

# **Report of On-Site Evaluation**

Graduate/Undergraduate programs  
2011 – 2012

Draft Copy\*

Accrediting Council on Education  
in Journalism and Mass Communications

\*NOTE: This copy is only a draft of the final report. It may contain errors.  
School and university representatives may file challenges of fact and judgment  
with the team chair during the three weeks following the visit.  
The Accrediting Council makes the final accreditation decision.

# Report of On-Site Evaluation ACEJMC

**2011 – 2012**

Name of Institution: University of Florida

Name and Title of Chief Executive Officer: J. Bernard Machen, President

Name of Unit: College of Journalism and Communications

Name and Title of Administrator: John W. Wright II, Dean

Date of 2011 - 2012 Accrediting Visit: Jan. 29-Feb. 1, 2012

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

Date of the previous accrediting visit: Oct. 16-19, 2005

Recommendation of the previous accrediting team: Reaccreditation

Previous decision of the Accrediting Council: Reaccreditation

Undergraduate program recommendation by 2011 - 2012 Visiting Team: Reaccreditation

Professional Graduate program recommendation by 2011-2012 Visiting Team: Reaccreditation

*Prepared and submitted by:*

**Team Chair:**

Name and Title: Peter Bhatia, Editor

Organization/School: The Oregonian

*Signature* \_\_\_\_\_

**Team Members:**

Name and Title: Douglas Boyd, Professor

Organization/School: College of Communications and Information Studies, University of Kentucky

*Signature* \_\_\_\_\_

Name and Title : Sue Burzynski Bullard, Associate Professor

Organization/School: College of Journalism and Mass Communications, University of Nebraska-Lincoln

*Signature* \_\_\_\_\_

Name and Title: Michel M. Haigh, Associate Professor

Organization/School: College of Communications, Pennsylvania State University

*Signature* \_\_\_\_\_

Name and Title: Robert Jamieson

Organization/School: ABC News

*Signature* \_\_\_\_\_

Name and Title: Maria Russell, Professor

Organization/School: S.I. Newhouse School of Public Communications, Syracuse University

*Signature* \_\_\_\_\_

## **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 13 – 20) and update them as necessary. The unit then should print a copy of this section for each team member and present the new material to the team when members arrive on campus. The team will include the revised material in the site team report.

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 Florida**

Name of Unit: **College of Journalism and Communications** Year of Visit: **2012**

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
- Southern Association of Colleges and Schools
- Western Association of Schools and Colleges

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

- Private
- 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 UF Board of Trustees is the public body corporate of the university. It sets policy for the institution and serves as the institution's legal owner and final authority. The UF Board of Trustees holds the institution's resources in trust and is responsible for

their efficient and effective use. The UF Board of Trustees consists of six citizen members appointed by the Governor and five citizen members appointed by the Board of Governors. The Chair of the Faculty Senate and the President of the Student Body are also voting members.

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

X Yes

\_\_\_ No

If yes, give the date of the last accrediting visit: **October 16-19, 2005**

5. When was the unit or sequences within the unit first accredited by ACEJMC? **1950**

6. Attach a copy of the unit's mission statement as well as any separate mission statement for the graduate program. Statements should give date of adoption and/or last revision.

**Mission Statement**  
**College of Journalism and Communications**

Our mission is to prepare exemplary professional practitioners and scholars for journalism and communications fields and to generate and exchange new knowledge about these fields. The College is the home for the world's most respected educators and scholars who advance the value, practice, and understanding of journalism and communications in a democratic society. The faculty are committed to preparing professionals and scholars to practice and teach in a global society, providing leading research and service while generating and sharing knowledge. (Revised version adopted by the faculty, October 11, 2011.)

**Mission Statement**  
**Graduate Division: College of Journalism and Communications**

The Division of Graduate Studies in the College of Journalism and Communications seeks to advance understanding of how mass media and communications contribute to democracy, the economy, and a diverse society, and to create graduates who can contribute to this understanding and dialogue. Our graduates learn how to advance the body of knowledge in mass communication by critically evaluating and investigating media theory, research, and applied knowledge. As such, we prepare professionals, educators, and scholars who, through management and research, can provide leadership and service to their fields both nationally and internationally.

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 \_\_\_\_\_ weeks

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

X Four-year program leading to Bachelor's degree

X Graduate work leading to Master's degree

X Graduate work leading to Ph.D. degree

9. Give the number of credit hours required for graduation. Specify semester-hour or quarter-hour credit.

124 semester hours

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

Three semester hours

11. List each professional journalism or mass communications sequence or specialty offered and give the name of the person in charge.

Name of Sequence or Specialty

Person in Charge

Department of Advertising

John Sutherland, Chair

Department of Journalism

Wayne Wanta, Chair

Department of Public Relations

Spiro Kiouisis, Chair

Department of Telecommunication

David Ostroff, Chair

Division of Graduate Studies and Research

Debbie Treise, Associate Dean for

Graduate Studies

Sylvia Chan-Olmsted, Associate Dean

for Research

12. Number of full-time students enrolled in the institution: 48,653 (fall 2011; latest data available)

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

<b>Name of Sequence or Specialty</b>	<b>Undergraduate majors (spring 2012)</b>
Advertising	508
Journalism	531
Public Relations	592
Technical Communication	4
Total Public Relations	596
Telecommunication	
News	277
Management	61
Production	250
Media and Society	72
Total Telecommunication	660
Pre-majors	000
<b>Total</b>	<b>2,295</b>

14. Number of graduate students enrolled:

	<b>Spring 2012</b>
MAMC	113
MA/JD	1
MADV	13
PHD	64
PHD/JD	1
Total	192 + 10 in the online program
NON-DEGREE (online web design program)	10

15. Number of students in **each section** of all skills courses (newswriting, reporting, editing, photography, advertising copy, broadcast news, etc.). List enrollment by section for the term during which the visit will occur and the preceding term. Attach separate pages if necessary.

	<b>Fall 2011</b>	<b>Spring 2012</b>
<b>Department of Advertising</b>		
ADV 4101 Copywriting and Visualization		
	02D2 16	0064 12
	02EB 15	0067 18
	8306 17	5106 18

	8883 16	5374 17 9234 18
ADV 4102 Advanced Copy (Fox/Sun Sports “Creative University” class)	Not offered	8878 12

**Department of Journalism**

JOU 3101 Reporting

**Fall 2011**

**Spring 2012**

4977 15	08FE 18
4980 17	08FF 19
4982 16	1G48 5
4995 19	2652 19
5012 17	2653 19
5016 17	2654 19
5022 15	2655 20
5025 12	2657 20
7443 15	2658 20
9177 10	2659 18

JOU 3109C Multimedia Writing (formerly MMC  
2100)

06A1 12
02A5 14
06BA 15
06BB 20
06BD 10
06BE 11
06B5 18
06CG 12
06C2 19

JOU 3411 Design

4642 20	4215 19
6051 20	6051 8

JOU 3601 Photojournalism

2930 7	2663 9
2932 8	2664 5
2939 8	2665 6

JOU 4201 Editing

2680 18	2671 16
2682 13	2682 20

	4617 20	6011 20
	7021 20	8296 15
JOU 4308 Magazine and Feature Writing		
	1336 16	2676 15
	3741 19	2677 14
	4957 10	7664 16
	5053 9	
JOU 4604 Advanced Design (Now JOU 4202 Advanced Editing and Design)		
	1426 8	08EB 17
JOU 4604 Advanced Photojournalism		
	5059 16	1648 13
MMC 2100 Writing for Mass Communication		
	07D5 18	0089 20
	2693 20	094F 19
	2694 20	094G 19
	2696 20	094H 19
	2698 20	
	2699 20	
	3237 20	
	3252 20	
	3285 20	
	3288 20	
	5076 20	
	5077 20	
	9073 20	
	9074 20	
MMC 3260 Comm and the Internet		
	1170 15	1398 13
	1174 18	5829 12
	1184 16	8798 14
	5135 14	



JOU 4111 Advanced Reporting

09A6 12

**Fall 2011**

**Spring 2012**

**Department of Public Relations**

PUR 4100 Public Relations Writing

4071 16  
4072 19  
7071 19  
7816 19

03DG 19  
1557 20  
3957 18  
3958 19

PUR 4103 Pub. Relations Visual Communication

2134 19  
3465 20  
4073 20  
4074 19

0922 14  
1590 18  
3964 19  
7810 8

**Department of Telecommunication**

RTV 2100 Writing for Electronic Media

2231 20  
4471 20  
4474 20  
4475 20  
5166 20

01C8 20  
01DB 19  
3577 20  
5648 20  
5649 20

RTV 3101 Adv. Writing for Electronic Media

4480 20  
7181 20

4325 21  
7408 21

RTV 3200 Fundamentals of Production

0505 16  
1583 16  
4483 15  
5395 16

3648 16  
4328 16  
4329 17  
7423 16

RTV3234 Performance for Telecommunication

074C 3

N/A

RTV 3280 Writ/Report Interactive Media

3278 40<sup>1</sup>

4888 38<sup>1</sup>

RTV 3303 Electronic News Media 1

4487 15  
6904 16

4994 16  
7823 18

RTV 3304 Radio News 2	1732 14	5101	7
RTV 3305 Investigative Reporting	4488 20	1B56 4333	21 19
RTV 3320 Electronic Field Production	4489 20 4491 16	3320 4335	20 22
RTV 3401 Electronic News Producing	2311 11	N/A	
RTV 4283 Advanced Interactive Reporting	4798 24 <sup>1</sup>	8279 8295	15 15
RTV 4301 Electronic News Media 2	5196 30 <sup>2</sup>	4331	30 <sup>2</sup>
RTV 4302 Television News 2	06C9 24 <sup>2</sup>	4343	23 <sup>2</sup>
RTV 4929c Advanced Production Workshop	0625 20 0633 20 1218 20	1045 4991 5070	20 15 22
RTV 4930 Final Cut Pro Workshop	007D 13 007F 11 5481 14	7551 8727 8753	8 9 <sup>3</sup> 1 <sup>3</sup>
RTV 4930 Spanish News Writing	065B 5	05C7	5
RTV 4930 Sports News Writing		1A56	14

<sup>1</sup>Course is taught online

<sup>2</sup>Students are split into two or more groups for instruction

<sup>3</sup>Section 8727 meets second 5 weeks of semester; 8753 meets final 5 weeks. Additional students may be added.

16. Total expenditures planned by the unit for the 2011 – 2012 academic year:

\$11,550,178

Percentage increase or decrease in three years: 2008-09 = \$14,298,297; 2011-12 = \$11,550,178 Percent decrease = 19.22%

Amount spent this year on full-time faculty salaries: \$5,812,767

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.

### **Department of Advertising**

#### **Professors**

John Sutherland, Chair  
Jon Morris  
Debbie Treise  
Mike Weigold

#### **Associate Professors**

Lisa Duke Cornell  
Robyn Goodman  
Cynthia Morton

#### **Assistant Professors**

Troy Elias  
Hyojin Kim  
Lu Zheng

### **Department of Journalism**

#### **Professors**

Laurence Alexander  
Clay Calvert  
Sandra Chance  
Julie Dodd  
John Kaplan  
Mindy McAdams (Sabbatical, fall 2011, spring 2012)  
Kim Walsh-Childers  
Wayne Wanta

#### **Associate Professors**

Cory Armstrong  
John Freeman (Sabbatical, fall 2011)  
Ted Spiker  
Bernell Tripp  
Ed Weston

#### **Assistant Professors**

Norm Lewis  
Judy Robinson  
Ron Rodgers  
Amy Zerba

**Instructors/Lecturers**

Mike Foley, Master Lecturer  
David Carlson, Associate In  
Matt Sheehan, Lecturer

**Department of Public Relations**

**Professors**

Spiro Kiouisis  
Ann Christiano  
Mary Ann Ferguson  
Linda Hon  
Kathleen Kelly

**Associate Professors**

Moon Lee  
Juan-Carlos Molleda

**Assistant Professors**

Sora Kim  
Belio Martinez

**Instructors/Lecturers**

Deanna Pelfrey, Lecturer

**Department of Telecommunication**

**Professors**

John Wright  
Sylvia Chan-Olmsted  
David Ostroff  
Churchill Roberts (Sabbatical, spring 2012)

**Associate Professors**

James Babanikos  
Johanna Cleary  
Michael Leslie

**Assistant Professors**

Amy Jo Coffey  
Tim Sorel

**Instructors/Lecturers**

Mark Leeps, Assistant In

**TEAMS staff personnel<sup>1</sup>**

Bridget Grogan  
Tom Krynski

**Faculty Not Affiliated with a Department**

Richard Drake, Assistant In  
Charles Harris, Assistant In  
Titus Rush, Assistant In

18. List names of part-time/adjunct faculty teaching at least one course in Fall 2011. Also list names of part-time faculty teaching Spring 2011. (If your school has its accreditation visit in Spring 2012, please provide an updated list of faculty at time of visit.)

**Department of Advertising**

**Spring 2011**

Graduate Assistants

Mian Asim, ADV 4300  
Dennis DiPasquale, ADV 3008  
Jung Wan, ADV 4931  
Dae-Hee Kim, ADV 3001  
Chunsik Lee, ADV 4930  
Sun Yung Park, ADV 4400  
Eun Soo Rhee, ADV 4400  
Doori Song, ADV 3500  
John Star, ADV 3501  
(Habib) Sabrina Williams, ADV 4101

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<sup>1</sup> TEAMS is a UF employment classification for professional staff and therefore Grogan and Krynski are not listed here under the UF faculty titles within the classification of “academic personnel.” However, both Grogan and Krynski have a .25 teaching assignment in the Department of Telecommunication (the remaining .75 assignment is in the Division of Multimedia Properties). Both also participate in departmental and college shared governance committees.

Adjuncts

Christina Cozart, ADV 4101  
Kevin Guthrie, ADV 4101  
David Wilson, ADV 4800

**Fall 2011**

Graduate Assistants

Mian Asim, ADV 4300  
Dennis DiPasquale, ADV 3008  
Sabrina Habib, ADV 4101  
Dae-Hee Kim, ADV3001  
Jinhyon Kwon, ADV 4930  
Doori Song, ADV 3500  
John Starr, ADV 3502  
Qinwei (Vivi) Xie, ADV 3500

Adjuncts

Christina Cozart, ADV 4101  
Kevin Guthrie, ADV 4101  
David Wilson, ADV 4800

**Spring 2012**

Graduate Assistants

Mian Asim, ADV 4300  
Yunmi Choi, ADV 4400  
Dennis DiPasquale, ADV 3008  
Dae-Hee Kim, ADV 3001  
Jinhyon Kwon, ADV 4930  
Doori Song, ADV 3500  
John Star, ADV 3502  
(Habib) Sabrina Williams, ADV 4101  
Quinwei Xie, ADV 4930

Adjuncts

Christina Cozart, ADV 4101  
Jeffrey Williams, ADV 4101

David Wilson, ADV 4800

## Department of Journalism

### Spring 2011

#### Graduate Assistants

Jennifer Cox, JOU 4341  
Fangfang Gao, MMC 4302  
Linda Hallam, JOU 4510  
Jeff Neely, JOU 4308

#### Adjuncts

Kimberly Bauldree, PGY 3610  
Alisson Clark, JOU 4308  
Jason Cole, JOU 4313  
Karen Dooley, MMC 2100  
Richard Goldstein, JOU 4201  
Stephen Hallam, JOU 4201, JOU 4202  
David Hipschman, JOU 4201  
Ji Hoon Lee, MMC 1702, MMC 2604  
Robert Marino, MMC 2100  
Renee Martin-Kratzer, JOU 4308  
Steve Orlando, JOU 1101  
Denise Reagan, JOU 3411  
Jon Roosenraad, JOU 3101  
James Ross, JOU 3101  
Melanie Ross, JOU 3101  
Diana Schuh, JOU 3101  
Thomas Thompson, JOU 4603  
Jane Tolbert, MMC 2100

### Fall 2011

#### Graduate Assistants

Mariam Alkazemi, MMC 4302  
Daniel Axelrod, JOU 4341  
Jason Cain, MMC 1702  
Paula Cunniffe, JOU 4700  
Sean Sadri, JOU 4313c

#### Adjuncts

Kimberly Bauldree, PGY 3610

Allison Candreva, JOU 4201  
Daron Dean, JOU 4604  
Karen Dooley, MMC 2100  
Afton Ginlock, MMC 2100  
Kristen Grace, MMC 2100  
Lillian Guevara-Castro, JOU 4308  
David Hipschman, JOU 4201  
Al Kirby, MMC 3260  
Kimberly Kruse, MMC 2100  
Marcia Langhenry, MMC 4308  
Ji Hoon Lee, MMC 1702  
Ji Hoon Lee, MMC 2604  
Robert Marino, MMC 2100  
Renee Martin-Kratzer, JOU 3411  
Maghan McDowell, JOU 4510  
Steve Orlando, JOU 1100  
Jon Roosenraad, JOU 3101  
James Martin Ross, JOU 3101  
Melanie Ross, JOU 3101  
Beth Sanders, JOU 4608  
Diana Schuh, JOU 3101  
Amy Schwab, JOU 3101  
Jeremiah Stanley, JOU 3601  
Robert Witzel, JOU 4603

## **Spring 2012**

### Graduate Assistants

Mariam Alkazemi, MMC 4302  
Daniel Axelrod, JOU 4308  
Jason Cain, MMC 1702  
Sean Sadri, JOU 4313c

### Adjuncts

Kimberly Bauldree, PGY 3610  
Jason Cole, JOU 4143  
Jennifer Cotter, MMC 2100  
Cory Frederick, JOU 4930  
Fangfang Gao, JOU 4341  
Kristen Grace, MMC 2100  
Lillian Guevara-Castro, MMC 2100  
David Hipschman, JOU 4201  
Daniel Kahn, MMC 2100



Ji Hoon Lee, MMC 1702, MMC 2604  
Robert Marino, MMC 2100  
Renee Martin-Kratzer, JOU 3411  
Maghan McDowell, JOU 4510  
Steve Orlando, JOU 1100  
Denise Reagan, JOU 4201  
Jon Roosenraad, JOU 3101  
James Martin Ross, JOU 3101  
Melanie Ross, JOU 3101  
Diana Schuh, JOU 3101  
Amy Schwarb, JOU 3101  
Thomas Thompson, JOU 460  
Ronald Wayne, JOU 4201

### **Graduate Division (Department of Mass Communication)**

#### **Fall 2011**

##### Adjuncts

Andy Selepak, MMC6402

#### **Spring 2012**

##### Adjuncts

Helena Angell, MMC6936  
Rebecca Rolfe, MMC 6936

### **Department of Public Relations**

#### **Spring 2011**

##### Graduate Assistants

Vanessa Bravo, PUR 4100  
Moon Hee Cho, PUR 3801  
Jooyun Hwang, PUR 3500  
Rajul Jain, PUR 3801  
Ji-Young Kim, PUR 4800  
Yeonsoo Kim, PUR 4800  
Hanna Park, PUR 3500

Adjuncts

Vicki Gervickas, PUR 4100

Kelli Munn, PUR 3000

Maureen Tartaglione, PUR 4100

**Fall 2011**

Graduate Assistants

Moon Hee Cho, PUR 4800

Rajul Jain, PUR 3801

Hanna Park, PUR 3000

Jung Min Park, PUR 4800

Hyejoon Rim, PUR 3500

Kang Hoon Sung, PUR 3500

Adjuncts

Peggy Beland, PUR 4100

Vicki Gervickas, PUR 4100

Nicole Hisler Levin, PUR 4932

**Spring 2012**

Graduate Assistants

Moon Hee Cho, PUR 4800

Rajul Jain, PUR 4800

Ji-Young Kim, PUR 4800

June-Yung Kim, PUR 3500

Sarabdeep Kochhar, PUR 4100

Jung Min Park, PUR 3801

Kang Hoon Sung, PUR 3500

Chris Wilson, PUR 4100

Adjuncts

Margaret(Peggy) Beland, PUR 4100

Vicki Gervickas, PUR 4100

Michelle Hinson, PUR 3801

Nicole Hisler, PUR 4932 (Online course)

Kelli Sue Munn, PUR 3000

Kay Tappan, PUR 4103

## Department of Telecommunication

### Spring 2011

#### Graduate Assistants

Todd Holmes, RTV 3007  
Erica Kight, RTV 3305  
Mandy Miles, RTV 3405  
David Painter, RTV 3405  
Andy Selepak, RTV 3303  
Kearston Wesner, RTV 4700

#### Adjuncts

Dennis Black, RTV 4929  
Kevin Bowers, RTV 3320, RTV 4931  
Mato Brautovic, RTV 3280  
Theresa Collington, RTV 4283  
Frank Counts, RTV 4929c  
Christine Eschenfelder, RTV 3401  
Paul Gordon, RTV 4930  
Donna Green-Townsend, RTV 3304  
William Renkus, RTV 3320, 3007  
David Synder, RTV 3234  
Houston Wells, RTV 3200, RTV 4930

### Fall 2011

#### Graduate Assistants

Christine Eschenfelder, RTV 3401  
Todd Holmes, RTV 3007  
Erica Kight, RTV 3305  
Jessica Mahone, RTV 3405  
Mandy Miles, RTV 3405  
Leonor Suarez-Lemmo, RTV 4930  
Kearston Wesner, RTV 4700  
Meng (Becky) Zhang, RTV 3411

#### Adjuncts

Mato Brautovic, RTV 3280  
Brian Carnell, RTV 3200 (Labs)  
Theresa Collington, RTV 4283  
Gary Corbitt, RTV 4506  
Frank Counts, RTV 4929c  
Paul Gordon, RTV 4930

Donna Green-Townsend, RTV 3304  
 Nicole Hisler, RTV 4330  
 William Renkus, RTV 3320, 3007  
 Andy Selepak, RTV 2100  
 David Synder, RTV 3234  
 Houston Wells, RTV 3200 (Labs), RTV 4930

**Spring 2012**

Graduate Assistants

Christine Eschenfelder, RTV 3305  
 Todd Holmes, RTV 3007  
 Erica Kight, RTV 3305  
 Jessica Mahone, RTV 3405  
 Mandy Miles, RTV 3405  
 Leonor Suarez-Lemmo, RTV 4930  
 Kearston Wesner, RTV 4700

Adjuncts

Dennis Black, RTV 4929  
 Mato Brautovic, RTV 3280  
 Brian Carnell, RTV 3200  
 Theresa Collington, RTV 4283  
 Eric Flagg, RTV 3101  
 Donna Green-Townsend, RTV 3304  
 Angela Long, RTV 4930  
 William Renkus, RTV 3320, 3007  
 Andy Selepak, RTV 2100, RTV 3303, RTV 4930  
 Houston Wells, RTV 3200, RTV 4930

**19. Schools on the semester system:**

For each of the last two academic years, please give the number and percentage of graduates who earned 80 or more semester hours outside the major and 65 or more semester hours in liberal arts and sciences.

Year	Total Graduates	80 or more semester hours outside the major		65 or more semester hours in liberal arts/sciences	
		Number	Percent	Number	Percent
2010-2011 Academic Year	607	607	100	607	100
2009-2010					

<b>Academic Year</b>	769	769	100	769	100
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**20. Schools on the quarter system:**

For each of the last two academic years, please give the number and percentage of graduates who earned 116 or more quarter hours outside the major and 94 or more quarter hours in liberal arts and sciences.

<b>Year</b>	<b>Total Graduates</b>	<b>116 or more quarter hours outside the major</b>		<b>Hours in liberal arts/sciences</b>	
		<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>
<b>2010-2011 Academic Year</b>					
<b>2009-2010 Academic Year</b>					

## **PART II — Standard I: Mission, Governance and Administration**

### **OVERVIEW:**

The University of Florida College of Journalism and Communications has long been considered among the nation's best. It boasts students and faculty who attract national attention for their journalism and research, and a clear focus on both preparing the next generation for the workplace while creating new knowledge in a rapidly changing media landscape. Today, the College has 2,500 students and alumni of almost 28,000. The College has 53 faculty (plus adjuncts) and 25 staff who support the academic work of the College.

The College's roots date to 1925 and it is housed today in a building named for the Dean who raised it to School status in 1949 – Rae O. Weimer. He was a former managing editor of the legendary PM newspaper in New York and no doubt would be baffled by the technology-driven College of today. Weimer Hall dates to 1981 with the addition of its Flanagan Wing in 1990. Today, the College is one of 16 on the Florida campus and it is organized into four primary departments: Advertising (508 undergraduate majors in spring 2012), Journalism (531), Public Relations (596) and Telecommunication (660). The College offers master's (127 students) and doctoral programs (65). The master's programs offered are in fields of mass communication and advertising, with areas of specialization.

Under Dean John Wright's leadership, the College has since the last site visited pushed forward into the digital future, via the Center for Media Innovation + Research and its component parts, including its 21<sup>st</sup> Century News Lab, as well as through curricular changes. The Center (known by the pronunciation of its acronym as "Simmer") is devoted to both practice and research – in developing new ways to tell stories digitally and applications of technology for strategic communication – but also to research the impact of both. Curricular change in Journalism includes the introduction of digital and multimedia reporting into beginning courses as well as a required Visual Journalism course.

The College has long been known for its broadcast opportunities for students, now collected under the College's Division of Multimedia Properties. These include a PBS television affiliate, a Florida Gators sports TV station, an NPR-affiliated FM station, commercial radio stations and the division also houses an online Gator sports site (the latter in an extraordinary partnership with the athletic department). Overall, the division offers unparalleled opportunities for students to learn broadcast and multiplatform craft. Some 50 staff and 50 students on payroll support this operation and the College reports 500 student "experiences" in the multimedia properties annually. Some of the work is tied to academic classes; some of it is not and the division's executive director wants to strengthen the ties to classroom work. The executive director position was created two

years ago as part of a reorganization by the Dean after several years of losses at the commercial properties and declining revenues at the public stations.

The College is also home to the nationally recognized Brechner Center for Freedom of Information and other special centers and institutes. The Brechner Center has long been known for its contribution to open records in Florida and is now moving into issues related to digital media. It is still active in creating First Amendment-related content for campuses and elsewhere to spread the gospel of its importance to our society.

The College has not been immune to the budget difficulties afflicting all of higher education. Budget reductions have been the norm since 2007 and total more than \$1.6 million, though the College did not suffer disproportionate cuts. Layoffs became inevitable and the College's master's level Documentary Institute was eliminated. Faculty numbers have fallen from 68 at the time of the last site-team visit. Significant tuition increases are helping to offset the cuts university-wide (though the university is still relatively inexpensive compared to most major state universities and the elite nature of its students earns many of them scholarships that reduce costs to \$50 a credit hour) and the College plans to use some of those funds to restore faculty lines. Through it all, the College has put the educational mission first and it remains intact.

Six years ago, the site team found the College out of compliance on this standard, due to a "roiling turmoil" and that the Dean at the time had failed to ensure "a fairly administered working and learning environment." Wright became interim dean a short time later in 2006 and Dean in 2008. His tenure has been marked with a significant embrace of shared governance, important new programs such as those described above and a definite forward lean to the College. In short, the issues described six years ago are ancient history. More change looms ahead for the College as the Dean announced in January he will return to the faculty when his current contract is up in January 2013, thus allowing ample time for a search for his successor.

### **Unit performance with regard to indicators:**

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

Here's the College's mission statement, as stated in College's Strategic Plan:

*Our mission is to prepare exemplary professional practitioners and scholars for*

***journalism and communications fields and to generate and exchange new knowledge about these fields. The College is the home for the world's most respected educators and scholars who advance the value, practice, and understanding of journalism and communications in a democratic society. The faculty are committed to preparing professionals and scholars to practice and teach in a global society, providing leading research and service while generating and sharing knowledge.***

The College Constitution and Bylaws define governance, faculty and committee structure and procedures. It was adopted in 2009 and also codifies a College Faculty Senate (more on that below). The Strategic Plan dates to 2003 and was just revised for the third time, with faculty approval on Oct. 19, 2011. It was a collaborative effort of College administrators and the Faculty Senate. The associate dean for undergraduate affairs and enrollment management led a drafting process that led to a facilitated discussion at the fall kickoff faculty meeting and subsequent presentations by the Dean before approval.

Measureable objectives and timelines are to be added by spring 2012 after departmental breakout sessions.

It states these core values and principles:

The faculty members of the College of Journalism and Communications are dedicated to research, teaching, and service that demonstrate commitment to the following:

- Shared governance among administrators and faculty members
- Excellence in education, scholarship, and service that enhances the reputation of the College
- The critical role of journalism and communications in creating and sustaining open and transparent communication in free societies
- The ethics and values of the professions we serve
- Professional advancement for journalism and communication professions through social responsibility and strategic contributions to organizations
- Innovation in teaching, scholarship, and service that is responsive to industry trends
- Teaching, scholarship, and service that foster collaboration across departments and disciplines yet preserve the unique expertise of individual faculty members and the values of the College's various professions
- Appreciation of the dual role of faculty members as teachers and scholars
- Integration of theory and practice in the College's various curricula
- Diversity among students, faculty, and staff and an appreciation for diverse experiences and perspectives
- Internationalization and dedication to the responsibilities of journalism and communications professionals and scholars in a global society
- Access to quality education for a broad range of constituencies through distance and



professional master's courses and program

The plan includes ambitious goals and strategies related to shared governance, graduate education, research and creative activities, internationalization, collaboration and interdisciplinary initiatives, professional reputation/stature, innovation and emerging technologies, and distance education and entrepreneurial activities. Each section lists a number of general and specific goals, many beginning with "Continue to increase/improve/encourage/upgrade ..." An example under professional reputation/stature: "Complete development of the master's specialization in multimedia journalism ... and the (under-construction) converged newsroom facility. Encourage participation by students from other relevant disciplines of the university in projects involving topics related to those disciplines."

The plan also devotes substantial preamble and discussion to the College's high ranking among schools of journalism and mass communication. While certainly well-earned and done in response to past university directives, it feels out of place in the context of a strategic plan.

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

A significant step forward was creation of a College Faculty Senate – approved by the faculty Jan. 26, 2007. Membership includes two representatives elected by each department and one representative from among three unaffiliated faculty members. The Senate meets once a week or every other week during the academic year. The Dean or executive associate dean (sometimes both) typically is in attendance. The Senate and administration have collaborated on projects such as the College Constitution, guidelines for tenure and promotion and classroom peer evaluation forms.

Faculty governance at the university has clearly defined responsibilities. Shared governance at the College level means the faculty has final call on curriculum, tenure and promotion rules, student evaluation and accrediting recommendations. The faculty can make recommendations on matters such as budget and technology. And it has consultation rights with the Dean on priorities and policies for the College and the resulting implementation.

Faculty meetings typically occur twice a semester and can be called by the Dean or the chair of the Faculty Senate. A fall kick-off meeting/retreat takes place every August. The Faculty Senate chair suggests this year's should focus on curriculum.

Curriculum changes originate with the faculty, go to the College Curriculum Committee (made up of department chairs and faculty representatives from each department) and

then to the entire faculty for approval. (And then on to the university structure.) The associate dean for undergraduate affairs and enrollment management chairs the Curriculum Committee.

While any faculty has divergent opinions, there was consensus that the Faculty Senate has been a welcome addition to the College in creating a vehicle for shared governance and better communication of information pertaining to the health of the College. A spring 2011 survey on shared governance and other work issues reported strong positives for inclusion in decision-making and a positive work environment, but revealed disagreement about whether information was being effectively shared across the College's departments. The university expects shared governance to go down to the departmental level; achieving this consistently is an ongoing conversation at the College. For example, the Department of Journalism has engaged in curricular revision; others have not. Some of the departments have departmental bylaws; some do not.

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

The Dean has taken substantial steps to eliminate the issues that were central to this report six years ago. He has made it a stated priority that there will be equitable distribution of discretionary funds that "serve the greatest number of people for the greatest good." Even with the budget cuts he has managed to increase funding for sabbatical and research leaves, conference travel and IT, to cite a few examples. This has won wide praise among the faculty. As one put it: "Considering the limited resources we get from the state it's amazing what we do."

Creation of the Faculty Senate and College Constitution reflect the Dean's commitment to shared governance and the use of it to enact policies. The university's Provost praises the Dean as a "collaborative leader who has succeeded in moving the College forward" and who has led experimentation in exciting and cutting-edge ways. He cited the 21<sup>st</sup> Century News Lab as an example that has excited students and faculty as well as attracting external attention for the College and university. An administrator from elsewhere on campus praised the Dean for his problem-solving skills and his willingness to collaborate with others.

Other achievements during the Dean's tenure: expanded research space for faculty use; expansion of distance education, formation of a Dean's Student Advisory Council, informational "Dialogue with the Dean" sessions and creation of a College Council, made up of deans, department chairs, executive directors and directors. The chair of the Faculty Senate also attends. It meets monthly and the meetings are open.

The Dean's direct reports include the executive associate dean, associate dean for

graduate studies, associate dean for research, associate dean for undergraduate affairs and enrollment management, the four department chairs, the executive director of the Center for Media Innovation + Research, the executive director of the Division of Multimedia Properties, the director of the Media and Society program, and director of distance education.

The Dean is not without critics, though they appear to be a small minority: “We aren’t hiring people who do journalism, we’re hiring people who did journalism,” one said.

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

The Dean is appointed by the Provost. The most recent Dean search included a committee of faculty members and professionals. They recommended an unranked list of three finalists to the Provost, standard practice at the university. The Provost evaluates the Dean annually in writing. The Dean in turn writes annual reviews of the associate deans and other administrators.

University “climate” surveys have been conducted -- the most recent in 2007 -- and asked about perceptions of shared governance, administration, the communicative climate of the university and overall job satisfaction. Data from College faculty showed improvement on all measures. The Dean conducted an administrator evaluation in 2011, ensuring both anonymity for participants and adherence to state law that keeps evaluations private. The Dean then met with the faculty to discuss its evaluation of him and he had individual meetings with associate deans and department chairs to discuss their results. Generally speaking, the self-study reports, all received satisfactory evaluations.

Department chairs are selected internally unless funding for a new position exists. In those cases a faculty search committee would make recommendations to the Dean, in the same manner as described above. The Dean appoints associate or assistant deans through the same kind of process except a search committee would include representatives of all four departments. The three most recent associate dean appointments came from within and followed consultation with faculty and other administrators by the Dean. Administrators are typically appointed for three-year terms with the possibility of renewal. Technically, unit administrators in the Florida university system operate on one-year contracts.

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

Processes are well-established. The College Faculty Senate can serve as a place for discussion of faculty concerns. Faculty members can also work through their department

chairs and up to the Dean if necessary. Formal grievance processes are also available through the university or faculty union. Staff members work through their immediate supervisor and then up to the appropriate administrator. There are also university grievance processes. Non-exempt support staff also is represented by a union. Student issues that cannot be resolved at the classroom level go to the appropriate department chair or to an associate dean. Grade complaints are referred to the chair of the Student Evaluation Committee, who guides a grade appeal process. Faculty, staff and students always can take complaints to the Dean and, if not resolved, can go to the Office of the University Ombudsman.

### **Overall evaluation (undergraduate program):**

#### **COMPLIANCE**

##### **Master's programs:**

The master's program in the College offers MAMC degrees -- Master of Arts in Mass Communication -- in Journalism, Telecommunication, and Public Relations as well as specialized programs in law, science and health communication, and international communication. A master's in advertising is also offered as is a joint JD/MA program with the law school. Approximately one-third of master's students are international students. A long-serving associate dean for graduate studies is charged with the program's administration. There are three full-time program assistants reporting to the associate dean who are responsible for scholarships, admission, and orientation/advising.

Students attest to how well organized the application, admissions, and orientation processes are. Further, they note the professional and personal attention the associate dean of graduate studies and her staff offer each student.

### **Overall evaluation (professional graduate program):**

#### **COMPLIANCE**

## **PART II — Standard 2: Curriculum and Instruction**

### **Unit performance with regard to indicators:**

**(a) The unit requires that students take a minimum of 80 semester credit hours or 116 quarter credit hours outside of the unit and a minimum of 65 semester credit hours or 94 quarter credit hours in the liberal arts and sciences (as defined by the institution) outside of the unit.**

The College is in 100 percent compliance with the 80/65 rule for the two academic years preceding the site visit.

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

The curriculum is strong and reflects the core values of ACEJMC. Courses cover key skills with courses introduced in logical order. The College's undergraduate curriculum follows a department structure but students are not restricted from taking classes in other departments. Crossover exists. Almost all majors take Law of Mass Communication. Students in the Department of Telecommunication's management and production specializations take Telecommunication Law and Regulation instead.

Although students in each major complete a common core of courses, each department provides ample opportunities for students to create individualized programs and specialty areas. All majors also take a required writing course: Writing for Multimedia, Writing for Mass Communication or Writing for Electronic Media.

The College also offers a Mass Communication minor for non-majors.

The curriculum is enhanced by the strong complement of campus media outlets: radio and TV stations, websites and a magazine – as well as student-operated media organizations (the student newspaper is independent but is heavily staffed by College majors). For example, the College operates a student-run public relations agency that provides hands-on experience. Each department in the College also has at least one, and often more, student professional organizations. Each department encourages student relationships with numerous professionals through its advisory councils.

For the most part, each department has made efforts to update curriculum to address rapidly changing professions. Journalism, for example, has revised its entire curriculum. Students now take Multimedia Writing instead of Writing for Mass Communication. Less

emphasis in that class is placed on writing for advertising or public relations so that more time can be spent on multimedia writing.

Although study abroad opportunities exist both in the College and the university, only about 29 percent of the College's students participate in them.

**Advertising:** In addition to the law course, majors are required to complete seven courses. They are: Principles of Advertising, Advertising Strategy, Introduction to Advertising Design and Graphics, Advertising Research, Copywriting and Visualization, Media Planning, and Advertising Campaigns. All advertising majors also must take a Principles of Marketing course. Students must select a minimum of four professional elective courses. They include: Advertising Internship, Mass Media and You, Advertising Sales, Advanced Copywriting, Advertising Graphics and Production, International and Cross-Cultural Advertising, Direct Response Advertising and Sales Promotion Writing, Retail Advertising, a seminar in Ethics and Problems in Advertising, Principles in Public Relations, Introduction to Telecommunication, and Fundamentals of Production.

Curriculum is adjusted to stay current with industry trends by tweaking assignments and examples in course work. Faculty members said up-to-date software and facilities provide students with a seamless transition from classroom to industry.

Students said their courses are rigorous and encourage creativity and critical thinking. They praised faculty for staying current and for strong industry ties, including inviting visiting professionals into the classroom.

**Journalism:** The department teaches students the art and craft of journalism, preparing them for careers in print and online journalism. Journalism students take the following core courses: Introduction to Journalism, Mass Media and You, Visual Journalism, Writing Mechanics for Journalists, Multimedia Writing, Reporting, Multimedia Reporting, Applied Fact Finding, Newspaper Editing, Problems and Ethics of Journalism in Society and Law of Mass Communication.

Core courses are presented in a logical sequence. Students also take a minimum of 13 hours of professional electives. Students have several options for a capstone course designed to prepare them to specialize in a specific area. Those courses are: Advanced Reporting or Investigative Reporting, Advanced Editing and Design, Applied Magazine Publishing or Advanced Magazine Writing, Advanced Design, Journalism Studies, Advanced Photojournalism 2 and Applied Online Journalism.

The department has revamped curriculum to meet changing needs. In addition to adding multimedia components, the department added a required one-credit grammar course to improve student writing.

Students praised coursework and said they believe it has prepared them for internships. A review of syllabi and student interviews indicate the curriculum is keeping pace with industry changes. Media professionals give the College's students high marks for preparedness. Journalism students consistently have been nationally recognized in the Hearst competition.

**Public Relations:** The Department of Public Relations is arguably one of the best in the United States in scope, depth, rigor, faculty expertise and the range of experiences for its students who go on to prominent and rewarding careers. The program meets and exceeds the curriculum recommendations of the national Commission on Public Relations Education and has strong support from its Advisory Council, alumni and regional practitioners. The department benefits from the on-site presence of The Institute for Public Relations and a newly endowed chair in public interest communications.

The major mandates theory and skills courses to prepare students for the profession. Its core requirements include: Principles of Public Relations, Writing Mechanics for Journalists, Reporting, Multimedia Reporting, Public Relations Research, Public Relations Strategy, Public Relations Writing, Public Relations Visual Communication and Public Relations Campaigns. Students also take a minimum of nine credit hours in professional electives.

Students were generally pleased with the program's quality. They cited their instructors' commitment, passion for the profession and willingness to help students. Students expressed confidence in their ability to succeed in internships, jobs and national competitions.

Issues deserving consideration include: inconsistency of content, assignments, expectations and outcomes in syllabi for some courses with multiple sections; language issues in some courses taught by international doctoral students (a carryover issue from the previous site-team report); and a need to update programs and techniques taught in the Public Relations Visual Communications course.

**Telecommunication:** Students choose one of four tracks: News, Production, Management, or Media and Society. Four core courses are required for most Telecommunication majors in addition to a law course. They are: Writing for Electronic Media, Introduction to Telecommunication, TV and American Society, Ethics and Problems in Telecommunication. In the Media and Society major, however, students can choose one of these three: Telecommunication Law and Regulation, Telecommunication Ethics or Problems and Ethics in Journalism or Individual Projects in Telecommunication.

Students in News, Production and Management also complete 15 to 18 hours of specialized, hands-on courses in their specialty. Students in the News sequence are required to work in the newsrooms of the Division of Multimedia Properties as part of their coursework. The close collaboration of the radio and television stations with Telecommunication deserves special note. Students receive practical experience and preparation for future jobs as reporters, producers and anchors.

The Media and Society track, introduced in 2011, is designed to produce students especially aware of the role of electronic media in a global environment. Students choose three of four core electives in this major: History of Journalism, Media and Politics, Race, Gender, Class and the Media, and World Communication Systems.

The Telecommunication Department has remained loyal to core traditional skills while integrating rapid advances in technology and delivery platforms without comprising either.

**Mass Communication Studies (minor):** The Mass Communication 15-credit hour minor is offered to non-majors in the College. It offers an array of courses from various departments in the College. Students are required to complete four of the following courses: Elements of Advertising, Principles of Public Relations, Introduction to Telecommunication, TV & American Society, Mass Media and You, or a College Study Abroad class. Students also must take one of the following: Advertising Research, Public Relations Research, History of Journalism, Rock ‘n’ Roll & American Society, or a College Study Abroad course.

**(c) Instruction is demanding and current; achievements in teaching and learning are recognized and valued.**

Excellence in teaching is a major criterion for retention, tenure and promotion at the College. The expectation is that all faculty members will achieve a record of distinction in teaching. Tenure-accruing and tenured faculty members who demonstrate research productivity are typically assigned two courses per semester; other faculty members have a three-course assignment. Full-time faculty members teach the majority of courses, 56 percent in 2010-2011. It should be noted, however, that the percentage of full-time faculty teaching courses in the College has decreased as faculty numbers have declined.

Classroom visits, syllabi review and interviews with students and alumni indicate a high quality of instruction. In every major, faculty members are extremely well regarded and qualified. They interact frequently with students and are highly accessible. Students cite the passion and practical experience of the faculty as a key strength of the College. Students also are generally satisfied with the quality of instruction provided by adjunct faculty and graduate assistants.



Courses often are revised to reflect changes in the industry.

Although some syllabi are detailed and comprehensive, not all spell out competencies that the classes address. Courses with multiple sections do not follow master syllabi, but according to the self-study a faculty member or the department chair reviews syllabi to ensure they contain common outcomes. In some cases, faculty members said they meet with adjuncts or graduate assistants for lab sections at the beginning of the semester to ensure consistency in course work. Faculty members often share materials. Yet consistency appears to be a problem in other courses. In at least one case, a syllabus for one section listed specific course outcomes and a different section did not list any outcomes. In another case, course objectives for the same class differed in syllabi from two different instructors.

As of summer 2011, all instructor evaluations by students are conducted online using a standard evaluation instrument required of all four-year colleges and universities in the Florida state system. Some concern exists among faculty about the value of the new system, which showed a decline in response rates for some classes in summer 2011. Between fall 2005 and summer 2011, the College rating was above 4.0 (on a 5-point scale) for all semesters. Tenure-track faculty members also get feedback on their teaching after classroom visits by at least three faculty colleagues of higher rank.

Faculty members have won numerous teaching awards. The College has encouraged teaching effectiveness in many ways. Each year it honors a College teacher of the year. Several faculty members have won university or national teaching awards. Faculty members have written papers and conducted presentations related to teaching. Several faculty members have been awarded grants related to teaching.

Many of the College's faculty members have taken part in off-campus development workshops. In 2011, seven faculty members participated in a multimedia workshop at the Poynter Institute. Other initiatives also have targeted increasing faculty expertise in digital media. For instance, the entire Advertising faculty took a field trip to a digital agency to increase their knowledge.

**(d) Student-faculty classroom ratios facilitate effective teaching and learning in all courses; a student-teacher ratio of 15-1 in skills and laboratory sections is strongly recommended and the ratio in each section should not exceed 20-1.**

The College is in compliance with this rule.

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

Internships are not required in the College's curricula, but students are strongly urged to seek them. All four departments maintain internship listings and work to help students get internships. Students can earn from one to a maximum of three academic credits for internships, but they are encouraged to acquire as much professional experience as possible before graduation. In fact, some students raised concerns about the ACEJMC three-credit limit on internships, a problem that has become more difficult as more media outlets offer only unpaid internships for academic credit.

In all four departments, the chair or his or her designee coordinates, supervises and evaluates internships for academic credit. Internship sites must provide supervision and training from individuals with substantial professional experience. Students must submit weekly or monthly reports and a final report describing their activities. Internship supervisors must submit a letter or form of evaluation for the department. The evaluations look at how well the intern performed in ACEJMC values and competencies. Grading is either satisfactory or unsatisfactory. At the conclusion of the internship, the organizational supervisor submits a letter or form of evaluation to the department.

### **Overall evaluation (undergraduate program):**

#### **COMPLIANCE**

##### **Master's program:**

Students apply for admission to each of the specific MAMC or MADV degree programs. Once admitted, they take required core courses specific to each professional program with the goal of completing the degree in four semesters. The programs range from 30 to 36 credit hours. Some MAMC programs offer a non-thesis project option. Students work with a committee of three faculty members to determine which option is best for a student's educational and professional goals. For those selecting the project option -- an article or series of articles, a documentary, or multimedia production -- publication or public use is expected. One student, for example, worked with a member of the medical faculty on a project resulting in a video on a drug the faculty member developed. The video is shown nationwide in doctor's offices to demonstrate both the benefits and risks of the drug.

Students seeking admission to the MAMC or MADV programs submit applications to both the University of Florida Graduate School and the College. Minimum qualifications

are a degree from an accredited institution, a minimum score of 1100 (550 verbal and 550 quantitative) on the Graduate Record Examination, a 3.0 undergraduate GPA in upper-division undergraduate work, and for international students a TOEFL score of 600 on the paper-based or a comparable score on the TOEFL electronic test. Completed applications are forwarded to each track coordinator to make a preliminary acceptance decision and to suggest a potential faculty adviser, a process assuring a good match between an applicant and committee chair. Students applying for one of the three specialized programs involving out-of-college academic units (law or science/health) coordinate with those units as well as a College adviser to ensure that the proposed course of study provides adequate mass communication training for those without it at the undergraduate level.

Students said classroom instruction is well-organized and demanding. They said graduate faculty members are engaging, available for academic and professional assistance, and well-qualified teachers and researchers. Only two skills-based graduate-level courses allow undergraduate students to enroll. For graduate students, the additional work levels and expectations are clear. All other graduate courses are open only to master's or Ph.D. students.

### **Overall evaluation (professional graduate program):**

#### **COMPLIANCE**

## **PART II — Standard 3: Diversity and Inclusiveness**

### **Unit performance with regard to indicators:**

**(a) The unit has a written plan for achieving an inclusive curriculum, a diverse faculty and student population, and a supportive climate for working and learning and for assessing progress toward achievement of the plan.**

The College's diversity plan is integrated into its strategic plan as well as an annual report written by all units at the university to comply with the Florida Educational Equity Act. The strategic plan's statement of core values and principles include two that specifically call for "diversity among students, faculty and staff and an appreciation for diverse experiences and perspectives" and "internationalization and dedication to the responsibilities of journalism and communications professionals and scholars in a global society."

**(b) The unit's curriculum fosters understanding of issues and perspectives that are inclusive in terms of gender, race, ethnicity and sexual orientation.**

This is evidenced by the fact many required courses and electives have components dealing with diversity and others address various diversity issues as the primary focus, including Race, Gender, Class and the Media; International and Cross Cultural Advertising; and International Public Relations. Other courses make a concerted effort to include discussion of the contributions to journalism of underrepresented groups, including the black press and Native American press. While only about 29 percent of the undergraduates in the College take advantage of the study abroad programs, those who do were glowing in their praise for the personal and professional rewards of this academic experience.

**(c) The unit demonstrates effective efforts to recruit women and minority faculty and professional staff and supports their retention, progress and success.**

In 2010-11, among the full-time faculty there are 29 males and 24 females. Seven members of the faculty are African American, five are Asian, and two are Hispanic/Latino. (Asian can include Asian American and international faculty.) The College shows evidence of efforts to support the retention, progress and success of women and minority faculty in such ways as awarding the first three Flanagan Professorships to women, one of whom is Asian. Women also hold three of the five endowed professorships in the College: Knight Chair for Journalism Technologies and the Democratic Process; McClatchy Professor for Freedom of Information; and the Frank Karel Chair for Public Interest Communications. Additionally, women and minorities

have been promoted. Since the last accreditation review, eight women have earned promotions, three to the rank of professor and two minorities have earned promotions, one to the rank of professor.

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

Most recent university statistics available (fall 2010) show the College minority enrollment (of those students reporting) slightly exceeds that of the university for African Americans and Hispanic/Latino and is only slightly lower for Asian. In spring 2012, the College's enrollment is 10 percent African American, 20 percent Hispanic/Latino and 5 percent Asian. Women outnumber men 3-1.

The Knight Division for Scholarships, Career Services and Multicultural Affairs has primary responsibility for student minority recruitment and retention. Initiatives include visiting high schools and state colleges with high minority populations, including specially targeted schools where predominately African American and Hispanic students are enrolled. The College offers scholarships for minority high school students to attend the College's Summer Journalism Institute.

**(e) The unit has 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 university has well-established, published policies and guidelines for dealing with instances of alleged harassment and sexual harassment. The College maintains strict adherence to these policies and administrators regularly remind faculty and staff members that any form of sexual harassment of employees, students or visitors will not be tolerated by the College or the university. The Office of the Vice President for Student Affairs is responsible for providing accommodations for students with disabilities and instructors regularly include statements in their syllabi informing students of these accommodations.

**Overall evaluation (undergraduate program):**

**COMPLIANCE**

### **Master's programs:**

During the 2010-2011 academic year 9 percent of graduate students identified themselves as Black/African-American, .8 percent above the institutional average. Asian students were 8 percent, the same percentage as the university; 4 percent said they were Hispanic/Latino. Thirty-eight percent identified themselves as white.

Among the 42 members of the College's graduate faculty, four are African American, two are African American/Hispanic, five are Asian, and one is Hispanic/Latino.

Discussions with students and an examination of syllabi reveal that diversity is emphasized in graduate-level classroom instruction, required reading, and in-class discussions. Students reaffirmed that diversity is emphasized in preparation for professional real world experiences.

### **Overall evaluation (professional graduate program):**

### **COMPLIANCE**

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

### **Unit performance with regard to indicators:**

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

The university has detailed, written procedures describing the process for hiring. These procedures are also followed at the College level. The College has procedures detailing the approval of the search, the appointment to the search committee, the development of the position description (including advertising and recruiting strategies). The College also has a detailed explanation of how campus interviews are conducted, how the final hiring decisions are made (at the chair's level, Dean's level) and what should be included in the letter of appointment. The College also has detailed criteria and guidelines on how to hire adjunct and part-time faculty.

In addition to the University Tenure and Promotion Standards, the College has written faculty standards and criteria for teaching, research/creative accomplishment, and service. This document also contains a description of the process for providing feedback on performance through annual reviews by the department chair and the pre-tenure and pre-promotion year reviews.

The College has updated the tenure and promotion criteria since the 2005-2006 visit. More specifically, the College rewrote the research section of the tenure and promotion guidelines as well as the Faculty Welfare and Development Committee developing an extensive taxonomy of service activities and metrics for faculty members (including lecturers, assistant and associate ins). The updated information is available online. The College has also implemented a formal mentoring policy for all new faculty and those seeking promotion, and now conducts at least one workshop a year focused on tenure and promotion issues.

The College's written faculty standards document also discusses department criteria for merit salary increases and lists the criteria used to evaluate teaching, research and service. Adjunct faculty is usually required to hold a master's degree and to have substantial professional and/or teaching experience. Individual departments maintain files on qualified adjuncts within commuting distance.

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

Currently there are 53 faculty in the College, down from the 68 full-time faculty in the College during the last visit. Thirty-two faculty have left since 2005–2006. Eleven faculty retired, 16 resigned, three were laid off, and two faculty contracts were not renewed.

Of the current 53, 21 hold the rank of professor, 14 hold the rank of associate professor, and 10 are assistant professors. Eight untenured faculty hold lecturer, associate in, assistant in, or master lecturer titles. Even with budget cuts, the College has hired 15 new, full-time faculty members since the last self-study (nine tenure-accruing, three with tenure, one full professor without tenure, and two lecturer positions), an average of three new faculty each year with the exception of 2005- 2006. Funding came from vacant lines or new funds provided by the university. Of the new faculty members, 60 percent were female. One was African American and three were Asian.

The faculty breakdown by department is: Advertising 10, Journalism 20, Public Relations 10, Telecommunication 10, and three full-time faculty not affiliated with a department. Additional staff members are employed in the radio and television stations operated by the College and have a part-time teaching assignment in the Department of Telecommunication.

The self-study indicates the need for adjuncts has decreased with the development of the Ph.D. program and the increase in the number of graduate students with the appropriate educational and professional credentials. Doctoral students who lack significant professional or teaching experience are required to serve as teaching assistants in a course under the supervision of a full-time faculty member for one semester before they are allowed to teach that course.

For the 2010-2011 school year, full-time faculty taught 56 percent of the courses. This percentage has declined from the 2008-2009 academic year when 64 percent of the courses were taught by full-time faculty.

For the fall 2011 semester, Advertising had three adjuncts and eight graduate assistants; Journalism hired 25 adjuncts and five graduate teaching assistants; Public Relations had three adjuncts and six graduate assistants; and Telecommunication employed 12 adjuncts and eight graduate teaching assistants. In spring 2011, Advertising had three adjuncts and 10 graduate assistants; Journalism hired 18 adjuncts and four graduate teaching assistants; Public Relations had three adjuncts and seven graduate assistants; and Telecommunication employed 11 adjuncts and six graduate teaching assistants. The Journalism department has provided instruction for the basic media writing class required of majors in Advertising, Journalism and Public Relations. Telecommunication majors take a broadcast analog of that course.



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

Among the full-time faculty, 37 have Ph.Ds, 10 have M.A./M.S. or MBA degrees, three have a J.D., and one has an Ed.D. Four hold a bachelor's degree. They average 11 years of professional experience and 15 years of teaching experience with the largest group (15) having one-to-four years of professional experience and 14 having 15-to-24 years of teaching experience at the College. There are 29 males and 24 females. Seven members of the faculty are African American, five are Asian, and two are Hispanic.

Fifteen faculty members took faculty development leaves during the past six years and three have been awarded for the 2011-2012 academic year. Several spent time at other institutions including the University of Texas at Austin, Istanbul's Yeditepe University, and Hong Kong Baptist University. Another traveled to the Middle East while several completed book projects and collected scholarly data.

**(d) The unit regularly evaluates instruction, using multiple measures that include student input.**

The College uses an evaluation instrument for full-time faculty that is required of all four-year colleges/universities in Florida's State University System. The evaluations are based on a five-point scale (1 = poor to 5 = excellent). Results of the faculty evaluations from fall 2005 through spring 2011 listed in the self-study show the College average to be 4.0 or greater for all semesters. Department averages were usually above 4.0 as well, except for a few semesters.

Faculty applying for tenure and/or promotion are visited in their classrooms by at least three faculty colleagues of a higher rank in the College during the spring of their second year and the spring before they submit their packet to be reviewed for tenure and/or promotion. At least one of the three evaluators must be from a different department. Each evaluator completes a peer evaluation that is shared with the individual faculty member being reviewed. All teaching assistants are evaluated each semester in a letter submitted by the faculty member supervising them or the department chair. The letters of evaluation are co-signed by both parties.

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

Discussions with campus administrators and other college faculty in addition to faculty vitas indicate College faculty have been or are currently involved in the College Faculty Senate, university governance and SACS re-accreditation, teaching, advising and mentoring, research, professional service, awards and selection committees, and service to other units.

Local media communications professionals commented favorably about the skills and abilities students from the College possess when they intern or take full-time positions. The faculty in the College appear to be well respected for their research expertise, teaching ability, and preparing students to enter the job market. They also commented the students give back to the community in a number of ways.

**Overall evaluation (undergraduate program):**

**COMPLIANCE**

**Master's programs:**

In the College, those eligible for admission to the graduate faculty must hold appointments as assistant professors or above or a title defined by the Florida Administrative Code. Minimum requirements include (1) an appointment in a university graduate-degree granting unit, (2) a terminal degree appropriate to their academic field, and (3) meeting the graduate-faculty criteria of the College. In order to move forward to the Dean of the Graduate School, who makes the official appointment to the graduate faculty, two-thirds of the College's graduate faculty must support the application.

**Overall evaluation (graduate program):**

**COMPLIANCE**

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

### **Unit performance with regard to indicators:**

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

The College supports research, creative activity, and professional activity. It provides money for travel and research. Travel is funded at the department level. On average, each faculty member has \$1,000 of state support for conference travel, and additional travel funding is provided using departmental and college private funds. Faculty members can also apply to the College Seed Money Fund, which is supported by private funds. The fund's objective is to stimulate original mass communication scholarship. There is roughly \$15,000 awarded each year. All full-time faculty in the College are eligible to apply, but care is taken to provide priority to tenure-track faculty. Faculty indicated they felt their units and College were supporting and rewarding research and creative activity. Faculty indicated the leadership provided them the necessary funds to conduct research, travel to conferences, as well as support technology needed for research.

In addition to providing money for faculty travel, the College supports and rewards faculty research and creative activity in several ways. Endowed professorships support faculty with funds for those who have contributed the most to all three components of the College's mission. The University also offers annual Research Foundation Professorships that recognize faculty who have established a distinguished record of research and scholarship. Since the creation of the research professorships in 1998, 13 College faculty has been recognized with the award, roughly one faculty member per year.

College faculty has been awarded more than \$22,000 in Faculty Enhancement Opportunity awards from the university. The College has typically matched the Faculty Enhancement Opportunity grants. The College has also taken the initiative to provide at least one Research Summer Award to all incoming new faculty. The \$6,500 award can be used to conduct research or creative projects.

The College has a full-time associate dean for research whose responsibilities include alerting faculty to grant, creative and professional activities and conducting grant workshops to familiarize faculty with granting agencies and the grant application/administration process.

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

The College has increased its productivity in research and creative activity during the past six years. As the University placed more emphasis on research and creative activity, so did the College. All faculty, (tenured, tenure-track and non-tenure-track) are expected to engage in professional activities. Tenure-track faculty members normally teach two courses a semester.

Discussions with faculty indicate a general understanding of the research/creative activity expectations. There appears to have been great strides in the formal mentoring program in the College since the last site-team visit. Mentoring is currently an activity monitored through annual reviews. However, much like the findings from the 2005- 2006 report, there seems to be a discrepancy among tenure-track faculty about the research requirement for promotion and tenure. Faculty felt they had more than enough resources (computers, labs, teaching assistants, and research assistants) to aid in their scholarly and creative endeavors. Some felt the information being provided about the research requirements for promotion and tenure was unclear. For example, one tenure-track faculty member mentioned being told to achieve tenure, “at least one publication a year was needed.” Now the employee is approaching his/her tenure year, and was told “you need at least two good publications a year in order to receive tenure.”

Department chairs complete an annual evaluation for each faculty member. The chair’s evaluation must identify any major performance deficiencies and, if any such deficiency is identified, must provide the faculty member with written constructive feedback designed to assist the faculty member in improving his or her performance.

Tenure-accruing faculty members go through the mid-term review in spring of their third year in order to provide faculty with feedback on their performance. Faculty interviews suggest the information provided at the mid-term review and the annual reviews does not necessarily provide guidance or decrease anxiety about progress toward tenure. Several faculty members indicated the feedback provided annually should be more constructive and lay out a more defined plan for actions the faculty member needs to take in the areas of research and creative activity in order to achieve a positive, sixth-year review. Faculty interviews indicated messages/feedback received during annual reviews and the mid-term review provides a false sense of security. Several stated it seemed like a successful sixth-year review was “a moving target.”

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

The College's promotion and tenure guidelines indicate faculty can conduct research and engage in creative activities related to the professions. The document also states faculty members may engage in activities to help the discipline, the community, and the College.

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

The level of scholarship, research, and creative activity has increased since the last self-study. Over the past six years, the faculty have produced 47 books (scholarly/edited/monographs), 88 chapters in books, 209 refereed journal articles, 306 refereed conference papers, 16 juried creative works, 46 non-juried creative works, and 124 articles in non-refereed publications.

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

Formal and informal mentoring goes on between senior and junior faculty. Faculty have a wide variety of research interests tied to the practice of the profession and the study of the communication process.

### **Overall evaluation (undergraduate program):**

#### **COMPLIANCE**

##### **Master's programs:**

Scholarly activities noted in this report indicate research and publication activity appropriate for a major research university and member of universities holding AAU membership.

### **Overall evaluation (graduate program):**

#### **COMPLIANCE**

## **PART II — Standard 6: Student Services**

### **Unit performance with regard to indicators:**

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

The College provides student academic and career advising services through a combination of professional staff and faculty. A central advising office, the Office for Undergraduate Affairs and Enrollment Management, is located in a high-traffic, high-visibility area where students are welcome to walk in with their questions. The office is led by an associate dean for undergraduate affairs and enrollment management who has faculty rank; he is supported by two full-time professional staff members and by three part-time assistants. The primary responsibility here is to freshmen and sophomore students; when students earn 60 credit hours, they are assigned to a member of the faculty who then guides these upperclassmen. It should be noted, however, that upper class students still appreciate the guidance of the Office for Undergraduate Affairs and continue to seek guidance there. If financial resources were available, the Office of Undergraduate Affairs would ideally serve students through their entire academic careers, partnering with faculty to provide career advice. This office also conducts orientation programs for incoming freshmen and for transfer students, in conjunction with the university's orientation programs.

In addition to academic advising, The College has the Knight Division for Scholarships, Career Services and Multicultural Affairs, which is overseen by the associate dean for undergraduate affairs. A senior professional staff member, with a full-time assistant and part-time support staff, services students through scholarships (close to \$250,000 in 2011); career services (workshops, career fairs, visits by potential employers, internship and job opportunities); and multicultural affairs (including recruitment of underrepresented student populations through visits to high schools, professional meetings and Florida's state colleges).

These professional services are greatly enhanced by the fact that each of the College's four departments has its own advisory council of prominent professionals who convene twice a year on campus to not only provide guidance to the departments, but meet with students and provide career guidance, networking opportunities, and advice on resumes and portfolios.

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

Faculty members are required to post and maintain a schedule of four hours per week, minimally, for students to stop by; appointments are not required. These schedules can be accessed by students on the College's website and/or by visiting the department office. In general, students felt that this system worked well, and that faculty were attentive to their questions and concerns.

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

Since the last self-study, the College has made a concerted effort to use its website and a system of general and targeted listservs to reach students with relevant news, opportunities and deadlines. Students were generally appreciative of the frequency and range of announcements. A wide variety of informational materials, policies, catalogs and procedural guidelines are available on the website and/or in traditional print format displayed in the offices.

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

Students in the College have an almost unlimited source of opportunities to supplement their academic studies and gain valuable professional experience and work samples in writing, content production, and servicing clients. These range from six distinct television and radio stations and their associated websites; to Gatorvision, the multimedia arm of the university's athletic department; to the twice-yearly College magazine, *Orange and Blue*; to the student-run public relations firm, Alpha Productions. Alumni and other employers comment that these experiences make the College's students and graduates attractive candidates for internships and full-time positions.

**(e) The unit gathers, maintains and analyzes enrollment, retention, graduation rates and other aggregate information for improving student services and reducing barriers to student success.**

The College maintains and utilizes information to serve students and to improve student services. One example is the College's online tracking system for students and professional advisors to monitor progress in the major and general requirements for graduation.

**Overall evaluation (undergraduate program):**

**COMPLIANCE**

**Master's programs:**

All MAMC students are assigned advisers who also serve as committee chairs. As noted earlier, from the beginning of the application process to degree completion, the associate dean for graduate studies and research and her staff are involved both professionally and personally with admitted students.

**Overall evaluation (graduate program):**

**COMPLIANCE**



## **PART II — Standard 7: Resources, Facilities and Equipment**

### **Unit performance with regard to indicators:**

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

Like many of its peer institutions, The university and College have faced persistent cuts in its historic state support. What general state support there is has been used to pay faculty and staff salaries. State support for specific programs has been eliminated entirely.

The College's traditional budgetary process, where a current year's budget is built on the past year's budget, can no longer be used. That has been replaced by "Responsibility Center Management." Under RCM what support the state does provide is based on productivity in the classroom. RCM encourages the College to pursue entrepreneurial programs and other efforts to generate recurring revenue. For example, the College's multimedia properties are completing a fiber optic network that will compete with private satellite providers for revenue from ESPN, CNN and other broadcasters. The university's administrators do give support to the College to ensure that it receives its fair share of the revenue and grants that are available.

In four of the past five years the university has experienced budget cuts of more than \$190 million. In 2011, the university's budget was cut by \$53 million, including a 3 percent reduction in payments to the Florida State Retirement System, payments the university had to assume.

The College had state budget cuts of \$430,648 or 4.26 percent in fiscal year 2007-2008, \$580,612 or 6.00 percent in fiscal year 2008-2009, \$432,769 or 4.46 percent in fiscal year 2009-2010, and \$154,997 in fiscal year 2010-2011 plus an additional \$90,930 at the start of fiscal year 2011-2012 for a downturn in student credit-hour productivity (since reversed).

The total reduction for the College is now \$1,689,956 or .89 percent of the total university cut.

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

The university's severe reduction in state support has not only caused campuswide belt-tightening and budget re-evaluations but also has been a driving force behind fund raising efforts including the "Florida Tomorrow" capital campaign.

That has created one side of the dangerous intersection where the College has found itself. The other side is the serious need for renovation, additional space and equipment detailed by the last campus visit. But with determination, sound decisions and agile footwork, the College has escaped injury and has flourished.

The College will realize \$7.5 million from the campus-wide capital campaign to support the Division of Multimedia Properties, which achieve the twin goals of enhancing the quality of the learning experience while producing revenue. From its own endowment funds, the College has repurposed unrestricted earnings, including \$200,000 for immediate issues, such as new faculty computer equipment and office needs. The Journalism Endowment Fund generates an average of \$305,000 each year. More and more the fund has been used to pay office and building maintenance once covered by state money. The Flanagan Fund generated \$283,000, on average over the last six years, and supported equipment for students in telecommunication courses as well as equipment for the Division of Multimedia Properties. The Jerry Davis Endowment generated more than \$200,000 on average every year and supported the College's IT costs and purchases, including computer hardware and software. To support the Center for Media Innovation + Research the College is using \$1.5 million previously allocated over two years by the state. And the university has approved a special equipment fee for students in lab courses.

While it has not been easy, current programs are adequately funded. In short, the College leadership seems to have made the most of its resources.

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

The College's main building is Weimer Hall, a model facility. Its 150,000 square feet house classrooms, labs, faculty and administrative offices, the multimedia properties and the College's computer facilities. They are considered among the most elaborate and advanced on the campus. There are almost 500 computers, 10 computer labs with PC and/or Mac as well as additional digital editing stations.

Two television and two radio newsrooms with the latest technology support the Division of Multimedia Properties.

The previous site visit report noted that the college was “running out of space” and that issue constrained the College’s ability “to capitalize on opportunities for innovation in teaching and research.” One answer has been the commitment of \$4.4 million, a sum precious even at a large institution like the University of Florida, to the construction of a convergence newsroom. It represents a 12,000 square foot addition to the second and third floors of Weimer Hall. Students will learn in a newsroom that combines broadcast, digital and strategic communication platforms. If the project is not cutting edge, it is very close to it.

The College also has built the Center for Media Innovation + Research. It consists of two facilities: the 21<sup>st</sup> Century News Laboratory and the Digital Collaboration Suite. The 21<sup>st</sup> Century News Laboratory brings together print and broadcast students looking past the traditional platforms to the future in a 25-seat open form newsroom. A prominent feature is its wall of “smart” monitors, each of which is a fully functioning, Windows-equipped computer. The Center will also include a state of the art, high-definition broadcast studio and a learning laboratory with technology that will help students learn from one another. The Center will also function as a traditional teaching space, but is equipped to accommodate students or participants from anywhere the Internet can reach. The Digital Collaboration Suite is a nontraditional teaching space designed to promote collaboration and creativity. And finally, the Digital Communications Research Consortium is to be an institutional commitment to advancing research in digital communications.

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

Since the last site visit the College has made a significant overhaul in its management of equipment, student field gear and maintenance of station facilities that house component coursework. It has also made significant strides in the acquisition of equipment vital to instruction and reflecting changing technology in the workplace. A large step was moving to planning equipment buys on a year-to-year basis instead of buying them in “crisis batches.”

The College has invested in a new equipment room, built a new academic nonlinear editing lab for news and upgraded another large one for electronic field production. It has greatly expanded digital technology throughout Weimer Hall and greatly expanded and upgraded the fleets of student field gear earmarked for courses.

In 2010, for example, the College upgraded field gear by expanding the availability of HD and tapeless cameras. It has also sought to standardize equipment. The special equipment fee for lab courses will significantly help upgrade and expand equipment by producing an estimated \$60,000 annually. The fee is currently limited to certain

equipment and the College recognizes the challenge of expanding that fee. Another challenge coming with improving the amount and quality of the gear will be another expansion of the equipment room. But the College is proud of the new, larger facility for student equipment. It constructed a special wing overhanging the Weimer Hall service drive. It supports all television news sequence courses, all radio news courses, and key online and photojournalism courses. Graduates who were students during the period of equipment and storage changes praise the availability of new equipment and the efficiency with which it can now be checked out.

On the fourth floor of Weimer Hall, the College has renovated four rooms that housed tape-based radio and television editing labs. In that space it has created another large digital editing lab for broadcast news. It is almost identical to one that serves students engaged in field production. The two facilities have allowed the College to offer a five-week, one-credit hour fundamentals course in Final Cut Pro editing.

Once additional work is done to create a newsroom converging the content creation process for all College-owned and operated media, the Red Barber radio newsroom will become an enhanced Spanish-language newsroom and form the foundation for the WUFT Noticias project, one of the few bilingual academic news environments in the United States.

The College now has four television studios—one dedicated for student instruction, two used mainly for the College's multimedia properties and the fourth for a new venture to broadcast weather on a dedicated channel and for broadcast weathercasting courses. All four are now fully equipped, state of the art HD studios.

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

The Neuharth Library houses the collection of research material and resources for the College. It is located on the first floor of Weimer Hall, just steps from classrooms and laboratories and can seat 110. It is one of fewer than a dozen libraries at academic institutions in the United States dedicated to journalism and mass communications.

Additional resources are held in the George Smathers Library, the university's main library.

At the disposal of both students and faculty are not only reference books but hundreds of periodicals, trade journals, popular magazines and other publications. In addition, students and faculty have access to countless databases and online resources. It is difficult to imagine any student not finding a resource needed for daily work or special projects among the College's resources.

**Overall evaluation (undergraduate program):**

**COMPLIANCE**

**Master's programs:**

Graduate students were very positive about classroom facilities, computer labs, and especially about multimedia facilities. Several students without multimedia experience noted how much they have benefitted from those facilities in the College.

**Overall evaluation (graduate program):**

**COMPLIANCE**

## **PART II — Standard 8: Professional and Public Service**

### **Unit performance with regard to indicators:**

**(a) The unit is actively engaged with alumni, professionals and professional associations to keep curriculum and teaching current and to promote the exchange of ideas.**

The College's regular contact with alumni begins with the *communigator*, a twice yearly publication. More personal contact comes when the College hosts various alumni gatherings in the fall, and lunches and other meetings for alumni reunions. It hosts Dean's receptions and meetings from Miami to New York to Chicago. The College's four advisory councils are comprised of alumni, a network that not only provides advice but also keeps it closely connected to the workplace.

Faculty members frequently attend meetings of professional and academic organizations. They act as speakers and keep abreast of developments in each field which may affect curriculum. The list of organizations include the most prestigious in each field, including the American Society of Newspaper Editors, American Advertising Federation, Institute of Public Relations, Radio and Television News Digital Association, Broadcast Education Association and others.

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

The College has a highly regarded record of service to the public, journalism and the communications industry, all of which is integrated into its teaching and research. The Joseph L. Brechner Center for Freedom of Information has a national reputation. The Marion B. Brechner First Amendment Project was created in 2009. It is dedicated to issues affecting First Amendment freedoms.

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

Faculty members have served at the head of or chaired task forces for a long list of national organizations. Those include the Association for Education in Journalism and Mass Communication, Center for Media and Child Health, Society of Professional Journalists, Journal of Law Editorial Board, International Communication Association,

American Academy of Advertising, Institute for Public Relations and many others. In addition, faculty members publish dozens of articles and analyses each year.

**(d) The unit contributes to its communities through service projects, internship and job placements, and faculty involvement in civic activities related to journalism and mass communication.**

When the governor of Florida ordered the end of state support for all National Public Radio outlets in the state except for the one in the capital of Tallahassee, the College mounted a successful fundraising campaign to save the Gainesville station, part of the Division of Multimedia Properties. The station is now rated No. 1 in Gainesville among adults.

All stations in the Division of Multimedia Properties provide extensive coverage of elections and in times of severe weather. They also provide internships and sponsor community literacy and learning workshops.

WUFT Radio serves more than 700 blind Floridians with its WUFT Reading Service. It is a 24-hour-a-day service that provides access to critical information. It is also a training ground for underclassmen who read the daily newspapers, various magazines, articles, books, advertising and weather information, allowing sight-impaired individuals to maintain contact with traditional media.

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

For more than 50 years the Florida Scholastic Press Association has been supported by the College. The association, which is largely funded by the College, works with high school journalism teachers and students throughout the state. Among other things, FSPA offers an evaluation service for high school newspapers, magazines, yearbooks and broadcast programs.

**Overall evaluation (undergraduate program):**

## **COMPLIANCE**

### **Master's programs:**

There are no organized public service or professional outreach initiatives by graduate students. However, several projects, such as the one noted earlier in Standard 2 with the faculty member in medicine, are public service in nature. International graduate students

are active in various campus groups that work with local schools to promote international understanding.

**Overall evaluation (graduate program):**

**COMPLIANCE**



## **PART II — Standard 9: Assessment of Learning Outcomes**

### **Unit performance with regard to indicators:**

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

The College lists the student learning outcomes, as defined by the Accrediting Council, in its written assessment plan. On its website, the College defines the knowledge, skills and professional values each of its majors is expected to understand. But ACEJMC core values and competencies do not appear to be spelled out on the College's website. For the most part, course syllabi identify learning outcomes that are consistent with the College's values.

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

The College has developed an assessment plan that includes four direct measures: performance in capstone courses, portfolio assessments, internship evaluations and academic learning compact outcomes for each major.

Internship evaluations have been revised to use a rating form so supervisors can assess interns on each of the ACEJMC competencies.

In Advertising, portfolio reviews by professionals have been standardized so student work is evaluated against ACEJMC competencies. Although other departments ask advisory councils to review portfolios, a standardized evaluation form or rubric is not used to determine how portfolios demonstrate ACEJMC competencies.

Advertising and Public Relations professionals also evaluate student campaign projects, the capstone course for those majors. Other departments do not have structured professional reviews of capstone courses.

Student work including work created in capstone courses, however, has been recognized with national awards including ADDYs, a TELLY award and first-place awards in the Hearst competition, and first place in the Bateman Case Study National Competition for Public Relations teams.

The university's Academic Learning Compacts program also requires each undergraduate degree program in the College to specify the student learning outcomes students should acquire. In 2011, each department completed its first individual student assessments. That

information has not been reviewed by faculty yet, but it could be used to assess student progress and to provide guidance for improving curriculum.

For indirect measures, the College conducts surveys of graduating seniors, gathers university data on student experience, cites performance in national, state and regional contests, and obtains feedback from professionals. In 2011, it also conducted an alumni survey.

Advisory Council members interact directly with students during twice yearly visits. These council meetings include one-on-one sessions with students to review resumes, scripts and portfolios. Council members also offer guidance on the strengths and weaknesses of the curriculum and about the ways the College can better prepare students for the professions.

A 2011 survey of graduating seniors indicates undergraduate and graduate student ratings of ACEJMC values and competencies are consistent and fairly strong.

The College also gets insight from student course evaluations on the strengths and weaknesses of the curriculum and instruction.

**(c) The unit maintains contact with its alumni to assess their experiences in the professions and to gain feedback for improving curriculum and instruction.**

In 2011, the College surveyed alumni who had received their bachelor's of science degrees during the academic year 2007-2008 through summer 2011. In general, the respondents -- about 12 percent of the pool -- gave the College high marks on items related to ACEJMC accreditation standards. Although the College indicates it intends to do an annual survey, 2011 is the only survey that was done.

Each of the College's four academic departments has a professional advisory council, whose members provide feedback on curriculum and instruction. Council members review resumes and portfolios, offer career advice and engage with students in informal settings.

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

Professionals are involved in the assessment process in a variety of ways including portfolio and internship assessments.

All four departments involve advisory councils in a variety of ways. Advertising uses advisory council members in structured reviews of portfolios and capstone courses. It

also asks council members to review syllabi for relevance based on ACEJMC values. Advertising could be a model for the other departments in its use of professionals for assessment.

Professionals also are involved in internship evaluations. Advertising's evaluation forms, for example, ask professionals to rate students on ACEJMC competencies. The internship evaluation forms were revised from a basic yes/no survey to a four-point scale to give the College better feedback for improved performance.

Professionals in all of the disciplines say the College's majors are well prepared for internships and jobs. The College's graduates are better prepared than many of their competitors, according to the people hiring its graduates.

The College also receives feedback from professionals during job fairs, career days, on-campus interview sessions and contact with faculty about openings. Faculty members interact with professionals at conferences, workshops and in trips to media outlets. A number of professionals also teach as adjuncts in the College.

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

The College has made some changes in curriculum based on the data it has received. For example, it created online courses including Race, Gender, Class and the Media.

As the result of assessment from professionals, advisory councils and students, the College has tried to address the ever-changing media environment in its curriculum. The College has created the Center for Media Innovation + Research, which includes a 21<sup>st</sup> Century News Laboratory. Journalism professionals give the laboratory and the professional hired to run it high marks. It also is creating a Digital Collaboration Suite that will become a laboratory for faculty and students in advertising and public relations.

The College has made other curriculum changes to address changing needs of the industry. It, for instance, has introduced a social media management course in public relations. It has retooled its writing for mass communications course for Journalism students to focus more intensely on multimedia writing. It has introduced a required grammar course for all Journalism majors.

**Overall evaluation (undergraduate program):**

**COMPLIANCE**

**Master's programs:**

Assessment of students in the MADV and MAMC programs are not unlike those carried out nationally. Students must demonstrate sufficient skill and academic mastery of material before submitting a thesis or project prospectus that must be approved by the student's full graduate committee. For a thesis, the Graduate School requires a proposal, generally the first three chapters of the thesis, that require committee approval. For both the thesis and project options, students defend orally the product before his/her committee.

**Overall evaluation (graduate program):**

**COMPLIANCE**

### **PART III: Summary by site visit team (undergraduate program)**

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

Strengths:

- Dedicated faculty committed to teaching and research.
- Strong College leadership that has largely buried the problems of the past.
- Major strides on shared governance as demonstrated by creation of Faculty Senate.
- Amazing multimedia facilities led by dynamic get-things-done director.
- Emerging commitment to digital future including Center for Media Innovation + Research.
- Excellent student experience and top-flight students, driven in part by high admission standards.

Weaknesses:

- Budget woes have led to faculty reductions and some impact on morale.
- Percentage of courses taught by regular faculty has declined.
- Assessment plan still needs work and deeper demonstrated impact.
- Shared governance needs to percolate down to department level; more consistency needed in governance practices and assessment indicators.

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

N/A

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

N/A.

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

N/A

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

N/A

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

The College was out of compliance on Standard 1, Governance. A change in leadership and a strong commitment to equity and openness, and the building of new entities such as the Faculty Senate and College Council have resolved the issues cited by the previous site team.

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

The self-study was massive and often redundant. While extremely thorough, it would have benefited from a final scrub.

**PART III: Summary by site visit team  
(graduate program)**

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

Strengths:

- Has high-quality, productive graduate faculty members.
- Has the full support of the university, and the Dean of the College.
- Is well-organized under the associate dean for graduate studies and her program assistants.
- Attracts high-quality students, including many from outside the U.S.
- Has a strong orientation and advising process, in- and out-of-class academic experiences, and professional advice and networking assistance from faculty.
- Has brand recognition beyond the state of Florida.
- Benefits from state-of-the-art multimedia facilities.

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

N/A

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

N/A

**4) In the case of a recommendation for provisional accreditation, list the deficiencies that must be corrected before the provisional status can be removed**

N/A

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

N/A

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

N/A

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

The sections of the self-study dealing with the MADV and MAMC programs were, for the most part, well done. We suggest that in the next self-study, a more specific discussion be included of those members of the graduate faculty who are self-identified as minorities.