and is a dynamic top-50 media market. The department enjoys excellent relations with communication professionals in Northeast Florida. UNF is a nationally ranked university located on an environmentally beautiful campus. It has been named a "best buy" college by Kiplinger's Personal Finance Magazine, The Princeton Review, and Forbes Magazine. UNF is 10 miles from downtown Jacksonville and 10 miles from the Atlantic Ocean and beautiful beaches.

Applicants must complete an online application at www.unfjobs.org, as well as mail supplemental documents in order to be considered for this position. Applicants who do not apply online and/or mail all the required documents will not be considered for this position. Once you submit your completed application you will receive a confirmation number. Keep the confirmation number for your records. While the confirmation number guarantees that your online application has been successfully received, it does not mean that your application is complete. Your application is not complete until your mailed documents have been received. A pre-employment background check is performed on candidates selected for employment.

You must mail the following materials:
1. Unofficial transcripts for all degrees earned. (Candidates invited for campus interviews will be required to submit official transcripts.)
2. Three (3) current letters of recommendation.
Address the packet to:

Dr. Brian Thornton,
Chair, Communication Studies Search Committee
Department of Communication
University of North Florida
1 UNF Drive
Building 14D, Room 2002
Jacksonville, FL 32224

For further information, please contact Dr. Thornton at
b.thornton.73459@unf.edu

For more information about the Department of Communication:
http://www.unf.edu/coas/communication/

Initial review of applications will begin on Nov. 1, 2015.

UNF is an Equal Opportunity/Equal Access/Affirmative Action
Institution.
Tenure-track Assistant Professor in Communication Studies beginning Fall 2015

The Department of Communication seeks an individual to teach and develop courses in one of several areas: organizational communication, persuasion, and communication technology. The successful applicant will also have the expertise needed to teach courses in public speaking and at least one of the following areas: small group communication, interpersonal communication, emerging media studies, social media, interactive media design and programming, web-based publications, and networking. The ability to teach communication management courses would be a plus. In addition to teaching, the position requires an active agenda of scholarly activity and service.

A Ph.D. in Communication (or a closely related field) should be completed by August 3, 2015. Applicants must present evidence of (or strong potential for) for both successful experience and a program of scholarship. University-level teaching experience is preferred.

Consistent with the university’s goals the Department of Communication seeks to recruit and support a diverse community of students, faculty, and staff and actively supports the university's affirmation of public responsibility through civic engagement and community-based learning and research. The Department seeks a broad spectrum of applicants and especially encourages women and minorities to apply.

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You must mail the following materials:
1. Unofficial transcripts for all degrees earned. (Candidates invited for campus interviews will be required to submit official transcripts.)
2. Three (3) current letters of recommendation.

Address the packet to:
Dr. Carolynn McMahan, Search Committee Chair
Position Number: 316710
Department of Communication
University of North Florida
1 UNF Drive
Jacksonville, FL 32224

For further information, please contact Dr. Carolynn McMahan at (904) 620-3805 or via e-mail at cmmcmahan@unf.edu.

For more information about the Department of Communication:
http://www.unf.edu/coas/communication/

Initial review of applications will begin on February 20, 2015.

UNF is an Equal Opportunity/Equal Access/Affirmative Action Institution.
ASSISTANT PROFESSOR (TENURE-TRACK) IN MULTIMEDIA JOURNALISM

The Department of Communication seeks an individual to teach and develop courses in Multimedia Journalism. We seek applicants who can teach some of the following: multimedia reporting and storytelling; news writing; social media for journalists; TV news production and post-production; data journalism/visualization; communication management. Applicants should be experienced with some of the following: Adobe Creative Cloud products (such as Premiere Pro, After Effects, and Photoshop); Final Cut Pro; Rundown Creator; Dreamweaver; social media and analytics; and content management systems, such as WordPress. Recent professional multimedia journalism experience is required. In addition to teaching, the position requires an active agenda of scholarly activity and service.

The position begins August 1, 2015, and applicants must have completed a Ph.D. in Journalism/Communication/Mass Communication (or a closely related field) by that date. Applicants must present evidence of an active program of scholarship. University-level teaching experience is required.

Consistent with the university’s goals the Department of Communication seeks to recruit and support a diverse community of students, faculty, and staff and actively supports the university’s affirmation of public responsibility through civic engagement and community-based learning and research. The Department seeks a broad spectrum of applicants and especially encourages women and minorities to apply.

The Department of Communication recently occupied a new office complex and new teaching facilities that include a state-of-the-art high-definition television studio. The department has 800 students. They select one of three professionally oriented concentrations: Advertising, Multimedia Journalism & Production, and Public Relations. Jacksonville is the 14th largest city in America and is a dynamic top-50 media market. The department enjoys excellent relations with communication professionals in Northeast Florida. UNF is a nationally ranked university located on an environmentally beautiful campus. It has been named a "best buy" college by Kiplinger's Personal Finance Magazine, The Princeton Review, and Forbes Magazine. UNF is 10 miles from downtown Jacksonville and 10 miles from the Atlantic Ocean and beautiful beaches.

Applicants must complete an online application at www.unfjobs.org, as well as mail supplemental documents in order to be considered for this position. Applicants who do not apply online and/or mail all the required documents will not be considered for this position. Once you submit your
completed application you will receive a confirmation number. Keep the confirmation number for your records. While the confirmation number guarantees that your online application has been successfully received, it does not mean that your application is complete. Your application is not complete until your mailed documents have been received.

You must mail the following materials:
1. Unofficial transcripts for all degrees earned. Candidates invited for campus interviews will be required to submit official transcripts.
2. Three (3) current letters of recommendation

Address the packet to:
Dr. Bob Bohle, Search Committee Chair
Position Number: 332870
Department of Communication
University of North Florida
1 UNF Drive
Jacksonville, FL 32224

For further information, please contact Dr. Bob Bohle at (904) 620-3873 or via e-mail at rbohle@unf.edu. For more information about the Department of Communication:
http://www.unf.edu/coas/communication/

Initial review of applications will begin on October 7, 2014.

UNF is an Equal Opportunity/Equal Access/Affirmative Action Institution.
ASSISTANT PROFESSOR (TENURE ELIGIBLE) IN STRATEGIC COMMUNICATION - ADVERTISING

The Department of Communication seeks an individual to teach and develop courses in Advertising in both traditional and online/interactive/mobile media contexts. We seek applicants with expertise in a combination of such standard areas of an Advertising program as advertising principles, media planning, strategic planning research, campaigns, and cases. We are especially interested in applicants who can strengthen the creative dimensions of the program by developing and teaching courses in visual communication theory and practice. In addition to teaching, the position requires an active agenda of scholarly activity and service.

The position begins August 1, 2014 and applicants must have completed a Ph.D. in Advertising/Communication/Mass Communication (or a closely related field) completed by that date. Applicants must present evidence of (or strong potential for) both successful experience and a program of scholarship. University-level teaching experience and professional experience in advertising/strategic communication are preferred.

Consistent with the University's goals the Department of Communication seeks to recruit and support a diverse community of students, faculty, and staff and is actively supports the university's affirmation of public responsibility through civic engagement and community-based learning and research. The Department seeks a broad spectrum of applicants and especially encourages women and minorities to apply.

The Department of Communication recently occupied a new office complex and new teaching facilities that include three computer labs, and a state-of-the-art high-definition television studio. The department's strategic plan includes ACEJMC accreditation and development of a master's program. Jacksonville is a dynamic top-50 media market and the department enjoys excellent relations with the communication professions of Northeast Florida.

Applicants must complete the one-page application online in OASys at http://www.unfjobs.org and must submit all required documents. Applicants who do not apply on-line or do not submit all the required documentation will not be considered for this position. When you apply on line, you will receive a confirmation number. Please keep this confirmation number, which means that your application on line was processed through the system. The confirmation number does not mean that your application is complete. Your application is not complete until you have uploaded the required documents and the hiring officer receives all of the required documentation as reflected below.

You must mail the following materials:
1. Unofficial transcripts for all degrees earned. Candidates invited for campus interviews will be required to submit official transcripts.
2. Three (3) current letters of recommendation

Address the packet to:
Dr. Carolynn McMahan, Search Committee Chair
Position Number: 319120
Department of Communication
University of North Florida
1 UNF Drive
Jacksonville, FL 32224

For further information, please contact Dr. Carolynn McMahan at (904) 620-3805 or via e-mail at cmcmahan@unf.edu.

Initial review of applications will begin on September 16, 2013.

UNF is an Equal Opportunity/Equal Access/Affirmative Action Institution.
ASSISTANT PROFESSOR (TENURE ELIGIBLE) IN PUBLIC RELATIONS

The Department of Communication seeks applicants with expertise in standard areas of a Public Relations program (e.g., PR principles, strategic writing, research and measurement, campaigns, crisis management, case studies, social media and event planning). The successful applicant will also be able to strengthen the curriculum by teaching courses in one or more additional areas, such as: media graphics, PR theory and research, international PR, and PR in the business or nonprofit sector. In addition to excellence in teaching the position requires an active agenda of scholarly activity and service.

The position begins August 1, 2014 and applicants must have completed a Ph.D. in Public Relations/Communication/Mass Communication (or a closely related field) completed by that date. Applicants must present evidence of (or strong potential for) both excellent teaching at the university-level and a program of scholarship. Professional experience in public relations is preferred.

Consistent with the University’s goals the Department of Communication seeks to recruit and support a diverse community of students, faculty, and staff and is actively supports the university’s affirmation of public responsibility through civic engagement and community-based learning and research. The Department seeks a broad spectrum of applicants and especially encourages women and minorities to apply.

The Department of Communication recently occupied a new office complex and new teaching facilities that include three computer labs, and a state-of-the-art high-definition television studio. The department’s strategic plan includes ACEJMC accreditation and development of a master’s degree program. Jacksonville is a dynamic top-50 media market and the department enjoys excellent relations with the communication professions of Northeast Florida.

Applicants must complete the one-page application online in OASys at http://www.unfjobs.org and must submit all required documents. Applicants who do not apply on-line or do not submit all the required documentation will not be considered for this position. When you apply on line, you will receive a confirmation number. Please keep this confirmation number, which means that your application on line was processed through the system. The confirmation number does not mean that your application is complete. Your application is not complete until you have uploaded the required documents and the hiring officer receives all of the required documentation as reflected below.

Applicants must submit the following by mail in addition to the documents specified for electronic submission.

(1) Unofficial Transcripts for all degrees earned. Candidates invited for campus interviews will be required to submit official transcripts.
(2) Three (3) current Letters of Recommendation.

Submit to:
Dr. Stephynie Perkins, Chair
Search Committee
Position number (332160)
Department of Communication (14/2002)
University of North Florida
1 UNF Drive
Jacksonville, FL 32224-7699
ASSOCIATE PROFESSOR (TENURE ELIGIBLE) IN MASS COMMUNICATION

The Department of Communication seeks an interdisciplinary scholar with demonstrated research and teaching expertise in critical and cultural studies of the media, mass communication theory and research methods, and international communication. Of particular interest is expertise in the impact of globalization on international communication and interregional cultural trade in the East Asian context, the political economy of media industries, media diversity and regulation, and critical media literacy. The ability to teach/develop upper-level courses in media theories, mass communication research, and international communication is essential.

The position begins August 6, 2012. Applicants must have an earned Ph.D. in Communication/Mass Communication (or a closely related field), three-five years successful experience following completion of the Ph.D. as a tenure track faculty member, and an outstanding record of scholarship and teaching that merits appointment at the rank of associate professor. At least three years professional media experience, preferably outside the U.S., is highly desired.

Consistent with the University's goals the Department of Communication seeks to recruit and support a diverse community of students, faculty, and staff and is actively supports the university's affirmation of public responsibility through civic engagement and community-based learning and research. The Department seeks a broad spectrum of applicants and especially encourages women and minorities to apply.

The Department of Communication recently occupied a new office complex and new teaching facilities that include three computer labs, and a state-of-the-art high-definition television studio. The department's strategic plan includes ACEJMC accreditation and development of a masters program. Jacksonville is a dynamic top-50 media market and the department enjoys excellent relations with the communication professions of Northeast Florida.

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Applicants must submit the following by mail in addition to the documents specified for electronic submission.
(1) Unofficial Transcripts for all degrees earned. Candidates invited for campus interviews will be required to submit official transcripts.
(2) Three (3) current Letters of Recommendation.

Submit to:
ASSISTANT PROFESSOR (TENURE ELIGIBLE) IN ELECTRONIC MEDIA PRODUCTION

The Department of Communication seeks applicants who will strengthen its program in electronic media by teaching and developing courses in beginning/advanced digital video production (studio and field) and postproduction for types of content that will include standard and long-form newscasts/information programs and news videography. The successful applicant will have experience in video production and postproduction including news/information content. In addition to the technical elements, applicants must also be able to teach the creative elements of production and postproduction related to other formats of commercial and noncommercial video programs.

Expertise in multimedia production and the development of digital content for online/interactive/mobile media applications is desired. In addition to excellent teaching the position requires an active agenda of peer-reviewed scholarly activity/creative work and service.

Demonstrated experience in the major areas of expertise listed above and a completion of a terminal degree (MFA or Ph.D.) in Communication, Mass Communication, Telecommunication, Digital Video Arts, Journalism, or closely related field by the starting date of August 1, 2011 is required.

Consistent with the University’s goals the Department of Communication seeks to recruit and support a diverse community of students, faculty, and staff and actively supports the university’s affirmation of public responsibility through civic engagement and community-based learning and research. The Department seeks a broad spectrum of applicants and especially encourages women and minorities to apply.

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Applicants must submit the following by mail in addition to the documents specified for electronic submission.

(1) Unofficial Transcripts for all degrees earned. Candidates invited for
campus interviews will be required to submit official transcripts.
(2) Three (3) current Letters of Recommendation.

Submit to:

Dr. Robert Bohle, Chair
Search Committee
Position number (314750)
Department of Communication(14/2002)
University of North Florida
1 UNF Drive
Jacksonville, FL 32224-7699
MULTI-YEAR INSTRUCTOR IN ELECTRONIC MEDIA PRODUCTION

The Department of Communication seeks applicants who will strengthen its program in electronic media by teaching and developing courses in beginning/advanced studio and remote video production and postproduction for types of content that will include standard and long-form newscasts/information programs. IT and video engineering knowledge preferred; supervisory experience preferred. In addition to the technical elements, such as studio directing, applicants must also be able to teach the creative elements of production and postproduction related to other formats of commercial and noncommercial video programs. Expertise in multimedia production and the development of digital content for online/interactive/mobile media applications is desired.

The ideal candidate will demonstrate experience in the major areas of expertise as listed above and have either (1) a master’s degree in communication or a related field, or (2) a master’s degree in any field with at least 18 graduate hours in communication or a related field. Degree completion by the starting date of August 1, 2011 is required.

Consistent with the University’s goals the Department of Communication seeks to recruit and support a diverse community of students, faculty, and staff and actively supports the university’s affirmation of public responsibility through civic engagement and community-based learning and research. The Department seeks a broad spectrum of applicants and especially encourages women and minorities to apply.

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(1) Unofficial Transcripts for all degrees earned. Candidates invited for campus interviews will be required to submit official transcripts.
(2) Three (3) current Letters of Recommendation.

Submit to:
Dr. Peter Casella, Chair
Search Committee
Position number (314750)
Department of Communication (14D/2002)
University of North Florida
ASSISTANT PROFESSOR (TENURE ELIGIBLE) IN PUBLIC RELATIONS

The Department of Communication seeks applicants with expertise in standard areas of a Public Relations program (e.g., PR principles, strategic writing, research, campaigns, crisis management, and cases). The successful applicant will also be able to strengthen the curriculum by developing courses in one or more additional areas such as PR theory and research, the role of PR in health communication and promotion, international PR, and PR in the nonprofit sector. In addition to teaching the position requires an active agenda of scholarly activity and service.

The position begins August 1, 2011 and applicants must have completed a Ph.D. in Public Relations/Communication/Mass Communication (or a closely related field) completed by that date. Applicants must present evidence of (or strong potential for) both excellent teaching at the university-level and a program of scholarship. Professional experience in public relations is preferred.

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(1) Unofficial Transcripts for all degrees earned. Candidates invited for campus interviews will be required to submit official transcripts.
(2) Three (3) current Letters of Recommendation.

Submit to:
Dr. John Parmeelee, Chair
Search Committee
Position number (332070)
Department of Communication (14/2002)
University of North Florida
1 UNF Drive
Jacksonville, FL 32224-7699
INSTRUCTOR IN ADVERTISING AND PUBLIC RELATIONS GRAPHIC DESIGN

The Department of Communication seeks a full-time instructor in Graphic Design to enhance its advertising and public relations tracks. Candidates should possess a current knowledge of graphic design theory, principles, techniques, and professional software applications; Web production and design; and emerging media; and must possess a strong professional portfolio. This faculty member will serve as faculty advisor to the UNF Advertising Club and will play a leadership role in students' participation in advertising competitions.

A masters degree in Advertising/Graphic Design or closely related field completed by August 1, 2011 and professional experience in advertising design demonstrated by a professional portfolio are required. University-level teaching experience, an MFA degree, professional experience in PR design, and strong ties to the advertising and graphic design community and trade associations are preferred.

Consistent with the University's goals the Department of Communication seeks to recruit and support a diverse community of students, faculty, and staff and actively supports the university's affirmation of public responsibility through civic engagement and community-based learning and research. The Department seeks a broad spectrum of applicants and especially encourages women and minorities to apply.

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(1) Unofficial Transcripts for all degrees earned. Candidates invited for campus interviews will be required to submit official transcripts.
(2) Three (3) current Letters of Recommendation.

Submit to:

Dr. Stephynie Perkins, Chair
ASSISTANT PROFESSOR (TENURE ELIGIBLE) IN STRATEGIC INTERACTIVE COMMUNICATION

The Department of Communication seeks a colleague who will strengthen the department's programs in public relations and advertising by developing coursework that prepares students to effectively utilize social and online/interactive/mobile media applications (including SEO) in strategic communication. In addition to these areas of expertise the ideal applicant will possess one or more of the following attributes: expertise in international communication; strategic communication research, strategic communication in health-related communication; strategic communication campaigns; and visual communication in strategic communication contexts. Candidates must also demonstrate the ability to teach basic courses in public relations and/or advertising. In addition to excellent teaching the position requires an active agenda of scholarly activity and service.

The position begins August 1, 2011 and applicants must have completed a Ph.D. in Advertising/Public Relations/Communication/Mass Communication (or a closely related field) by that date. Applicants must present evidence of (or strong potential for) both excellent teaching at the university-level and a program of scholarship. Professional experience in public relations is preferred.

Consistent with the University's goals the Department of Communication seeks to recruit and support a diverse community of students, faculty, and staff and actively supports the University's affirmation of public responsibility through civic engagement and community-based learning and research. The Department seeks a broad spectrum of applicants and especially encourages women and minorities to apply.

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Applicants must submit the following by mail in addition to the documents specified for electronic submission.

(1) Unofficial Transcripts for all degrees earned. Candidates invited for campus interviews will be required to submit official transcripts.
(2) Three (3) current Letters of Recommendation.

Submit to:

Dr. Stephynie Perkins, Chair
Search Committee
Position number (311070)
Department of Communication(14/2002)
University of North Florida
1 UNF Drive
Jacksonville, FL 32224-7699
ASSISTANT PROFESSOR (TENURE ELIGIBLE) IN STRATEGIC COMMUNICATION - ADVERTISING

The Department of Communication seeks an individual to teach and develop courses in Advertising in both traditional and online/interactive/mobile media contexts. We seek applicants with expertise in a combination of such standard areas as advertising principles, media planning, strategic planning research, campaigns, and cases. We are especially interested in applicants who can strengthen the creative dimensions of the program by developing and teaching courses in visual communication theory and practice. In addition to teaching the position requires an active agenda of scholarly activity and service.

The position begins August 2, 2010 and applicants must have completed a Ph.D. in Advertising/Communication/Mass Communication (or a closely related field) completed by that date. Applicants must present evidence of (or strong potential for) both successful experience and a program of scholarship. University-level teaching experience and professional experience in advertising/strategic communication are preferred.

Consistent with the University's goals the Department of Communication seeks to recruit and support a diverse community of students, faculty, and staff and is actively supports the university's affirmation of public responsibility through civic engagement and community-based learning and research. The Department seeks a broad spectrum of applicants and especially encourages women and minorities to apply.

The Department of Communication will move into a new office complex and new teaching facilities during 2009-2010. Facilities include three computer labs, a new state-of-the-art television studio, and a new online/multimedia lab. The department's strategic plan includes ACEJMC accreditation and development of a masters program. Jacksonville is a dynamic top-50 media market and the department enjoys excellent relations with the communication professions of Northeast Florida.

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Applicants must submit the following by mail in addition to the documents specified for electronic submission.

(1) Unofficial Transcripts for all degrees earned. Candidates invited for campus interviews will be required to submit official transcripts.
(2) Three (3) current Letters of Recommendation.

Submit to:
Dr. Carolynn McMahan, Chair
Search Committee
Position number (332160)
Department of Communication(45/2022)
University of North Florida
1 UNF Drive
Jacksonville, FL 32224-2645

Initial review of applications will begin on October 19, 2009.

UNF is an Equal Opportunity/Equal Access/Affirmative Action Institution.
Tenure track Assistant Professor in Electronic Media beginning Fall 2010.

The Department of Communication seeks an individual to teach and develop courses in electronic journalism (news and sports) for traditional and online/interactive/mobile media dissemination to audiences. The successful applicant will also have the expertise needed to teach courses in at least two of the following areas: video/multimedia production, media law and ethics, and electronic media programming and management, mass communications research, media theories and effects. In addition to teaching the position requires an active agenda of scholarly activity (research and/or creative work) and service.

Ph.D. in Communication/Mass Communication/Journalism (or a closely related field) completed by August 2, 2010. Applicants must present evidence of (or strong potential for) both successful teaching and a program of scholarship. University-level teaching experience and professional experience in electronic media preferred.

Consistent with the University’s goals the Department of Communication seeks to recruit and support a diverse community of students, faculty, and staff and is actively supports the university’s affirmation of public responsibility through civic engagement and community-based learning and research. The Department seeks a broad spectrum of applicants and especially encourages women and minorities to apply.

The Department will move into a new office complex and new teaching facilities during 2009-2010. Facilities include three computer labs, a new state-of-the-art television studio, and a new online/multimedia lab. The department's strategic plan includes ACEJMC accreditation and development of a masters program. Jacksonville is a dynamic top-50 media market and the department enjoys excellent relations with the communication professions of Northeast Florida.

Applicants must complete the one-page application online in OASys at http://www.unfjobs.org and must submit all required documents. Applicants who do not apply on-line or do not submit all the required documentation will not be considered for this position. When you apply on line, you will receive a confirmation number. Please, keep this confirmation number, which means that your application on line was processed through the system. The confirmation number does not mean that your application is complete. Your application is not complete until you have uploaded the required documents and the hiring officer receives all of the required documentation as reflected below.

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(1) Unofficial Transcripts for all degrees earned. Candidates invited for campus interviews will be required to submit official transcripts.
(2) Three (3) current Letters of Recommendation.

Submit to:

Dr. Berrin Beasley, Chair
Search Committee
Position number (317630)
Department of Communication(45/2022)
University of North Florida
1 UNF Drive
Jacksonville, FL 32224-2645

Initial review of applications will begin on October 19, 2009

UNF is an Equal Opportunity/Equal Access/Affirmative Action Institution.
ASSISTANT PROFESSOR (TENURE ELIGIBLE) IN STRATEGIC COMMUNICATION - PUBLIC RELATIONS

(Note: search reopened)

The Department of Communication seeks an individual to teach and develop courses in Public Relations. We seek applicants with expertise in a combination of such standard areas of a Public Relations program as PR principles, strategic writing, research, campaigns, crisis management, and cases. We are especially interested in applicants who will strengthen the curriculum in the use of online/interactive/mobile media in strategic communication. Ability to teach courses in visual communication, health communication and promotion, and/or more general mass communication theory and research desired. In addition to teaching the position requires an active agenda of scholarly activity and service.

The position begins August 2, 2010 and applicants must have completed a Ph.D. in Public Relations/Communication/Mass Communication (or a closely related field) completed by that date. Applicants must present evidence of (or strong potential for) both successful experience and a program of scholarship. University-level teaching experience and professional experience in advertising/strategic communication are preferred.

Consistent with the University's goals the Department of Communication seeks to recruit and support a diverse community of students, faculty, and staff and is actively supports the university's affirmation of public responsibility through civic engagement and community-based learning and research. The Department seeks a broad spectrum of applicants and especially encourages women and minorities to apply.

The Department of Communication will move into a new office complex and new teaching facilities during 2009-2010. Facilities include three computer labs, a new state-of-the-art television studio, and a new online/multimedia lab. The department's strategic plan includes ACEJMC accreditation and development of a masters program. Jacksonville is a dynamic top-50 media market and the department enjoys excellent relations with the communication professions of Northeast Florida.

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(1) Unofficial Transcripts for all degrees earned. Candidates invited for campus interviews will be required to submit official transcripts.
(2) Three (3) current Letters of Recommendation.

Submit to:

Dr. Stephynie Perkins, Chair
Search Committee
Position number (332160)
Department of Communication(45/2022)
University of North Florida
1 UNF Drive
Jacksonville, FL 32224-2645

Initial review of applications will begin on October 19, 2009.

UNF is an Equal Opportunity/Equal Access/Affirmative Action Institution.
Tenure track Assistant Professor in Communication Studies beginning Fall 2010.

The Department of Communication seeks an individual to teach and develop courses in organizational communication and/or persuasion. The successful applicant will also have the expertise needed to teach courses in public speaking and at least two of the following areas: health communication, small group communication, interpersonal communication, social interaction and networking. In addition to teaching the position requires an active agenda of scholarly activity and service.

Ph.D. in Communication (or a closely related field) completed by August 2, 2010. Applicants must present evidence of (or strong potential for) both successful experience and a program of scholarship. University-level teaching experience preferred.

Consistent with the University's goals the Department of Communication seeks to recruit and support a diverse community of students, faculty, and staff and is actively supports the university's affirmation of public responsibility through civic engagement and community-based learning and research. The Department seeks a broad spectrum of applicants and especially encourages women and minorities to apply.

The Department will move into a new office complex and new teaching facilities during 2009-2010. Facilities include three computer labs, a new state-of-the-art television studio, and a new online/multimedia lab. The Department offers a B.S. in Communication with concentrations in advertising, electronic media, journalism, and public relations and a minor program in Communication Studies. This position will support the Comm Studies minor and provide elective coursework for the Communication major. The Department's strategic plan includes the development of a B.A. in Communication Studies and a masters in Communication.

Applicants must complete the one-page application online in OASys at http://www.unfjobs.org and must submit all required documents. Applicants who do not apply on-line or do not submit all the required documentation will not be considered for this position. When you apply on-line, you will receive a confirmation number. Please keep this confirmation number, which means that your application on line was processed through the system. The confirmation number does not mean that your application is complete. Your application is not complete until you have uploaded the required documents and the hiring officer receives all of the required documentation as reflected below.

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(2) Three (3) current Letters of Recommendation.

Submit to:
Dr. Brian Thornton, Chair
Search Committee
Position Number 332680
Department of Communication (45/2022)
University of North Florida
1 UNF Drive
Jacksonville, FL 32224-2645

Initial review of applications will begin on October 26, 2009.

UNF is an Equal Opportunity/Equal Access/Affirmative Action Institution.
ARTICLE 18
PERFORMANCE EVALUATIONS

18.1 Policy. Evaluations are intended to communicate to a faculty member a qualitative assessment of that faculty member’s performance of assigned duties by providing him/her written constructive feedback that will assist in improving the faculty member’s performance and expertise.

(a) The performance of a faculty member shall be evaluated at least once annually, with the following exceptions:

(1) faculty members on visiting appointments who have not been reappointed for the following Academic Year

(2) faculty members who have resigned, and

(3) faculty members who have been issued notice of non-reappointment or termination for just cause.

(b) The period of the annual evaluation shall include the previous Summer term and Fall and Spring semesters.

(c) Personnel decisions shall be based on written annual evaluations, provided that such decisions need not be based solely on written faculty performance evaluations.

18.2 Sources of Evaluation.

An annual evaluation is a subjective assessment of an individual’s performance based on objective criteria. The criteria are useful tools for evaluating overall performance. The evaluation is intended to be comprehensive and not based on a single or limited number of criteria. Therefore, the person responsible for completing the faculty member’s annual evaluation shall consider all appropriate and available information that is relevant to the faculty member’s performance of assigned responsibilities. This will include the faculty member’s annual self-evaluation portfolio of activities and documented information from the following sources: immediate supervisor, peers, students, faculty member/self, other University officials who have responsibility for supervision of the faculty member, and individuals to whom the faculty member may be responsible in the course of a service assignment. Any materials to be used in the evaluation process submitted by persons other than the faculty member shall be shown to the faculty member, who may attach a written response. Any materials that have not been shown to the faculty member cannot be used in the evaluation process. Whenever a single or limited number of criteria are deemed controlling, the written evaluation must justify that conclusion.

(a) Faculty Annual Self-Evaluation Portfolio. Each faculty member shall submit to his/her chair/supervisor a self-evaluation portfolio of annual activities in teaching, research/scholarship/creative activities, service, and other University duties for the
previous year, and a self-evaluation of the faculty member's performance for that year consistent with the provisions of Article 18.4. Each department/unit shall specify the required format and minimum content of the faculty annual self-evaluation portfolio; provided, however, the required format and minimum content shall be developed pursuant to the provisions of Article 9 of this Agreement. The faculty annual self-evaluation portfolio shall include any interpretive comments and/or supporting data that the faculty member deems appropriate in evaluating his/her performance for the previous year. It is the intent of this provision to provide the faculty member with a broad opportunity to display his/her performance over the previous year which will allow for a comprehensive evaluation.

(b) Observation/Visitation.

(1) When a faculty member or a chair/supervisor requests a direct classroom observation, the chair/supervisor shall notify the faculty member at least two (2) weeks in advance of a two (2) week period within which classroom observation/visitation(s) may occur in connection with the faculty member's annual evaluation. Upon receipt of this notification, the faculty member shall advise his/her chair/supervisor regarding any day and time that classroom observation/visitation is not appropriate because of the nature of the class activities scheduled for that day and may suggest a more appropriate date.

(2) If the chair/supervisor does not choose to observe/visit the faculty member's classroom on a date suggested by the faculty member, the chair/supervisor may as an alternative notify the faculty member at least two weeks in advance of an alternative two (2) week period within which the classroom observation/visitation(s) will occur.

(3) A written report of the observation/visitation shall be submitted to the faculty member within two (2) weeks of the observation/visitation. If the observation/visitation involves a course that was assigned to the faculty member with less than four (4) weeks' notice, that fact shall be noted in the report. The faculty member may submit a written reply which shall be attached to the report.

(4) If the faculty member believes the classes observed were not indicative of the faculty member's performance, the faculty member may submit a written request within one (1) week after receiving the report requesting that the chair/supervisor revisit within the next two (2) weeks. A faculty member's request for a chair/supervisor revisit may only be submitted once per semester. If a revisit occurs, a written report of the revisit shall be submitted to the faculty member within two (2) weeks of the revisit. The faculty member may submit a written reply which shall be attached to the written report of the revisit. The initial written report and the written

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report of the revisit, including any written reply from the faculty member, shall be considered in connection with the faculty member’s annual evaluation.

(5) Nothing herein shall prohibit any chair/supervisor or Administration representative from visiting any classroom for investigative purposes when deemed appropriate by the University President or designee.

(6) Observation/visitation of on-line classroom settings is permitted under the terms of this Article. The chair/supervisor shall notify the faculty member of a two (2) week period in which the observation of the online class will occur. The faculty member will provide the chair/supervisor with access to the course and will terminate access at the end of the two (2) week period.

(c) Peer Assessment. A faculty member may choose to have a peer or colleague observe/visit the faculty member’s classroom and to have an assessment of that observation/visitation included as part of the faculty member’s annual self-evaluation portfolio. The peer evaluator/colleague may be from any department/unit within the University, a retired colleague, or a colleague in the same discipline from another university. If a classroom visit is made, the peer evaluator/colleague shall visit for at least one (1) entire class session.

(d) University Required Student Evaluations.

(1) The University required student Instructional Satisfaction Questionnaire (or ISQ) is one tool for evaluating teaching performance, and all the required ISQs must be included in the annual self-evaluation portfolio. However, the evaluation of a faculty member shall not be based solely or primarily on student evaluations if the faculty member has provided other information or evidence in support of his/her teaching performance.

(2) The ISQ will be administered online during the final three (3) weeks of scheduled instruction before final examinations every Fall and Spring class and in every Summer class, except as provided in Article 17.2 (c)(3). However, courses involving individual instruction such as independent studies (DIS), internships, practica, and courses with an enrollment of seven (7) or less, shall be excluded from this evaluation instrument. Study abroad courses for which these assessments are not appropriate may be excluded by the instructor from this form of evaluation, in which case an alternative assessment mechanism shall be utilized.

(3) In courses with more than one instructor, all instructors shall be evaluated individually. For combined lecture/lab courses, the lecture and the lab

will be evaluated separately, even when they are taught by the same instructor.

(4) Information Technology shall be responsible for the notification to students for completing online evaluations. Information Technology shall remind students to complete online evaluations no more than two (2) times per week during the first two (2) weeks, and no more than three (3) times during the last week of evaluation.

(5) The faculty member shall not have access to the completed surveys until the tabulated results are made available to the faculty member through the FAIR online system.

18.3 Evaluation Rating Categories.

(a) Each faculty member shall be evaluated in each area of assigned duties, viz., teaching, scholarship/research/creative activity, and service, consistent with the following rating categories.

Meets Expectations

Exceeds Expectations

Far Exceeds Expectations

Below Expectations

Unsatisfactory

(b) It is the responsibility of the faculty member to provide the department chair/unit supervisor with sufficient information to permit the department chair/unit supervisor to conduct an effective evaluation of the faculty member’s performance of his/her assigned duties. It is expected that the faculty member will provide evidence of his/her accomplishments to serve as a foundation for the rating assigned to those accomplishments. If a faculty member fails to provide evidence of his/her accomplishments, the department chair/unit supervisor will complete the evaluation based on available information as provided in Article 18.2. It is the responsibility of the department chair/unit supervisor to make comprehensive assessments of the evidence provided by the faculty member. Each chair/supervisor completing a performance evaluation shall articulate sufficient and specific grounds or reasons to substantiate the rating given in each assigned category and to articulate how the faculty member’s performance can be improved.

18.4 University Criteria for Annual Performance Evaluations. The annual performance evaluations shall be based upon assigned duties, and shall carefully consider the nature of the
assignments and quality of the performance in the following terms, where applicable:

(a) Teaching. There are many approaches to and dimensions of pedagogical work. Thus, the evaluation of teaching performance shall consider multiple sources of data that reflect the range of pedagogical activities engaged in by the faculty member. These pedagogical activities may include course design and redesign, instructional delivery, the development of course materials, assessment of student learning, departmental curricula development and revision, advising and mentoring of students, and teaching innovation. Effective teaching involves facilitating student learning, critical thinking, and engagement. To be recognized as an effective teacher requires the faculty member not only demonstrate enhancement of his/her knowledge and skills by engaging in a continuous effort of professional development in his/her discipline, but also requires that the faculty member demonstrate that he/she has used his/her enhanced knowledge and skills to facilitate student learning, critical thinking, and engagement. As part of the annual self-evaluation portfolio submitted in accordance with Article 18.2 (a), the faculty member shall include any documentation or information that the faculty member thinks should be taken into account in the completion of his/her performance evaluation, including course load, class size and format, and special circumstances such as a leave of absence.

(1) As part of the annual self-evaluation portfolio submitted in accordance with Article 18.2 (a), a faculty member shall include a narrative and evidence of the pedagogical activities engaged in during the previous academic year. The portfolio may include descriptions and examples of:

a. Professional development efforts in teaching (e.g., attending workshops and seminars, consultations on teaching, activities demonstrating continued engagement and mastery of the field).

b. Substantive revisions of previously offered course(s)/lab(s), for reasons that may include developments in the field, a new edition of a textbook, or course re-design.

c. Development of new course(s)/lab(s).

d. Curriculum or program development with colleagues at department or college level.

e. Incorporation of suggestions that emerge from peer review of one’s teaching.

f. The development of innovative instructional techniques or materials (e.g., distance learning/hybrid courses, textbooks, textbook supplements, or assessment tools).

g. Authored and published articles on the teaching of his/her discipline.

h. Clear and effective course design (e.g., syllabi with clearly stated learning outcome objectives and requirements, study guides/notes/overheads/Power Points composed by the faculty member).

i. Assignments and activities (e.g., homework, papers, projects, readings, labs) that stimulate intellectual interest and promote and advance student learning and critical thinking.

j. Assessment of student learning (e.g., samples of exams/ quizzes, student work, rubrics).

k. Recognitions and awards for outstanding teaching.

l. Evaluations from service-learning partners or co-instructors.

m. University required student evaluations (ISQ’s).\textsuperscript{7}

n. Optional student evaluations administered by the faculty member.\textsuperscript{8}

o. Any other documentation or information the faculty member thinks should be taken into account in the completion of his/her teaching performance evaluation.

\begin{itemize}
\item[(2)] The evaluator must take into account any relevant materials submitted by the faculty member. All ratings shall be based on a comprehensive view of the faculty member’s pedagogical activities and performance based on the criteria listed in Article 18.4 (a) (1).
\end{itemize}

\begin{itemize}
\item[(3)] Rating Structure for Teaching\textsuperscript{9}.
\end{itemize}

\begin{itemize}
\item[a.] A rating of Meets Expectations will be demonstrated by a satisfactory level of accomplishment based upon the metrics listed in Article 18.4(a)(1) and (2). A faculty member who attains this level will also have successfully met the normal performance standards for teaching which include: meeting classes as scheduled throughout the entire semester; holding the required minimum number of office hours; submitting the required annual self-
\end{itemize}

\textsuperscript{7} Required student evaluations are not optional and must be included in the annual self-evaluation portfolio.

\textsuperscript{8} If a faculty member elects to administer other forms of assessing student opinion in addition to those required by the University, the faculty member shall not be required to include the results of those alternative measures in support of his/her evaluation.

\textsuperscript{9} The rating structure presented here is intended to serve as a model. The relative weighting of the criteria to be evaluated may be determined as specified in Article 9, Guidelines for Application of University Criteria.

evaluation portfolio including the teaching narrative by the established deadline; and maintaining the professional decorum set forth in Article 10.3 Academic Responsibility of Faculty Members.

b. A rating of Exceeds Expectations will be demonstrated by a faculty member exceeding in quantity and/or quality the normal performance standards for teaching of those rated Meets Expectations.

c. A rating of Far Exceeds Expectations will be demonstrated by a faculty member exceeding in quantity and/or quality the expectations for teaching of those rated Exceeds Expectations.

d. A rating of Below Expectations will be demonstrated by a faculty member failing to meet the normal performance standards of teaching of those rated Meets Expectations, including failing to maintain the professional decorum set forth in Article 10.3 Academic Responsibility of Faculty Members.

e. A rating of Unsatisfactory will be demonstrated by a faculty member engaging in practices that are detrimental to educating students. Such practices may include failing to revise courses when necessary, failing to teach a significant portion of the content of the course as described in the official course description, missing classes or finishing a course prior to the official end of term without justification, persistent and justified student complaints, erratic and/or unprofessional classroom behavior, failure to submit the required annual self-evaluation portfolio including the teaching narrative by the established deadline, or failing to maintain the professional decorum set forth in Article 10.3 Academic Responsibility of Faculty Members.

(b) Research/Scholarship/Creative Activity. The annual evaluation shall include consideration of the quality and quantity of the faculty member’s research/scholarship/creative activity which is a measure of the faculty member’s contributions to the discovery, integration, or application of new knowledge, and other forms of creative activity, which is appropriately related to the faculty member’s discipline. An evaluation of quality will include an evaluation both of the publication/creative contributions and of the medium in which the work is published/presented.

(1) Evidence of research/scholarship and other creative activity may include, but not be limited to:

a. Published books
b. Chapters in books

c. Articles and papers in professional journals

d. Musical compositions

e. Paintings and sculpture

f. Works of performing art

g. Major grant proposals, grants and patents received

h. Papers presented at meetings of professional societies

i. Reviews, research, and/or creative activity that has not yet resulted in publication, display, or performance.

j. Any other research/scholarly/creative activities demonstrably related to the faculty member's discipline.

(2) If the faculty member's discipline has a published or professionally acknowledged hierarchy of research outlets, and the chair/supervisor intends to use that hierarchy, the chair/supervisor must communicate this and allow at least one year for faculty to adjust their publication planning before the hierarchy is used in evaluation.

(3) The University recognizes community-based research to be of value and that it should be considered during the annual performance evaluation.

(4) Rating Structure for Research/Scholarship/Creative Activity. All ratings shall be based upon a comprehensive review of the faculty member's scholarly contributions as listed in Article 18.4 (b)(1).

a. A rating of Meets Expectations will be based upon a satisfactory level of scholarship that may be attained by a faculty member completing a work applicable to the discipline; making substantive and verifiable improvements to or progress on a long-term project or a work-in-progress as part of an ongoing agenda of research/scholarship/creative activity; receipt of internal contracts and grants in support of the faculty member's research; and/or presentation of the faculty member’s scholarship in venues appropriate to the discipline. Submission of the required annual self-evaluation portfolio by the established

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10 The rating structure presented here is intended to serve as a model. The relative weighting of the criteria to be evaluated may be determined as specified in Article 9, Guidelines for Application of University Criteria.

deadline and maintaining the professional decorum set forth in Article 10.3 Academic Responsibility of Faculty Members is also expected.

b. A rating of Exceeds Expectations will be based upon scholarly contributions or creative activities listed in Article 18.4(b)(1) that exceed in quality and/or quantity those contributions rated Meets Expectations. Such a rating may be attained by a faculty member completing and having a new scholarly or creative work appropriate to the discipline accepted for publication, performance, or juried show; receipt of local contracts and grants in support of the faculty member’s research; submitting a major external grant proposal of high quality; presenting by invitation scholarly works at major conferences or other relevant and well-respected venues; or completing other scholarly or creative activities that exceed in quality and/or quantity those contributions rated Meets Expectation.

c. A rating of Far Exceeds Expectations will be based upon scholarly contributions or creative activities listed in Article 18.4(b)(1) that exceed in quality and/or quantity those contributions rated Exceeds Expectations. Such a rating may be attained by a faculty member having peer-reviewed publication(s) or creative work(s) of high quality appropriate to the discipline; submitting a patent application; receiving a patent; receiving a major external grant of high quality; receiving prestigious and competitive awards, grants, or fellowships; or developing and implementing a major community based/applied research program based upon the faculty member’s scholarly expertise.

d. A rating of Below Expectations will be based upon scholarly contributions or creative activities that demonstrate a less than satisfactory level of accomplishment in the items listed in Article 18.4(b)(1). Such a level may be attained by a faculty member failing to meet the standards of those rated Meets Expectations, including failing to make sufficient progress on research/scholarship/creative activities, failing to submit the required annual self-evaluation portfolio by the established deadline, or failing to maintain the professional decorum set forth in Article 10.3 Academic Responsibility of Faculty Members.

e. A rating of Unsatisfactory performance will be demonstrated by a faculty member not providing evidence of ongoing research/scholarship/creative activity; failing to demonstrate any progress in advancing his/her scholarly agenda since his/her last performance evaluation; failing to develop a viable

proposal to initiate scholarship that demonstrates the potential of
the faculty member to make the meaningful scholarly or creative
contributions expected of all faculty members, including failing to
submit the required annual self-evaluation portfolio by the
established deadline, or failing to maintain the professional
decorum set forth in Article 10.3 Academic Responsibility of
Faculty Members.

(c) Service both within the University and public service that extends professional or
discipline-related contributions to the local community; the State, public schools,
or the national and international community will be recognized.

(1) University service includes participation in the governance process of the
institution by serving on departmental, college, school, and University-
wide committees and councils.

(2) Public service includes contributions to scholarly and professional
conferences and organizations and positions on boards, agencies, and
commissions that benefit such groups.

(3) Service as UFF-UNF President, service on the UFF-UNF bargaining team,
or as an official UFF-UNF grievance representative shall be recognized as
important service, but shall not be otherwise evaluated.

(4) Service Rating Structure. All ratings will be based upon a comprehensive
review of the faculty member’s service contribution based on the metrics in
Article 18.4 (c)(1), (2), and (3).

a. A rating of Meets Expectations may be attained by a faculty member
fully participating in departmental activities; serving on at least one
departmental, college, University, or UFF-UNF committee; working
constructively and collaboratively with colleagues and committee
members; making meaningful contributions to the faculty member’s
professional society/association(s); submitting the required annual self-
evaluation portfolio by the required deadline; and maintaining the
professional decorum set forth in Article 10.3 Academic Responsibility
of Faculty Members.

b. A rating of Exceeds Expectations may be attained by a faculty member
providing a significant commitment of time and energy to activities such
as reviewing manuscripts; or membership on multiple committees,
programs and/or accreditation reviews for departmental conferences.
These contributions will exceed the expected participation in regular
departmental, college, and University meetings and will exceed in

11 The rating structure presented here is intended to serve as a model. The relative weighting of the criteria to be
evaluated may be determined as specified in Article 9, Guidelines for Application of University Criteria.
quality or quantity the contributions of those rated Meets Expectations.

c. A rating of Far Exceeds Expectations may be attained by a faculty member providing an extraordinary commitment of time and energy to activities such as ongoing contributions to the community; leadership of major committees or task forces; professional service by acting as grant panelist, conference planner, and/or coordinator. These contributions will far exceed the expected participation in regular departmental, college, and University meetings, and will exceed in quality or quantity the contributions of those rated Exceeds Expectations.

d. A rating of Below Expectations will be attained by a faculty member who has devoted some time to service, but has failed to meet the standards of those rated “Meets Expectations”.

e. A rating of Unsatisfactory will be demonstrated by a faculty member consistently failing to engage in service activities as specified in Article 18.4 (c), or failing to submit the required annual self-evaluation portfolio by the established deadline, or failing to maintain the professional decorum set forth in Article 10.3 Academic Responsibility of Faculty Members.

18.5 Annual Evaluation Process.

(a) The chair/supervisor shall provide to his/her department faculty the form or format for submission of a faculty member’s annual self-evaluation portfolio no later than April 1. The student evaluations of classroom instruction shall be provided to the faculty member no later than May 15.

(b) Each faculty member shall submit to his/her chair/supervisor the faculty member’s annual self-evaluation portfolio no later than June 1. If a faculty member fails to provide his/her annual self-evaluation portfolio by this date, his/her chair shall proceed to complete the faculty member’s annual evaluation without that information, unless the chair has extended the deadline based on extenuating circumstances that justify the extension.

(c) The chair/supervisor shall complete the annual evaluation taking into account the faculty member’s annual self-evaluation portfolio and other sources of evaluative information referenced in Article 18.2, the University’s criteria for annual evaluations referenced in Article 18.4, and the guidelines for application of University criteria pursuant to Article 9.

(d) The chair/supervisor shall provide the faculty member with written constructive feedback that is designed to assist the faculty member in improving his/her performance and expertise, and shall endeavor to identify any major performance deficiencies.
(c) The chair's/supervisor's annual written evaluation, with an attached copy of the faculty member's annual self-evaluation portfolio and the annual assignment for the year being evaluated, shall be provided to the faculty member no later than July 15. If the faculty member will be inaccessible by e-mail, that faculty member shall notify his/her chair in advance so that an alternative means of delivery can be identified.

(f) A form entitled "Acknowledgment of Receipt of Evaluative Materials" will accompany the annual written evaluation. The faculty member shall complete this form and return it to his/her chair/supervisor no later than September 1. Completion and submission of this form only acknowledges receipt of the annual evaluation and does not waive the faculty member's right to contest the annual evaluation. However, if the Acknowledgment of Receipt of Evaluative Materials is not returned by September 1, the faculty member is deemed to agree with the evaluation and waives all rights to contest the evaluation.

(g) If the faculty member disagrees with the content of his/her evaluation, when submitting the Acknowledgment of Receipt of Evaluative Materials the faculty member shall attach a concise statement to the Acknowledgment of Receipt form and request the opportunity to discuss the evaluation with the evaluator prior to it being finalized and placed in the faculty member's evaluation file. The evaluator shall meet with faculty member to discuss areas of disagreement prior to finalizing the evaluation.

(h) A finalized copy of the evaluation, signed by the evaluator, shall be provided to the faculty member no later than October 1. The date the faculty member receives a finalized copy of the evaluation from the person performing the evaluation shall commence the time period specified in Article 31 for filing a grievance.

(i) The faculty member may request, in writing, a meeting with an administrator at the next higher level to discuss concerns regarding the evaluation that were not resolved in previous discussion with the evaluator. No material will be considered that was not timely submitted by the June 1 deadline. A faculty member's written request to meet with an administrator at the next higher level to discuss concerns regarding the finalized evaluation shall not toll the time period specified in Article 31 for filing a grievance.

18.6 Evaluation File.

(a) Policy. There shall be one (1) official evaluation file. When evaluations and other personnel decisions are made, other than for tenure, promotion, and discipline, the only documents that shall be considered are those described in Article 18.2 and other documents that are referenced in the official evaluation file. All such documents shall bear the date of receipt by the custodian.

(1) A notice specifying the location of faculty evaluation files and the identity of the custodian of the files shall be posted in each department/unit. A dated copy of all documents used in the assignment and evaluation process, other than evaluation for tenure or promotion, and excluding course materials, publications, public speeches/presentations, or papers presented at conferences, regardless of format, shall reside in this file.

(2) Documents shall be placed in the evaluation file by the University Administration within a reasonable time after receipt. The faculty member shall be promptly notified regarding any documents being placed in his/her evaluation file.

(3) No adverse employment action shall be taken against a faculty member based upon material in the faculty member’s evaluation file that has not been promptly provided to the faculty member or to which the faculty member has not had an adequate opportunity to attach a response.

(b) Access. A faculty member may examine the evaluation file, upon reasonable advance notice, during regular business hours under such conditions as are necessary to ensure its integrity and safekeeping.

(1) Upon timely written notification to the chair/supervisor, a faculty member may paginate with successive whole numbers the materials in the file, and may attach a concise statement in response to any item therein. The University Administration also has the right to paginate the materials in the file and shall notify the faculty member when that pagination will take place.

(2) Upon written or emailed request, a faculty member shall be provided one (1) free copy of any material in the evaluation file. Additional copies may be obtained by the faculty member upon the payment of a reasonable fee for photocopying.

(3) A person designated by the faculty member may examine that faculty member’s evaluation file with the written authorization of the faculty member concerned, and subject to the same limitations on access that are applicable to the faculty member.

(c) Indemnification. The UFF agrees to indemnify and hold the Trustees, its officials, agents, and designees harmless from and against any and all liability for any improper, illegal, or unauthorized use by the UFF, its officials, agents, and designees, of information contained in such evaluation files.

(d) Anonymous Material. There shall be no anonymous material in the evaluation file except for numerical summaries of student evaluations that are part of a regular
evaluation procedure of classroom instruction and/or written comments from students obtained as part of that regular evaluation procedure. If written comments from students in a course are included in the evaluation file, all of the comments obtained in the same course must be included.

(e) Peer Evaluation Committee. The faculty of a department may develop a procedure for peers to evaluate the performance of faculty members provided that the development of such procedure must be accomplished in accordance with the provisions of Article 9 of this Agreement. This procedure shall identify how departmental faculty will be involved in the process, how the faculty member will receive feedback on the peer evaluation, and whether the evaluation will be included in the faculty member’s official evaluation file.

(f) Removal of Contents. The University Administration shall promptly remove from the file materials shown to be contrary to fact. This section shall not authorize the removal of materials from the evaluation file when there is a dispute concerning a matter of judgment or opinion rather than fact. Materials may also be removed pursuant to the resolution of a grievance.

(g) Use of Evaluative Material.

(1) Information reflecting the evaluation of a faculty member’s performance shall be available for inspection only by the faculty member, the faculty member’s representative, University Administration officials who use the information in carrying out their responsibilities, peer committees responsible for evaluating the faculty member’s performance, and arbitrators or others engaged by the parties to resolve disputes, or others by court order. Such limited access status shall not, however, apply to summary data, by course, for the common “core” items contained in the student course evaluations that have been selected as such by the University Administration and made available by the University Administration to the public on a regular basis.

(2) In the event a grievance is filed, the University Administration, the UFF grievance representatives, the arbitrator, and the grievant shall have the right to use, in the grievance proceedings, copies of materials from the grievant’s evaluation file.

18.7 Proficiency in Spoken English. Pursuant to Section 1012.93, Florida Statutes, faculty members involved in classroom instruction must be proficient in the oral use of English. Such oral use proficiency may be demonstrated by achievement of a satisfactory grade on the “Test of Spoken English” of the Educational Testing Service or a similar test approved by the State Board of Education.

18.8 Employee Assistance Program. Neither the fact of a faculty member’s participation in an employee assistance program nor information generated by participation in the program, shall be
used as evidence of a performance deficiency within the evaluation process described in this Article, except for information relating to a faculty member’s failure to participate in an employee assistance program consistent with the terms to which the faculty member and the University Administration have agreed.

18.9 Remediation

(a) It is recommended that any faculty member who has received a less than Meets Expectations teaching evaluation obtain the services of the Office of Faculty Enhancement (OFE).

(b) It is required that any faculty member who has received a second less than Meets Expectations teaching evaluation obtain the services of OFE. In addition, the faculty member shall be required to develop a plan of improvement, in conjunction with his/her chair/supervisor. Any faculty member required to develop a plan of improvement under this section shall be subject to the classroom observation/visitation provisions of Article 18.2 (c).

18.10 Relationship to Tenure. The annual performance evaluation received by a faculty member is intended to assist the faculty member in improving his or her performance and expertise. A faculty member’s annual performance evaluations are taken into account as part of the tenure evaluation process, but the annual evaluations are separate and distinct from the tenure decision. Tenure is a prestigious award that is reserved for a faculty member who has demonstrated a history of excellence in the performance of his or her duties and responsibilities. Tenure is therefore a cumulative view of the faculty member’s total contribution to the academy during the period prior to tenure being awarded. By contrast, the annual evaluation is only a one year measure of performance. Therefore, a rating of Meets Expectations on an annual performance evaluation is not necessarily reflective of successful progress toward tenure. However, consistent ratings of Exceeds Expectations or above may reflect adequate progress toward tenure.

18.11 Sustained Performance Evaluation. A faculty member employed by the University for five (5) or more years following the award of tenure or his/her most recent promotion, who has received a rating of less than Meets Expectations two (2) or more times in a given category during the previous five (5) years, must develop a performance improvement plan which is subject to the approval of the faculty member’s chair/supervisor.
ARTICLE 19
TENURE

19.1 Definition and Policy.

(a) Tenure is one of the principal means by which the quality of the University is developed and maintained, is an indispensable element of a quality university, and is awarded to a faculty member based upon his/her demonstration of excellence in teaching, excellence in scholarship, and continuing meaningful contributions in service.

(b) The award of tenure means that tenured faculty members will be reappointed annually until voluntary resignation, retirement, removal for just cause, or layoff.

(c) A faculty member is normally eligible to be considered for tenure during the sixth year of continuous service in a tenure-earning position. The sixth year is the final opportunity to be considered. In exceptional circumstances, a faculty member may be considered for tenure during the fourth or fifth year of continuous service in a tenure-earning position. In order for a faculty member to be regarded as a viable candidate for tenure at a time other than in his/her sixth year of tenure-earning service, the quality and quantity of his/her accomplishments, as detailed in the dossier, must be comparable to or exceed the quality and quantity of accomplishments that would be applicable to that faculty member in his/her sixth year. In all such cases, the faculty member must affirmatively demonstrate that he/she clearly meets the standards of excellence expected in teaching, scholarship, and service, despite lacking six years of service. If a faculty member applies for tenure during his/her fourth or fifth year of service, he/she may withdraw without prejudice before the Provost renders his/her final assessment. Such a withdrawal shall be allowed only once. When the faculty member applies for tenure in a subsequent year no withdrawal shall be allowed.

(d) The candidate's rank at the time of the tenure application shall not be a factor in consideration for tenure.

(e) University tenure criteria and the guidelines for application of those criteria pursuant to Article 9 shall be available in the department and at the college level, as well as provided to the UFF-UNF President.

(f) During the period of tenure-earning service, the non-reappointment provisions of this Agreement shall apply.

12 "Exceptional circumstances" may include accomplishments at another institution, particularly in the area of research/scholarship/creative activity, as provided in Article 19.4(a).

19.2 Tenure upon Appointment.

(a) Tenure may be granted to a faculty member at the time of initial appointment, upon the recommendation of the Provost and Vice President for Academic Affairs and approval by the University Board of Trustees. The Provost and Vice President for Academic Affairs shall consider the recommendation of the faculty of the department or equivalent unit prior to making the final tenure recommendation to the Trustees.

(b) The tenure recommendation shall be made at the Trustee meeting immediately following the acceptance of employment, if practicable.

19.3 Tenure Eligibility.

(a) Faculty members with the rank of Assistant Professor, Associate Professor, or Professor are eligible to apply for tenure. The Trustees may designate other positions as tenure earning and shall notify the faculty of such status at the time of initial appointment.

(b) Tenure shall be in a department or other appropriate academic unit of the University.

(c) Tenure shall not extend to the administrative appointment of a faculty member.

(d) Only those faculty members with a terminal degree in an appropriate discipline shall be eligible for tenure.

(e) Full-time service for the purpose of tenure eligibility shall mean employment at 1.0 FTE during at least thirty-nine (39) weeks of any calendar-year or academic-year contract. Employment for one semester shall constitute one-half year of tenure-earning service.

(f) Part-time service of a faculty member employed at least one semester in any twelve (12) month period shall be accumulated. For example, two (2) semesters of half-time service shall be considered one-half year of service toward the period of tenure-earning service.

(g) Required Years at UNF.

(1) A faculty member who is hired as an Assistant Professor shall have at least three (3) years of tenure-earning service at UNF before applying for tenure.

(2) A faculty member who is hired as an Associate Professor or Professor shall have at least three (3) years of tenure-earning service at UNF before applying for tenure, unless the faculty member is awarded tenure upon appointment, pursuant to Section 19.2.
A faculty member shall not be promoted to the rank of Professor without having achieved tenure, unless both actions occur simultaneously.

19.4 Credited Service Toward Tenure.

(a) Because an Assistant Professor, Associate Professor, and Professor are eligible for tenure after the third year of tenure-earning service at UNF, no credit toward tenure from service at another institution of higher education is awarded. However, faculty members may use accomplishments at another institution, particularly in the area of research/scholarship/creative activity, in support of their candidacy for tenure at UNF.

(b) If a faculty member is initially appointed to the rank of Instructor or to another non-tenure-earning rank and is subsequently appointed to a tenure-earning position, all or a portion of the prior service in such non-tenure-earning position may be counted toward tenure provided that the University President or designee agrees in writing to credit such service.

(c) If a faculty member is on compensated or uncompensated leave (except annual leave) during any part of a semester, the entire semester shall not be credited as time accrued toward tenure, except by mutual written agreement of the faculty member and the University Administration. In deciding whether to credit such leave, the University Administration shall consider the duration of the leave, the relevance of the faculty member’s activities while on such leave to the tenure and/or promotion criteria, the relevance of the faculty member’s activities while on such leave to the faculty member’s professional development and field of employment, and other appropriate factors.

(d) Time spent on a joint appointment or approved personnel exchange program for the benefit of the University, or a special assignment that benefits the University, shall be counted toward tenure eligibility unless there is a written agreement to the contrary between the faculty member and the University Administration.

(e) Upon written request, in exceptional circumstances the President or designee may extend the tenure-earning period.

19.5 Criteria for Tenure and Basis for Tenure Decision.

(a) The decision to award tenure to a faculty member shall be a result of meritorious performance and shall be consistent with the University’s tenure criteria and the guidelines for application of those criteria pursuant to Article 9. The faculty member’s accomplishments elsewhere which are applicable to the UNF tenure criteria shall be considered in addition to his/her performance during his/her service at the University.

(b) University Tenure Criteria. Judgments of academic excellence are complex. They cannot easily be reduced to a quantitative formula, nor can the considerations that must be applied in each individual case be completely described in general terms or by numbers alone, separate from necessary qualitative assessments. However, in all cases to be awarded tenure, a candidate must be excellent in teaching, must be excellent in scholarship, and must demonstrate continuing meaningful contributions in service.

(1) Excellence in teaching is evidenced by a record of high quality teaching. High quality teaching is demonstrated by evidence of effectiveness in presenting knowledge and skills, in stimulating students’ critical thinking and/or creative abilities, and the development or revision of curriculum and course structure.

(2) Excellence in scholarship is evidenced by an agenda of inquiry that has resulted in published scholarly or creative works of high quality. Excellence in scholarship is also evidenced by a record of works involving the scholarship of discovery, the scholarship of integration and interpretation, the scholarship of teaching, and the scholarship of application and artistic creativity.

(3) Making continuing meaningful contributions in service is evidenced by a record of active participation in University governance through committees and otherwise, as well as a record of active service to one’s professional discipline and the broader public which may occur at the local, state, national, and international levels.

(c) Guidelines for Application of University Criteria.

(1) Judgments of academic excellence are complex. They cannot easily be reduced to a quantitative formula, nor can the considerations that must be applied in each individual case be completely described in general terms or by numbers alone, separate from necessary qualitative assessments. On the other hand, faculty members seeking tenure must have available to them a description of what tangible accomplishments would normally qualify a candidate for tenure, assuming that the accomplishments are of excellent quality.

(2) In order to provide guidance to tenure-earning faculty members regarding the expectations for achieving tenure, each college/department may adopt guidelines pursuant to Article 9 for application of University criteria for tenure in terms more appropriate or specific to the selected unit’s discipline.

(d) The tenure decision shall also take into account the following:
(1) annual assignments and annual performance evaluations;

(2) no fewer than two letters of external evaluation addressing the candidate’s research and scholarly/creative activity, along with the curriculum vitae of the evaluators. The candidate shall submit a list of between five and seven names to the chair, who shall be responsible for choosing and contacting the individuals who will be requested to submit letters of evaluation. If fewer than two people from the list submitted by the candidate agree to serve as evaluators, the candidate shall submit additional names, as necessary, until at least two people have agreed to serve. The candidate shall be given the opportunity to waive the right to see the external review letters. This decision must be made prior to solicitation of review letters. The signed statement shall be included in the dossier to affirm the individual’s decision to waive this right.

(3) the curricular, programmatic, and research needs of the department/unit, college/unit, and University. The faculty member shall be notified in writing of any change in such needs and, if the faculty member is notified after his/her second year of tenure-earning service, the faculty member shall have no fewer than three (3) additional years of tenure-earning service before consideration for tenure. However, this shall not be construed to limit the University Administration’s right, pursuant to Section 447.209, Florida Statutes, to relieve faculty members from duty because of lack of work or for other legitimate reasons.

(4) the contributions the faculty member has made to the academic unit (program, department/unit, college/unit, and University), based upon his/her entire record of performance in teaching, research/scholarship/creative activity, and service over the period of his/her tenure-earning service.

(5) the faculty member’s written statement articulating an agenda for continuing research/scholarship/creative activity.

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13 Letters from external reviewers are intended to be unbiased evaluations from recognized scholars in the field. External reviewers for candidates for tenure shall hold the rank of Associate Professor, Professor, or a position of comparable scholarly expertise. These letters shall not be solicited from individuals with whom a very close personal or professional relationship exists, such as the candidate’s dissertation director, or a co-editor of a publication that is being counted as scholarship in the dossier. The candidate shall notify his/her chair not later than June 1 of his/her intent to present his/her dossier for tenure review. External reviewers should be sent the candidate’s curriculum vitae and copies of those scholarly and/or creative works along with any other materials or information that the candidate and his/her department chair have agreed to send. The department chair shall indicate in a letter to external reviewers the timeline for the candidate’s dossier review process, and shall request that the reviewer address only the candidate’s scholarship, such as its importance as a contribution to the field. Because the requirements for tenure at the reviewer’s home institution may be significantly different from those at UNF, it should be made clear that the reviewer that he/she is not to address the issue of tenurability.

(6) whether the faculty member has engaged in either a pattern of behavior or a single egregious instance of behavior that disrupts or obstructs the orderly and effective functioning of the department, college, or University. Documentation of such disruptive or obstructive behavior must be made in a timely manner and placed in the faculty member’s evaluation file. This section shall not be construed or used to limit the faculty member’s right to exercise his/her academic freedom.

19.6 Changes in Tenure Criteria and Effect on Faculty Members.

(a) Changes in tenure criteria, or in the guidelines for application of those criteria pursuant to Article 9, shall not become effective until one (1) year following adoption of the changes unless mutually agreed to in writing by the UFF-UNF President and the University President or designee. The date of adoption shall be the date on which the University President or designee approves the changes.

(b) If a faculty member has at least three (3) years of tenure-earning credit as of the date on which new tenure criteria are adopted, the faculty member shall be evaluated for tenure under the criteria as they existed prior to modification unless the faculty member notifies the University Administration at least thirty (30) days prior to commencement of the tenure consideration that he/she chooses to be evaluated under the newly-adopted criteria.

19.7 Progress Toward Tenure.

(a) Chair’s Appraisal.

(1) Each tenure-earning faculty member shall annually be apprised in writing of the faculty member’s progress toward tenure by his/her chair. The dean shall also review and approve the tenure appraisal.

(2) The tenure appraisal shall be included as a separate component of the annual evaluation and is intended to provide assistance and counseling to the faculty member to help him/her to achieve tenure.

(3) The chair’s appraisal shall specify whether the faculty member is making appropriate and satisfactory progress toward achieving tenure according to the University’s tenure–criteria and guidelines for application of those criteria pursuant to Article 9. The appraisal shall mention any deficiency in the faculty member’s performance that the chair believes may adversely affect the faculty member’s ability to achieve tenure.

(4) If the appraisal identifies a deficiency in the faculty member’s performance or in the faculty member’s rate of progress, the chair shall make timely relevant recommendation(s) for improvement.

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(5) The faculty member may request, in writing, a meeting with an administrator at the next higher level to discuss concerns regarding the tenure appraisal that were not resolved in previous discussions with the evaluator.

(6) The department chair’s appraisals are not binding upon the University. However, if the department chair’s tenure appraisals indicate appropriate and satisfactory progress toward tenure, or fail to timely identify either a deficiency in the faculty member’s performance or in the faculty member’s rate of progress, and the chair or dean does not recommend the faculty member for tenure, the President or designee shall extend the tenure-earning period sufficiently to provide the faculty member with a reasonable opportunity to meet the criteria for tenure. This provision shall not apply when the faculty member is denied tenure for reason(s) independent of the chair’s or dean’s negative recommendation.

(b) Colleagues’ Appraisal. The purpose of this appraisal is to provide thoughtful and constructive assessments, suggestions, and guidance to assist the faculty member in fulfilling the University’s tenure criteria and guidelines for application of those criteria pursuant to Article 9.

(1) The faculty of each department shall develop a procedure to appraise the progress of each tenure-earning faculty member in meeting the criteria for tenure. This procedure shall identify how the tenured faculty members in the department will be involved in the appraisal and how the tenure-earning faculty member will be provided feedback regarding the colleagues’ analysis of the candidate’s progress toward tenure.

(2) The appraisal shall be conducted in February or March of the faculty member’s third year of tenure-earning service pursuant to the procedure developed by the department faculty and this Agreement. At the beginning of the school year, the Chair shall notify the affected faculty member(s) and the department faculty of the upcoming Colleagues’ Appraisal.

(3) The faculty member shall compile an appraisal dossier to submit to his/her colleagues with only the following documents in the following order:

a. a cover/title page
b. a table of contents listing each document in the appraisal dossier
c. a copy of the guidelines for application of the University tenure criteria pursuant to Article 9
d. the faculty member’s current curriculum vitae

e. a copy of all the faculty member’s annual assignments, including the chair’s indication of the proportions of the faculty member’s assignments that have been devoted to teaching, scholarship, and service

f. a copy of all the faculty member’s self-evaluation portfolios submitted to his/her chair

g. a copy of all the faculty member’s annual evaluations

h. a summary and discussion of no more than two pages in length by the faculty member of significant teaching and curriculum efforts, including but not limited to a summary of evaluations of his/her teaching by students and academic colleagues through University-sanctioned methods such as survey instruments, questionnaires, in-class visitations, observations, and interviews, and other relevant tangible evidence as determined by the faculty member, which shall be available for review upon request

i. copies of the syllabus for all courses taught by the faculty member

j. a summary and discussion of no more than two (2) pages in length by the faculty member of his/her research/scholarship/creative activity and publication record

k. a summary and discussion of no more than two (2) pages in length by the faculty member of professionally related service activities

l. copies of published and forthcoming research/scholarship/creative works, including conference papers, drafts of works in progress, or other appropriate evidence of scholarly or creative activity

(4) The faculty member may request a meeting with the colleagues conducting the appraisal and his/her chair by submitting a written request to the chair within five (5) days of receipt of the colleagues’ appraisal.

(5) The appraisal process shall be confidential to the extent permitted by law and internal to the department; consequently, the appraisal shall not be included in the faculty member’s tenure dossier nor placed in the faculty member’s evaluation file.

(c) The colleagues’ appraisal is not binding upon the University nor shall that appraisal be used in the subsequent tenure review process.

19.8 Initiation of the Tenure Process.
The tenure process begins when the appropriate department chair or comparable supervisor (hereinafter “department chair”) notifies the faculty member of his/her eligibility for tenure or the faculty member provides the department chair written notification of candidacy.

Candidates for tenure shall be provided a copy of the University tenure procedures checklist, the guidelines for application of University tenure criteria pursuant to Article 9, and any other necessary materials, information, and forms.

The department chair shall advise the candidate in the preparation of the tenure dossier.

Tenure Dossier.

1. The candidate shall be responsible for ensuring that all pertinent information is included in the tenure dossier and for ensuring that the dossier is complete.

2. The only documents that may be considered in making a tenure recommendation are those contained or referenced in the tenure dossier. Documents shall not be placed in protective sheets inside the dossier.

3. The tenure dossier shall consist of a 1.5-inch summary binder plus any other evidence the candidate chooses to present to support his/her candidacy. The candidate shall ensure that the 1.5-inch summary binder includes all of the following materials in the order specified:
   a. a cover/title page
   b. a table of contents listing each document in the tenure dossier
   c. the University’s tenure procedures checklist
   d. a signed statement by the candidate attesting to the accuracy of the information included in the dossier
   e. a copy of the guidelines for application of University tenure criteria pursuant to Article 9
   f. the candidate’s current curriculum vitae
   g. a copy of the candidate’s annual assignments, including the department chair’s indication of the proportions of the candidate’s assignments that have been devoted to teaching, scholarship, and service

14 If an approved electronic format of dossiers becomes available, they will be acceptable for this process.
h. a copy of the candidate’s annual evaluations

i. a summary and discussion by the candidate of significant teaching and curriculum efforts, including but not limited to a summary of evaluations of his/her teaching by students and academic colleagues through University-sanctioned methods such as survey instruments, questionnaires, and in-class visitations, observations, and interviews

j. a summary and discussion by the candidate of his/her research/scholarship/creative activity, publication record, and agenda for continuing research/scholarship/creative activity

k. a summary and discussion by the candidate of his/her professionally related service activities

l. all letters received from departmental faculty, which are submitted by the deadline. These letters are intended to focus solely on the candidate’s teaching, research/scholarship/creative activity, or service. Only the portions of the letters that focus on the candidate’s teaching, research/scholarship/creative activity, or service shall be considered in the tenure recommendations and decision.

m. if desired by the candidate, no more than seven (7) other letters of recommendation

n. at least two (2) external letters of evaluation regarding the candidate’s scholarship/research/creative activity, along with the curriculum vitae of the evaluators, as prescribed in Section 19.5(d)

o. copies of the department chair’s annual tenure appraisals

p. a section for the insertion of the assessments and recommendations of the Department Promotion and Tenure Committee, the department chair, the dean, the University Promotion and Tenure Committee, and the Provost and Vice President of Academic Affairs

q. a listing of documents added to the dossier by authorized individuals as per this Article after commencement of consideration of the dossier. The listing shall be added to the table of contents by the individual who requested the additional document(s), referencing the date, and the reasons why such document(s) were included

(4) Alterations to the Tenure Dossier.
a. Once the dossier has been compiled by the candidate and submitted to the department chair, no material shall be removed from the tenure dossier. However, the chair, dean, or provost shall remove materials proven to be contrary to fact or in violation of this Agreement. This section shall not authorize the removal of materials from the tenure dossier when there is a dispute concerning a matter of judgment or opinion rather than fact.

b. Once the dossier has been compiled by the candidate and submitted to the department chair, the candidate may not introduce new information into the dossier but may update information already in the dossier.

c. No materials shall be added to the tenure dossier after this point without the candidate’s consent, except:

1. the written assessments and recommendations of faculty committees and administrators who are charged with making recommendations regarding the candidate’s tenure application, and the candidate’s response to these, if any;

2. clarification, documentation or validation of assertions made by the candidate in the dossier, when requested in writing by reviewing faculty committees and administrators;

3. information as specified in Section 19.8(d)(3) above, which may have been inadvertently omitted; and

4. timely submitted letters from department faculty as provided in Section 19.8(d)(3)k.

d. No candidate shall be required to provide additional information or materials not referenced in Section 19.8(d)(3), above, or 19.8(d)(4)c., nor shall the candidate be penalized or disadvantaged for refusing to provide such information or materials.

e. Prior to the consideration of the candidate’s tenure dossier and at any point in the review process, the candidate shall have the right to review the contents of the tenure dossier and may attach a brief and concise response to any materials therein.

f. If any material is added to or changed in the dossier after the commencement of consideration, the date shall be recorded on the material, and a copy shall be sent to the candidate within five (5) days by personal delivery. The candidate may attach a brief response within five (5) days of his/her receipt of the added or
changed material. The tenure dossier shall not be forwarded until either the candidate submits a response or five (5) days have elapsed from the date of receipt of the additional or changed materials by the candidate, whichever occurs first.

(5) Except by consent of the candidate, there shall be no anonymous material in the tenure dossier except for numerical summaries of student evaluations that are part of the regular evaluation procedure of classroom instruction and/or written comments from students obtained as part of that regular evaluation procedure. If written comments from students in a course are included in the tenure dossier, all of the comments obtained in the same course must be included.

(6) Any person inspecting the tenure dossier shall sign a master list, which shall be maintained by the administrative office (department or college) where the dossier is located at that stage in the review process.

(7) The contents of the tenure dossier shall only be available for inspection by the candidate, the candidate’s representative, University officials who use the information in carrying out their responsibilities, the Department Promotion and Tenure Committee and the University Promotion and Tenure Committee, which are charged with the responsibility of evaluating the candidate’s performance. Faculty members in the candidate’s department who may choose to write letters of recommendation and/or who participate in the department vote shall also have access to the dossier. In addition, the candidate may grant access to the dossier to a faculty member from another department from whom he or she has requested a letter of recommendation.

19.9 Tenure Review and Recommendation Procedures. The only documents that shall be considered in making a tenure recommendation are those contained or referenced in the tenure dossier. Recommendations for the awarding of tenure shall include the following levels of review:

(a) Department Promotion and Tenure Committee

(1) Each department shall constitute a promotion and tenure committee which includes either the entire tenured in-unit faculty or a subcommittee of the tenured in-unit faculty. Provided, however, if the candidate for tenure is a full professor, the committee shall consist only of tenured in-unit full professors. Each department shall develop provisions governing the formation and conduct of the Department Promotion and Tenure Committee. The department chair and the candidate shall not be a member of the committee.
The Department Committee's function shall be to review each candidate's tenure dossier, to provide a separate written assessment of the candidate's qualifications for tenure, and to provide a written recommendation to the department chair. This written assessment and recommendation, which shall become a part of the candidate's tenure dossier, shall include a description of the Committee's procedures, a discussion of the candidate's qualifications for tenure with reference to the University tenure criteria and the guidelines for application of those criteria pursuant to Article 9, and the result of the vote taken by the Committee. The vote shall be conducted in a lawful manner which is intended to assure a free and voluntary exercise of choice.

a) Judgments of academic excellence are complex. They cannot easily be reduced to a quantitative formula, nor can the considerations that must be applied in each individual case be completely described in general terms or by numbers alone, separate from necessary qualitative assessments.

b) The Committee's written assessment and recommendation must therefore address the breadth and depth of the candidate's accomplishments, or the combinations of such accomplishments, in teaching, research/scholarship/creative activity, and professional service that qualify as excellent.

c) With respect to research/scholarship/creative activity, the Committee's written assessment and recommendation must address the relative value of the different categories of the candidate's research/scholarly/creative activity and the outlets in which the candidate has published, exhibited, or performed.

The Department Committee shall forward a copy of its assessment and recommendation to the candidate, who shall have five (5) days from receipt to submit a written response. The candidate's response, if any, shall be included in the tenure dossier.

The Department Committee shall not forward the tenure dossier to the department chair until either the candidate submits a response or the five (5) day period for responding expires, whichever occurs first.

Department Chair

The department chair shall review all procedural and substantive matters for completeness in order to ensure that the Department: Promotion and Tenure Committee has met its responsibilities.

(2) If the Department Promotion and Tenure Committee did not comprise a committee of the whole, the remaining tenured faculty members in the department shall review the candidate’s dossier and any materials referenced in it. The chair shall thereafter conduct a vote on the candidate’s qualifications by those tenured faculty members (excluding the chair, visitors, and adjuncts). The vote shall be conducted in a lawful manner that is intended to assure a free and voluntary exercise of choice. The number of faculty voting for, against, abstaining, and absent shall equal the total number of faculty members of the department who are eligible to vote according to this Agreement.

(3) After reviewing each candidate’s tenure dossier and considering the written assessment and recommendation of the Department Promotion and Tenure Committee, and the candidate’s written response, if any, the department chair shall submit a written assessment of the candidate’s qualifications with reference to the University’s tenure criteria and the guidelines for application of those criteria pursuant to Article 9, and shall make a positive or a negative recommendation. The department chair’s written assessment and recommendation shall also report the vote of the faculty members noted in (a)(2) and (b)(2).

(4) The department chair shall meet with each candidate to give the candidate a copy of his/her written assessment and recommendation, prior to sending a copy to the Department Promotion and Tenure Committee chair, to be shared with the other members of the committee. The department chair shall discuss with the candidate both the chair’s assessment and recommendation and that of the Department Promotion and Tenure Committee.

(5) The candidate shall have five (5) days from receipt of the department chair’s assessment and recommendation to submit a written response. The candidate’s response, if any, shall be included in the tenure dossier.

(6) The department chair shall not forward the tenure dossier to the dean until either the candidate submits a response or the five (5) day period for responding expires, whichever occurs first.

(c) Dean

(1) The dean shall review all procedural and substantive matters for completeness in order to ensure that the Department Promotion and Tenure Committee and the department chair have met their responsibilities.

(2) If the tenure recommendations of the Department Promotion and Tenure Committee and the department chair disagree, the dean shall meet jointly with the Committee and the department chair no later than two weeks

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following receipt of the dossier to discuss the differing recommendations. Upon the faculty member's written request, the dean shall also meet with the candidate to discuss the tenure recommendations of the Department Promotion and Tenure Committee and the department chair and to correct any misunderstanding or misinformation.

(3) After reviewing each candidate's tenure dossier and considering the written assessments and recommendations of the Department Promotion and Tenure Committee and the department chair, and the candidate's written responses, if any, the dean shall submit a written assessment of the candidate's qualifications for tenure with reference to the University's criteria for tenure and the guidelines for application of those criteria pursuant to Article 9, and make a positive or a negative recommendation. The dean's written assessment and recommendation shall point out if his/her recommendation differs from that of the Department Promotion and Tenure Committee, the department chair, or both, and shall include confirmation that all procedural and substantive responsibilities of the Committee and the department chair have been met.

(4) The dean shall forward a copy of his/her assessment and recommendation to the candidate, the department chair, and the chair of the Department Promotion and Tenure Committee to be shared with other members of the committee. The candidate shall have five (5) days from receipt to submit a written response. The candidate's response, if any, shall be included in the tenure dossier.

(5) The dean shall not forward the dossier to the Provost and Vice President for Academic Affairs until either the candidate submits a response or the five (5) day period for responding expires, whichever occurs first.

(6) In cases in which the dean's recommendation differs from the recommendations of the Department Promotion and Tenure Committee, the department chair, or both, the Provost and Vice President for Academic Affairs (hereinafter "Provost") shall retain those tenure dossiers and meet jointly with the Committee, the department chair, and the dean. Following this meeting, the Provost shall forward the dossiers to the University Promotion and Tenure Committee.

(d) University Promotion and Tenure Committee

(1) The University Promotion and Tenure Committee shall consist of eleven tenured faculty (who are covered by this Agreement) at the Associate Professor or Professor rank who do not have line authority over promotion and/or tenure decisions and are not personally related to candidates for tenure: one faculty member holding the rank of Professor from each of the

colleges and the remaining faculty members at large holding the rank of
either Professor or Associate Professor.

a. No candidate being considered by the Committee for tenure may
serve on the Committee.

b. The term of office for each member on the Committee shall be two
(2) academic years. In order to provide the staggering of terms
within the Committee, the election for 2008-09 was conducted as
follows: the representatives from the Brooks College of Health, the
College of Education and Human Services, and three at-large
members were elected for a one-year term, and the representatives
from the College of Arts and Sciences, the Coggin College of
Business, and the College of Computing, Engineering, and
Construction, and three at-large members were elected for a two-
year term.

c. In subsequent alternate years, five members (the representatives
from the Brooks College of Health, the College of Education and
Human Services, and three at-large members) or six members (the
representatives from the College of Arts and Sciences, the Coggin
College of Business, and the College of Computing, Engineering,
and Construction, and three at-large members) shall be elected.

d. No later than March 31, the UFF Executive Board shall collect
nominations as are necessary to fill all vacancies scheduled to occur
on the University Promotion and Tenure Committee. The procedure
for electing members to this committee shall be as follows:

1. The UFF President shall advise the UFF Executive Board
members of all vacancies occurring.

2. No later than March 17, the UFF Executive Board or
designees shall canvass the colleges (preferably by email)
for nominees among the tenured faculty (who are covered by
this Agreement) who consent to run. The UFF Executive
Board shall also notify the Provost and deans that the process
of canvassing has begun. Any additional nominations,
submitted to the UFF President by email by March 31, shall
be accepted.

3. Elections shall be held on the second consecutive
Wednesday and Thursday of April at a posted time and place
on campus. Elections may be conducted by electronic means
through the submission of online ballots.

4. Ballots shall be counted at a posted time and place on campus by two members of the UFF Executive Board as soon as possible after the election. The University Administration shall designate two (2) observers for the ballot count.

5. The list of successful candidates and alternates (the tenured faculty members with the next highest number of votes) shall be sent to the University Administration and posted on the UFF/UNF website.

6. Election of members of the University Promotion and Tenure Committee shall be decided by plurality vote of the tenured and tenure-earning faculty (who are covered by this Agreement), meaning that the candidates will fill the positions in the order of the number of votes that they receive.

e. If a member of the Committee is unable to fulfill the two-year term of office, the vacancy shall be filled from the list of alternates referenced in 19.9(d)(1)d 5. above, starting with the alternate from the appropriate college or at large category with the highest number of votes. If there is no alternate from the appropriate college or at large category, the UFF Executive Board shall recommend tenured candidates from the vacant college or at large category to the University President and the UFF-UNF President, who shall then appoint a mutually acceptable tenured faculty member to fill that vacancy.

(2) The University Promotion and Tenure Committee shall receive the tenure dossier from the Provost once he/she has verified that the Department Promotion and Tenure Committee, the department chair, and the dean have fulfilled their procedural and substantive responsibilities.

(3) The Provost shall meet with the University Promotion and Tenure Committee before it begins its evaluation of the tenure dossiers in order to give the committee its charge and to explain and clarify its procedural and substantive responsibilities according to this Agreement. The UFF-UNF President shall attend that meeting as an observer. Prior to convening and charging the University Promotion and Tenure Committee, the Provost shall meet with the UFF-UNF President to discuss the information he/she intends to present to the University Promotion and Tenure Committee.

(4) The University Promotion and Tenure Committee shall evaluate each tenure dossier according to the University’s tenure criteria and the guidelines for application of those criteria pursuant to Article. Committee members, with

guidance from the Committee chair, shall avoid consideration of irrelevant or extraneous information.

(5) After reviewing each candidate’s tenure dossier and considering the written assessments and recommendations of the Department Promotion and Tenure Committee, the department chair, and the dean, and the candidate’s written responses, if any, the members of the University Promotion and Tenure Committee shall submit a written assessment of the candidate’s qualifications for tenure with reference to the University’s criteria for tenure, and the guidelines for application of those criteria pursuant to Article 9, and shall make a positive or a negative recommendation with a copy to the department chair.

(6) The University Promotion and Tenure Committee Chair shall forward a copy of the Committee’s assessment and recommendation to the candidate, who shall have five (5) days from receipt to submit a written response. The candidate’s response, if any, shall be included in the tenure dossier.

(7) The chair of the University Promotion and Tenure Committee shall not forward the tenure dossier to the Provost until either the candidate submits a response or the five (5) day period for responding expires, whichever occurs first.

(8) The University Promotion and Tenure Committee shall give an accounting to the faculty at large of the number of positive and negative recommendations for tenure it gave to the Provost. The Committee shall also provide a report to the UFF delineating its positive or negative recommendations for tenure by rank and college. Committee members shall not report to any body information regarding their deliberations on individual candidates, unless it is required as part of a formal grievance hearing or other administrative or judicial forum.

(c) Provost and Vice President for Academic Affairs

(1) After the University Promotion and Tenure Committee has submitted its written assessments and recommendations, the Provost shall meet with the Committee to discuss each candidate’s tenure dossier.

(2) After reviewing each candidate’s tenure dossier and considering the written assessments and recommendations of the Department Promotion and Tenure Committee, the department chair, the dean, and the University Promotion and Tenure Committee, and the candidate’s written responses, if any, the Provost shall submit to the candidate (with a copy to the chair) a draft written assessment of the candidate’s qualifications for tenure with reference to the University’s criteria for tenure and the guidelines for application of those criteria pursuant to Article 9, and shall make a positive

or a negative recommendation. The assessment shall confirm that all procedural and substantive responsibilities have been fulfilled.

(3) Within five (5) days of receipt of the draft written assessment, the candidate may submit a written response or schedule a meeting with the Provost to discuss the candidate's qualifications for tenure, the procedures used in consideration of the candidate’s case, and the Provost’s recommendation.

(4) The Provost shall forward a copy of his/her final assessment and recommendation to the candidate after the candidate submits a response to the draft written assessment or after the five-day period for responding expires, whichever occurs first. The candidate shall have five (5) days from receipt of the final assessment and recommendation to submit a written response. The candidate’s response, if any, shall be included in the tenure dossier.

(5) The Provost shall not forward the tenure dossier to the President until either the candidate submits a response or the five (5) day period for responding expires, whichever occurs first.

(6) The Provost shall also forward his/her final assessment and recommendation to the candidate’s dean and department chair, and to the chairs of the University Promotion and Tenure Committee and the Department Promotion and Tenure Committee, who shall share it with other members of their committees.

(7) Following the submission of both the Provost’s final assessments and recommendations to the President and the President’s subsequent recommendation to the Trustees, the Provost shall make a report to the faculty at large delineating the positive or negative recommendations for tenure in comparison to those forwarded by the University Promotion and Tenure Committee and the number of withdrawals from the tenure process. The Provost shall also provide a report to the UFF delineating the positive or negative recommendations for tenure in comparison to those forwarded by the Department Promotion and Tenure Committee, the Department Chair, the Dean, the University Promotion and Tenure Committee, the Provost, and the President, by rank and college, and the number of withdrawals from the tenure process by rank and college.

(f) President

(1) After reviewing each candidate’s tenure dossier and considering the written assessments and recommendations of the Department Promotion and Tenure Committee, the department chair, the dean, the University Promotion and Tenure Committee, the Provost, and the candidate’s written
responses, if any, the President shall make a final positive or negative recommendation to the Trustees.

(2) The President shall forward a copy of his/her recommendation to the candidate, who shall have five (5) days from receipt to submit a written response before the President submits his/her recommendations to the Trustees. A copy of the President’s recommendation shall also be sent to the Provost, the dean, the department chair, and the chairs of the University Promotion and Tenure Committee and the Department Promotion and Tenure Committee, who shall share it with the other members of their committee.

(g) Board of Trustees. Upon the recommendation of the President, the Trustees shall make the final tenure decision.

(h) Allegations of procedural deficiencies shall be subject to the grievance procedure; however, the final decision of the Trustees as to tenure is not subject to an arbitrator’s decision.

19.10 Tenure Decision.

(a) By the end of six (6) years of full-time or equivalent part-time service at the University, including time credited as tenure-eligible service, a faculty member eligible for tenure shall either be awarded tenure by the Trustees or given notice that further employment will not be offered pursuant to the non-reappointment provisions of this Agreement. This shall not apply where the faculty member has been extended additional time pursuant to Section 19.7(a)(6).

(b) The President or designee shall notify the faculty member in writing of the decision of the Trustees as soon as possible thereafter, but no later than ten (10) days after the date of the decision. If the faculty member makes a written request within twenty (20) days after receipt of such notice, the University Administration shall provide the faculty member with a written explanation of the reasons why tenure was not granted. The written explanation shall be provided within twenty (20) days of the faculty member’s request.

(c) Tenure decisions shall normally be made at either the April or May Trustee meeting but in no case shall such decisions be made later than the June meeting. Exceptions to this provision involve faculty members who are appointed with tenure as a condition of employment. The tenure decision for those cases shall be made at the Trustee meeting immediately following the acceptance of employment, if practicable.

(d) Within thirty-five (35) days after the tenure decisions by the Trustees, the tenure dossiers shall be returned to the faculty members. However, if a grievance has been
filed, a copy of the tenure dossier shall be provided to the grievant, and the Provost shall retain the original tenure dossier until final disposition of the grievance.

19.11 Withdrawal from the Process.

(a) A candidate for tenure who is not yet in his/her sixth year of tenure-earning service, including any credited service toward tenure, may withdraw, without prejudice, at any stage in the tenure process before March 15, or before the Provost submits his/her final assessment and recommendation to the President, whichever is later. However, in the faculty member’s final year of eligibility, the non-reappointment provisions and the provisions of Section 19.10(a) of this Agreement shall still apply, and the faculty member cannot be considered beyond the final year of eligibility unless the President grants an extension of eligibility. If the candidate chooses not to withdraw and is denied tenure, he/she shall be given a one-year terminal contract.

(b) If a candidate withdraws from consideration, the tenure dossier (including all assessments and recommendations) shall be returned to the candidate.

19.12 Transfer of Tenure and Tenure-Earning Credit. When a tenured or tenure-earning faculty member is transferred as a result of a reorganization or program curtailment within the University, the faculty member’s tenure or tenure credit shall be transferred to the new department.
ARTICLE 20
PROMOTIONS FOR TENURE-EARNING AND TENURED FACULTY

20.1 Policy.

(a) Promotion decisions shall be based on established University promotion criteria as interpreted and clarified by each department/unit in guidelines adopted pursuant to Article 9 for the application of those criteria in terms appropriate or specific to the department’s discipline(s).\textsuperscript{15} Such decisions shall reflect assessments that are not merely a totaling of a faculty member’s annual performance evaluations but an assessment of the faculty member’s performance since his/her last promotion or since his/her hiring (if there is no previous promotion). The rating of Meets Expectation on an annual performance evaluation is not necessarily reflective of successful progress toward promotion. In addition, such decisions shall reflect a demonstration of the faculty member’s potential for growth and scholarly contributions by means of the faculty member’s written statement articulating an agenda for continuing research/scholarship/creative activity. If there has been no previous UNF promotion, the promotion decision shall also include an assessment of the faculty member’s applicable accomplishments at other institutions.

(b) Faculty members who have been evaluated as meeting the criteria for promotion pursuant to the procedures contained herein shall be promoted.

(c) Promotion criteria and the guidelines for application of those criteria pursuant to Article 9 shall be available in the department/unit and at the college/unit level, as well as provided to the UFF-UNF President. Each faculty member shall be provided a copy of the University promotion criteria and the guidelines for application of those criteria under which he/she will be evaluated.

20.2 Promotion Eligibility.

(a) Promotion shall be through the faculty member’s department/unit, and faculty members shall carry their rank with them if they change departments.

(b) To be eligible to apply for promotion, a faculty member must have completed the following minimum number of years of full-time academic duties in rank:

1. Assistant Professor to Associate Professor — three (3) years at UNF

2. Associate Professor to Professor — four (4) years, with no fewer than three (3) years at UNF. Credit for a maximum of one year of full-time academic duties at the Associate Professor rank for faculty members hired at that rank shall be determined at the time of appointment by the Provost and Vice

\textsuperscript{15} Section 447.209, Florida Statutes, reserves to the University, as the public employer, the right to unilaterally determine the standards of service to be offered by the University.

President for Academic Affairs and shall be specified in the employment contract.

(c) Service for the Purpose of Promotion Eligibility

(1) Full-time service for the purpose of promotion eligibility shall mean employment at 1.0 FTE during at least thirty-nine (39) weeks of any calendar or academic-year contract. Employment for one semester shall constitute one-half year of promotion-earning service.

(2) Part-time service of a faculty member employed at least one semester in any twelve (12) month period shall be accumulated. For example, two (2) semesters of half-time service shall be considered one-half year of service toward the period of promotion-earning service.

20.3 University Criteria for Promotion. The decision to award promotion to a faculty member shall be a result of his/her meritorious performance and shall be consistent with the University’s promotion criteria and the guidelines for application of those criteria pursuant to Article 9. These judgments of academic performance are complex. They cannot easily be reduced to a quantitative formula, nor can the considerations that must be applied in each individual case be completely described in general terms or by numbers alone, separate from necessary qualitative assessments.

(a) The faculty member’s accomplishments elsewhere which are applicable to the UNF promotion criteria shall be considered in addition to his/her performance during his/her service at the University.

(b) Promotion Criteria.

(1) The criteria for promotion from Assistant Professor to Associate Professor are the same as the criteria for tenure and are contained in Article 19 Tenure. However, a faculty member may be initially employed as an Associate Professor and not be granted tenure. In that event, tenure will be granted only upon satisfaction of the criteria contained in Article 19, Tenure.

(2) Promotion from Associate Professor to Professor requires that the candidate be an outstanding teacher, be an outstanding scholar, and demonstrate continuing meaningful contributions in service.

a. Outstanding teaching is evidenced by an overall record of high quality teaching. High quality teaching is demonstrated by evidence of effectiveness in presenting knowledge and skills, in stimulating students’ critical thinking and/or creative abilities, and the development or revision of curriculum and course structure.

b. Outstanding scholarship is evidenced by an ongoing agenda of inquiry that has resulted in a body of published scholarly or creative
works of high quality. This body of works typically must be significantly greater than the body of works that resulted in the faculty member's promotion from Assistant Professor to Associate Professor.¹⁶

c. Making continuing meaningful contributions in service is evidenced by a record of active participation in University governance through committees and otherwise, as well as a record of active service to one's professional discipline and the broader public which may occur at the local, state, national, and international levels.

(c) The promotion decision shall also take into account the following:

(1) annual assignments and annual performance evaluations;

(2) no fewer than two letters of external evaluation addressing the candidate's research/scholarly/creative activity, along with the curriculum vitae of the evaluators.¹⁷ The candidate shall submit a list of between five and seven names to the chair, who shall be responsible for choosing the individuals who will be requested to submit letters of evaluation. If two people from the list submitted by the candidate do not agree to serve as evaluators, the candidate shall submit additional names, as necessary, until two people have agreed to serve.

(3) the contributions the faculty member has made to the academic unit (program, department/unit, college/unit, and University), based upon his/her entire record of performance in teaching, research/scholarship/creative activity, and service over the period since his/her promotion (or if there has been no previous UNF promotion, over the faculty member's entire period of service at UNF).

¹⁶ It is expected that a faculty member will remain productive following promotion to Associate Professor. Candidates for promotion to Professor who exceeded the standard of excellence in their promotion to Associate Professor will be required to meet the same standard of outstanding that all candidates must meet in order to be promoted to Professor.

¹⁷ Letters from external reviewers are intended to be unbiased evaluations from recognized scholars in the field. External reviewers for candidates for promotion shall hold the rank of Associate Professor, Professor, or a position of comparable scholarly expertise. These letters shall not be solicited from individuals with whom a very close personal or professional relationship exists, such as the candidate’s dissertation director, or a co-editor of a publication that is being counted as scholarship in the dossier. The candidate shall notify his/her chair not later than June 1 of his/her intent to present his/her dossier for promotion review. External reviewers should be sent the candidate’s curriculum vitae and copies of those scholarly and/or creative works along with any other materials or information that the candidate and his/her department chair have agreed to send. The department chair shall indicate in a letter to external reviewers the timeline for the candidate’s dossier review process, and shall request that the reviewer address only the quality of the candidate’s scholarship, such as its importance as a contribution to the field. Because the requirements for promotion at the reviewer’s home institution may be significantly different from those at UNF, it should be made clear to the reviewer that he/she is not to address the issue of promotability.
the faculty member’s written statement articulating an agenda for continuing research/scholarship/creative activity.

whether the faculty member has engaged in either a pattern of behavior or a single, egregious instance of behavior that disrupts or obstructs the orderly and effective functioning of the department, college, or University. Documentation of such disruptive or obstructive behavior must be made in a timely manner and placed in the faculty member’s evaluation file. This section shall not be construed or used to limit the faculty member’s right to exercise his/her academic freedom.

20.4 Changes in University Promotion Criteria or the Guidelines for Application of those Criteria.

(a) The faculty and chair of each unit shall periodically review the guidelines for application of the University promotion criteria pursuant to Article 9.

(b) Changes in University promotion criteria or in the guidelines for application of those criteria shall not become effective until one (1) year following adoption of the changes, unless mutually agreed in writing by the University President or designee and the UFF-UNF President. The date of adoption shall be the date on which the University President or designee approves the changes.

(c) Faculty members shall be evaluated for promotion under the criteria that exist as of the deadline by which the faculty member is required to notify the chair/comparable supervisor that he/she is a candidate for promotion. However, if new or changed University promotion criteria or guidelines for application of those criteria have been adopted within three (3) years preceding the deadline, the faculty member may elect to be evaluated under the promotion criteria that existed prior to such addition or change. The election must be made not later than the deadline by which the faculty member is required to notify the chair/comparable supervisor that he/she is a candidate for promotion.

20.5 Progress Toward Promotion. Each tenure-earning faculty member who holds the rank of Assistant Professor shall be apprised annually in writing by his/her chair regarding the faculty member’s progress toward promotion. In addition, any faculty member holding the rank of Associate Professor may request an appraisal in writing by his/her chair regarding the faculty member’s progress toward promotion. The faculty member may make such request not more frequently than once per year. Except as modified below, the tenure appraisal process provided in Section 19.7(a) of the Tenure article shall serve this purpose for tenure-earning faculty.

(a) The dean shall review and approve the promotion appraisal.

(b) The promotion appraisal shall be included as a separate component of the annual
evaluation and is intended to provide assistance and guidance to the faculty member to help him/her achieve promotion.

(c) The chair’s appraisal shall specify whether the faculty member is making appropriate and satisfactory progress toward achieving promotion according to the University’s promotion criteria and the guidelines for application of those criteria pursuant to Article 9. The appraisal shall mention any deficiency in the faculty member’s performance that the chair believes may adversely affect the faculty member’s ability to achieve promotion.

(d) If the appraisal identifies a deficiency in the faculty member’s performance, the chair shall make timely relevant recommendation(s) for improvement.

(e) The faculty member may request, in writing, a meeting with an administrator at the next higher level to discuss concerns regarding the promotion appraisal that were not resolved in previous discussions with the evaluator.

(f) The chair’s appraisals are not binding upon the University.

20.6 Initiation of the Promotion Process.

(a) The promotion process begins when the appropriate department chair or comparable supervisor (hereinafter “department chair”) notifies the faculty member of his/her eligibility for promotion or the faculty member provides the department chair written notification of candidacy.

(b) Candidates for promotion shall be provided a copy of the University promotion procedures checklist, the guidelines for application of University promotion criteria pursuant to Article 9, and any other necessary materials, information, and forms.

(c) The department chair shall advise the candidate in the preparation of the promotion dossier.

(d) Promotion Dossier.

(1) The candidate shall be responsible for ensuring that all pertinent information is included in the promotion dossier and for ensuring that the dossier is complete.

(2) The only documents that may be considered in making a promotion recommendation are those contained or referenced in the promotion dossier. Documents shall not be placed in protective sheets inside the dossier.

(3) The promotion dossier shall consist of a 1.5-inch summary binder plus any other evidence the candidate chooses to present to support his/her
candidacy. The candidate shall ensure that the 1.5-inch summary binder includes all of the following materials in the order specified:

a. a cover/title page

b. a table of contents listing each document in the promotion dossier

c. the University’s promotion procedures checklist

d. a signed statement by the candidate attesting to the accuracy of the information included in the dossier

e. a copy of the guidelines for application of University promotion criteria pursuant to Article 9

f. the candidate’s current curriculum vitae

g. a copy of the candidate’s annual assignments, including the department chair’s indication of the proportions of the candidate’s assignments that have been devoted to teaching, scholarship, and service

h. a copy of the candidate’s annual evaluations

i. a summary and discussion by the candidate of significant teaching and curriculum efforts, including but not limited to a summary of evaluations of his/her teaching by students and academic colleagues through University-sanctioned methods such as survey instruments, questionnaires, and in-class visitations, observations, and interviews

j. a summary and discussion by the candidate of his/her research/scholarship/creative activity, publication record, and agenda for continuing research/scholarship/creative activity

k. a summary and discussion by the candidate of his/her professionally related service activities

l. all letters received from departmental faculty, which are submitted by the deadline. These letters are intended to focus solely on the candidate’s teaching, research/scholarship/creative activity, or service. Only the portions of the letters that focus on the candidate’s teaching, research/scholarship/creative activity, or service shall be considered in the promotion recommendations and decision.

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18 If an approved electronic format of dossiers becomes available, they will be acceptable for this process.
m. if desired by the candidate, no more than seven (7) other letters of recommendation

n. at least two (2) external letters of evaluation regarding the candidate’s scholarship/research/creative activity, along with the curriculum vitae of the evaluators, as prescribed in Section 19.5 (d)(2)

o. copies of the department chair’s annual promotion appraisals

p. a section for the insertion of the assessments and recommendations of the Department Promotion and Tenure Committee, the department chair, the dean, the University Promotion and Tenure Committee, and the Provost and Vice President of Academic Affairs

q. a listing of documents added to the dossier by authorized individuals as per this Article after commencement of consideration of the dossier. The listing shall be added to the table of contents by the individual who requested the additional document(s), referencing the date, and the reasons why such document(s) were included

(4) Alterations to the Promotion Dossier.

a. Once the dossier has been compiled by the candidate and submitted to the department chair, no material shall be removed from the promotion dossier. However, the chair, dean, or provost shall remove materials proven to be contrary to fact or in violation of this Agreement. This section shall not authorize the removal of materials from the promotion dossier when there is a dispute concerning a matter of judgment or opinion rather than fact

b. Once the dossier has been compiled by the candidate and submitted to the department chair, the candidate may not introduce new information into the dossier but may update information already in the dossier

c. No materials shall be added to the promotion dossier after this point without the candidate’s consent, except:

1. the written assessments and recommendations of faculty committees and administrators who are charged with making recommendations regarding the candidate’s promotion application, and the candidate’s response to these, if any;
2. clarification, documentation or validation of assertions made by the candidate in the dossier, when requested in writing by reviewing faculty committees and administrators;

3. information as specified in Section 20.6 (d)(3) above, which may have been inadvertently omitted; and

4. timely submitted letters from department faculty as provided in Section 20.6 (d)(3).l.

d. No candidate shall be required to provide additional information or materials not referenced in Section 20.6 (d)(3), above, or 20.6 (d)(4)c., nor shall the candidate be penalized or disadvantaged for refusing to provide such information or materials.

e. Prior to the consideration of the candidate's promotion dossier and at any point in the review process, the candidate shall have the right to review the contents of the promotion dossier and may attach a brief and concise response to any materials therein.

f. If any material is added to or changed in the dossier after the commencement of consideration, the date shall be recorded on the material, and a copy shall be sent to the candidate within five (5) days by personal delivery. The candidate may attach a brief response within five (5) days of his/her receipt of the added or changed material. The promotion dossier shall not be forwarded until either the candidate submits a response or five (5) days have elapsed from the date of receipt of the additional or changed materials by the candidate, whichever occurs first.

(5) Except by consent of the candidate, there shall be no anonymous material in the promotion dossier except for numerical summaries of student evaluations that are part of the regular evaluation procedure of classroom instruction and/or written comments from students obtained as part of that regular evaluation procedure. If written comments from students in a course are included in the promotion dossier, all of the comments obtained in the same course must be included.

(6) Any person inspecting the promotion dossier shall sign a master list, which shall be maintained by the administrative office (department or college) where the dossier is located at that stage in the review process.

(7) The contents of the promotion dossier shall only be available for inspection by the candidate, the candidate's representative, University officials who use the information in carrying out their responsibilities, the Department Promotion and Tenure Committee and the University Promotion and

20-8
Tenure Committee, which are charged with the responsibility of evaluating the candidate's performance. Faculty members in the candidate's department who may choose to write letters of recommendation and/or who participate in the department vote shall also have access to the dossier. In addition, the candidate may grant access to the dossier to a faculty member from another department from whom he or she has requested a letter of recommendation.

20.7 Promotion Review and Recommendation Procedures. The only documents that shall be considered in making a promotion recommendation are those contained or referenced in the promotion dossier and in the candidate's Evaluation File. Recommendations for the awarding of promotions shall include the following levels of review:

(a) Department Promotion and Tenure Committee

(1) Each department shall constitute a promotion and tenure committee which includes either the entire tenured faculty or a subcommittee of the tenured faculty. Provided, however, if the candidate is applying for promotion to full professor, the committee shall consist only of tenured full professors. Each department shall develop provisions governing the formation and conduct of the Department Promotion and Tenure Committee. The department chair and the candidate shall not be a member of the committee.

(2) The Department Committee's function shall be to review each candidate's promotion dossier, to provide a separate written assessment of the candidate's qualifications for promotion, and to provide a written recommendation to the department chair. This written assessment and recommendation, which shall become a part of the candidate's promotion dossier, shall include a description of the Committee's procedures, a discussion of the candidate's qualifications for promotion with reference to the University promotion criteria and the guidelines for application of those criteria pursuant to Article 9, and the result of the vote taken by the Committee. The vote shall be conducted in a lawful manner which is intended to assure a free and voluntary exercise of choice.

d) Judgments of academic excellence are complex. They cannot easily be reduced to a quantitative formula, nor can the considerations that must be applied in each individual case be completely described in general terms or by numbers alone, separate from necessary qualitative assessments.

e) The Committee's written assessment and recommendation must therefore address the breadth and depth of the candidate's accomplishments, or the combinations of such accomplishments, in
teaching, research/scholarship/creative activity, and professional service that qualify as excellent.

f) With respect to research/scholarship/creative activity, the Committee’s written assessment and recommendation must address the relative value of the different categories of the candidate’s research/scholarly/creative activity and the outlets in which the candidate has published, exhibited, or performed.

(3) The Department Committee shall forward a copy of its assessment and recommendation to the candidate, who shall have five (5) days from receipt to submit a written response. The candidate’s response, if any, shall be included in the promotion dossier.

(4) The Department Committee shall not forward the promotion dossier to the department chair until either the candidate submits a response or the five (5) day period for responding expires, whichever occurs first.

(b) Department Chair

(1) The department chair shall review all procedural and substantive matters for completeness in order to ensure that the Department Promotion and Tenure Committee has met its responsibilities.

(2) If the Department Promotion and Tenure Committee did not comprise a committee of the whole, the remaining tenured faculty members in the department at the rank above the candidate shall review the candidate’s dossier and any materials referenced in it. The chair shall thereafter conduct a vote on the candidate’s qualifications by the remaining tenured faculty members at the rank above the candidate (excluding the chair, visitors, and adjuncts). The vote shall be conducted in a lawful manner that is intended to assure a free and voluntary exercise of choice. The number of faculty voting for, against, abstaining, and absent shall equal the total number of faculty members of the department who are eligible to vote according to this Agreement.

(3) After reviewing each candidate’s promotion dossier and considering the written assessment and recommendation of the Department Promotion and Tenure Committee, and the candidate’s written response, if any, the department chair shall submit a written assessment of the candidate’s qualifications with reference to the University’s promotion criteria and the guidelines for application of those criteria pursuant to Article 9, and shall make a positive or a negative recommendation. The department chair’s written assessment and recommendation shall also report the vote of the faculty members noted in (a) (2) and (b)(2).
(4) The department chair shall meet with each candidate to give the candidate a copy of his/her written assessment and recommendation, prior to sending a copy to the Department Promotion and Tenure Committee chair, to be shared with the other members of the committee. The department chair shall discuss with the candidate both the chair’s assessment and recommendation and that of the Department Promotion and Tenure Committee.

(5) The candidate shall have five (5) days from receipt of the department chair’s assessment and recommendation to submit a written response. The candidate’s response, if any, shall be included in the promotion dossier.

(6) The department chair shall not forward the promotion dossier to the dean until either the candidate submits a response or the five (5) day period for responding expires, whichever occurs first.

(c) Dean

(1) The dean shall review all procedural and substantive matters for completeness in order to ensure that the Department Promotion and Tenure Committee and the department chair have met their responsibilities.

(2) If the promotion recommendations of the Department Promotion and Tenure Committee and the department chair disagree, the dean shall meet jointly with the Committee and the department chair no later than two weeks following receipt of the dossier to discuss the differing recommendations. Upon the faculty member’s written request, the dean shall also meet with the candidate to discuss the promotion recommendations of the Department Promotion and Tenure Committee and the department chair and to correct any misunderstanding or misinformation.

(3) After reviewing each candidate’s promotion dossier and considering the written assessments and recommendations of the Department Promotion and Tenure Committee and the department chair, and the candidate’s written responses, if any, the dean shall submit a written assessment of the candidate’s qualifications for promotion with reference to the University’s criteria for promotion and the guidelines for application of those criteria pursuant to Article 9, and make a positive or a negative recommendation. The dean’s written assessment and recommendation shall point out if his/her recommendation differs from that of the Department Promotion and Tenure Committee, the department chair, or both, and shall include confirmation that all procedural and substantive responsibilities of the Committee and the department chair have been met.

(4) The dean shall forward a copy of his/her assessment and recommendation to the candidate, the department chair, and the chair of the Department

Promotion and Tenure Committee to be shared with other members of the committee. The candidate shall have five (5) days from receipt to submit a written response. The candidate’s response, if any, shall be included in the promotion dossier.

(5) The dean shall not forward the dossier to the Provost and Vice President for Academic Affairs until either the candidate submits a response or the five (5) day period for responding expires, whichever occurs first.

(6) In cases in which the dean’s recommendation differs from the recommendations of the Department Promotion and Tenure Committee, the department chair, or both, the Provost and Vice President for Academic Affairs (hereinafter “Provost”) shall retain those promotion dossiers and meet jointly with the Committee, the department chair, and the dean. Following this meeting, the Provost shall forward the dossiers to the University Promotion and Tenure Committee.

(d) University Promotion and Tenure Committee

(1) The University Promotion and Tenure Committee shall consist of eleven tenured faculty (who are covered by this Agreement) at the Associate Professor or Professor rank who do not have line authority over promotion decisions and are not personally related to candidates for promotion: one faculty member holding the rank of Professor from each of the colleges and the remaining faculty members at large holding the rank of either Professor or Associate Professor.

a. No candidate being considered by the Committee for promotion may serve on the Committee.

b. The term of office for each member on the Committee shall be two (2) academic years. In order to provide the staggering of terms within the Committee, the election for 2008-09 was conducted as follows: the representatives from the Brooks College of Health, the College of Education and Human Services, and three at-large members were elected for a one-year term, and the representatives from the College of Arts and Sciences, the Coggin College of Business, and the College of Computing, Engineering, and Construction, and three at-large members were elected for a two-year term.

c. In subsequent alternate years, five members (the representatives from the Brooks College of Health, the College of Education and Human Services, and three at-large members) or six members (the representatives from the College of Arts and Sciences, the Coggin
d. No later than March 31, the UFF Executive Board shall collect nominations as are necessary to fill all vacancies scheduled to occur on the University Promotion and Tenure Committee. The procedure for electing members to this committee shall be as follows:

1. The UFF-UNF President shall advise the UFF Executive Board members of all vacancies occurring.

2. No later than March 17, the UFF Executive Board or designees shall canvass the colleges (preferably by email) for nominees among the tenured faculty (who are covered by this Agreement) who consent to run. The UFF Executive Board shall also notify the Provost and deans that the process of canvassing has begun. Any additional nominations, submitted to the UFF President by email by March 31, shall be accepted.

3. Elections shall be held on the second consecutive Wednesday and Thursday of April at a posted time and place on campus. Elections may be conducted by electronic means through the submission of online ballots.

4. Ballots shall be counted at a posted time and place on campus by two members of the UFF Executive Board as soon as possible after the election. The University Administration shall designate two (2) observers for the ballot count.

5. The list of successful candidates and alternates (the tenured faculty members with the next highest number of votes) shall be sent to the University Administration and posted on the UFF-UNF website.

6. Election of members of the University Promotion and Tenure Committee shall be decided by plurality vote of the tenured and tenure-earning faculty (who are covered by this Agreement), meaning that the candidates will fill the positions in the order of the number of votes that they receive.

e. If a member of the Committee is unable to fulfill the two-year term of office, the vacancy shall be filled from the list of alternates referenced in 20.7 (d)(1)d 5. above, starting with the alternate from
the appropriate college or at large category with the highest number of votes. If there is no alternate from the appropriate college or at large category, the UFF Executive Board shall recommend tenured candidates from the vacant college or at large category to the University President and the UFF-UNF President, who shall then appoint a mutually acceptable tenured faculty member to fill that vacancy.

(2) The University Promotion and Tenure Committee shall receive the promotion dossier from the Provost once he/she has verified that the Department Promotion and Tenure Committee, the department chair, and the dean have fulfilled their procedural and substantive responsibilities.

(3) The Provost shall meet with the University Promotion and Tenure Committee before it begins its evaluation of the promotion dossiers in order to give the committee its charge and to explain and clarify its procedural and substantive responsibilities according to this Agreement. The UFF-UNF President shall attend that meeting as an observer. Prior to convening and charging the University Promotion and Tenure Committee, the Provost shall meet with the UFF-UNF President to discuss the information he/she intends to present to the University Promotion and Tenure Committee.

(4) The University Promotion and Tenure Committee shall evaluate each promotion dossier according to the University’s promotion criteria and the guidelines for application of those criteria pursuant to Article 9. Committee members, with guidance from the Committee chair, shall avoid consideration of irrelevant or extraneous information.

(5) After reviewing each candidate’s promotion dossier and considering the written assessments and recommendations of the Department Promotion and Tenure Committee, the department chair, and the dean, and the candidate’s written responses, if any, the members of the University Promotion and Tenure Committee shall submit a written assessment of the candidate’s qualifications for promotion with reference to the University’s criteria for promotion and the guidelines for application of those criteria pursuant to Article 9, and shall make a positive or a negative recommendation with a copy to the department chair.

(6) The University Promotion and Tenure Committee Chair shall forward a copy of the Committee’s assessment and recommendation to the candidate, who shall have five (5) days from receipt to submit a written response. The candidate’s response, if any, shall be included in the promotion dossier.

(7) The chair of the University Promotion and Tenure Committee shall not forward the promotion dossier to the Provost until either the candidate
submitted a response or the five (5) day period for responding expires, whichever occurs first.

(8) The University Promotion and Tenure Committee shall give an accounting to the faculty at large of the number of positive and negative recommendations for promotion it gave to the Provost. The Committee shall also provide a report to the UFF delineating its positive or negative recommendations for promotion by rank and college. Committee members shall not report to any body information regarding their deliberations on individual candidates, unless it is required as part of a formal grievance hearing or other administrative or judicial forum.

(e) Provost and Vice President for Academic Affairs

(1) After the University Promotion and Tenure Committee has submitted its written assessments and recommendations, the Provost shall meet with the Committee to discuss each candidate’s promotion dossier.

(2) After reviewing each candidate’s promotion dossier and considering the written assessments and recommendations of the Department Promotion and Tenure Committee, the department chair, the dean, and the University Promotion and Tenure Committee, and the candidate’s written responses, if any, the Provost shall submit to the candidate (with a copy to the chair) a draft written assessment of the candidate’s qualifications for promotion with reference to the University’s criteria for promotion and the guidelines for application of those criteria pursuant to Article 9, and shall make a positive or a negative recommendation. The assessment shall confirm that all procedural and substantive responsibilities have been fulfilled.

(3) Within five (5) days of receipt of the draft written assessment, the candidate may submit a written response or schedule a meeting with the Provost to discuss the candidate’s qualifications for promotion, the procedures used in consideration of the candidate’s case, and the Provost’s recommendation.

(4) The Provost shall forward a copy of his/her final assessment and recommendation to the candidate after the candidate submits a response to the draft written assessment or after the five-day period for responding expires, whichever occurs first. The candidate shall have five (5) days from receipt of the final assessment and recommendation to submit a written response. The candidate’s response, if any, shall be included in the promotion dossier.

(5) The Provost shall not forward the promotion dossier to the President until either the candidate submits a response or the five (5) day period for responding expires, whichever occurs first.

(6) The Provost shall also forward his/her final assessment and recommendation to the candidate’s dean and department chair, and to the chairs of the University Promotion and Tenure Committee and the Department Promotion and Tenure Committee, who shall share it with other members of their committees.

(7) Following the submission of both the Provost’s final assessments and recommendations to the President and the President’s subsequent recommendation to the Trustees, the Provost shall make a report to the faculty at large delineating the positive or negative recommendations for promotions in comparison to those forwarded by the University Promotion and Tenure Committee and the number of withdrawals from the promotion process. The Provost shall also provide a report to the UFF delineating the positive or negative recommendations for promotion in comparison to those forwarded by the Department Promotion and Tenure Committee, the Department Chair, the Dean, the University Promotion and Tenure Committee, the Provost, and the President, by rank and college, and the number of withdrawals from the promotion process by rank and college.

(f) On the Department Promotion and Tenure Committee and the University Promotion and Tenure Committee only tenured faculty members (who are covered by this Agreement) holding the rank of Professor shall vote on the cases of promotion to Professor. If there are fewer than three (3) tenured faculty members (who are covered by this Agreement) holding the rank of Professor in a department, the Dean shall appoint sufficient additional Professors to the Committee from a list of College tenured faculty (who are covered by this Agreement) holding the rank of Professor submitted by the tenured faculty of the department. The submitted list shall consist of three (3) times the number of tenured faculty as vacant positions on the Committee.

(g) President. After reviewing each candidate’s promotion dossier and considering the written assessments and recommendations of the Department Promotion and Tenure Committee, the Chair, the Dean, the University Promotion and Tenure Committee, the Provost, and the candidate’s written responses, if any, the President shall make a final decision whether to award promotion. The President or designee shall notify the faculty member in writing as soon as possible, but no later than ten (10) days after the date of the decision. A copy of the President’s decision shall also be sent to the Provost, the Dean, the Chair, the Chair of the University Promotion and Tenure Committee, who shall share it with the other members of the Committee, and the Chair of the Department Promotion Committee, who shall share it with the other members of the Committee.

(h) Following the submission of both the Provost’s final assessments and recommendations to the President and the President’s final decisions, the Provost shall make a report to the faculty at large delineating the positive or negative recommendations for promotion in comparison to those forwarded by the

University Promotion and Tenure Committee and the number of withdrawals from the promotion process. The Provost shall also provide a report to the UFF delineating the positive or negative recommendations for promotion in comparison to those forwarded by the Department Promotion and Tenure Committee, the Department Chair, the Dean, the University Promotion and Tenure Committee, the Provost, and the President, by rank and college, and the number of withdrawals from the promotion process by rank and college.

(i) Allegations of procedural deficiencies shall be subject to the grievance procedure; however, the final decision of the Trustees as to promotion is not subject to an arbitrator’s decision.

20.8 Promotion Decision.

(a) The President shall award promotion. The President or designee shall notify the faculty member in writing of the decision as soon as possible, but no later than ten (10) days after the date of the decision.

(b) If a faculty member is denied a promotion and makes a written request to the President within twenty (20) days after receipt of notification of denial, the President or designee shall provide the faculty member with a written explanation of the reasons why promotion was not granted. The written explanation shall be provided within twenty (20) days of the faculty member’s request.

(c) Within thirty-five (35) days after the promotion decisions, the promotion dossiers shall be returned to the faculty members. However, if a grievance has been filed, a copy of the promotion dossier shall be provided to the grievant, and the Provost shall retain the original promotion dossier until final disposition of the grievance.

(d) Allegations of procedural deficiencies shall be subject to the grievance procedure; however, the final decision of the President as to promotion is not subject to an arbitrator’s decision.

20.9 Withdrawal From the Process.

(a) A candidate for promotion may withdraw, without prejudice, at any stage in the process before March 15 or before the Provost submits his/her final assessment and recommendation to the President, whichever is later.

(b) If a candidate withdraws from consideration, the promotion dossier (including all assessments and recommendations) shall be returned to the candidate.

20.10 Promotion Salary Increase. The University Administration shall increase the annual base salary rate of each faculty member recommended for promotion by twelve and one-half (12.5) percent, effective at the beginning of his/her next respective annual appointment.
ARTICLE 22
PROMOTIONS FOR INSTRUCTORS AND LECTURERS

Promotion decisions shall be based on established University criteria as interpreted and clarified by each department/unit in guidelines adopted pursuant to Article 9 for the application of those criteria in terms appropriate or specific to the department’s discipline(s). Promotion decisions for Instructors and Lecturers shall reflect assessments that are not merely a totaling of a faculty member’s annual performance evaluations but an assessment of the faculty member’s performance since his/her last promotion or since his/her hiring (if there is no previous promotion). The rating of Meets Expectations on an annual performance evaluation is not necessarily reflective of successful progress toward promotion. The promotion decision shall reflect a demonstration of the faculty member’s potential for growth, teaching, and service contributions.

22.1 Rank Titles

(a) Titles for the three levels of Instructor and Lecturer shall be Instructor or Lecturer, Associate Instructor or Associate Lecturer, and University Instructor or University Lecturer.

(b) Instructors and Lecturers currently holding the title of Senior Instructor or Senior Lecturer will retain that title but may seek promotion to Associate Instructor or Associate Lecturer.

22.2 Promotion Eligibility

(a) Promotion shall be through the faculty member’s department/unit, and faculty members shall carry their rank with them if they change departments. Eligible employees are those classified as Instructor or Lecturer, whose position has been one of continued employment, and who have not been given notice of non-reappointment or termination. An individual may not be hired at a rank higher than the entry-level Instructor or Lecturer rank.

(b) To be eligible for promotion, a faculty member must have completed the following minimum number of years of full-time academic service in rank.

(1) Instructor or Lecturer to Associate Instructor or Associate Lecturer—five (5) years of full-time service at the Instructor or Lecturer level at UNF.

(2) Associate Instructor or Associate Lecturer to University Instructor or University Lecturer – five (5) years of full-time service at the Associate Instructor or Associate Lecturer level at UNF.

20 Section 447.209, Florida Statutes, reserves to the University, as the public employer, the right to unilaterally determine the standards of service to be offered by the University.
(c) Instructors or Lecturers are not required to seek promotion. There is no penalty for an Instructor's or Lecturer's unsuccessful bid for promotion.

(d) Service for the Purpose of Promotion Eligibility

(1) Full-time service for the purpose of promotion eligibility shall mean employment at 1.0 FTE during at least thirty-nine (39) weeks of any calendar or academic-year contract. Employment for one semester shall constitute one-half year of promotion-earning service.

(2) Part-time service of a faculty member employed at least one semester in any twelve (12) month period shall be accumulated. For example, two (2) semesters of half-time service shall be considered one-half year of service toward the period of promotion-earning service.

22.3 University Promotion Criteria for Instructors/Lecturers

The decision to award promotion to a faculty member shall be a result of his/her meritorious performance and shall be consistent with the University's promotion criteria and the guidelines for application of those criteria pursuant to Article 9. These judgments of academic performance are complex. They cannot easily be reduced to a quantitative formula, nor can the considerations that must be applied in each individual case be completely described in general terms. The promotion decision shall also take into account whether the faculty member has engaged in either a pattern of behavior or a single egregious instance of behavior that disrupts or obstructs the orderly and effective functioning of the department, college, or University. Documentation of such disruptive or obstructive behavior must be made in a timely manner and placed in the faculty member's evaluation file. This section shall not be construed or used to limit the faculty member's right to exercise his/her academic freedom.

(a) Promotion to Associate Instructor or Associate Lecturer requires a consistent record of excellence in performing assigned duties, and evidence of professional and intellectual accomplishments contributing to the University and the profession. Excellence in teaching may be demonstrated by effectiveness in presenting knowledge and skills, in stimulating students' critical thinking and/or creative abilities, and in the development or revision of curriculum and course structure. Evidence of excellence may include departmental, student, and peer evaluations of teaching, teaching awards, examples of successful student learning outcomes, demonstration of leadership and rigor in teaching, contributions to student mentoring and other departmental, college, or university service, pedagogical publications or professional presentations, discipline publications and/or creative activities, classroom and laboratory innovations, and performance in other areas of assigned duties. Excellence in service may be demonstrated by a record of active participation in departmental and/or university governance.
through committees and otherwise, as well as service to the broader community related to one’s discipline.

(b) Promotion to University Instructor or University Lecturer requires a consistent record of outstanding performance as an Associate Instructor or Associate Lecturer. Consistency of teaching success, evidence of teaching quality enhancement, contribution to pedagogy, innovation, and service, are important considerations for promotion to University Instructor or University Lecturer. It carries an additional expectation of leadership in the University and profession.

(c) Changes in promotion criteria, or in the guidelines for application of those criteria pursuant to Article 9, shall not become effective until one (1) year following adoption of the changes unless mutually agreed to in writing by the UFF-UNF President and the University President or designee. The date of adoption shall be the date on which the University President or designee approves the changes.

(d) Faculty members shall be evaluated for promotion under the criteria that exist as of the deadline by which the faculty member is required to notify the chair/comparable supervisor that he/she is a candidate for promotion. However, if new or changed University promotion criteria or department/unit guidelines have been adopted within three (3) years preceding the deadline, the faculty member may elect to be evaluated under the promotion criteria that existed prior to such addition or change. The election must be made not later than the deadline by which the faculty member is required to notify the chair/comparable supervisor that he/she is a candidate for promotion.

22.4 Initiation of the Promotion Process. The promotion process begins when the faculty member provides the chair/comparable supervisor written notification of candidacy. An Instructor, Associate Instructor, Lecturer, or Associate Lecturer considering promotion should meet with his/her department chair or unit head to discuss eligibility. Candidates for promotion shall be provided a copy of the University promotion procedures checklist, the guidelines for application of the University promotion criteria pursuant to Article 9, and any other necessary materials, information, and forms. The department chair shall advise the candidate in the preparation of the promotion dossier.

22.5 Promotion Dossier.

(a) The candidate shall be responsible for ensuring that all pertinent information is included in the promotion dossier and for ensuring that the dossier is complete.

(b) The only documents that may be considered in making a promotion recommendation are those contained or referenced in the promotion dossier.
The promotion dossier shall consist of a 1.5-inch summary binder plus any other evidence the candidate chooses to present to support his/her candidacy. Documents shall not be placed in protective sheets inside the dossier. The candidate shall ensure that the 1.5-inch summary binder includes all of the following materials in the order specified.21

(1) Table of Contents

(2) A copy of the guidelines for application of University promotion criteria pursuant to Article 9.

(3) Candidate information, including the candidate's current curriculum vitae.

(4) A signed statement by the candidate attesting to the accuracy of the information in the dossier.

(5) Annual assignments for the past five years or since the last promotion.

(6) Candidate's statement setting forth the candidate's contributions to department program(s) and how he/she meets the stated criteria.

(7) Philosophy of Teaching. The candidate should include a statement of his or her philosophy of teaching, if his/her assignments include teaching.

(8) Evidence of Excellence in Instruction and other Assigned Activities. Instructors' assignments are multifaceted. Both the quality and the quantity of the individual's achievements (evidence of outstanding performance in the case of promotion to University Instructor or University Lecturer) should be presented in the dossier.

   a. A table showing course numbers and titles taught for the past five years, or since the last promotion, including the number of times each course was taught, with average enrollment during the period. Provide a brief narrative that highlights any special aspects, such as on-line, writing intensive, honors, or service-learning.

   b. A list of assigned duties other than teaching.

   c. Complete annual end-of-year departmental evaluations for the past five years or since the last promotion.

   d. Additional evidence of instructional effectiveness if applicable, may be included:

21 During the phase-in period of this promotion process for Instructors and Lecturers, candidates may include in their dossiers relevant information which supports their candidacy from the beginning of their employment by the UNF.
1. A maximum of three peer evaluations of instruction or teaching observation reports completed within the past five years or since the last promotion.

2. A list of awards or other recognitions for teaching effectiveness.

3. Other evidence, as appropriate.

(9) Curricular Development. A description of in-class assignments and exercises, program, curriculum, or assessment efforts completed during the past five years or since the last promotion.

(10) Administration and Service. A description of administration and service activities during the past five years or since the last promotion.

(11) Review Process Materials. A section for the insertion of the assessments and recommendations of the Department Instructor/Lecturer Promotion Committee, the Department Chair, the Dean, the University-Wide Instructor/Lecturer Promotion Committee, and the Provost and Vice President of Academic Affairs, should be provided.

(12) Additional documents. A listing of documents added to the dossier by authorized individuals as per this Article after commencement of consideration of the dossier. The listing shall be added to the table of contents by the individual who requested the additional document(s), referencing the date, and the reasons why such document(s) were included.

(d) Optional Component: Additional information supporting candidacy that may be included.

(1) Evidence of Professional Development. A statement of efforts taken to develop professionally and remain current in one’s field, that may include a list of workshops and other training attended during the past five years or since the last promotion.

(2) Advising or Mentoring. A description of mentoring and advising activities during the past five years or since the last promotion.

(3) Scholarly or Creative Work. A description, in discipline-specific citation format, of relevant scholarly or creative work presented, published, or performed during the past five years or since the last promotion.
22.6 Alterations to the Instructor/Lecturer Promotion Dossier.

(a) Once the dossier has been compiled by the candidate and submitted to the department chair, no material shall be removed from the dossier. However, the chair, dean, or Provost shall remove materials proven to be contrary to fact or in violation of this Agreement. This section shall not authorize the removal of materials from the dossier when there is a dispute concerning a matter of judgment or opinion, rather than fact.

(b) Once the dossier has been compiled by the candidate and submitted to the department chair, the candidate may not introduce new information into the dossier but may update information already in the dossier.

(c) No materials shall be added to the dossier after this point without the candidate’s consent, except:

   (1) the written assessments and recommendations of faculty committees and administrators who are charged with making recommendations regarding the candidate’s application, and the candidate’s response to these, if any;

   (2) clarification, documentation, or validation of assertions made by the candidate in the dossier, when requested in writing by reviewing faculty committees and administrators;

   (3) information as specified in Section 22.5 which may have been inadvertently omitted; and

   (4) all timely submitted letters from department faculty. These letters are intended to focus solely on the candidate’s teaching, assigned duties, or service. Only the portions of the letters that focus on the candidate’s teaching, assigned duties, or service shall be considered in the promotion recommendations and decision.

(d) No candidate shall be required to provide additional information or materials not referenced in Section 22.5, nor shall the candidate be penalized or disadvantaged for refusing to provide such information or materials.

(e) Prior to the consideration of the candidate’s dossier and at any point in the review process, the candidate shall have the right to review the contents of the dossier and may attach a brief and concise response to any materials therein.

(f) If any material is added to or changed in the dossier after the commencement of consideration, the date shall be recorded on the material, and a copy shall be sent to the candidate within five (5) days. The candidate may attach a brief response within five (5) days of his/her receipt of the added or changed material. The dossier shall not be forwarded until either the candidate submits a response or five (5) days have elapsed from the date of receipt of the additional or changed materials by the candidate.

(g) Except by consent of the candidate, there shall be no anonymous material in the dossier except for numerical summaries of student evaluations that are part of the regular evaluation procedure of classroom instruction and/or written comments from students obtained as part of that regular evaluation procedure. All written comments by students in the course must be included.

(h) Any person inspecting the dossier shall sign a master list, which shall be maintained by the administrative office (department or college) where the dossier is located at that stage in the review process.

(i) The contents of the dossier shall only be available for inspection by the candidate, the candidate’s representative, University officials who use the information in carrying out their responsibilities, the Department Instructor/Lecturer Promotion Committee, and the University-Wide Instructor/Lecturer Promotion Committee, which are charged with the responsibility of evaluating the candidate’s performance. Faculty members in the candidate’s department who may choose to write letters of recommendation and/or who participate in the department vote shall also have access to the dossier. In addition, the candidate may grant access to the dossier to a faculty member from another department from whom he or she has requested a letter of recommendation.

22.7 Promotion Review and Recommendation Procedures

The timeline for these procedures will follow the dates of the promotion calendar published annually by the Office of Academic Affairs.

Recommendations for the awarding of promotion shall include the following levels of review:

(a) Department Instructor/Lecturer Promotion Committee

(1) The Department Instructor/Lecturer Promotion Committee shall consist of two (2) instructors/lecturers, at the Associate or University level, and three (3) tenured faculty members (not including adjuncts, visitors, or candidates) at the Associate or Full Professor level with at least three years service at UNF. The members of the Committee shall be elected by a vote of all permanent faculty members in the department/unit. If a department/unit has fewer than the required number of instructors/lecturers and/or tenured faculty, faculty having the appropriate designation from other departments/units, normally within the respective college, can serve on the Committee for the purpose of evaluating and voting on the candidate’s qualifications.22

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22 Since there are currently no Associate or University Instructors or Lecturers within the University, vacancies in positions on the Committee normally allotted to them shall be filled by tenured faculty until Associate or University Instructors or Lecturers are elected to those positions.

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(2) The Department Committee’s function shall be to review each candidate’s promotion dossier, to provide a separate written assessment of the candidate’s qualifications for promotion and to provide a written recommendation to the department chair. This written assessment and recommendation, which shall become a part of the candidate’s promotion dossier, shall include a description of the Committee’s procedures, a discussion of the candidate’s qualifications for promotion with reference to the University promotion criteria and the guidelines for application of those criteria pursuant to Article 9, and the result of the vote taken by the Committee. The vote shall be conducted in a lawful manner which is intended to assure a free and voluntary exercise of choice. Only instructors and lecturers with a rank above the candidate, and tenured faculty at the Associate or Full Professor level with at least three years service at UNF, may vote.

(3) The Department Committee shall forward a copy of its assessment and recommendation to the candidate, who shall have five (5) days from receipt to submit a written response. The candidate’s response, if any, shall be included in the promotion dossier.

(4) The Department Committee shall not forward the promotion dossier to the department chair until either the candidate submits a response or the five (5) day period for responding expires, whichever occurs first.

(b) Department Chair

(1) The department chair shall review all procedural and substantive matters for completeness in order to ensure that the Department Instructor/Lecturer Promotion Committee has met its responsibilities.

(2) The department chair shall thereafter conduct a vote of the faculty members in the department (excluding the chair) who were not members of the Department Instructor/Lecturer Promotion Committee. The vote shall be conducted in a lawful manner that is intended to assure a free and voluntary exercise of choice. Instructors and lecturers with a rank above the candidate, and all tenured faculty with at least three years service at UNF, may vote. The number of faculty voting for, against, abstaining, and absent, shall equal the total number of faculty members of the department who are eligible to vote according to this Agreement.

(3) After reviewing each candidate’s promotion dossier and considering the written assessment and recommendation of the Department Instructor/Lecturer Promotion Committee, and the candidate’s written response, if any, the department chair shall submit a written assessment of the candidate’s qualifications with reference to the University’s promotion criteria and the guidelines for application of those criteria pursuant to Article 9, and shall
make a positive or a negative recommendation. The department chair’s written 
assessment and recommendation shall also report the vote of the faculty as 
described in Article 22.7 (a) (2) and (b)(2).

(4) The department chair shall meet with each candidate to give the candidate 
a copy of his/her written assessment and recommendation, prior to sending 
a copy to the Department Instructor/Lecturer Promotion Committee chair, to 
be shared with the other members of the committee. The department chair 
shall discuss with the candidate both the chair’s assessment and 
recommendation and that of the Department Instructor/Lecturer Promotion 
Committee.

(5) The candidate shall have five (5) days from receipt of the department 
chair’s assessment and recommendation to submit a written response. The 
candidate’s response, if any, shall be included in the promotion dossier.

(6) The department chair shall not forward the promotion dossier to the dean 
until either the candidate submits a response or the five (5) day period for 
responding expires, whichever occurs first.

(c) Dean

(1) The dean shall review all procedural and substantive matters for 
completeness in order to ensure that the Department Instructor/Lecturer 
Promotion Committee and the department chair have met their 
responsibilities.

(2) If the promotion recommendations of the Department Instructor/Lecturer 
Promotion Committee and the department chair disagree, the dean shall 
meet jointly with the Department Instructor/Lecturer Promotion Committee 
and the department chair to discuss the differing recommendations. Upon 
the faculty member’s written request, the dean shall also meet with the 
candidate to discuss the promotion recommendations of the Department 
Instructor/Lecturer Promotion Committee and the department chair and to 
correct any misunderstanding or misinformation.

(3) After reviewing each candidate’s promotion dossier and considering the 
written assessments and recommendations of the Department 
Instructor/Lecturer Promotion Committee and the department chair, and the 
candidate’s written responses, if any, the dean shall submit a written 
assessment of the candidate’s qualifications for promotion with reference 
to the University’s criteria for promotion and the guidelines for the 
application of those criteria pursuant to Article 9, and make a positive or a 
negative recommendation. The dean’s written assessment and 
recommendation shall point out if his/her recommendation differs from 
that of the Department Instructor/Lecturer Promotion Committee, the 
department chair, or both, and shall include confirmation that all

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procedural and substantive responsibilities of the Committee and the department chair have been met.

(4) The dean shall forward a copy of his/her assessment and recommendation to the candidate, the department chair, and the chair of the Department Instructor/Lecturer Promotion Committee to be shared with other members of the Committee. The candidate shall have five (5) days from receipt to submit a written response. The candidate’s response, if any, shall be included in the promotion dossier.

(5) The dean shall not forward the dossier to the Provost and Vice President for Academic Affairs until either the candidate submits a response or the five (5) day period for responding expires, whichever occurs first.

(6) In cases in which the dean’s recommendation differs from the recommendation of the Department Instructor/Lecturer Promotion Committee, the department chair, or both, the Provost and Vice President for Academic Affairs (the “Provost”) shall retain those promotion dossiers and meet jointly with the Committee, the department chair, and the dean. Following this meeting, the Provost shall forward the dossiers to the University-Wide Instructor/Lecturer Promotion Committee.

(d) University-Wide Instructor/Lecturer Promotion Committee

(1) The University-Wide Instructor/Lecturer Promotion Committee shall consist of five (5) Instructors/Lecturers at the Associate or University level, and eight (8) tenured faculty members (not including adjuncts, visitors, or candidates) at the Associate or Full Professor level with at least three (3) years service at UNF, who do not have line authority over promotion decisions and are not personally related to candidates for promotion. The members of the Committee shall be elected by a vote of all permanent faculty members of the University. The vote shall be conducted in a lawful manner that is intended to assure a free and voluntary exercise of choice. At least one (1) Instructor/Lecturer at the Associate or University level and at least one (1) tenured or tenure-track faculty shall be from each college. Faculty members serving on the Department Instructor/Lecturer Promotion Committee may not serve on the University-Wide Instructor/Lecturer Committee.

a. No candidate being considered by the Committee for promotion may serve on the Committee.

b. The term of office for each member on the Committee shall be two

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23 Since there are currently no Associate or University Instructors or Lecturers within the University, vacancies in positions on the Committee normally allotted to them shall be filled by tenured faculty until Associate or University Instructors or Lecturers are elected to those positions.
(2) academic years. In order to provide the staggering of terms within the Committee, the election for 2015-16 shall be conducted as follows: the two (2) representatives from the Brooks College of Health, the two (2) representatives from the College of Education and Human Services, and two (2) at-large members shall be elected for a one-year term, and the two (2) representatives from the College of Arts and Sciences, the two (2) representatives from the Coggins College of Business, the two (2) representatives from the College of Computing, Engineering, and Construction, and one (1) at-large member shall be elected for a two-year term.

c. In subsequent alternate years, six members (the representatives from the Brooks College of Health, the College of Education and Human Services, and two at-large members) or seven members (the representatives from the College of Arts and Sciences, the Coggins College of Business, the College of Computing, Engineering, and Construction, and one at-large member) shall be elected.

d. No later than March 31, the UFF Executive Board shall collect nominations as are necessary to fill all vacancies scheduled to occur on the University Wide Instructor/Lecturer Promotion Committee. The procedure for electing members to this committee shall be as follows:

1. The UFF President shall advise the UFF Executive Board members of all vacancies occurring.

2. No later than March 17, the UFF Executive Board or designees shall canvass the colleges (preferably by email) for nominees among Instructor/Lecturers at the Associate or University level, and tenured faculty members (not including adjuncts, visitors, or candidates) at the Associate or Full Professor level with at least three (3) years service at UNF who consent to run. The UFF Executive Board shall also notify the Provost and deans that the process of canvassing has begun. Any additional nominations, submitted to the UFF President by email by March 31, shall be accepted.

3. Elections shall be held on the second consecutive Wednesday and Thursday of April at a posted time and place on campus. Elections may be conducted by electronic means through the submission of online ballots.

4. Ballots shall be counted at a posted time and place on
campus by two members of the UFF Executive Board as soon as possible after the election. The University Administration shall designate two (2) observers for the ballot count.

5. The list of successful candidates and alternates (candidates with the next highest number of votes) shall be sent to the University Administration and posted on the UFF/UNF website.

6. Election of members of the University-Wide Instructor/Lecturer Promotion Committee shall be decided by plurality vote of the Instructors/Lecturers and tenured faculty members (who are covered by this Agreement), meaning that the candidates will fill the positions in the order of the number of votes that they receive.

e. If a member of the Committee is unable to fulfill the two-year term of office, the vacancy shall be filled from the list of alternates referenced in 22.7(d)(1)d.5. above, starting with the alternate from the appropriate college or at large category with the highest number of votes. If there is no alternate from the appropriate college or at large category, the UFF Executive Board shall recommend candidates eligible under 22.7(d)(1) from the vacant college or at large category to the University President and the UFF-UNF President, who shall then appoint a mutually acceptable faculty member eligible under 22.7(d)(1) to fill that vacancy.

(2) The University-Wide Instructor/Lecturer Promotion Committee’s function shall receive the promotion dossier from the Provost once he/she has verified that the Department Instructor/Lecturer Promotion Committee, the department chair, and the dean, have fulfilled their procedural and substantive responsibilities.

(3) The Provost shall meet with the University-Wide Instructor/Lecturer Promotion Committee before it begins evaluation of the promotion dossiers in order to give the Committee its charge and to explain and clarify its procedural and substantive responsibilities according to this Agreement. Prior to convening and charging the University-Wide Instructor/Lecturer Promotion Committee, the Provost shall meet with the UFF-UNF President to discuss the information the Provost intends to present to the University-Wide Instructor/Lecturer Promotion Committee.

(4) The University-Wide Instructor/Lecturer Promotion Committee’s function shall be to review each candidate’s promotion dossier according to the University’s promotion criteria and the guidelines for application of those criteria pursuant to Article 9, to provide a separate written assessment of the candidate’s qualifications for promotion, and to provide a written recommendation to the

Provost. This written assessment and recommendation, which shall become a part of the candidate’s promotion dossier, shall include a description of the Committee’s procedures, a discussion of the candidate’s qualifications for promotion with reference to the University promotion criteria and the guidelines for the application of those criteria pursuant to Article 9, and the result of the vote taken by the Committee. The vote shall be conducted in a lawful manner which is intended to assure a free and voluntary exercise of choice.

(5) The University-Wide Instructor/Lecturer Promotion Committee shall provide a copy of its assessment and recommendation to the candidate, who shall have five (5) days from receipt to submit a written response. The candidate’s response, if any, shall be included in the promotion dossier.

(6) The chair of the University-Wide Instructor/Lecturer Promotion Committee shall not forward the promotion dossier to the Provost until either the candidate submits a response or the five (5) day period for responding expires, whichever occurs first.

(7) The University-Wide Instructor/Lecturer Promotion Committee shall give an accounting to the faculty at large of the number of positive and negative recommendations for promotion it gave to the Provost. The Committee shall also provide a report to the UFF delineating its positive or negative recommendations for promotion by rank and college. Committee members shall not report to any body information regarding their deliberations on individual candidates, unless it is required as part of a formal grievance hearing or other administrative or judicial forum.

(e) Provost and Vice President for Academic Affairs

(1) After the University-Wide Instructor/Lecturer Promotion Committee has submitted its written assessments and recommendations, the Provost shall meet with the Committee to discuss each candidate’s promotion dossier.

(2) After reviewing each candidate’s promotion dossier and considering the written assessments and recommendations of the Department Instructor/Lecturer Promotion Committee, the department chair, the dean, and the University-Wide Instructor/Lecturer Promotion Committee, and the candidate’s written responses, if any, the Provost shall submit to the candidate (with a copy to the chair) a draft written assessment of the candidate’s qualifications for promotion with reference to the University’s criteria for promotion and the guidelines for application of those criteria pursuant to Article 9, and shall make a positive or a negative recommendation. The assessment shall confirm that all procedural and substantive responsibilities have been fulfilled.

(3) Within five (5) days of receipt of the draft written assessment, the candidate may submit a written response or schedule a meeting with the Provost to discuss the candidate’s qualifications for promotion, the procedures used in consideration of the candidate’s case, and the Provost’s recommendation.

(4) The Provost shall forward a copy of his/her final assessment and recommendation to the candidate after the candidate submits a response to the draft written assessment or after the five-day period for responding expires, whichever occurs first. The candidate shall have five (5) days from receipt of the final assessment and recommendation to submit a written response. The candidate’s response, if any, shall be included in the promotion dossier.

(5) The Provost shall not forward the promotion dossier to the President until either the candidate submits a response or the five (5) day period for responding expires, whichever occurs first.

(6) The Provost shall also forward his/her final assessment and recommendation to the candidate’s dean and department chair, and to the chairs of the University-Wide Instructor/Lecturer Promotion Committee and the Department Instructor/Lecturer Promotion Committee, who shall share it with other members of their committees.

(7) Following the submission of both the Provost’s final assessments and recommendations to the President, the Provost shall make a report to the faculty at large delineating the positive or negative recommendations for promotion in comparison to those forwarded by the University-Wide Instructor/Lecturer Promotion Committee and the number of withdrawals from the Instructor/Lecturer promotion process. The Provost shall also provide a report to the UFF delineating the positive or negative recommendations for promotion in comparison to those forwarded by the Department Instructor/Lecturer Promotion Committee, the Department Chair, the Dean, the University-Wide Instructor/Lecturer Promotion Committee, the Provost and the President, by rank and college, and the number of withdrawals from the promotion process by rank and college.

(f) President

After reviewing each candidate's dossier and considering the written assessments and recommendations of the Department Instructor/Lecturer Promotion Committee, the Chair, the Dean, the University-Wide Instructor/Lecturer Promotion Committee, the Provost, and the candidate's written responses, if any, the President shall make a final decision whether to award promotion. The President or designee shall notify the faculty member in writing as soon as possible, but no later than ten (10) days after the date of the decision. A copy of the President's decision shall also be sent to the Provost, the Dean, the Chair, the Chair of the Department Instructor/Lecturer

Promotion Committee (who shall share it with the other members of the Committee), and the Chair of the University-Wide Instructor/Lecturer Promotion Committee (who shall share it with the other members of the Committee).

22.9 Promotion Decision.

(a) The President shall award promotion. The President or designee shall notify the faculty member in writing of the decision as soon as possible, but no later than ten (10) days after the date of the decision.

(b) If a faculty member is denied a promotion and makes a written request to the President within twenty (20) days after receipt of notification of denial, the President or designee shall provide the faculty member with a written explanation of the reasons why promotion was not granted. The written explanation shall be provided within twenty (20) days of the faculty member’s request.

(c) Within thirty-five (35) days after the promotion decisions, the dossiers shall be returned to the faculty members. However, if a grievance has been filed, a copy of the promotion dossier shall be provided to the grievant, and the Provost shall retain the original promotion dossier until final disposition of the grievance.

(d) Allegations of procedural deficiencies shall be subject to the grievance procedure; however, the final decision of the President as to promotion is not subject to an arbitrator’s decision.

22.10 Withdrawal From the Process

(a) A candidate for promotion may withdraw, without prejudice, at any stage in the process before March 15 or before the Provost submits his/her final assessment and recommendation to the President, whichever is later.

(b) If a candidate withdraws from consideration, the promotion dossier (including all assessments and recommendations) shall be returned to the candidate.

22.11 Phase-In Period

(a) This Article shall take effect during 2015-16. During 2015-16, only Instructors or Lecturers hired on or before January 7, 1998 shall be eligible for promotion to Associate Instructor or Associate Lecturer.

(b) During 2016-17, only Instructors or Lecturers hired on or before August 8, 2000 shall be eligible for promotion to Associate Instructor or Associate Lecturer.

(c) Thereafter, all Instructors or Lecturers who meet normal years of service and other eligibility requirement shall be eligible for promotion.
22.12 Promotion Salary Increases

The University Administration shall increase the annual base salary rate of each faculty member awarded promotion by twelve and one-half (12.5) percent, effective at the beginning of his/her next respective annual appointment.
It's that time of year to start thinking about writing your annual self-evaluation of your teaching, research, and service. Please note that visiting instructors also need to do them this year. The official deadline to get it to me is June 1, but sooner is always better. Attached is the template to use. Please follow the instructions on the attached template as it will make your job (and my job) easier. Below are some points to emphasize:

1. Please show for each course you did during fall 2015 and spring 2016 how you are teaching each of the North Florida 9 that our curriculum map says you're supposed to be teaching. This is easier than it sounds. All you need to do is cut and paste those sections of your syllabi, assignments, etc. that relate to the NF9. As a guide, I have filled out my teaching section in the faculty evaluation format document based on my spring 2014 MMC 3614 course. I have attached the latest curriculum map (see below) so you can check that you are up to date. This is important for ACEJMC accreditation.

2. Please list the name and organization of all guest speakers who spoke to your classes (and note their race/ethnicity and gender). This is related to ACEJMC.

3. List any awards won by your students in any local, regional, national, or international competitions.

4. For those of you who were assigned as mentors to junior faculty, please describe your mentorship activities.

In terms of ISQ data, please include it for all courses, with these exceptions (from the CBA): “courses involving individual instruction such as independent studies (DIS), internships, practica, and courses with an enrollment of seven (7) or less, shall be excluded from this evaluation instrument. Study abroad courses for which these assessments are not appropriate may be excluded by the instructor from this form of evaluation, in which case an alternative assessment mechanism shall be utilized." Please feel free to ask any questions about how to fill out your report.

John

The map below indicates where the North Florida Nine student learning outcomes are introduced (1), reinforced (2), and mastered (3) in each course. The number 4 refers to courses that include departmental assessment items.

- Required core courses in the B.S. in Communication
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Dear Colleague:

Your Annual Self-Assessment is due to me by June 1, 2016. Please submit your material as a Word file and all supplemental material in a folder or binder.

Please review my faculty evaluation of you from last year and look for any requests I made then. Please be sure in this year’s report to me to say how you dealt with my requests.

For untenured tenure-track faculty I must prepare two evaluations. One is the standard annual evaluation of teaching-research-service covering Summer 2015 through Spring 2016. The other is a Tenure Appraisal. IF YOU ARE IN A TENURE TRACK BUT NOT YET TENURED, PLEASE INCLUDE AN UPDATED CV in addition to your annual self-assessment report. The tenure appraisal needs to be based upon your entire body of work to date and not just the past year. I complete untenured tenure-track faculty by July 1 and complete all reviews by July 15.

Please use this Word document as a template and organize your submission according to the instructions I have provided. Consistency in presentation will help me in my task. Annual evaluations need to report what you have done and report your qualitative self-assessment of your efforts. In order for my evaluation to correctly report your work I use copy and paste from your document quite a bit. I tend to use Times New Roman 12, so it would be helpful if you would do likewise. Be thorough, but be as succinct as possible.

Finally, in addition to reporting on 2015-2016, be sure to include your goals for 2016-17. An evaluation should look back at the goals you stated for 15-16 to see how much of what you proposed was actually accomplished. I know that many factors cause one to deviate from a stated set of goals, so that is why you are asked to restate your 15-16 goals and offer comment.

Finally, please maintain copies of all the materials used in doing your self-assessment for eventual promotion or tenure dossiers. I look forward to reading your submission.

JHP

ACADEMIC ANNUAL REPORT SUMMARY
For
(your name here)
Department of Communication
2015-2016

TEACHING
As you prepare your self-reports for your annual evaluation, please complete the following table and include it with your submission at the beginning of the Teaching Section. This will save me a great deal of time. Please note: The ISQ data are optional this year but helpful.
This is an example of what your table entries should resemble:

<table>
<thead>
<tr>
<th>Summer, 2015</th>
<th>Enrollment</th>
<th>Challenge</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPC 2608</td>
<td>Fundamentals of Speech</td>
<td>20</td>
<td>3.94*</td>
</tr>
</tbody>
</table>

* “I found this class to be challenging” scale mean score.
** “Overall rating of instructor” mean score.

If you need additional rows, simple add them by right-clicking in a row and selecting “Insert” and then one of the “Ad rows” options.

<table>
<thead>
<tr>
<th>Summer, 2015</th>
<th>Course Title</th>
<th>Enrollment</th>
<th>Challenge</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall, 2015</th>
<th>Course Title</th>
<th>Enrollment</th>
<th>Challenge</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring, 2016</th>
<th>Course Title</th>
<th>Enrollment</th>
<th>Challenge</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments
Briefly explain your plans for each course; any problems met and solved (or not); particular achievements or innovations in the course design and delivery [Optional this year: Your assessment of the ISQ (student evaluation) scores for the course. Feel free to include ISQ summary sheets, but I can also review them online. It is important for you to include information from the students’ open-ended comments (good and bad). You do not need to include all of them, but you should summarize the consistent comments].

Please include the following:

- Please list the name and organization of all guest speakers who spoke to your classes (and note their race/ethnicity and gender).
- List any awards won by your students in any local, regional, rational, or international competitions.
- Please show for each course you did from summer 2015 to spring 2016 how you are teaching each of the “North Florida 9” that our curriculum map says you’re supposed
to be teaching. Below is an example of how you can fill out the section about teaching the NF9. This example comes from teaching MMC 3614-Media Theories & Effects. In my case, it was done using a DL (distance learning) format:

 HOW I TEACH THE NF9

Spring 2014

For **MMC 3614**, the NF9 are: Think Critically (at the 2 level), Apply Theory (at the 2 level), Conduct Valid Research (at the 2 level), Embrace Diversity (at the 2 level), and Regard History (at the 2 level).

Think Critically:
Students think critically by producing 10 discussion posts. The following comes from p.3-4 of the syllabus: “Participating in the 10 discussion groups will allow you to demonstrate that you can critically analyze media messages, understand the effects of those messages, and connect those effects to media theory. You will select some media content (a TV show, movie, music video, etc.) and answer certain questions that are listed on Blackboard under the lesson for that week. Please note: You must support your opinions with evidence. The evidence I will be looking for includes: the data you gather, the theories mentioned in the textbook, and information we cover in lecture. Please cite the evidence you utilize in a reference list at the end of your discussion post. In addition, each time you use someone’s opinions or ideas, you must cite that within the text of your post. Utilize American Psychological Association style in putting together those citations and in the body of your answers.”

Apply Theory:
I teach this in almost every lecture, and here is one example from p. 13 of the syllabus:

| **Week 3** | 1/18 – 1/24 | Lesson 2: Research and Theory | • **Reading Assignment**: Chapters 2 and 3 in textbook, and MediaPresentation 2 on Blackboard  
• Watch narrated PowerPoint lectures for Lesson 2  
• Participate in Discussion Group 2 |

Conduct Valid Research:
I teach the concept of research methods during lecture (see above). Also, here are the instructions for one discussion post on p. 10 of the syllabus: “Mediated violence. Please do a content analysis of at least 30 minutes of a TV show, movie, or video game that could be considered to contain mediated violence (such as “Pulp Fiction,” “Scarface,” “The Sopranos”). Count every occurrence of violence (and then give brief descriptions of several of them) in the following categories: physical violence (hitting, shoving, striking, falling down, having something fall on a character, etc.), verbal violence (shouting, yelling, screaming, profanity, etc.), and intimidation. Note also whether the violence perpetrators and victims are male, female or neither (may be an animal), and whether the violence is rewarded (do they win or escape) or punished in some way. Present your results numerically.”

Embrace Diversity:
I focus on diversity during week 4 of lecture, as is seen below from p. 13 of the syllabus:

| **Week 4** | 1/25 – 1/31 | Lesson 3: Media Portrayals of Groups | • **Reading Assignment**: Chapter 4 in textbook and MediaPresentation 3 on Blackboard  
• Watch narrated PowerPoint lectures for Lesson 3  
• Participate in Discussion Group 3 |
I also have students do one discussion post on diversity (as is seen on p. 6 of the syllabus): “You’ll be doing a
textual analysis to see if media portrayals of groups are as distorted as the textbook says they are. Please view a TV
show, newspaper, magazine, movie, etc., and select a group (such as African Americans, Arabs, Asians, college
students, Latinos, women, etc.) that is being portrayed. Spend at least 30 min. viewing this content. Focus on visual
as well as verbal elements. Take notes as you watch. In your discussion post, answer the following questions: What
group did you pick? Media content selected? How is your group being portrayed? In what ways is that portrayal
similar to what chapter 4 in the textbook says is the typical portrayal for that group? In what ways is that portrayal
different than what chapter 4 says is the typical portrayal for that group? Why do you think that is? What effect
might the portrayal you found have on you and society? What theories (as are discussed in chapter 2 of your
textbook) help explain the portrayals you found and the effects you expect? Remember to provide a link to the
media content you picked.”

Regard History:
While I do use week 2 of lecture to focus on media effects throughout history, it occurs to me that I don’t make that
fact explicit in the syllabus (as you can see below):

<table>
<thead>
<tr>
<th>Week 2</th>
<th>1/11 – 1/17</th>
<th>Lesson 1: Communication and Society</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• Reading Assignment: Chapter 1 in</td>
</tr>
<tr>
<td></td>
<td></td>
<td>textbook, MediaPresentation 1 on</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Blackboard, and APA review on</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Blackboard</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Watch narrated PowerPoint</td>
</tr>
<tr>
<td></td>
<td></td>
<td>lectures for Lesson 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Participate in Discussion Group 1</td>
</tr>
</tbody>
</table>

As a result, I will now title the lesson as follows: “Lesson 1: Communication and Society (Past and Present).” In
addition, I give a little history of media theorists during my week 3 lecture.

SCHOLARLY AND CREATIVE ACCOMPLISHMENTS

In this space, enter each item in its complete bibliographical form by category: Books, Book Chapters, Articles, Encyclopedia Entries, Papers, Reviews, Proceedings, Creative Works, and the
like. Be sure to clarify the status of the work by distinguishing among works published or
presented, works accepted for publication or presentation, and works that are in progress. Also,
include a link to this year’s publications/papers/creative works or attach a file. No paper
copies are needed.

Also, it is very important that you do not report works for which you received credit last year (or
in any previous year) unless the work has advanced from one status to another. For example, if
you reported a manuscript as submitted last year and it has now been accepted and/or published,
go ahead and report the new status. If possible, document the progression in your work’s
progress.

Help me and help yourself by providing useful information that provides context for evaluating
your work.

Every year brings more published and online journals as well as more conferences but not all
publication and conference venues are “created equal.” Some are well known and of long
standing in our broad field. Others are not. So unless you presented a paper or published in one
of the well-known venues, **assume that I need more information** to evaluate the work. For example, what organization publishes the journal or maintains its online presence? What organization convened the conference? I need this context for the annual evaluation and someday you will likely need to elaborate on the context of your works in the documents that you submit for tenure/promotion. Just about every venue has a web presence where you can find relevant information.

It is always useful to be able to report acceptance or rejection rates for conference papers or journal articles. Many association divisions report such data as do many publications.

Also, if you list articles or other works (book, creative work, or the like) that are in progress, do explain what exactly has been accomplished since last year.

Context is equally important for any creative work that you report. Ideally creative work should be subjected to the peer review generally equivalent to that given to more traditional scholarship.

Here is an excellent example of how to report scholarship from Siho Nam’s 2008-2009 self assessment. Note the context provided:

-----------------------------------------------

**Journal Article**


- See Appendix G
- This item was reported in the last year’s annual report as “accepted for publication.” *Media, Culture & Society* (**http://www.sagepub.com/journalsProdDesc.nav?prodId=journal200958**) is one of the prominent international journals in media studies, and publishes scholarly works concerning the media within their political, economic, cultural, and historical contexts. One effective measure of MCS’s quality would be its high ranking in the Journal Citation Reports’s (JCR) Impact Factor. For example, MCS was ranked in 2007 the 25th out of 45 communication journals indexed in the Thompson’s Social Sciences Citation Index (SSCI) and 45/96 in sociology.

**Journal Article Under Review**

Nam, S. “Conceptualizing critical global media literacy.” Manuscript under review at *Academic Exchange Quarterly*.

- See Appendix H
- An earlier version of this paper was presented at the Jack Miller Forum Conference, January 2009, Boca Raton, FL.
- *Academic Exchange Quarterly* (**http://www.rapidintellect.com/AEQweb/**) is an independent, peer-reviewed journal that deals with a wide array of theoretical, methodological, topical issues in education. The journal’s editorial policy makes it particularly suitable for a short (2,000-3,000 words), theory-based, as opposed to data-based, conceptual paper. So, I submitted my Jack Miller Forum conference paper to the journal, with some minor revisions in terms of both content and format.

**Book Review**


- See Appendix I
• I submitted an unsolicited book review to the *Journal of Communication* (http://www.wiley.com/bw/journal.asp?ref=0021-9916) and it was accepted by the book review editor in March 2009 for publication with minor revisions. I expect it to be published in a 2009 issue (June or September) of the journal.

**Conference Papers**


• The Jack Miller Forum (http://wise.fau.edu/jackmillerforum/conference.php) is a three-year initiative at Florida Atlantic University funded by the Jack Miller Center for Teaching America’s Founding Principles and History. For more information about the Forum and conference program, please refer to Appendix J.

• My paper submission was competitively reviewed and accepted for presentation, and I was awarded a travel honorarium in the amount of $500.00.


• http://pcaaca.org/conference/national.php

• The paper session in which my presentation was scheduled dealt with issues of free labor, gift economy (e.g., Wikinomics), and democratic culture on the Internet. My presentation was based on an abstract (see Appendix K) and I’m in the process of developing it into a full manuscript.


• Global Communication and Social Change division of ICA organized a one-day preconference to bring together about 50 presentations that address some of the most urgent conceptual, theoretical, and methodological issues of international communication and global media studies. My presentation, which was based on an extended abstract/research proposal (see Appendix L), was part of the opening plenary session and I was conjointly with some of the well-established names in international communication scholarship such as Joseph Straubhaar at Texas-Austin, Marwan Kraidy at Penn, and Terry Flew at Queensland U of Technology, Australia.

• I’m in the process of developing this into a full manuscript.

--------------------------

**SERVICE** (please be as succinct as possible)

Department

For those of you who were assigned as mentors to junior faculty for 2015-2016, please describe your mentorship activities.

College

University
Committees, commissions, task forces, etc. (purpose and your role)
(elected/appointed/volunteer)
Leadership roles
Guest lectures given

Community
Particularly as community service relates to your academic expertise, but list
other serve as well.

Profession
Including but not limited to…
Officer roles (e.g., Program Chair, Division Chair, Executive Secretary, Editorial
Board, etc.),
Committee work.
Chairing conference panels; panel discussant or moderator

Comments
Provide a brief explanation of the significance of your various service activities as a kind of self-evaluation.

Goals- Your goals and the extent to which you achieved them should be a major element of an annual evaluation. Please take this section seriously and give it some thought.

1) Please review (briefly) the goals you stated for 2015-2016 (list them again, please) and your assessment of progress.
2) Goals proposed for 2016-2017

Teaching (examples)
To offer six courses and continue to progress as an excellent teacher – tell me how
To design and offer a new course.
To re-design an existing course.
To undertake professional development activities.

Scholarship/Creative Activities Projection for Next Year (examples)
Research leading to publication as book(s) or article(s) including work in-progress.
Conference papers.
Plans to pursue funded scholarship.
Creative work planned and the methods you propose for peer review.

Service Projection for Next Year
Item A

Fall 2015 Semester Important Dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/23</td>
<td>Spring 2016 Schedule Posts to myWings</td>
</tr>
<tr>
<td>10/30</td>
<td>Deadline to Withdraw from Fall 2014 (no refund)</td>
</tr>
<tr>
<td>11/3</td>
<td>Spring 2016 Time Tickets Post to myWings</td>
</tr>
<tr>
<td>11/5</td>
<td>Deadline for Spring Term Major Changes</td>
</tr>
<tr>
<td>11/10</td>
<td>Deadline to Apply for Fall 2015 Graduation</td>
</tr>
<tr>
<td>11/11</td>
<td>Veteran’s Day Holiday-University Closed</td>
</tr>
<tr>
<td>11/16</td>
<td>Spring Registration Begins by Time Ticket</td>
</tr>
<tr>
<td>11/23</td>
<td>Open Registration Begins</td>
</tr>
<tr>
<td>11/26-11/28</td>
<td>Thanksgiving Holiday-University Closed</td>
</tr>
<tr>
<td>12/4</td>
<td>Fall Classes End</td>
</tr>
<tr>
<td>12/5-12/11</td>
<td>Final Fall 2015 Exams</td>
</tr>
<tr>
<td>12/11</td>
<td>Fall Commencement</td>
</tr>
<tr>
<td>12/17</td>
<td>Fall Grades Available Online</td>
</tr>
</tbody>
</table>

Tools for Success - Graduation requirements

- **Degree Evaluation:** available in myWings
  1. Click on Student tab
  2. Click on Degree evaluation link in My Records box
  3. Click on a hyperlink with your degree name
     (Example: COAS-Bachelor of Sci in Communication)
  4. Select Detail Requirements and click on Submit
- **My Osprey Map:** 4-year academic plan to keep students on track for graduation.
  Please use it in consultation with an advisor.
  1. Click on Student tab
  2. Click on My Osprey Map link in My Records box
- **Tutoring services:** Academic Center for Excellence
  Building 2, room 1200  ph: 904.620.1012
  Tutor schedule available in myWings (Student tab ➔ Advising, Tutoring and Workshops in My Records box).
- **Writing Center:** Building 3, room 1302 ph: 904.620.5349

Academic Probation/Suspension

- **Probation** if a UNF cumulative GPA or a term GPA falls below 2.0 after attempting a total of 12 or more hours at UNF
- **Suspension** if both a UNF cumulative GPA and a term GPA fall below 2.0 after placed on probation; reinstatement request must be approved to re-enroll at the university.

**Communication Advising Office**  Building 14D  (904) 620-2797

Walk-in Appointments during Registration Week ONLY
For Appointments throughout the year make an appointment via myWings

Advisors: Frank Goodin **A-J** (frank.goodin@unf.edu)
           Kim Pryor **K-Z** (k.pryor@unf.edu)

How to make an Appointment in MyWings:

- From the STUDENT tab in MyWings in the My RECORDS box click ADVISING TUTORING & WORKSHOPS > ADVISING APPOINTMENTS
- Click the drop down box to SELECT WEEK > SUBMIT
When your advisor's calendar for that week appears click on one of the APPOINTMENT AVAILABLE options to make your appointment by following the instructions on the screen.

Please make sure to leave a brief comment letting your advisor know what you will be discussing.

If you cannot schedule the appointment through your myWings, please call our main office at 904.620.2797

**Important Reminders!**

- Check Ospreys email account.
- Do not let a deadline pass.
- Register for courses as soon as you are allowed (classes fill up quickly!)
- If you need a registration override, complete the COAS Registration Override form at [www.unf.edu/academic-advising](http://www.unf.edu/academic-advising)

**General Information:**

- MMC3105 Can only be attempted twice. If upon your second attempt you do not earn a C or higher you will be required to change your major, as you will no longer be permitted to be a Communication major.
- All courses in the Communication major must be passed with a grade of C or higher.
- Make yourself aware of the number of Withdraw attempts you have available to you.
- Speak with your academic advisor and One Stop Student Services before withdrawing from a course to see how the withdraw will effect both your degree plan and your financial aid.

For information on how the financial aid works, visit: [http://www.unf.edu/onestop/finaid/Financial_Aid_-_Consortium_Agreement.aspx](http://www.unf.edu/onestop/finaid/Financial_Aid_-_Consortium_Agreement.aspx)
From: Pryor, Kimberly  
Sent: Friday, September 25, 2015 2:06 PM  
To: McCormick, Holly (nxxxxxxx@ospneys.unf.edu)  
Subject: Communication Advising

Hi Holly!

I’m just emailing to check in on how you’re doing in your fall courses. How are your classes going? It looks like you’ve got a full load of all communication courses. How are you handling the workload?

I know we’ve emailed in the past but we have not yet met in person. Since we haven’t had the pleasure of meeting yet I wanted to remind you that registration for spring will be upon us faster than we expect! It’s never too soon to schedule an appointment with me so we can plan out your spring semester. I have instructions listed below as to how you can set up an appointment through your myWings account. I’m located on the second floor of building 14D. My office is 2042.

Let me know if there is anything you need and I hope to see you soon!

Best,

Kim Pryor
Academic Advisor – Communication  
College of Arts and Sciences  
University of North Florida  
phone: (904) 620–2797
Announcements

New Sign-In System!

Posted on: Wednesday, September 16, 2015 10:22:02 AM EDT

We hope that your semester is going well!

You'll be happy to know that Communication Advising now has a new sign-in system!

You will now sign-in at a computer kiosk, located in the lobby, informing us that you are here for your scheduled appointment.

As a reminder, you are still responsible for making an appointment via myWings. If you do not sign a last minute appointment via myWings, or you sign in without an appointment, there will be a 30 minute wait. You are responsible for making yourself aware of your advisor’s availability.

Also, you will need to start looking forward to scheduling your spring registration. We encourage you to meet with us in late October/early November.

The early bird gets the worm! We hope to see you soon!

Advising by Appointment Only

Posted on: Thursday, October 16, 2015 11:25:57 AM EDT

Hello! We hope this week went well and everyone is excited about returning to The Nest for the 2015-2016 school year!

Just a reminder – now that add/drop week is over, advising is back to normal hours and appointment basis only.

If in need of advising, please make an appointment via myWings. Detailed instructions on how to do so are listed under “Advisors” in Blackboard.

Also remember Frank is A-J and Kim is K-Z!

Frank’s Office Hours: Monday - Friday 9:00am - 11:30pm & 1 pm - 4 pm

Kim’s Office Hours: Monday - Friday 9:30 am - 11:30 am and 1 pm - 3 pm
Hello and congratulations on your admission to the University of North Florida and the Department of Communication!

I wanted to welcome you to the University and to take a moment to introduce myself. My name is Kim Pryor and I am the Academic Advisor for Communication majors with last names that begin with K-Z.

I encourage you to review the attachments listed above for pertinent information regarding UNF, COAS Advising, and registration.

As a reminder: as a Communication Major you are required to declare a concentration. Our three concentrations are Public Relations, Multimedia Journalism and Production, and Advertising. If you have not done so during the application process, we will declare your concentration together in our first advising meeting. Please review our website to determine which track might best fit your interests.

I look forward to working with you and please do not hesitate to contact me if you have questions about your degree plan.

Best,

Kim Pryor
Academic Advisor – Communication
College of Arts and Sciences
University of North Florida
phone: (904) 620-2797
## UNF Student Resource List

<table>
<thead>
<tr>
<th><strong>Academic/Major/Career Support</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACE (Academic Center for Excellence)</strong></td>
</tr>
<tr>
<td>Provides tutoring, academic success workshops, major exploration workshops, and writing assistance.</td>
</tr>
<tr>
<td><em>Building 2, rm1200, 904-620-1012, <a href="mailto:ace@unf.edu">ace@unf.edu</a></em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Career Services</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides resources for career development &amp; post-graduation transition</td>
</tr>
<tr>
<td><em>Building 2, rm1100, 904-620-2955</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>International Center</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides advising for study abroad programs</td>
</tr>
<tr>
<td><em>Student Union, rm2300, 904-620-3925, <a href="mailto:intlctr@unf.edu">intlctr@unf.edu</a></em></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Pre-Med Program</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Support for admissions into professional schools in medical, physician assistance, dentistry, pharmacy, podiatry, optometry, and veterinary.</td>
</tr>
<tr>
<td><em>Judith Ochriker, Ph.D. 904-620-2827 <a href="mailto:jochriker@unf.edu">jochriker@unf.edu</a></em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Student Ombudsman</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Advocates for students and assists with any questions regarding university policies, rules, or procedures</td>
</tr>
<tr>
<td><em>Building 2, rm1011, 904-620-1491, <a href="mailto:g.adams-manning@unf.edu">g.adams-manning@unf.edu</a></em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Thomas G. Carpenter Library</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides research assistance, resources, and media.</td>
</tr>
<tr>
<td><em>Building 12, 904-620-2615</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Health &amp; Safety Support</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Campus Recreation</strong></td>
</tr>
<tr>
<td>Provides a variety of recreational activities including fitness, aquatics, and intramural sports</td>
</tr>
<tr>
<td><em>Building 61, rm 1200, 904-620-2998</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Counseling Center</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Free services to explore and discuss personal concerns with a professional counselor</td>
</tr>
<tr>
<td><em>Building 2, rm2300, 904-620-2602</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Health Promotions</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Advocates for health and wellbeing of campus community</td>
</tr>
<tr>
<td><em>Building61, rm1300, 904-620-1570, <a href="mailto:DHPLife@unf.edu">DHPLife@unf.edu</a></em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Student Health Services</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides medical services</td>
</tr>
<tr>
<td><em>Building 39A, rm2098, 904-620-2900</em></td>
</tr>
</tbody>
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<thead>
<tr>
<th><strong>University Police</strong></th>
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</thead>
<tbody>
<tr>
<td>Police service that maintains safety of UNF campus</td>
</tr>
<tr>
<td><em>Building 41, non-emergency 904-620-2800, <a href="mailto:unfpd@unf.edu">unfpd@unf.edu</a></em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Victim's Advocacy Program</strong></th>
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</thead>
<tbody>
<tr>
<td>Support service for anyone who has been a victim of violence</td>
</tr>
<tr>
<td><em>Building 2, Suite2100, 24 hour crisis helpline - 904-620-1010, <a href="mailto:womenct3@unf.edu">womenct3@unf.edu</a></em></td>
</tr>
<tr>
<td>General Student Support</td>
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<tr>
<td>-------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Center for Student Media</strong></td>
</tr>
<tr>
<td>Provides student-run radio, TV, and newspaper</td>
</tr>
<tr>
<td><em>Student Union, Building 58 East, rm2200, 904-620-1579, <a href="mailto:john.timpe@unf.edu">john.timpe@unf.edu</a></em></td>
</tr>
</tbody>
</table>

| **Club Alliance**                                           |
| Oversees the 195 registered student clubs                   |
| *Student Union, Building 58 East, rm3003, 904-620-1470, sgacluba@unf.edu* |

| **Student Government**                                      |
| Serves the UNF student body                                 |
| *Student Union, Building 58 East, rm3300, 904-620-2750*     |

| **Osprey Productions**                                      |
| Student-run programming and entertainment board             |
| *Student Union, Building 58 East, rm3102, 904-620-4FUN, ospprod@unf.edu* |

| **Volunteer Services**                                      |
| Promotes community service and volunteerism                 |
| *Building 2, rm 1100, 904-620-2955, volunteercenter@unf.edu* |

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<thead>
<tr>
<th>Cultural/Identity Support</th>
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<tbody>
<tr>
<td><strong>African American Student Union</strong></td>
</tr>
<tr>
<td>Organization that expands the knowledge of African American culture</td>
</tr>
<tr>
<td><em>Student Union, Building 58 East, rm 3300, 904-620-2750, <a href="mailto:aasu@unf.edu">aasu@unf.edu</a></em></td>
</tr>
</tbody>
</table>

| **Child Development Research Center**                        |
| Development program for children of UNF students             |
| *Building 49, 904-620-2372, cdrc@unf.edu*                    |

| **Disability Resource Center**                               |
| Provides resources for students with disabilities            |
| *Building 57 (Petway Hall), rm1500, 904-620-2769, drc@unf.edu* |

| **Graduate Student Organization (GSO)**                      |
| Organization that works to enhance graduate student experience |
| *Building 1, 904-620-1360*                                   |

| **Intercultural Center for PEACE**                           |
| Provides a place to experience and nurture cultural diversity and promotes an inclusive UNF community. |
| *Student Union, Building 58 East, rm1001, 904-620-2475*      |

| **Interfaith Center**                                        |
| Educates and advocates for the expression of religious faith |
| *Building 2, rm 2100, 904-620-5715, interfaith@unf.edu*     |

| **International Center**                                     |
| Supports international students                             |
| *Student Union, Building 58 East, rm2300, 904-620-2657, intlctr@unf.edu* |

<p>| <strong>Lesbian, Gay, Bisexual, Transgender (LGBT) Resource Center</strong> |
| Provides education and resources to campus, promoting support for LGBT students |
| <em>Student Union, Building 58 East, rm1111, 904-620-4720, <a href="mailto:unflgbt@urfl.edu">unflgbt@urfl.edu</a></em> |</p>
<table>
<thead>
<tr>
<th>Military Veterans Resource Center</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supports active duty military and veteran students</td>
</tr>
<tr>
<td>Building 57, rm2700, 904-620-5131, <a href="mailto:mvrc@unf.edu">mvrc@unf.edu</a></td>
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<thead>
<tr>
<th>Women’s Center</th>
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<tbody>
<tr>
<td>Provides programs, resources, and information about issues affecting women</td>
</tr>
<tr>
<td>Building 2, Suite2100, 904-620-2528, <a href="mailto:womenctr@unf.edu">womenctr@unf.edu</a></td>
</tr>
</tbody>
</table>
Program Evaluation

The College of Arts and Sciences offers the Bachelor of Science degree in Biology, Chemistry, Communication, Interdisciplinary Sciences, Mathematics, Physics, Psychology and Statistics.
• A minimum of 120 hours is required for the bachelor's degree. A minimum of 48 upper level hours is required to qualify for the undergraduate baccalaureate degree.

Program : COAS-Bachelor of Science  Catalog Term : Fall 2013
College : Arts and Sciences  Evaluation Term : Fall 2013
Degree : Bachelor of Science  Request Number : 28
Level : Undergraduate  Results as of : Aug 01, 2013
Majors : Communication  Concentrations : Public Relations
Departments : Communication  Minors :
Matriculation :

** Hours do NOT include in progress hours. **

<table>
<thead>
<tr>
<th>Current UNF Hours</th>
<th>Current Transfer Hours</th>
<th>Current Combined Hours</th>
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<tbody>
<tr>
<td>Type</td>
<td>Level</td>
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<tr>
<td>Lower</td>
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<td>Upper</td>
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<tr>
<td>UG Total</td>
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</table>

Area : University Information - Met

Description : REPEAT HOUR ASSESSMENT POLICY:
Courses repeated more than two times, including courses with earned grades of W, WP, WF, P and F, will be assessed a surcharge per credit hour.

CONCURRENT/TRANSIENT ENROLLMENT:
An approved Concurrent/Transient Enrollment form is required prior to registering for courses at another institution. Consult with your academic advisor for approval.

GRADE/TERM FORGIVENESS:
You may receive credit for a course only once; however, your GPA will reflect all repeated courses. First bachelor degree seeking students are eligible to use an irrevocable grade forgiveness for a maximum of two repeated courses or one semester of term forgiveness. Grade and Term Forgiveness requests must be processed prior to graduation. Consult with your academic advisor for guidance.

COURSE WITHDRAWAL LIMITATION POLICY:
This policy applies to all degree-seeking and non-degree seeking undergraduate students, including current, transfer, first year, and post-baccalaureate students, regardless of when they first enrolled.
All undergraduate students will be limited to a total of six UNF course withdrawals. The six course withdrawals, regardless of the number of credit hours per course, will be limited to:
• Three course withdrawals for 1000 and 2000 level courses
• Three course withdrawals for 3000 or higher level coursesUnused withdrawals are forfeited
and may not be carried forward. Any course withdrawals at UNF PRIOR to fall 2013 are not counted towards this policy. **Exceptions:** All courses with a grade of WM, WS, or WR are not counted towards this policy.

**GRADUATION INFORMATION:**
- All students must submit an application for graduation to the Office of One Stop Student Services or on-line through myWings by the deadline established in the university calendar.
- Students should not enroll at another institution during their last semester at UNF. Graduation will most likely be delayed to the subsequent semester for students who do attempt concurrent enrollment in their last semester.
- Official transcripts for graduating seniors taking courses at other institutions in their last semester must be received in the Office of One Stop Student Services by the required deadline.
- Students may not graduate with "I" grades, even if the course(s) is not required for graduation.

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Total Credits and GPA 0.00 .00

*** unofficial evaluation ***

**Area :** COAS Policies - Met

**Description :** Students who started at a state university prior to earning 60 semester hours must satisfy the 9 hour summer residency before being approved for graduation.
- Only UNF hours will apply towards calculation of GPA, Dean's list, Latin Honors, probation and suspension.
- All prerequisites, major, minor, foreign language, foreign culture and Gordon Rule courses require grades of C or higher.

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Total Credits and GPA 0.00 .00

*** unofficial evaluation ***

**Area :** Communication Major Text - Met

**Description :** Grades of C or higher are required in all Foundation and Major Courses.

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Total Credits and GPA 0.00 .00
### General Education Requirements

#### General Education Require. "K" (36.000 credits) - Not Met

<table>
<thead>
<tr>
<th>Condition Description</th>
<th>Required Credits</th>
<th>Required Courses</th>
<th>Used Credits</th>
<th>Used Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Ed. Composition &quot;K&quot;</td>
<td>9.000</td>
<td></td>
<td>0.000</td>
<td>0</td>
</tr>
<tr>
<td>General Education Math &quot;I&quot;</td>
<td>6.000</td>
<td></td>
<td>0.000</td>
<td>0</td>
</tr>
<tr>
<td>General Ed. Humanities &quot;J&quot;</td>
<td>9.000</td>
<td></td>
<td>0.000</td>
<td>0</td>
</tr>
<tr>
<td>General Ed. Social Science &quot;E&quot;</td>
<td>6.000</td>
<td></td>
<td>0.000</td>
<td>0</td>
</tr>
</tbody>
</table>

**Group: General Ed. Composition "K" (9.000 credits) - Not Met**

**Description:**
Three courses are required to complete the general education English requirement.

**Minimum grade of "C" required in ENC/CRW courses.**

<table>
<thead>
<tr>
<th>Condition</th>
<th>Rule Subj Attrib Load Weight</th>
<th>Requir red Credit Courses</th>
<th>Ter Subj Course Title Attrib Credit Grade Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENC1 101</td>
<td>G(W) Rhetoric and Writing</td>
<td></td>
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</tr>
<tr>
<td>ENC1 143</td>
<td>G(W) Intro to Rhetoric &amp; Narr.</td>
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</tr>
<tr>
<td>CHOO SE 1</td>
<td>of the following courses:</td>
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</tbody>
</table>

**Select one of the following courses:**
- CRW2000 G(W) Intro. to Creative Writing
- CRW2100 G(W) Intro. to Fiction Writing
- CRW2201 G(W) Intro. to Creative Non-Fiction Workshop
- CRW2300 G(W) Intro. to Poetry Writing
- CRW2400 G(W) Introduction to Playwriting
- CRW2600 G(W) Intro. to Screenwriting
- CRW2930 Special Topics in Creative Writing
- ENC2210 G(W) Technical Writing
- ENC2441 G(W) Writing Topics: Fine Arts
- ENC2442 G(W) Writing Topics:
Humanities
- ENC2443 G(W) Writing Topics: Literature
- ENC2450 G(W) Writing Topics: Natural Sciences
- ENC2451 G(W) Writing Topics: Health
- ENC2460 G(W) Writing Topics: Business
- ENC2461 G(W) Writing Topics: Social Sciences
- ENC2462 G(W) Writing Topics: Education
- ENC2463 G(W) Writing topics: Engineering
- ENC2930 Special Topics in Composition
- ENC3250 G(W) Professional Communications
*ENC1101 and ENC1143 are the prerequisites for all other writing courses. ENC1101 and ENC1143 may be taken in any order or at the same time.

Total Credits 0.00

Group: General Education Math "I" (6.000 credits) - Not Met
Description: Select 2 math courses:
*Check the prerequisites to your major before selecting a math course.
A minimum grade of "C" required.
Math courses fulfilling general education also fulfill the Gordon Rule math requirement.
*Refer to the university catalog for prerequisites to specific math courses.

<table>
<thead>
<tr>
<th>Met</th>
<th>Condition</th>
<th>Rule</th>
<th>Subject</th>
<th>Attribute</th>
<th>Logic</th>
<th>Hi</th>
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<th>Term</th>
<th>Subject</th>
<th>Course Title</th>
<th>Attribute</th>
<th>Credits</th>
<th>Grade</th>
<th>Source</th>
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</thead>
<tbody>
<tr>
<td>No</td>
<td>MA</td>
<td>TH</td>
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</table>

Math requirement:
The following courses are recommended for non math related majors:
- MAC1105 College Algebra
- MAC1147 Pre-Calculus
- MGF1106 Finite Math
- MGF1107 Exploration in Math
- STA2014 Statistics for Health and Social Sciences

Total Credits 0.00

Group: General Ed. Humanities "J" (9.000 credits) - Not Met
Description: Select one course from each of the following categories. A "C" or higher is required for:

WOH/PHI courses

<table>
<thead>
<tr>
<th>Met</th>
<th>Condition</th>
<th>Rule</th>
<th>Subject</th>
<th>Attribute</th>
<th>Logic</th>
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<th>Course Title</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>Course</td>
<td>Description</td>
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<td>History:</td>
<td>Select one:</td>
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<td>• WOH 1022 (GW) World History II</td>
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<tr>
<td>Non-applied Fine Art:</td>
<td>Select one of the following:</td>
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<td></td>
<td>• ARH 2000 Art Appreciation</td>
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<td>• ARH 2050 Art History Survey I; required for Art History and Fine Art majors.</td>
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<td>• FIL 2000 Intro to Film Studies</td>
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<td>• MUH 2012 Enjoyment of Music</td>
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<td>• MUH 2017 History and Appreciation of Rock</td>
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<td>• MUH 2018 Evolution of Jazz</td>
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<td>• MUT 1111 Theory I; Required for all music majors</td>
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<td>• THE 2000 Theater Appreciation</td>
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<td>Philosophy Requirement:</td>
<td>Select one:</td>
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<td>• PHI 2010 Intro to Philosophy</td>
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<td>• PHI 2100 Reasoning and Critical Thinking</td>
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<td>• PHI 2630 Contemporary Ethical Issues</td>
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Total Credits: 0.00

Group: General Ed. Social Science "E" (6.000 credits) - Not Met

Description: Select one Introductory Social Science and one Cultural Diversity Social Science. The Introductory Social Science and the Cultural Diversity Social Science must be selected from different disciplines.

*Check prerequisites to your major before selecting your Introductory Social Science.

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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<tbody>
<tr>
<td>Cultural Diversity:</td>
<td>Select one course:</td>
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<tr>
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<td>The Following cultural diversity social science courses are appropriate for</td>
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<tr>
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<td>freshman and sophomore students:</td>
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<tr>
<td></td>
<td>• ANT 2000 Intro. to Anthropology</td>
</tr>
<tr>
<td></td>
<td>• ANT 2423 Kinship and Family</td>
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<tr>
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<td>• ASN 2003 Intro. to Asia</td>
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<td>• GEB 2956 Study Abroad: Peru</td>
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<td>• GEO 2420 Cultural Geography</td>
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<td>• INR 2271 Mideast North Africa</td>
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<td>• MMC 2701 Communicating Across</td>
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</table>
Cultures
- PUP 2312 Race/Gender and Politics
- REL 2300 Comparative Religions
- SYG 2013 Sex, Race and Class
For additional cultural diversity choices search for the attribute of Gen Edu: Cultural Diversity through the look up classes to add link in myWings.

Intro. Social Science:

Introductory Social Science:
Select one course:
- AMH2020 US History since 1877
- ANT2000 Introduction to Anthropology
- CCJ2002 Crime in America
- ECO2013 Principles of Macroeconomics
- GEO2420 Cultural Geography
- IDS 2931 Bridging Jacksonville: Anthropology
- IDS 2931 Bridging Jacksonville: Political Science
- IDS 2931 Bridging Jacksonville: Psychology
- IDS 2931 Bridging Jacksonville: Sociology
- HSC2100 Personal and Community Health
- POS2041 Introduction to American Government
- PSY2012 Introduction to Psychology
- SYG2000 Introduction to Sociology

Total Credits 0.00

Group: Gen. Ed. Natural Science "I" (6.000 credits) - Not Met

Description Select 2 Natural Science courses:
One science must include a lab!
*Check the prerequisites to your major before selecting your science courses.
*Refer to the University catalog for prerequisites to specific courses

Non science related majors should select from following courses:
- AST2002 Astronomy (3 credit hours)
• AST2002L Astronomy Lab (1 credit hour)
• BSC1005C Principles of Biology (4 credit hours)
• BSC1930 Current Apps. in Biology (2 credit hours)
• CHM1025 Introduction to Chemistry (2 credit hours)
• CHM1025L Introduction to Chemistry Lab (1 credit hour)
• ESC2000 Earth Science (3 credit hours)
• ESC2000L Earth Science Lab (1 credit hour)
• HUN1001 Intro. to Nutrition Science (2 credit hours)
• *HUN2201 Basic Principles of Human Nutrition (3 credit hours)
  *HUN2201 approved as a natural science for general education Fall 2012 semester forward.
• PHY2930 Modern Physics & Universe made easy
• PHY1020 Introduction to Physics (2 credit hours)
• PHY1020L Introduction to Physics lab (1 credit hour)

Total Credits 0.00

*** unofficial evaluation ***

Area: Gordon Rule Requirement - Not Met
Description: Students must complete 12 credits of writing intensive courses to fulfill the Gordon Rule Writing requirement.
Courses fulfilling the Gordon Rule must be completed with a "C" or higher.
Students will fulfill the Gordon Rule math requirement by fulfilling the General Education math requirement.

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No (ADDITIONAL) 2 additional writing courses:

Students must complete 2 English or Literature courses that are writing intensive.
UNF courses fulfilling this requirement are designated with a "GW" in the title and are offered by the English department.

Additional writing intensive courses can come from the
English department but also the History or Philosophy departments. Additional Gordon Writing courses must have "GW" in the title. Transfer courses must be designated as writing intensive by the school offering the course.

Total Credits and GPA 0.00 .00

*** unofficial evaluation ***

Area : Communication Foundation (6.000 credits) - Not Met
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Total Credits and GPA 0.000 .00

*** unofficial evaluation ***

Area : Communication Prerequisites (18.000 credits) - Not Met
Description: Course cannot include ENC or LIT prefix courses. 18 hours of coursework outside the major and beyond the 36 hours of general education requirements.

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Total Credits and GPA 0.00 .00

*** unofficial evaluation ***

Area : Communication Major Reqs (19.000 credits) - Not Met
Description:

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Total Credits and GPA 0.00 .00
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<td>Prereqs: MMC1004</td>
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<td>Law &amp; Ethics in Communications</td>
<td>Prereqs: MMC1004, MMC3105</td>
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<td>Media Theories &amp; Effects</td>
<td>Prereqs: MMC1004, MMC3105</td>
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<td>Mass Communications Research</td>
<td>Prereqs: MMC1004, MMC3105 and MMC3614</td>
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<td>Pre-Internship Communication</td>
<td>Prereqs: MMC1004, MMC3105 and one of the following - ADV3008, PUR3000, or MMC4500; Junior or Senior standing as a Communication major; major GPA of 2.0 or higher. Coreq: Permission of Instructor</td>
</tr>
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<td>Internship Senior Project</td>
<td>Prereqs: MMC1004, MMC3200, MMC3614, MMC3105, Senior standing (at least 90 credits), at least 3 courses required in the student's concentration, and both a UNF and Major GPA of 2.0 or higher.</td>
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Total Credits and GPA: 0.00

*** unofficial evaluation ***

### Public Relations Concentration Reqs (21.000 credits) - Not Met

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No (PUR30) Principles of Public Relations
Prereqs: MMC1004, MMC3105

No (PUR31) Public Relations Writing
Prereqs: PUR 3000 MMC1004, & MMC 3105

No (ADV32) Advertising Media Graphics
Prereqs: MMC1004 & MMC3105

No  )AND(  PUR48  Public Relations Campaigns
  00
  Prereqs: MMC1004, MMC 3105, PUR 3000, PUR 3100, & PUR 4801

No  )AND(  PUR48  Public Relations Cases
  01
  Prereqs: PUR 3000, MMC1004, & MMC 3105

No  )AND(  SELEC 2 FROM THE FOLLOWING:
  T
  • PUR4400 3 Crisis Communication
    Prereqs: PUR3000, MMC3105 & MMC1004
  • ADV3008 3 Principles of Advertising
    Prereqs: PUR3000, MMC3105, & MMC1004
  • ADV3101 3 Advertising Creative Strategy (previous title Advertising Copywriting)
    Prereqs: ADV3008, ADV3203, MMC1004, & MMC3105
  • ADV 3200C Advertising Design
    Prereqs: ADV3008, ADV3101, ADV3300, ADV3203, MMC1004, & MMC3105
  • MMC3402 Political Advertising
    Prereqs: MMC1004 & MMC3105
  • MMC4251 Creating Health Messages for Mass Media
  • SPC4064 Public Speaking for Professionals
  • MMC4630 Understanding Emerging Media
    Prereqs: MMC1004, MMC3105, and one of the following: PUR3000, ADV3008 or MMC4500
  • PUR4450 3 Public Relations and Event Planning
    Prereqs: MMC1004, MMC3105, PUR3000, & PUR 3100

Total Credits and GPA 0.000 .00

*** unofficial evaluation ***

Area :  Univ Foreign Lang Satisfied - Met
Descrpi You have satisfied the universities foreign language requirement. Consult with an
 tion :  advisor to determine if your major requires any additional foreign language courses.

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Credit Cours es


*** unofficial evaluation ***

**Area:** Residency requirement (0.000 credits) - Not Met

**Description:**
- Residence hours, in terms of the requirements to be awarded the baccalaureate degree, are credit hours earned via UNF coursework. This does not mean you have to live on campus.
- Students must complete at least 25% of their overall credit hours and half of the required major courses for the degree sought. The appropriate department may decide on a higher percentage of credit hours and/or higher percentage of major courses completed at UNF and may define 'major courses'. All incomplete and non-reported grades must be resolved in order to graduate. Upper division undergraduate credit hours obtained while enrolled in an approved UNF study abroad program will be counted in the upper level credit hours required to obtain a baccalaureate degree.

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Total Credits and GPA 0.00 .00

*** unofficial evaluation ***

**Area:** 48 upper level hours required (48.000 credits) - Not Met

**Description:**
In order to qualify to graduate with a Bachelor's degree from the College of Arts and Sciences you must earn a minimum of 48 upper level credits out of the total 120 degree applicable required credit hours. Upper level courses are numbered from 3000 - 4999. Dual Degree and Double Majors should consult their Advisor.

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48 48 upper level hours
HOU
RS

Total Credits and GPA 0.00 .00

*** unofficial evaluation ***

**Area:** Free Elective/Addition. Course - Met

**Description:**
This area collects all earned hours not previously used in this degree evaluation.
Area: Summer Res. Requirement (9.000 credits) - Not Met

Description: All students entering a university in the State of Florida University System with fewer than 60 semester hours credit shall be required to earn at least nine semester hours prior to graduation by attendance at one or more summer sessions.

The following students are exempt from this requirement:
- Students who transfer into a state of Florida public university from a community college, state college, private university, or out of state university with more than 60 credit hours.
- Students admitted prior to Fall 2011 who earned 9 or more credit hours while in high school from AP credit, IB credit, dual enrollment credit or CLEP credit. Any combination of these mechanisms can be used.

** *** unofficial evaluation *** **

Total Credits and GPA 0.00 .00

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BECOMING A SOCIAL MEDIA PRO
BRUNCH + WORKSHOP

USE SOCIAL MEDIA EFFECTIVELY

UNF PRSSA
Public Relations Student Society of America

WED OCT 14
9:45 A.M. - 11 A.M.
COMMUNICATION DEPT
CONFERENCE ROOM
BLDG 14D

DOUGHNUTS + COFFEE PROVIDED!

BONNIE UPRIGHT, APR
Bonnie is a national board member of the Public Relations Society of America. With over 20 years of experience in non-profit management and strategic communications planning and execution, Bonnie is the senior vice president at Olympus Foundation Management.

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STAY CONNECTED
PRSSA
PR CAREER PANEL
A PROFESSIONAL BRUNCH ON CAMPUS

COFFEE + DOUGHNUTS PROVIDED
WED NOV. 4, 9:45 - 11 A.M.
COMM BLDG CONFERENCE ROOM (14D)

GUEST SPEAKERS:

CORPORATE
LANETTE HART, APR, CPRC
15+ YEARS EXPERIENCE WITH CORPORATE COMMUNICATION AT BANK OF AMERICA, SERVED AS VP OF GLOBAL MARKETING AND CORPORATE AFFAIRS

NON-PROFIT
MEREDITH O’MALLEY JOHNSON
FORMER COMMUNICATION OFFICER FOR THE CITY OF JACKSONVILLE, PR DIRECTOR OF ONE SPARK, CURRENTLY DIRECTOR OF CORPORATE PARTNERSHIPS AT COMMUNITY FIRST CREDIT UNION

AGENCY
STACEY STEINER
PROJECT MANAGER, MEDIA BUYER AND SOCIAL MEDIA STRATEGIST AT BESON4 MEDIA GROUP

PUBLIC
STEPHANIE ARAUJO
ASSOCIATE AT QUEST CORPORATION OF AMERICA, PROVIDING COMMUNICATION SERVICES TO STATE DEPARTMENTS AND FEDERAL AGENCIES.

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’tis the season
UNF PRSSA
Presents A
Holiday Social
WED. DEC 9TH
6-8:30 P.M.
STUDENT UNION - BLDG. 58
BALLROOM 3703 C & D
COME CELEBRATE THE HOLIDAYS
AND THE END OF THE SEMESTER!
JOIN US IN SAYING FAREWELL TO OUR
GRADUATING SENIORS. NEW MEMBERS
WILL RECEIVE THEIR CERTIFICATES AND
NEW LEADERSHIP WILL BE INDUCTED.
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SPRING SEMESTER 2016

CALENDAR OF EVENTS

JANUARY
2016 ADDY AWARDS · JANUARY 30TH
GUEST SPEAKER NIGHT

FEBRUARY
NETWORKING AND BOWLING NIGHT
WEEKEND TRIP TO DISNEY!

MARCH
PCR AGENCY TOUR · MARCH 8TH
ICE CREAM SOCIAL · MARCH 29TH

APRIL
OBS TACLE COURSE
INTERVIEW SKILLS AND RESUME WRITING

To stay up to date on events, join the “UNF Advertising Club” on Facebook!
COMMUNICATION INTERNSHIP FAIR

Open to public relations, advertising, journalism and TV broadcasting majors.

MARCH 26
From 9:30 a.m. – 3:00 p.m.
3rd Floor, Student Union West
Bring resume & dress professionally

“Like” UNF Internship Fair Planning Committee and follow @UNFCommInterns on Twitter to stay connected before the fair with interview tips, vendor and fair information, and resume building.
The UNF Communication Department invite you to....

MEDIA WEEK!!

- Domestic and Global Diversity Panel
- UNF Alumni speakers and Mixer
- State of the Industry and Newspaper Tour
- Guest speaker from Walt Disney World

Sign-up and get more details here!

October 19-23, 2015

Don't miss out on meeting and networking with public relations, journalism, production and advertising professionals!
UNF Department of Communication

Key events during Media Week

Q-and-A Sessions for Advertising, PR, Multimedia Journalism and Production
Media professionals will talk about their field and answer students' questions regarding the skills needed to be successful. Days/times/rooms coming soon.

Meet the Professionals Luncheon
Wednesday, Oct. 21, noon to 1:30 p.m., Osprey Commons Talon Room
About 30 media professionals will join 100+ students for lunch and tabletop question-and-answer sessions.

Domestic and Global Diversity Panel
Media professionals will discuss both domestic and global diversity issues as they relate to advertising, journalism, public relations and production, and the things students should know about global and domestic diversity issues that may help them when they enter their respective industry. Day/time/room coming soon.

UNF Alumni Panel
Communication alumni will describe their positions and offer advice on how students can make the most of their UNF experience. Q&A will follow. Day/time/room coming soon.

Movie Night Screening of "The 904"
Have some popcorn and watch the Emmy-winning documentary "The 904," a gritty, yet insightful story about violent crime in Jacksonville. The documentary is by Frank Goodin, a communication alumnus. Day/time/room coming soon.

“State of the Media Industry” Panel
Friday, Oct. 23, 10 a.m. to noon
The Florida Times-Union Auditorium, 1 Riverside Ave., Jacksonville (free parking)
Executives in advertising, journalism, public relations and production will discuss the current state of the media industry and trends to watch for. Light refreshments will be served, and Times-Union staff will give a facilities tour afterward.
The Patterson Scholarship

Awarded to one undergraduate student in the Department of Communication who demonstrates academic excellences, as well as, financial need.


To be eligible, students must:

1. declare a major in communication at the time of the application deadline,
2. reside in Florida for tuition purposes,
3. enroll full time as an undergraduate student with at least 12 semester hours per semester, with preference given to students who enroll in 15 each semester, and earn a minimum of 24 credits by the end of the academic year,
4. maintain a GPA of at least 3.5,
5. complete the Free Application for Federal Student Aid (FAFSA), and
6. demonstrate financial need as defined by the University’s Office of Financial Aid.

Students interested in applying for this scholarship should go to the Department of Communication website for more information:

http://www.unf.edu/coas/communication/Awards.aspx
2016-17 Academic Year

$1,300

The Steve J. Borowiec Memorial Scholarship


To be eligible, students must:

• Demonstrate academic excellence as an undergraduate student in the Department of Communication
• Be a junior or senior at the University of North Florida
• Reside in Florida for tuition purposes
• Maintain a GPA of at least 3.0
• Comply with all University regulations, rules, and codes of conduct governing students on campus
• Consent to release grades to the Division of University Development and Alumni Engagement for the purpose of reporting to the donor
• Remain in good standing as a student

Students interested in applying for this scholarship should go to the Department of Communication website for more information:

http://www.unf.edu/coas/communication/Awards.aspx
65th ANNIVERSARY PRICING!

You’re invited

The Florida Times-Union
1 Riverside Ave., Jacksonville, FL

State of the Media Panel
Friday, October 24
10 a.m. – Noon

Scheduled to participate:
- Gerri Boyce, Media Relations, JEA
- Mike Miller, Broadcast/PR, Retired (UNF & CR)
- Mary Kali, Editor, Jacksonville Business Journal
- Bob Ellis, VP of General Manager, WKT
- Jeff Kast, VP of Media Services, Shepherd Agency

Sponsored by the University of North Florida and the Florida Times-Union

You’re invited to attend a panel discussion on the current state of the media industry.

You’re invited as a special guest to attend a panel discussion on the current state of the media industry. The event is free and open to the public. Industry leaders in advertising, journalism, and public relations will talk about trends to watch. The event is free and open to the public.
You're invited

to attend a panel discussion on the current state of the media industry.

Industry leaders in advertising, journalism, public relations and production will talk about trends to watch.

This event is free and open to the public.

State of the Media Panel

Friday, October 23
10 a.m. – Noon

The Florida Times-Union Auditorium
One Riverside Ave, Jacksonville, FL

Sponsored by the University of North Florida and The Florida Times-Union

Participating Panelists:

- Karsten Amalie, Vice President Network Distribution, Evine Live Inc.
- Carla Jones, CEO, Carla Mechele Media
- Mary Kelli Palka, Managing Editor, The Florida Times-Union
- Victoria Lim, Managing Editor, Walt Disney World Public Relations
- Rob Sweeting, Anchor-Reporter, WJXT-TV

Following the discussion Times-Union staff will provide a facilities tour.
For more information, call 332-6767.

Go to hopefund.org or use the form found in the Times-Union.

Support the Hope Fund and help those in need.

The Hope Fund is a collaborative effort among Jacksonville University students and published in the Florida Times-Union. The Hope Fund provides scholarships and other financial assistance to area residents experiencing hardships.

The Hope Fund is dedicated to providing basic necessities to those in need. The fund has distributed more than $100,000 to area residents since it was established in 1994.

Thank you for your continued generosity and support.
UNF Department of Communication

DOCUMENTARY PRESENTATIONS

February 25 • March 25 • April 22
Sun Ray Cinema • 1028 Park St., Riverside

Tuesday, February 25
"Terms and Conditions May Apply"
Explores the disappearance of online privacy and will be discussed by Dr. Peter Casella following the showing of the documentary.

"Not just a documentary about Internet privacy, but a non-fiction horror flick for anyone who blindly agrees to user licensing agreements online (a.k.a. everyone)."

— Phillip Brown, movie critic at the Globe and Mail

Tuesday, March 25
"The Square"
Presentation by UNF's Nick Tatro, who was a journalist stationed in Egypt for many years.

"What does a revolution feel like from the inside? I'm not sure we'll ever get closer than 'The Square.'"

— Ty Burr, movie critic at the Boston Globe

"The Square" doesn't slack for a minute. Quite a voice, quite a film.

— Elsa Senado, a film critic with Film Threat

Tuesday, April 22
"Inocente," "Buzkashi Boys" and "Kings Point"
Panel discussion of crowdfunding led by Dr. Paula Harvash. This trio of short films nominated for Academy Awards in 2013 proved that crowdfunding for film has come of age. All three were made possible by receiving funding from the public, part of the $90 million raised through Kickstarter in the film and video category alone.

All films begin at 7:10 p.m. Ticket Prices: $7 for Students $9 for all others
DOCUMENTING REVOLUTION
UNF professor joins Sun-Ray to host film focusing on Egypt’s transformation

Ahmed Hassan appears in a scene from “The Square,” which is showing Tuesday evening at Sun-Ray Cinema in Five Points.

‘THE SQUARE

with UNF’s Nick Tatro
When: 7 p.m. Tuesday at Sun-Ray Cinema
Cost: $9 for adults, $7 for students and seniors

Critiqued by some for being a one-sided tale, “The Square” is a gripping emotional journey that follows the Egyptian Revolution. Centered in Cairo’s Tahrir Square, the revolutionaries protest to overthrow three different governments over a 20-year period. The documentary, nominated for an Academy Award, will be showing at Sun-Ray Cinema Tuesday evening.

University of North Florida adjunct professor Nick Tatro will lead a discussion after the film and answer any questions viewers may have. Tatro was an Associated Press news correspondent and editor in Cairo from 1977 to 1990. He worked as bureau chief in Israel and was deputy international editor from 1999 to 2009. Tatro’s last visit to Cairo was shortly before the start of the revolution, in 2003.

Tatro said the struggle between the religious and non-religious in Egypt started in the 1990s. In 2011, as President Hosni Mubarak approached 30 years in office, corruption grew out of hand and the public was increasingly aware of violence being inflicted to enforce government oppression, Tatro said. “I was always watching the Egyptian story,” said Tatro, who said he was surprised as the public had no avenue to have their feelings heard.

The frustration was fueled by government oppression as well as a lack of opportunities for employment, he said.

There are three sides to the revolution — the protesting revolutionaries, the Muslim Brotherhood and the Egyptian military. “The Square” focuses on the struggles of the revolutionaries. Prior to the protests in Tahrir Square in 2011, Egyptians were afraid to voice their opinions or speak out against the government or military for fear of retaliation.

“The Square” follows the relationship of the revolutionaries and their experiences of false victories and violent clashes between 2011 and 2013. Members of the revolution put their lives on the line in order to bring change.

The film’s director, Jehane Noujaim, is an Egyptian American. Tatro sees her American ties as important as she knows what questions and misunderstandings Americans may have about the revolution in Egypt.

The first time the revolutions filled Tahrir Square in 2011 was to oust Mubarak from power, followed by them toppling the military rule by the Supreme Council of the Armed Forces, led by Mohamed Hussein Tantawi. The military was also eventually ousted from power and replaced through a democratic election by Mohamed Morsi, a leading member of the Muslim Brotherhood. Morsi was removed from power in 2013 and faces charges of inciting deadly violence as well as espionage.

“I don’t think we see a lot on television that really gives you a feeling of being there and what it is like to go through these experiences in the eyes of the people who are doing it,” explained Tatro. “The Middle East is always a place where we are involved, whether we like it or not.”

The struggles of the Egyptians are far from over and Tatro feels it is important for Americans to have an understanding of what is happening around the world.

Tatro said he believes the film is important for all to view and understand. “It is not 100 percent even handed, on the other hand it is very honest. It is not showing you something that didn’t happen or people who don’t think the things they said. They do indeed believe it.”
Maintaining online privacy

Keeping personal information safe in a web-based society

By Jena Rich Rodriguez
For the Times-Union

Most people don’t think twice about going online and sharing personal details. But a University of North Florida professor who will lead a discussion about online privacy Tuesday evening said they probably should. Peter Castella, a professor of journalism at UNF, will lead the discussion after a screening of the award-winning 2013 documentary “Terms and Conditions May Apply.”

“If watching this documentary about online privacy doesn’t scare you, then I don’t know what will,” he said.

The discussion will highlight how individuals have become less concerned with disclosing information online due to the lifestyle they have grown accustomed to.

Castella doesn’t claim to be an expert on the topic of online privacy, but he said he keeps himself informed on a regular basis due to how important an online presence has become for journalists.

Castella said he plans to lead the presentation in the form of a question-and-answer discussion in order to engage the audience as much as possible.

“The problem is that we currently live in a culture where life is practically lived online,” Castella said. “It’s the age of tell everything, do everything, show everything and share everything.”

Because it’s so easy to share everything with the click of a mouse, it becomes routine and you don’t think about just how many people have access to your information, he said.

Most online services include a list of terms and conditions as well as information on their privacy policy for users to agree to before creating accounts. But most users don’t read all the fine print and just click the “I agree” box at the bottom without truly knowing just what exactly they agreed to.

FREE ACCESS?

“What most people fail to realize is that the government has free access to all of their information,” Castella said. “Based on my Internet use, my identity could be stolen, my assets could be wiped out, and my reputation could be raised.”

As the violation of online privacy becomes a topic of increased debate, many still argue online activity needs to be monitored for national security reasons.

“We need to look at the other side of the coin with national security,” Castella said. “Steps we should take to protect our privacy include sharing the least amount of information possible.”

The documentary discusses the case of a man who shared a violent quote from the film, “Fight Club.” A short time later, police were searching his house. Misinterpretation of online activity is also growing increasingly common.

If it falls into the wrong hands, any personal information — credit card numbers, phone numbers, birthdays — can be sold illicitly.

“It really doesn’t take much to learn all sorts of things about a person. Even online purchases can be risky,” he said.

When you make purchases online, create social media accounts or engage in anything as simple as watching a YouTube video, you are exposing personal information to the Internet.

“The delete button doesn’t actually delete,” Castella said.
One Spark Volunteers
To All Of The
Thank You

Times-Union Media Lab

Journals was created, designed and is frequently updated by student.

Fordham's independent news bureau called #IgniteMedia, whose
2015 Times-Union Media Lab will also host the University of North
Union and Jacksonville.com journalists during One Spark.

The Times-Union Media Lab located at 208 North Laura

Page 30
Assessment of North Florida Nine  (Spring 2016)

1. Which of the following sentences use a hyphen correctly?
   a) He is liked by anti drug advocates.
   b) The candy is made by a Florida-based company.
   c) The governor’s plan includes tax breaks for those who work part-time.
   d) The car company really knows its audience.

2. Which of the following sentences is NOT correctly punctuated?
   a) The country’s leader, Joe Jones, called the rumors unfounded and malicious.
   b) Bob Smith a senior official with the Democratic Party was hospitalized Monday.
   c) The government works out of a partially completed building.
   d) Smith works part time as a lawyer.

3. Which of the following sentences is NOT correctly punctuated?
   a) He is a wildly popular figure in the city.
   b) More than 100,000 people die each year in smoking-related illnesses.
   c) The company is being forced to pay it’s workers a higher wage.
   d) “Your spelling is abysmal,” he said.

4. “Mayor Jane White announced her plans to retire from office Monday during a media conference at City Hall.” Which of the following elements BEST represents the problem with this news lead?
   a) Ambiguous time element
   b) Subject-verb disagreement
   c) Split infinitive
   d) All of the above

5. Which of the following statements is TRUE?
   a) Active voice is to be avoided in media writing.
   b) Passive voice is to be used in most media writing.
   c) A subject-verb-object sentence structure helps maintain active voice.
   d) A object-verb-subject sentence structure helps maintain active voice.

6. Which of the following sentences is written in active voice?
   a) The batter hit the ball.
   b) Mayor Imma Crook was arrested Thursday.
   c) The toast was burned.
   d) A Rembrandt painting was stolen by a man wearing a mask.
7. Which sentence correctly uses parallel structure?

a) While cars traditionally run on gasoline, more and more automakers are designing cars that run on diesel, on ethanol, or powered by electricity.
b) While cars traditionally run on gasoline, more and more automakers are designing cars that run on diesel, ethanol, or powered by electricity.
c) While cars traditionally run on gasoline, more and more automakers are designing cars that run on diesel, ethanol, or electricity.
d) While cars traditionally use gasoline for fuel, more and more automakers are designing cars that use diesel fuel, run on ethanol, or electricity.

8. Which of the following would be considered a primary source of information?

a. A legislative aide tells you what his boss plans to do to pass a piece of legislation.
b. A business permit application.
c. A person telling you what she heard had happened during an apartment fire.
d. A salacious biography of your state’s governor with hundreds of impeccably sourced references.

9. What assumption would a prudent person make regarding downloading material on the Internet without consent?

a. Everything on the Internet is in the public domain.
b. It probably belongs to someone else.
c. Nobody will notice.
d. It is not considered stealing.

10. What is true about the following survey results?

A recent survey shows that 59 percent of Americans support Joe Smith for president. The survey was conducted last week on 925 voters in Florida.

a) Too few people were surveyed to make the results valid.
b) The sample does not represent the population.
c) The survey questions were biased.
d) The time period in which the survey question was asked is invalid.

11. Which of the following is the most reliable source for credible information?

a. .net web sites
b. .com web sites
c. peer-reviewed academic journals articles
d. Wikipedia
12. You’re doing a news story about the mobile phone industry. A source says to you: “The services of mobile phone companies are getting worse, and there have been an increasing number of complaints against mobile phone companies by consumers.”

What would you do?

a. Run only the first half of the quote as is, naming the source.
b. Run only the second half of the quote as is, but say the source is unnamed to protect her/him from retribution.
c. Ask the source for data that supports his/her position.
d. Ask the source if s/he knows anything about mobile phone costs.

13. Which theory claims that the news media “may not be successful much of the time in telling people what to think, but it is stunningly successful in telling its readers what to think about”?

a) agenda setting   b) third-person effect   c) schema   d) priming

14. Extensive research shows the dangers of distracted driving. But surveys of drivers show drivers increasingly text and drive, even as they worry about the dangers of others doing it. Which theory best explains why this contradiction happens?

a) agenda setting   b) social learning

c) third-person effect   d) uses and gratifications

15. According to cultivation theory, heavy viewers of television news tend to _________ the actual statistics on crime in the U.S.:

A) overestimate   B) underestimate

C) accurately estimate   D) believe

16. A theory needs all of the following elements EXCEPT:  

A) openness   B) parsimony

C) scope   D) tradition

17. Which theory explains the fact that smoking almost always starts early in adolescence and is influenced by seeing characters smoking in movies and TV?

A) agenda setting   B) uses and gratifications

C) social learning   D) third person effect
18. Which of the following research methods is best at proving cause and effect?

A) Content analysis  B) Experiments
C) Surveys  D) Focus groups

19. Which of the following is most likely to generate a demographically skewed sample?

a) Systematic sampling 
b) Non random sampling 
c) Simple random sampling 
d) Stratified sampling

20. The _________ method involves a discussion session with 6 to 12 target customers who have been brought together to come up with new insights about a good or service.

A. Survey  B. In-depth interview  C. Focus group  D. Mall-intercept

21. What (if anything) is wrong with the following survey question (see below)?

<table>
<thead>
<tr>
<th>&quot;What is your age?&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>0-10</em></td>
</tr>
</tbody>
</table>

a) It’s not exhaustive 
b) It’s not mutually exclusive 
c) It’s neither exhaustive nor mutually exclusive 
d) There are no problems with the survey question

22. A news story might report the following: “About 60% of those surveyed supported Barack Obama. Given the sample size of 1,000, the sampling margin of error for the survey was +/- 3%, at the 19 times out of 20 level.”

This means that if someone did the same survey many times using the same questions and sampling techniques we would expect that:

a) We would get results between 41% and 79% about 6% of the time. 
b) We would get results between 57% and 63% about 95% of the time. 
c) We would get results between 41% and 79% about 95% of the time. 
d) We would get results between 54% and 66% about 95% of the time.
23. In a 1995 survey, 860 communication students answered “yes” to the following question: “Does your communication program keep you current with the latest technology?” In this year’s survey, the number of communication students who answered “yes” to the same question increased by 5%. How many communication students is that?

a) 903    b) 865    c) 883    d) 910

24. The table below uses a five-point Likert scale item (1= rarely and 5= almost every day) to summarizes gender differences in the frequency of YouTube.com usage. Which of the following interpretations is correct?

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>3.00</td>
<td>3.67</td>
<td>p &lt; .005</td>
</tr>
<tr>
<td>SD</td>
<td>0.00</td>
<td>1.35</td>
<td></td>
</tr>
</tbody>
</table>

a) The gender difference was statistically significant.
b) The gender difference was statistically insignificant.
c) There were more females in the sample.
d) On average, males visited YouTube more frequently.

25. Which of the following is NOT considered social media?

a) Pinterest  
b) Instagram  
c) Bing  
d) Reddit

26. What is SEO?
   a. Save Everything Optimally  
b. Search Enabled Optimization  
c. Send Everything Optimally  
d. Search Engine Optimization

27. Final Cut Pro is a computer software designed to:
   a. Edit photographs  
b. Create blogs  
c. Design professional websites  
d. Edit video
28. Which of the following can be used to produce podcasts?
   a. Audacity  
   b. InDesign  
   c. WordPress  
   d. Microsoft Word

29. What of the following can be used to produce blogs?
   a. Audacity  
   b. InDesign  
   c. WordPress  
   d. Microsoft Word

30. The First Amendment does NOT protect the following type of speech:
A. Being critical of a political leader.
B. Incitements of violence.
C. Music that has offensive lyrics.
D. Indecency.

31. Which of the following precedents is associated with New York Times vs. Sullivan?
   A. Established that prominent people were not necessarily public figures unless they thrust themselves into the limelight.
   B. Established that libel is concerned with injury to one’s reputation and is not concerned with whether someone suffered merely embarrassment due to a published falsehood.
   C. Established that public officials must prove “actual malice” to win a libel case.
   D. Established that journalists have no special protection from being subpoenaed to testify before grand juries.

32. Who may use the Freedom of Information Act to request federal government records?
   A. journalists  
   B. any employee of a news-gathering organization  
   C. any small-business owner  
   D. anyone

33. A person who posts a false statement on a website is immune from liability from libel.
   A. this statement is true.  
   B. this statement is false.  
   C. this statement could be true or false, depending on what the statement was.  
   D. libel laws do not pertain to any material on a website.
34. In the United States:

A. obscenity is protected under the First Amendment
B. obscenity is not protected under the First Amendment
C. obscenity is protected under the First Amendment in all but TV broadcast media
D. indecency is not protected under the First Amendment in print media

35. Let’s say a student newspaper criticizes a professor’s mass communication course, calling it “the easiest five credits” at the school. The professor sues for libel, making the case that he was so injured by the newspaper’s criticism that he left his job. The newspaper makes the case that the criticism is based on their reporting that students could listen to the course’s lectures over the radio while they sunned by the pool, and two students took the final exam while wearing top hats and sipping champagne. Based on your understanding of libel law, was libel committed by the newspaper?
   a) Yes
   b) No
   c) It depends on what state the newspaper is based in.
   d) It depends on what state the professor lives in.

36. Which group is the second-largest demographic in the United States?

A. White
B. African-American
C. Hispanic
D. Asian-American

37. Which group is the second-largest demographic in Jacksonville, Florida?

A. White
B. African-American
C. Hispanic
D. Asian-American

38. Which of these statements is true of diversity in American society?

a) Our world and our economy are changing rapidly. Diverse education can help build both a strong society and a strong economy.

b) Most people in America have an adequate understanding of the diversity of the culture in which they live.

c) The importance of diversity is overrated in American society.

39. Which of the following sentences is appropriate in terms of lack of bias?

a. The spry 64-year-old legislator works five days a week, just like men half his age.

b. Black poet Maya Angelou spoke to 500 people about her new book.

c. The attractive, 35-year-old mother of three wore a black business suit to work.

d. Pedro Martinez, who grew up in Mexico, just published a book about Mexican cuisine.
40. Fictional portrayals of an ethnic group are more influential on a viewer when the viewer is:
   A) familiar with that ethnic group     B) not familiar with that ethnic group
   C) watching with friends     D) watching alone

41. Which of the following is usually considered a violation of ethics when you do a restaurant review for a newspaper?
   a. Eat at the restaurant without notifying anyone at the restaurant.
   b. Bring some of your friends along to eat with you.
   c. Notify the restaurant ahead of time that you will be coming to eat there and do a review.
   d. None of the above

42. In a democratic society, it is the responsibility of journalism to monitor the functions of government and report governmental activities and excesses to the public. This role has been widely referred to as the:
   a. management function.
   b. watchdog function.
   c. oversight function.
   d. squealer function.

43. Bob Smith is a journalist for a newspaper. He has the opportunity to make some extra money on the side by writing promotional brochures for a company that he covers as part of his beat. Most newspapers would __________:
   a. be OK with this ethical behavior.
   b. consider this a violation of ethical behavior.
   c. be OK as long as the work was not done during the hours he works at the newspaper.
   d. be OK as long as Smith’s name does not appear on the promotional brochures.

44. Which of the following is NOT an ethical use of Twitter if you are a journalist?
   a) Promote your stories
   b) Promote companies that advertise in your news outlet
   c) Reply to tweets sent to you by your followers
   d) crowd-source information

45. Which of the following are violations of ethical behavior for PR professionals, according to the code of ethics for PRSA?
   a. You declare publicly that a product your client sells is safe, without disclosing evidence to the contrary.
   b. You assign some questionable client work to a non-member practitioner to avoid the ethical obligation of PRSA membership.
   c. You change jobs, take confidential information, and use that information in the new position to the detriment of the former employer.
   d. All of the above
46. The term “yellow journalism” is thought to have originated from a cartoon called “The Yellow Kid.” The practice of yellow journalism is typically considered to involve...

a) Printing newspapers on low quality paper that yellowed quickly.
b) Sensationalism, distorted stories, and misleading images to boost circulation.
c) The incorporation of severe political bias in reporting.
d) The practice of objectivity in reporting controversial issues.

47. Which legendary publisher is supposed to have stated in a cable, “You furnish the pictures, I’ll furnish the war”?

a) Joseph Pulitzer  
b) Adolph Ochs  
c) William Randolph Hearst  
d) Joseph Medill

48. During the Civil War a new writing format/story structure was created by newspaper publishers. It was a means of avoiding the high cost and unreliability of the invention by Samuel B. Morse — the telegraph. This writing structure was and still is called:

a) the narrative style  
b) the inverted pyramid style  
c) the expository style  
d) the keyhole style

49. This former newspaper reporter took on the job of cleaning up the public image of large American companies in the early 1900s and simultaneously established public relations as a separate profession. Many consider him to be the father of modern PR.

a. Phil Hall  
b. Lincoln Steffens  
c. Ivy Lee  
d. Upton Sinclair

50. In the 15th century, __________________________is generally credited with facilitatng cultural, religious, and social change through his creation of the __________________________.

a) Christopher Columbus/King James Bible  
b) Johannas Gutenberg/Printing Press  
c) Leonardo da Vinci/Codex Atlanticus  
d) Benjamin Franklin/Pennsylvania Gazette
Professionals' Assessment: UNF Public Relations Campaigns

Campbell Client: ________________________________

Please respond to the following statements by indicating your level of agreement. The scale range:
5 = Strongly agree (exceeds expectations for entry-level professionals in your industry)
4 = Agree (meets expectations for entry-level professionals in your industry)
3 = Neutral
2 = Disagree (below expectations for entry-level professionals in your industry)
1 = Strongly disagree (far below expectations for entry-level professionals in your industry)
NA = You believe that the statement does not apply or you cannot make a judgment.

This evaluation form is designed to help the UNF Department of Communication in assessing its curriculum. Please fill out both pages. The first page deals with your opinions about the campaign plan book, and page two deals with the campaign presentation. We expect our students to perform at the "4" or "5" level. If you score the students as a "3," "2," or "1" please suggest solutions for how they can improve. Thanks.

**The Campaign Plan**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>The research conducted was appropriate given the campaign objectives.</td>
<td>5 4 3 2 1 NA</td>
</tr>
<tr>
<td>The campaign recommendations were realistic.</td>
<td>5 4 3 2 1 NA</td>
</tr>
<tr>
<td>The campaign showed that the students understand the organization and its needs.</td>
<td>5 4 3 2 1 NA</td>
</tr>
<tr>
<td>The campaign provided new strategies and ideas.</td>
<td>5 4 3 2 1 NA</td>
</tr>
<tr>
<td>Campaign materials demonstrated creativity.</td>
<td>5 4 3 2 1 NA</td>
</tr>
<tr>
<td>The campaign demonstrated critical thinking ability.</td>
<td>5 4 3 2 1 NA</td>
</tr>
<tr>
<td>The students used research data appropriately to suggest strategies and tactics.</td>
<td>5 4 3 2 1 NA</td>
</tr>
<tr>
<td>The campaign demonstrated an understanding of the diversity of the target audience.</td>
<td>5 4 3 2 1 NA</td>
</tr>
<tr>
<td>The campaign demonstrated understanding of ethical professional practice.</td>
<td>5 4 3 2 1 NA</td>
</tr>
<tr>
<td>The campaign demonstrated understanding of the public relations profession.</td>
<td>5 4 3 2 1 NA</td>
</tr>
</tbody>
</table>

For any score below 4, suggest solutions:
**The Presentation**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>The presentation was clear.</td>
<td>5 4 3 2 1 NA</td>
</tr>
<tr>
<td>The presentation was well-organized.</td>
<td>5 4 3 2 1 NA</td>
</tr>
<tr>
<td>The recommendations presented were supported by research.</td>
<td>5 4 3 2 1 NA</td>
</tr>
<tr>
<td>The students demonstrated effective public speaking ability.</td>
<td>5 4 3 2 1 NA</td>
</tr>
<tr>
<td>Appropriate presentation technologies were used effectively.</td>
<td>5 4 3 2 1 NA</td>
</tr>
<tr>
<td>The presentation was made in a professional manner.</td>
<td>5 4 3 2 1 NA</td>
</tr>
<tr>
<td>The presentation team worked well together.</td>
<td>5 4 3 2 1 NA</td>
</tr>
<tr>
<td>The students acted in a professional manner.</td>
<td>5 4 3 2 1 NA</td>
</tr>
<tr>
<td>The students handled the question-and-answer period effectively.</td>
<td>5 4 3 2 1 NA</td>
</tr>
</tbody>
</table>

**Comments:** Please offer additional comments below or on the back of this page, including any suggestions that you can offer for improving this evaluation form.

Name of Evaluator: ____________________________ (optional)  Affiliation: ____________________________
Professional Assessment: UNF Department of Communication's Advanced Television Production

Project Title: ____________________________ Date: ________________

Please respond to the following statements by indicating your level of agreement. The scale range:
5 = Strongly agree (exceeds expectations for entry-level professionals in your industry)
4 = Agree (meets expectations for entry-level professionals in your industry)
3 = Neutral
2 = Disagree (below expectations for entry-level professionals in your industry)
1 = Strongly disagree (far below expectations for entry-level professionals in your industry)
NA = You believe that the statement does not apply or you cannot make a judgment.

This evaluation form is designed to help the UNF Department of Communication assess its curriculum. RTV 4221 is the capstone course in the production concentration. Please fill out both pages. We expect our students to perform at the “4” or “5” level. If you score the students as a “3,” “2,” or “1” please suggest solutions for how they can improve. Thanks.

### Project Evaluation

<table>
<thead>
<tr>
<th>Statement</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>The project is well written.</td>
<td>5 4 3 2 1 NA</td>
</tr>
<tr>
<td>The project video is well lit, framed, and composed.</td>
<td>5 4 3 2 1 NA</td>
</tr>
<tr>
<td>The project video is well edited.</td>
<td>5 4 3 2 1 NA</td>
</tr>
<tr>
<td>The project shows skilled use of industry technologies.</td>
<td>5 4 3 2 1 NA</td>
</tr>
<tr>
<td>The project meets industry standards.</td>
<td>5 4 3 2 1 NA</td>
</tr>
<tr>
<td>The project demonstrates creative thinking.</td>
<td>5 4 3 2 1 NA</td>
</tr>
<tr>
<td>The project demonstrates critical thinking.</td>
<td>5 4 3 2 1 NA</td>
</tr>
<tr>
<td>The project demonstrates an understanding of ethical professional practice.</td>
<td>5 4 3 2 1 NA</td>
</tr>
<tr>
<td>The project demonstrates an understanding of diversity in society.</td>
<td>5 4 3 2 1 NA</td>
</tr>
</tbody>
</table>

For any score below 4, suggest solutions:
Comments: Please offer additional comments below or on the back of this page, including any suggestions that you can offer for improving this evaluation form.

Name of Evaluator:

(affiliation)
Professionals' Assessment: UNF Advanced Multimedia Storytelling Show

Description of show: ____________________________________________________________

Please respond to the following statements by indicating your level of agreement. The scale range:
5 = Strongly agree (exceeds expectations for entry-level professionals in your industry)
4 = Agree (meets expectations for entry-level professionals in your industry)
3 = Neutral
2 = Disagree (below expectations for entry-level professionals in your industry)
1 = Strongly disagree (far below expectations for entry-level professionals in your industry)
NA = You believe that the statement does not apply or you cannot make a judgment.

This evaluation form is designed to help the UNF Department of Communication in assessing its curriculum. JOU 4348 is the capstone course in the multimedia journalism concentration. Please fill out both pages. We expect our students to perform at the “4” or “5” level. If you score the students as a “3,” “2,” or “1” please suggest solutions for how they can improve. Thanks.

The News Magazine Program

For any score below 4, suggest solutions:

- The presentation was well-written.                                    5 4 3 2 1 NA
- The presentation was well-edited.                                     5 4 3 2 1 NA
- The presentation was well-organized.                                  5 4 3 2 1 NA
- Appropriate technologies were used effectively.                      5 4 3 2 1 NA
- The presentation was made in a professional manner.                  5 4 3 2 1 NA
- The students demonstrated effective speaking ability.                5 4 3 2 1 NA
- The research conducted was appropriate given the story objectives.   5 4 3 2 1 NA
- The storytelling demonstrated critical thinking ability.             5 4 3 2 1 NA
- The stories used statistical data appropriately.                     5 4 3 2 1 NA
- The stories demonstrated an understanding of the diversity of society. 5 4 3 2 1 NA
The stories demonstrated understanding of ethical professional practice.  5 4 3 2 1 NA
The stories demonstrated understanding of the journalism profession.  5 4 3 2 1 NA

Comments: Please offer additional comments below or on the back of this page, including any suggestions that you can offer for improving this evaluation form.

Name of Evaluator: ____________________ (optional)  Affiliation: ____________________
Professionals’ Assessment: UNF Advertising Campaigns

Campaign Client: ________________________________

Date: ________________________________

Please respond to the following statements by indicating your level of agreement. The scale range:
5 = Strongly agree (exceeds expectations for entry-level professionals in your industry)
4 = Agree (meets expectations for entry-level professionals in your industry)
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NA = You believe that the statement does not apply or you cannot make a judgment.

This evaluation form is designed to help the UNF Department of Communication in assessing its curriculum. Please fill out both pages. The first page deals with your opinions about the campaign plan book, and page two deals with the campaign presentation. We expect our students to perform at the “4” or “5” level. If you score the students as a “3,” “2,” or “1” please suggest solutions for how they can improve. Thanks.

The Campaign Plan

<table>
<thead>
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<th>2</th>
<th>1</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>The research conducted was appropriate given the campaign objectives.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>The campaign recommendations were realistic.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
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<td>The campaign showed that the students understand the organization and its needs.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
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<td>The campaign provided new strategies and ideas.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>Campaign materials demonstrated creativity.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>The campaign demonstrated critical thinking ability.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>The campaign used media measurements and basic statistical data appropriately.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>The campaign demonstrated an understanding of the diversity of society.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>The campaign demonstrated understanding of ethical professional practice.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>The campaign demonstrated understanding of the advertising profession.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
</tbody>
</table>

For any score below 4, suggest solutions:
The Presentation

For any score below 4, suggest solutions:

<table>
<thead>
<tr>
<th>Statement</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>The presentation was clear.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The presentation was well-organized.</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>The recommendations presented were supported by research.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>The students demonstrated effective public speaking ability.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Appropriate presentation technologies were used effectively.</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The presentation was made in a professional manner.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The presentation team worked well together.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The students acted in a professional manner.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The students handled the question-and-answer period effectively.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The presentation showcased diversity in its make-up and interaction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments: Please offer additional comments below or on the back of this page, including any suggestions that you can offer for improving this evaluation form.

Name of Evaluator: ______________________ (optional)  Affiliation: ______________________
Alumni Survey 2015

This survey is currently LOCKED to prevent invalidation of collected responses! Please unlock your survey to make changes.

Q1 In what year did you receive your undergraduate degree from UNF?
1984

Q2 From which sequence/track in the Communication major (formerly Communications and Visual Arts) did you graduate?
- Advertising
- Public Relations
- Journalism (print)
- Electronic Media/Broadcasting
- Graphic Design/Fine Arts/Photography
- Multimedia Journalism and Production
- Other: ____________________________

Q3 After graduating from UNF, did you obtain a job in your field of study?
- Yes (optional: please provide job title, employer) ____________________________
- No

Q4 When you graduated and entered your first job after college, were there any significant areas of field-related knowledge in which you needed more instruction? If yes, please explain.
- Yes: ____________________________
- No
Q5

"As a result of completing the Communication Major at UNF, I have learned..."

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

To communicate clearly and accurately through grammatically correct written, oral, and mediated forms appropriate to the study of communication and professional practice.

To apply the tools and technologies of the communications professions in the creation and dissemination of messages appropriate for professional practice.

To 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.

To 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.

To 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 communication in society.

To demonstrate an understanding of professional ethical principles and the relationship between ethics and law.

To apply ethical principles to communication professional practice.

To demonstrate understanding of the history of communication media and professions and the role of key communication professionals and institutions in shaping them.

To conduct reasoned evaluation of my own work and the work of others to assess its relevance, accuracy, purpose, and meaning.

To apply appropriate theoretical concepts of communication in academic and professionally oriented work.
**Q6** Please evaluate the Department of Communication by ranking each item below.

<table>
<thead>
<tr>
<th></th>
<th>Strong</th>
<th>Average</th>
<th>Weak</th>
<th>No opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fellow students and classmates</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Facilities</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Courses</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Technology</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Campus media</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Faculty</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Research opportunities</td>
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<td>○</td>
<td>○</td>
<td>○</td>
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<tr>
<td>Resources for student development</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
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<tr>
<td>Internship program</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

**Q7** Is there anything else you would like to say that would improve the UNF Department of Communication's curriculum?

- Yes
- No

Add Block