

# Self-Study Report

*for Accrediting Council on Education  
in Journalism and Mass Communications  
2011-2017*

## Appendices



**UF**

College of Journalism  
and Communications  
UNIVERSITY of FLORIDA

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A photograph of a student with curly hair, seen from behind, sitting at a white table in a library or study area. She is focused on typing on a laptop. On the table next to her is a smartphone and a yellow backpack. In the background, other students are seated at tables, some working on laptops. The scene is lit with a cool, blueish light, and the overall atmosphere is one of quiet study. A white rectangular box with the word 'APPENDICES' is overlaid on the image.

# APPENDICES

## Appendix 1

### Standard 1: Mission, Governance and Administration

#### Appendix 1A: College Mission Statement

The University of Florida College of Journalism and Communications (CJC) is committed to a diverse and inclusive environment, preeminent scholarship, cross-disciplinary education, superior skills development, and collaboration spanning the science and practice of communication to produce significant societal impact on a local, state, and global scale.

## Appendix 1B Constitution and Bylaws

# Constitution of the College of Journalism and Communications

### Preamble

Whereas education in the core disciplines of journalism, advertising, public relations, and telecommunications is of global significance;

Whereas our College serves a democratic society and its citizens through teaching, research, creative activities, and service concerning the core disciplines and given our commitment to openness and transparency as essential to a democracy and self-governance;

Whereas shared governance is effective through working relationships between administrators and faculty, and mutual respect for the participants' differing roles and responsibilities, and mutual trust in the ability and willingness of the various parties to meet their commitments;

We, the members of the College of Journalism and Communications, do ordain and establish this Constitution.

### Article I: Organization and Purpose of the College

*Section 1.* The College of Journalism and Communications is one of the basic degree-granting units of the University of Florida (see University Constitution). All provisions contained herein shall be in accordance with and subordinate to the regulations and procedures of the University of Florida Board of Trustees and the Florida Board of Governors, the Collective Bargaining Agreement between the University of Florida Board of Trustees and the United Faculty of Florida, the University of Florida Constitution, and state and federal laws and regulations, hereinafter "University Policy." Operating within these contexts and within the provisions of this Constitution, governance shall be shared between the administration of the College and the faculty as represented in the Faculty Senate (see Art. II, Sect. 2.2).

#### *Section 2. Mission of the College*

The University of Florida College of Journalism and Communications (CJC) is committed to a diverse and inclusive environment, preeminent scholarship, cross-disciplinary education, superior skills development and collaboration spanning the science and practice of communication to produce significant societal impact on a local, state and global scale.

#### *Section 3. Departments, Divisions, Units, Institutes, and Centers*

The College of Journalism and Communications is organized into departments, divisions, media units, institutes, and centers.

3.1 Departments. Departments shall be the fundamental unit of academic and administrative organization within the College (see the University Constitution).

3.2 Divisions. Divisions are administrative units within the College that encompass a wide array of activities and functions which contribute and support the academic mission of the College.

3.3 Institutes and centers. For the purpose of research or teaching programs at the graduate or undergraduate level, there may be established under the Dean, an institute or center to administer such inter-disciplinary research or teaching programs (see the University Constitution).

3.4 Media and immersion units. The media and immersion units, which include but are not limited to television and radio stations, digital sites, the Innovation News Center, and The Agency, are a major part of the teaching mission of our College.

3.5 Creation of, consolidation of, or other changes to departments, institutes, centers, units, and divisions by the Dean shall follow University Policy.

#### *Section 4. Administration*

4.1 The chief executive and administrative officer of the College shall be the Dean, who is responsible to the President of the University for the administration of the College, and who shall be the agent of the faculty for the execution of educational policy (see the University Constitution).

4.2 The Dean, in consultation with appropriate faculty and with approval by University administration, shall appoint associate deans, assistant deans, directors, and managers as needed and in accordance with University Policy. All administrators are expected to operate in the spirit of shared governance.

4.3 Each Department is headed by a Chair appointed by the Dean in consultation with the Department's faculty and in accordance with the University Constitution. The Chair serves as chief executive and administrative office of the Department, is responsible to the Dean for administration of the Department, and is the agent of the Department faculty for the execution of academic policy. Chairs are expected to operate their Department in the spirit of shared governance.

4.5 The Dean shall consult with faculty on the performance of administrators in the College at least once every three years.

### **Article II: College Governance**

#### *Section 1. Authority*

1.1 The authority of the faculty to participate in determination of policies, procedures, and activities of the College shall not exceed the limits of the Constitution of the University of Florida. Members of the faculty are encouraged to take an active and responsible role in discussions of proposed new policies, procedures, and activities and/or changes to existing policies, procedures, and activities. Academic governance is most effective when faculty and administration work together to carry out duties and responsibilities.

1.2 In keeping with the Constitution of the University of Florida, the Faculty Senate (see Art. II, Sect. 2.2, herein) shall act in an advisory capacity to the Dean and appropriately represent the interests of the faculty.

### Section 2. Shared governance

2.1 Decision-making in the College of Journalism and Communications shall be guided by the University's five principles of shared governance: a) mutuality, collegiality, and collaboration; b) transparency; c) representative participation; d) mutual accountability; and e) clarity of roles.

2.2 The faculty's role in shared governance. The College faculty has *determination roles* "on certain matters, such as curriculum, criteria for tenure and promotion, evaluation of students, and recommendations regarding accreditation"; *recommendation roles* "on certain matters including but not limited to the College budget and technology decisions that impact teaching and research"; and *consultation roles* "on other matters connected with the priorities and policies of the College and their implementation."<sup>1</sup>

- a. The Faculty Senate (see Art. II, Sect. 2.2b) and the College standing committees (see College Bylaws, Art. I, Sect. 1.1) work collaboratively in enacting these roles, as defined by the University's shared governance policies and by the College Constitution.
- b. The Faculty Senate is an elected representative body of the College faculty, with its leadership elected by the Faculty Senate, which acts on behalf of the faculty and is responsible for working with unit administration to develop and oversee the operation of shared governance within the College.
- c. To ensure the success and vitality of shared governance in exercising decision-making responsibilities on issues and policies affecting faculty, the administration will seek input as appropriate from the Faculty Senate and communicate about final decisions made.

2.3 The Dean's role in shared governance. The Dean of the College is designated by the University as having the ultimate authority in all college decision-making. To enable shared governance, following the guidelines from the Report of the Presidential-Faculty Senate Joint Task Force on Shared Governance, the Dean will share authority and responsibility with the faculty.<sup>2</sup>

- a. On matters in which the faculty has *recommendation* responsibility, the Dean shall modify or reject recommendations only *after a further conference* with the Faculty Senate (or its representative), when possible. The Dean (or the Dean's designee) will then inform the Faculty Senate (or its representative), or the full faculty, of the final decision and the reasons for that decision.

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<sup>1</sup>Quotations come from the Report of the Presidential-Faculty Senate Joint Task Force on Shared Governance (Nov. 14, 2003) on page 25 and in the Appendix. Available at: [http://www.senate.ufl.edu/publications/reports/shared\\_governance/Final\\_Joint\\_T\\_F\\_Shared\\_Gov\\_Report.pdf](http://www.senate.ufl.edu/publications/reports/shared_governance/Final_Joint_T_F_Shared_Gov_Report.pdf)

Also from the Report of the Faculty Senate-Presidential Task Force on the Implementation of Shared Governance Structure adopted April 20, 2006 (p. 30).

<sup>2</sup>Text of items 2.3.a and 2.3.b is based on language in the Report of the Presidential-Faculty Senate Joint Task Force on Shared Governance (Nov. 14, 2003) on page 2. Available at: [http://www.senate.ufl.edu/publications/reports/shared\\_governance/Final\\_Joint\\_T\\_F\\_Shared\\_Gov\\_Report.pdf](http://www.senate.ufl.edu/publications/reports/shared_governance/Final_Joint_T_F_Shared_Gov_Report.pdf)

- a. On matters in which the faculty has *consultation* responsibility, the Dean will seek input from the Faculty Senate and also inform the faculty of the nature and rationale for decisions *before they are made*, whenever feasible.
- b. The Dean shall meet at least once a semester with the Faculty Senate (see Art. II, Sect. 2.3) to discuss the state of the College and work with the Faculty Senate on shared goals and outcomes.

### *Section 3. Procedures of the College*

- 3.1 The most current edition of Robert's Rules of Order Newly Revised shall be used in conduct of all faculty, graduate faculty, and committee meetings unless suspended by a simple majority of those present and eligible to vote.
- 3.2 Unless otherwise stated explicitly herein, all references in this Constitution to a majority vote shall mean a simple majority, or more than half of those present and eligible to vote, provided there is a quorum (defined as one-third of in-residence faculty as noted in Art. II, Sec. 4.6).

### *Section 4. Meetings of the full faculty*

- 4.1 Who can call them and how often. The Dean or the Faculty Senate may call meetings of the full faculty. There shall be at least one Senate-called faculty meeting each semester. There shall be at least one meeting during the academic year at which the Dean presents the state of the College. In a case where an emergency compromises the meeting, the meeting will be rescheduled as soon as it is feasible.
- 4.2 Who presides. For Dean-called faculty meetings, the Dean or the Dean's designee shall preside. For Faculty Senate-called faculty meetings, the chair of the Faculty Senate or the chair's designee shall preside.
- 4.3 Agenda. Agendas for faculty meetings will be prepared and distributed to the faculty at least 24 hours prior to the meeting. For Dean-called meetings, the Dean or Dean's designee shall develop the agenda. For Faculty Senate-called meetings, the chair of the Faculty Senate shall develop the agenda. Faculty members and administrators may suggest items for the agenda provided they are submitted in writing and in a timely manner. A majority of those present may vote to permit discussion on non-agenda items. Action items must be identified as such in the agenda.
- 4.4 Minutes. Minutes of each faculty meeting shall be taken. For Dean-called meetings, the Dean or Dean's designee will appoint a person to take minutes. For Faculty Senate-called meetings, the chair of the Faculty Senate will appoint a person. Draft minutes of meetings shall be written and submitted to the Dean, Dean's designee, or the Faculty Senate chair within 14 days of that faculty meeting and approved at the next Senate-called or Dean-called faculty meeting. After the minutes have been approved by a vote of the faculty, the Dean, Dean's designee, or chair of the Faculty Senate shall make the minutes publicly known through the appropriate technologies.

4.5 Parliamentarian. For Dean-called faculty meetings, the Dean or Dean's designee shall appoint a parliamentarian. For Faculty Senate-called meetings, the chair of the Faculty Senate shall appoint a parliamentarian. The parliamentarian shall be announced at the beginning of each meeting.

4.6 Quorum. A quorum shall consist of one-third of the faculty (as defined in Art. III, Sect. 1) in residence. "In residence" shall be defined as those faculty members who are not on sabbatical or other official leave approved by the Dean or the University excluding business travel and sick leave that does not affect performance of assigned duties.

4.7 Proxy voting. No proxies shall be recognized.

### *Section 5. Graduate Faculty Meetings*

5.1 Who calls the meetings. The Associate Dean for Graduate Studies may call a meeting of the graduate faculty (as defined in Art. III, Sect. 2.1) as needed.

5.2 Who presides. The Associate Dean for Graduate Studies, or a person whom s/he designates, shall preside.

5.3 Notice of meetings. Announcements of regular graduate faculty meetings should be sent expeditiously to all graduate faculty and made publicly known through the appropriate technologies at least 24 hours in advance.

5.4 Agenda. The Associate Dean for Graduate Studies shall develop the agenda for graduate faculty meetings and distribute the agenda to the faculty at least 24 hours prior to the meeting. Graduate faculty members and administrators may suggest items for the agenda provided that they are submitted in writing and in a timely manner. A majority of those present may vote to permit discussion on non-agenda items. Action items must be identified as such in the agenda.

5.5 Minutes. Minutes of each meeting must be taken. The Associate Dean for Graduate Studies will appoint a person to take minutes for the meeting. Draft minutes of the meetings shall be written and submitted to the Associate Dean for Graduate Studies within 14 days of a that faculty meeting. After the minutes have been approved by a vote of the graduate faculty, the Associate Dean or Associate Dean's designee shall make the minutes publicly known through the appropriate technologies.

5.6 Parliamentarian. The Associate Dean for Graduate Studies shall appoint a parliamentarian. The parliamentarian shall be announced at the beginning of each meeting.

5.7 Quorum. A quorum shall consist of one-third of the graduate faculty in residence. "In residence" shall be defined as those faculty members who are not on sabbatical or other official leave approved by the Dean of the University excluding business travel and sick leave that does not affect performance of assigned duties.

## Article III: The Faculty

### *Section 1. Membership of the faculty*

1.1 Voting members. The faculty of the College consists of all persons employed by the University during the regular academic year as defined by UF Senate Bylaw 21.

1.2 Faculty members within a Department or unit may recommend individuals by a simple majority vote to be elected or appointed as departmental representatives to faculty standing committees, task forces, and faculty meetings, and bestow upon these individuals voting privileges, as appropriate. When making these appointments, the Department or unit will determine that the individual's responsibilities include teaching or research in the Department. The Department or unit can change these appointments if the individual's assignment changes (see the University Constitution).

### *Section 2. Graduate faculty*

2.1 Membership. All members of the faculty of the College who have been appointed to membership in the Graduate Faculty of the University shall be members of the College graduate faculty. See the University Constitution for criteria for appointment to the Graduate Faculty of the University.

2.2 Duties. The graduate faculty of the College shall have all the powers and duties relating to graduate students and programs that the College faculty has over undergraduate students and programs. The level of involvement of graduate faculty in supervising students is determined by the Associate Dean for Graduate Studies in consultation with the faculty member and the faculty member's Department Chair.

### *Section 3. Searches and appointments*

3.1 Appointment of new faculty and Department Chairs. Searches for Department Chairs, tenure-track, non-tenure track, and tenured faculty members, shall be conducted by the Department in which the faculty member shall hold academic rank. For searches involving more than one department or unit, a committee representative of all the departments/units for which the hire might have teaching, research, or service duties will be formed. The hiring authority shall appoint the search committee. The College's EEO Officer will act in an advisory capacity for all searches. Search committees should reflect a broadly defined diverse membership. The hiring authority shall notify the affected unit(s) of the committee's formation in a timely fashion. The hiring authority shall appoint the search committee chair. Searches for faculty or department chair positions will be conducted in accordance with UF Constitutional requirements, Collective Bargaining Agreements, and principles of shared governance.

3.2 Appointment of emeritus faculty. An affirmative vote of Department faculty is required before an individual can be appointed to emeritus status (see University Regulations).

3.3. Appointment of Associate and Assistant Deans and other College administrative officers. The Dean may appoint Associate and/or Assistant Deans and directors as the Dean deems necessary for the accomplishment of desired goals, subject to the approval of the President or the President's designee. The dean will consult with the Faculty Senate about these appointments.

3.4 Appointment of the Dean. The Dean shall be appointed by the President or the President's designee. In making this appointment, the President shall give consideration to the opinion of the faculty of the College (see the University Constitution).

#### *Section 4. Tenure and promotion*

4.1 All considerations of tenure and promotion shall be consistent with unit, College, and University guidelines for tenure and promotion. All unit and College guidelines regarding tenure and promotion shall be applicable to the hiring of faculty members at senior ranks or with tenure. The Dean or Dean's designee shall annually distribute College and University guidelines for tenure and promotion along with relevant deadlines for submissions.

4.2 Recommendations for nomination for tenure shall be initiated by the faculty member who is eligible for tenure, in accordance with University Policy.

4.3 Recommendations for nomination for promotion shall be initiated by the eligible faculty member, in accordance with University Policy.

#### *Section 5. Faculty rights*

5.1 The faculty believes that academic freedom and responsibility are essential to the full development of a university and apply to teaching, research, and creativity. Therefore, the faculty must be free to cultivate a spirit of inquiry and scholarly criticism and to examine ideas in an atmosphere of freedom and confidence.

5.2 Faculty members have the right to know what is required of them in their work and how that work will be evaluated. Faculty members shall be provided with a statement of their responsibilities and criteria by which they will be evaluated upon initial appointment and at least annually thereafter.

5.3 All decisions regarding tenure, promotion, sabbatical leaves, salaries, salary increases, and evaluations, and all results of those decisions, shall be made known to the individual faculty member in a timely manner. Faculty members have the right to appeal such decisions, in a timely manner, consistent with applicable policies and procedures, and to expect a timely reply.

5.4 On all matters relating to tenure and promotion, faculty members have a right to receive, in a timely manner, the results of Departmental votes, the College committee's recommendation, the Chair's letter, the Dean's letter, and their recommendations.

5.5 The faculty has a right to assemble to discuss matters of concern to the faculty without limit.

5.6 All faculty members have the right in accordance with University Policy to see any and all information about themselves kept in any official personnel files within the College or Department and have the right to reply in writing.

#### **Article IV: Constitutional Review**

Two years after the approval of this Constitution by the faculty, the Faculty Senate shall review this Constitution, and all applicable governing documents, and propose changes if necessary.

Future reviews shall be conducted at least every three years, unless a review is called for by a majority vote of the faculty at a faculty meeting.

#### **Article V: Amendments to the Constitution**

The Constitution may be amended by a two-thirds vote of all faculty in residence (defined as those faculty members who are not on sabbatical or other official leave approved by the Dean or the University excluding business travel and sick leave that does not affect performance of assigned duties) at any regular or special meeting of the faculty, provided that written notice and the text of the proposed amendments are sent to the faculty by the Dean, Dean's designee, or Faculty Senate chair at least two weeks prior to the meeting at which such action is to be taken. The vote on the amendment(s) shall be in a single meeting. No proxies shall be recognized. All amendments must include an effective date. The chair of the Faculty Senate shall send electronic notice to the faculty of amendments when they have passed.

# Bylaws of the College of Journalism and Communications

## Article I: College Committees

*Section 1.* The College shall have four types of committees on which faculty may serve.

1.1 Standing faculty committees. Faculty committees address concerns pertaining to the major academic missions as defined by the University's Faculty Senate (e.g., curriculum, standards for appointment, evaluation of students) or within the University-recommended areas of shared- governance functions: Academic Policy and Structure; Faculty Quality and Welfare; Academic Planning, Budgeting, and Resource Allocation; Research and Scholarship; and Academic Infrastructure and Support.<sup>3</sup> Under shared governance, these are areas in which the faculty possesses either recommendation or determination rights.

1.2 Standing Dean's committees. Dean's committees are committees created by the Dean at his/her discretion. The Dean or his/her representative appoints members, and the members report directly to the Dean.

1.3 University-mandated committees. University-mandated committees are required by the University and defined by University Policy.

1.4 Task forces. Task forces may be formed by the Dean or the Dean's representative. Faculty task forces may be formed by faculty members or the Faculty Senate as they deem appropriate. A task force will be disbanded when its task is completed.

## Article II: Committees of the Faculty

### *Section 1. Authority*

The standing committees of the faculty (herein "standing committees") shall carry out duties prescribed by the Constitution, charges assigned by the College's Faculty Senate and administration, and in accordance with University Policy.

### *Section 2. General rules*

2.1 Minutes. All standing committees must provide minutes of meetings. Minutes of each meeting will be sent to the specific standing committee chair or designee after the minutes have been approved by its members. The chair or designee will post on the College's website. Each committee will determine how it will be taking minutes (e.g., electing a secretary, alternating minute-taking among members, etc.) for that particular academic year during the initial committee meeting during the fall semester.

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<sup>3</sup>See Report of the Faculty Senate-Presidential Task Force on the Implementation of Shared Governance Structure, Adopted April 20, 2006

2.2 Announcement of meetings. In the interest of shared governance, the chair of a standing committee shall announce all meetings to the faculty expeditiously and make it publicly known through appropriate technologies at least 24 hours in advance. If the meeting is required to be open pursuant to the Sunshine Law, then the chair of the standing committee shall make it publicly known through appropriate technologies at least three business days in advance.

2.3 Agendas. The agenda for each committee meeting will be prepared by its chair and distributed to committee members and all faculty at least 24 hours prior to meetings.

2.4 Quorum. Unless otherwise stated explicitly herein, all references in these Bylaws to any quorum shall mean more than half of the members of the body.

2.5 Voting procedures. When a vote is taken in a committee, all members of the committee are eligible to vote, unless otherwise specified for the individual committee elsewhere in these Bylaws.

2.6 Frequency of meetings. All committees should meet at least once per semester. If a committee finds that it does not need to meet once per semester, the committee's chair is required to consult the Faculty Senate to discuss whether the committee might need to be restructured or disbanded.

2.7 Annual report. All committees will create an annual report on their activities that will be sent to the College Web Administrator to post on the College's website before the last Senate-called faculty meeting of the spring semester. The Faculty Senate will set the deadline for these reports and provide committees with at least two weeks' notice of this deadline. In addition, the Faculty Senate or the committee itself may request an oral presentation of the report to the full Faculty at the last Senate-called faculty meeting of the spring semester.

2.8 Policy deliberation. Two-way communication with constituent groups is essential for effective shared governance; thus, before an elected standing committee presents a policy or procedure issue for a faculty vote, the following processes shall be followed:

- a. The proposed policy or procedure will be presented in writing and discussed with bodies that will be affected substantially by the policy or procedure. (These could include, but are not limited to, the Departments, Deans and Chairs, the graduate faculty, the stations, or other units.)
- b. Faculty representatives on elected standing committees shall report committee action to their Departments, through e-mail, or at Department meetings, in a timely manner. As appropriate, the faculty representative should obtain faculty opinion so that the representative's actions and decisions are informed by the unit represented.
- c. Prior to presenting a policy or procedure for a vote at a College-wide faculty meeting, elected standing committees shall submit the policy for consideration and further action by the Faculty Senate as specified in Bylaws Art. II, Sect. 11.1 a.vi-vii.

d. A committee may send an issue to the full faculty if there is a 2/3 vote by the full committee membership to do so. The Senate then will forward this issue to the faculty as a discussion item, not a voting item, and the faculty will decide whether to pursue the issue.

e. The policy document presented for a College-wide faculty vote shall indicate the dates on which the policy was submitted to the appropriate bodies and the Faculty Senate.

2.9 Overlapping committee functions. At times, the interests and functions of committees may overlap. The following steps should be taken to reach a consensus on how to address the overlapping interest.

a. The chairs of overlapping standing committees will meet to discuss the appropriate manner to proceed and try to reach a resolution.

b. A representative of one of the affected standing committees may present the overlapping issue at the other affected committee's meeting.

c. A joint meeting of both affected committees may take place to address the overlapping matter.

d. If no resolution is achieved through these steps, then the chairs of the affected committees will consult the Faculty Senate.

2.10 Student members of committees. Where an undergraduate student is required to serve on a College committee, that student shall serve for a term of one academic year. Where a graduate student is required to serve on a College committee, that student shall be elected or appointed by the Graduate Students in Mass Communication Association (GSMCA), for a term of one academic year. The committee chair shall ensure that the appropriate students are informed of their obligation to designate a representative on the committee.

2.11 Faculty members not elected to a committee. A list of faculty members who are not nominated by the Election Committee to serve on a University-mandated committee, Faculty Senate or standing committee shall be forwarded to the Executive Associate Dean and the Department Chairs by the Election Committee. The Executive Associate Dean and the Department Chairs shall assign comparable service obligations to these faculty members during the year.

### *Section 3. Subcommittees*

Each standing committee may use its own discretion to form a subcommittee to work on specific issues that are related to the committee's specific mission, as described below in Bylaws Article II, Section 11 (Non-University-mandated standing committees).

### *Section 4. Task forces*

Task forces may be created and appointed by the Dean or Faculty Senate to address issues that are not readily addressed by existing standing committees and their specific missions, as described below in Bylaws Article II, Section 11 (Non-University-mandated standing committees). In principle, task forces should follow the general rules for standing committees as described above in Bylaws Article II, Section 2 (General rules).

### *Section 5. Elections for committees and the Faculty Senate*

5.1 Eligibility for Committees. Elections for University-mandated committees, Faculty Senate and College standing committees shall be conducted annually. For University-mandated committees, the College must meet membership requirements for particular faculty ranks and Department representation.

5.2 Election Committee of the Faculty Senate. The Faculty Senate shall appoint annually an Election Committee, consisting of one senior senator from each Department and the Executive Associate Dean. The committee shall select its own chair. This committee is responsible for preparing all nominations, all slates and all ballots for committee elections, conducting all voting, and announcing the results to the faculty.

5.3 Elections for University-mandated committees, the Faculty Senate and standing committees. The Election Committee shall seek faculty members' committee preferences through an electronic self-nomination process and shall create a ballot for election to all University-mandated committees, election to the Faculty Senate and election to standing committees. Creation of this ballot shall follow current University Policy, and applicable to the Faculty Senate, it shall also follow the College Bylaws Article II, Section 11.1.b (Composition of the Faculty Senate).

- a. This ballot must be completed two weeks prior to the elections for all committees.
- b. The Election Committee chair shall inform the faculty at large about the elections via electronic notice.
- c. If University Policy requires nominations for a particular committee, those nominations shall occur over a period of no less than one week, prior to the ballot's completion.
- d. The Election Committee shall assemble a slate for each University mandated committee, the Faculty Senate and standing committee. All slates may appear on one ballot. If any member of the faculty wishes to contest the ballot, he or she must do so in a timely manner, in writing, to the chair of the Faculty Senate and the chair of the Election Committee.
- e. Voting and results. These elections shall be conducted by electronic ballot, with the Election Committee tallying the votes. For each committee seat, the person with the most votes wins the seat. Election results shall be announced electronically to faculty members. All elections shall be held in accordance with the laws of the State of Florida that govern public meetings as well as University Policy.

5.4 Elections for all committees. These elections are preceded by a nomination procedure. The Election Committee shall inform the faculty at large about the nomination process via written notice and shall accept nominations from the faculty for open seats on the elected committees of the College over a period of no less than one week.

- a. Each faculty member, as defined by Constitution Art. III, Sect. 1.1 and 1.2, will self-nominate to be considered for all committee openings. If a faculty member chooses not to self-nominate for any committee, the Election Committee shall nominate that faculty member for one or more committees.
- b. The Election Committee will assemble a single document, hereafter called the slate, showing the nominees for all elected committees. Each committee will have its own list of nominees, consisting of one person listed for each open position. Any seat that is left empty shall follow the protocol set forth in Bylaws Art. II, Sect. 8. The nominees shall be listed in alphabetical order along with the person's corresponding unit or Department represented under the committee name.
- c. Terms of office. Unless otherwise specified, elected members of standing committees shall serve for a term of two years and until their successors have been elected and take office. All terms shall start at the beginning of the fall semester. There are no term limits unless otherwise specified by University Policy or elsewhere in this Constitution or Bylaws. All terms of office shall be established on a rotating basis such that no more than half of the committee members are newly elected yearly.
- d. Election calendar. Elections shall be held during spring semester. Elections may be held during a meeting of the College faculty wherein the Election Committee's presentation of the final ballot is an agenda item. The Faculty Senate shall announce and conduct such meeting in accordance with the College Constitution (Art. II, Sect. 4, Meetings of the full faculty).
- e. Voting and results. The vote on the final ballot may be conducted either electronically or by a voice vote at a meeting of the faculty, and a simple majority shall carry. The most current version of *Robert's Rules of Order Newly Revised* shall be consulted and followed regarding the election of a slate of representatives, including but not limited to how to handle nominations from the floor and how to elect a partial slate. The Election Committee shall ratify the results.

5.5 Election of the special advisory committee in Dean searches. When a special advisory committee is to be elected to represent the faculty in the selection of the Dean (in accordance with University Policy and Art. III, Sect. 3.5 in the College Constitution), the Election Committee shall solicit suggestions for nominees from each department to serve on that committee. If it is impractical to hold this election in conjunction with a regular election, then the Faculty Senate will determine when and how such election will be held.

5.6 Eligibility. Any member of the faculty shall be eligible for nomination to the elected standing committees, under the following conditions:

- a. The Dean, Executive Associate Dean, and the Department Chairs in the College shall not be eligible for elected positions.
- b. Persons who are not members of the faculty may be eligible under conditions defined in Art. III, Sect. 1 of the College Constitution (Membership of the faculty).
- c. Eligibility requirements for University-mandated committees are set by University Policy and not by the College.

*Section 6. Election of chair and vice-chair of standing committees*

6.1 Chair The UF-mandated committees, the Faculty Senate and faculty standing committee chairs shall be elected by their respective committee members unless otherwise specified in the Bylaws or by University Policy. The term of the chair shall be one academic year.

6.2 Chair-elect. The Faculty Senate chair-elect shall be elected by their respective Faculty Senate members unless otherwise specified in these Bylaws or by University Policy. The vice-chair shall serve for one academic year and then become chair of the Faculty Senate for the following academic year. Only Faculty Senate members who are not serving the last year of their second three-year term shall be eligible to become chair-elect.

*Section 7. Who does not serve on college committees*

First-year faculty members who are untenured or who hold a lecturer or equivalent faculty rank position may not serve on a College committee during their first academic year or, if the faculty member's employment starts midyear, will not serve during the first spring semester only.

*Section 8. Vacancies on committees*

If a seat or seats on a committee are empty, the committee chair shall first approach the Department Chair if the empty seat is allocated to that department and ask for a replacement. In other cases, or if the Department Chair is unable to provide a replacement, the committee shall find a solution and present it to the Faculty Senate for further action. Exceptions to these rules are the Faculty Senate, University Senate, Tenure and Promotion, Sabbatical, or any other University-mandated committee, seats on which shall be filled by a special election under the direction of the Faculty Senate.

*Section 9. Sunsetting committees*

The Faculty Senate will monitor committee activities and may call for the disbanding or restructuring of a committee. The committees will also monitor their own activity. In the event that a majority of the committee members recommend disbanding or restructuring, the committee members will take the issue to the Faculty Senate for verting and further action. All restructuring and disbanding of committees must go before the faculty and pass with a simple majority at a regular or special meeting of the full faculty.

*Section 10. Creating new committees*

If two or more members of the faculty consider a new committee to be needed, the role that the new committee would fill will be described in written form and submitted to the Faculty Senate for discussion and further action.

*Section 11 Non-University-mandated standing committees*

After the first item about the Faculty Senate below, all committees are listed in alphabetical order. Unless otherwise specified below, only elected members on a committee are voting members.

Unless otherwise specified below, members of a committee shall elect the committee chair.

11.1 Faculty Senate

a. Duties

- i. Provide an official faculty body for representing the College faculty on issues of concern with the university administration.
- ii. Meet at least monthly with the administration.
- iii. Recommend policies to the Dean and other administrative bodies.
- iv. In consultation with the administration, develop a process for resolution of conflict between the faculty and the administration.
- v. Develop a process for actively soliciting input from the faculty.
- vi. Receive, consider, refer, and approve matters submitted in writing to the Senate including recommendations from standing committees, special committees, or individual faculty members.
- vii. Collaborate with the college committees and establish a mutual accountability process.
- viii. Refer matters to the faculty as a whole as appropriate based on recommendations from standing committees, special committees, or individual faculty members.
- ix. Regularly report to the faculty regarding issues and actions of the Faculty Senate.
- x. Investigate and make recommendations on matters referred to the Senate by the faculty.
- xi. Consider concerns and act upon recommendations presented by student groups or the support staff within the College.
- xii. Call faculty meetings as needed and set the agenda for those meetings. Hold at least one faculty meeting during each fall and spring semester.

- i. Additional meetings may be called by the Faculty Senate chair or by petition of three members of the Faculty Senate.
- ii. Meet at least monthly during fall and spring semesters to accomplish the duties outlined above and as needed.

a. Composition of the Faculty Senate

- i. The Faculty Senate will be elected members, with two members elected by each academic Department.
- ii. The names of all eligible faculty members in the Department will appear on the Department's ballot.
- iii. Deans, Department Chairs, and General Managers of the stations are not eligible to serve on the Faculty Senate.

b. Terms of office

- i. The Faculty Senate will meet during fall and spring semesters. The Senate will be called into special session during the summer semester only in emergency situations.
- ii. The length of a term is three years.
- iii. A faculty member may be elected to the Faculty Senate for two consecutive terms (six years total).
- iv. A faculty member who has served two consecutive terms may seek re-election after being off the Faculty Senate for one year.
- v. The terms of office will be established on a rotating basis so no more than five members are elected each year.
- vi. In the event that a representative cannot fulfill the term or is removed from the position due to non-attendance or by the vote of the representative's unit, the representative's unit will elect a replacement for the remainder of the term. In the event that no one in the unit is willing to fill the seat, the position will be filled by an at-large election.

11.2 Budget and Long-Range Planning

c. Mission

- i. Regularly meet with Dean and administration for financial updates.
- ii. Serve as the liaison among administration, faculty, and Faculty Senate on financial issues.

- iii. Serve in an advisory role to administration on financial requests, priorities, and allocations for the College and the Departments. These include but are not limited to strategic planning, revenue enhancement, and budgetary implications.

b. Composition

- i. The committee shall consist of one faculty member from each of the departments, one Faculty Senate representative, and the College director of finance.
- ii. If none of the four faculty members serving on this committee is currently a member of the Faculty Senate, the Faculty Senate Chair should be informed after the first meeting of the committee, and a Faculty Senate representative should be appointed by the Faculty Senate Chair.

c. Voting procedures

- i. The College director of finance is a non-voting member

### 11.3 Curriculum and Teaching Committee

a. Mission

- i. Recommend to the faculty new courses and courses to be discontinued on petition by a department.
- ii. Recommend minimum requirements for undergraduate degrees.
- iii. Conduct College-wide curriculum reviews.
- iv. Develop, maintain, and evaluate instruments for the evaluation of teachers and courses by students and/or former students and the system by which these are regularly administered.
- v. Develop and implement services which aid the enhancement of teaching in the College.
- vi. Consider other issues related to teaching and/or curriculum including but not limited to peer observations, teaching evaluations for third-year reviews, team teaching, and cross-departmental teaching.
- vii. Serve as the selection committee for Teacher/Advisor of the Year.

b. Composition

- i. The committee shall consist of at least nine members: one faculty representative from each department; the Department Chairs, and the Associate Dean for Undergraduate Affairs and Enrollment Management, who will be the chair of the committee. An additional faculty representative shall be a former College Teacher of the Year winner.

c. Voting procedures

- i. The chair of the committee is a non-voting member.

11.4 Faculty Welfare & Development Committee

a. Mission

- i. Encourage recruitment, growth, and retention of a broadly defined diverse faculty in the College.
- ii. Foster opportunities for faculty growth through professional development.
- iii. Promote the general welfare insofar as it pertains to improving the quality of faculty life. Tasks might include conducting workshops; proposing policies pertaining to development and retention issues; and addressing concerns of adjunct faculty.
- iv. Provide support to the faculty and administration to meet these goals.
- v. Serve as the selection committee for Faculty Professional Summers.

b. Composition

- i. At least four faculty members, the Executive Associate Dean, and the College's human resources coordinator.

c. Voting procedures

- i. The Executive Associate Dean and the College's human resources coordinator are non-voting members.

11.5 Graduate Committee

d. Mission

- i. Consider and make recommendations to the College's graduate faculty and the Associate Dean for Graduate Studies on all matters related to the graduate program, including:
  - 2) Admission standards for the College.
  - 3) Curriculum and degree requirements of the College's master's and Ph.D. programs.
  - 4) Procedures for graduate faculty status.

- ii. Assist the Associate Dean for Graduate Studies in the recruitment of graduate students.
- iii. Act for the graduate faculty in evaluating and making recommendations regarding admissions and funding.
- iv. Consider and vote on petitions, probation, and other graduate student policy issues.
- a. Composition
  - i. One faculty member from each of the major departments (who may also represent different tracks in the College).
  - ii. A representative from other tracks which the graduate faculty or administration believe should be represented.
  - iii. Two graduate students (not first-semester); ideally one master's student and one doctoral student.
  - iv. All Department Chairs.
  - v. The Associate Dean for Graduate Studies.
- b. Chair
  - i. The chair of the committee shall be the Associate Dean for Graduate Studies.
- c. Voting procedures
  - i. Because information from student records is presented and discussed, students shall not vote nor attend meetings on evaluative matters.
  - ii. The Associate Dean for Graduate Studies shall vote as s/he sees appropriate under the guidelines specified by shared governance.
  - iii. Any initiatives or policies initiated by or brought to the Graduate Committee are first voted on by the Graduate Committee and are then taken to the College graduate faculty for a vote.

## 11.6 Research Committee

### a. Mission

- i. Encourage and aid research; recommend criteria for the administration of research grants and programs.
- ii. Serve as an advisory committee on research policies and programs to the faculty.
- iii. This committee also serves the function of the University's committees on human experimentation and computer utilization.
- iv. Serve as the selection committee for research-related internal grants and awards.
- v. Take on other research-related issues/responsibilities as deemed appropriate by the Dean and/or the faculty.

### b. Composition

- i. One representative from each department, the Associate Dean for Research, and one Ph.D. student.

### c. Chair

- i. The chair of the Research Committee shall be the Associate Dean for Research.

### d. Voting procedures

- i. The student member is a non-voting member.
- ii. The Associate Dean for Research shall vote as s/he sees appropriate under the guidelines specified by shared governance.

## 11.7 Technology Committee

### e. Mission

- i. Promote effective use and distribution of technology resources to support and enhance the mission of the College.
- ii. Make recommendations to the administration regarding computer software and hardware purchases, installations and upgrades by and for faculty, for use in computer labs in Weimer Hall, and for graduate student assistants. The software and hardware concerned are related to teaching, research, and service.
- iii. Solicit suggestions from faculty and students regarding software and hardware purchases, installations, and upgrades.

- iv. Provide a communication channel between ITS (Information Technology Services) and the faculty.
- v. Develop and recommend policies regarding all of the above.
- a. Composition
  - i. One faculty member from each department; the Director of the Division of Media Properties or a designee and the Manager of the Technology Advancement Group (TAG) or a designee.
- b. Voting procedures
  - i. The Director of the Division of Media Properties or a designee and the Manager of the Technology Advancement Group (TAG) or a designee are non-voting members.

### *Section 12. University-mandated committees*

#### 12.1 Sabbatical

- a. Mission
  - i. Send out a call to the faculty for sabbatical applications.
  - ii. Review sabbatical packages and present recommendation(s) to the Dean.
- b. Composition
  - i. Three tenured faculty members with six years or more of full-time service are eligible to vote and/or serve, as per University Policy.
- c. Terms of office
  - i. Members shall serve for one year.
  - ii. There shall be no consecutive terms (see University Policy).

#### Salary Equity

- a. Mission
  - i. Manage the process for salary equity reviews.
  - ii. Create and review criteria for salary equity reviews.
  - iii. Review applicants for salary equity and act in an advisory role to the Dean.
- b. Composition
  - i. The chairs of each Department's salary equity committee, the Dean and the Executive Associate Dean.

- a. Terms of office
  - i. Members shall serve for one year.
  - ii. There shall be no consecutive terms.
- b. Voting procedures
  - i. The Dean and Executive Associate Dean are non-voting members.

### 12.3 Sustained Performance Evaluation

- a. Mission
  - i. Review evaluations of tenured faculty members every seven years following the award of tenure or their most recent promotion in order to document sustained performance and to encourage continuing professional growth and development.
  - ii. Any duties required of this committee under University Policy.
- b. Composition
  - i. One faculty member from each department who has just completed his or her term on the College's Tenure and Promotion Committee.
- c. Terms of office
  - i. Members shall serve for one year.

### 12.4 Tenure and Promotion

- a. Mission
  - i. Review three-year review, tenure, and promotion packets of faculty and act in a fact-finding and advisory role to the Dean.
  - ii. Recommend modifications to the College's third-year review, tenure, and promotion processes.
  - iii. Any duties required of this committee under University Policy.
- b. Composition
  - i. Two representatives from each of the Departments. As per University Policy, only tenured associate and full professors may serve. The Dean, Executive Associate Dean, and Department Chairs may not serve on this committee. Associate professors may not evaluate candidates for full professor.

- c. Terms of office
  - i. Two-year, staggered terms.
  - ii. No Department shall have more than one first-year member.

#### 12.5 University Senators

- a. Mission
  - i. Represent the College's interests to the University and the University Faculty Senate.
- b. Composition
  - i. Seats are apportioned to the College by the University Faculty Senate.
- c. Terms of office
  - i. Three-year terms, with one possible consecutive term. Senators must sit out for three years after serving two consecutive terms.
- d. Election of University Senators
  - i. Those eligible to vote for University Senators are determined by University Policy.

### *Section 13. Dean's committees*

#### 13.1 College Council

- a. Mission
  - i. Provide an avenue for exchange of information and opinions related to activities and programs of the Departments, Divisions, Units, Institutes, and Centers.
- b. Composition
  - i. Appointed by Dean

#### 13.2 Diversity Council

- a. Mission
  - i. Address issues pertaining to diversity for undergraduate and graduate students, alumni, faculty, staff, and other stakeholders affected by the quality of life in the College.
  - ii. Advise the College administration on diversity issues.
  - iii. Serve as liaison for the Dean in meeting University diversity initiatives.

### **Article III: Bylaw Review**

*Section 1.* At least two years after the approval of these Bylaws by the faculty, the Faculty Senate shall review them and propose changes if necessary. Future reviews shall be conducted at least every three years, unless a review is called for by a majority vote of the faculty at a faculty meeting.

### **Article IV: Amending the Bylaws**

*Section 1.* These Bylaws may be amended by a simple majority vote of all faculty in residence and at any regular or special meeting, provided that written notice and the text of the proposed amendments are sent to the faculty by the Dean, Dean's designee, or Faculty Senate chair at least two weeks prior to the meeting at which such action is to be taken. Amendments shall be effective immediately. The chair of the Faculty Senate shall send electronic notice to the faculty of amendments when they have passed.

# Appendix 1C

## Organizational Chart for CJC Fall 2017



## Appendix 1D

## College Advisory Councils' Membership

ADVERTISING			
Samantha Avivi	Principal	Avivi Marketing	Boca Raton, FL
Ken Banks	President	KAB Markeging	Seminole, FL
Brett Barash	Global Digital Director	Intel Corporation	San Francisco, CA
D. Benny Benafield	Managing Partner	Propellant Media	Atlanta, GA
Andrew Brown	CEO/Partner	Bue Island Digital	Vero Beach, FL
Rob Cherof	Co-founder, President	RocketCamp	Decatur, GA
Keith Cutler	Principal	KC Marketing Group LLC	Hoboken, NJ
Dayana Falcon	Marketing Manager	Disney Consumer Products	Marina Del Rey, CA
Barry Finkelstein	Senior VP	Luquire George Andrews	Charlotte, NC
David Haan	CEO	The Creative Circus	Atlanta, GA
Cindy Kane			Cape Canaveral, FL
Melissa Lammers			Ormond Beach, FL
Larry Meador	Founder and Chief Strategy Officer	Evok Advertising	Heathrow, FL
David Ropes	Co-founder and Chief Pet Finder	mobiPET	Bluffton, SC
Shane Santiago	VP, Digital Director	St. John & Partners	Jacksonville, FL
Barbara Scherer	Senior VP, Regional Marketing Director	Fifth Third Bank	
Jay Schwedelson	President & CEO	Worldata	Boca Raton, FL
Andrew Warden	Owner	Warden Promotional Company	Orlando, FL
Dawne Widener-Burrows	President	Widener Research, LLC	Baltimore, MD
David W. Wilson		Hallmark-Tassone	Deland, FL

JOURNALISM			
Andrea Adelson	Reporter	ESPN	Orlando, FL
Edward Aschoff	Reporter	ESPN	Los Angeles, CA
Alejandra Cancino	Investigative Reporter	Better Government Association	Chicago, IL
Mark Caramanica	Partner	Thomas & LoCicero	Tampa, FL

Appendix 1D: College Advisory Councils' Membership

Bridget Carey	Senior Editor	CNET	New York City, NY
John Woodrow Cox	Enterprise Reporter	Washington Post	Washington, D.C.
Lenore Devore	Editor	Lakeland Ledger	Lakeland, FL
John Glass	Collaborative Media Room General Manager	Newhouse School, Syracuse	Syracuse, NY
Reggie Grant	Assistant Professor	Tallahassee Community College	Tallahassee, FL
Amelia Harnish	Senior Features Writer	Refinery29	New York, NY
Irvin Harrell	Coordinator of Strategy and Marketing	Old Dominion University	Norfolk, VA
Kim Hart	Technology Editor	Axios	Washington, DC
Rick Hirsch	Managing Editor	Miami Herald	Miami, FL
Boyzell Hosey	Director of Photography/ Multimedia	Tampa Bay Times	St. Petersburg, FL
Jacki Levine	Editor	Gainesville Magazine	Gainesville, FL
Ashley Ross	Senior Editor	Women's Health	New York City, NY
Danny Sanchez	Audience Development Manager	Sun Sentinel, Orlando Sentinel	Ft. Lauderdale, FL
Anne Saul	Retired		Washington, D.C.
Mary Shedden	News Director	WUSF	St. Petersburg, FL
Chuck Tobin	Partner	Holland & Knight	Washington, D.C.
Derek Willis	News Application Developer	ProPublica	New York City, NY
Melissa Young	Front-end Engineer	Vox Media	New York City, NY

<b>PUBLIC RELATIONS</b>			
Allyson Park	VP, Corporate Affairs	Mars Petcare	Franklin, TN
Angela Buonocore	Former Senior VP	Xylem Inc.	
Bill Imada	Found, Chair and Chief Collaboration Officer	IW Group	West Hollywood, CA
Bridget Braxton	Senior VP, Corporate Communications	Wells Fargo	Philadelphia, PA
Christine Pietryla Wetzler	Principal/Owner	Pietryla PR	Chicago, IL
Claudia Panfil	VP, Advertising, Brand and Media	Norwegian Cruise Lines	Miami, FL
Fraser P. Seitel	Managing Partner	Emerald Partners	Fort Lee, NJ
Heather Jameson	Principal	Jameson Communications	Washington, D.C.
Illiana Rodriguez (Chair)	Chief Communications Officer	Experiences Xcaret	Cancun, Mexico
Jeanne Mitchell, APR	Senior Director, Federal Relations	Exxon Mobile Corporation	Washington, D.C.

Appendix 1D: College Advisory Councils' Membership

Judy DeRango Wicks	Former VP of Corporate Communications	Fiserv	Dunwoody, GA
Karen Oliver	Senior VP	Weber Shandwick	Washington, D.C.
Keith Bowermaster, APR	Senior VP and Chief Talent Officer	Cookerly Public Relations	Atlanta, GA
Lisa Malone	Director of Public Relations	NASA Kennedy Space Center	Merrit Island, FL
Nancy Fullerton	Partner/Principal	Red Leaf Consulting	Costa Rica
Rob Anderson	President	Rabin Martin	New York, NY
Ron Sachs	President	Sachs Media Group	Tallahassee, FL
Rosanna M. Fiske, APR	VP, Corporate Communications	Wells Fargo & Company	Miami, FL
Susie Gilden	VP	rbb Communications	Coral Gables FL
Tina McCorkindale, PH.D.	President and CEO	Institute for Public Relations	Gainesville, FL
Valerie Zucker	Senior VP	Rogers & Cowan	Boca Raton, FL
Vicki Johnson	Senior VP	Sachs Media Group	Orlando, FL

<b>TELECOMMUNICATION</b>			
Dawn Rodriguez	Senior Account Executive	Gator IMG Sports Marketing	Jacksonville, FL
Jason Alpert		Alpert Enterprises	Seminole, FL
Manuel Aragon		Aragon Production	Jacksonville, FL
Jackie Barron	Public Affairs Manager	The Mosaic Company	FishHawk, FL
Doug Bartel	Director of Public Affairs and Business Dev.	Blue Cross and Blue Shield	Miami, FL
Donna Bell	Morning/Noon Anchor	WJHG-TV (NBC	Panama City, FL
Ken Carlson	Creative Director and Co-Founder	Big Machine Design	Los Angeles
Tom Doerr	News Director	Fort Myers Broadcasting Co.	Fort Meyers, FL
Paul Gordon	Principal	Experior Prime, Inc.	Palm Coast, FL
Brian Marsh	General Manager	Comcast Spotlight	Nashville, TN
Patrick Nealis	Manager, Digital Business Affairs,	PGA TOUR Digital	Ponte Vedra, FL
Jason Ramsey	Principal	Nimble Creative	Jacksonville, FL
Stacey Readout	Assistant News Director	WJXT-TV 4	Jacksonville, FL
Tanya Rivera	Reporter/Anchor	WFMY	Greensboro, NC
Marc Robertz-Schwartz	President/founder, Hometown Health TV	Red Apples Media	Leesburg, FL

Appendix 1D: College Advisory Councils' Membership

Leigh Seaman	Partner and Executive Producer	Sea2Sea Media	Knoxville, KY
Rick Schneider	Chief Operating Officer	WETA	Washington, D.C.
Robyn Sieron	Owner	Robyn Sieron Productions	Jacksonville, FL
Paul Sirmons	Independent Filmmaker		Orlando, FL
Erik Waxler	News Reporter/Multi-Media Journalist	ABC Action News	Tampa, FL
Dana Webber	President	Legacy Distribution	Atlanta, GA

## Appendix 2 Standard 2: Curriculum and Instruction

### Appendix 2A Department Internship Guidelines

The **Department of Advertising** informs majors that “an internship is an important part of career preparation. Your internship should be used to help you identify a career path in advertising, to gain experience and expertise in what you already like to do, to determine the skill level you need to develop to be successful after graduation, and to build your resume with this advertising experience.”

Students learn through the college’s website that:

Although an internship is not required for graduation, the Department of Advertising strongly urges students to obtain work experience through at least one or, if possible, two internships. Internship credit counts toward the department’s professional-electives requirement and allows sponsoring organizations to comply with federal work policies.

Students may enroll in *ADV 4940 Advertising Internship*, for one credit hour, two credit hours, or three credit hours with 65 hours of service required for each credit hour. (One credit hour requires 65 hours of work. Two credit hours require 130 hours of work. Three credit hours require 195 hours of work.) Students must serve on their internships for a minimum of six consecutive weeks working a minimum of three days within each week. Students must plan their weeks around holidays (e.g., Labor Day, Thanksgiving, Spring Break, July 4th, etc.). Internships requiring students to work more than 40 hours a week will not be approved.

For application and further information, click here to download [Internship Information Packet and Application Forms](#).

To secure and complete an internship, here are the steps you should follow:

- Determine if you are qualified to enroll. Prior approval of the advertising internship coordinator is required before starting the internship. Credit will not be awarded for work that a student completes prior to approval of the internship. To be approved, a student must be a junior or senior and majoring in Advertising who has earned a 2.50 or higher overall GPA, earned a 2.50 or higher professional GPA, and completed specialized coursework in advertising appropriate to the internship. At a minimum, the specialized courses include MAR 3023, ADV 3008, and at least one other course relevant to the internship.
- Find a potential internship sponsor. Review the entire internship packet and carefully consider your personal objectives. To identify good matches for your interests, monitor various sources of information on internships within the College, including the [career and internships database](#), email announcements and bulletin boards in Weimer Hall. Students may not receive internship credit working for themselves or another student, a sponsor with whom the student is currently employed (unless the internship duties are completely different from normal duties and in addition to normal work hours), student-run organizations, family, a faculty member, or the same internship sponsor for repeated credit across semesters (unless there is a complete change in the internship duties to be performed).

- Contact the sponsors and arrange an interview as soon as possible. Internships are competitive! Be prepared to present yourself in a convincing manner. Present your resume and, if appropriate, a portfolio of your work. You may want to take a copy of these internship requirements to answer questions your sponsor may have (see “Requirements for Sponsoring Organization”). Also, take a copy of the “Letter of Acceptance” and have your sponsor complete it if you are selected.
- Complete the [Advertising Internship Application](#), including the letter of acknowledgement certifying that you have read and understood all internship requirements. Deliver the completed form to the Department of Advertising for approval. A completed application includes: (1) Advertising Internship Application, including your signature; (2) Letter of Acknowledgement, including your signature; (3) Letter of Acceptance including your supervisor’s signature. A PDF of the letter of acceptance is acceptable provided it includes a signature, and we receive an original.
- Once your application is approved, the Department of Advertising will notify you of the terms of your internship via email. You must respond, as directed, to that email before you can be added to the course.

The **Department of Journalism** informs students of the following (on the college’s website):

Doing an internship for credit requires Department of Journalism approval. Our decision turns on two things: your job description (we don’t want to give academic credit unless you are treated like a professional with professional responsibilities) and the nature of your supervision. Ideally, we want you to be supervised by an employer with significant experience. The point is to learn something. (To discuss internships before enrollment, see Ted Spiker, department chair, in Weimer 2070.)

Fill out an internship form, available in the Department of Journalism office. All internship applications are reviewed by the department chair. You are required to supply a detailed job description, the name of the employer and, perhaps, an example of the work done by the employer.

Credit varies according to the length of the internship and the amount worked per week. Normally, a semester-long, full-time internship is needed for the maximum three-hour credit.

- Interns are expected to file three progress reports. These can be e-mails listing daily assignments or an informal note describing your experiences on the job. Send them to [jouasst@jou.ufl.edu](mailto:jouasst@jou.ufl.edu). Keep all of your published work and other materials you worked on that did not get published. We may ask to see work samples. You'll certainly want to save your work for your professional portfolio.
- A summary report is due at the end of the internship. It can be two or three typed pages or a lengthy e-mail. Evaluate your experience. Be honest and detailed in any criticism. This helps the department evaluate an internship experience and is not shared with your employer. It should discuss what the experience was like, the things the intern did for the employer and what sort of guidance and criticism was received. Email it to [jouasst@jou.ufl.edu](mailto:jouasst@jou.ufl.edu) three business days before the semester ends.
- We need an evaluation from your employer. An evaluation form is available in the Journalism office or by opening [Internship Evaluation Form](#). We try to keep this low maintenance and not burden your supervisor. The department keeps a copy of the evaluation – whatever the form – and gives a copy to the student. Have it sent to [jouasst@jou.ufl.edu](mailto:jouasst@jou.ufl.edu) three business days before the semester.

Credit is awarded through *JOU 4940 Internship*, which is a departmentally controlled course. Registration – upon completion of the proper paperwork – is done by the Department of Journalism office. Leave the form with the department chair or the office staff.

You must take the internship credit in the semester that that you have the internship. Credit for internships cannot be awarded retroactively. There is no letter grade for the internship courses. The class must be taken pass-fail.

If for any reason you are uncomfortable on your internship, please let us know. If you feel that the employer is violating the guidelines of the internship, or if there is something in the workplace that makes you uncomfortable, we need to know. Please call or e-mail.

For all correspondence related to the internship, write: Ted Spiker, professor and chair, The University of Florida Department of Journalism, P.O. Box 118400, Gainesville, Fla. 32611. E-mail: [jouasst@jou.ufl.edu](mailto:jouasst@jou.ufl.edu) (E-mail is preferred, but some employers like having a regular address.)

You are not required to do an internship for credit. The important thing is the experience. Sometimes, when you are not being paid on your internship, it does not seem financially wise to pay tuition and fees (JOU 4940 is a for-credit class, after all) for the privilege of working for free. It's your decision whether you want to do an internship for credit.

The **Public Relations Department** describes an internship is an important part of career preparation. Students are informed (at the CJC website) that:

According to curriculum studies, internship experience and writing skills are the two most important elements in finding your first job. Academic credit for internships is available by enrolling in *PUR4940 Public Relations Internship*. The course is a Professional Elective that fulfills Block 2 requirements (Block 3 for students admitted prior to Summer B 2012). It can be taken for one to six credits. No more than six credits are allowed for the internship course. Noncredit internships may be taken at any time and do not require department approval. No internship credit will be assigned unless the application is received and accepted by the end of the drop/add period, which are always the first week of the semester in which the internship will be completed. No credit will be assigned for any internship work that is completed before approval of the application. PUR4940 is offered every fall, spring and summer C semesters. The course is graded S/U (satisfactory/unsatisfactory). The instructor is Department Chair Dr. Marcia DiStaso.

To qualify for academic credit, an internship must be an on-the-job learning experience in public relations. The intern must be supervised by a full-time employee of the sponsoring organization who is knowledgeable about public relations.

More than one internship may be completed for academic credit in different semesters if each internship is with a different employer, or housed under a different department at the same company or organization. More than one internship may also be completed in the same semester as long as the internships are with different employers and do not exceed six total academic credits combined. No more than a total of six hours of internship credit may be earned for the Bachelor's of Science Degree in Public Relations, either from the Department of Public Relations or other departments.

Submitting an internship application signifies that you will complete the internship with the organization specified. You may not change your organization without approval from Dr. DiStaso. If you wish to change your organization at any time, you must submit a new acceptance letter to the Department of Public Relations immediately.

The intern must physically work at the organization's office, at the same location as the supervisor. Internships where students will be working remotely may be considered, but are not guaranteed for approval. College of Journalism and Communications Department of Public Relations.

Credits are earned by working a set number of documented hours at your internship. A list of credits and their corresponding hours are below: 1 credit = 65 hours 4 credits = 260 hours 2 credits = 130 hours 5 credits = 325 hours 3 credits = 195 hours 6 credits = 390 hours Fall/Spring Semester 15 weeks of class Summer C Semester Duration varies by start and end dates All hours that need to be completed to satisfy your requirement must be done before the last day of class.

This does not prohibit you from starting and ending your internship on dates agreed upon by you and your internship employer, as long as you are registered for the course before the beginning of the semester in which the internship will take place and you fulfill all requirements, including submitting all reports and completing necessary hours, by the set deadline for the semester. No hours completed prior to the start of the semester or following the end of the semester will be counted toward academic credit during the semester which you are registered for PUR 4940. It is important to keep in mind that academic credits cannot be increased or decreased after you are registered without dropping and adding the course with different credit hours and paying any late fees. Any changes made in the number of credits must be approved by Dr. DiStaso.

Neither the Department of Public Relations, nor the department faculty, nor the University of Florida is responsible for any personal injury, loss, or death while you are engaged in the internship or while traveling to or from it.

Once approved for an internship, students will be enrolled into an online course on Canvas. Each week students will be required to submit a "quiz," entering their total hours for the week and a description of the work they did. Because interns must work a select number of hours for each academic credit, it is crucial that proper tracking of hours and summaries are submitted each week. At the end of the semester interns will be expected to submit a self-evaluation of their internship and have their supervisor submit an evaluation form and an evaluation letter. These requirements will be explained in greater depth in the course syllabus on Canvas.

#### **REQUIREMENTS & HOW TO APPLY**

- 1) You must be classified as a junior (60 credits or more) or a senior in the Public Relation Department. Have earned at least nine semester hours of credit in professional courses, including PUR 3000 and JOU 3101; and have a 2.5 or higher overall GPA and a 2.5 or higher professional GPA.
- 2) The internship must be an on-the-job learning experience in public relations. The intern must be supervised by a full-time employee of the sponsoring organization who is knowledgeable about public relations.
- 3) Submit a completed internship application. a. Internship applications are due by noon on specific dates for each semester: Before turning in an application, check ISIS for any holds. All holds must be lifted before an application for internship may be reviewed. c. The application can be found online here: [Internship Application](#)
- 4) Submit an acceptance letter from your supervisor. Your supervisor must write an acceptance letter for you to submit with the internship application. The letter must be addressed to Dr. DiStaso, written on organizational letterhead and explain that you were hired as an intern for the company or organization. The letter must explain your public relations duties as an intern. The letter must have your direct supervisor's official title and must be signed in ink by your direct supervisor, who will be your main supervisor for the duration of the internship. Please note: Your supervisor must be a public relations or communications professional who will facilitate the work you will do as an intern. It is crucial that your direct supervisor is well-versed in public relations.

The **Department of Telecommunication** informs its majors of the following with respect to internships:

We have six professional on-campus stations that provide experience in most aspects of the electronic media professions, so internships are not as necessary in our department as they are on most other campuses. We do not **require** you to do an internship, and if you do an internship, we do not **require** that you register for credit (*RTV4940 Telecommunication Internship*). We offer internship credit primarily as a courtesy to students who want such credit on their transcripts or whose sponsoring organizations require credit.

- Because of insurance issues, wage and hour laws, and other requirements, most internship sites in electronic media organizations will require you to be registered for credit. A letter is available for intern organizations specifying that as a student in our department you are eligible to receive credit.
- As with all academic credit, the University of Florida will assess tuition and fees if you register for internship credit. Failure to pay fees by the specified deadline will result in cancellation of your registration, and require us to notify the internship site that you are no longer registered for credit.
- The agency which accredits the College of Journalism and Communications requires the department to limit the number of internship credits that can be applied to meet graduation requirements to a total of no more than six (6), regardless of from what unit within or outside the University of Florida they are awarded.

If you do wish to register for credit, we have specific requirements that you must meet before we grant that credit. In all for-credit internship matters, deal with us yourself; if you are ready to enter the professional world as an intern, you are ready to handle the tasks and requirements of registering for the internship.

The requirements you must meet in order to get internship credit protect our reputation and therefore the worth of your degree. It helps insure that interns are prepared for higher level tasks, and **gives you the background and training that will allow you to get the most from your internship**. To be eligible to register for internship credit, you must meet *all* of the following prerequisites:

- 1) Successfully completed RTV 2100, MMC 2100 or JOU 3109c and RTV 3001 or 3007 with grades of C or better in each
- 2) Earned a Grade Point Average of no less than 2.5.
- 3) Demonstrate through course work and/or experience that you are qualified to fulfill the responsibilities of the internship.

Do not make any arrangements for a for-credit Internship until you meet every one of these prerequisites; there are no exceptions for any reason whatsoever. Further, the Department will not grant RTV4940 credit retroactively, nor will it award Individual Project (RTV4905) credit so a student not qualified for internship credit can actually do an internship. (You may, however, preregister for [i.e., sign up to take "next term"] an internship while you are enrolled in the last required course in anticipation of successfully completing that course.)

That being the case, please consider carefully whether you really wish to apply for internship credit. If so—and if you qualify—read the [Policies and Procedures for Internship Credit](#) document, then print, read carefully and sign and date the [Internship Application](#); then take the signed form to the Telecommunication Department office (2081 Weimer Hall) to complete the application process. A binder of some possible internships is kept in the office; you may find others through the [Knight Division](#) or your own efforts.

If you have questions about this policy, please office to make an appointment to see [Dr. David Ostroff](#), Department Chair. He will be happy to discuss it with you further.

## Appendix 2B

## Recent Internship Placement Examples for CJC

	Student	Internship Site
<b>SUMMER 2017</b>		
Advertising	Victoria Alsina	JWT (New York City, NY)
	Deidry Gomez	Edelman (New York City, NY)
	Edward Hiraldo	DigitasLBI (New York City, NY)
	Camila Portillo	R/GA (Portland, OR)
	Olivia Vera	Ad Council (New York City, NY)
Journalism	Ethan Bauer	<i>Miami Herald</i> (Miami, FL)
	Andrew Briz	<i>Los Angeles Times</i> (Los Angeles, CA)
	Katie Campione	Hollywood Reporter (Los Angeles, CA)
	Emily Cochran	<i>New York Times</i> (New York City, NY)
	Briana Erickson	<i>Las Vegas Review-Journal</i> (Las Vegas, NV)
Public Relations	Gabrielle Lanzoni	Burson-Marsteller (Washington, D.C.)
	Jamie Honowitz	Rubenstein Public Relations (New York, NY)
	Rebekah Dain	MSLGROUP (New York, NY)
	Alexandra Fedele	Porter Novelli (New York, NY)
	Sophia Caballo	Lennar Corporation (Miami, FL)
Telecommunication	Abigail Drueke	Home Shopping Network (St. Petersburg, FL)
	Catherine Haley	Universal Music Group (Santa Monica, CA)
	Brooke Maratta	Conan O'Brien Show (Los Angeles, CA)
	Kyndall McCain	WSB-TV Channel 2 (Atlanta, GA)
	Eryn Moon	NBC News, <i>The Today Show</i> (New York, NY)
<b>SPRING 2017</b>		
Advertising	Danielle Leineman	Atlantic Publishing Group (Ocala, FL)
	Lisa Marinelli	Parisleaf Agency (Gainesville, FL)
	Lisa Cardia	Advantage Publishing (Gainesville, FL)
	Nuchanart Tuntiserirat	<i>Independent Florida Alligator</i> (Gainesville, FL)
	Camila Portillo	West Designs (Gainesville, FL)
Journalism	Levi Bradford	<i>Sarasota Herald-Tribune</i> (Sarasota, FL)
	Emma Green	<i>Gainesville Sun</i> (Gainesville, FL)
	Savanna Kearney	<i>Our Town Magazine</i> (Gainesville, FL)
	Meagan Meredith	Healthstreet UF (Gainesville, FL)
	Ashley Pentz	Hippodrome Theatre (Gainesville, FL)
Public Relations	Lauren Blakely	RTI Surgical (Alachua, FL)
	Vedrana Damjanovic	Child Advocacy Center (Gainesville, FL)
	Taylor Maloney	Universal Orlando Resort (Orlando, FL)
	Nancy Massani	Children Beyond Our Borders (Orlando, FL)

Appendix 2B: Recent Internship Placement Examples for CJC

	Amanda Murguido	Axia Public Relations (Jacksonville, FL)
Telecommunication	Jenna Cissneros	WKMG-TV (Orlando, FL)
	Kaylea Konoval	Pittsburgh Penguins (Pittsburgh, PA)
	Voleer Thomas	WCJB-TV (Gainesville, FL)
	Ilario Tornese	ESPN
	Hannah Morlan	Home Shopping Network (Orlando, FL)
<b>FALL 2016</b>		
Advertising	Cameron Riley	Daytona International Speedway (Daytona, FL)
	Carly Howell	Fracture (Gainesville, FL)
	Nadine Saladino	Dance Alive National Ballet Company (Gainesville, FL)
	Tina Thach	ADARA Media Inc. (Barcelona, Spain)
	Britney Jenkins	Dalton Agency (Jacksonville, FL)
Journalism	Sara Marino	<i>New York Times</i> Editing Center (New York, NY)
	Emily Mavrakis	Florida Museum of Natural History (Gainesville, FL)
	Thomas Pyche	Bob Graham Center for Public Service (Gainesville, FL)
	Anne Marie Tamburro	Harn Museum of Art (Gainesville, FL)
	Jose Sanchez	University Athletic Association (Gainesville, FL)
Public Relations	Rachel Donohue	Madison Square Gardens (New York, NY)
	Kania Kettles	UF Athletic Association (Gainesville, FL)
	Courtney Grigsby	UF Health (Gainesville, FL)
	Macey Wilson	Hippodrome (Gainesville, FL)
	Brandon McKinley	Harn Museum of Art (Gainesville, FL)
Telecommunication	Nastassja Warga	NBC Universal (Orlando, FL)
	Catherine Bazley	Florida High School Athletic Association (Gainesville, FL)
	Fernando Juncadelia	WFOR-TV (Miami, FL)
	Melissa Edwards	National Alliance on Mental Illness
	Brianne McAuliffe	Adrenaline Film Productions (Orlando, FL)

## Appendix 2C Syllabi Examples

### VIC 3001 Fall 2017 Section 15B3

#### Instructors

##### **Kay Tappan**

Email: [kaytappan@jou.ufl.edu](mailto:kaytappan@jou.ufl.edu)  
Office: Weimer 3048  
Office hours:  
Tuesday 2:30 – 3:30 p.m.  
Thursday 1:30 – 3:30 p.m.

##### **Houston Wells**

Email: [hwells@jou.ufl.edu](mailto:hwells@jou.ufl.edu)  
Office: Weimer 3066  
Office hours:  
Monday 1:55 – 3:40 p.m.  
Tuesday 8:30 – 9:20 a.m.

#### Teaching Assistant

##### **Susanna Lee**

Email: [sslee@ufl.edu](mailto:sslee@ufl.edu)  
Office:  
Office hours:

#### Contact information

The instructors work normal weekday hours (i.e., Monday - Friday, 9 a.m. - 5 p.m.). If you email during this time, you can expect a reply in 24 hours. If you email on the weekend or after hours, please do not expect an immediate reply. If an assignment is due at 11 p.m. and you email us with an issue at 9 p.m., it is not likely that you will hear back before the assignment due. Please plan accordingly.

For questions pertaining to Adobe Premiere and Adobe Audition: Email Houston Wells at [hwells@jou.ufl.edu](mailto:hwells@jou.ufl.edu)

For questions pertaining to all other course content: Email Kay Tappan at [kaytappan@jou.ufl.edu](mailto:kaytappan@jou.ufl.edu). Email is the preferred method of communication for this course. For students in Gainesville, it is advisable to attend our office hours for technical questions about the software. You can use Canvas mail, but standard email ensures a more immediate reply.

Please do not ask questions in the “comments” section of an assignment. The instructors do not get an individual ping when a comment is left, so we will not know that they are there and so will not respond in a timely manner.

For technical issues with Canvas, please contact E-learning technical support, 352-392-4357 (select option 2) or e-mail to [Learningsupport@ufl.edu](mailto:Learningsupport@ufl.edu). <http://helpdesk.ufl.edu/>

For technical help with the Adobe Creative Cloud and system requirements: <https://helpx.adobe.com/contact.html>

**Class meetings:**

Tuesday | Periods 9 – 11 (4:05 – 7:05 p.m.)

Thursday | Periods 9 – 10 (4:05 – 6 p.m.)

Location: New Physics Building Room 1001

Prerequisite: Sophomore standing

**Course overview**

Visual literacy is a pre-requisite for success in most areas of mass communication. This course will teach you fundamentals of design across print, web and multimedia platforms. You will also learn how visual forms convey messages to readers.

**Course objectives**

This course will teach you to:

- Identify the principles of sound visual design
- Select visual images that communicate effectively
- Demonstrate ethical decision making in your choice of visuals
- Produce stories in graphic and multimedia design
- Identify the purpose, audience and needs for messages created in print, web and video platforms
- Pick content that is relevant to the project purpose
- Identify and use the tools available in the Adobe Creative Suite
- Create effective and attractive messages using appropriate software tools

**Required texts**

White Space Is Not Your Enemy (WSINYE), 3rd ed.

Additional reading assignments will be posted in Canvas.

**Software requirement**

You MUST have a laptop computer capable of running the Adobe Creative Cloud suite of software, and you MUST subscribe to, download, and install the Adobe Creative Cloud suite of software before classes begin. If you are not able to fulfill this requirement, then you must drop this course. This policy is in line with the College's computer/equipment requirement, which can be found here: <https://www.jou.ufl.edu/current-students/current-undergraduate/current-academics/equipment/>

The Adobe Creative Cloud package is available to UF students at a discount. The cost is \$173.35 for the year. To get started, please visit: <http://helpdesk.ufl.edu/software-services/adobe/>

**Open Labs on Campus**

If you are having issues with the Adobe Creative Cloud on your computer, you should make arrangements to use the open labs on campus. Issues with the software on your computer will not be accepted as an excuse for late or missing assignments!

The Adobe Creative CC Suite is on all Academic Technology computers. So all computers in the Architecture, Marston, CSE, HUB, Norman, and Weil computer labs are equipped with this software.

Additionally, the Architecture computer lab is open 24/7.

To find information and hours about labs, please visit <https://labs.at.ufl.edu/computer-labs/>

### **Using Lynda.com**

Lynda.com provides tutorials on various software applications. This service is free to UF students. Occasionally, you will be assigned to watch Lynda.com tutorials. This is mandatory; any assigned videos constitute potential test material. To access Lynda.com, visit: <http://elearning.ufl.edu/>

Click on the Lynda.com link to the right. You will be required to enter your UF ID and password and will then reach the Lynda.com homepage.

### **Attendance**

Regardless of type of absence, students are responsible for satisfying all academic objectives as defined by the instructors. You are responsible for all material covered in lecture/lessons, including readings, class discussions, slide presentations, and any other material covered. DO NOT expect the instructors to follow up with you on missed assignments.

Students missing lecture for any reason must obtain class notes from another student; notes are not available from the instructors. The instructors reserve the right to give pop quizzes during lecture.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

### **Course structure**

This four-credit course meets twice weekly. Each class combines theory and concepts with training in the appropriate content tools.

Quizzes assess your understanding of design and multimedia concepts outlined in lecture and readings.

No extra credit assignments will be available. All assignments are due on the specified dates. Any assignment turned in late will be assessed penalty points per calendar day. Exceptions consistent with UF policies are allowed. Academic honesty is expected on all assignments and exams. Cheating or violations of the academic honor code will not be tolerated.

### **Grade Components**

Final grades will be rounded up IF above .5 (For example, an 89.5 is an A-; an 89.2 is a B+)

### **Exercises/Assessments and Late Policy**

The exercises are designed so that students apply concepts learned in lecture and lessons to hands-on projects. Late assignments will receive an automatic grade reduction of 10 points every 24 hours (or portion thereof) beyond the time they are due. So if it's an hour late, it's a reduction of 10 points. If it's 13 hours late, it's a reduction of 10 points...

It is YOUR responsibility to ensure that your assignment submitted correctly in Canvas (I suggest logging out, logging back in, and checking). Submission errors will result in a ten point deduction.

### Multiple Choice Quizzes

Quizzes are based on lectures, readings and tutorials (unless otherwise noted). There will be a quiz nearly every week. Please note that all subject matter -- including lecture, readings and software instruction -- is fair game for quiz material.

Quiz dates are noted on the syllabus. THERE ARE NO MAKEUP QUIZZES. Please do not email us to ask if you can make up a quiz. **Regardless of the reason for missing a quiz (family emergency, technical issue, illness), there are no makeup quizzes!** Here is the reason: rather than offering makeup quizzes, the lowest two quiz scores will be dropped.

### Final Project

The final project will consist of creating a mood board and style guide for your personal brand. You will then adhere to the style guide when creating a formatted resume in Adobe InDesign and a portfolio website in WordPress.

### Grade breakdown

Quizzes 30%  
 Assignments 55%  
 Final Project 15%

### Final Letter Grades and %

A	92.5-100%
A-	89.5-92.4%
B+	86.5-89.4%
B	82.5-86.4%
B-	79.5-82.4%
C+	76.5-79.4%
C	72.5-76.4%
C-	69.5-72.4%
D+	66.5-69.4%
D	62.5-66.4%
D-	59.5-62.4%
F	59.4% and below

### Other Information

**Students with Disabilities:** Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. **Please allow 48 hours for provisions to be put into place.**

**Course Evaluations:** Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu>

**Academic Integrity:** UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code.

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions.

Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor of TAs in this class. You can review UF’s academic honesty guidelines in detail at: <https://www.dso.ufl.edu/sccr/seminars-modules/academic-integrity-module>

### Important dates

Classes begin: August 21

Classes end: December 7

Holidays (no classes):

September 4: Labor Day

October 6 - 7: Homecoming

November 10 - 11: Veteran’s Day

November 22 - 25: Thanksgiving Break

## Course content and schedule

### WEEK ONE

**T 8/22** Course Introduction and technical requirements

Visual perception, semiotics, Gestalt theory

Lesson 1: Creating a WordPress site and YouTube account; logging on to Lynda.com

**Reading** “Why we love beautiful things”

**TR 8/24** Video formats and frame rates

Lesson 2: Intro to Premiere Pro user interface, first edit

**Reading** Lynda.com PP CC Essential Training 2015 with Ashley Kennedy:Ch.1 “Getting to know the Premiere Pro Editing Environment”: *Launching Premiere Pro and starting a project (new Start Screen); Taking a tour of the Premiere Pro interface; Going a bit deeper into the editing tools and layouts*

**Assessment:** Introduce yourself using YouTube and WordPress (see Canvas for assignment details)  
**DUE:** 11 p.m. 8/31

## WEEK TWO

**T 8/29** Framing and Composition | **Quiz 1**

*Lesson 3:* Track targeting, navigating and editing in the timeline

**TR 8/31** Common framings, visual vectors

*Lesson 4:* A/V linking, layers, keyframes, transitions, exporting media

**Reading** Lynda.com PP CC Essential Training: Ch. 4 “Basic Editing”: *Reviewing timeline navigation and clip selection techniques*

**Assessment:** 4 clip edit

**DUE:** 9/7 at 11 p.m. (submit URL in Canvas)

## WEEK THREE

**T 9/5** Mental map/vector continuity | **Quiz 2**

*Lesson 5:* Cutting on action for continuity

**TR 9/7** Storyboards and shot lists, title safe area

*Lesson 6:* Adding text

**Reading** WSINYE Ch. 11 Storyboarding

## WEEK FOUR

**T 9/12** Working with stills and graphics | **Quiz 3**

*Lesson 7:* Animating stills, transitions between stills

**TR 9/14** Guest Lecture: Tim Sorel

**Assessment:** Interview Plus B-roll Edit

**DUE:** 9/21 at 11p.m. (submit URL in Canvas)

## WEEK FIVE

**T 9/19** Principles of sound design, production music and sound effects | **Quiz 4**

*Lesson 8:* Modifying audio channels, editing dialog, split edits

**TR 9/21** Guest Lecture: Professor John Freeman

## WEEK SIX

**T 9/26** All About Images | **Quiz 5**

*Lesson 9:* Adobe Photoshop CC workspace; creating a new file, image adjustment, cropping and resolution; complete WordPress header assignment in class; animated GIF activity

**TR 9/28** Analyzing Images

*Lesson 10:* Layers and masking; blending modes

**Reading** Blogger beware: You CAN get sued for using photos you don't own on your blog; Visual Communication by Paul Martin Lester, Section 4, "The media through which we see"; WSINYE Ch. 9 Adding visual appeal; Lynda.com: Photoshop CS6 Essential Training Ch. 9 "Understanding file formats" and Exploring Composition in Photography with Taz Tally Ch. 1 "Overview: What makes a successful image?"

**Assessment:** WordPress header in Photoshop (done in class on 9/26)

**DUE:** 9/28 at 11p.m.

**WEEK SEVEN**

**T 10/3** Ethical Approaches to Analyzing Images | **Quiz 6**

*Lesson 11:* How to create a Snapchat filter in Photoshop; the Noun project; selections in Photoshop

**TR 10/5** Visual Persuasion

*Lesson 12:* Creating an animated .gif in Photoshop

**Reading** Media Ethics: Cases and Moral Reasoning Ch. 7 "Advertising in an image-based culture"; "Images that injure: Pictorial stereotypes in the media"; "Honor journalist James Foley: Don't watch the video"; "The war photo no one would publish"

**Assessment:** Snapchat Filter Exercise (complete on your own)

**DUE:** 10/5 at 11p.m.

**WEEK EIGHT**

**T 10/10** CLASS DOES NOT MEET | **Quiz 7**

**TR 10/12** Visual Cues; Design Principles and Layout

*Lesson 13:* Overview of the Adobe InDesign CC workspace; InDesign Layout Exercise

**Reading** WSINYE Ch. 1 What is design?; Ch. 2 Step away from the computer; Ch. 3 I need to design this today; Ch. 4 Layout sins; Ch. 5 Mini art school; Ch. 6 Layout

**Assessment:** Creating an animated GIF in Photoshop (done in class on 10/5)

**DUE:** 10/12 at 11p.m.

**WEEK NINE**

**T 10/17** Color Models and Theory | **Quiz 8**

*Lesson 14:* InDesign Booklet Exercise Part 1; creating swatches in InDesign; ; web vs. print color

**TR 10/19** Color Meanings and Uses

*Lesson 15:* Creating swatches/ASE files; InDesign Color Exercise

**Reading** WSINYE Ch. 8 Color basics; Color Design Workbook; Ch.14 Fit to print; Lynda.com:

Print Production Fundamentals with Claudia McCue Ch. 3 “Choosing the correct type of printing for your project” and Ch. 4 “What’s a process color”

**Assessment:** InDesign Booklet Exercise Part I (done in class on 10/17) AND InDesign Layout Exercise (done in class on 10/12)

**DUE:** 10/19 at 11p.m.

## WEEK TEN

**T 10/24** Typography 101 | **Quiz 9**

*Lesson 16:* Creating a style guide; kerning activity; finding and installing typefaces

Assign final project

**TR 10/26** Helvetica

**Reading** WSINYE Ch. 7 Type; “Best practices for combining typefaces”; “How to choose a typeface”

**Assessment:** InDesign Color Exercise (done in class on 10/19) AND Business Card Typeface Exercise (complete on your own)

**DUE:** 10/26 at 11p.m.

## WEEK ELEVEN

**T 10/31** Branding and Logo Design; Designing a killer resume | **Quiz 10**

*Lesson 17:* Introduction to the Illustrator CC workspace; Using the pen tool in Illustrator; Creating a resume in InDesign

**TR 11/2** Web Design Basics

*Lesson 18:* Setting up your WordPress website

**Reading** Lynda.com: Print Production Fundamentals Ch. 8 “Comparing raster vs. vector images”; WSINYE Ch. 13 Designing for the web; “How Gap learned a hard lesson in consumer resistance”

## WEEK TWELVE

**T 11/7** Translating information through graphics | **Quiz 11**

*Lesson 18:* Infographics in Canva

**TR 11/9** Delving deeper into WordPress

**Reading** WSINYE Ch. 10 Infographics

**Assessment:** Personal Infographic in Canva Exercise

**DUE:** 11/9 at 11p.m.

## WEEK THIRTEEN

**T 11/14** Final project assistance

**TR 11/16** Final project assistance

**\*\*\*Final Project Due Thursday, Nov. 16 at 11p.m. (submit in Canvas)\*\*\***

**WEEK FOURTEEN**

**T 11/21** Class does not meet

**TR 11/23** Class does not meet

**WEEK FIFTEEN**

**T 11/28** Cross-cultural visual communication (discuss assigned reading)

*Lesson 21: Complete Drop Flier Exercise in class*

**TR 11/30** Guest Lecture TBA | **Quiz 12**

**Reading** "A review of cultural palettes"

**Assessment:** Drop Flier Exercise (done in class on 11/28)

**DUE:** 11/21 at 11p.m.

**WEEK SIXTEEN**

**T 12/4** Class does not meet (Quiz 12 due)

**RTV 3303 Electronic News Writing and Reporting One Fall 2017**

**Instructor:** Matthew Cretul, M.A.M.C.  
**Section:** 4487  
**Room:** 2056 Weimer Hall  
**Periods:** 4 & 5 on Tuesdays (10:40 AM – 12:35 PM)  
**Office:** G034 Weimer Hall, (hours T: 12:35-2; W: 10:30-12)  
**E-mail:** matthew.cretul@ufl.edu



*RTV 3303 is designed to offer instruction and training in news gathering, writing, interviewing, and reporting to increase student knowledge base on the subject matter. Special emphasis is placed on improving writing skills, basic news production thought practical multimedia reporting assignments. Students receive additional practical experience in the WUFT newsroom where they will have the opportunity to apply the skills learned in the classroom portion of the course.*

**Course Objectives and Goals**

- (1) Student will learn how to write news stories acceptable for on-air station, website, and social media use under real-world deadline pressure.
- (2) Student will learn the ability to record audio via phone or in-person, and edit audio.
- (3) Student will begin to learn the ability to write "sound stories".
- (4) Student will develop an understanding of the variety of sources used in news sources.
- (5) Student will have an opportunity, and an expectation, that work produced in the class and the newsroom can and will be used on the air (and web) throughout the semester.
- (6) Student will be given the opportunity to voice your live or recorded work on the air.
- (7) Student will develop a better understanding of local, national and international news and current events.
- (8) Student will begin to develop their "nose for news".

**Course Eligibility:** Student must be in the College of Journalism and Communication----Student must have received a "C" grade in RTV 2100 and RTV 3001, and passed the News Placement Exam. If you haven't met this requirement, please come forward ASAP.

**Required Equipment:** For your projects, you will be able to check out digital audio recorders. You will also be issued an SD card, this is yours to keep. The newsroom has recorders for you to use during your shifts (See guidelines for checking out equipment).

**Recommended Equipment:**

- A cell phone that can record audio, access and use social media, and take photos. Voice Recorder Lite is an option for Apple Users. Samsung and other android platform users can use their built-in sound recorder.

**Course Evaluation:** Students are expected to provide feedback on the quality of instruction in this course. These evaluations are conducted online at <https://evaluations.ufl.edu>. Students will be given specific times when evaluations are open later in the semester. Summary results of these and previous assessments are available to students at <https://evaluations.ufl.edu/results>

**Class demeanor expected:** You are also expected to treat your instructor and classmates with respect at all times. Be on time for class---- weekly story pitches are usually presented at start of class and are allotted a certain amount of time. If you miss them, or are late, you will be penalized. Class discussions are a vital portion of the course. They are where students can begin to openly analyze what they are learning in the course. Students are expected to participate in class discussions, silence all cell phones BEFORE class starts or be prepared to surrender cell phone to instructor if it disturbs the class.

**Late Work:** As the news industry is built around time management and down to the second timing, late work will not generally be accepted without penalty unless prior arrangements have been made, and a doctor's note or another letter (preferably from the university or a university-sponsored group) accompanies the work. While the news industry is strict on time, I understand sometimes life happens. If you for any reason feel your work will be late, PLEASE approach me before the due date to work out an acceptable alternative timeline. Unless extenuating circumstances exist, any work presented without prior alternative plans will not be accepted.

**The University of Florida Honor Code** was voted on and passed by the Student Body in the Fall 1995 semester. The Honor Code reads as follows:

**Preamble:** In adopting this Honor Code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the University community. Students who enroll at the University commit to holding themselves and their peers to the high standard of honor required by the Honor Code. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action. A student-run Honor Court and faculty support are crucial to the success of the Honor Code. The quality of a University of Florida education is dependent upon the community acceptance and enforcement of the Honor Code.

**The Honor Code:** *"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."*

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied:

***"On my honor, I have neither given nor received unauthorized aid in doing this assignment."***

For more information about academic honesty, contact Student Judicial Affairs, P202 Peabody Hall, 392-1261.

**Accommodation for Students with Disabilities:** Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester."

## **Assignments**

(Individual Rubrics available on Canvas)

**Project One:** Wrap with two sound bites, 1:30 in length

**Project Two (Facebook Live video):** Event Story 1:30-2:00 in length

**Project Three (Feature story):** Wrap with four sound bites, 3:00-4:30 in length

**Project Four (In-depth wrap):** Wrap with minimum of four sound bites, 3:30-4:30 in length

**You will need to pitch a story idea at least one week before your project is due. You can email your pitches ahead of time. To the earliest timestamp goes the story.**

**Website:** Your goal should be to have your work seen by as many people as possible to improve your brand and to begin to establish yourself as a professional and experienced reporter. This means getting your stories air, and for the stories to be published on the WUFT website, and having a means to present this work to potential employers. The goal is for you to create your own personal website where you can showcase your work this semester. As a suggested starting point, you should begin setting up your website by week FIVE. You must be prepared to create a personal website to showcase your work. The most user friendly options to create your own website are Weebly, WIX, and Webs. A finished website will include any stories you did for the WUFT site, radio stories done for WUFT-FM, a professional Twitter, a LinkedIn account, a Google + account, a bio which is a summary of your resume on the home page, your resume, and photos of you working. You can go beyond the minimum requirement, but it should be something that will benefit you as you continue your career in media.

**Weekly Critiques/Quizzes:** Each week you will either be quizzed individually on weekly local, state, national, and international news stories, or you will be asked, as part of a small group, to critique what different news outlets choose to feature as their "headline story". Both exercises are designed to assess your current events knowledge at multiple levels; additionally the group exercise is designed to familiarize you with working as part of a group in a news/timed setting. In both cases the stories will be chosen by the instructor. You will have 10 minutes to complete the quiz and 10 minutes to work as a group before offering your 2-minute critique. Grading will consist of either correct/incorrect answers on the quizzes, or which group makes a strongest case and provides sound support for their argument. That group will be awarded the highest score for the week with the following groups receiving scores in order of strength of argument.

**Weekly Newsroom Recaps:** Select weeks, we will discuss what you worked on during your time in the WUFT newsroom. This will familiarize everyone with the local news flow, stories, and contacts. Additionally, it helps identify areas that not everyone may have worked in, or stories not everyone may be aware of. **YOU MUST BE PRESENT DURING THE PARTICIPATION TO RECEIVE CREDIT FOR THIS.** However, should you have a university or medically excused absence; you will not have points deducted.

**Final Exam:** The final will be administered during block 11A (7:30-9:30 am on Mon, Dec 11). It will consist of two essays written during the exam, the first will be on the role of news in today's society. The second will be on a topic chosen from recent newsworthy events. More info to be given during the semester.

**Newsroom Work:** Training sessions will be held during the SECOND week of the semester at WUFT-FM in the INC. The sessions will be held at 6pm unless otherwise stated. **Attendance is mandatory!** You are required to work six hours per week during the semester at the station, which is where your newsroom grade is derived. **Newsroom shifts must be covered----Go to Forrest, Ryan, or Ethan with questions----if you can't work, you will need to get someone to work for you.** In the event of a holiday, when you would otherwise be scheduled to work, you must make up your shift work. This is also true if you are sick and can show documentation of your illness. In both cases your shift work will be made up either with you presenting an original story idea to one of the news directors at the station, or you will be notified of a story to cover on a day when you would not otherwise be scheduled to work. These additional shifts may be at night or on the weekends.

## Grading

Information on current University of Florida grading policies can be found at: <http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

### Grading Components Grading Scale

Website	5%	<b>A</b>	<b>(93-100)</b>
Newsroom Recap	5%	<b>A-</b>	<b>(90-92)</b>
Final Exam	10%	<b>B+</b>	<b>(87-89)</b>
Weekly Quizzes	10%	<b>B</b>	<b>(83-86)</b>
Project One	10%	<b>B-</b>	<b>(80-82)</b>
Project Two	10%	<b>C+</b>	<b>(77-79)</b>
Project Three	15%	<b>C</b>	<b>(73-76)</b>
Project Four	15%	<b>C-</b>	<b>(70-72)</b>
Newsroom Work	20%	<b>D+</b>	<b>(67-69)</b>
		<b>D</b>	<b>(63-66)</b>
		<b>D-</b>	<b>(60-62)</b>
		<b>E</b>	<b>(below 61)</b>

**Class Modules:** The course is broken up into three modules, each designed to highlight a different and important skill or set of skills vital to being a sound news reporter.

**Module I:** *What is News?* (Weeks 1-5)

**Module II:** *Types of News Coverage* (Weeks 6-10)

**Module III:** *You the Reporter* (Weeks 11-15)

**COURSE SCHEDULE**Module I: What is News?

Week #1	8/22	<b>Weekly Topic:</b> What is News? <b>For the newsroom:</b> Sign up for training, intro to INC staff <b>Additional Activities:</b> Class intro & info, syllabus recap
Week #2	8/29	<b>Weekly Topic:</b> Story Flow <b>For the newsroom:</b> Training begins
Week #3	9/5	<b>Weekly Topic:</b> Courts & the Legal System <b>For the newsroom:</b> Shifts start <b>Projects:</b> Assign project one
Week #4	9/19	<b>Weekly Topic:</b> Local Angles <b>Projects:</b> Project one pitches due
Week #5	9/26	<b>Projects:</b> Project one due, assign project two <b>Additional Activity:</b> Project one recap

Module II: Types of Coverage

Week #6	10/3	<b>Weekly Topic:</b> Dealing with Death & Those with Disabilities <b>Additional Activity:</b> Provide websites, Newsroom Recap
Week #7	10/10	<b>Weekly Topic:</b> Covering Meetings <b>Projects:</b> Project 2 story pitches due on class Facebook site
Week #8	10/17	<b>Weekly Topic:</b> Crime Stories <b>Additional Activity:</b> Newsroom Recap
Week #9	10/24	<b>Weekly Topic:</b> Emergency, Weather, & Fire Stories <b>Projects:</b> Project two due, Assign project three
Week #10	10/31	<b>Weekly Topic:</b> Elections & Politics <b>Projects:</b> Project three story pitches due

Module III: You the Reporter

Week #11	11/7	<b>Weekly Topic:</b> Brand Management <b>Additional Activity:</b> Check on websites, Newsroom Recap
Week #12	11/14	<b>Weekly Topic:</b> Ethics & Opinions <b>Projects:</b> Project three due, assign project four
Week #13	11/21	<b>Weekly Topic:</b> Taking Photos <b>Projects:</b> Project four story pitches due
Week #14	11/28	<b>Weekly Topic:</b> Project four updates <b>Additional Activity:</b> Newsroom Recap
Week #15	12/05	<b>Projects:</b> Project Four Due

Instructor reserves right to amend and change lecture and class plan as needed to accommodate guest speakers, events, etc.

## UNIVERSITY PROVIDED STUDENT RESOURCES

*If you feel at any time as though the semester is getting too rough or beyond your control and you need to access any of the university-provided counseling services, please don't hesitate to contact the instructor if you are unsure how to proceed. You can find additional info below:*

### **U Matter, We Care:**

If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352 392-1575 so that a team member can reach out to the student.

### **Counseling and Wellness Center:**

Phone: 352-392-1575

Website: <http://www.counseling.ufl.edu/cwc/Default.aspx>

### **University Police Department:**

Phone: 392-1111 or 9-1-1 for emergencies. Website:

<http://www.police.ufl.edu/>

### **Sexual Assault Recovery Services (SARS)**

Student Health Care Center Phone  
392-1161

### **Academic Resources**

#### **E-learning technical support**

Phone: 352-392-4357 (select option 2)

E-mail: [Learningsupport@ufl.edu](mailto:Learningsupport@ufl.edu).

Website: <https://lss.at.ufl.edu/help.shtml>.

#### **Career Resource Center** (Located in Reitz Union) Phone:

392-1601 Website: <http://www.crc.ufl.edu/>

#### **Library Support**

Website: <http://cms.uflib.ufl.edu/ask>.

#### **Teaching Center** (located in Broward Hall)

Phone: 392-2010 or 392-6420 Website: <http://teachingcenter.ufl.edu/>

#### **Writing Studio** (Located in Tigert Hall)

Phone: 846-1138 Website: <http://writing.ufl.edu/writing-studio/>

#### **Student Complaints**

Campus: [https://www.dso.ufl.edu/documents/UF\\_Complaints\\_policy.pdf](https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf)

On-Line: <http://www.distance.ufl.edu/student-complaintprocess>

**Syllabus**  
**RTV 3511 Fall 2017**  
**Fundamentals of Production**

Professor: Houston Wells  
hwells@jou.ufl.edu  
Office: 3066 Weimer  
Phone: (352) 273-3568  
Office Hours: M 7-8 (1:55-3:40)  
                  T 2 (8:30-9:20)  
                  and by appointment

Lab Instructor: Alyson Larson alandry@jou.ufl.edu  
Office: TBA Phone: TBA  
Office Hours: by appointment

Lab Instructor: Michael Munroe munroe@ufl.edu  
Office: G215  
Phone: (352) 262-4498  
Office Hours: by appointment

Lab Instructor: Rain Rucker rainrucker@ufl.edu  
Office: G215 Phone: TBA  
Office Hours: by appointment

Weekly Schedule

LECTURE: CSE E222

M 9-10

LABS: WEIM G001 (and G215 when noted)

T 3-5 Section 1583

T 6-8 Section 4483

R 3-5 Section 0505 R 6-8 Section  
09AA

REQUIRED TEXT: *Video Basics 7* (Herbert Zettl, ISBN 9781111344467)

You will receive a 32 Gigabyte SDHC memory card for lab work, distributed by the lab instructor.

Unless otherwise stated, laptops and cell phones should be put away during instructional periods. Students are prohibited from audio and/or video recording during instructional periods.

Course Objective:

This course is intended to give students an introduction to various aspects of audio and video production tools and techniques. Areas of study include production planning, production in the field, lighting in the studio and in the field, video and audio editing, and multi-camera production in the studio.

Lab Attendance:

Attendance and punctuality in weekly labs is **mandatory**. A portion of your grade will be based on attendance and punctuality. You will be given one "free" absence and one "free" tardy. Each subsequent absence will result in a 2 point grade reduction. Each subsequent tardy will result in a .5 point grade reduction. **(Please contact your lab instructor if you anticipate an absence or tardy.** Make up work will be at his/her discretion. To be considered for a medically excused absence, hard-copy documentation from the medical provider is required within one week of returning to class. After such time, the absence will be considered unexcused.)

Lecture Attendance:

Attendance will not be taken during lecture. (Of course, the person presenting the lectures is the person writing the tests, so miss lecture at your peril.)

Exams and Quizzes:

Check the schedule below for exam and quiz dates; exams and quizzes will begin promptly at the start of class. Absences during test days must meet University criteria for excused absences for a make up test to be scheduled. (This does NOT include missed buses, malfunctioning cars, family visits, etc.) Missed tests must be rescheduled within a week of the excused absence. When in doubt, COMMUNICATE with your instructors.

## Grading scale:

A	93.50-100
A-	89.50-93.49
B+	87.50-89.49
B	83.50-87.49
B-	79.50-83.49
C+	77.50-79.49
C	73.50-77.49
C-	69.50-73.49
D	64.50-69.49
E	0-64.49

## Point distribution:

Lecture QUIZ A	5
Lecture EXAM 1	20
Lecture QUIZ B	5
Lecture EXAM 2	20
Narrative Project (storyboard)	5
Premiere Pro Skills Quiz	5
Narrative Project (shooting)	10
Narrative Project (editing)	10
Audio exercise (mics and sound design)	3
Studio Show project (group)	5
Studio Show project (individual, includes peer eval)	5
Lab attendance/punctuality	7

8/21	WEEK 1
Lecture:	Manual camera settings
Lab:	Equipment check out policies (See end of syllabus for policies) Camcorder hands-on: intro to manual controls Practice exterior shots and review in lab (time permitting)
8/28	WEEK 2
Lecture:	Video Camera Basics (Chapter 4, Zettl) Production Project information and examples Storyboard examples
Lab:	Shooting for focus, white balance, & exposure exercise Shooting for continuity exercise Instructor assigns students into either Group A or B (for narrative project shooting schedule.)

9/4	WEEK 3
Lecture:	NO LECTURE (Labor Day HOLIDAY)
Lab:	MEET in G215 Intro to Adobe Premiere Pro Transfer and edit "continuity" footage from week 2
9/11	WEEK 4
Lecture:	Framing and Composition (Chapter 6, Zettl)
Lab:	STORYBOARDS DUE for narrative project (one-on-one review with lab instructor) Brainstorm shotlist and shoot ~1 minute narrative (groups of 4)
9/18	WEEK 5
Lecture:	QUIZ A (Weeks 1-4)
Lab:	Audio (Chapter 7) MEET in G215 Edit short narrative from week 5 Instructor critique
9/25	WEEK 6
Lecture:	Lighting (Chapter 8)
Lab:	GROUP A: Lighting workshop in G001 GROUP B: shooting narrative project
10/2	WEEK 7
Lecture:	Lighting Part 2
Lab:	GROUP A: shooting narrative project GROUP B: Lighting workshop in G001
10/9	WEEK 8
Lecture:	EXAM 1 (Weeks 1-7) ( <b>Bring your Gator 1 card</b> )
Lab:	MEET in G215 Transfer project footage and begin edit
10/16	WEEK 9
Lecture:	Principles of Continuity Editing (Chapter 13)
Lab:	MEET in G215 Complete editing of project PREMIERE PRO SKILLS QUIZ NARRATIVE PROJECT DUE at end of class

## Appendix 2C: Syllabi Examples

10/23	WEEK 10
Lecture:	Continuity Editing Part 2
Lab:	Introduction to Professional Audio exercise
10/30	WEEK 11
Lecture:	The studio environment and live switching
Lab:	MEET in G001 Studio Hands-on in the multi-camera studio Two Minute shows to practice Studio Roles Decide individual roles for studio production
11/6	WEEK 12
Lecture:	Studio Roles (Chapter 14)
Lab:	MEET in G001 Studio Group Rehearsal for studio production
11/13	WEEK 13
Lecture:	QUIZ B (Weeks 9-12) Graphics for Video (Chapter 9) The Nature of Digital (Chapter 3)
Lab:	Group Rehearsal for studio production
11/20	WEEK 14
Lecture:	Intro to audio mixing, sweetening, and sound design
Lab:	LABS DO NOT MEET THIS WEEK (Thanksgiving)
11/27	WEEK 15
Lecture:	Intro to Color Grading (AKA "color correction")
Lab:	RECORD FINAL STUDIO SHOW Turn in peer evaluations
12/4	WEEK 16
Lecture:	EXAM 2 (Weeks 9-15) ( <b>Bring your Gator 1 card</b> )
Lab:	LABS DO NOT MEET THIS WEEK

### **Information about Lab Projects:**

**Narrative Project:** You will plan, storyboard, cast, shoot and edit a short sequence of shots that tells a story. The finished piece will be from 90 seconds to 2 minutes in length. This will be a NON-DIALOGUE narrative, with the story being communicated visually (accompanied by natural sound.) Grades will be based on storyboard quality, production quality (i.e. camera work), and editing quality. You will use school cameras for this assignment. This will be discussed further in both lecture and lab.

**Adobe Premiere Pro CC Skills Quiz:** during lab (week 10), your lab instructor will administer a brief one-on-one skills quiz. You will be asked to demonstrate basic editing skills. (e.g. cut, select, move, import, insert, overwrite, add/adjust keyframes, unlink audio and video, et al.)

**Multi-camera Studio Project:** Working as a team, you and several other students will script, cast, and produce a seven-minute studio television show. Each student will take a specific role on the studio crew, with some students working in the control room and others working in the studio proper. On the final day of lab, your show will be recorded "live to tape" for a grade, so proper preparation and rehearsal is a must. Grades will be given for group performance as well as individual work. (You will also turn in a peer-evaluation form as part of your final grade.)

Group grade is based on creativity, teamwork, casting, and technical proficiency. Individual grade is based on fulfillment of responsibilities as a team member as well as your peer evaluation.

(A description of the various studio crew positions can be found at the end of this syllabus. These crew positions will also be discussed in lecture and lab.)

**All video projects in RTV 3511 should fall well within the "PG" range.** If you are unsure if a scene or topic is appropriate for this course, ask your instructor. (Sorry, Tarantino.)

## Studio Crew Responsibilities

**Producer:** is the crew organizer: communicates with crew and cast. Schedules in-lab and out-of-lab meetings and rehearsals. Produces the on-screen graphics. Operates graphics during show. (Use Lynda.com for basic Photoshop Essentials training.)

**Director:** takes the show from written form and transforms it into a program. Is the leader of the show during taping. Leads the pre-production and creative process. Communicates directly with the Control Room crew, Floor Director and camera operators during taping. Determines and requests various camera angles during the show.

**Technical Director:** operates the switcher. Checks all cameras, tally lights, headsets, sets up shots, checks focus prior to tapings and rehearsals. Is the back-up director.

**Audio Operator (A1):** mixes the show during taping and rehearsals. Provides all sound elements for the show. Works with the **A2** to lay out all microphones for the show.

**Floor Director/Talent Producer.** Head of the crew on the floor. Checks to see that all lights are functioning and sets/risers are built. Coordinates the talent on the floor. Provides for talent needs, wardrobe areas etc. Works with director for pacing and timing of show.

**Set Designer:** In charge of creating the on-camera look of the show. Determines which existing set components can be used, and procures additional set components and props needed for the show.

**Field Producer:** In charge of scripting/shooting/editing external video package for roll-in during live show.

**Camera 1 Operator/Assistant Producer.** Operates camera 1 during show. Is also the assistant producer and script supervisor. Helps to write, print and distribute all scripts. Assists with sets and risers.

**Camera 2 Operator/Assistant Field Producer:** Operates camera 2 during rehearsals and tapings. Assists Field Producer with creating external video package.

**Camera 3 Operator/Operations Manager/A2** Operates camera 3 during rehearsals and tapings. Also responsible for sets and risers, placement and storage. Is responsible for getting the microphones from equipment room. Lays out audio snake and tests all mics with **A1**.

**All team members attend any creative meetings and will assist with scripting and casting.**

**All crew will help with cleaning up the studio (sweep floor, replace cameras, put up chairs/risers/props) at the end of each lab session. Do not leave without being dismissed by your lab instructor.**

## TELECOM/WUFT-TV Equipment Policy

All UF students granted limited permission to check out gear from the G020 Equipment Room must follow all established student/course access policies. Failure to do so will result in **automatic suspension of G020 checkout privileges** (for group checkouts, the suspension applies to everyone in the group) **as well as grade deductions on coursework**...based on the instructor's policies and course syllabus. Students who check out G020 gear are also required to pay for any damage to equipment beyond normal professional wear & tear, and to pay for replacement of any items lost or destroyed.

### Equipment Checkout

When you pick up equipment, you must allow enough time to thoroughly inspect and test each piece before leaving the Equipment Room. WHEN YOU SIGN FOR THE GEAR, YOU ARE ACKNOWLEDGING THAT IS FULLY FUNCTIONING, UNDAMAGED, AND THAT ALL PARTS ARE THERE. You're also making a promise that all of the gear will be returned ON TIME and in good working order, similar to the condition at check-out. (If you test something and it doesn't seem to be right at check-out, get help then...or you will be responsible if the problem is only noted after you check in.)

### Equipment Return

When you return equipment, you can leave it with the Equipment Room Manager for inspection or you can stay with the equipment while it is checked in. If you are not present during check-in, you will be notified of any damaged or missing gear as soon as the damage or loss is discovered. If you are not present during check in, you are still financially responsible for any damaged or missing gear. If you are not present at the time of check-in, you forfeit your right to challenge the check-in results of the Equipment Room Manager regarding the condition of the equipment when it was returned. It is advisable for borrowers to remain for check-in whenever possible, as this is your only opportunity to witness the inspection and testing of your equipment and answer/ask questions. Also, you will be required to clean or re-pack equipment/cables that are not in acceptable condition. Any damaged, broken or missing parts will be noted on the borrower's loan agreement and the borrower will be required to pay for any damage or loss. The borrower(s) will also face an automatic suspension of G020 checkout privileges, following the same penalty schedule as for late returns.

### Late Return

Gear returned more than FIFTEEN MINUTES late will result in the following:

- \*first offense: suspension of gear checkout privileges for the individual (or all individuals in the group if a checkout for a group project) for 1 week
- \*second offense: suspension of gear checkout privileges for 1 month
- \*third offense: suspension of gear checkout privileges for 1 semester

In addition, lab grades and project grades will be penalized according to the instructor's rules regarding missed lab shifts or late assignments. Students should understand their failure to return equipment on time can result in irreparable harm to the work of other students waiting to check out gear. This cannot be taken lightly because other students' academic success may be affected by the offending student's disregard for the rules.

### Other Policy Violations

Disregard for the equipment and the rules of the Equipment Room may result in the loss of privileges. Besides late return, other violations of policy include:

- \*Returning equipment in unacceptable condition
- \*Handing off the gear to another student (if an individual checkout) or to anyone beyond the group members listed on the checkout form (for a group checkout)

- \*Taking equipment out of town without authorization
- \*Using equipment for work other than that required by the student's instructor
- \*Providing equipment access to suspended students, to students who do not qualify for equipment, or to non-students

### **Length of Checkout**

The length of time you are allowed to keep the equipment varies according to what you are checking out and what class you are in. Specifics will be spelled out by your instructor and your course syllabus but in general, lab shift deadline and timed projects will be a matter of hours or a single day, other projects have either one or two day checkout as determined by the instructor. In all cases of overnight checkout **the gear is always due back by 9am** on the promised day of return. Whenever you return gear from a project shoot, **there is a 24-hour waiting period before you can reserve project gear again.** Plan your shoots accordingly; this rule is strictly enforced because it guarantees better access to a limited amount of gear by all students in each class. Students who are in need of an exception to this rule must have their instructor send an email to the Equipment Room Manager giving permission for the exception.

### **Equipment Loss**

The person or group who signed the equipment checkout form, regardless of who was in possession of the equipment at the time of loss, must replace any equipment that is lost while the equipment is checked out.

### **Theft**

In the event of theft **you are required to notify the appropriate law enforcement department immediately.** And you must notify the Equipment Room Manager and your instructor as soon as possible. The person or group who signed the equipment checkout form could be held responsible for any negligence, so keep close track of all gear and do your professional best to make sure it all gets safely home to G020.

### **Malfunctioning Equipment**

If you experience a problem with a piece of equipment while on a shoot, you are encouraged to call the Equipment Room Manager right away. Often the problems are comparatively minor and can be easily fixed. If the problem is beyond immediate on-site repair, bring the item back to the Equipment Room as soon as possible. If the breakage was not caused by negligence, and a similar piece of equipment is available, you can check it out. However, if a similar item is not available, you will have to make do without it until other gear becomes available.

### **Financial Responsibility**

**Every equipment user is financially responsible for loss, theft, or damage to any equipment that he or she checks out.**

Failure to report lost or damaged equipment will be viewed as an attempt to conceal the loss or damage to the equipment and can result in your being barred from checking out equipment in the future.

### **Equipment Safeguarding**

Equipment should be safeguarded at all times. No equipment may be left or stored in an unattended vehicle even if the vehicle is locked and the equipment concealed. The Department considers this an unprofessional risk.

No equipment may be stored in an office or classroom or studio or other University facility other than the Equipment Room without special permission. The department considers this an unnecessary risk.

Do not ever leave equipment outside the Equipment Room door, in any hallway or out in the open in any newsroom. This is an unnecessary risk.

Equipment may not be handed off to another student. When you are finished using the gear, it must be returned to the Equipment Room Manager for check-in. You remain financially responsible. Handing it off to someone, which is a policy violation, does NOT relieve you of any liability.

**Travel**

Equipment may not be taken out of town with prior permission from the instructor of record. The borrower and instructor of record must discuss transportation, handling and storage of all gear prior to departure to ensure no unnecessary risks are taken with the equipment. Extreme cases may require pre-approval not only of the instructor, but of the Telecom Dept. and/or tv station.

**Pledge**

You must sign the Gear Liability Pledge to acknowledge to have fully read, understand, and promise to comply with this Telecom/WUFT-TV Gear Policy. Unless/until we have a signed pledge on file, the equipment room will not let you borrow any gear designated for your class.

## University of Florida Policies

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter that must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

For information on current UF grading policies for assigning grade points: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open.

Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel.

### Campus Resources:

#### *Health and Wellness*

U Matter, We Care: If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352 392- 1575 so that a team member can reach out to the student.

#### Counseling and Wellness Center:

<http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS) Student Health Care Center, 392-1161.  
University Police Department, 392-1111 (or 9-1-1 for emergencies).  
<http://www.police.ufl.edu/>

*Academic Resources*

E-learning technical support, 352-392-4357 (select option 2) or e-mail to  
Learningsupport@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.

Career Resource Center, Reitz Union, 392-1601. Career assistance and  
counseling. <http://www.crc.ufl.edu/>

Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance  
with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and  
tutoring. <http://teachingcenter.ufl.edu/>  
Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and  
writing papers. <http://writing.ufl.edu/writing-studio/>

Student Complaints Campus:  
[https://www.dso.ufl.edu/documents/UF\\_Complaints\\_policy.pdf](https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf) On-Line

## Introduction to Web Apps for Communicators

JOU 3363 | Fall 2017 | Section 07D7 | 3032 Weimer Hall  
Tuesdays 10:40 a.m.–1:40 p.m. (periods 4, 5 and 6)

**Instructor:** Mindy McAdams, Professor, Department of Journalism  
**Email:** [mmcadams@jou.ufl.edu](mailto:mmcadams@jou.ufl.edu)  
**Office:** 3049 Weimer Hall  
**Office hours:** Tuesdays 3–5 p.m. | And by appointment  
**Open workshop:** Fridays in Weimer 3020, noon–4 p.m.  
**Office phone:** (352) 392-8456 (NOTE: Email is better. Much better.)  
**WEBSITE:** <https://introwebapps.wordpress.com/>

### Course Description

Introduces web markup, coding, and programming for journalism and communications students with no prior coding experience. Explore media-industry best practices for front-end web development, problem solving and algorithmic thinking, and recent examples of interactives and apps from media organizations.

**Prerequisites:** Any JM, ADV, PR or TEL major, or instructor permission

### Course Objectives

At the end of the course, students should be able to:

1. Name, list and use common HTML and CSS syntax and structures to create stand-alone Web and mobile apps that are standards-compliant.
2. Use GitHub to set up and collaborate on Web and mobile projects.
3. Apply algorithmic thinking to analyze a problem and construct a solution.
4. Name, list and use common JavaScript and jQuery syntax and structures.
5. Create interactive quiz applications using JavaScript and HTML forms.
6. Create interactive charts and graphs using Highcharts and JavaScript.
7. Create interactive maps using Leaflet and JavaScript.
8. Create interactive image displays and menus using jQuery.
9. Use and adapt a Web framework to create fully responsive apps that work across a variety of devices.

### Attendance and Attitude

Students are expected to show respect for one another and for the instructor. Attendance and arriving on time for class are necessary. *Lateness and absences will result in a lower final grade.* If you have been absent, you are responsible for finding out about any missed material by consulting another student and/or going to the instructor's office hours. These matters will not be handled via email.

Mobile devices must be turned OFF and placed out of sight during class. Do not check text messages, social media, email, etc., during class, as your instructor considers this quite rude and therefore grounds for disciplinary action. Give your full and undivided attention to anyone who is speaking in class, including your fellow students.

Students are expected to use a laptop computer during class. However, if you are seen checking social media or any other sites unrelated to the immediate topics being discussed in class, penalties may be imposed. Penalties range from a warning (first offense) to grade point deductions. Please give your full attention to the class while you are in the classroom.

### **UF Attendance Policies**

> <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

### **Course Deadlines and Makeup Work**

Late assignments are not accepted unless an emergency can be documented. This means that an assignment submitted late is graded as a zero. Assignments are not accepted via email unless requested by the instructor. If an illness or a personal emergency prevents you from completing an assignment on time, advance notice and written documentation are required. If advance notice is not possible because of a genuine emergency, written documentation will be required. No work for “extra credit” is accepted unless specifically noted on the course schedule.

**NOTE:** Assignment deadlines in Canvas are usually set for 11:59 p.m. If you submit after the deadline, your assignment is late.

### **Academic Dishonesty**

Academic dishonesty of any kind is not tolerated in this course. It will be reported to the student’s department chair AND to the university’s Dean of Students—and *it will result in a failing grade* for this course. A formal report of the offense will be filed with the university’s Dean of Students.

#### **Academic dishonesty includes, but is not limited to:**

- Using any work done by another person and submitting it for a class assignment.
- Submitting work you did for another class or course.
- Copying and pasting code written by another person in place of solving the assigned problem on your own. (Note: In some cases an assignment will instruct you to use code written by others. Those cases are exempt.)
- Sharing code *written by you* with another student. You may talk about *their* code, but do not show them *your* code.

### **UF Student Honor Code**

> <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

### **Required Book, Videos and More**

Students are required to read many assigned chapters and pages in this book:

*Learning Web Design: A Beginner's Guide to HTML, CSS, JavaScript, and Web Graphics* (4th edition), by Jennifer Niederst Robbins (O'Reilly, 2012)

All students are expected to possess their own copy of the book, whether printed or electronic. (About \$21 for a new printed copy on Amazon.) Quiz questions are taken from the book. Students might need to use the book during class.

**Videos** to supplement and explain the assigned readings are here:

> <http://bit.ly/mm-apps-vids>

The videos are NOT an adequate substitute for the book. Watching the videos should make concepts and skills in the assigned reading clearer. Students must complete the assigned reading and videos for the week BEFORE class meets that week.

### **Web hosting**

Students must acquire full-service Web hosting and a personal domain name. The recommended provider is Reclaim Hosting. Your professor receives no kickbacks or other deals from Reclaim. Shared hosting costs \$30/year and includes registration for one domain. Domains must be renewed yearly or they will expire.

> <https://reclaimhosting.com/>

### **Laptop**

All students in this course must own a laptop they can bring to class with them. Managing files and folders is part of the workflow you will be learning, and using your own computer is key. A tablet will NOT be sufficient for this course. Any operating system is okay, but Mac OSX is *strongly preferred*. For assistance with your operating system or hardware, or with UF wifi, please use the UF Computing Help Desk if you cannot solve a problem. *Bring your power cord to class with you.*

### **Headphones or earbuds**

During class, you might find you need to re-watch one of the course videos. For this reason, please be sure to always bring headphones or earbuds to class.

### **The Flipped Classroom and Your Success**

In the old days, this course would have had *both* a two-hour lecture and a three-hour lab. You would have had to come to class for an in-person lecture by the professor, during which I explained and demonstrated the concepts covered in the book, plus various extras such as updated best practices in web design (these are continually changing).

Instead of that old model, this course operates on the “flipped classroom” model, in which we spend all of our face-to-face time doing work (you work, and I answer questions).

What about the lectures? Are you being cheated out of your lectures?

No, you’re not missing anything. The lectures exist online, as videos I have posted to YouTube. Use this playlist link to view them:

> <http://bit.ly/mm-apps-vids>

The videos cover what I would have done in person in the old model of “Teacher talks, students listen.” In the videos, I have covered everything I would have covered in face-to-face lectures — which, in this course, concerns mostly teaching you how to think about and work with code.

**The videos are directly tied to the assigned readings.** To understand which videos to watch BEFORE CLASS in any given week, you must look at the Course Schedule and see which readings and topics are assigned. So, for example, in Week 2 the Course Schedule says: “Read Robbins Chapter 1, pp. 4–14; Chapter 2 (all); Chapter 4 (all), but ignore pp. 51–52.” In the YouTube playlist, you’ll see the following videos listed:

- Intro to Web Apps Robbins Chapter 1
- Intro to Web Apps Robbins Chapter 2
- Intro to Web Apps Robbins Chapter 4
- Intro to Web Apps Robbins Chapter 4 Bonus

There are also video walkthroughs for the early assignments.

Many students find they learn better if they watch some of the videos *more than once*.

It is your responsibility to watch the videos *before you come to class*, so that you are prepared to begin work on that week’s assignment *during* class, while I am available to answer your questions.

### **Students with Disabilities**

Students requesting accommodations must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student, who must then provide this documentation to the instructor when requesting accommodations.

### **UF Disability Resource Center**

> <https://drc.dso.ufl.edu/>

### Course Requirements

Read this entire document in the first week of classes. If anything is not clear to you, ask me for clarification before the last day of Drop/Add (August 25, 2017). This syllabus is a contract between you and me.

Please make sure to check the **online course schedule** at least once a week. If you rely only on a printed or downloaded copy, you may miss a change in the schedule.

> WEBSITE: <https://introwebapps.wordpress.com/sked/>

### Quizzes

There will be at least one quiz every week. Quizzes are in Canvas and are open-book. Quizzes cover the assigned reading for the week. On the Course Schedule page on the course website (see above), the readings covered on that week's quiz are listed under *the same week as the quiz*. Deadlines: In Canvas.

### Assignments

There will be one assignment every week. Assignments are listed and LINKED on the Course Schedule page on the course website (see above). Exact deadlines: In Canvas. Each assignment is likely to require a substantial time commitment from the student. Each week there will be time during the class meeting to work on the assignment, but it is very probable you will need a lot more time than that. All students are strongly encouraged to come to the Friday workshop hours for help with the week's assignment.

### Presentation and project

In the final three weeks of the course, you will create an interactive Web app. You will present your project to the class. The project and presentation are graded together.

### Attendance and participation

Points will be subtracted if you miss more than one (1) class meeting, are chronically late, leave class early without having completed assignments, or repeatedly show inattention. Participation is expected; you will be working on assigned projects during class. Absences due to illness, serious family emergencies, special curricular requirements, etc., will be handled in accordance with UF policies, to which you will find a link on page 2 of this syllabus.

### Grades and Grading Policies

Quizzes	30 percent
Assignments	50 percent
Presentation and project	10 percent
Attendance and participation	10 percent
<b>TOTAL</b>	<b>100 percent</b>

92–100 points	A	72–77 points	C
90–91 points	A–	70–71 points	C–
88–89 points	B+	68–69 points	D+
82–87 points	B	62–67 points	D
80–81 points	B–	60–61 points	D–
78–79 points	C+	59 points or fewer	E

### UF Policies about Student Grades

> <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

### UF Dates (Fall 2017)

Classes begin	Aug. 21	Sept. 4	Labor Day
Drop/Add	Aug. 21–25	Oct. 6–7	Homecoming
Classes end	Dec. 6	Nov. 10–11	Veterans Day
Final exams	Dec. 9–15	Nov. 22–25	Thanksgiving

### Course Evaluations

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online: <https://evaluations.ufl.edu>

Evaluations are typically open during the final weeks of the semester. Students will be given specific dates when they are open. Summary results of these assessments are available to students: <https://evaluations.ufl.edu/results/>

### Course Schedule and Required Readings

Please note that many important details are on the website ( <https://introwebapps.wordpress.com/> ) and do not appear herein. Assigned readings, links to videos, resources, etc., are on the **Course Schedule** page of the website. Quizzes due every Monday are based on the assigned readings in that same week.

#### Week 1 | Aug. 22

Introduction to the course. Tools, technologies and outcomes. Recommended text editor programs. How the flipped classroom works.

#### Week 2 | Aug. 29

Roles of HTML, CSS, JavaScript. Web browsers, client/server, request/response. Introduction to HTML: structure, markup, images, links. Quiz 1 due Monday (Aug. 28). Assignment 1 due Friday (Sept. 1). This pattern continues every week.

**Week 3 | Sept. 5**

HTML part 2: Text markup, lists, links, images. Block vs. inline elements. DIV and SPAN.  
Quiz 2 due Monday. Assignment 2 due Friday.

**Week 4 | Sept. 12**

Introduction to CSS: Overview, selectors, colors, backgrounds, DIVs, pseudo-classes.  
Introduction to **GitHub**.  
Quiz 3 due Monday. Assignment 3 due Friday.

**Week 5 | Sept. 19**

CSS part 2: Margins, padding, borders, box model, box-sizing, floats and position.  
Introduction to Web hosting (set up your domain at Reclaim Hosting).  
Quiz 4 due Monday. Assignment 4 due Friday.

**Week 6 | Sept. 26**

Web fonts, including Google fonts. Ems, percentages and points. Handling typography.  
Introduction to responsive design.  
Accessibility and Web standards.  
Quiz 5 due Monday. Assignment 5 due Friday.

**Week 7 | Oct. 3**

JavaScript introduction: Variables, numbers and strings, Booleans, basic math, if-statements, arrays, loops. Use of console.log() vs. <script> tags.  
Introduction to **jsFiddle**.  
Quiz 6 due Monday. Assignment 6 due Friday.

**Week 8 | Oct. 10**

JavaScript part 2: Functions (parameters and returns), scope of variables, more if-statements, more for-loops and more arrays. Defining problems. Problem breakdowns. Pseudo code.  
Quiz 7 due Monday. Assignment 7 due Friday.

**Week 9 | Oct. 17**

JavaScript part 3: While-loops, do-while, loops within functions, functions within loops, combining if-statements and loops. Introduction to **Highcharts** for data presentation (graphs and charts).  
Quiz 8 due Monday. Assignment 8 due Friday.

**Week 10 | Oct. 24**

HTML forms. Design and layout for forms and quizzes. JavaScript and forms.  
Introduction to **Bootstrap**, a Web framework.  
Quiz 9 due Monday. Assignment 9 due Friday.

**Week 11 | Oct. 31**

JavaScript part 4: The switch statement, Booleans again, arrays, objects. Introduction to **jQuery** and the DOM. Dynamic rewriting of all the things! Quiz 10 due Monday. Assignment 10 due Friday.

**Week 12 | Nov. 7**

jQuery part 2: Interactive image displays, content overlays, accordions and menus. HTML 5 audio and video embeds, formats. Quiz 11 due Monday. Assignment 11 due Friday.

**Week 13 | Nov. 14**

Introduction to **Leaflet**: Interactive maps for storytelling. Project proposals due. Quiz 12 due Monday. Assignment 12 due Friday.

**Week 14 | Nov. 21**

Thursday is Thanksgiving. Class meets Tuesday AS USUAL. Project troubleshooting and workshop. No quiz. No assignment. No Friday workshop hours.

**Week 15 | Nov. 28**

Project presentations in class. No quiz. No assignment.

**Week 16 | Dec. 5**

Project presentations in class. No quiz. No assignment.

All projects are due on Monday, Dec. 11, at 11:59 p.m. This is the Monday of finals week.

*Please note* that Dec. 5 is a normal class meeting day. If you are not present, it will count as an absence.

**Weekly topics are subject to change.** Please check the Course Schedule page on the course website for the latest updates.

**Video Storytelling For Web – Fall 2017**  
 Combining sight, sound and motion for  
 character-driven narrative storytelling  
 Tuesday – Periods 6-8 (12:50 – 3:50 p.m.)  
 Weimer 3219

**Gary W. Green**  
 Digital Director  
 Innovation News Center  
 ggreen@jou.ufl.edu  
 352-294-1502  
 Office: 2310 Weimer Hall

**Welcome to Video Storytelling For Web.** This course is designed to teach advanced storytelling, shooting, and editing techniques for multimedia journalism in multiplatform environments. The course will teach you to recognize and understand the technical and aesthetic aspects of visual storytelling, and how to build successful visual narratives using a combination of still images, HD video, ambient audio, and natural voices. The course is constructed to prepare you for the “real world,” in which you will apply the journalistic standards of truth, fairness and accuracy with the tools and techniques of multimedia journalism to tell compelling narratives in a professional environment.

Professional camera gear, audio equipment, including microphones and a recorder, and photo and video editing software such as Photoshop and Final Cut or Premiere are necessary. Use of a tripod for video is mandatory.

Before taking this course you need to have demonstrated a base level of experience and understanding of how to shoot stills and video using a professional HD/SLR using manual settings. You must have experience in gathering and editing audio and video using professional editing software such as Final Cut or Premiere Pro. This course will apply professional standards and practices to your work with a goal of preparing you for the next step in your careers.

#### **Student Learning Outcomes:**

- To identify and analyze current trends in multimedia storytelling.
- To assess, compare and contrast, and rate the work of professionals and classmates through critique and interpretation.
- To apply journalism ethics of truth, accuracy and fairness to your work.
- To demonstrate the ability to give and receive constructive feedback through group critiques.
- To use still images in video storytelling.
- To demonstrate how to conduct a successful interview on video with good light, composition, sound and content.
- To demonstrate how to capture high quality a-roll and b-roll and use those components to build multimedia stories.
- To demonstrate how to capture and edit high-quality audio with ambient and natural sounds for multimedia narratives.

- To build upon existing editing skills for stills, video and audio using appropriate software including Photoshop, Final Cut and/or Premiere.
- To build upon existing shooting skills to capture professional quality still images and HD video using a HDSLR camera to build multimedia narratives.
- To illustrate how to produce a storyboard for your projects.
- To discover the subject's voice and build the story arch and narrative.

### Goals

- To produce a tightly edited and focused multimedia narrative to be used in portfolio for internships or jobs.
- To discover where and how to find internships, jobs, and freelance assignments for multimedia storytelling.
- To present and brand your project in a professional manner online for prospective employers and clients.

**Prerequisites for the course:** *VIC 3001 Sight, Sound and Motion; JOU 3601 Photographic Journalism; JOU4946 Applied Online Journalism*

### Course Materials:

**There are six DSLR kits available for checkout from Steven Kippert in the equipment room. You will need to provide your own [SD Card, available from Amazon](#).**

**Cameras, Equipment and Supplies:** This is a video storytelling class. You must have access to a **HDSLR camera** that shoots video and stills such as the **Canon 5D Mark III** or **Nikon D750**. You will also need a **lavalier mic** or shotgun mic and an **audio recorder**.

Additionally you must have a **tripod**, preferably with a video head, an **external hard drive** with 500G to 1 TB of space ([LaCie Rugged All-Terrain](#) is a good one). Backups are critical. You don't want to lose all of your hard work.

You will need Final Cut Pro or Premiere as well as Photoshop and/or Lightroom (available in lab).

You will be able to use this gear well beyond this class. Everything listed is industry standard. If you have any questions about gear or equipment, come talk to me.

**Course Communities:** We will use Canvas, Vimeo and Medium to create online communities for this course in which to share inspiring work and class information.

Our class Vimeo channel is [Multimedia Narratives](#). You will all be posting your videos to our class channel, as well as your own individual Vimeo channel. If you do not already have one, you need to create one.

A DropBox or Google Drive folder will also be useful.

### Reading List:

#### Required:

- [Mediastorm – Field Guide to Powerful Multimedia Storytelling](#) - iPad App- \$9.99
- [Lynda.com](#)
- Additional readings will be posted throughout the course. Keeping up with current multimedia projects to watch and analyze throughout the semester is expected. We will discuss some sources for quality multimedia such as [Hearst Journalism Awards](#), [Mediastorm](#), [Strawhat Visuals](#), *L.A. Times*, *Washington Post*, *New York Times*, [NPPA POY](#) and [CPOY](#), and non-profits like [Open Society Foundations](#) and [PhotoPhilanthropy](#).

**Suggested:**

- [The Bare Bones Camera Book](#) – by Tom Schroepfel

**Attendance:** Attendance is necessary for constructive in-class critiques and group evaluations. You are expected to attend labs and lectures. Excused absences include family emergencies, illness, jury duty, military service, and professional conferences where you are presenting a paper, speaking on a panel, or accepting an award. If you must miss class, please contact me BEFORE class, unless otherwise unavoidable. All work must be turned in on time unless other arrangements are made with me. Arriving late or leaving early is disruptive to creating a critical learning environment. Please be on time and remain until class is dismissed. Your participation in class not only benefits you, but everyone else in the class. We need you there for the entirety to elevate the experience for everyone.

**Be Respectful:** We will be using technology on many different platforms throughout the course for myriad reasons, however, turning off your cell phone and laptop during lectures or critiques enhances the learning environment for everyone. Please limit any unnecessary disruptions or distractions during lectures, critiques and labs.

**Classroom Procedures:** No food is allowed in class or lab. The technology we will be using during the course is highly susceptible to damage from food and drinks. We will have breaks during class to provide you the opportunity to eat a snack. You may bring drinks to class, but please have a secure lid on the container or bottle. Do not set your drinks near laptops, computers or keyboards. Please dispose of all food and drink containers, wrappers, bags, etc... outside of the classroom and lab.

**Grading:** Grading for this course will be at times, subjective. I will do my best to be fair and balanced. Each assignment will be judged through the lens of professional quality journalism as it pertains to accuracy, craftsmanship, effort and enterprise.

**Take risks:** You are encouraged to take risks in this class. We learn the most from our mistakes. Don't just emulate what you have already seen. Innovate. Try something new and different. Fail and try again. You need to know and understand the basics first, but from there you can push through to new and exciting territories.

**Carry it forward:** You will have opportunities to carry your peer and instructor feedback forward to improve your grade throughout the course. Your effort and participation in the learning process are the most critical components to your grade. Your final grade will depend mainly on the quality of work you hand in with special emphasis on your improvement throughout the course.

**Deadlines:** Missing deadlines is unacceptable in the "real world" and will significantly lower your grade. If you miss the deadline, you will lose one letter grade for each day the assignment is not turned in, up until the third day. After the third day, you will receive zero points for the assignment. We need everyone to turn in their assignments on time to have constructive critiques, even if the assignment or project is not perfect. In the real world, it doesn't matter how good a story is if it is turned in after deadline and nobody gets to see it. We will stick firmly to these principals.

**Critiques:**

Giving and receiving valuable feedback is necessary for personal and professional growth. We will be using the class critiques as a forum in which to discover and analyze what makes strong, innovative, communicative visual storytelling. We will discuss what works, what doesn't, and why. The goal is to instill in you a greater appreciation for multimedia narratives, the ability to recognize and evaluate current and future trends, and prepare you to design successful stories using still images, video, and sound for applications in the professional world.

Everyone must take part in the critiques with constructive ideas and suggestions. We must be tough in order to get better, but we must also be respectful and balanced. When receiving a critique of your work, remember that the purpose is to make you a better storyteller and better qualified to enter the professional world. Have a thick skin. You will need it when applying for internships and jobs. Employers and mentors will judge your work with professional standards. You need to be prepared to accept constructive advice in order to grow and learn from it, without getting down or defensive. And remember, if you are fair and balanced when giving critiques to classmates, they will in turn do the same for you.

Lastly, participation in critiques and discussions is a significant portion of your grade. Please come to class prepared to engage in discussion.

## Course Management and Story Publishing

We will be utilizing Canvas, Medium and Vimeo among others in this course

\* *Course schedule subject to change*

Class Schedule:

Week	Date	Topic
Week 1	August 24	Course Intro
Week 2	August 31	
Week 3	September 7	Course Intro
Week 4	September 14	Ask a Local Critique
Week 5	September 21	Sound/Video - Critique and Analysis
Week 6	September 28	Sound/Video - Critique and Analysis
Week 7	October 5	Story Pitches/Interviewing
Week 8	October 12	Critique and Analysis
Week 9	October 19	Critique and Analysis
Week 10	October 26	Story Boards
Week 11	November 2	Critique and Analysis
Week 12	November 9	Rough Cuts
Week 13	November 16	Final Project Presentations
Week 14	November 23	Thanksgiving Holiday
Week 15	November 30	Revisions
Week 16	December 7	Reading Days (No Class)
Week 17	December 13	Finals Week (Grades Due on Dec. 18)

- **Hearst Multimedia I – Narrative Multimedia Storytelling – Features deadline: Tuesday, November 28, 2017**
- Grading Rubric:
  - Assignments: 50%
  - Final Project: 30%
  - Class Participation/Attendance: 20%
- **A** – Work is on time, accurate and publishable, demonstrating an in-depth understanding of the elements of strong visual narrative storytelling. **All deadlines and assignment expectations have been met or exceeded.**
- **B** – Work is almost publishable with basic understanding of visual storytelling. **All deadlines and assignment expectations have been met.**
- **C** – Effort was made but the quality of the work is not publishable without significant improvements. **All deadlines have been met.**
- **D** – The craftsmanship and presentation of the work barely passes the minimum standards for a student in an advance level class due to a lack of effort or care in the final product. Work is not publishable. **Deadlines and/or assignment expectations have not been met.**
- **F** – Student failed to either produce the required work or put forth enough effort to meet the minimum standards of the course.

## Grading Scale

The minimum score to pass this course is a C, or 72.5. Scores are rounded to the nearest whole point: 89.4 rounds down to 89 (B+) while 89.5 rounds up to 90 (A-).

	Percent		Percent		Percent		Percent
		B+	89-87%	C+	79-77%	D+	69-67%
A	100-94%	B	86-83%	C	76-73%	D	66-63%
A-	93-90%	B-	82-80%	C-	72-70%	D-	62-60%

Information on current UF grading policies for assigning grade points

This may be achieved by including a link to the web page:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

**Accuracy:** Proofread all of your work for fact errors or misspellings BEFORE turning it in for a grade. Professional journalists are expected to provide accurate and truthful information. Getting the facts wrong can cost you your job in the industry. Start building good editing habits now.

Make sure that what you write, shoot, and edit is your own work. Plagiarism is cheating. Using someone's intellectual property without their permission or attribution is an egregious violation of journalism ethics and principals, one in which you will lose your job and possibly your career. If you incorporate music, sound, still images, video, or written words in your work that is not produced by you and you alone, you MUST receive permission to use the material and give appropriate credit. If you have questions or concerns about using a particular photograph, video clip or piece of music or sound, please come talk to me **BEFORE** using it in your story. Any attempt to pass off another person's work as your own **will result in a failing grade and your violation will be reported to the Dean of Students office.**

**Honesty, Integrity and Ethics:** UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. Student conflict and conflict resolutions guidelines can be found at <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>. If you have any questions or concerns, please consult with the instructor or TAs in this class.

All students in this class are expected to adhere to the ethical guidelines and principles of journalism. Some useful resources can be found at <http://www.spj.org/ethicscode.asp> and [https://nppa.org/code\\_of\\_ethics](https://nppa.org/code_of_ethics). If you have an ethical dilemma, seek advice from the faculty.

**Students with Disabilities:** Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

**Useful Resources:**

- **Division of Student Affairs** (352-392-1261) – Contact this office if you need to miss class due to an on-going medical problem or family emergency. The office will send a courtesy email to your instructors about your absence. <http://www.ufsa.ufl.edu/>
- **UF Counseling & Wellness Center** (352-392-1575) – The center provides scheduled and drop-in appointments with counselors to discuss a range of personal issues. <http://www.counseling.ufl.edu/cwc/>
- **Disability Resource Center** (352-392-1261) – Students requesting class accommodations must first register with the Disability Resource Center. You will receive documentation to give to each of your instructors. You must meet with your lab instructor and with me during office hours to discuss special arrangements. Please take action immediately. <http://www.dso.ufl.edu/drc/>
- **Communication Coaching Center** (1088 Weimer Hall) – Student members of the Journalism and Communications Ambassadors staff the center. They can provide coaching on writing assignments, grammar and AP style issues. They also can assist you in applying for internships and finding sources for a story. <http://www.ufjca.org/communications-coaching-center.html>
- **Computers** – Call 352-392-HELP (4357) or email [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).
- **Knight Division for Scholarships, Career Services and Multicultural Affairs** (1080 Weimer) -Provides information on scholarships and internships and sets up the College Interviewing Day each semester. Dr. Katrice Graham is the director. <http://www.jou.ufl.edu/knight/>
- **Career Resource Center** – The CRC is located on the main floor of the Reitz Union and provides free career assessment and counseling. Check the CRC website for information about workshops, career and job fairs, or to schedule an appointment. <http://www.crc.ufl.edu/>
- **SNAP** – Offering pick-up and drop-off services for after-dark safety. Call 352-392-7627 or check online <http://www.police.ufl.edu/community-services/student-nighttime-auxiliary-patrol-snap/> You can get the SNAP App for free by using either the Android Market or Apple App Store and searching for SNAP UF.

**Course Evaluations:** Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.



# copy & viz

adv 4101 • fall 2017

instructor: dr. goodman

email: [rgoodman@jou.ufl.edu](mailto:rgoodman@jou.ufl.edu)

office: 2076 weimer

phone: 392-2704

office hours: M,W 3-4th,

or by appointment.

No appts available on Fridays.



“Curiosity about life in all of its aspects, I think, is still the secret of great creative people.”

### Contacting the professor

The best way to contact me is via email. I check that a lot. However, I rarely check email outside of business hours, so don't expect replies on weekends or evenings. I don't check my voicemail often and can't check it when I'm working away from the office, so if you need a response from me, email me instead through outlook or gmail, not Canvas. That is your best guarantee of a response.

### Prerequisite

3JM-ADV, Minimum grades of C or better in MMC 2100, ADV 3000, MAR 3023 and VIC 3203. Coreq: ADV 3501.

### Course Description

Application of creative strategy for print, electronic and “new” media. Required preparation of advertisements, including rough layouts and storyboards. Plus development of your aesthetic sophistication, so you'll know not only how to make an effective ad but an ad that people will enjoy seeing/hearing. That means that I'll be pushing the limits of your creativity and challenging you to enlighten, entertain, enrage, and engage us with your work.

### Objectives:

- To push your creative thinking.
- To apply creative strategy to an advertising problem.
- To practice writing creative briefs and following them for campaign work.
- To learn how to come up with creative concepts and apply them.
- To learn how to create strategic, memorable, persuasive messages for a variety of media.
- To enhance ability to generate ideas individually and as part of a creative team.
- To develop/improve creative presentation skills.
- To practice and enhance essential design principles and layout skills.
- To practice Adobe applications for layout.
- To learn how to create advertisements for multicultural and/or international audiences.
- To constructively evaluate your own work and the work of others.
- To explore and learn more about emerging technologies in advertising, as well as create ads for these technologies.

### Required materials

IMPORTANT! By the second class, you need to have the following items:

Fat, black magic marker; One pad unlined paper that is 11x14 (NOT 8.5x11). You'll be buying new paper if you don't buy the right size. A laptop.

### Textbooks

Required: access to InDesign and Photoshop (Adobe offers Creative Cloud for \$20 a month)

Recommended: *Advertising: Concept and Copy 3rd edition* (or later)/G. Felton

Suggested Readings: *How*, *One Show Awards* books, *Communication Arts* magazine (If you're serious about design, get a subscription. They have student rates of \$39 per year. Call 1.800.258.9111 or visit their website at [www.commarts.com](http://www.commarts.com)).

- *The Advertising Concept Book* by Barry
- *Made to Stick* by Heath and Heath
- *The Pitch* on AMC (can download old shows via itunes)

## Evaluation

The major campaign you turn in at the end of the term will serve as your final. It will represent the culmination of everything you've learned this semester. Expect to spend many hours outside class working on it. Your class grade will be derived from your performance on the following projects:

1. Two scheduled exams (100 points each)	200
2. Quiz	10
3. Homework/exercises/critiques	*
4. Practice Creative (2 total)	75
5. D&AD creative mini project	100
6. Portfolio	
Major campaign	300
Peer evaluation	see below

**Peer evaluations.** Generally peer evaluation are very good. However, when they aren't, they should impact your final grade. Your final project is, after all, the most important assignment in class and acts as a final exam. You will evaluate your team members AND list exactly what you did to contribute to the project.

93.1-100	Project grade is unaffected
90.1-93	Minus 25 points on your project grade.
88.1-90	Minus 35 points on your project grade
80-88	Minus 45 points on your project grade

These will continue to increase in 10 point increments. So those whose evaluations are in the C+ range will have minus 55 points and so on. I also use a mid-point evaluation. This one IS NOT punitive. It serves as a warning if you aren't pulling your weight.

**Exams & Quizzes.** You will take two scheduled exams and one quiz over class lectures and materials. Computer programs (InDesign, Photoshop) will not be on exams or quizzes. Exams and quizzes include short answer, T/F, and short essay items. NO MULTIPLE CHOICE.

**Homework/exercises.** You receive credit for on-time class participation. Throughout the semester, you will be required do homework, make presentations, and create initial concepts. You will lose 10 points if you come to class unprepared. I will make note of anyone who looks

“I’m not really an ad man. I’m just a guy who likes to write about cool things.”





“There is no such thing as a Mass Mind. The Mass Audience is made up of individuals. When advertising is aimed at millions, it rarely moves anyone.”

like they threw their work together at the last minute as well. You may not give me your ad to present in lab ahead of time; you must be physically present to present ads in lab. Furthermore, missing a lab for an unexcused reason will not only lose you attendance points, but **you will also lose 10 points for not being in class and prepared.** Points per assignment, as indicated in syllabus schedule. \*These points may increase or decrease over the semester depending on our time management in class.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

**Critiques.** You will also receive extra credit for your critiques of your classmates’ work in class. I will award these points on the spot in class: 1 point for each helpful comment. 5 pts maximum. We will also vote for our Top 2 favorites each week we present. Top 2 teams receive extra credit (4 pt= 1st place, 2 pt = 2nd place).

**Practice creative.** These are pieces that you will create in and out of class, on deadline, putting into practice your creative concept for your final project. EVERY ONE OF THESE PRACTICE CREATIVES WILL BE DONE USING THE SAME PRODUCT, WHICH I LOVINGLY CALL “YOUR FUN PRODUCT.” Therefore, choose your “fun product” wisely, so you won’t be bored or run out of ideas. You will develop your major campaign from this initial work. See schedule for how many points each one is worth.

**D&AD project.** You will work on a team of 2 to 4 people. Your team will choose one of the D&AD competition briefs to work on. Deliverables will depend which brief you choose. Dr. Goodman will let you know what those deliverables are.

**Project.** Your major project consists of one 360 degree campaign. I often call this campaign your major campaign. It will be for a “fun” product of your choice. You may choose a product that fits into one of the categories below or another category expressly approved by me. For example, you could choose to do a campaign Breck shampoo (category 1) or the Windex (category 4). NO CAMPAIGN may be targeted to 18-24 year old college students. Remember that most of the world does not fall into this category, so you need to expand your horizons. NO ADS FOR LOCAL OR REGIONAL BUSINESSES. NO ADS FOR RESTAURANTS.

Product categories:

1. Any kind of toiletry (shampoo, toothpaste, etc.)
2. Any over-the-counter medication
3. Any kind of car
4. Any kind of household product
5. Airlines or other kinds of services
6. Any kind of packaged food item (gum, cereal, etc.)
7. Cosmetics
8. Beverages
9. Electronics
10. Other ideas that are approved by your instructor.

YOU MAY NOT DO A CAMPAIGN FOR: condoms, water pipes, hangover medicines, etc. Use common sense!

Major Campaign consists of a creative brief, three print executions, one outdoor ad (billboard, transit, etc.), one TV spot, one social media idea, and one nontraditional type of execution (the nontraditional cannot be another social media idea). 300 pts

You WILL work in a team of 2 to 3 to develop your major campaign. (There is no exception to this. In the real world, you work in teams, not alone). No excuses if a partner fails to turn in the project or do his/her share of the work. However, you will evaluate your teammates, and this will be part of your grade. The team will turn in one campaign and make it clear with whom you worked.

### Concepts will be graded on:

**Research.** Do you have the requisite knowledge to speak credibly about the products and services you have chosen? Have you learned about the target market, what motivates them, and what doesn't?

**Strategy.** Do you have a good plan for positioning your product in the marketplace? How will you use media to get your message across? Should you use alternative media?

**Concept.** Is your idea fresh? Extendible? Effective? Appropriate for a campaign or a stand-alone ad?

**Craft.** Is your layout well-designed? Is your body copy tight, memorable, and evocative? Do the

layout and copy work well together? Is the material presentation of your work attractive? Does the typography work? Does your design and copy fit your target audience and the product?

Is/are your visuals appropriate and arresting?

**Presentation.** Were you professional, enthusiastic, thorough, clear, and compelling?

**Originality.** Do I want to run down the hall and show your work to every person I see? Can you

create a unique, interesting way of looking at the product or service, so that people actually want to hear what you have to say about it?

### Grade Scale

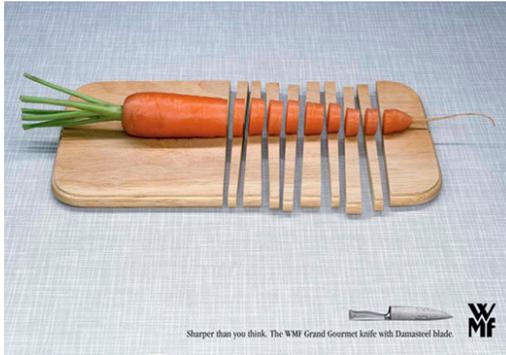
A+	97-100	Your work was consistently the best in the class. (In reality UF does not allow A+ grades)
A	95-96.9	Outstanding work. Unexpected, well crafted, on time.
A-	90-94.9	Very good work. Not exactly the most creative idea though. Well-crafted and on time.
B+	86-89.9	Very good. Well-crafted and on time. Maybe a minor flaw. Not a totally creative idea.
B	83-85.9	Good work. Seldom unique, but well-crafted and on time.
B-	80-82.9	OK work. Not unique. Many problems but some promise.
C+	77-79.9	Expected executions; craftsmanship problems; other flaws
C	73-76.9	Expected executions; lapses in craftsmanship, flawed
C-	70-72.9	Expected executions; lapses in craftsmanship and major flaws
D+	66-69.9	Major flaws, with some redeeming characteristic. On time.
D	63-65.9	Little effort. No idea. Poor writing. Messy. On time.
D-	60-62.9	Little effort. No idea. Poor writing. Messy. On time.
F	0-59.9	No effort. Late. Didn't follow assignment or instructions.

Re-do Did not follow assignment so must re-do. Due the following week.

For more information on UF grading policies, see: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

“Images call on the emotion rather than the intellect.”





“A copywriter, like a lawyer, builds cases for clients by selecting truths that are positive and omitting truths that aren’t.”

### Other grading factors

I will also take into account attitude, behavior, effort, and the like in your final grade, which may result in a higher or lower grade. So if I see that you’re texting in class, talking when I’m talking, generally being rude, or similar behavior, that will reflect in your final grade.

### Absences

There is a high correlation between regular class attendance and the best grades. You have ONE vacation day during the semester. If you take a vacation day, the work that was due is still due (so no extension for taking a day off). I will reduce your final grade 5% for each unexcused absence beyond your vacation day.

I will consider excusing a student in an extreme case, which is at my discretion. **DO NOT SCHEDULE DOCTOR’S APPOINTMENTS, JOB INTERVIEWS, OR PERSONAL TRAVEL (including weddings, family reunions, etc) DURING THIS SEMESTER.** These will all be considered your vacation day so plan wisely. We don’t meet frequently so come to class.

Additional information is available at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>. These regulations include excusing students for religious holidays, deaths in the family, jury duty, and extreme illness. You must **email me before** class to let me know that you won’t be there if you absence qualifies as an excused absence. You will also have to produce documentation to support the absence.

If you leave class before it ends without my OK, you may be counted as unexcused. If you text, play on the computer, etc. during critiques, I will deduct 10 points from your final grade.

If you miss class/lab and are unexcused, you will not receive credit, there are no makeups, and I will not review what we covered in class. It is your responsibility to find a colleague who is willing to fill you in on what you missed.

Makeup work for excused absences will be due the next class or lab period. Also if you missed class and it was an excused absence, it is your responsibility to ask for any assignments, handouts, etc. in the following class period and not right before the exam. Unfortunately, I cannot review material that has already been covered in class.

### Late Policy (MAKE SURE YOU READ THIS)

I know we all are late from time to time, but your boss (that’s me) expects you to be on time for your job (this class). You will have 10 points deducted from your final grade for each time you’re late after two late class periods. If you come to class more than 20 minutes late, you will not be counted as having attended class that day so you’ve taken your vacation day.

### Other expectations

I expect you to turn off your cell phone in class, be attentive (i.e., not talking to others) and not to work on the computers (or check email, post to Instagram, etc) when I am or others are talking. These actions will negatively affect your final grade and show me that you are unprofessional. **Professionalism plays a role in high/highest honors.**

## Execution

Usually, thumbnails or rough marker comps—just enough to convey the idea—accompanied by copy by due date for roughs. Final layouts should all be done on the computer, preferably in InDesign. No restrictions on medium or color—whatever works. You have learned how to use computers for layout, but in the first few weeks, the computer is a hindrance to good idea generation. I'd rather you use your time to develop great concepts, not computer layouts. Writing assignments and scripts must be typed (the proper format will be provided). Handwritten scripts will receive an E.

You are ultimately entering the field of communication. Therefore, spelling and grammar do count. You will be penalized 10 points for every misspelled word (including mixing up homonyms such as it's and its) and 5 points for every grammar/punctuation error. These points will be doubled on the final portfolio.

Always make a backup copy of your work—lost originals are not an acceptable excuse for missed deadlines. Why? Because in the field you're going into, a client won't accept that as an excuse.

## Think you're not creative?

For many of you, the idea of "being creative" may be uncomfortable. However, while some people may be more creatively gifted than others, anyone can develop their creativity to a greater degree. You WILL NOT fail this course if you try to do a good job. Let's establish collaborative relationships—critique and guide one another. Your work will be better for it.

Critiques aren't meant to hurt you; they're to help you learn. The people who do the best work solicit criticism and make their work better as a result of it. If you hide from criticism or refuse to respond to it, your work cannot improve. EVERY ONE OF YOU WILL GET FEEDBACK ON EVERY PIECE OF WORK YOU DO IN THIS CLASS. It may come from me or from peers. Welcome it. It's necessary for your creative growth.

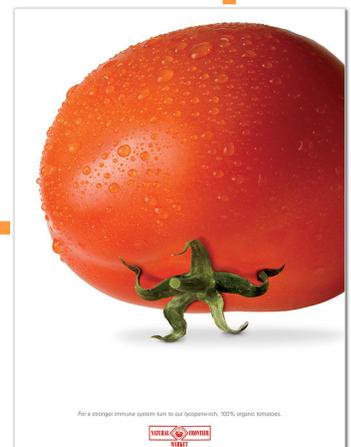
## Students with disabilities

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. If your disability requires special testing arrangements (e.g., extra time, quiet environment), you will be taking your exams at the disability office and not in the building. You will also need to keep track of the appropriate paperwork for this.

## The Honor Code

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/>) specifies a number

"Advertisers are an uninvited guest in the living room  
of a prospect who has the magical power  
to make you disappear instantly."





“Just because your ad looks good is no insurance that it will get looked at. How many people do you know who are impeccably groomed...but dull?”

of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.”

### **Student complaint process**

Student complaint process is at: [https://www.dso.ufl.edu/documents/UF\\_Complaints\\_policy.pdf](https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf)

Class schedule follows on next page.

Syllabus is subject to change with instructor notification. There may be extra credit opportunities related to research studies.

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

“There is no such thing as long copy.

There is only too-long copy. And that can be two words, if they’re not the right two words.”

## course schedule

for every assignment, presentation, exam, etc., there are specific instructions on CANVAS in the assignment folder. you are responsible for reading these instructions.

date	to do
Aug. 21	Go over syllabus. Fill out information sheets. <i>Optional: Read Chps. 1-6, 15 Robin Landa piece on elearning.</i> <i>Ad for you assigned and due on Wednesday.</i>
Aug. 23	Start Creativity, strategy & brainstorming lecture <b>**Present ad for you (5 pts)**</b>
Aug. 28	Speed teaming/meeting. Creativity, strategy & brainstorming lecture continue <i>Work on 2 concepts for D&amp;AD project due next week.</i>
Aug. 30	Creativity, strategy & brainstorming lecture finished <b>**Team for D&amp;AD and which D&amp;AD brief your team chose declared.**</b>
Sep. 4	<b>NO CLASS. LABOR DAY HOLIDAY.</b> <i>Watch Creative Tools online lecture and take quiz.</i>  <i>Suggested: Read Chps. 7-10, 16-26 for Copy and Creative Tools lectures</i>
Sep. 6	Ad extension and immersion. <b>**Creative Tools quiz due by 9:35 am on Canvas. (10 pts)**</b> <b>**2 concepts for D&amp;AD project due. Will discuss if time permits.**</b>
Sep. 11	Copywriting lecture <b><i>Work on sketches for your D&amp;AD project.</i></b>
Sep. 13	Copywriting lecture finished. <b>**Present sketches of idea for your D&amp;AD project to class.**</b> <i>Study for EXAM 1. Covers creativity/brainstorming/strategy, brand storytelling, copywriting, and creative tools.</i>

date	to do
Sep. 18	<p><b>**Exam 1 (100 pts)**</b> Covers creativity/brainstorming/strategy, brand storytelling, copywriting, and creative tools. The exam is open book so you'd better bring your notes. NO SHARING! (Sidenote: you cannot "play" the Creative Tools lecture so you'll need the accompanying Powerpoint notes). <b><i>THIS EXAM IS ONLY 50 MINUTES LONG!!!!</i></b></p> <p>Begin Design &amp; Layout lecture</p>
Sep. 20	<p>Design &amp; Layout lecture continued</p> <p><b>**Present rough drafts of idea for your D&amp;AD project to me.**</b></p>
Sep. 25	<p>Design/Layout lecture finished</p> <p><b>**D&amp;AD team project and group member evaluation due (100 pts)**</b> Minus half a letter grade on project if you fail to turn in group member evaluation.</p> <p><i>Begin work on your headline/copy ad</i></p>
Sep. 27	<p><b>**Show me draft of headline/copy ad**</b></p> <p><b>**Declare major campaign team and fun product**</b></p> <p>Work on your headline/copy ad in class.</p>
Oct. 2	<p>Nontraditional lecture</p> <p><b>**Headline/copy assignment due on CANVAS at beginning of class. (20 pts)**</b></p> <p><i>Prepare 10 thumbnails for toothpaste/toothbrush design.</i></p>
Oct. 4	<p>Nontraditional lecture continued.</p> <p><b>**10 thumbnails for toothpaste/toothbrush design due. Will show me in class (5 pts)**</b></p> <p><i>Prepare creative brief for fun product due next week.</i></p>
Oct. 9	<p>Nontraditional lecture.</p> <p><i>Prepare final toothpaste/toothbrush design ad due next week.</i></p>
Oct. 11	<p>Finish nontraditional lecture.</p> <p><b>**Creative brief due at beginning of class on Canvas. (10 pts)**</b></p> <p><i>Prepare 6 creative concepts for your fun product to present next week.</i></p>

date	to do
Oct. 16	TV lecture <b>**Final toothpaste/toothbrush design ad (done in InDesign) due on Canvas at beginning of class (20 pts)**</b>
Oct. 18	<b>**Present 6 creative concepts for your team's fun product to the class (-10 for not having completed it)**</b> <i>Prepare headline and visual only rough ads (3) for major campaign using your creative concept due next week.</i>
Oct. 23	<b>**Present 3 print ads for your fun product using your campaign's creative concept to the class. Headline and Visual only. (-10 for not having completed it). **</b> <i>Prepare outdoor ad for fun product using campaign concept for next class.</i>
Oct. 25	<b>**Update your 3 print ads for your fun product using your campaign's creative concept. Add in body copy. Present to me.** (-10 for not having completed it).</b> <i>Listen to Radio lecture online (Chap. 13). Will be on Test 2.</i>
Oct. 30	<b>**Present Outdoor ad to class.**</b> <i>Prepare TV ad for fun product using campaign concept for next class.</i>
Nov. 1	<b>**Present TV ad to class.**</b> <b>**Final print ads due on CANVAS at beginning of class (100 pts)**</b> <b>**TEAM midpoint review due on CANVAS at beginning of class (minus half a letter grade on final project if fail to turn it in on time)**</b>
Nov. 6	<b>**EXAM 2 (100 pts.).</b> Covers TV, radio, nontraditional, outdoor, design/layout. <b>EXAM IS FOR ONLY 50 MINUTES!</b>
Nov. 8	<b>**Final TV spot due on CANVAS at beginning of class (25 pts)**</b> Work day.

date	to do
Nov. 12	<b>**Have social media and nontraditional ad for fun product using campaign concept ready today for me to check.**</b> Work day. Required to be in class.
Nov.14	Work Day. Class optional.
Nov.21	Work on major project on your own.
Nov. 23	NO CLASS. THANKSGIVING HOLIDAY
Nov. 27	Work on major project on your own.
Nov. 29	<b>First day of final portfolio team presentations (50 pts)</b>
Dec. 4	<b>Second day of final portfolio team presentations (50 pts)</b>
Dec. 7 (Thursday)	<b>**Final campaign and group evaluations due by 3 pm on CANVAS.**</b>

# Appendix 2D STEM Translational Communication Undergrad Research Program

**Director**



Janice L. Krieger, Ph.D.  
STEM Translational  
Communication Center

**Administrative Assistant**



Lyllly Rodriguez  
Graduate Studies and  
Research Division  
STEM Translational  
Communication Center

**Contact Person**



Mariana Mondave  
Research Coordinator  
STEM Translational  
Communication Center

☎ 352.392.3115  
✉ [marianamodave@ufl.edu](mailto:marianamodave@ufl.edu)




[stem.jou.ufl.edu](http://stem.jou.ufl.edu)

“I’ve greatly enjoyed my time here and it’s opened my eyes to a new field of communications I didn’t know existed. I not only learned new skills in qualitative coding, but I got to exercise the production skills I already had and put them to use for a good cause. What worked best was the flexible hours which allowed me to adjust according to my schedule and work from home when needed.”

-Rachel, Telecommunication production/innovation senior

“While working in the STEM Translational Communication Center, I learned about coding. I didn’t realize how in depth research could go. The experience taught me how different researchers can interpret information a certain way which can be because of education, life experiences or experience within research.”

- RaSheba, Public Relations senior

**Student Testimonials**



**Gain Experience in:**

- Presenting research at conferences
- Recruiting participants
- Conducting focus groups
- Administering surveys
- Analyzing qualitative and quantitative data
- Participating in research meetings
- Obtaining IRB approval through the University of Florida's Institutional Review Board (IRB)

Previous students from the URIP program have gone on to graduate school to pursue their desire of conducting research.

**Apply Online:**

[jou.ufl.edu/stemundergrad](http://jou.ufl.edu/stemundergrad)

**Process:**

- Complete and submit application online
- Two-step interview process
- Interview with research coordinator and Dr. Krieger
- Followed by an acceptance letter
- Register for course

**Registration Deadline:**

- Spring: December 15, 2017
- Summer: April 13, 2018
- Fall: July 20, 2018

**What Does the Program Offer?**

Gain an in-depth understanding of research by receiving hands-on training on projects conducted in the STEM Translational Communication Center.



**About the STCC Undergraduate Research Immersion Program (URIP)**

The STCC program is open to all undergraduates attending the University of Florida. The URIP runs every semester. Students can receive up to three credit hours depending on the amount of time each student is willing to work. For three credit hours, the student would be required to work 15 hours per week.

## Appendix 2E Immersion Opportunities



### INNOVATION NEWS CENTER

The Innovation News Center is the home of the College's news, weather and sports operations. The two-story, 14,000-square-foot space replaced three 1980s-era newsrooms, and provides nearly 100 seats for reporters, producers and editors working together to report the news for the College's many distribution channels, including WUFT-TV, WUFT-FM 89.1, ESPN 98.1/850 WRUF, Country 103.7 the Gator, WRUF-TV 6, [wuft.org](http://wuft.org) and other affiliated websites.

The facility, which opened in the fall of 2012, allows the College's students to learn to report from multiple platforms. Using the ROPE model – report once, publish everywhere – students work in a real world environment that prepares them to produce content at any type of media organization.

The INC is organized around a “super desk” where an assignment manager and news managers from web, television and radio are seated. Directly adjacent are seats for senior producers to manage the coverage on each platform. Three pods of nearly 24 seats each hold journalism and telecommunication students as they report and produce stories. Sprinkled through are breakout rooms for team meetings, television and radio editing rooms and audio booths. The space also includes a mini-studio (or “live-shot area”) where the College's students create video content for streaming and for broadcast on WUFT-TV and WRUF-TV.

The second floor space includes a video editing laboratory, a conference room and the College's content and product incubator, Hatch. All of these spaces overlook the news floor and are connected by two open staircases and bathed in natural light from the clerestory window overhead.

## What We Make

The Innovation News Center produces more than six hours of broadcast content every day, plus digital updates, for the [media properties that the College controls](#). These products include:



Students Nickelle Smith and Stephanie Denardo in the radio booth.

### Live news on Morning Edition and All Things Considered

From 6 to 10 a.m. and 4 to 7 p.m. weekdays, student producers, under the supervision of a professional news manager, write and anchor local news updates on the NPR affiliate for North Central Florida, Florida's 89.1 WUFT-FM.

### Hourly News & Sports Updates

Every weekday from 10 a.m. to 11 p.m. and Saturdays from 11 a.m. to 7 p.m., the INC produces hourly news updates that run at four past the hour on Florida's 89.1 WUFT-FM. Students working for ESPN 98.1/850 WRUF-AM also produce short updates on what is going on in the world of sports that run on the AM channel. Versions of the updates are also produced for the College's commercial FM country-format station, as well as commercial partner stations owned by Entercom.

### **First at Five**

Each weeknight at 5 p.m., WUFT News produces an evening newscast staffed by a team of student anchors and producers under the supervision of a professional news manager. The team is the same each day of the semester and is considered the “flagship” TV experience produced by WUFT News. It is designed to provide a testing ground for the INC to experiment with what local TV news can and should be. [Watch the stream](#)

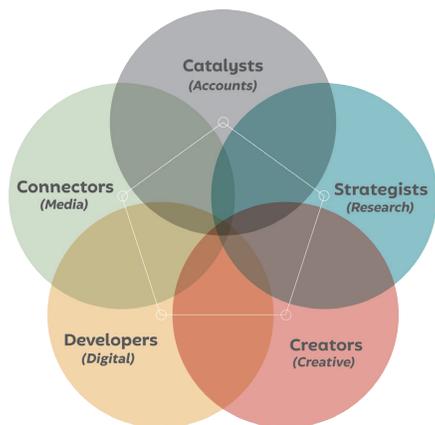
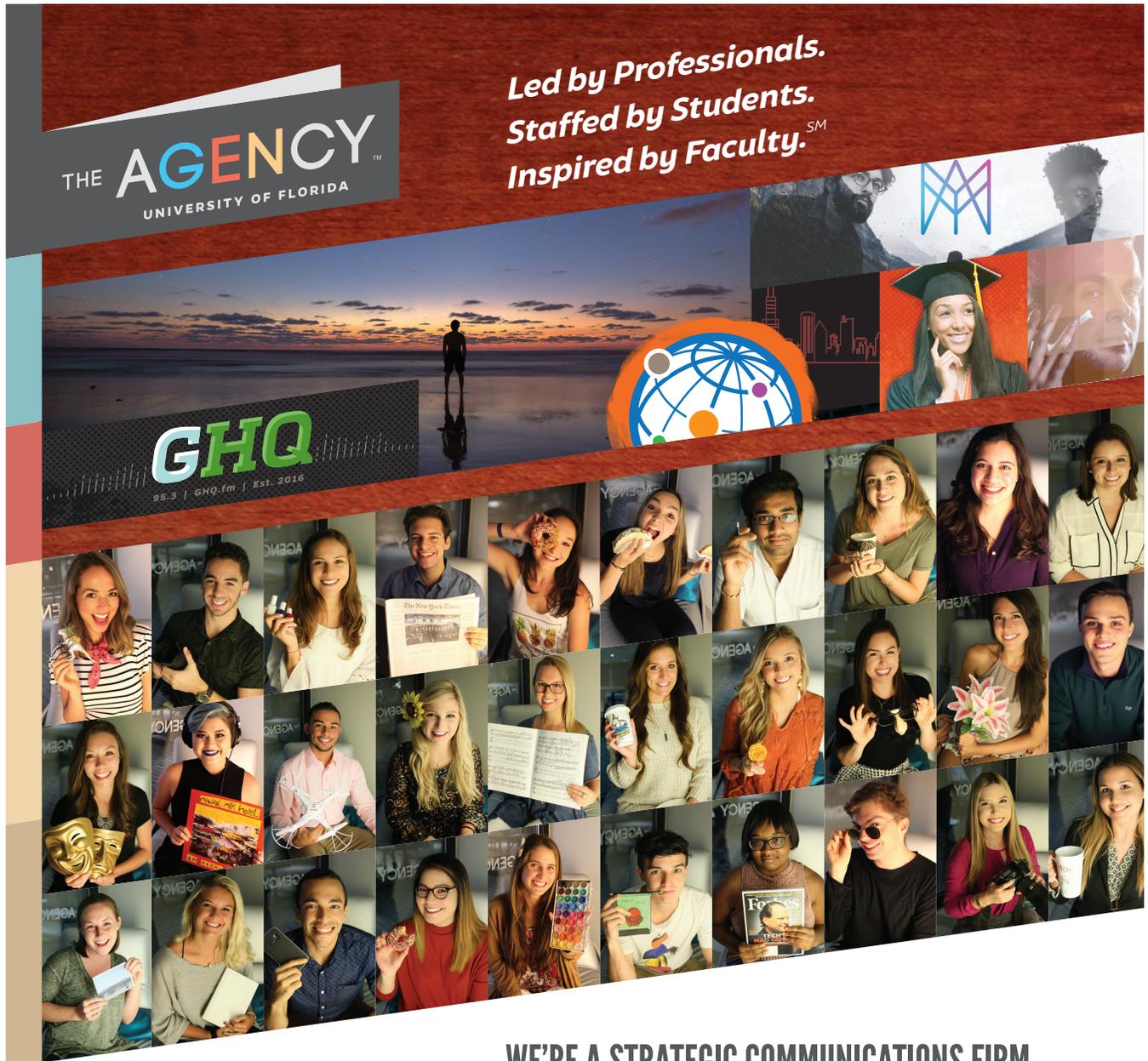
### **WRUF-TV & WRUF Weather**

The 24/7 news, weather and sports format TV station is broadcast digital over-the-air and on Cox cable. Students produce short news and sports updates that are interspersed with weather updates produced by the College’s meteorologist and his meteorologists in training. The MITs work through a progression of courses and independent studies and are seen producing “Weather on the 6s” on WRUF-TV, providing weather for the College’s radio stations, and anchoring weather on “WUFT News First at Five. [Stream the station.](#)

### **WUFT.org**

The news content produced by the INC is supplemented and posted on [WUFT.org](#), which serves the local news audience in the 19 counties covered by our terrestrial broadcast towers. The site is primarily staffed by students in the journalism major who are enrolled in an editing course, who instead of attending a lab-lecture course, spend time working in the INC on real product.

The Agency



**WE'RE A STRATEGIC COMMUNICATIONS FIRM, BASED IN RESEARCH AND POWERED BY MILLENNIAL MINDS – WHO UNDERSTAND THEIR GENERATION BETTER THAN ANYONE ELSE.**

The Agency at the University of Florida is led by a suite of professionals, staffed by over 100 students organized in pillars (left) and inspired by faculty advisors. It is a vital resource for advertising and PR agencies and brands seeking marketing expertise fueled by creative young Millennial minds.

Student team members work in a structured, immersive learning environment on important client assignments, mentored by seasoned professionals.

PARTIAL CLIENT LIST:



Examples of Agency Assignments

- Opening an Audi dealership for Warren Henry Automotive Group
- Promoting Mexico's ecotourism destination, Experiencias Xcaret, to travel and tourism journalists through earned and shared media campaigns
- Conducting a nationwide campus campaign to help the American Institute of Certified Public Accountants position accounting as an exciting and fulfilling career
- Rebranding UF's Physical Plant Division
- Promoting the UF International Center certification program to students
- Building websites and digital campaigns for the Southern Sudan Healthcare Organization, UF College of Medicine, UF International Center, MAVY and UF Alumni Association
- Promoting Southern Sudan Healthcare Organization through various channels and developing a business plan to attract donor support

MAVY™ – A Proprietary Millennial Research Tool

To help marketers communicate more effectively with Millennials The Agency developed MAVY, a proprietary virtual community of over 2,000 highly engaged 18-35 year-old members. Based on the premise that results are richer and more reliable when Millennials are researched in ways they favor, members provide companies and brand marketers insights about products, concepts and ideas by engaging in BuzzFeed-style quizzes, discussion forums, and mobile missions. Dedicated panels can be studied over time, enabling the monitoring of attitudes about current events and the establishment of benchmarks that can be measured to evaluate the success of campaigns.

To help bring MAVY insights to life, visual concepts are created by The Agency's Team of strategists, art directors and copywriters. After they are MAVY- tested, these concepts are shared with client creative teams for inspiration as they develop campaigns, giving them the benefit of solutions through the eyes of their target audiences.

Examples of MAVY Projects

While client work is typically confidential, recent assignments have included:

- A consumer electronics retailer seeking to understand the difference in purchase behavior between high school seniors and college freshman;
- A packaged goods company preparing to launch a new product targeted to Millennial males;
- A bank wanting to better understand college-aged Millennials' attitudes about financial institutions;
- A QSR looking for a more reliable way to measure the effectiveness of an experiential campaign;
- A governmental body striving to anticipate the future transportation needs of Millennials;
- A peanut butter brand exploring young Millennial parents' attitudes and purchase behaviors.



1000 Weimer Hall  
1885 Stadium Rd.  
Gainesville, FL 32611

Ph 352-294-3845  
@TheAgencyAtUF

**UF** College of Journalism and Communications  
UNIVERSITY OF FLORIDA

Media Properties



**WUFT-TV/DT:** This public broadcast television station features PBS and local programming, including an award-winning newscast that is produced and anchored by students M-F. WUFT-TV features shows like NOVA, Sesame Street, BBC World, Antiques Roadshow and others. \*\*



**WUFT-FM 89.1/WJUF-FM:** This highly rated news/talk NPR affiliate programs news and information for the Gainesville-Ocala market. WUFT-FM streams National Public Radio, news and cultural programming from NPR, PRI and APM. The station also features a Spanish language program on Saturdays as well as local news and weather. \*\*



**WUFT Classic:** Streamed on WUFT.org, WUFT-FM 89.1-2 HD2 and 102.7 FM, WUFT Classic features a collection of classical music and recorded performance programming 24 hours a day, seven days a week. \*\*



**WRUF-TV:** This 24-hour local weather, news, Gator sports channel is broadcast in high definition on DTV channel 10 and via Cox cable in the marketplace. All content is produced by students in media properties, providing immersive experiences.



**ESPN 98.1/850 WRUF:** Students work alongside sports broadcasters and journalists to create content for the market's top-rated sports station and highlight the best of Gator sports. Originally launched in 1928 by the University of Florida, WRUF is one of the oldest radio stations in Florida.

SEVEN BROADCAST AND DIGITAL PROPERTIES

# DIVISION OF MEDIA PROPERTIES



**Country 103.7 The Gator:** Targeting the 18-49 demographic in north Central Florida, "The Gator" boasts a 100,000 watt signal that programs a country format and is the home of Florida Gator football and basketball.

**Radio Reading Service:** Founded in 1992 with funding from the Florida Legislature, this service streams important content for the blind and visually impaired. Students read excerpts from books, newspapers and magazines to bring listeners up to speed every day while experiencing producing live and produced content.

\*\* Non-profit

Telecommunication Immersion

# Immersion Experiences

RTV 3945- Spring 2018 Info Sheet



Students are required to register for credit for all experiences. Sign up for 1-3 credits in the PATH office and get involved!

“The College offers unique and extensive hands-on experience for all students. Working alongside professionals, you will be immersed in real-world settings producing news for the North Central Florida community or campaigns and strategy for regional and national brands.”

From our CJC website. For more information visit:  
<https://www.jou.ufl.edu/home/main-immersion/>

Contact Information:  
Supervisor: Leland Henry  
Office: Inside PATH (1060 Weimer Hall)  
Phone: 352-392-1124  
Email: [studentexp@jou.ufl.edu](mailto:studentexp@jou.ufl.edu)

## RADIO EXPERIENCES (News & Production)

### WUFT Radio Reading Service

[www.wuft.org/rrs](http://www.wuft.org/rrs)

Supervisor: Rob Harder

Email: rharder@wruf.com

The WUFT-FM Radio Reading Service broadcasts several shows a week for listeners who are blind or visually impaired in the North Central Florida area, helping them to keep in touch with their communities and the world. All of our shows are based on reading from different sources - there is no writing involved. Students look through different publications and sources for articles and materials, read it on the air, and then discuss what they read. The Radio Reading Service is also an opportunity for students with little or NO experience to get their first shot behind a microphone, on air during a LIVE broadcast while at the same time learning some minor radio production. Most of the shows only take up two hours of the students' time per week. Students are required to register for credit for this experience.

### GHQ Student Radio

<http://gwhatsthis.com/>

Supervisors: Bonnie Katz and Jeff Huffman

Experience radio in a whole new way. You will have the unique opportunity to get hands-on, in-depth exposure to engaging your audience through an over-the-air signal, social media and mobile apps, content creation, and community outreach. Your creativity and initiative in this project will have a positive and lasting impact, not only in our college and on campus, but also in the global media industry. If you are an innovative thinker, hungry to learn, and eager to be mentored by industry leaders; you will fit right in. Students are required to register for credit or this experience.

### WUFT-FM Programming Department

Supervisor: Glenn Richards

Email: grichards@wuft.org

WUFT-FM/HD1 is the local National Public Radio (NPR) affiliate for North Central Florida. It also features programs from American Public Media (APM) and Public Radio International (PRI) as well as locally produced programming. WUFT-HD2 (also on 102.7 FM) is primarily a classical music station that also features some jazz programming.

Students participating in WUFT's Programming Department will learn a variety of skills while gaining experience participating with a public radio station. Students will learn how programming for public radio differs from commercial radio.

A variety of opportunities are available including: assisting with local production of NPR's premiere newsmagazines, Morning Edition (M-F, 6-10AM) and All Things Considered (M-F, 4-7PM); screening calls and board operation for local talk shows including Sikorski's Attic and Animal Airwaves Live (Saturdays, Noon-2PM); researching and compiling press releases for public service announcements (PSAs) and community calendar; learning how to produce station programming including the digital editing of audio files for programs, promotional announcements, PSAs, and underwriting; assisting with the maintenance of station music databases; assisting during the membership fund drives; and more.

A commitment of approximately 2 to 3 hours a week is expected. A familiarity with non-commercial public radio (NPR) is welcome, but not required. Spots are limited, and students are selected based on level of interest, and previous experience. Students are required to register for credit for this experience.

**WRUF ESPN Radio/Digital/Social Experience**[www.wruf.com](http://www.wruf.com)Supervisors: Steve Russell and Eric Esterline  
Email: [srussell@wruf.com](mailto:srussell@wruf.com) or [eesterline@jou.ufl.edu](mailto:eesterline@jou.ufl.edu)

ESPN Gainesville 98.1 FM is the flagship station for The Florida Gators. Students get the opportunity to provide on-air talent in sports updates, contribute online via the station's website, and cover press conferences, media opportunities, and sporting events. Students should have a PASSION for sports as well as a large amount of SPORTS KNOWLEDGE. RTV3593 (Multimedia Sports Reporting), RTV2100 and/or MMC2100 are strongly recommended prior to participating in this experience. Freshman and students with minimal or no experience will be subject to a sports knowledge test. New students will be placed on a waitlist prior to admittance into this experience and will be admitted based on their sports knowledge, prior experience and order of applications received. The day and time for this experience is to be scheduled with the Sports Director. Students are required to register for credit for this experience.

**WRUF Radio Newscast Experience**Supervisor: Forrest Smith  
1 or 2 credits

This experience, while open to all students, provides a unique opportunity for non-telecom majors to have on-air news experience. Students will be responsible for writing, producing and anchoring the news reports for WRUF-FM, 103-7, The Gator. Attendance on scheduled shift will be mandatory. Students will be properly trained on the technical requirements. Students are required to register for credit for this experience.

**WUFT-FM Associate Producer Experience**Supervisors: Forrest Smith or Ryan Vasquez  
2 credits

Students will be responsible for helping create content for Morning or Afternoon Drivetime on WUFT-FM. Content will air during the local cut-ins during NPR's Morning Edition or All Things Considered. This experience involves writing stories, recording interviews, editing sound and assisting the main anchor/producer. At times it could also involve going into the field to cover breaking news and produce social media content. Students will be required to attend the training session that is also given to RTV3303 students. Students are required to register for credit for this experience.

**WUFT News Morning Newsletter Creator Experience**Supervisor: Ethan Magoc  
1 or 2 credits

This experience prepares students to produce a professional email newsletter for an organization that cares deeply about informing the public. The Point gets distributed to more than 4,000 subscribers in time for their morning commute and receives an industry-leading open rate. The student's responsibility is to creatively build on the first-year success of The Point and smartly summarize regional and state news for a sophisticated audience. Think of a local and GIF-filled version of theSkimm. Students will refine their writing and news judgment, while improving local, cultural and news literacy. Students are required to register for credit for this experience.

### **WUFT-FM Hearken Experience**

Supervisors: Forrest Smith or Ryan Vasquez  
2 credits

Hearken is an online platform that allows an audience to communicate concerns and ideas. It allows journalists to partner with the public to look into relevant issues. In this experience, students will be assigned various hearken submissions that have been made to WUFT-FM and will be tasked with telling stories based on those submissions. The final product could be a podcast, social media effort or a traditional broadcast story. Students will be required to attend the training session given for RTV3303 students. Students are required to register for credit for this experience.

### **WUFT-FM Live Segment Producer**

Supervisors: Forrest Smith or Ryan Vasquez  
2 credits

Creating live local content is one way multimedia journalists tell stories. This experience on WUFT-FM will involve identifying compelling local issues and setting up live interviews with the stakeholders to talk about those issues. Topics will vary, and interviews can be conducted over the phone or live in the studio. The actual interview may be conducted by either the student producer, or the on-air anchor. This experience by nature will foster more community engagement. Student will be required to attend the training session given for RTV3303 students. Students are required to register for credit for this experience.

### **WUFT-FM Podcasting Experience**

Supervisors: Forrest Smith or Ryan Vasquez

Students will be responsible for creating content for a weekly podcast called "Voices," which will be accessible through [www.wuft.org](http://www.wuft.org). The theme will be to create an outlet for members of the community who are not otherwise heard or have an outlet for their concerns, dreams and problems. The length of the podcasts will vary. The goal is that most of the content in the podcast will be the "voices" of the people, not the journalist. The journalist will simply explain the topic to be heard. The topic has to be cleared by the supervisor, and the final product has to be approved by a supervisor before it can be published. Student will be required to attend the training session for RTV3303 students. Students are required to register for credit for this experience.

## SPORTS TV/PRODUCTION EXPERIENCES

### **GatorVision/ SEC Network**

Supervisor: Dennis Black

Email: DennisB@gators.ufl.edu

GatorVision provides “in house” sports coverage of the Florida Gators for The University Athletic Association (UAA). This unique and special opportunity allows students interested in sports broadcasting and sports production to get HANDS ON experience IN THE FIELD shooting, gripping, and working in the production trucks and/or production suites during LIVE Florida athletic events. As students learn and excel other sports opportunities may be given to students including working for ESPN and the SEC Network. This opportunity is mainly for PRODUCTION majors and those who wish to participate in sports broadcasting and want to learn the “behind the scenes” aspect of the profession. Spots are limited and students are selected based on sports knowledge, previous experience and career goals. Students are required to register for credit for this experience.

### **LIVE Gator Sports Broadcast Experience**

Supervisor: Eric Esterline and Steve Russell

Email: eesterline@jou.ufl.edu or srussell@wruf.com

ESPN WRUF, in conjunction with UAA and IMG are offering a student experience focused on training in the art of live sports broadcasting from play-by-play to color commentary and the production of high quality content for mass audiences. This experience is for students that have a passion for play-by-play and color commentary. No prior experience is necessary, but is preferred. This class will meet every Tuesday from 4 p.m. to 5 p.m. during the semester. Students are required to register for credit for this experience.

## SPORTS TV/PRODUCTION EXPERIENCES

### **WUFT- TV News Production**

Supervisor: Ken Pemberton

Email: kpemberton@wuft.org

The Division of Multimedia Properties offers three television-related student experiences:

#### **BASIC 5 Course:**

BASIC 5 is an introduction to television production. BASIC 5 provides students with an opportunity to immerse themselves in the fast-paced environment of television news production. It is an intentional departure from the traditional lecture setting, as students will be learning in an actual working multimedia operation. They will have the opportunity to learn various television production positions, which will prepare them for on-air broadcasts.

BASIC 5 will be offered in two six week sessions. Both sessions will take place every Wednesday during 6th and 7th periods. Students are required to register for credit for this experience.

#### **WUFT-TV Production Crew:**

This experience involves television production of the WUFT-TV News First at Five weekday newscast. This 30-minute show is broadcast live to 19 counties in North Central Florida, and is produced and directed almost entirely by University of Florida students. Most students who successfully complete BASIC 5 join the news production team at an entry-level position on the newscast, thus putting recently-learned skills to work quickly. Students are required to register for credit for this experience.

**WUFT-TV Live Shot Crew:**

Students who participate in this experience will be responsible for shooting all live shots both on and off campus during their scheduled shift. If there are no live shots that day, students will assist with other newsroom duties. Students are required to work one day per week and must have availability from 2:30 pm to 6:30 pm on that day for the entire semester. Training will be provided, but it is recommended that students take Electronic Field Production prior to participating. Video shooting and editing experience are a plus. It is also strongly recommended that you have your own vehicle. Students are required to register for credit for this experience.

**MULTIMEDIA EXPERIENCES****WRUF/Gator Football Multimedia Experience**

Supervisor: Dave Rogers  
 Email: DaveR@gators.ufl.edu  
 3 credits

Finding employees with social media marketing experience paired with quality graphic design experience is a difficult task for employers. This student experience will help those, who are strong in one area but lacking in another, learn how to create graphics for social media use and then learn about the return on investment of the graphics that were created. Using social media is easy for many when it comes to personal accounts. However, there is a lot more at stake when you are the face of a business or program that is viewed by tens of thousands of people on a daily basis.

Students will learn/do a variety of things in the class including:

- Create graphics using Adobe Photoshop or other platforms that are professional, clean, and add exciting elements to catch the eye of a specific demographic.
- Create templates that can be simply altered in order to maximize the amount of content produced.
- Generate content as assignments and then follow the application of the content through the social media process to analyze the effectiveness of the post.
- Research content produced by competitors in order to ensure that we are leading the push for top SEC talent.
- Use social media in order to analyze accounts and generate weekly reports for the coaching staff to better understand the accounts we follow.
- Aid in posting the content that has been created and gain an understanding of what makes a post successful.

This experience will take place for two hours, three times per week. Students must have taken VIC3001 or JOU3220C prior doing this experience. Students are required to register for credit for this experience.

### **WUFT Multimedia/Social Media Experience**

Supervisor: Prof. Sylvia Chan-Olmsted  
Email: David Montez at [dmontez@ufl.edu](mailto:dmontez@ufl.edu)  
3 credits

Social media engagement has become a crucial part of the news production cycle in radio, newsprint and television. This experience will help you cultivate social media marketing and membership outreach skills that are applicable across all news media.

Students will learn/do a variety of things in the class including:

- Aid in the scheduling and posting of social media content, in doing so gain an understanding of what makes a marketing strategy successful.
- Assist news production teams in the development of digital media content that is in concert with normal radio and television news cycles.
- Create graphics using Adobe Photoshop and other programs that are clean and compelling to promote WUFT content and community events.
- Research content creation and news distribution strategies deployed by other public media and commercial media outlets.
- Develop bi-weekly reports analyzing the performance of WUFT's digital media properties as it relates to social media.

This experience will take place for at least two hours, three times per week. Students who have completed PUR3622, MMC3420, and PUR3500 or ADV3500 are strongly preferred. Students are required to register for credit for this experience.

### **WUFT.org Digital Experience**

Supervisor: Gary Green and Mira Lowe  
Email: [ggreen@jou.ufl.edu](mailto:ggreen@jou.ufl.edu), [lowemira@ufl.edu](mailto:lowemira@ufl.edu)  
2 credits

Get real-world, hands-on experience producing content for WUFT.org and WUFT News social platforms: Twitter, Facebook, Instagram and YouTube. Students will work in the Innovation News Center (INC) newsroom, guided by professionals, and be responsible for producing stories and posts pegged to local news events and community interests. We are looking for students who are creative, proactive and have a positive attitude. Students should have excellent writing and research skills, and be able to meet deadlines. Attendance on scheduled shifts will be mandatory.

Prior to enrolling in this experience, students must have taken Reporting, JOU3101, submit three writing clips and meet with one of the newsroom supervisors. If you want to play an important role in informing and engaging our audience, this experience is for you! Students are required to register for credit for this experience.

**Media Services Experience**

Supervisor: Alyson Larson  
 Email: [alandry@jou.ufl.edu](mailto:alandry@jou.ufl.edu)  
 1-3 credits

Are you interested in refining your skills in multimedia production and storytelling, while producing long form work you can add to your portfolio? Media Services offers an opportunity for students to be a part of in-depth video storytelling for local programming on PBS and online platforms. Each semester, one topic will be chosen, and students will be assigned in teams to cover a number of stories related to that topic to create a one-hour program by the end of the semester.

All roles will be needed: videographers, editors, writers, photographers, web and more. You should already have a basic understanding of shooting on a DSLR, writing, storytelling and editing. Media Services can only accommodate a limited amount of students each semester for this experience. Therefore, students must apply to be accepted into this program.

This experience requires a minimum commitment of 5 hours per week, with preference given to applicants who can commit to more than 5 hours. The most a student can work will be 15 hours a week. Credit for this course is based on hours worked. The experience will be offered Mondays, period 9. Students are required to register for credit for this experience. Interested students can send their resumes, statement of interest, and links to their work to [alandry@jou.ufl.edu](mailto:alandry@jou.ufl.edu).

**WUFT Storytelling Unit**

Supervisor: Harrison Hove  
 Email: [hchove@ufl.edu](mailto:hchove@ufl.edu)  
 1-3 credits

Broadcast news is not confined to traditional news packages. This unit will experiment with innovative storytelling techniques and deliver content in non-traditional ways. We will develop multiple stories surrounding one issue. This in-depth treatment of one issue will allow for comprehensive coverage of a single topic on multiple platforms, including Netflix-style episodic chapters and one 30-minute news special/documentary.

Goals:

1. A digital presence to house all content and enhance user experience.
2. Six "episodes," approximately 5 minutes each.
3. Multimedia extras including photos, digital stories, and unique/experimental contributions.
4. Podcast conversations with each our of "main characters." A "behind the scenes" look.
5. Impacting our community: Present your findings and work to the community, government, and stakeholders in hopes of bringing about change.
6. Facebook live event surrounding issue in conjunction with news special.

Needed skills: Videographers, Photographers, Director, Producer, Writers, Television and Radio Reporters, Programmer/Visual Journalist, and Multimedia Storyteller.

10-12 students will be selected primarily from TEL and JOU majors. Advertising and Public Relations majors are welcome to apply. TEL majors must have taken RTV4301 or Sight, Sound, and Motion (if production). JOU majors must have taken reporting. This experience meets Tuesdays 6 PM - 8 PM. Students must register for credit for this experience.

## MANAGEMENT EXPERIENCES

### WUFT-FM/TV Underwriting and Membership

Supervisor: Sandy Wagner  
Email: slwagner@jou.ufl.edu

Students participating in WUFT's Underwriting and Membership Department will learn a variety of skills while gaining experience participating with a public radio and television station. Students will have the opportunity to meet with clients, help plan and put on fundraising events, as well as membership campaigns and fund drives for both radio and television. Students will learn how revenue is generated for public stations versus commercial and will work closely with client reps and underwriters.

For more information, contact Sandy Wagner as spots are very limited and students are selected based on resume and previous experience. Students are required to register for credit for this experience.

### Generation Listen Party- Monthly Event

In 2012 NPR launched the Generation Listen initiative to connect public radio with younger listeners by creating off- and on-line experiences through social media, events, and volunteer ambassador outreach. After a successful pilot project with three member stations in 2014, Generation Listen has proven to be a successful engagement and outreach tool. One of the primary events associated with this initiative is the NPR Listening Party.

In winter of 2015/2016, Generation Listen launched a monthly toolkit for hosting Listening Parties. This toolkit is available to both stations and listeners. Many NPR member stations have hosted successful Listening Parties of their own and WUFT is ready to join this growing group.

We are seeking an intern to work closely with the Donor Relations Coordinator to spearhead WUFT's Generation Listen monthly on-campus events.

Interested candidates should:

- Be passionate about public media and community engagement
  - Be able to produce marketing materials for these events
  - Be able to create/manage a marketing plan for these events
  - Be able to manage event guest lists, materials, etc.
  - Be able to facilitate post event Q&A or discussions
  - Act as a station liaison for groups or individuals interested in hosting listening parties of their own
  - Produce a final event report for each event
- Sample toolkit available at: <http://generationlisten.npr.org/listening-party>

Students are required to register for credit for this experience.

## WEATHER EXPERIENCES

### WRUF-TV Weather

www.wruf.com/weather  
 Supervisor: Jeff Huffman  
 Email: jhuffman@wruf.com

### UF Weather Team

Students interested in joining the UF Weather Team should have a passion for meteorology, like to talk about the weather or help people plan around it. UF Weather offers a student opportunity that is real-world and “top-market” before students even graduate. Interested students should have a desire to tell a good story across multiple platforms including television, radio, and the digital products of the college. The skills necessary for a career in Broadcast Meteorology are unique and span multiple areas of study, ranging from communication and telecommunications to atmospheric science and geography.

Jeff Huffman conducts workshops each semester, which are advertised via email through the college list serve. In these workshops, more detailed information is given and Jeff talks to each student interested to see if the UF Weather Team is the right fit. Students then audition on a semester basis, and once selected to participate, are required to register for credit.

### WRUF-TV Content Producer

In this experience, students will learn about content types for broadcast and digital platforms. They will also independently produce videos using non-linear digital editing and become versed in writing for broadcasts news.

Content producer responsibilities include generating news content for on-air, websites, social media, and mobile. Students would independently search for content on CNN Newsource and other permissible sources, then edit video, text, and audio to air around the clock on WRUF-TV. Students would also write video descriptions and/or craft a narrative from selected packages to publish on the college's digital platforms.

If you are interested in getting your feet wet as a content producer for WRUF-TV, this experience is for you. Students are required to register for credit for this experience.

## OTHER OPPORTUNITIES

All other on-air opportunities on WUFT-FM are reserved for telecommunications news students and journalism students registered for a specific class providing on-air news product.

WUFT-TV broadcasts one newscasts daily at 5:00 PM. The 5:00PM broadcast, known as “First at 5,” is comprised of ALL students both on air and behind the scenes. If students are interested in participating on-air, auditions are conducted toward the end of each semester. These auditions will fill positions in news, sports, and specialty news, such as technology, entertainment, and health.



Hatch uses the principles of human-centered design to conceptualize and launch projects that **help define the future of media and information.**  
**» SEE SOME OF OUR PROJECTS «**

We are purposefully exploring the margins of “the way things are done.”

Hatch is charged with driving real-world experimentation at the **intersection of storytelling, narrative science and social good** across all four of the College’s disciplines – advertising, journalism, public relations and telecommunication.

Hatch’s educational mission is to present applied experience for CJC students in nimble and user-focused product and project management, increasingly important skills for communicators. Teams of students, from the College as well as other disciplines within the University, will form and reform into product development work groups.

By **focusing on the story** as primary ingredient of experimentation — rather than adhering to traditional delivery mechanisms as our other **venues for immersion** do—Hatch will synthesize established and emerging research and technologies to **develop product prototypes**. It will also work with internal and external partners and clients on testing the boundaries of story-focused communication in real-world settings.

Have an idea for an innovative way of telling a story?  
Work with us on developing it and you could be  
funded up to \$1,000 at the end of the semester. »

## PITCH HATCH

### WHAT FOCUSED ON IN YEAR ONE:



## Immersive Video

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The staff at Hatch will help lead the explorations and rollout of immersive video content, help create content for our INC and Agency clients and evangelize best practices to our units on this important new storytelling tool.



## Storytelling Tools

Our development team will work with our Innovation News Center and other clients to develop custom storytelling tools for telling and amplifying digital stories.



## Narrative Content

We're exploring the space between traditional news and advertising/public relations campaign content leading up to building one of the first sponsored and brand content studios at a journalism school in the U.S.



## DianeBot

We spent a one-week sprint experimenting with Facebook Messenger Bots and created a “Digital Dean” to answer questions about the College. DianeBot, named in homage to our dean, gave students experience in developing with emerging tools and writing to a voice. [See the Bot](#)



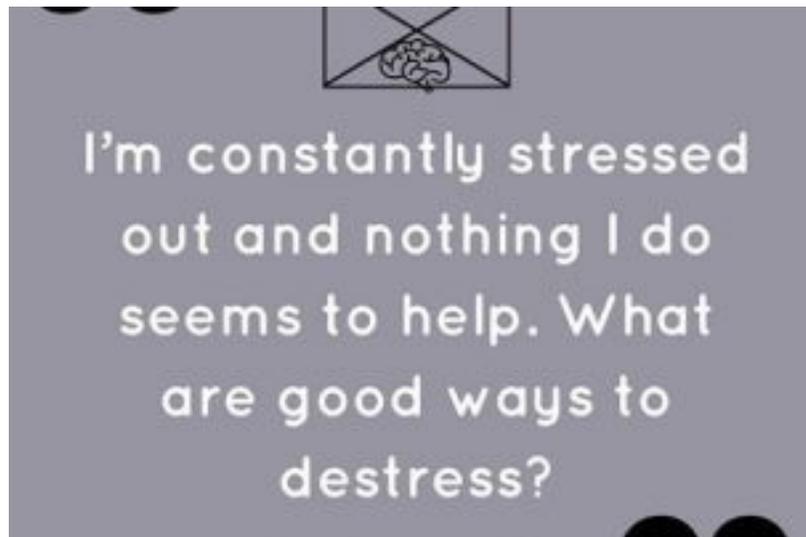
## Election 2016 Results Dashboard

We displayed live results for every contested race in 13 North Florida counties for [WUFT News](#). The results were scraped and displayed using a custom scraper, API, and d3 charting system. [Read More from the Developer](#)



## WTDM Podcast Player

The WTDM Podcast Player is a web application we built for WUFT in order to create a multimedia experience for their new podcast: We're The Damn Snake People. Each episode has its own page, but once you play one you can navigate through the site without losing the audio feed. We also built interactive elements for a few episodes including a make-your-own-budget game and a voting literacy quiz. [See the Player](#)



## Instadvice

The advice column has long been a fixture of publication features pages, and our students wanted to see what it could be like in the age of Instagram. A team conceptualized and launched a test product targeting their advice to 18-24 year olds. [See DearInstadvice](#)



## That's A Rap

Inspired by the runaway success and virality of the musical "Hamilton," our team conceptualized what hip-hop based musical explanatory journalism could look like. The team launched a few test episodes on the election and the Dakota Pipeline. [Listen to the Concept](#)



## TattooSayWhat

There is a story behind most tattoos and we wanted to experiment with the Instagram platform as a tool to tell those stories. In this project we tested collaborative content gathering and building audience. [TattooSayWhat on Instagram](#)

We're intentionally **prototyping our operations, limiting our first sprint to one academic year**. We will repeat those time-limited sprints in subsequent years, following a Lean Startup—build, measure, learn—model in our base operations.

## **FOLLOW ALONG OUR TRAVELS WITH THE HASHTAG #HATCHUF**

Our magic is formed by students, under the guidance of our [minister of mischief](#) and the [SVP of YAS](#).

Connect with the College of Journalism and Communications

Keep up with the latest news about faculty, alumni, friends, and current students.  
Follow us on social media.



## Media Effects and Technology Lab



METL Home News [f](#) [t](#) [i](#) [i](#)



Welcome to the Media Effects & Technology Lab at the University of Florida's College of Journalism & Communications! Our mission is to serve as an interdisciplinary collaboratory to design, develop, and disseminate the effects of media content and technologies to improve the human spirit and condition



FOR MORE INFORMATION

E-mail: [sri AT jou DOT ufl DOT edu](mailto:sri@jou.ufl.edu)

Or complete this form.

Name and/or Company:

Email:

How Can We Help You?

**SUBMIT**



## Appendix 3 Standard 3: Diversity and Inclusion

### Appendix 3A 2016 College Diversity Retreat Agenda and Recommendations

#### 2016 College Retreat

August 16, 2016 | Straughn Center

<b>8 – 9 a.m.</b>	<b>Breakfast</b>	
<b>9 - 9:30 a.m.</b>	<b>Welcome/Overview</b>	<b>Diane McFarlin</b>
	<b>Room C</b>	
	<ul style="list-style-type: none"> <li>• UF/CJC demographic, diversity and climate data</li> <li>• CJC climate survey results</li> </ul>	
<b>9:30 – 11:30 a.m.</b>	<b>Workshop/Breakouts</b>	<b>Dr. Lloren Foster/MCDA*</b>
	Dialogue and exercises on implicit bias	
	<ul style="list-style-type: none"> <li>• Group 1: Room A</li> <li>• Group 2: Room B</li> <li>• Group 3: Room C</li> <li>• Group 4: Room C</li> <li>• Group 5: Deriso Hall (next door to Straughn)</li> </ul>	
<b>11:45 – 12:30 p.m.</b>	<b>Inclusion Panel</b>	
	<ul style="list-style-type: none"> <li>• <b>Moderator:</b> Dr. Michael Bowie, director of the Office for Recruitment, Retention, and Multicultural Affairs for the UF College Of Education</li> <li>• <b>Industry Perspective:</b> Tim O’Sullivan, SVP, head of Multicultural, Geometry Global</li> <li>• <b>Faculty Perspective:</b> Dr. Ibram Kendi, assistant professor of Contemporary African American History, UF</li> <li>• <b>Undergrad Perspective:</b> Laura Guzman, B.S. Advertising 2014</li> <li>• <b>Graduate Perspective:</b> Rafael Guzado, M.A. Latin American Studies, UF</li> </ul>	
<b>12:30 – 1:30 p.m.</b>	<b>Lunch</b>	
	<b>Room C</b>	
<b>1:30 – 2 p.m.</b>	<b>Inclusion Scenarios</b>	<b>MCDA Staff</b>
	<b>Room C</b>	

**2 – 3:30 p.m.**

**Strategy Breakouts**

- Group 1: Graduate Recruitment, Facilitator: Amy Jo Coffey
- Group 2: Immersion, Facilitator: Mindy McAdams
- Group 3: Teaching/Curriculum, Facilitator: Cynthia Morton
- Group 4: Career Readiness, Facilitator: Sylvia Chan-Olmsted
- Group 5: Faculty Recruitment/Retention, Facilitator: Ann Christiano

**3:30 – 3:45 p.m.**

**Break**

**3:45 – 4:30 p.m.**

**Readouts and Discussion  
Room C**

**4:30 – 4:45 p.m.**

**Summary/Next Steps  
Room C Diane**

**Spiro Kiouisis/  
McFarlin**

\*UF Multicultural and Diversity Affairs Division of Student Affairs

## 2016 College Retreat

### Read out from Break-out Sessions

#### Teaching and Curriculum

Issues:

- 1) Students need to feel more welcome and included in classrooms
- 2) Students need to become sensitive to and navigate through diversity and inclusion issues
- 3) Faculty and students need to understand how to deal with exclusionary, hostile, etc. behavior
- 4) Faculty need to become sensitive to diversity and inclusions issues and incorporate into teaching and coursework

Recommendations:

- 1) Curriculum
  - a. Develop classes/workshops that focus on diversity and inclusion, perhaps focused on specific races, cultures, topics, etc. (e.g. Islam, Media and Popular Culture)
  - b. Create assignments that help make students more sensitive to issues; incorporate benefits of inclusion into curriculum/case studies
  - c. Establish metrics/rubrics for grading mixing performance expectations
- 2) Be intentional on student groupings.
  - a. Create groups that enable students to interact with others of different races/ cultures
  - b. Rotate pairings throughout semester (pairing strengths and weaknesses)
  - c. Active management of student socialization forcing them into uncomfortable situations (mirroring real-world expectations)
- 3) Include an inclusivity statement on the syllabus
- 4) Get to know students better
  - a. Survey at start of semester (what do you want me to know about you)
  - b. Provide students with "introduction card" to fill out
- 5) Recruit visiting lecturers and speakers that reflect diversity and can address these issues
- 6) Make sure students are aware of diversity resources at CJC and UF

## **Immersion**

### Issues:

- 1) Lack of diversity in immersion experience leadership
- 2) Perception of immersion experiences as too intimidating
- 3) Lack of openness to new ideas, perspectives, approaches
- 4) Students need to have projects/stories outside of their comfort zone
- 5) Students need help preparing for an increasingly diverse work environment

### Recommendations:

- 1) Recruit more diverse professionals/teachers
- 2) Help managers be open to different ideas and perspectives; how to capitalize on the differences and make them an asset
  - a. Embrace and mentor students who “don’t fit the mold”
  - b. Celebrate and build on their differences; empower them
- 3) Add more opportunities within venues to experience and be exposed to more diversity
- 4) Help students develop skills to negotiate barriers within college and within career
- 5) Make learning about who students are, their interests and concerns more systemic
  - a. Closer integration with PATH advisers
- 6) Provide immersion experiences earlier, starting in the classroom, to help students know what to expect
  - a. Pair new students with others who have had an immersion experience

## **Career Readiness**

### Issues:

- 1) Students need to be prepared for a more diverse work environment
- 2) Minority students need more effective mentoring
- 3) Professional organizations need to be more welcoming
- 4) Internship opportunities are not always feasible for underserved groups
- 5) Lack of training on empathy

Recommendations:

- 1) Formalize more personal connections with and mentoring of students
  - a. Re-instate faculty/student assignments for career advice
  - b. Create a reward system to encourage more faculty mentoring
  - c. Provide incentives to students seek career advice
  - d. Match students to faculty and young alumni
- 2) Require all students to have an immersion experience
- 3) Provide funding to help low-income students afford internships
- 4) Encourage students to be more involved with student/professional organizations
  - a. Work with organizations to help them be more welcoming to new students
  - b. Help students be more strategic about extracurricular activities
  - c. Develop a database of programs for students
- 5) Treat empathy as a job skill and incorporate into curriculum
- 6) Create more professional practice/career readiness courses
  - a. Integrate job search and professional preparation into curriculum
  - b. Work with students on personal branding/advocacy
  - c. Provide data to support importance of diversity in the workforce

**Graduate Recruitment**

Issues:

- 1) Lack of diversity among master's and PhD students
- 2) Need for a more welcoming experience to graduate students
- 3) Students ability to take advantage of CJC opportunities

Recommendations:

- 1) Expand communication/marketing efforts
  - a. Be more deliberate about images we use online, in marketing material
  - b. More marketing materials that focus on our areas of expertise and student accomplishments
  - c. Use LinkedIn to keep up with students and tell success stories
  - d. More presence at conferences that attract diverse set of candidates
- 2) Increase recruitment efforts to international students
  - a. Capitalize on alumni groups in those countries
  - b. Create marketing materials in native languages
  - c. Recruit grad students to create blogs in native language of prospects
- 4) Establish more personal contacts with prospects and new students
  - a. More outreach from faculty
  - b. Collaboration with student organizations to make immediate connections
- 5) Provide master's with same cohort experience as PhD students
- 6) Provide more financial resources to attract and retain students (e.g. stipends, travel funding)
- 7) Recruit professionals to return to academia

## Faculty Recruitment and Retention

### Issues:

- 1) Lack of diversity among faculty and staff
- 2) Need for a more unbiased recruitment process
- 3) Need for a more unbiased evaluation process
- 4) Need for a more inclusive culture/environment

### Recommendations:

- 1) Be more intentional about recruiting for diversity
  - a. Tell our story more effectively to underserved candidates
  - b. Be more explicit about our values and culture
  - c. Make key part of our reputation
- 2) Demonstrate our commitment to diversity
  - a. Add diversity and inclusion metrics to evaluations
  - b. Encourage research focused on diversity and inclusion
  - c. Encourage different research focus and approaches
- 3) Design more effective recruitment process
  - a. Diversify search committee
  - b. Design an interview process so that implicit bias is minimized
    - i. Ensure job descriptions are inclusive, bias-free
    - ii. Everyone gets same questions, same scrutiny
    - iii. Leave room for organic conversations
  - c. Have candidates work one day and observe
  - d. Arrange dinners with diverse set of faculty, including faculty from other colleges
- 4) Establish a more unbiased evaluation process
  - a. Review tenure requirements
  - b. Ensure evaluations are free of macroaggressions
- 5) Provide more resources to help faculty improve/grow
  - a. Formal mentoring process internally and externally
  - b. Professional development opportunities
  - c. Ph.D. network of professionals
- 6) Establish more accountability
  - a. Appoint a diversity and inclusion officer

## Appendix 3B

Retention and Graduation Rates  
by Race and Ethnicity

College of Journalism - Overall Started in any Journalism major (first year)		Retention Rate			
Cohort 2015 FTIC	in College		in any UF program		
	N	%	N	%	
Entering CoJ in First Year (N=390)	319	81.8%	374	95.9%	
American Indian or Alaska Native (N=5)	5	100.0%	5	100.0%	
Asian (N=26)	24	92.3%	25	96.2%	
Black or African American (N=18)	17	94.4%	17	94.4%	
Hispanic/Latino (N=81)	69	85.2%	78	96.3%	
Nonresident Alien (N=2)	2	100.0%	2	100.0%	
Race and Ethnicity Unknown (N=9)	6	66.7%	7	77.8%	
White (N=249)	196	78.7%	240	96.4%	

College of Journalism - Overall Started in any Journalism major and graduated in any Journalism major		Graduation Rate			
Cohort 2010 FTIC	Four Year		Six Year		
	N	%	N	%	
Declare at Time of Admission(N=378)	249	65.9%	262	69.3%	
American Indian or Alaska Native (N=2)	1	50.0%	1	50.0%	
Asian (N=15)	12	80.0%	13	86.7%	
Black or African American (N=35)	20	57.1%	21	60.0%	
Hispanic/Latino (N=79)	58	73.4%	60	75.9%	
Nonresident Alien (N=4)	1	25.0%	1	25.0%	
Race and Ethnicity Unknown (N=15)	9	60.0%	9	60.0%	
White (N=228)	148	64.9%	157	68.9%	
Entering CoJ in First Year (N=402)	295	73.4%	313	77.9%	
American Indian or Alaska Native (N=2)	1	50.0%	1	50.0%	
Asian (N=18)	14	77.8%	16	88.9%	
Black or African American (N=40)	27	67.5%	32	80.0%	
Hispanic/Latino (N=89)	64	71.9%	66	74.2%	

Appendix 3B: Retention and Graduation Rates by Race and Ethnicity

<i>Nonresident Alien (N=3)</i>	1	33.3%	1	33.3%
<i>Race and Ethnicity Unknown (N=14)</i>	10	71.4%	10	71.4%
<i>White (N=236)</i>	178	75.4%	187	79.2%
<i>Entering CoJ in Second Year(N=172)</i>	112	65.1%	142	82.6%
<i>American Indian or Alaska Native (N=1)</i>	1	100.0%	1	100.0%
<i>Asian (N=9)</i>	5	55.6%	8	88.9%
<i>Black or African American (N=27)</i>	17	63.0%	19	70.4%
<i>Hispanic/Latino (N=29)</i>	17	58.6%	23	79.3%
<i>Nonresident Alien (N=1)</i>	1	100.0%	1	100.0%
<i>Race and Ethnicity Unknown (N=4)</i>	3	75.0%	3	75.0%
<i>White (N=101)</i>	68	67.3%	87	86.1%
<i>Entering CoJ in Third Year(N=51)</i>	18	35.3%	40	78.4%
<i>American Indian or Alaska Native (N=0)</i>	0	0.0%	0	0.0%
<i>Asian (N=5)</i>	1	20.0%	4	80.0%
<i>Black or African American (N=4)</i>	1	25.0%	2	50.0%
<i>Hispanic/Latino (N=9)</i>	3	33.3%	7	77.8%
<i>Nonresident Alien (N=0)</i>	0	0.0%	0	0.0%
<i>Race and Ethnicity Unknown (N=2)</i>	2	100.0%	2	100.0%
<i>White (N=31)</i>	11	35.5%	25	80.6%
<i>Entering CoJ in Fourth Year (N=13)</i>	4	30.8%	10	76.9%
<i>American Indian or Alaska Native (N=0)</i>	0	0.0%	0	0.0%
<i>Asian (N=1)</i>	0	0.0%	0	0.0%
<i>Black or African American (N=1)</i>	0	0.0%	1	100.0%
<i>Hispanic/Latino (N=2)</i>	2	100.0%	2	100.0%
<i>Nonresident Alien (N=0)</i>	0	0.0%	0	0.0%
<i>Race and Ethnicity Unknown (N=0)</i>	0	0.0%	0	0.0%
<i>White (N=9)</i>	2	22.2%	7	77.8%

## Appendix 3C

## The Florida Educational Equity Act Report July 2016 – June 2017

### The Florida Educational Equity Act Report July 2016 – June 2017

*(Your responses may include events that will happen through June of this year)*

#### College of Journalism and Communications

##### *Executive Summary*

The College of Journalism and Communications' commitment to diversity and inclusion goes back more than 25 years, when the College established a separate office to attract and retain students from underrepresented groups. The College succeeded in attracting funding to support the activities of this office, renamed the John S. and James L. Knight Division for Scholarships, Career Services, and Multicultural Affairs in honor of the donor who made its continuity possible.

The College provides funding support to two student organizations: the Gator Chapter of the National Association of Black Journalists and the Hispanic Communicators Association. The Knight Division creates an email listserv of minority students to maintain contact, and disseminates information on fellowship, internship, mentorship, scholarship and career opportunities that target underrepresented populations. The Division and the Professional Advising and Teaching Hub (PATH) also communicate with minority students via Facebook and Twitter.

The diverse composition of the four departmental Advisory Councils also helps the College provide opportunities for students to interact meaningfully with professionals from underrepresented ethnic and racial groups. Each of the departmental Advisory Councils adopted revised bylaws that emphasize the importance of diversity and inclusion in the recruitment of new members and succession of leadership. A task force for the Advertising advisory council conducted a gap analysis to assess the diversity of gender, race, ethnicity and professional background among current membership and identify priorities to drive nominations and selection of new members.

The College assesses progress in achieving student diversity goals in a number of ways, including monitoring enrollment and graduation trends and surveying graduating seniors and alumni. The College also revised and endorsed its diversity and inclusion plan during the Spring 2017 term, and set specific goals and metrics for these areas in its long-range strategic plan.

**The College is in the process of hiring a Director of Inclusion in partnership with the College of Health and Human Performance and the College of Law to ensure that best practices are developed and followed consistently and effectively.**

Across the curriculum, the College fosters an understanding and appreciation of diversity. Required and elective courses have components dealing with diversity and several courses address various diversity issues as the primary focus. Course syllabi include language regarding the rights of and accommodations made for students with disabilities. The History of Journalism course includes discussion of the early Black Press in America and its place in journalism history. The College offers graduate and undergraduate versions of a course titled Race, Gender and Class in Media, as well as courses on international advertising and international public relations. The introductory courses in each of the departments include materials on the effects of mass media and communication on diverse audiences. Additionally, these courses stress the important roles played by members of underrepresented groups in building mass communication industries. Advertising Research, Public Relations Research, Advertising Strategy, and Public Relations Strategy emphasize the importance of diversity in developing more effective programs and campaigns with audience research, message design, and evaluation techniques.

The undergraduate course, Race, Gender and Class in Media, is now online and taught every semester with an enrollment of 25 to 50. There also are both graduate and undergraduate courses in International Communication. The undergraduate course is MMC 4302 World Communication Systems, and the graduate course is International Communication. There is also a graduate course in intercultural communication. Two courses in journalism address religion and the news and LGBT issues and another in telecommunication deals with Islam, media, and popular culture. The College also offers a certificate in international communication for undergraduate students. Our College-wide media ethics course, MMC 3203, emphasizes the importance of diverse stakeholders with diverse value systems and loyalties in professional media contexts. A key premise in the course is that growth in moral development means a widening arc of empathy with others who are different from the decision-maker in ethical dilemmas.

**The Knight Division coordinates the College's minority recruitment and retention activities. The Knight Division Director visits high schools and community colleges with high minority enrollments, including specially targeted schools with predominantly African-American and Hispanic enrollments. The College actively participates in all UF minority recruitment and retention activities, including all recruitment conferences/fairs, and the Minority Mentor Program. The College (Knight Division) offers scholarships for minority high school students to attend the College's Summer Media Institute.**

The Graduate Division has designated diversity recruiting goals and for the past several years has recruited, for example, at the combined Historic Black College and Universities' Professional/Graduate Fair in Atlanta. When the Knight Division Director attends the National Association for Black Journalists and National Association of Hispanic Journalists national conventions as an exhibitor for the College, the Knight Division director distributes approximately 50 Division of Graduate Studies information packets, which include a card that allows prospective students to declare their interest in the graduate program. The Graduate Division then contacts each of the students who completed the card. The College also participates in the University's Minority Spring Visitation program, in which prospective minority graduate students visit the campus and meet with faculty in their areas of interest. The Graduate Division works with the university's McKnight program to bring in the top minority candidates.

The College has recognized the outstanding work of women and minority faculty members. The College awarded 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 Communication.

The College has consistently nominated women and minorities for the University of Florida Research Foundation Professorship. Among the 17 nominated by the College and selected by UF, nine are women and four are minorities.

Since the College's last accreditation review in 2012, a woman was appointed as Dean, the top leadership position within the College. Two women were granted tenure along with another promotion to associate professor and a woman was hired into the College's Preeminence faculty position in STEM translational communication. This year, two additional women were hired for top leadership positions in the College including the director of the Innovation News Center and chair in the Department of Public Relations.

The College hosts a large number of visiting professionals, guest speakers, and faculty each year. Many of them are women, members of minority groups, or professionals who address issues related to diversity and inclusion. Sessions included an all-woman panel for mentoring undergraduates, featuring Yvette Miley, Senior Vice President of MSNBC & NBC News and Jeanne Mitchell, Senior Director of Federal Relations at ExxonMobil. A three-day conference for social change communicators included Amy Ray of The Indigo Girls, Rashad Robinson from Color of Change, and Shanelle Matthews from Black Lives Matter Global Network. Prominent diverse visitors also regularly visit the college. Recently, best-selling author Alexandra Horowitz, was our Science Journalist in Residence. The College provides funding to make these visits possible. Visiting scholars in the College ranged from universities in China to Norway.

**Because we are aware that inclusive cultures require participation from all members of the community, in August 2016 we held a faculty and staff retreat centered on diversity and inclusion. The full day retreat consisted of interactive sessions facilitated by the university's Multicultural and Diversity Affairs directors, a panel of alumni, faculty, and industry representation, as well as breakout sessions to discuss application within multiple facets of the College of Journalism and Communications. Amongst the guest speakers where Dr. Ibram Kendi, author of *Stamped from the Beginning: The Definitive History of Racist Ideas in America*, Tim O'Sullivan, SVP of Multicultural at Geometry Global, and Dr. Lloren Foster, Executive Director of Multicultural and Diversity Affairs at the University of Florida.**

### **I. Equal Opportunity Compliance**

*Describe internal and external polices that are followed to encourage non-discrimination practices. What were the results of any assessment, self-assessment, and monitoring of your program services?*

The College of Journalism and Communications is accredited by the Accrediting Council on Education in Journalism and Mass Communications. "Diversity and Inclusiveness" is one among nine accrediting standards for which the College must demonstrate compliance. The underlying philosophy of this standard can be summarized as follows:

- To inform and enlighten, the professions of journalism and mass communications should understand and reflect the diversity and complexity of people, perspectives and beliefs in a global society and in the multicultural communities they serve.
- Programs seeking accreditation should develop curricula and instruction that educate faculty and prepare students with the multicultural knowledge, values and skills essential for professional practice.
- Programs should document their efforts to ensure the representation of women and people of diverse racial and ethnic identity in the student body and faculty and to expand these students' opportunities for entry into the communications professions.

ACEJMC looks for the following metrics in evaluating compliance with the Diversity and Inclusiveness standard:

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

(b) The unit's curriculum fosters understanding of issues and perspectives that are inclusive in terms of gender, race, ethnicity, and sexual orientation, including instruction in issues and perspectives in a range of diverse cultures in a global society in relation to mass communications.

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

(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.

(e) The unit has a climate that is free of harassment and discrimination, in keeping with the acceptable cultural practices of the population it serves, accommodates the needs of those with disabilities, and values the contributions of all forms of diversity.

Accreditation site visit teams apply this standard in compliance with applicable federal and state laws and regulations. Evidence that is assessed during the accreditation process includes the following:

- A written plan, including progress toward goals
- Syllabi and other course materials
- Coursework in international cultures and in international communication
- Records and statistics on faculty and staff hiring and on promotion and tenure decisions
- Records and statistics on student recruitment, retention and graduation
- Records on part-time and visiting faculty and speakers

The College was reaccredited in 2012 and is determined remain in compliance with the diversity and inclusiveness standard.

## II. Equity Accountabilities

List or describe specific programs, visits, outreach activities and statements used to support diversity.

The Knight Division for Scholarships, Career Services and Multicultural Affairs, is the office responsible for coordinating the College's programs, services, and activities for undergraduate students from underrepresented groups.

Outreach activities for the 2016-2017 academic year include the following:

- Visits to high schools and two-year Colleges to meet advisers and students interested in careers in journalism and related areas. A student produced PowerPoint presentation about the College is shown during visits. Visited high schools include journalism/broadcast magnet programs, high schools with strong journalism programs, and schools with high numbers of minority students.
- Updated the student recruitment database with information submitted by students completing a "Prospective student" contact card, also created in the Division. Information obtained from cards is used to invite students to summer programs, track their progress through high school and share information with UF Admissions for recruitment purposes.
- Provided operational support to the UF Chapters of National Association of Black Journalists (NABJ) and Hispanic Communicators Association (HCA). Each organization receives assistance with arranging speakers and hosting forums for members about careers in journalism. The Knight Division also provides funds for members to attend the National Association of Black Journalists annual convention and the National Association of Hispanic Journalists annual convention
- Created "Knight Division" recruitment supplies/materials that included pens, folders, key chains, and note pads.
- Provided tours and information sessions for students visiting UF from UF Alliance partnership schools. Represented College at UF Alliance program summer career/majors fair.
- Provided tours and information sessions for students attending UF College Reach Out summer program.
- Provided scholarships for select students to attend College's Summer Journalism Institute (SJI), a residential summer program for high school journalists.
- Provided emergency funding to underrepresented students based on referrals from faculty, the College's Student Services office staff and Director's assessments.
- Used listserv consisting of underrepresented students to inform them of minority scholarship opportunities and targeted internship programs.
- Participated in UF Black Student Union and Institute of Black Culture undergraduate student retention activities.
- The Knight Division Director serves as the advisor for the CJC Student Diversity Task Force.
- Collaborated with student volunteers to conduct a Phone-A-Thon, welcoming newly admitted underrepresented students, with the goal of answering their questions about CJC prior to making their enrollment decision.

In a major development serving both the Hispanic community and bilingual students at UF, the College hired its first Spanish language news director in Spring 2017. This full-time position will help expand media and curricular offerings in Spanish language journalism within the College, as well as better prepare students for the evolving needs of today's workforce. The weekly award-winning radio newscast, Noticias WUFT, has aired for seven years on 89.1/WUFT-FM throughout 17 counties of North Central Florida. However, with a full-time news director, more media offerings can now be produced across various other platforms, and the goal of a fully bilingual newsroom can be realized. In addition, part of the Spanish language news director's role will be to develop an undergraduate certificate in Spanish language journalism, in partnership with the Center for Latin American Studies.

In 2017, 20 advertising majors were selected as finalists for the American Association of Advertising Agencies Multicultural Advertising Internship Program, and all 20 were placed in national internships. UF was second only to University of Texas in the number of MAIP interns placed

### III. Diversity in Services

Provide data, population statistics, cost, awards, participants and staffing that reflects diversity in services.

The College regularly collects data on the gender and race of its undergraduate and graduate students. The following breakdown summarizes the data for the beginning of Spring 2017:

<b>Undergraduate Students</b>	
Male	624
Female	1836
Black Male	58
Black Female	131
White Male	368
White Female	1063
Hispanic Male	135
Hispanic Female	457
Asian Male	37
Asian Female	100
Indian Male	6
Indian Female	16
Alien Male	7
Alien Female	35
Unknown Male	13
Unknown Female	34
<b>Total</b>	<b>2460</b>

<b>Graduate Students</b>			
	<b>TOTALS</b>	<b>On Campus</b>	<b>Online</b>
Male	<b>119</b>	45	74
Female	<b>280</b>	97	183
Black Male	<b>9</b>	5	4
Black Female	<b>23</b>	7	16
White Male	<b>74</b>	21	53
White Female	<b>163</b>	41	122
Hispanic Male	<b>9</b>	4	5
Hispanic Female	<b>33</b>	6	27
Asian Male	<b>6</b>	1	5
Asian Female	<b>11</b>	4	7
Am. Indian Male	<b>0</b>	0	0
Am. Indian Female	<b>0</b>	0	0
Alien Male	<b>13</b>	13	0
Alien Female	<b>37</b>	37	0
Not Reported Male	<b>8</b>	1	7
Not Reported Female	<b>13</b>	2	11
<b>Total</b>	<b>399</b>	<b>142</b>	<b>257</b>

The College has continued to focus on attracting and retaining female and minority faculty. Women make up 48 percent of the college's faculty. In Spring 2016, the College had 50 full-time faculty; there were 26 men and 24 women. However, among the 38 tenured or tenure-accruing faculty positions, women and men are equal: 19/19. These 38 are divided as follows: At the full professor level, there are 13 men and 10 women. At the associate professor level, there are four women and five men. At the assistant professor level, there are five women and one man. Among the faculty who are not on tenure-accruing lines, there are seven men and five women. Among the 50 faculty members, ethnic minorities account for 24% of the faculty, with a total of 13 positions filled. These include three full professors (one of which is a Preeminence professor and one a department chair) as well as three associate professors, and six assistant professors and one non-tenured-accruing faculty.

#### **IV. New Initiatives**

What are your plans for 2016-2017 to support equity and increased diversity?

The College seeks to build upon its success in diversity and equity initiatives for the upcoming academic year. Specifically, our PATH Office working in collaboration with the College's Knight Division for Scholarships, Career Services and Multicultural Affairs plan to begin forming an Advisory Council for Multicultural Affairs. In addition, we are exploring expanding our international partnerships with universities in China and Latin American. The College's has a strong model for such relationships.

As a result of an internal strategic planning process, the College established the following priority formally:

- Establish CJC as a Leader in the Recruitment, Retention, and Placement of Multicultural Faculty, Staff, and Students.

The Dean's Office and Dean's Student Advisory Council have worked collaboratively to establish a student task force on diversity and inclusion. The task force is proposed to support College-wide efforts to make the CJC a more inclusive space while increasing the diversity of its student body. The college also wishes to continue incorporating diversity issues into the curriculum and to prepare students to handle the stories of our increasingly multicultural nation. The task force has conducted research to assess the student perception of the CJC climate, and is preparing to continue discussions with the student body, in collaboration with each of the CJC student organizations during the 2017/18 school year.

## V. Accolades

What events afforded you the best results in equity and diversity in this reporting year?

Diversity and inclusion has emerged as one of the six strategic goals for the College. Our 2020 strategic plan includes establishing the College "as a leader in the recruitment, retention, and placement of multicultural faculty, staff, and students."

The College's revised Diversity Statement was approved by faculty on April 12, 2017:  
*The College of Journalism and Communications understands the importance of diversity as a contribution to the industries of journalism and communications in our increasingly multicultural nation and globalized marketplace. We value diversity and the development of competence in intercultural communication and behavior for all who are a part of our college, industry and society. Thus, we are committed to incorporating diversity and inclusiveness in our faculty, staff, student, curriculum, research, immersion properties and culture.*

*We embrace diversity as a shared responsibility among faculty, staff, and students and strive for tangible expressions of this responsibility. We are committed to fostering a safe, welcoming and inclusive environment for individuals of all races, genders, nationalities, religions, sexual orientations, identities and abilities, to express their culture and perspectives through the art and science of journalism and communications.*

The College also completed a three-year strategic plan this spring that identified strategies to help enhance diversity and create a more welcoming environment. Below is a section of the plan addressing diversity and inclusion:

### **Goal: Establish CJC as a Leader in the Recruitment, Retention, and Placement of Multicultural Faculty, Staff, and Students**

**Rationale:** The College must prepare students for success by reflecting society and the workplace that students will find themselves soon entering. The College is committed to providing experiences that are an exemplar of the quickly evolving diverse population of the United States and the increased globalization of communication industries. A College environment that embraces and measurably demonstrates diversity and inclusion in all of its forms among faculty, staff, and students can be tapped for creative problem solving, strengthening collaborative skills, and encouraging academic discovery. Being a pacesetter in the academic preparation of diverse scholars and career-ready practitioners will position the College as unique among its peers and authenticate the promise of higher education as a beacon of equality and inclusivity.

## Strategies

### **A. Expand the Knight Division Multicultural Affairs function to attract new students from all backgrounds and create an environment welcoming to a multicultural population.**

The College intends to provide greater resources to our multicultural affairs function to help guide strategies and programs, introduce more opportunities for cultural awareness, more aggressively promote our programs and work with individual units to craft their own diversity and inclusion policies consistent with the College's overall policy.

Key milestone: Hire a director of inclusion (to be shared with two other colleges)

Timeline: Fall 2017

### **B. Design a recruitment process that addresses and mitigates bias and ensures a broad and diverse pool of high-caliber faculty and graduate students.**

The College will actively review faculty hiring criteria, recruitment and interview processes to ensure they are free of bias and that promotion of job openings is targeted at multicultural markets. For the recruitment of graduate students, The College will pursue more opportunities to meet in person with diverse groups of students (e.g. at conferences, on-campus visitations), look for funding for additional Ph.D. lines focused on relevant multicultural research and build awareness of our pool of diverse graduate students among peer institutions.

Key milestone: Review and recruitment process and implement process changes

Timeline: Fall 2017

### **C. Create processes and mechanisms to make the environment and culture more welcoming for diverse students and faculty**

The College will conduct regular climate surveys to assess improvements, improve its mentoring for junior multicultural faculty, establish a more unbiased and incentivized faculty evaluation process, provide regular diversity and inclusion training, help subsidize low-income student immersion opportunities, establish relationships with external programs (e.g. African Studies program) to bring a more diverse set of undergraduates to our College.

Key milestone: Establish mentoring system for multicultural faculty

Timeline: Spring 2018

## D. Integrate diversity and inclusion into curriculum and immersion experiences

Expand curriculum focused on diversity and inclusion, expose students to different races and cultures through intentional class groupings and assignments that build awareness of different races and cultures, recruit visiting lecturers and guest speakers that reflect diversity and can address race and cultural issues.

Key milestone: Incorporate classroom and immersion assignments that expose students to different cultures.

Timeline: Fall 2018

Among other accomplishments this academic year:

- In the last fiscal year, among new staff and faculty hired, eight were women, two were African-American, two were Hispanic and one was LGBTQ.
- From Fall 2015 to Fall 2016, the percent of non-White students rose from 30 to 33.
- In August 2016, the College conducted a college-wide climate survey of faculty and staff to gauge perspectives on bias and feelings about the overall climate at the College and set a baseline to measure improvement.
- Also in August 2016, our annual faculty retreat was dedicated to diversity and inclusion, and included a workshop in the morning on implicit bias and brainstorming in the afternoon on strategies to address diversity in teaching and curriculum, faculty recruitment and retention, student recruitment and immersion experiences. That meeting helped kick-start the process for revising our diversity statement and fleshing out our diversity plan.
- Also in 2016, members of the Dean's Student Advisory Council established a student task force to address issues of diversity and inclusion.
- Over the past two years, the College's Faculty Welfare and Development Committee has focused on ways to improve faculty inclusiveness and diversity by focusing on improving faculty mentoring. In 2016, the committee held a workshop for all faculty on retention and mentoring, facilitated by the dean of the College of Education. In March 2017, the College held a second workshop focusing on tenure and promotion featuring the dean of the UF College of Law and the former UF Director of Multicultural and Diversity Affairs.
- In 2015, the College debuted the Becoming a Woman of Influence Series. The annual series features prominent women alumni who discuss the challenges and opportunities for young women in careers generally, and communication careers specifically, and offer advice on how to navigate their advancement.
- The College invited a variety of outside speakers to discuss issues related to diversity and inclusion including:
  - Chad Ochocinco, former NFL wide receiver, discussed race relations
  - Debbie Cenziper, Washington Post reporter, discussed her book on marriage equality
  - Tim O'Sullivan, SVP, Head of Multicultural at Geometry Global, discussed growth of multicultural marketing
  - Shane Santiago, VP and Digital Director, St. John and Partners; Angela Buonocore, former Chief Communication Officer for Xylem; Erin Hart, managing director, Spitfire Strategies; and Bill Imada, chairman, IW Group, all participated in an October 2016 Public Relations forum for students on diversity and inclusion.

**Goal:** Encourage faculty to conduct research related to diversity and equity issues.

**Outcome:** Examples of this scholarship this year alone include the following:

Refereed Journal Publications, Books, and Book Chapters

1. Hon, L. (in press). Digital social advocacy in the Justice for Trayvon Campaign. *Journal of Public Relations Research*.
2. Spell, D.C., Gallego-Ruiz, M., Molleda, J.C., Bayliss, L., Alvarez-Moreno, M., & Botero-Montoya, L.H. (2014). A propósito de un análisis desde las relaciones públicas: la revisión yuxtaposicional de la comunicación y la persuasión, una encrucijada para confrontar la industria farmacéutica [With regard to an analysis from public relations: Yuxtaposicional review of communication and persuasion, a crossroads to confront the pharmaceutical industry]. *Anagramas*, 24(13), 119-140.
3. Jain, R., De Moya, M., & Molleda, J.C. (2014). State of international public relations research: Narrowing the knowledge gap about the practice across borders. *Public Relations Review*, 40, 595-597.
4. Özdora, E., & Molleda, J.C. (2014). Immigrant integration through public relations and public diplomacy: An analysis of the Turkish diaspora in the capital of the European Union. *Turkish Studies* 15(2), 220-241
5. Tripp, Bernell E., and Ratzlaff, Aleen J. (Eds.) *The Black Press: Evolution of a Minority Voice in the Media* (Northport, AL: Vision Press, in progress, due Fall 2015).
6. Tripp, Bernell E., "The Antebellum Press." Wm. David Sloan (ed.), *The Media in America: A History*, 9th edition, (Northport, AL: Vision Press, 2014), 141-158.
7. Tripp, Bernell E., "1820s-1830s: The Beginning," in Tripp, Bernell E., and Ratzlaff, Aleen J. (Eds.) *The Black Press: Evolution of a Minority Voice in the Media* (Northport, AL: Vision Press, in progress, revisions deadline Summer 2015).
8. Tripp, Bernell E., "1840s-1850s: Radical Rebellion," in Tripp, Bernell E., and Ratzlaff, Aleen J. (Eds.) *The Black Press: Evolution of a Minority Voice in the Media* (Northport, AL: Vision Press, in progress, revisions deadline Summer 2015).
9. Tripp, Bernell E., "1860s: Civil War & Patriotism," in Tripp, Bernell E., and Ratzlaff, Aleen J. (Eds.) *The Black Press: Evolution of a Minority Voice in the Media* (Northport, AL: Vision Press, in progress, revisions deadline Summer 2015).
10. Alkazemi, M. F., & Wanta, W. (in press). Kuwaiti political cartoons during the Arab Spring: Agenda setting and self-censorship. *Journalism: Theory, Practice & Criticism*.
11. Lee, M. J. & Sobralske, M. (in press). Potential Motivators and Barriers for Encouraging Health Screening for Cardiovascular Disease among Latino Men in Rural Communities in the Northwestern United States. *Journal of Immigrant and Minority Health*

12. Hwang, K., Chan-Olmsted, S.M., Nam, S., & Chang, B. (submitted). Factors affecting mobile application usage: Exploring the roles of gender, age, and application types, *International Journal of Mobile Communications*.
13. Coffey, A.J. (2014). The power of cultural factors in Spanish-language advertising. *Journal of Advertising Research*, 54(3), 346-355.
14. Wohn, D. Y., Lee, Y.-H., & Ozkaya, E. (accepted). Social contributors and consequences of habitual and compulsive game play. *International Journal of Technology and Human Interaction*.
15. Krieger, J. L., Palmer-Wackerly, A. L., Krok-Schoen, J. L., Dailey, P. M., Wojno, J. C., Schoenberg, N., Paskett, E., & Dignan, M. (in press). Caregiver perceptions of their influence on cancer treatment decision-making: Intersections of language, identity, and illness. *Journal of Language and Social Psychology*.
16. Krieger, J., Palmer-Wackerly, A., Dailey, P., Krok, J., Schoenberg, N., & Paskett, E. (in press). Comprehension of randomization and uncertainty in cancer clinical trials decision-making among rural, Appalachian patients. *Journal of Cancer Education*.
17. Katz, M. L., Keller, B., Tatum, C. M., Fickle, D. K., Midkiff, C., Carver, S., Krieger, J., Slater, M. D., Paskett, E. D. (in press). Community members' input into cancer prevention campaign development and experience being featured in the campaign. *Progress in Community Health Partnerships: Research, Education, & Action*.
18. Krok-Schoen, J. L., Krieger, J. L., Palmer-Wackerly, A. L., & Dailey, P. (in press). The conceptualization of self-identity among residents of Appalachia Ohio. *Journal of Appalachian Studies*.
19. Pettigrew, J., Graham, J. W., Miller-Day, M., Hecht, M. L., Krieger, J., Shin, Y. (in press). Adherence and delivery: Implementation quality and program outcomes for the 7th grade keepin' it REAL program. *Prevention Science*.
20. Shin, Y., Miller-Day, M., Pettigrew, J., Hecht, M. L., & Krieger, J. (in press). Typology of delivery quality: Latent profile analysis of teacher engagement and delivery techniques in a school based prevention intervention, keepin' it REAL Curriculum. *Health Education Research*.
21. Krieger, J. (2014). Last resort or roll of the die? Exploring the role of metaphors in cancer clinical trials education among medically underserved populations. *Journal of Health Communication*, 19, 1161-77. doi: 10.1080/10810730.2013.801537
22. Graham, J. W., Pettigrew, J., Miller-Day, M., Krieger, J., Zhou, J., & Hecht, M. (2014). Random assignment of schools to groups in the Drug Resistance Strategies Rural project: Some new methodological twists. *Prevention Science*, 15, 516-525.
23. Palmer-Wackerly, A. L., Krok, J. L., Dailey, P. M., Kight, L., & Krieger, J. (2014) Community engagement as a process and an outcome of developing culturally grounded health communication interventions: An example from the DECIDE project. *American Journal of Community Psychology*, 53, 261-274.

**Goal 10:** Pursue external funding related to gender, race, diversity, and internationalization.

**Outcome:**

In 2013, the College received a sub-award from the Florida Department of Children and Families titled “Family Nutritious Program.” Working with IFAS faculty, Dr. Cynthia Morton developed a social marketing program to empower parents and caregivers to improve health through culturally appropriate diet and exercise, as well as offering healthful food options and opportunities for children to be physically active at home. The campaign will research different audience segments among SNAP-eligible parents/caregivers of children less than 18 years of age, with a specific focus on mothers. These segments may be identified by neighborhood, nationality, class or education. Almost 65% of the Miami-Dade population is Hispanic or Latino. Languages other than English are spoken at home for more than 70% of the population. Audience characteristics and priority behaviors will be determined using the CBSM model of engaging community partners to guide segmentation research and help us select targets for specific campaigns and prioritizing behaviors and approaches to change. The College’s life-to-date share of the grant is \$103,109.

In 2015, the College was awarded an internal seed funding award titled “Advancing the Science of Cancer Clinical Trials Recruitment through Engagement: A Pilot Test of a Strategic Communication Intervention” to promote clinical research participation among minorities. Many people are supportive of efforts to find a cure for cancer, but they don’t fully understand that efforts to treat cancer more effectively can only be found through cancer research studies. Unfortunately, most cancer research studies have difficulty in patient recruitment because only about 3-5% of eligible cancer patients enroll in such studies. Members of racial and ethnic minority groups have even lower rates of participation, which makes it challenging for healthcare providers to know if a new treatment can effectively be used with patients who identify as racial and ethnic minorities. The purpose of the current proposal is to help increase awareness of the importance of cancer research and improve attitudes about the safety and efficacy of current studies. We will conduct two community forums with African-American and Latino patients. In the forums, healthcare providers and patients will answer questions about participation in cancer research. Award amount of \$60,000.

In 2015, the College was awarded a contract from Experiencias Xcaret, a company in Mexico to develop a communication and public relations strategy for Experiencias Xcaret through public relations campaigns and media relations. The College will work to create speaking opportunities with a goal of successfully creating brand awareness, will audit social media presence and make recommendations for improvement. Total award amount of \$25,000.

Most recently, in 2016, the College was awarded a grant from the National Endowment for Arts. Dr. Churchill Roberts will lead a project entitled “The Curse of the Terracotta Warriors.” Dr. Roberts is filming a documentary that tells the story of the discovery of the Terracotta Warriors and its aftermath, mainly through the eyes of one of the farmers, Yang Zhifa. As a child, Yang Zhifa had played in the area near the emperor’s mausoleum, but neither he nor anyone else knew what lay beneath it. When his shovel struck a piece of terracotta, he had no idea it would be the key to one of the greatest archeological finds in history—the magnificent Terracotta Army of China’s first emperor. What began as three cartloads of fragments grew and grew and grew—and continues to grow—until presently more than 8,000 life-sized soldiers, chariots and horses, and 10,000 weapons have been discovered. An equally great treasure, the actual tomb of Qin Shi Huang, has yet to be excavated. Historian Gengzhe Yu says that years ago local farmers found figurines in the mausoleum area but smashed them for fear they would bring bad luck. Despite the notoriety the discovery brought to Yang Zhifa and his crew of well diggers, they too wondered from time to time whether as a result of the discovery they had been blessed or cursed. To make room for the building of museums, the Chinese government took away their homes, their land and their livelihood, and relocated them. For years the government refused to give them official recognition for their discovery. Some of the farmers, like Yang Zhifa and Yang Quanyi, were eventually given jobs in the Terracotta Warriors museum signing autographs.

### **Pending proposals**

To promote internalization, the College participated in a collaborative proposal with the Center for European Studies on a project titled “Getting to know Europe.” If funded, the College faculty will guide a student-run public relations agency to develop an overall communications plan and brand to use for the events planned for the duration of the project.

Supporting research in culturally sensitive communication, the College submitted a proposal to the Prevent Cancer Foundation. If funded, an existing educational platform will be adapted to reflect the needs of an underserved, rural African American population. Improvements will be made based on the suggestions provided by a community-representative sample of participants across a series of preliminary focus groups.

## Appendix 3D

Assistant Dean for Inclusion  
Job Description

# INSIGHT *Into Diversity*<sup>®</sup>

University of Florida

## Assistant Dean for Inclusion

### Description

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**Department:** College of Health and Human Performance, College of Journalism and Communications, and Levin College of Law  
**Job Number:** 504817  
**Regular/Temporary:** Regular  
**Apply On or Before:** October 16, 2017

### Responsibilities:

The College of Health and Human Performance, the College of Journalism and Communications, and the Levin College of Law are looking for an accomplished diversity and inclusion professional to lead a new cross-college effort.

This leadership position will be responsible for using a collaborative approach to guide the colleges in enhancing diversity and supporting a climate of inclusion with respect to race and ethnicity, gender identity, sexual orientation, disability, class, culture, geography and religion. The assistant dean will develop and implement strategies within the colleges related to recruitment and retention of students and faculty, teaching, curriculum, communication, facilitation of open and timely discussions around issues and events, and career readiness. This oversight will focus on all major stakeholders, including faculty, staff, students, administrators, and alumni. The position also will lead efforts to develop metrics for success and evaluate progress toward our defined goals. The assistant dean will report to the college deans and will work alongside the senior management teams of the three colleges. The position will communicate and collaborate frequently with other university offices working on behalf of diversity and inclusion.

The University of Florida has an exceptional legacy as one of the nation's top 10 public universities with a diverse student body hailing from all 50 states and more than 100 countries. In an era when Florida ranks as the third largest state and a national center of culture and commerce, UF is transforming itself from the state's preeminent institution into a truly global university that the state, nation, and world look to for leadership. Diversity and inclusion constitute important elements of UF's transformation.

**Requirements**

Qualifications: Master's degree in an appropriate area and four years of relevant experience; or bachelor's degree in an appropriate area and six years of relevant experience. Demonstrated experience in leading inclusion and diversity programs or initiatives, particularly within a college or university, is crucial. A record of facilitating successful collaborations is also important. An advanced academic or professional degree, such as PhD or JD, and faculty experience are highly desirable.

**How to Apply:**

Please apply at <http://jobs.ufl.edu>, posting#504817. Applicants are required to complete the online application with all requested additional documentation.

**Additional Information:**

The University of Florida is an equal opportunity institution dedicated to building a broadly diverse and inclusive faculty and staff.

**Job Information****Location:**

Gainesville, Florida, 32611,  
United States

**Job ID:**

37250898

**Posted:**

September 25, 2017

**Position Title:**

Assistant Dean for Inclusion

**Company Name:**

University of Florida

**Job Function:**

Additional Opportunities,  
Human Resources

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## Appendix 4 Standard 4: Full-Time and Part-Time Faculty

### Appendix 4A: Faculty Awards for Excellence in Teaching, Research and Service

2017	UF Excellence Award for Assistant Professors	Carla Fisher
2017	UF Outstanding Service by a Faculty Member on Behalf of Graduate Students	Frank Waddell
2017	UF Research Foundation Professorship	Clay Calvert
2017	UF Teacher of the Year	Ted Spiker
2017	UF Online Education Excellence Award	Julie Dodd
2017	PRSA Educators Academy Top Faculty Research Award	Rita Men
2017	UF Research Foundation Professorship	Jon Morris
2017	Mary Alice Shaver Promising Professor Award	Eunice Kim
2016	Planck Center Milestones in Mentoring Educator Award	Linda Hon
2016	Planck Center for Leadership in Public Relations Scholar	Rita Men
2016	UF Excellence Award for Assistant Professors	Yu-Hao Lee
2015	UF Foundation Preeminence Term Professorship	Janice Krieger
2015	UF Research Foundation Professorship	Wayne Wanta
2015	UF Teacher of the Year	Ann Christiano
2015	PRSA Top Faculty Research Paper	Linda Hon
2014	UF Excellence Award for Assistant Professors	Lu Zheng
2014	UF Research Foundation Professorship	Amy Jo Coffey
2014	UF Preeminence Scholar	Sriram Kalyanaraman
2014	UF Preeminence Scholar	Janice Krieger
2013	UF Research Foundation Professorship	Sylvia Chan-Olsted
2013	SPJ Distinguished Teaching in Journalism Award	Mike Foley
2012	UF Research Foundation Professorship	Ron Rodgers
2011	UF Research Foundation Professorship	Cory Armstrong
2011	UF Fulbright Senior Scholar	Mindy McAdams

**Appendix 4B****Procedures for Conducting Faculty Searches and Hiring****Procedures for Filling Vacancies**

- 1) Any vacancy for a position in the bargaining unit must be advertised through appropriate professional channels. Faculty members of lower or equivalent ranks and spouses/domestic partners of faculty members cannot be disadvantaged in the hiring process for that reason.
- 2) Each candidate interviewed for a job position in the bargaining unit must be provided with the URL addresses for the UF Board of Trustees and United Faculty of Florida Agreement and shall be advised, prior to the negotiation of the candidate's initial salary, how to access a listing of the salaries of faculty members in the department/unit, by rank and years of experience.
- 3) Faculty search committees composed of faculty members from the appropriate department are established by the department chair for all tenure-track faculty appointments and other faculty appointments as may be specified in the department's bylaws. No less than three-fourths of the committee's members must be faculty members in the department. A faculty search committee may include all faculty members in the department.

**Faculty Search Committee's Review and Recommendation**

- 1) The faculty search committee receives applications, screens candidates, and makes recommendations for these appointment vacancies based upon the candidates' qualifications, competency, and other reasonable criteria and standards established by the Trustees and appropriate for the discipline, provided that in no case such criteria and standards violate the Nondiscrimination article of the Faculty Contract.
- 2) The appropriate personnel secure reliable and detailed information on prospective candidates and reach decisions on their relative merits. Final candidates must receive information including title and nature of the position, salary, type of contract, basic assignment, primary emphasis of the department, normal instruction load and other duties, tenure and promotion status, requirements for tenure and promotion, salary increases, information on the University, and any other relevant information.
- 3) If practical, the candidates reaching the final stages of screening are invited to the campus for personal interviews with departmental faculty and appropriate officials.
- 4) After the screening and interview process has been completed, faculty members of the department vote by secret ballot to register their recommendations regarding the possible appointment of the candidates. The faculty search committee recommends to the chair for possible appointment those candidates, if any, that it deems acceptable and that have met the established standards, qualifications, competencies, and criteria appropriate to the discipline.

### **Chair's Recommendation**

- 1) Prior to making a recommendation to appoint a candidate for a faculty position, the chair meets with the other faculty members in the department to discuss the recommendations of the faculty search committee and makes the faculty's views known to the dean.
- 2) The chair recommends to the dean those candidates that the chair deems acceptable and that have met the established standards, qualifications, competencies, and criteria appropriate to the discipline. The chair also submits to the dean the faculty search committee's recommended candidates, if any, and the vote of the department faculty on the interviewed candidates.
- 3) The chair may make a recommendation different from the preferences of the faculty search committee or those reflected in the vote of the department faculty, provided that the chair does not recommend a candidate that the faculty as a whole has determined to be unacceptable.

### **Dean's Decision**

- 1) If the faculty search committee cannot make a recommendation pursuant to the guidelines above, or if the dean finds none of the recommended candidates acceptable, then the dean may ask the committee to consider additional candidates from the remaining pool of candidates.
- 2) After receiving the recommendation(s) of the faculty search committee, the input from the department faculty, and the chair's recommendation(s), the dean appoints the recommended candidate that the dean deems is most qualified based upon the candidate's qualifications and competencies, and the established standards and criteria appropriate to the discipline.

### **Letter of Appointment**

The Letter of Appointment is the final official step covered in the Faculty Contract. The Letter of Appointment may include informational addenda reflecting negotiated agreements between the College and faculty member (i.e., travel and/or computer support) provided the addenda do not abridge the faculty member's rights or benefits provided by the Faculty Contract. Letter of Appointments in the College adhere to the Faculty Contract's requirements by including date; rank; name of department and college; length of the employment (faculty contracts are for one nine-month academic year whereas administrative appointments typically are 12-month, three year appointments); percent of full-time effort or FTE; salary; a statement that the position covered by the appointment is (1) tenured or permanent status, (2) eligible for tenure or permanent status, or (3) not eligible for tenure or permanent-status; the duties and responsibilities the faculty member may be assigned to perform in teaching, research, and service, or other assigned responsibilities; a brief explanation and description of the annual evaluative process and criteria used in personnel decisions as set forth in the BOT-UFF Collective Bargaining Agreement;

a statement informing the faculty member of the obligation to report outside activity and conflict of interest under the provisions of Article 19 of the Collective Bargaining Agreement; and a statement that the faculty member's signature on the standard employment contract shall not be deemed a waiver of the right to process a grievance as articulated in Article 31 of the Faculty Contract that has to do with grievance procedures and arbitration.

In addition, the Faculty Contract specifies that the Letter of Appointment include the following language:

"This Letter of Appointment reflects any and all special conditions that were negotiated between you and the University and that the University has committed to honor. No special commitment or conditions shall bind the University indefinitely. A special commitment or condition will be observed unless it is no longer financially or logistically feasible or circumstances have changed enough that it is no longer in the legitimate interests of the University. The reason for the cessation of the special commitment or condition will be provided in writing. If a negotiated special condition or commitment by the University is not reflected in this Letter of Appointment, you should notify the appropriate administrator immediately. Upon notification of the omission of any valid special commitment or condition, the Letter of Appointment shall be revised, and the special condition shall not be obligatory unless the parties execute a revised Letter of Appointment."

"The BOT-UFF Collective Bargaining Agreement (Article 11) prohibits discrimination against any faculty member based upon race, color, sex, religious creed, national or ethnic origin, age, disability, political opinions or affiliation, sexual orientation, marital status, or veteran status as protected under the Vietnam Era Veteran's Readjustment Assistance Act, nor shall the Trustees or the UFF abridge any rights of faculty members related to union activity granted under Chapter 447, Florida Statutes. Claims against the Trustees, charging such discrimination may be presented as grievances pursuant to Article 31, Grievance Procedure and Arbitration."

"If you have not been provided with a copy of the BOT-UFF Collective Bargaining Agreement, notify your supervisor and you will be given one."

"Your employment under this contract will cease on the date indicated. No further notice of cessation of employment is required." (In cases where the appointment is not subject to the notice provisions of BOT-UFF Collective Bargaining Agreement.)

### **Announcement of Position Vacancy and Creation of Search Committee**

All faculty positions must be announced on the University of Florida GatorJobs applicant tracking system, accessed through myUFL, unless the vacancy qualifies for an exemption.

The dean or department chair chooses the search chair and committee members. The committee chair ensures that all committee members have completed the Online Search Tutorial before work begins. When the search is for a department chair or for a faculty position that involves multiple departments, the dean appoints the search committee and names the chair. For faculty positions that involve multiple departments, normally at least one faculty member from each of the possible departments is included on the search committee. The search committee drafts a list of questions to ask references and a list of questions to ask applicants during telephone interviews.

### **Preparation of Position Vacancy Announcement, Job Description, Affirmative Action Compliance and Advertisements**

The department chair, after consultation with the dean, submits a draft of the job description to the search committee for input and approval. The final version of the job description must be approved by the dean and posted by the College Coordinator of Human Resources by late spring when there is advance knowledge of a fall search and as soon as possible otherwise. At the same time, the department chair, in consultation with the search committee, completes the relevant sections of the Affirmative Action Compliance Report. With an approved job description, the department chair creates advertisement(s) and a proposed listing of where to place the ads. The draft of the ad(s) and proposed listings are submitted for approval to the search committee or faculty at the same time the job description is approved. Listings must include publications read by minorities, women and other underserved groups, and the College website.

To increase the probability of identifying applicants from under-represented groups, the department chair solicits names from the entire faculty for the "List of Experts," which may include the names of five individuals who are or who know of women and five individuals who are or who know of minorities. The list may also include external professional contacts and personal or professional networks of existing faculty, alumni, or discipline-based organizations that the search committee intends to contact to assist in the recruitment effort.

### **Receipt and Acknowledgement of Applications and Nominations**

Applicants are automatically notified of receipt of application via GatorJobs. For searches not using GatorJobs as the means of recording or tracking candidates' applications, the search committee chair will acknowledge all applicants and nominees by sending a letter and applicant data cards to each. Data cards provide information for determining the diversity of the applicant pool. No applicant is notified that he/she has been eliminated from consideration until the search process is complete or until the search committee, the department chair, and the dean have agreed that an appropriate stage of the process has been reached to send out relevant letters.

Based on the position description, the search committee drafts and finalizes criteria for selection and develops evaluation worksheets prior to the application deadline. The search committee chair arranges a schedule of committee meeting times for evaluation of candidates and selection of finalists and notifies all College faculty and staff members.

## Internal Procedures for the College

The search committee narrows the pool to the top six to eight applicants, when possible. (Some recent searches for specialized positions have not had that many viable candidates.) As soon as the pool is narrowed and before any applicant is informed of his or her status or contacted about a potential visit or telephone interview, the search committee chair forwards all applications to the dean for review.

As soon as the dean's approval is given, the search committee calls the top six to eight candidates to inform them they are now in top six to eight and confirm that candidates still wish to be considered for the position.

In this telephone conversation, the search committee also informs candidates that reference checks will begin and requests candidates' permission to check with persons who are not on the candidates' lists of references, in addition to those persons the candidates have listed. Once the pool is narrowed to six candidates, the search committee chair verifies with the dean and department chair the maximum number of applicants from the short list that can be invited for on-campus interviews. The College provides a minimum of \$3,000 per search to a department, with the expectation that three finalists will be brought to campus for interviews, whenever possible. The Dean's Office has supplemented that amount when necessary to accommodate candidates' travel needs (expensive flights, etc.).

The search committee completes references checks in a reasonably similar method for each applicant. All must be asked the same basic questions, but specific follow-up questions are allowed.

References not listed by the applicant may be contacted, but only if such references are contacted for all applicants. Telephone interviews are recorded and made available for any search committee member who misses a particular interview.

As soon as telephone interviews are completed, the search committee meets to narrow the pool to the top three-five (unranked) applicants. The search committee holds a formal meeting to select top applicants. Prior to contacting any applicant about an on-campus interview, the search committee chair forwards the list and finalists' files to the department chair and the dean for review and approval. The search committee chair then sets up campus visits with the approved candidates.

## Campus Visit and Interview Process

The search committee conducts the campus visit and interview process. All interviewees, including internal candidates, must receive reasonably equal treatment during the interview process. Each is on campus for approximately the same length of time and meets with the same faculty, staff, and administrators, and is afforded the same access and opportunities. Functions and meals are reasonably equivalent. The search committee chair is responsible for notifying the department chair and the associate deans for graduate studies and research if a candidate wishes to be considered for appointment to the graduate faculty at the time of hiring.

## The Selection Process

The search committee decides which names, if any, to recommend to the department chair and the dean. The committee does not rank its recommendations. The search committee informs the department chair about its recommendations. At the conclusion of the interviews, the department chair also meets with departmental faculty to discuss the candidates and conduct a secret ballot among the departmental faculty. The department chair then meets with the dean to discuss the search committee recommendations, the departmental vote, and present his or her evaluation and recommendation regarding the candidates. The department chair brings to the meeting with the dean complete, original files for all final candidates being nominated for the position. Except as otherwise noted in this document, applicants are not informed of status until a final decision is made.

The dean seeks input from other administrators, as needed or appropriate. The dean informs the department chair of the hiring decision when the hire is successfully completed, and the department chair notifies the search committee and department faculty.

If an offer is forthcoming, the dean contacts the successful candidate by phone as soon as possible after making the decision, makes an offer, and proceeds with a formal letter of offer. The dean's office returns files of final candidates not selected for the position to the search committee chair.

The search committee chair waits until the dean's office notifies him or her that the dean's office has received a signed letter of offer. The search committee chair then notifies unsuccessful applicants (or those not already notified of their status) in writing. No applicant who could be made an offer is sent a notice of elimination until an offer is accepted. The search committee chair notifies by phone all final candidates not selected for the position.

For all department faculty searches, the search committee chair delivers to the department chair a complete search file (i.e., all applicant files and search-related material), except for the application file of the candidate who has accepted the position. The latter remains in the dean's office and becomes the basis of the new faculty member's official personnel file. The department chair keeps complete search files for three years, as required by the State of Florida public records laws.

## Appendix 4C

## Sample Job Advertisement

## Investigative Journalism Lecturer

**APPLY NOW** JOB NO:505133

**WORK TYPE:** Faculty Full-Time

**LOCATION:** Main Campus (Gainesville, FL)

**CATEGORIES:** Communications/Public Relations/Marketing

**DEPARTMENT:** 23040000 - CJC-JOURNALISM

**CLASSIFICATION  
TITLE:** Lecturer

**JOB  
DESCRIPTION:**

The University of Florida College of Journalism and Communications, now approaching its 50th anniversary, is recognized as a national leader in communication scholarship and professional skills development. In our march to preeminence, we are adding 15 new lecturer and faculty positions across advertising, journalism, public relations and telecommunication disciplines. Be part of an ambitious, progressive and collaborative program at one of the top 10 public universities in the United States.

The Department of Journalism is seeking an accomplished journalist with a national reputation in investigative journalism to join our faculty.

The successful candidate will have a portfolio of traditional and emerging techniques for in-depth reporting involving data, public records and FOIA queries. We are seeking someone who can help elevate our student work by building an immediate and long-term commitment to published investigative projects that attract state and national attention.

This faculty member will serve as instructor for intermediate- and advanced-level journalism courses each semester, depending on her or his expertise. The college strives to build a diverse and pluralistic faculty committed to teaching and working in a multicultural environment.

This faculty member will work with colleagues in journalism and other departments to deliver and develop cross-disciplinary contemporary curriculum to prepare our students for the ever-shifting media and communication industries. We have a long history of our courses employing the "teaching hospital" model through our cross-platform newsroom and other areas of experiential learning. We're equally adept at research and have centered much of our intellectual exploration at the intersection of science, storytelling and the social good.

We envision this position collaborating with the managers of our college's Innovation News Center, home to NPR, PBS, ESPN affiliates providing hands-on learning opportunities for nearly 400 students each semester. This faculty member may also develop projects in collaboration with the director and staff of our Brechner Center for Freedom of Information. This is a nine-month, non-tenure-accruing faculty appointment with an initial three-year term, renewable annually.

**About the College of Journalism and Communications**

The College of Journalism and Communications has 53 full-time faculty members, 80 full-time staff, approximately 2,360 undergraduate majors and 163 graduate students, including 63 doctoral students. The College offers master's and doctoral degrees and ACEJMC-accredited bachelor's degrees through four academic departments: advertising, journalism, public relations, and telecommunication. Additionally, the College offers interdisciplinary graduate programs. The College provides students hands-on learning immersion experiences through the Innovation News Center, The Agency, *frank* gatherings, the Division of Multimedia Properties, undergraduate research, and other extracurricular groups and activities.

**About the University of Florida**

The University of Florida is a member of the Association of American Universities and is included in the Carnegie Commission's list of leading research universities. UF's students come from all 50 states and more than 100 countries. The University seeks to recruit and retain a diverse workforce as a reflection of its commitment to serve a diverse global community, to maintain the excellence of the University, and to offer students richly varied disciplines, perspectives, and ways of knowing and learning. The "Government in the Sunshine" laws of Florida require that all documents related to the search process be available for public inspection.

**ADVERTISED SALARY:**

Salary is commensurate with experience.

**MINIMUM REQUIREMENTS:**

A bachelor's degree with a portfolio of investigative journalism projects that have benefited the public interest.

**PREFERRED QUALIFICATIONS:**

- Five or more years of professional experience.
- Experience reporting and presenting stories with a variety of media.
- For faculty who wish to teach at the graduate level, a master's degree.
- Previous experience teaching is welcome, but not a limiting factor.

**SPECIAL  
INSTRUCTIONS  
TO APPLICANTS:**

Please submit samples of, or links to, two to four projects and a memo to the search committee outlining how you would help us accomplish the goals for this position. Please include at least five references, with affiliation, title and contact information, in a separate document.

Applications will be considered on a rolling basis, with review starting on Nov. 13. We would like this candidate to start as early as January 2018.

For more information, please contact the search committee chair, Matt Sheehan, or the department chair, Ted Spiker.

Final candidate will be required to provide official transcript to the hiring department upon hire. A transcript will not be considered "official" if a designation of "Issued to Student" is visible. Degrees earned from an education institution outside of the United States are required to be evaluated by a professional credentialing service provider approved by National Association of Credential Evaluation Services (NACES), which can be found at <http://www.naces.org/>.

The University of Florida is an equal opportunity institution dedicated to building a broadly diverse and inclusive faculty and staff. If an accommodation due to a disability is needed to apply for this position, please call 352/392-2477 or the Florida Relay System at 800/955-8771 (TDD). Hiring is contingent upon eligibility to work in the US. Searches are conducted in accordance with Florida's Sunshine Law.

## Appendix 4D Annual Report/Self-Evaluation Form

### 2010-2011 ANNUAL REPORT/SELF-EVALUATION FORM

#### College of Journalism and Communications University of Florida

NAME:

DEPARTMENT:

Your completed annual self-evaluation is due to your department chair (or, in the case of department chairs and associate deans, to the dean) **no later than March 15, 2011**. Please provide your chair or the dean with a hard copy and an electronic copy in **Word format** of your annual self-evaluation.

**Also, please attach an up-to-date copy of your curriculum vitae to your annual report. Please note: If your CV is not in Word format, please convert to PDF before sending to your department chair.**

Please complete your annual self-evaluation, covering the time from July 1, 2010 and projected through June 30, 2011, by using the format indicated below. If a question does not apply, please leave it blank. This format parallels the structure of the Faculty Assignment Reports that you complete each semester and summer session. In addition, in the section on research/creative activities, the format follows that required for tenure and promotion packets. Other items are necessary for the self-study used for re-accreditation.

#### Teaching

1. Please list your teaching assignments for Summer and Fall, 2010 and Spring 2011, **including the number of students enrolled in each class** (include internships and independent studies for which you were the instructor of record as well as thesis/dissertation committees or non-thesis committees you have chaired (indicate date of graduation for M.A./Ph.D. students, where relevant). For theses and dissertations, list students and thesis/dissertation titles/topics. For non-thesis students, list their names and the topic of the specialty examination/project. For theses, dissertations, and non-thesis chair situations: list them only for the semester(s) in which the student was specifically enrolled for these purposes). **Please also attach to your annual report copies of your student evaluations for Summer and Fall 2010.**

**Summer, 2010**

**Fall, 2010**

**Spring, 2011**

2. Publications Related to Teaching. These should be listed in reverse chronological order (Give complete bibliographic information, including page numbers.)

3. Honors/Awards received for Teaching.

2010-11 Annual Report/Self-Evaluation Form, p. 2

4. In your annual report last year you listed goals for your teaching in 2010-11. What were those goals? What have you done in the past year to improve your teaching?
5. What other instructional activities did you engage in during the past year? (include, e.g., supervision of graduate teaching assistants; workshops, short courses or other continuing education that was part of your assigned responsibilities; guest lectures in other professors' classes. List specific lectures/classes/dates.)
6. List the names and affiliations of any guest lecturers you invited to your classes during the past year, the dates of their appearance, and the subject/area of expertise that they contributed to your students. Place an asterisk beside the name of all visitors to classes whose background or expertise helped give students greater understanding of diverse perspectives.
7. What academic advisement activities were part of your assigned responsibilities during the past year? [Include all aspects of advising, e.g. advising student organizations; membership (but not chair role) on thesis/dissertation committees, including students in other colleges; advising related to development of thesis/dissertation proposals or degree plans, etc. For theses and dissertations, list students and thesis/dissertation title/topic.]
8. What are your goals for teaching in 2011-12?

### Research and Creative Activities

(For co-authored work listed in this section, please provide all authors' names in the order in which they appear in the completed work. Include creative works and publications accepted in final form, although not yet published. For such works, please do not use the term "forthcoming." Use instead either accepted/in press or submitted. For other creative works and publications in progress but not yet submitted, indicate for each research/creative work the **progress** made, or the **plan** for the activity. For books in progress or planned, include the publisher's name and the date the manuscript is due to the publisher.)

9. **CREATIVE WORKS:** List exhibitions, commissioned works, and other creative works. Published critical reviews of these creative works should be included in this section. Specify juried creative works by placing a (J) at the beginning of the citation.)
10. **PATENTS AND COPYRIGHTS:** Please include date(s) with each item and give an indication of the significance of its (their) contribution to the profession.
11. **PUBLICATIONS** should be listed chronologically. (Give complete bibliographic information, including page numbers.)
  - a. Books, sole author;
  - b. Books, co-authored;
  - c. Books, edited;
  - d. Books, contributor of chapter(s);
  - e. Monographs (author, co-author);
  - f. Refereed Journal Publications;
  - g. Refereed Conference Papers and/or Refereed Conference Proceedings;
  - h. Non-refereed Publications;

- i. Bibliographies/Catalogs;
  - j. Abstracts;
  - k. Reviews (author, co-author);
  - l. Miscellaneous.
12. LECTURES, SPEECHES OR POSTERS PRESENTED AT PROFESSIONAL CONFERENCES/MEETINGS.
13. CONTRACTS AND GRANTS FUNDED (include title of grant, source and amount of funding received):
14. GRANTS/CONTRACTS APPLIED FOR BUT NOT FUNDED/NOT YET FUNDED (include title of grant, source and amount of funding requested):
15. Awards/Honors received for Research.
16. If you completed a sabbatical or leave of any kind during the 2010-11 year, write a brief description and provide a brief summary of your activities.
17. In your annual report last year you listed goals for your research/creative activities in 2010-11. What were those goals and how well do you think you achieved them?
18. In a few sentences, please indicate as precisely as you can how your research/creative activities contribute to the body of knowledge in your field.
19. What are your goals for research/creative activities in 2011-12?

### **Professionally Related Service Activities**

(Please include dates wherever possible)

20. Memberships in professional associations:
21. Offices held or other activities in professional associations:
22. Professional conventions or meetings attended (note leadership positions):
23. Contests judged (specify international, national, state, local, etc.)
24. Workshop leader (specify international, national, state, local, etc.)
25. Moderator, Discussion leader, Panelist (specify international, national, state, local, etc.)
26. Speeches and Invited Presentations (specify international, national, state, local, etc.)
27. Article, paper reviewer
28. Service to the University outside normal assignments (other than those listed elsewhere):
29. Service to the College related to faculty development and mentoring faculty:

2010-11 Annual Report/Self-Evaluation Form, p. 4

30. Service to the local, state, national or international community (include service to the public schools):
31. Awards/honors received for Service.
32. In your annual report last year you listed goals for your service activities in 2010-11. What were those goals and how well do you think you achieved them? What are your goals for service activities in 2011-12?

### **Governance**

33. Campus committees served on (note committees chaired and indicate approximate number of hours per semester given to each committee):  
  
University Committees:  
College Committees:  
Department Committees:
34. Department/College/University Administrative Responsibilities (list activities and total number of hours given to each activity per semester, as feasible):

### **Other**

35. Please summarize what you have done in teaching, research/creative activities, and service during the past year that contributes to:
  - a. enhancing diversity in your department, the College, the University and the profession;
  - b. enhancing internationalization in your department, the College, the University and the profession.
36. Please list the outside speakers who visited your classroom or otherwise interacted with your students. Include the positions or accomplishments of each, and note which would contribute to the students' awareness of diversity in today's global society.
37. What other accomplishments during the past year would you like to note?
38. Is there anything you would like your department chair or any other administrator of the College to do to help make your work more productive for you and more beneficial to your students?

Faculty Annual Evaluation Template Spring 2011

## Appendix 4E

## Faculty Course Evaluation Form

## Evaluation

ID: 435227	Response Rate: 0.00%	Status: Open	Is Publicly Viewable: True	Should be Evaluated: True	Combine Results: False
<i>last updated: 9/5/2017 9:50:12 AM</i>					
ADV3001 Advertising Strategy		Section: 2866	Term: 2017 Fall		
Clark, Lawrence Milton		Open: Nov 21 - Dec 8, 2017	Available: Dec 21, 2017		
<b>Details</b>	Below is how the evaluation appears to students.				
<b>Combine Results</b>					
<b>Class Roll</b>					
<b>Results</b>					
<b>Individual Responses</b>					
<b>Preview</b>					
All evaluation data is stored anonymously. <a href="#">more information</a> »					
<h2>Faculty Course Evaluation Form</h2> <hr/> <p style="text-align: center;">Clark, Lawrence Milton ADV3001 (2866) Advertising Strategy 2017 Fall</p> <hr/> <p>Your evaluation will be used by your instructor in refining and improving the course, and will be used by the University of Florida in making promotion, tenure, and salary decisions. Student evaluations are also used by the University in reporting performance levels to the Florida legislature. Part I, Questions 1-7 and 10 will be made available to the public at <a href="http://evaluations.ufl.edu/results">evaluations.ufl.edu/results</a>.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Rating Scale (# of stars):</b></p> <p>= Not Applicable or No Opinion</p> <p>1 = Poor or Low</p> <p>2 = Below Average</p> <p>3 = Average</p> <p>4 = Above Average</p> <p>5 = Excellent or High</p> </div>					
<b>Part I: Instructor</b>					
1. Description of course objectives and assignments					<input type="text"/>
2. Communication of ideas and information					<input type="text"/>
3. Expression of expectations for performance in this class					<input type="text"/>
4. Availability to assist students in or out of class					<input type="text"/>
5. Respect and concern for students					<input type="text"/>
6. Stimulation of interest in course					<input type="text"/>
7. Facilitation of learning					<input type="text"/>
8. Enthusiasm for the subject					<input type="text"/>
9. Encouragement of independent, creative, and critical thinking					<input type="text"/>
10. Overall rating of the instructor					<input type="text"/>
<b>Part II: Additional Questions</b>					
11. Amount learned					<input type="text"/>
12. Amount of effort required					<input type="text"/>
13. Difficulty of the subject matter					<input type="text"/>
14. The educational value (relevance) of this course					<input type="text"/>
15. Expected grade					<input type="text"/>

## Appendix 4E: Faculty Course Evaluation Form

### Free-text Questions

Instructors can improve their classes through thoughtful student reactions. Please comment on any of the following about which you have an opinion - and be frank. Instructors do not have access to course evaluations until after final grades have been submitted.

1. What personal qualities or teaching skills of the instructor contributed to the success of the course?

2. Did any qualities or teaching practices of the instructor hinder the success of the course?

3. What is your opinion of this course, including printed materials?

4. Please indicate any particular comments you believe would be helpful to the instructor in improving the overall quality of the course [e.g., organization of the course (lectures, discussion and other class activities), course syllabus, examinations, or other matters that in your opinion might have helped increase the amount you could have learned from the course experience].

5. Add any other comments.

Clark, Lawrence Milton  
ADV3001 (2866) Advertising Strategy  
2017 Fall

# Faculty Standards and Criteria

## College of Journalism and Communications

### University of Florida

approved by the faculty of the College, December 15, 1995  
 revisions approved by the faculty of the College, Aug. 19, 1997, May 1, 1998, April 23, 2009, Sept. 28, 2011, May 2015, and Dec. 8, 2016

## Introduction

At the University of Florida, the terms of employment offered to new faculty in tenure-earning positions normally involve a five-year period of annual appointments to enable new faculty to establish their careers as teacher-scholars. During these early years, the candidate is asked to compile a record of achievement demonstrating distinction in at least two of three areas: teaching, research and creative activities, and service. Candidates who attain institutional norms for excellence and who demonstrate distinction are awarded a form of job protection that is quite unique in modern society: tenure. Arguably, decisions about whether to award tenure and/or to promote a faculty member are of unique importance. Tenure is rightly understood as a necessary component of academic freedom, the unique protection afforded scholars in higher education from political, social, and bureaucratic pressures. The strengths of the protections afforded by tenure have led, in recent years, to many attacks against the practice. The best protection against efforts to weaken or eliminate tenure (and its consequence, academic freedom) lies in faculty clearly demonstrating that tenure decisions are made with great care, deliberation, and wisdom.

This document discusses the standards and criteria by which such careful, deliberate and informed decisions are made with regard to earning tenure and promotion in departments within the College of Journalism and Communications at the University of Florida. It is provided as a supplement to and clarification of the College's application of Board of Trustees and University of Florida guidelines and policies regarding tenure and promotion. It is, thus, subservient to those policies and, therefore, should be used in conjunction with such documents as the UF Faculty Handbook and the Collective Bargaining Agreement between the University of Florida Board of Trustees and the United Faculty of Florida as well as the College Constitution. *Faculty members in each of the College's four departments are expected to meet the same criteria for tenure and promotion; hence, this document constitutes department-specific clarification of the criteria.*

## Teaching and Learning

Faculty of the College of Journalism and Communications recognize the distinction between "learning" and "teaching" and the collaborative nature of the teaching-learning process. For our part, college faculty strive to provide the best possible environment in which students may learn.

Faculty help create a productive teaching-learning environment (1) by using teaching methods that are ethical; (2) by delivering instruction in substance and through methods consistent with what has been promised by the faculty member in accordance with course descriptions published by the University of Florida, and (3) by developing a teaching process and its foreseeable effects in a manner consistent with institutional and professional goals and obligations.

College faculty recognize there are multiple outcomes of effective teaching, including (1) factual learning; (2) learning new ways of thinking; (3) developing an appreciation, or motivation to pursue a career or research question introduced in class.

Faculty are committed to setting the highest standards for their own performance and depend on the active

engagement of students for the teaching-learning collaboration to be effective.

## Teaching

In accordance with the University of Florida’s mission, the College of Journalism and Communications recognizes “Teaching undergraduate and graduate through doctorate” students as its fundamental purpose. To demonstrate “distinction” in teaching, two general questions must be addressed: (1) Do the faculty member’s teaching and other instructional activities have merit? and (2) Does the faculty member perform appreciably better than the average faculty member of the candidate’s present rank and field as reflected in student evaluations and peer and administrative reviews?

In determining “average faculty member,” reviewers will consider faculty of similar rank in the candidate’s field across the nation and at peer institutions rather than only faculty within the University or the candidate’s college or department.

“Distinction” is demonstrated by above-average performance over the complete time period being reviewed for an individual candidate and not by above-average performance in any one class or one academic year. Excellent performance in one class during one semester alone does not demonstrate “distinction.” Likewise, below-average performance in one class during one semester does not preclude “distinction.”

## What Is Considered When Determining Distinction?

To earn “distinction” in teaching, faculty must demonstrate above-average performance in teaching quality in accordance with individual faculty assignments. Faculty teaching performance review will include:

- **Teaching and Other Instructional Activities:** Ordinarily, faculty are expected to be judged “above average” in productivity and merit, with emphasis on merit, in peer and administrative reviews of teaching and other instructional activities.
- **Student Evaluations:** Ordinarily, faculty ratings from the State University System (SUS) Teaching Evaluation Form are expected to be substantially above “average,” that is, mean scores on items 1 to 9 and Item 10 are 4.0 or above for 75% or more of the course sections taught.

When determining if faculty performance on student evaluations, teaching and other instructional activities is above average, reviewers will consider factors, such as size and level of course, difficulty of course, number of times a faculty member has taught a course, and innovative approaches being tested by faculty that might influence the ratings.

## What Are Considered “Teaching” or “Other Instructional Activities”?

In accordance with individual faculty assignments, “teaching” or “other instructional activities” include:

- Regular class instruction, including instruction in laboratory and professional work settings, e.g., college’s media, and supervision, evaluation and grading of class-related work;
- Direction of and serving on committees for student projects, including dissertations, theses, competitions, and independent studies;
- Student advising;
- Curriculum and program development;
- Training and supervision of graduate and/or teaching assistants;
- And other teaching-related activities, e.g., research related to teaching; organization and participation in seminars on teaching; continuing education in the form of workshops and campus teaching-improvement

programs; organizing and conducting credit and non-credit workshops for practicing professionals.

## **Criteria for Evaluating Teaching and Other Instructional Activities**

Review of individual faculty teaching activities will focus on productivity and merit, with emphasis on merit, and the overall contribution of a faculty member's teaching activities to accomplishing the teaching mission of the University and College. The following issues will be considered, consistent with the faculty member's teaching assignment and nature of the courses. That is, not every criterion applies to every faculty member or every course.

### **Regular Classroom Instruction**

(a) Course Syllabi: Do syllabi reflect current state of knowledge for the subject? Are they provided to students at the first class meeting each term?

(b) Course Objectives: Are the course objectives reasonable? Are the syllabus and course well organized? Are the objectives consistent with the mission of the department's curriculum? Does the course complement or needlessly replicate content of other courses in the department or college?

(c) Classroom Presentation of Content: Is the material logically arranged and consistent with stated course objectives? Is the content accurate, current and comprehensive?

(d) Materials provided to students in the class: Are the materials relevant to the course objectives? Are the materials current? Are the materials easily understood and utilized by students?

(e) Text and/or Assigned Readings: Are the text and/or assigned readings appropriate to the course objectives? Are the text and/or assigned readings current? Appropriate emphasis will be given this criterion for faculty who are not solely responsible for selection of the text and/or assigned readings.

(f) Assignments and Term Papers/Projects: Are the assignments/papers/projects appropriate to the course objectives? Are they challenging? Are they appropriate in frequency and length?

(g) Examinations: Is the content of the examinations appropriate for promised course content? Do the examinations focus on important aspects of the course with appropriate breadth and depth?

(h) Student Performance: How well do students perform on assignments, term projects/papers? Were student efforts accepted for presentation or publication? Did the student work receive special recognition or win awards?

(i) Performance in Assigning Appropriate Grades, including grade distribution and justification and comparison of a faculty member's grade distribution to comparable sections, the department, and the college: Was the grading fair and consistent? Were the standards for grading clearly presented to the students? Were the standards consistent with the department's and the college's?

(j) Performance in Justifying Grades to students via written comments or other helpful feedback, for example comments on projects or term papers: How did the faculty member provide feedback? Was feedback appropriate for the class objectives? Did the faculty member provide constructive comments on papers and tests?

(k) Originality/Creativity: Did the faculty member make improvements or create new teaching techniques, policies, or procedures? Was the contribution significant?

### **Direction of Student Projects, including Theses, Dissertations, Independent Studies and Team Competitions**

(a) Productivity and Merit, with emphasis on Merit: How many theses and dissertations has the faculty member directed? What was the quality of these theses, dissertations and independent studies? Were the projects accepted for presentation or publication? Did the efforts receive special recognition or win any awards?

(b) Originality: To what extent did the faculty member foster independent and original thinking among students and inspire them to pursue the subject on their own?

## Student Advising

(a) Productivity and Merit, with emphasis on Merit: Did the faculty member take an active interest in students' individual academic and career choices? How well informed is the faculty member about department, college and university policies and procedures that are of concern to an advisee? How many students did the faculty member advise? What was the quality of the product of these efforts?

(b) Originality: Did the instructor create materials, policies or procedures to facilitate and enhance the process and/or outcome of student advisement? Was the contribution significant?

## Curriculum and Program Development

(a) Productivity and Merit, with emphasis on Merit: Did the faculty member contribute to the currency and comprehensiveness of curriculum and program development? Was the contribution significant?

(b) Originality: Did the instructor publish research or create materials, policies, or procedures that contribute to curriculum and program development? Was the contribution significant?

## Training and Supervision of Graduate and/or Teaching Assistants

(a) Productivity and Merit, with emphasis on Merit: Did the faculty member take an active interest in training and supervising graduate and/or teaching assistants assigned to the faculty member? How many were supervised? How were they trained? What was the outcome of the training/supervision? Did the trainees win awards in recognition of their teaching?

(b) Originality: Did the instructor create or innovate materials, policies or procedures to facilitate and enhance the training and/or supervision of graduate and/or teaching assistants?

## Additional Evidence of Teaching Accomplishment

Additional evidence may be provided by faculty members to demonstrate the merit of their teaching. The following list suggests the type of additional evidence that may be provided:

- (a) Unsolicited letters from students;
- (b) Letters from peers or professionals, including evaluations of guest lectures;
- (c) Research related to teaching journalism and communications;
- (d) Organization of and participation in seminars on teaching;
- (e) Continuing education in the form of workshops and campus teaching-improvement programs;
- (f) Organizing and conducting credit and non-credit workshops for practicing professionals.

## Research and Creative Accomplishment

An important factor in determining merit for tenure and/or promotion shall be evidence of a faculty member's contributions to the advancement of knowledge in the field in the form of research or creative achievements. According to the University of Florida Regulations, evidence of scholarly productivity is an expectation for all assistant, associate and full professors.

While the evidence used to demonstrate excellence may vary, evaluation of scholarly work and creative activities for tenure and promotion at all ranks will address the relevance, continuity, accomplishment, and significance of the work. The evaluation also will consider development of a funded research or creative/professional program, including those that provide funding for graduate assistants or other support for the teaching, research and service activities of College. Because the specific criteria for evaluating research and creative work can differ somewhat, each is addressed separately below.

What follows is a guide for both candidates seeking tenure and/or promotion and for the committees that

will evaluate them. Tenure and promotion committees reach decisions regarding tenure or promotion based on the totality of the candidate's achievements rather than on the basis of a set of sufficient criteria. Candidates should be aware that there is no checklist that guarantees tenure. Even if it were possible to craft such a list, the standards for research accomplishment have evolved over the history of the college and will likely continue to do so.

## Research

The solicited views of senior external referees (Full Professors) must indicate that the candidate's work has made a significant contribution, sufficient to be recognized for its quality nationally and internationally. The process of selecting these external referees is outlined elsewhere in this document.

The inclusion in a tenure/promotion packet of sole-authored publications is neither necessary nor sufficient for tenure. That said, sole-authored publications provide committees with the clearest evidence of a candidate's merit because they demonstrate that the candidate has the ability to formulate and execute a research idea, conduct all necessary analyses, prepare a manuscript, submit the work for publication, and carry out revisions mandated by peer review. Multi-authored publications, in contrast, are more ambiguous with respect to whether the candidate has all of the necessary skills for publishing research findings. This is not meant to suggest that candidates should avoid collaboration. Rather, candidates should consider the benefits of pursuing both sole-authored and collaborative works. Candidates should be advised that sole-authored publications are the clearest indicators of one's contribution to scholarship and are so recognized by many college and university faculty and by many external reviewers.

Collaborative research, both among college colleagues and with faculty in other parts of the University of Florida and at other institutions, is valued and of growing importance in the study of mass communication. Collaboration enriches the research program, and teams of researchers with different areas of expertise are increasingly essential to progress in many research areas. In addition to collaborative research, tenure and promotion committees, including the UF Academic Personnel Board, and external reviewers usually expect some sole authored publications. First-authored publications that provide evidence that the faculty member is a driving force in a portion of the collaborative work (in addition to any second-, third-, or nth-authored papers) are important for providing evidence of excellence. In cases where the team may be publishing in outlets following traditions from a field (such as medicine) where authorship positions have a different conventional meaning, the faculty member should explain the convention and describe his/her role in the project to evaluators. This role should also be described in cases in which the faculty member's graduate student is first author on a paper. The College recognizes that the process of seeking and obtaining grant funding is, in itself a significant scholarly achievement and is therefore highly encouraged. However, grant proposals, while important, complement publications and creative/professional endeavors. Untenured faculty should allow time for writing and other activities for publication and creative/professional achievement, as well as pursuit of funding.

Evidence of earnest effort to seek and secure any research funding is important. Grant proposals help provide evidence for the ability of the faculty member to develop and articulate a program of research and creative/professional accomplishment.

Opportunities for funding for research and creative/professional endeavors vary according to specialties. Funding may consist of grants, fellowships or other forms of funding. Funding may be internal to the University system or external to the University system (e.g., state or federal grants, industry, foundations). Greater weight is placed on funding that is external to the University system.

Criteria for evaluating the quality of the grants include the prestige of the funding source, level of funding and competitiveness and/or prestige of the grant.

In evaluating a candidate's research, it is expected that the work will be subject to peer or juried review and will demonstrate high standards of relevance, continuity, accomplishment, and significance. In their tenure and promotion packets, candidates should carefully describe how their work meets these criteria and provide documentation of peer or juried review.

**Relevance** in research means that the work should be related to the college curriculum and the candidate's academic training, teaching area, or professional activities. **Continuity** in research is based upon the faculty member's identification of intellectual focus and clear agenda for research or creative activity, as well as evidence of growth and consistency of effort. The record should reflect the establishment of an independent program. The term "program" in this case usually reflects a consistent and common thread of emphasis of the research. Some works may be in collaboration with others, but the candidate should exhibit leadership in his/her field. **Accomplishment** in research refers to the consistency and quantity of research output during the period assessed for tenure and/or promotion. **Significance** pertains to actual or likely impact of the work on the field. Among the qualities to be

considered in evaluating the significance of research are: originality; contribution to theory and/or practice; difficulty or complexity of the subject matter; thoroughness of analysis; scope, depth and substance of subjects covered; reputation and selectivity of the forum in which it is presented, and whether the work is refereed, juried or invited; the influence on other work as indicated by citations; and a publication's quality (its review, competitiveness, acceptance rate, and/or circulation, among other indicators.

## Creative Work

To carry out its mission, the College of Journalism and Communications has found it essential to hire creative tenure-track faculty who produce creative work that supports the mission of the college and the students it serves. Creative/professional work is intellectually demanding in similar ways to that of traditional research, including the collection, analysis, and synthesis of information and content. The College of Journalism and Communications affirms that creative work that meets established criteria, is reviewed positively by recognized peers, and is disseminated to others both within and outside the academy is important to the development of the field of communications and should be recognized as equal to scholarly publication in promotion and tenure review for faculty in the creative areas of their discipline.

While published research articles tend to be standard in length, the same cannot be said of creative work. Each medium presents unique challenges for which advertising, journalism, public relations or telecommunication creative work is produced, and the length of the final work and its structure may vary greatly from one work to the next. Assessment should take into account the scope and length of the work and the challenges that are unique to each work.

Additionally, while published research tends to follow a traditional form, aesthetic conventions vary for each creative work medium. Assessment of the work should address the appropriateness and integration of the aesthetic conventions and the content. In addition, any originality and innovation in creative work should be noted.

In order to be considered for promotion, Creative Tenure-Track faculty must demonstrate substantial achievements and distinction in creative work, distinction in teaching and satisfactory service to the college and profession. Creative work will be evaluated using the most appropriate criteria listed here:

- a. Contribution to the creator's field: Does the work present new ideas and approaches, and does it advance the field in ways that are of value to other members of the field?
- b. Venue and audience reach: Is the work presented in a way that makes it accessible to its intended audience and was it distributed to reach the appropriate audience.
- c. Professional recognition: Was the work professionally reviewed? Did it win any awards or professional competitions?
- d. Innovative presentation: Does the work provide a unique intellectual, revelatory or emotional experience to its audience?
- e. Leveraging the particular strengths of digital communication: Does the work present ideas or information in a stronger, clearer and/or more accessible way than could be expressed in text or in other traditional media?
- f. Professional development: Does the work help the faculty member(s) who created it to improve their knowledge and expertise in their field and aid them in being better teachers?

**Advancement of the field of communication: Does the work provide a new experience and help those outside the field better understand the field's value to communication?**

## Evaluation of Research and Creative Accomplishment

The nature of the research/creative performance will vary from one academic or professional field to another, but the general test to be applied is that the faculty member be engaged continuously and effectively in research and/or creative activities of high quality and significance. The quality of such efforts should be the primary

measure of achievement.

The review process includes an assessment of the individual's overall intellectual and creative development, the strength of an emerging and/or growing and coherent body of work, the regularity of publication or presentation, and the person's reputation for excellence in the field. When an individual is being evaluated in two or more distinct lines of research or creative work, regularity of publication or presentation will be assessed over the total body of work.

In evaluating research and creative accomplishment, the candidate's output should be appreciably better in quality and quantity than that of the average faculty member of the same rank in the same discipline at like universities, and it should be in accordance with his/her faculty assignment.

Contributions to literature and to professional practice may be judged creative if they demonstrate new ideas and scholarly activity. In fields such as graphic design, photography, film and video, peer or juried performance and exhibition may be a measure of excellence.

"Distinction" connotes performance appreciably better than that of the average faculty member of the candidate's present rank and field. The record shall contain evidence that such a comparative judgment has been made.

All works of a faculty member are important in the consideration for national/international reputation and promotion. For tenure consideration, however, it is particularly important to demonstrate a record of work published, produced or exhibited while at the University of Florida.

## Indicators of Research and Creative Accomplishment

Typical indicators of research and creative accomplishment include: articles in refereed journals; book chapters; essays/entries in encyclopedias; articles/essays in non-refereed professional journals and magazines; books and monographs; textbooks and edited volumes for instruction; abstracts, book reviews and reviews of creative activities; papers presented at professional meetings; exhibitions, performances, commissioned works, audio/visual materials developed or other like creative works; software; patents and copyrights; contracts and grants submitted or funded.

**Appendix A** provides additional information regarding these indicators and their presentation in the faculty member's file.

## General Criteria for Evaluation of Research and Creative Accomplishment

**Authorship.** (The items listed here are guidelines with likely exceptions. These are suggestions as to how others might view authorship and are not presented as universal. To be accurate, candidates should provide a brief summary of their contributions to works involving multiple authors.)

(1) Jointly authored publications and presentations are considered, but the candidate should balance these with single-author contributions.

(2) First-author publications are rated higher than co-authorships within a particular publication category.

(3) First authorships are important in documenting individual initiative, abilities and in developing national/international reputations.

(4) Generally, one third to two thirds of publications of junior faculty are anticipated to be of first authorship. Senior faculty with multiple graduate students often have a lower fraction of first-author publications.

(5) More emphasis will be given to co-authorships where the faculty member is/was the major professor or the resident research advisor of the first author.

It is the responsibility of the faculty member to identify and document his/her contributions as an author. For single-authored works, the work itself is sufficient documentation; for multiple-authored works, a statement from one or more coauthors indicating the faculty member's contribution may be included in the faculty member's file.

**Refereed publications** are rated higher than non-refereed ones.

(1) It is expected that a number of a tenure-accruing faculty member's publications will be in refereed journals appropriate to the faculty member's area of communications expertise. Law Reviews are an accepted exception to peer reviewed publications for faculty whose expertise is in communications law. For all faculty, it is important that scholarly and creative performance be documented by peer review in which the faculty member's distinctive contributions to the field of communications scholarship are assessed.

(2) As a national/international reputation is established, a greater percentage of a faculty member's publications may naturally appear in book chapters, review articles, etc.

**Publications of all types** are evaluated individually. Highest ratings are given to papers published in the highest-quality journals appropriate for the area of study of the faculty member being evaluated. Papers published in journals that solicit articles by paying for those published will not be rated as highly as those which do not pay authors. Papers listed as "refereed" in proceedings or in publications whose contributions are not consistently or uniformly refereed are not considered to be strong publications.

Papers that present important new information will be rated higher than those which simply confirm the studies of others. Review articles, therefore, are not rated as highly as papers presenting original data or new information. Review articles are also evaluated individually as to journal quality, significance and impact on the field, breadth of the review, etc.

Works which require major efforts to produce will be rated higher than those with lesser efforts. Major efforts may need to be expended in complex studies with difficult and/or time-consuming techniques and in ones with large amounts of data to be generated and analyzed.

Reports and brief communications are not generally rated as highly as full papers.

Significance (defined above) or quality is prized over quantity. The appropriate number of research/creative works for tenure and/or promotion depends on both an individual's time assignments and on the quality of the publications.

Faculty should identify research/creative works that contributed significant new knowledge to their field of study.

## Service

University of Florida standards of service provide the basic foundation for the commitment to academic service in the College of Journalism and Communications. The broad criteria of service applied throughout the campus also apply here. In accordance with university policy, special emphasis is given to service that benefits the community colleges and public schools in Florida. The College of Journalism and Communications also puts special emphasis on service to communications media and related professions and to state and local government agencies.

The college has historically gained a measure of recognition and respect from other similar academic institutions throughout the nation because of the very nature of our service mission. Faculty involvement in service directly related to professional and scholarly expertise in advertising, journalism, public relations and telecommunication has assisted this college in attaining a unique position among our peer groups.

The undergraduate area of our mission has been enriched through faculty participation in educational programs for newspapers, magazines, electronic publications, commercial and non-commercial broadcast facilities and production units, public relations firms, corporate communication and numerous similar entities in the government and public sectors. It is essential that this service continue and be recognized.

Faculty with a major assigned responsibility for and significant faculty assignment in service (i.e. 15% FAR or more each semester and, for 12-month faculty, summer session) may include service as one of the two categories (besides teaching) in which they earn the distinction necessary for tenure or promotion, contingent upon written approval from the dean and provost. Evidence in this category must demonstrate the faculty member's leadership performance in service and for promotion to [full] professor, master lecturer, or senior associate in a national or international reputation for his/her service contributions and achievements.

Our college subscribes to the goal of providing service that furthers the mission of the university, including service on departmental, college, and university committees, councils, and senates; service in appropriate professional organizations; participation in professional meetings, symposia, conferences, workshops; and service on local, state and national governmental boards, agencies, and commissions. Service standards as set forth by the Florida Board of Regents are fully supported by our college.

Highest priority is given these services in our college:

--Service directly related to the professional/scholarly expertise of the faculty member.

--Service to the college and university through work and leadership on committees. --Service to public schools and community colleges of Florida.

**Appendix B** provides additional information regarding these indicators.

## Process

### Feedback to Faculty

All faculty receive feedback regarding their performance through annual written evaluations by department chairs. In addition to these annual written evaluations, because tenure and promotion decisions represent a substantial commitment by the college and because time working toward tenure represents a large commitment of talent and effort by an individual, tenure-accruing faculty are provided with additional information about their progress through:

- (1) Annual formal meetings with their department chairs,
- (2) A pre-tenure review of their accomplishments from the department through the college level, usually performed during the third year, and
- (3) Classroom observations of teaching in the third year of service or the year before applying for tenure (and, for tenured faculty, in the year prior to applying for promotion), and
- (4) Student evaluations.

All tenure and promotion reviews shall be based on the College “Faculty Standards and Criteria” document which complies with criteria set forth in the University of Florida Regulations (“Rules of Department of Education, Division of Universities, University of Florida”) and in the “Guidelines and Information” prepared by the Office of Academic Affairs.

It is the responsibility of the faculty member to see that the tenure and/or promotion packet is complete and contains all the information pertinent to the nomination.

### Annual Meeting With Department Chair

Department chairs shall have a formal, face-to-face meeting with each tenure-accruing faculty member prior to preparing the annual evaluation. An interactive meeting permits the chair to obtain richer information than can be gleaned from a written report. It also permits the chair to provide specific and pointed feedback to the candidate about progress toward tenure and promotion. The chair may wish to discuss specific issues related to teaching, research accomplishments, and service contributions. The chair may also be able to offer specific advice about coping with teaching pressures, finding research resources, professional opportunities, etc. The outcome of this meeting should be noted in the annual evaluation letter that is prepared by the Department Chair and it will become part of the candidate’s personnel file. The candidate should be afforded the opportunity to prepare a written response to the final evaluation letter which may also be added to his/her file.

## Mid-term Reviews

Tenure-accruing faculty in the Spring of their third year of service or any other faculty member who elects to be reviewed are required to prepare a packet documenting their accomplishments. These packets are reviewed at the college level in the same manner as the sixth-year review. Candidates will provide evidence of accomplishments in teaching, research and/or creative activities, and service in the format used by candidates applying for tenure and promotion. The critical difference in the type of information provided for the mid-term assessment versus the actual tenure/promotion review is that, for the early assessment, the candidate will not be required to solicit outside letters of recommendation. This review process is confidential to the extent provided by law and is internal to the college. Therefore, no written appraisal of the candidate shall be placed in the faculty member's evaluation file, included in the faculty member's subsequent tenure dossier or used in any way in future evaluations of the candidate for tenure. Candidates shall have the right to formally respond to the evaluations within five calendar days of receiving the relevant assessment and shall meet with the dean to receive the dean's assessment and to discuss the Committee's review and the dean's evaluations.

In conjunction with the college-wide pre-tenure assessment, departments are strongly encouraged to determine appropriate and useful ways to organize a similar pre-tenure assessment procedure. However, because the Tenure and Promotion Committee includes representatives from each department and because faculty from each of the College's four departments are expected to meet the same standards, no separate departmental assessment procedure is required.

This early review is a beneficial procedure for both the candidate and the College. Candidates receive early, specific feedback about their performance in teaching, research, and service. This allows the candidate to assess his/her likelihood of receiving tenure given the accomplishments of two and a half years or to be awarded promotion to professor based on his/her record in these areas. In many cases the review may indicate that the candidate is making good progress and that only minor alterations in teaching or research productivity are needed. In other cases, a candidate may come to understand that he or she is not performing at a sufficient level to reasonably expect a positive tenure or promotion decision. This person will be spared from spending additional time in pursuit of an unreachable goal. In some middle cases, an early review may provide the impetus for candidates to make important changes midstream that help them to become more suitable prospects for tenure and promotion. Finally, early review may help some candidates to decide whether they will apply for tenure prior to their sixth year of credited service. Early review also is intended to stimulate untenured faculty to prepare and maintain materials that will be needed for the tenure application in their sixth year.

Early review provides the college with several important benefits as well. It allows the college to provide feedback about a candidate's progress before the sixth year, when such feedback is concomitant with a final tenure decision. Early review provides a way to ensure college standards of excellence regarding teaching, research and/or creative activities, and service will be salient to beginning faculty members. Finally, early review helps the college to encourage candidates not making satisfactory progress toward promotion and tenure to find employment that is better suited to their talents and abilities.

## Classroom Observations

Faculty should be formally observed in each class they teach in the spring semester of the year prior to the mid-term review year or the year prior to applying for promotion, respectively. Faculty applying for tenure and/or their initial promotion shall be observed again in the spring of the year before their packet is reviewed.

**For the mid-term or promotion review**, classroom observations will be conducted by (1) two faculty of higher rank from the candidate's department and (2) a faculty member of higher rank from within the college and outside the candidate's department. Candidates and their department chairs will agree on potential reviewers in and out of the department. The department chair will then ask the identified faculty members to conduct the review.

Observers will work out a schedule for classroom visitation with the faculty member. Observers may also wish to have a pre-observation or post-observation meeting with the faculty member. It is recommended that the faculty member be consulted concerning whether he/she would prefer that any specific member of the college not serve as a classroom observer. Observers should discuss in advance a format for the visitation and should work from a set of guidelines dealing with what is to be observed (Classroom Instruction Peer Evaluation Form Available at <http://www.jou.ufl.edu/about/govadmin.asp>). Observations should result in a written appraisal detailing specific strengths and weaknesses of the candidate's teaching style and skills. This document should also provide specific recommendations for improvement. The faculty member shall have one week from receipt of the peer evaluations of teaching to prepare written responses to each assessment document. The evaluators shall then have one week to amend their assessments, or to present written reactions to the faculty member's responses.

## **Student Evaluations**

Student evaluations must be administered for every class and section for each course taught during fall and spring semesters and summer session.

Faculty are encouraged to have evaluations from at least 60 percent of students who complete a course. To accomplish this goal, faculty are encouraged to publish in the course syllabus that evaluations will occur in the last three weeks of the semester and/or to announce the evaluation date several times in class and well in advance.

Faculty are encouraged to provide in their packets their explanations of and comments on student course evaluations.

## **Departmental Action**

The faculty member initiates the process for tenure and promotion. Eligible faculty members review the packets and vote by secret ballot, for or against tenure and/or promotion. Within five calendar days, the chair reports the results of the vote to the candidate, the dean, and the chair of the College Tenure and Promotion Committee. The department vote must take place prior to the review conducted by the College Tenure and Promotion Committee.

After eligible members of the department has voted, the department chair submits a letter including his/her written assessment of the candidate's qualifications with reference to the college's/department's written clarifications of the University's tenure criteria and makes his/her recommendation as to whether the candidate should be granted tenure and/or promotion. This letter will include elements listed in the UFF Collective Bargaining Agreement's Article 19 (listed in Section 19.9.f.2 (a-d)). Within five days of writing this letter, the department chair shall give a copy of the written assessment and recommendation to the candidate, before adding it to the candidate's tenure dossier. The candidate then shall have 10 days from receipt of the department chair's letter to submit a written response. The candidate's response, if any, shall be included in the tenure dossier. The chair shall not forward the dossier to the College's Tenure and Promotion Committee until either the candidate submits a response, indicates in writing that he/she will not be submitting a response or the 10-day period for responding expires, whichever occurs first.

## **College Tenure and Promotion Committee**

The College Tenure and Promotion Committee is an elected committee of eight faculty, as specified in the College Constitution. Faculty on the Committee are elected for two years (followed by a minimum of one year of ineligibility for reappointment). Terms are staggered so that each department normally has one new and one second- year representative. This helps to ensure the committee possesses experience with procedures, criteria, and standards for tenure and promotion. It also helps to ensure stability and consistency in the committee's performance from year to year. Committee members review the tenure and promotion packets, meet, and discuss the facts of each candidacy. Once the reviews are complete, the committee members provide individual

assessments of whether the candidate meets the criteria for tenure and/or promotion. The individual faculty members are not identified in connection with their assessments. After having completed their review and the individual assessments, committee members meet with the dean and provide an oral summary of the review, including a summary of the individual assessments, to the dean. Within five days of this meeting, the dean forwards those assessments to the candidate and his/her department chair. The candidate has 10 days from receipt of the Committee's assessments to submit a written response or to request a meeting with the dean to discuss the procedures used in the consideration of the candidate's case, the Committee's assessments, and the candidate's qualifications for tenure. The candidate's response, if any, shall be included in the tenure dossier.

## Outside Evaluators

No more than one outside evaluator may have his/her primary knowledge of the candidate from serving as a teacher, mentor, or fellow student to the candidate. In addition, the candidate should clearly note in the descriptions of potential evaluators provided to the Committee whether the proposed letter writer knows of the candidate primarily through such a relationship.

## Access to Outside Evaluations

Candidates have the option of waiving access to outside evaluations. The Committee should present all candidates with a form including the following language when candidates and department chairs submit their list of proposed outside evaluators to the Committee:

Candidates applying for tenure and promotion at the University of Florida have the right to access all information that becomes part of their application packet. The College of Journalism and Communications, as part of its normal procedures for considering a candidate for tenure and/or promotion, solicits letters of evaluation from respected outside reviewers. Such letters are likely to be considered most informative and frank by departments and the college when an applicant waives his or her right of access. Please note that letter writers will be notified as to whether you have waived access to the letters or not:

I waive my right to view outside letters of evaluation solicited by the College Tenure and Promotion Committee

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I DO NOT waive my right to view outside letters of evaluation solicited by the College Tenure and Promotion Committee

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## Procedures for Documenting and Making Changes in Final Packet Submitted for Tenure and/or Promotion

By university policy, once the candidate has submitted the complete tenure packet for review, normally only minor corrections or changes may be made to the packet and only if such changes have direct relevance to the tenure and/or promotion packet and do not alter the substantive nature of the document. Conclusions about a candidate's merits reached at different stages in the tenure process must be based on substantially similar evidence. Therefore, it is important to ensure that applicants present the most substantive case for tenure and/or promotion in the packet before the final submission date to the department and before the review process begins at the department level.

The following procedures should be followed:

a. Candidates should solicit feedback about tenure/promotion application materials as early as possible. Spring semester of the academic year before tenure/promotion review is ideal. Senior faculty, the appropriate department chair, and the Dean's Administrative Assistant are all useful sources of feedback about the organization

and constitution of a tenure packet. The university typically sponsors workshops on preparing the packet each year. Untenured faculty and tenured faculty planning to apply for promotion should be encouraged to attend these in the year prior to a review.

- b. Any changes to a tenure packet after the packet is declared complete by the department chair and Dean's Administrative Assistant should be noted in a log to be included in the tenure packet. The log should note the reason for the change, the nature of the change, the person making the change, the date of the change, and the candidate's signature acknowledging the change. This log should be available to all subsequent reviewers of the packet. When any material is added to, deleted from, or changed by anyone other than the candidate, a copy of all additions and deletions and other changes must be sent to, or in the case of deletion, explained to the faculty member within five calendar days. Within ten calendar days, the faculty member may provide a brief response which is added to the packet.
- c. To reiterate: normally, substantial revisions or changes in the packet are advised only if they reflect information which was unavailable to the candidate at the time of final submission. In most cases, a packet that is seriously deficient or unpolished should be returned to the candidate, and the candidate should, if appropriate and permissible, consider reapplying the following year. In all cases, it is the responsibility of candidates applying for tenure or promotion to prepare packets that conform to departmental, college, and university standards.
- d. The faculty member shall be informed of all decisions and the status of the tenure and/or promotion packet at each level of the College process within five calendar days of the completion of the review at that level. Within ten calendar days of being informed of the results of the department review, including the chairperson's and dean's recommendations, the faculty member may request a meeting with the appropriate administrator to respond. The dean shall provide to the candidate, in writing, reasons for the recommendation.
- e. All packets are forwarded to the Academic Personnel Board and to the president for final action.

## Promotion of Non-Tenure Track Faculty

To carry out its mission, the College of Journalism and Communications has found it essential to hire different types of faculty for the school's pedagogical, scholarly, creative, and service activities. In addition to tenured/tenure-track faculty, the College hires Non-Tenure Track faculty for positions requiring the extensive use of professional skills.

The College enjoys an international reputation for excellence, and the faculty aspire to continue that level of quality. A superior faculty is the surest guarantee of continued excellence. Toward that goal, the College's faculty establishes the following standards and criteria for promoting Non-Tenure Track members of the faculty:

In order to be considered for promotion, Non-Tenure Track faculty must demonstrate substantial achievements, specifically, distinction in teaching and distinction in either creative/professional scholarship or service.

### 2. Teaching

- a. Non-Tenure Track faculty are expected to devote most of their time to teaching and advising. They are expected to be excellent in these duties and to work continually to improve the education offered the College's students.
- b. The evidence to be considered by department chairs, the College's Tenure and Promotion Committee, and the dean in reviews for promotion shall include, but not be limited to, the following:
  - i. Assessment of course syllabi, assignments, and examinations, assembled by applicants into a "Teaching Portfolio";
  - ii. Assessment of the achievement of Student Learning Outcomes (SLOs) assigned to each course, specifically, the percentage of students achieving proficiency or higher on each SLO, as reported by applicants;
  - iii. Student evaluations of teaching effectiveness using UF's standardized evaluation instrument ;
  - iv. Peer teaching evaluations;
  - v. Development of new courses or revision and enrichment of established courses;
  - vi. Development of innovative teaching methods;
  - vii. Efforts to enhance teaching through participation in seminars, workshops, and campus teaching-improvement programs;
  - viii. Receipt of awards or grants for teaching-related activities.

3. Creative/Professional Activities
  - a. Non-Tenure Track faculty are expected to improve the practice and analysis of the professions affiliated with the College. Whereas there is an expectation that Non-Tenure Track faculty will continue to develop intellectually and to demonstrate that development through activities and products of the kind mentioned below, the Non-Tenure Track faculty member is expected to devote considerably less of his or her time to creative/professional scholarship or research activities than the tenure-track faculty member.
  - b. Non-Tenure Track faculty are expected to demonstrate expertise in their field through various activities and products. These could include, but are not limited to, the following:
    - i. Leadership roles at workshops, conferences, and webinars that improve knowledge of current trends in an affiliated profession (e.g., organizer or speaker);
    - ii. Publications reporting research and evaluation of new methods of teaching (e.g., articles published in *BEA Feedback*);
    - iii. Publications discussing or analyzing professional practice in the candidate's field (e.g., articles published in the *Public Relations Strategist* or *The Nieman Report*);
    - iv. Creation of online training modules to be used by both students and professionals in the candidate's field (e.g., courses for Poynter's NewsU or PRSA Webinars);
    - v. Publications discussing or analyzing societal trends as they relate to democracy, pluralism, and the First Amendment (e.g., articles published in *The New York Times* or *The New Yorker*).
  - c. Only faculty who can demonstrate a national or international reputation, as measured by the judgment of peers at other universities or by those in the profession, shall be considered for promotion to a higher rank.
4. Service
  - a. Non-Tenure Track faculty are expected to provide service to their department, the College, the university, the community, and the professions affiliated with the College. Criteria are the same as those for tenured/tenure-track faculty.
5. Procedures and Timeline
  - a. Application and review of Non-Tenure Track faculty for promotion will follow the same procedures and timeline as those for tenured/tenure-track faculty. These include the following:
    - i. A dossier for review using the UF Online Promotion & Tenure (OPT) packet template and submitted through the OPT system;
    - ii. Peer reviews from inside and outside the College, following the same procedures for internal teaching evaluations and letters from external reviewers as tenured/tenure-track faculty.

## Appendix A

### Indicators of Research/Creative Accomplishment and Their Presentation in the Faculty Member's Packet

A. **Creative Works.** List exhibitions, performances, commissioned works, audio/visual materials developed, software written, or other like creative works. Published critical reviews of these creative works should be included in this section.

1. Published, juried or competitively recognized productions, writing for print media, film, radio, television. For each entry provide a brief description of the production, including title, format, length, nature of the faculty member's contribution to the project (e.g., writer, reporter, editor, designer, producer, director, cinematographer, response and/or critical reaction awards or prizes). Please note that the list that follows is alphabetical and does not reflect relative value.

Audio recordings; Campaigns; Graphic design and typography; Investigative reporting; Magazine articles; Media releases; Motion pictures; Multi-media presentations; Newspaper series; Photographic presentations; Public service messages; Radio programs or series; Radio programs or series script(s); Screenplay or teleplay; Short film or single television program script under sixty minutes; Story treatment for film or television; Television program proposal; Television programs or series; Television series presentation; Video presentations.

2. Other, non-juried productions. (Use above categories.)

3. Performance in a film, radio or television program or series. For each performance indicate title of film or program, role, length or role distribution, public response and/or other critical reaction, awards or prizes.

4. Other public performance, exhibition or production. Describe and note relationship to teaching or creative activity assignment(s).

B. **Patents and Copyrights.** Please include date(s) with each item and give an indication of the significance of its (their) contribution to the profession.

C. **Publications** should be listed chronologically or in reverse chronological order. The format of the citation is the nominee's choice, but should contain the information requested below. Please include the names of all authors. The name(s) of the senior/principal author(s) is/are to be underlined.

1. Books, Sole Author (Title, Publisher, Place of Publication, Date, # of Pages)
2. Books, Co-authored (Co-author(s), Title, Publisher, Place of Publication, Date, # of Pages)
3. Books, Edited (Editor, Co-editor(s), Title, Publisher, Place of Publication, Date, # of Pages)
4. Books, Contributor of Chapter(s) (Author, Co-author(s), Title of Book and Chapter, Publisher, Place of Publication, Date, # of Pages)
5. Monographs (Author, Co-author(s), Title, Series of Volume, if applicable, Publisher, Place of Publication, Date, # of Pages)
6. Refereed Publications (Author, Co-author(s), Title, Name of Journal, Publication, etc., Volume, Date, Inclusive Pages)
7. Non-refereed Publications (Author, Co-author(s), Title, Name of Journal, Bulletin, Circular, etc., Volume, Date, Inclusive Pages)
8. Bibliographies/Catalogs (Author, Co-author(s), Title, Publisher, if applicable, Place of Publication, Date, Inclusive Pages)

9. Abstracts (Author, Co-author(s), Title, Name of Journal, Publications, etc., Volume, Date, Inclusive Pages)
10. Reviews (Author, Co-author(s), Title and Author of Work Reviewed, Where Review was Published, Date, Inclusive Pages)
11. Miscellaneous (Author, Co-author(s), Title, Source of Publication, Date, Inclusive Pages). Please note that the list that follows is alphabetical and does not reflect relative value.
  - a. Audio-visual research publications such as oral history, etc.
  - b. Citations by others in scholarly or professional books and journals. For each citation provide the following: author, title of book, journal, or article; date; page. Include title of work which was cited.
  - c. Editorships of professional and scholarly journals.
  - d. Electronic publication of research results.
  - e. Expert testimony based on professional qualifications and experience in court cases or before governmental committees or agencies.
  - f. Mass media-related software patented, widely accepted, or peer reviewed.
  - g. Memoranda or briefs of law.
  - h. Research or creative consultation, paid or unpaid, which emphasizes systematic data collection and analysis and which results in a tangible product.
  - i. Translations.
  - j. Work in progress. For each entry give indication about publication or presentation plans.
  - k. Working papers/reports.

The following information should be considered when compiling the publication listing:

1. A paper is considered to be refereed if it appears in a journal or proceedings whose papers are published only after review and acceptance by one or more independent advisor professional expert(s) of national or international standing.

2. Refereed proceedings should be listed as a separate category under Refereed Publications and the candidate should provide a brief explanation of the review process for the proceedings. This may be listed as a footnote to the publication list.

3. Materials listed under non-refereed publications should include not only those journal articles which have not been refereed, but also extension publications delivered in print or via electronic format, and electronic bulletins. 4. When listing publications, please do not use the term “forthcoming.” Use one of the following:

a. **accepted or in press** - publication has been accepted by the publisher and will appear in print in the future. If a publication listed is “accepted” or “in press” a copy of the letter of acceptance must be attached to the back of the packet. Please write the name of the article on the acceptance if it is not already stated and indicate the approximate length of the publication. These letters should appear in the same order as the articles appear in the publication listing.

b. **submitted** - publication has been submitted to a publisher for review. Those publications in category “a” may be part of the requested publication list. Publications in category “b” are to be at the rear of the packet under “Further Information.” If the publication is still in the writing stage, please do not include it in the packet. Books which are under contract but have not yet been completed are to be listed under “Further Information.”

5. Graduate students, post-docs, residents, fellows and interns listed as authors should be identified. The preferred way is by means of asterisk with a footnote explaining what the asterisk identifies.

6. Be sure that pagination is listed correctly. If an article is longer than one page, give first and last page numbers.

7. Media releases picked up by major media are considered “Miscellaneous” publications.

8. “Reviews” are to be used for reviews written by the nominee. Reviews of a nominee’s works, if included, should be listed under “Further Information.”

9. Publication citations including words in foreign language should have the English translation listed in parenthesis.

10. All publications must appear in one of the categories provided.

11. Theses and dissertations are not to be included in the publication listing.

**D. Lectures, speeches or posters** presented at professional conferences/meetings since last promotion (not to exceed ten years) or last five years for tenure nominees, whichever is more recent. This listing is to be categorized by type of meeting/conference, i.e., international, national, regional, state, local, etc. The entries must also tell if the lecture/speech was invited. The list should include separate categories for invited seminars, refereed papers presented at such meetings, and participation as an invited panelist, organizer, moderator, program chairperson or discussant/evaluator.

**E. Contracts and grants** funded since the last promotion (not to exceed ten years) or during the last five years for tenure nominees, whichever is more recent. Each entry should include the effective dates of the contract/grant, the value, the name of the funding agency, and the role of the nominee, i.e., PI, Co-PI or researcher. Additional information regarding contract and grant funding may be listed as an appendix under “Further Information.” If applicable, this should include funding received while employed by another institution. Other information might include method of publication of results.

**F. Consultations** outside the university. This area is used for consultations which are not part of the nominee’s assigned duties and responsibilities. There should be an indication of the work performed, the organization/employer, and the date(s).

## Evaluating Specific Indicators of Research and Creative Accomplishment

As to specific criteria for research and creative activities, the methods of appraisal vary among disciplines. Although the kind of appraisals **suggested** below need not be provided for all of a faculty member’s research and creative attainments, it often will be useful in evaluative statements to characterize the main body or the major pieces of work in these terms, keeping in mind the major criteria of relevance, continuity, significance and accomplishment.

A. Articles in refereed journals.

1. What is the scope of the journal? International, national, regional, etc.?
2. What is the standing of the journal in the discipline?
3. How rigorous is the reviewing process, including the standards applied and the acceptance rate?
4. Has the article or essay been widely cited in the profession?
5. Have its findings or concepts significantly advanced knowledge in the field?

B. Chapters in books and essays/entries in encyclopedias.

1. What is the standing or importance of the book in which the chapter or essay appears?
2. What is the standing of the editor, and what standards did he/she apply in selecting authors, chapters, and essays?
3. Has the work been widely cited or favorably reviewed?

C. Article or essays in nonrefereed professional journals and magazines.

1. What is the primary audience of the journal or magazine?
2. What is the standing of the magazine or journal in the profession?
3. What is the method for selecting materials to be published and what standards are applied in selecting materials?
4. Has the work been widely cited?
5. Is the work primarily scholarly in character or is it a form of public service activity?

D. Books and monographs.

1. What is the standing of the press which published the book and how rigorous is the review process of that press?

2. What is the professional reaction to the book, including citations in the discipline and reviews or other commentaries on its quality?

3. What, if any, awards, prizes, or other recognition has the book received?

E. Textbooks and edited volumes for instruction.

1. Does the book make contributions to scholarship by presenting new data or new conceptual/theoretical formulations?

2. What is the standing of the press which published the book and how rigorous was the review process, including whether reviews were sought from important scholars in the field?

3. What is the professional reaction to the book, including reviews and other commentary on its quality?

4. Is the book widely adopted and in what quality or level of institutions?

5. Is the book primarily instructional, in which case it constitutes a contribution to teaching, or does it also advance scholarship?

F. Abstracts, book reviews, and reviews of creative activities.

1. What is the standing or the professional importance of the source in which the abstract or review was published?

2. What is the primary audience of the abstract or review?

G. Papers presented at professional meetings.

1. Was the paper refereed or invited?

2. What was the selectivity of the conference or other forum at which the paper was presented?

3. What was the scope of the conference (e.g., international, national, regional, local)?

4. Is there evidence that the paper has gained professional recognition--i.e., has it been subsequently cited, published in anthologies, abstracted, etc.?

H. Artistic and creative work.

1. What is the standing of the newspaper, publishing house, journal, magazine, press, etc. which publishes or presents a creative work of writing, essay, broadcast outlet, film or video festival, etc.?

2. What has been the reaction to the work, including reviews and commentaries by recognized critics in the field?

3. What is the standing and reliability of the reviewers and commentators?

4. Has the work been excerpted or reprinted in anthologies, journals or collected works, or otherwise recognized by republication or reference?

5. Has the work received awards, prizes, or similar recognition?

I. Performance and exhibition.

1. What is the nature of the performance or exhibit (e.g., solo)?

2. What was the standing of the forum in which it was presented, including the professional recognition for that forum and the scope of those participating (e.g., international, national, regional, local)?

3. What was the method of selection of those participating, such as invitation, competitive audition, etc.?

4. Has the performance or exhibition been reviewed?

5. What evaluation did reviewers make?

6. What is the standing and reliability of the reviewers and commentators?

7. What comments or references, if any, are available from professionals who viewed and/or heard the performance or exhibition?

8. Has the performance or exhibit won awards, prizes or other formal recognition?

J. Grants, fellowships or other awards to conduct research or creative activity.

1. Funds are required for research, but the amount required relates more to the type of studies than their quality. Securing outside support, particularly after peer review, says a great deal about the quality of a proposal and often about the quality of previous work. The packet should include details of a faculty member's role (e.g., PI, CoPI or CoI), together with the name(s) of other PIs. For less well-known funding sources, documentation of the type of review and competitive level will help in the evaluation. In addition to documenting all funded grants and contracts, candidates should include those proposals which were approved but not funded.

2. How rigorous and selective is the evaluation process for the award of grants or other support?

3. Is there evidence that grants, fellowships, and awards are based on the quality of past scholarly attainments, on performance under prior grants, or on other criteria which reflect the merit and standing of the grantee?

4. Is there evidence of important contributions to scholarship or creative fields which have already resulted from the grant or award funding?

5. Is there evidence of subsequent effective management of the grant?

K. Only abstracts that have not been subsequently developed into full manuscripts should be listed under abstracts. There the abstracts can be sorted as refereed or not.

## Appendix B

### Indicators of Service

#### A. Organization Officer.

1. Elected office, appointment, and membership in international, national, regional, state, or local professional or scholarly organizations including boards, agencies, and commissions.
2. Priority given to the degree that such participation represents leadership and brings recognition to the university, college, and department

#### B. Community Service.

1. Speeches, guest lectures, sponsorship of organizations and activities in the community directly related to the professional or scholarly expertise of the faculty member for community and civic organizations, including international, national, state, regional, or local entities.

#### C. Major Events Manager or Special Assignments

1. Coordination of a major event, major contributor to the success of such an event, special assignments at the departmental, college, or university level.

#### D. Committee, Councils, Senates, and Task Force Assignments

1. Meritorious and out-of-the-ordinary service on university, college, or departmental committees, councils, senates, or task forces including key chair positions.
2. Recognition is given for committees that meet frequently and have active agendas or are charged with an especially demanding project as well as service on numerous committees, far beyond the normal assignment of a faculty member.

#### E. Student Organization Adviser

1. Advisement to student organizations directly related to the professional or scholarly expertise of the faculty member

#### F. Review, Advisory Committees/Boards

1. Service on editorial advisory committees or review panels in which the contribution is more appropriately defined as service than teaching or scholarship.
2. Includes reviewing papers, articles and books for journals and/or conferences.

#### G. Conference Participation

1. Participatory roles, including major speaking assignments, in professional meetings, conferences, symposia, and workshops and/or other contributions to organizations on an international, national, regional, state, or local level that demonstrate the professional expertise of the individual and bring credit to the university, college, and department.

#### H. Creative Activities and Professional Publications

1. Creative work that does not fit the criteria established for scholarship.
2. Publication in leading professional newspapers, magazines, journals and books or book chapters directly related to the professional or scholarly expertise of the faculty member.
3. Works in online media that demonstrate faculty member's professional or scholarly expertise and enhance the reputation of the university, college, and department.

#### I. Consulting

1. Paid and unpaid consulting, including proprietary research, creative consulting, and produced creative works, directly related to the professional or scholarly expertise of the faculty member that enhances the reputation of the university, college, and department and does not detract from the faculty member's primary academic assignments.

#### J. Service to Public Schools

Service to public schools and community colleges of Florida, especially classroom, laboratory and special events directly related to the professional or scholarly expertise of the faculty member.

**K. Service Awards**

Awards and other honors from student organizations, college and UF academic units, and international, national, regional, state, or local professional or scholarly organizations.

**L. Professional Development/Program and Service-Related Grants**

1. Activities designed for professional development as a service provider, including formal courses or specialized training.
2. Participation in educational programs for newspapers, magazines, electronic publications, commercial and non-commercial broadcast facilities and production units, public relations and advertising agencies, corporate communication and similar entities in the public and private sectors.
3. Activities related to writing and/or execution, particularly in a leadership role, of program-based grants that provide service to professional or academic constituencies and enhance the reputation of the university, college, and department.

## Appendix 5

### Standard 5: Scholarship: Research, Creative and Professional Activity

#### Appendix 5A: Grants Awarded to College Research Faculty from 2012-2017

##### Federal and State Awards

The College has received various grants from federal and state sources. In 2011, the College has received a sub-award from the Texas Health and Human Services Commission. The Evaluation of the Texas Wellness Incentives and Navigation (WIN) Project is a multi-million dollar project and the collaborative sub project will conduct an evaluation to measure the effectiveness of WIN and maintain a data system to support evaluation and reporting. This is a randomized controlled trial that tests incentives designed to improve the health of people with disabilities whose chronic health conditions have the potential to lead to costly long-term health care utilization.

In 2015 Dr. Yu-Hao Lee, an assistant professor of telecommunication, received an NSF award as a co-investigator on the project titled “Teaching Bias Mitigation through Training Games with Application in Credibility Attribution.” Lee is contributing to the game-design team based on his expertise in media psychology and digital game based learning. He worked with graduate assistants to design and conduct experiments at the University of Florida to test the effectiveness of the game in reducing cognitive bias and improving people’s decision-making.

In 2017, Dr. Carla Fisher, an assistant professor of advertising, received an NIH R21 award as a multiple PI working with colleagues from George Mason University. Fisher’s award is titled “Using Targeted Social Media to Communicate Culturally Sensitive and Interactive Environmental Risk Information about Breast Cancer to Mothers.” This innovative community-based participative research project will evaluate the effectiveness of using targeted social media (“Mommy blogs”) to disseminate breast cancer environmental risk information to women

and their relevant at-risk family members. The project team will seed targeted social media with relevant breast cancer risk messages adapted through user-centered design from Breast Cancer and the Environment Research Program (BCERP) toolkits, working in collaboration with established mommy bloggers as trusted sources to share key breast cancer risk information and recommendations with their audiences.

Also in 2017, Dr. Janice Krieger, the director of the STEM Translational Communication Center (STCC) and a recently promoted professor of advertising, received funding for an NIH R01 project. Her project is titled “A patient-centered intervention using virtual technology to reduce colorectal cancer disparities in primary care” with the total budget of \$3.04 million. Colorectal cancer (CRC) is the second leading cause of cancer death in the United States. Unfortunately, there are significant CRC screening disparities that result in higher rates of CRC-related morbidity and mortality for minority and rural patient populations, particularly in the southern United States. The development of interventions that capitalize on advances in communication, informatics, and computer science have great promise for resolving theoretical and practical problems associated with CRC screening decision-making.

The purpose of this proposal is to test the efficacy of a patient-centered, tailored message intervention delivered via virtual technology for increasing CRC screening within guidelines among racial/ethnic minority and rural patients. We hypothesize that exposure to a minimally tailored CRC screening intervention delivered via VHT will lead to improved cognitive processing of the intervention and increased adherence with initial and repeated annual FIT screening completion as compared to a fully tailored, text-only intervention.

This hypothesis will be tested through two specific aims. In Specific Aim 1, we will conduct focus groups and think-aloud interviews stratified by geography, gender, and racial/ethnic background to expand and pilot test an intervention that uses a virtual human as a delivery mechanism for CRC screening information. In Specific Aim 2, patients (N = 3,000) will be recruited via primary care clinics and a secure, clinical data warehouse to complete a patient randomized test of the efficacy of the intervention for promoting initial and repeat FIT testing. Dependent measures will be assessed via patient self-report and chart review. The proposed study will reduce health disparities and associated morbidity and mortality due to CRC via increasing screening among racial/ethnic minority and rural populations.

### **Minority and Disparities Research**

In 2013, the College has received a sub-award from the Florida Department of Children and Families titled "Family Nutritious Program." Working with IFAS faculty, Dr. Cynthia Morton developed a social marketing program to empower parents and caregivers to improve health through culturally appropriate diet and exercise, as well as offering healthful food options and opportunities for children to be physically active at home. The campaign will research different audience segments among SNAP-eligible parents/caregivers of children less than 18 years of age, with a specific focus on mothers. These segments may be identified by neighborhood, nationality, class or education. Almost 65% of the Miami-Dade population is Hispanic or Latino. Languages other than English are spoken at home for more than 70% of the population. Audience characteristics and priority behaviors will be determined using the CBSM model of engaging community partners to guide segmentation research and help us select targets for specific campaigns and prioritizing behaviors and approaches to change. The College's life-to-date share of the grant is \$103,109.

In 2015, the College was awarded a seed funding award titled "Advancing the Science of Cancer Clinical Trials Recruitment through Engagement: A Pilot Test of a Strategic Communication Intervention" to promote clinical research participation among minorities. Many people are supportive of efforts to find a cure for cancer, but they don't fully understand that efforts to treat cancer more effectively can only be found through cancer research studies. Unfortunately, most cancer research studies have difficulty in patient recruitment because only about 3-5% of eligible cancer patients enroll in such studies. Members of racial and ethnic minority groups have even lower rates of participation, which makes it challenging for healthcare providers to know if a new treatment can effectively be used with patients who identify as racial and ethnic minorities. The purpose of the current proposal is to help increase awareness of the importance of cancer research and improve attitudes about the safety and efficacy of current studies. We conducted two community forums with African-American and Latino patients. In the forums, healthcare providers and patients will answer questions about participation in cancer research. The award amount was \$60,000.

## International Collaborations

In 2016, the College was awarded a grant from the National Endowment for the Arts to help fund a documentary project, *The Curse of the Terracotta Warriors*, produced and directed by Dr. Churchill Roberts, a professor in Telecommunication. The documentary tells the story of the discovery of the Chinese Terracotta Warriors and its aftermath, mainly through the eyes of Yang Zhifa who, as a child, had played in the area near the emperor's mausoleum, but neither he nor anyone else knew what lay beneath it. When his shovel struck a piece of terracotta, he had no idea it would be the key to one of the greatest archeological finds in history – the magnificent Terracotta Army of China's first emperor. What began as three cartloads of fragments grew and grew and grew – and continues to grow – until presently more than 8,000 life-sized soldiers, chariots and horses, and 10,000 weapons have been discovered. An equally great treasure, the actual tomb of Qin Shi Huang, has yet to be excavated. Historian Gengzhe Yu says that years ago local farmers found figurines in the mausoleum area but smashed them for fear they would bring bad luck. Despite the notoriety the discovery brought to Yang Zhifa and his crew of well diggers, they too wondered from time to time whether as a result of the discovery they had been blessed or cursed. To make room for the building of museums, the Chinese government took away their homes, their land and their livelihood, and relocated them. For years the government refused to give them official recognition for their discovery. Some of the farmers, like Yang Zhifa and Yang Quanyi, were eventually given jobs in the Terracotta Warriors museum signing autographs.

In 2016, the College was awarded a collaborative two-year grant with the Center for European Studies. The goal of this project is to promote internalization and cultural ties between the U.S. and the European Union. Professor Deanna Pelfrey works with College undergraduate students to plan the communication efforts related to the CES grant and stage a communication forum titled "Getting to Know Europe."

## Appendix 5B College Research Faculty Productivity, 2010-2016

Listed below are up to 10 examples of research and creative activities for College faculty produced during the period of review.

### **Dr. Cory Armstrong, Associate Professor (Left the faculty in 2014)**

#### Refereed Journal Publications

- Nah, S., & Armstrong, C. L. (2011). Structural pluralism in journalism and media studies: A concept explication and theory construction. *Mass Communication and Society*, 14(6), 857-878.
- Armstrong, C. L., & McAdams, M. J. (2011). Blogging the time away? Young adults' motivations for blog use. *Atlantic Journal of Communication*, 19(2), 113-128.
- Armstrong, C. L. (2011). Parenting magazines and obesity: How well do they trim the fat? *Health Communication*, 26(7), 631-634.
- Armstrong, C. L., & Gao, F. (2011). Gender, Twitter and news content: An examination across platforms and coverage areas. *Journalism Studies*, 12(4), 490-505.
- Armstrong, C. L. (2011). Providing a clearer view: An examination of transparency on local government websites. *Government Information Quarterly*, 28(1), 11-16.
- Armstrong, C. L., & Boyle, M. P. (2011). Views from the margins: News coverage of women in abortion protests, 1960-2006. *Mass Communication and Society*, 14(2), 153-177.
- Armstrong, C. L., & Gao, F. (2010). Now tweet this: How news organizations use Twitter. *Electronic News*, 4(4), 218-235.

#### Refereed Conference Presentations

- Armstrong, C.L., Boyle, M.P., & McLeod, D.M. (2010, November 19-20). *Defining the disparity: Isolating predictors of male and female source differences in news coverage of international protests*. Paper presented at the Midwest Association of Public Opinion Research Annual Conference, Chicago, IL.
- Armstrong, C. L., & Gao, F. (2010, August 4-7). *Now Tweeting this: How news organizations use Twitter*. Paper presented at the Association for Education in Journalism and Mass Communication Annual Conference, Denver, CO.
- Armstrong, C. L., & Gao, F. (2010, August 4-7). *A comparison of gender portrayals in news content across platforms and coverage areas*. Paper presented at the Association for Education in Journalism and Mass Communication Annual Conference, Denver, CO.

### **Dr. James Babanikos, Professor**

#### Juried Creative Works

- Babanikos, J. (2016). (Director, writer, producer, editor). Official selection at the Silver Screen for Short Films Festival for *Fred Turns Fifty*, a 20-minute drama, St. Petersburg, FL, December 2016.
- Babanikos, J. (2014). (Director, writer, producer, editor). Official selection at the Charleston International Film Festival for *Coming Home*, a 25-minute drama, April 2014.
- Babanikos, J. (2014). (Director, writer, producer, editor). Best of Competition in the Narrative Category in the Broadcast Education Association's (BEA) 2013 Faculty Production Competition for *Coming Home*, a 25-minute drama, Las Vegas, NV, April 2014.
- Babanikos, J. (2014). (Director, writer, producer, editor). Official selection at the Fort Myers Beach Film Festival for *Coming Home*, a 25-minute drama, April 2014.
- Babanikos, J. (2014). (Director, writer, producer, editor). Official selection at the Seoul International Agape Film Festival for *Coming Home*, a 25-minute drama, South Korea, May 2014.
- Babanikos, J. (2014). (Director, writer, producer, editor). Official selection at the University Film and Video Association (UFVA) Conference for *Coming Home*, a 25-minute drama, Montana State University, Bozeman, MT, August 2014.
- Babanikos, J. (2014). (Director, writer, producer, editor). Official selection at the Budapest International Short Film Festival (BuSho) for *Coming Home*, a 25-minute drama, Hungary, September 2014.
- Babanikos, J. (2013). (Director, producer, editor). First Place Award in Drama/Narrative at the BEA (Broadcast Education Association) District 2 Conference Faculty Video Production Competition for *Table For Two*, a 15-minute drama, Lynn University, Boca Raton, FL, November 2013.
- Babanikos, J. (2012). (Director, co-writer, co-producer, co-editor). Official selection at the Fort Lauderdale International Film Festival for *The Wedding Ring*, a 15-minute drama, November 2012.
- Babanikos, J. (2012). (Director, co-writer, co-producer, co-editor). Official selection at the Long Island International Film Expo for *The Wedding Ring*, a 15-minute drama, July 2012.

**Dr. Clay Calvert, Professor**Refereed Journal Publications

- Calvert, C. (2016). The right to record images of police in public places: Should intent, viewpoint or journalistic status determine First Amendment protection? *UCLA Law Review Discourse*, 64, 230-253.
- Bunker, M.D., & Calvert, C. (2016). Video games and the right of publicity: The courts drop the ball. *Journalism & Mass Communication Quarterly*, 93(3), 627-643.
- Calvert, C. (2016). Underinclusivity and the First Amendment: The legislative right to nibble at problems after *Williams-Yulee*. *Arizona State Law Journal*, 48(3), 525-577.
- Calvert, C., & Bunker, M.D. (2016). Fissures, fractures & doctrinal drifts: Paying the price in First Amendment jurisprudence for a half-decade of avoidance, minimalism & partisanship. *William & Mary Bill of Rights Journal*, 24(4), 943-994.
- Calvert, C. (2014). Public concern and outrageous speech: Testing the inconstant boundaries of ILED and the First Amendment three years after *Snyder v. Phelps*. *University of Pennsylvania Journal of Constitutional Law*, 17(2), 437-478.
- Calvert, C., Morehart, E., & Papadelias, S. (2014). Rap music and the true threats quagmire: When does one man's lyric become another's crime? *Columbia Journal of Law & the Arts*, 38(1), 1-27.
- Calvert, C. (2013). Fringes of free expression: Testing the meaning of "speech" amid shifting mores and changing technologies. *Southern California Interdisciplinary Law Journal*, 22(3), 545-590.
- Calvert, C. (2011). Justice Samuel A. Alito's lonely war against abhorrent, low-value expression: A malleable First Amendment philosophy privileging subjective notions of morality and merit. *Hofstra Law Review*, 40, 115-175.
- Calvert, C. (2010). Every picture tells a story, don't it? Wrestling with the complex relationship among photographs, words & newsworthiness in journalistic storytelling. *Columbia Journal of Law and the Arts*, 32(3), 349-375.
- Calvert, C. (2010). Dying for privacy: Pitting public access against familial interests in the Internet era. *Northwestern University Law Review Colloquy*, 105, 18-30.

**Sandra F. Chance, Professor**Refereed Journal Publications

- Chance, S.F. & Locke, C. (2011). When even the truth isn't good enough: Judicial inconsistency in false light cases threatens free speech, *University of North Carolina First Amendment Law Review*, 9 *First Amend. L. Rev.* 546-571.
- Chance, S.F. & Locke, C. (2010). Struggling with sunshine: Analyzing the impact of technology on compliance with open government laws using Florida as a case study, *Fordham Intellectual Property, Media and Entertainment Law Journal*, 21(1), 1-32.

Books, Monographs, Book Chapters, and Other Publications

- Chance, S.F. (2017). Access to public documents and meetings. In W. Hopkins (Ed.), *Communications and the Law 2017* (pp. 382-405), Alabama: Vision Press.

- Chance, S.F. (2016). Access to public documents and meetings. In W. Hopkins (Ed.), *Communications and the Law 2016* (pp. 379-403), Alabama: Vision Press.
- Chance, S.F. (2015). Cox Broadcasting Corporation v. Cohn, 420 U.S. 469 (1975), In *Privacy Rights in the Digital Age*, Amenia, NY: Grey House Publishing.
- Chance, S.F. (2015). Florida Star v. B.J.F., 491 U.S. 524 (1989), In *Privacy Rights in the Digital Age*, Amenia, NY: Grey House Publishing.
- Chance, S.F. (2015). Access to public documents and meetings. In W. Hopkins (Ed.), *Communications and the Law 2015* (pp. 380-401), Alabama: Vision Press.
- Chance, S.F. (2014) Access to public documents and meetings. In W. Hopkins (Ed.), *Communications and the Law 2014* (pp. 379-398), Alabama: Vision Press.
- Chance, S.F. (2014). Federal Sunshine Laws. In *The Florida Bar's Reporter's Handbook, 2014*.
- Chance, S.F. (2013). Access to public documents and meetings. In W. Hopkins (Ed.), *Communications and the Law 2013* (pp. 374-392), Alabama: Vision Press.

### **Dr. Sylvia Chan-Olmsted, Professor**

#### Refereed Journal Publications

- Lee, S., Lee, S., & Chan-Olmsted, S.M. (2017). An empirical analysis of tablet PC diffusion, *Telematics and Informatics, 34*(2), 518-527.
- Chan-Olmsted, S., & Shay, R. (2016). Understanding tablet consumers exploring the factors that affect tablet and dual mobile device ownership. *Journalism & Mass Communication Quarterly, 93*(4), 857-883.
- Guo, M., & Chan-Olmsted, S.M. (2015). Predictors of social television viewing: How perceived program, media, and audience characteristics affect social engagement with television programming, *Journal of Broadcasting & Electronic Media, 59*(2), 240-258.
- Jang, W., Jae Ko, Y., & Chan-Olmsted, S. M. (2015). Spectator-based sports team reputation: Scale development and validation. *International Journal of Sports Marketing and Sponsorship, 16*(3), 52-72.
- Jung, J., Chan-Olmsted, S.M., & Kim, Y. (2013). From access to utilization: Factors affecting smartphone application use and its impacts on social and human capital acquisition in South Korea, *Journalism and Mass Communication Quarterly, 90*(4), 715-735.
- Chan-Olmsted, S.M., Rim, H., & Zerba, A. (2013). Mobile news adoption among young adults: Examining the roles of perceptions, news consumption, and media usage, *Journalism & Mass Communication Quarterly, 90*(1), 126-147.
- Cha, J., & Chan-Olmsted, S. M. (2012). Substitutability between online video platforms and television, *Journalism and Mass Communication Quarterly, 89*(2), 261-278.
- Jung, J., Chan-Olmsted, S., Park, B., & Kim, Y. (2012). Factors affecting e-book reader awareness, interest, and intention to use. *New Media & Society, 14*(2), 204-224.

Lee, C., Kim, J., & Chan-Olmsted, S. M. (2011). Branded product information search on the Web: The role of brand trust and credibility of online information sources. *Journal of Marketing Communications*, 17(5), 355-374.

Chang, B., & Chan-Olmsted, S.M. (2010). Success factors of cable network brand extension: Focusing on the parent network, composition, fit, consumer characteristics, and viewing habits. *Journal of Broadcasting & Electronic Media*, 54(4), 641-656.

**Dr. Huan Chen, Assistant Professor  
(Joined the College faculty in 2015)**

Refereed Journal Publications

Chen, H. (in press). Young consumers' perceptions of Social Media Marketing: The story of Instagram. *Journal of Current Issues and Research in Advertising*.

Chen, H., Zhou, L., & Han, S. (in press). Protest and protect: Chinese urban mothers' perception of smartphone (tablet) in their everyday lives' communication and interaction with young children. *Journal of Asian Pacific Communication*.

Chen, H. & Wang, Y. (in press). Brand appearance of product placement in Chinese and American top-grossing commercial movies: A comparison. *Journal of Promotion Management*.

Chen, H. & Wang, Y. (2016). Product placement in Hollywood movies: A longitudinal analysis. *Journal of Promotion Management*, 22(6), 835-852.

Chen, H. & Fan, X. (2016). Information, circle, and self-expression: Chinese white-collar workers' interpretation of microblogging and marketing information on microblogs. *Journal of Ethnographic and Qualitative Research*, 11(1), 17-31.

Chen, Huan (2015). College aged consumers' interpretation of Twitter and marketing information on Twitter. *Young Consumers*, 16(2), 208-221.

Fan, X., Chen, H., & Liu, F. (2014). The anxiety of time and trust: Interpretation of microblog and its marketing information by Chinese white-collar consumers. *Journal of Advertising Study (Chinese)*, 2, 91-97.

Fan, X. & Chen, H. (2014). To see and to be seen: Chinese white-collar workers' interpretation of microblogging and social capital. *International Journal of Interactive Communication Systems and Technologies*, 4(1), 1-14.

Chen, H. & Haley, E. (2014). Product placement in social games: Consumer experiences in China. *Journal of Advertising*, 43(3), 286-295.

Chen, H., Lin, E., Liu, F., & Dai, T. (2013). See me or not, I am there: Chinese white-collar moviegoers' interpretation of product placements in Chinese commercial movies. *Journal of Promotion Management*, 19(5), 507-533.

**Dr. Johanna Cleary, Associate Professor Emeritus  
(Retired in August 2015, currently serves as an adjunct professor)**

Refereed Journal Publications

Al Nashmi, E., North, M., Bloom, T., & Cleary, J. (2017, May 19 online). "Boots on the ground": How international news organizations incorporate user-generated content in their YouTube

channels. *International Communication Gazette*.

- Al Nashmi, E., North, M., Bloom, T., & Cleary, J. (2017, March 10 online). Promoting a global brand: A study of international news organisations' YouTube channels. *The Journal of International Communication*.
- Bloom, T., Cleary, J., & North, M. (2016). Traversing the "Twittersphere": Social media policies in international news operations. *Journalism Practice*, 10(3), 343-357.
- Cleary, J., Al Nashmi, E., Bloom, T., & North, M. (2015). Valuing Twitter: Organizational and individual representations on CNN International. *Digital Journalism*, 3(6).
- Cleary, J., & Cochie, M. (2011). Core skill set remains same in newspaper job ads. *Newspaper Research Journal*, 32(4), 68-82.
- Cleary, J., & Bloom, T. (2011). Gatekeeping at the portal: An analysis of local television websites' user-generated content. *Electronic News*, 5(2), 93-111.
- Coffey, A.J., & Cleary, J. (2011). Promotional practices of cable news networks: A comparative analysis of new and traditional spaces. *International Journal on Media Management*, 13(3), 161-176.
- Al Nashmi, E., Cleary, J., Molleda, J., & McAdams, M. (2010). Internet political discussions in the Arab World: A look at online forums from Kuwait, Saudi Arabia, Egypt and Jordan. *International Communication Gazette*, 72(8), 719-738.

#### Books, Monographs, Book Chapters, and Other Publication

- Al Nashmi, E., Cleary, J., Molleda, J., & McAdams, M. (2012). Internet political discussions in the Arab World: A look at online forums from Kuwait, Saudi Arabia, Egypt and Jordan. In J. Hughes (Ed.), *SAGE Internet research methods* (pp. 720-738). Los Angeles, CA: SAGE Publications.

#### Refereed Conference Presentations

- Cleary, J., Bloom, T., Al Nashmi, E., & North, M. (2014, August). "Boots on the Ground": How international news organizations incorporate user-generated content into traditional and social media. Presented to the Association for Education in Journalism and Mass Communication's Annual Conference, Montreal, Canada.

#### **Dr. Amy Jo Coffey, Associate Professor**

#### Refereed Journal Publications

- Coffey, A.J., Kamhawi, R., Fishwick, P., & Henderson, J. (2017). The efficacy of an immersive 3D virtual versus 2D web environment in intercultural sensitivity acquisition. *Educational Technology Research and Development*, 65(2), 455-479. doi: 10.1007/s11423-017-9510-9
- Hull, K. & Coffey, A.J. (2015). An exploration of shared services agreements within U.S. local television markets. *Journal of Media Business Studies*, 12(2), 138-151.
- Coffey, A.J. (2014). The power of cultural factors in Spanish-language advertising. *Journal of*

*Advertising Research*, 54(3), 346-355.

- Yang, Y. & Coffey, A.J. (2014). Evaluating online audiences: Predictors of audience interactive feature use on internet video websites. *International Journal on Media Management*, 16(2), 77-103.
- Coffey, A.J., Kamhawi, R., Fishwick, P., & Henderson, J. (2013). New media environments' comparative effects upon intercultural sensitivity: A five-dimensional analysis. *International Journal of Intercultural Relations*, 37(5), 605-627.
- Coffey, A.J. (2013). Representing ourselves: Ethnic representation of America's television newsrooms. *Howard Journal of Communications*, 24(2), 154-177.
- Coffey, A.J. (2013). Understanding the invisibility of the Asian-American television audience: Why marketers often overlook an audience of "model" consumers. *Journal of Advertising Research*, 53(1), 101-118.
- Coffey, A.J. & Wurst, J. (2012). Audience as product: Identifying advertiser preferences. *Journal of Media Business Studies*, 9(4), 21-39.
- Coffey, A.J. (2012). Advertiser attitudes regarding the substitutability of English language television to reach foreign language target audiences. *Journalism & Mass Communication Quarterly*, 89(4), 710-730.
- Coffey, A.J. & Cleary, J. (2011). Promotional practices of cable news networks: A comparative analysis of new and traditional spaces. *International Journal on Media Management*, 13(3), 161-176.

**Dr. Julie Dodd, Professor  
(Retired in 2016)**

Refereed Journal Publications

- Hull, K. & Dodd, J.E. (2017). Faculty use of Twitter in higher education. *Applied Research in Higher Education*, 9(1).

Creative Works, Non-Juried

- Dodd, J.E. (2013-2014). Webinars for the Journalism Education Association Mentoring Program.
- Dodd, J.E. (2012). Course blog for MMC 6930 *Mass Communication Teaching*.
- Dodd, J.E. (2012). Course blog for Multimedia Writing.
- Dodd, J.E. (2010). Course developer for Poynter's NewsU.
- Dodd, J.E. (2012). Course blog for Writing for Mass Communication (MMC2100).

Refereed Conference Presentations

- Dodd, J.E. & Kevin, H. (2014, January). *An examination of subject-specific mentoring in high school journalism education*. Paper presented at the Association for Education in Journalism

and Mass Communication (AEJMC) Scholastic Journalism Division Mid-Winter meeting, Nashville, TN.

Dodd, J.E. & Christine, E. (2013, January). *Changes in high school broadcast and video programs and the assistance media advisers need*. Paper presented at the Association for Education in Journalism and Mass Communication (AEJMC) Scholastic Journalism Division Mid-Winter meeting, Poynter Institute, St. Petersburg.

Dodd, J.E. & Christine, E. (2012, November). *High school broadcast and video programs: Promoting media literacy, expanding the school community, and going through major changes*. Paper presented at the National Communication Association Convention, Orlando, FL.

**Dr. Troy Elias, Assistant Professor  
(Left the faculty in 2014)**

Refereed Journal Publications

Elias, T., Appiah, O., & Gong, L. (2011). Effects of Black's strength of ethnic identity on consumer attitudes: A multiple-group model approach. *Journal of Interactive Advertising*, 11(2), 13-29.

Elias, T., & Appiah, O. (2010). A tale of two social contexts: Race-specific testimonials on commercial web sites and their effects on numeric majority and numeric minority consumer attitudes. *Journal of Advertising Research*, 50 (3), 250-264.

Books, Monographs, Book Chapters, and Other Publications

Elias, T. (2013). Ethics, advertising, and racial segmentation: An integrated social identity perspective. In M. E. Drumwright (Ed.), *Ethical issues in communication professions: New Agendas in Communication Research*, New York: Routledge.

Appiah O., & Elias, T. (2010). Race specific advertising on commercial websites: Effects of computer-generated characters in a digital world. In M. S. Eastin, T. Daugherty, & N. M. Burns (Eds.), *Handbook of Research on Digital Media and Advertising*.

Refereed Conference Presentations

Elias, T., Jaisle, A., & Morton-Padovano, C. (2013). *Ethnic identity as a predictor of microaggressive behavior towards Blacks, Whites, and Hispanic LGBs by Blacks, Whites, and Hispanics*. Paper presented at the Minorities and Communication Division of the Annual Convention of the Association for Education and Journalism and Mass Communication, Montreal, Canada, August 2014. [Third place faculty paper].

Elias, T. & VanRysdam, M.K., & Chun, J. (2013). *LinkedIn: An impediment to workplace diversity?* Paper presented at the Advertising Division of the Annual Convention of the Association for Education and Journalism and Mass Communication, Washington, DC, August 2013.

Elias, T. (2012). *Ethics, advertising, and racial segmentation: An integrated social identity perspective*. New Agenda Project on Ethics in Communication Professions Conference, sponsored by Dean Rod Hart and the College of Communication at the University of Texas. March 2012.

Kim, J., Elias, T., & Lee, C. (2012). *Why are social media users willing to share information on social networking sites? Applying the knowledge sharing model to social networking sites*. Paper presented at the Annual Convention of the Advertising Association of America, Myrtle

Beach, SC, March 2012.

Elias, T. & Appiah, O. (2010). *Consumer opinions as electronic word-of-mouth: A social identity theoretical framework*. Paper presented at the Advertising Division of the Annual Convention of the Association for Education and Journalism and Mass Communication, Denver, CO, August 2010.

Elias, T. (2010). *eFluence: The impact of participant race, racial relevance of a service, and WOM*. Paper presented at the Minorities and Communication Division of the Annual Convention of the Association for Education and Journalism and Mass Communication, Denver, CO, August 2010.

### **Dr. Mary Ann T. Ferguson, Professor**

#### Refereed Journal Publications

Ozdora-Aksak, E., Ferguson, M.A., & Duman, S.A. (2016). Corporate social responsibility and CSR fit as predictors of corporate reputation: A global perspective. *Public Relations Review*, 42(1), 79-81.

Kim, S., & Ferguson, M.A. (2016, January 11 online). Dimensions of effective CSR communication: How to measure the success of CSR Communication. *Journal of Marketing Communications*.

Ha, J.H., & Ferguson, M.A. (2015). Perception discrepancy of public relations functions and conflict among disciplines: South Korean public relations versus marketing professionals. *Journal of Public Relations Research*, 27(1), 1-21.

Tao, W., & Ferguson, M.A. (2015): The overarching effects of ethical reputation regardless of CSR cause fit and information source. *International Journal of Strategic Communication*, 9(1), 23-43.

Kim, S., & Ferguson, M.A. (2014). Public expectations of CSR communication: What and how to communicate CSR. *Public Relations Journal*, 8(3), 2.

#### Refereed Conference Presentations

Song, B., & Ferguson, M.A. (2016). *Communicating effectively about social causes: Stakeholder-corporate identification and size of donations as a function of congruence between personal prosocial motives and CSR attributions*. Paper presented to the Annual Convention of Association for Education in Journalism and Mass Communication, Minneapolis, MI, August 2016.

Ferguson, M. A. & Song, B. (2016). *Consumers' prosocial engagement in CSR: Why should they care and what does it mean to them?* Paper presented to the Annual Conference of the International Communication Association, Fukuoka, Japan, June 2016.

- Song, B., & Ferguson, M.A. (2015). *Does CSR count? Chinese luxury consumers' perspectives*. Presented to the 3rd International CSR Communication Conference, Ljubljana, Slovenia, September 2015.
- Song, B., Wen, J., & Ferguson, M.A. (2015). *Towards effective CSR in controversial industry sectors: Effect of industry sector, corporate reputation, and company-cause fit*. Presented to the Annual Convention of Association for Education in Journalism and Mass Communication, San Francisco, CA, August 2015.
- Ferguson, M.A. & Song, B., (2015). *The importance of authenticity in corporate social responsibility: Interactions with reputation and CSR motives and program fit*. Presented to the Annual Convention of Association for Education in Journalism and Mass Communication, San Francisco, CA, August 2015.

**Dr. Carla L. Fisher, Assistant Professor  
(Joined the faculty in 2016)**

Refereed Journal Publications

- Fisher, C.L., Fowler, C., Wolf, B., & Canzona, M.R. (2016, September 20 online). Experiences of "openness" between mothers and daughters during breast cancer: Implications on coping and health outcomes. *Psycho-Oncology*.
- Fisher, C.L., Roccotagliata, T.J., Rising, C.J., Kissane, D., Glogowski, E., & Bylund, C. (2016). "I don't want to be an ostrich": Managing mothers' uncertainty during BRCA 1/2 genetic counseling. *Journal of Genetic Counseling*, 26(3), 455-468.
- Canzona, M. R., Garcia, D., Fisher, C. L., Raleigh, M., Kalish, V., & Ledford, C. (2016). Communication about sexual health with breast cancer survivors: Variation among patient and provider perspectives. *Patient Education & Counseling*, 99(11), 1814-1820.
- Fisher, C.L., & Nussbaum, J.F. (2015). Maximizing wellness in successful aging and cancer coping: The importance of family communication from a socioemotional selectivity theoretical perspective. *Journal of Family Communication*. 15, 3-19.
- Fowler, C., Fisher, C.L., & Pitts, M. (2014). Older adults' evaluations of middle-aged children's attempts to initiate discussion of care needs. *Health Communication*, 29, 717-727.
- Fisher, C. L., Maloney, E., Glogowski, E., Hurley, K., Edgeron, S., Lichtenthal, W. G., Kissane, D., & Bylund, C. (2014). Talking about familial breast cancer risk: Topics and strategies to enhance mother-daughter interactions. *Qualitative Health Research*, 24, 517-535.
- Pitts, M., Fowler, C., Fisher, C. L., & Smith, S. A. (2014). Politeness strategies in imagined conversation openers about eldercare. *Journal of Language & Social Psychology*, 33, 27-46.
- Fisher, C. L., Goldsmith, D., Harrison, K., Hoffner, C. A., Segrin, C., Wright, K., & Miller, K. (2012). Communication and mental health: A conversation from the CM café. *Communication Monographs*, 79, 539-550.
- Bylund, C., Fisher, C. L., Brashers, D., Edgeron, S., Glogowski, E. A., Boyar, S. R., Kemel, Y., Siegel, B., Spencer, S., & Kissane, D. (2012). Sources of uncertainty about daughters' breast cancer risk that emerge during genetic counseling consultations. *Journal of Genetic Counseling*, 12, 292-304.

Books, Monographs, Book Chapters, and Other Publications

Fisher, C. L. (2014). *Coping together, side by side: Enriching mother-daughter communication across the breast cancer journey*. New York: Hampton Press.

**Dr. Robyn J. Goodman, Associate Professor**Refereed Journal Publications

Goodman, J.R., Theis, R.P., Krieger, J., & Shenkman, E. (accepted for publication). Communicating with hard-to-reach audiences: Focus group findings from two studies testing messages with low income Hispanic, African-American, and White audiences. *International Journal of Pharmaceutical and Healthcare Marketing*

Goodman, J.R., Theis, R.P., & Shenkman, E. (accepted for publication). The problem is people don't know how to talk to you: How Medicaid recipients understand and use health care report cards and instruction sheets, *Health Marketing Quarterly*

Goodman, J.R. (accepted for publication). Best practice or advertising hype? A content analysis of cosmetic surgery websites' procedural, risk and benefit information. *Journal of Current Issues & Research in Advertising*

Theis, R.P., Stafford, J., Goodman, J.R., Duke, L.L., & Shenkman, E. (2016). Defining "quality" from the patient's perspective: Findings from focus groups with Medicaid beneficiaries and implications for public reporting. *Health Expectations*, 20(3), 395-406.

Grumbeinm, A. & Goodman, J.R. (2015). Pretty as a website: Examining aesthetics on nonsurgical cosmetic procedure websites. *Visual Communication*, 14(4), 485-523.

Kang, M. & Goodman, J.R. (2014). Effects of cosmetic surgery advertising: Advertising strategies of an emerging market in Korea. *The Journal of Advertising and Promotion Research* 3(1), 6-42.

Goodman, J.R. & Rhee, E.S. (2014). Barometer for beauty: How cosmetic surgery websites define and visualize 'what is beautiful', *Visual Communication Quarterly*, 21(1), 25-39.

Books, Monographs, Book Chapters, and Other Publications

Goodman, J.R. (2014). Perfect bodies, imperfect messages: The media's coverage of cosmetic surgery and ideal beauty, In Carter, C., Steiner, L., & McLaughlin, L (eds.) *Routledge Companion on Media and Gender*, Chp. 32

Grumbeinm, A. & Goodman, J.R. (2013). The good, the bad, and the beautiful: How gender is represented on reality television. In Armstrong (ed.) *Media disparity: A gender battleground*, Chp. 7

Goodman, J.R., Morris, J.D, & Sutherland, J.C. (2010). Emotional response to beauty in advertising, Book chapter for *Topical Issues of Advertising: Theory and Practice* issued by the Department of Design and Advertising, Tambov State University (Russia).

**Gary Green, Deputy News Editor and Digital Director, Division of Media Properties  
(Joined the College in 2014)**

Refereed Journal Publications

Green, G. (2016). The new norm: A case study of the *Orlando Sentinel's* adaptation of new media technologies during high-profile trial coverage. *Digital Journalism*, 11(6), 721-739.

**Dr. Linda Childers Hon, Professor**

Refereed Journal Publications

Hon, L. (2016). Social media framing within the Million Hoodies movement for justice. *Public Relations Review*, 42(1), 9-19.

Hon, L. (2015). Digital social advocacy in the "Justice for Trayvon campaign." *Journal of Public Relations Research*, 27(4), 299-321.

Ki, E. & Hon, L. (2012). Causal linkages among relationship quality perception, attitude, and behavior intention in a membership organization. *Corporate Communications. An International Journal*, 17(2), 187-208.

Books, Monographs, Book Chapters, and Other Publications

Hon, L. (in press). Digital social advocacy and public communication. In B. Brunner (Ed.), *Ethics, CSR, Public Communication and Civic Professionalism*. New York, NY: Routledge.

Toth, E. & Hon, L. (2015). Preparing a course syllabus. In B. Neff & T. Johnson (Eds.), *Learning to Teach: What You Need to Know to Develop a Successful Career as a Public Relations Educator*. NY, NY: Public Relations Society of America.

Ki, E. & Hon, L. (2014). A measure of relationship cultivation strategies. In R.L. Heath & A. Gregory (Eds.) *Strategic Communication*. Sage: Los Angeles.

Toth, E. & Hon, E. (2012). Preparing a course syllabus. In B. Neff & T. Johnson (Eds.), *Learning to Teach: What You Need to Know to Develop a Successful Career as a Public Relations Educator* (pp. 95-107). NY, NY: Public Relations Society of America.

Refereed Conference Presentations

Hon, L., Lee, A.R., & Won, J. (2016). *Psychological distance as a predictor of attitudes and behavioral intentions in public relations campaigns using social media*. Presented to the Public Relations Division, International Communication Association, Fukuoka, Japan, June 2016.

Hon, L. (2014). *Digital social advocacy in the Justice for Trayvon campaign*. Presented to the Public Relations Division, Association for Education in Journalism and Mass Communication, Montreal, Canada, May 2014.

Hon, L. & Park, H. (2011). *The association between South Korean citizens' Perceptions of government crisis communication and the government-public relationship*. Presented to the Public Relations Division, International Communication Association, Singapore, June 2011.

**Dr. Sriram Kalyanaraman, Professor  
(Joined the faculty in 2014)**

Refereed Journal Publications

Wojdyski, B.W., & Kalyanaraman, S. (2016). The three dimensions of Web site navigability: Explication and effects. *Journal of the American Society for Information Science and Technology (JASIST)*, 67(2), 454-464.

Lyons, E. J., Tate, D. F., Ward, D. S., Ribisl, K., Bowling, J. B., & Kalyanaraman, S. (2014). Engagement, enjoyment, and energy expenditure during active video game play. *Health Psychology*, 33, 174-181.

Turner-McGrievy, G., Kalyanaraman, S., & Campbell, M. (2013). Delivering health information via podcast or Web: Media effects on psychosocial and physiological responses. *Health Communication*, 28(2), 101-109.

Li, C., & Kalyanaraman, S. (2013). "I, me, mine" or "Us, we, ours?" The influence of cultural psychology on Web-based customization. *Media Psychology*. 16(3), 272-294.

Li, C., & Kalyanaraman, S. (2012). What if website editorial content and ads are in two different languages? A study of bilingual consumers' online information processing. *Journal of Consumer Behavior*, 11, 198-206.

Baym, N., Campbell, S. W., Horst, H., Kalyanaraman, S., Oliver, M. B., Rothenbuhler, E., Weber, R., & Miller, K. (2012). Communication theory and research in the age of new media: A conversation from the CM Café. *Communication Monographs*, 79(2), 256-267.

Li, C., Kalyanaraman, S., & Du, Y. (2011). Moderating effect of collectivism on customized communication: An exploratory study with tailored and targeted messages. *Asian Journal of Communication*, 21(6), 575-594.

Kalyanaraman, S., Penn, D., Ivory, J., & Judge, A. (2010). The virtual doppelganger: Effects of a virtual reality simulator on perceptions of schizophrenia. *Journal of Nervous and Mental Disease*, 198(6), 437-443.

Magee, R., & Kalyanaraman, S. (2010). The perceived moral qualities of web sites: Implications for persuasion processes in human-computer interaction. *Ethics and Information Technology*, 12, 109-125.

Bobkowski, P., & Kalyanaraman, S. (2010). Effects of online Christian self-disclosure on impression formation. *Journal for the Scientific Study of Religion*, 49(3), 456-476.

**John Kaplan, Professor**

Refereed Journal Publications

O'Regan, R., Giblet, J., & Kaplan, J. (2013). Cancer survivorship: A local and global issue. *The Lancet*, August 2013.

Creative Works, Juried

- Kaplan, J. (2014). The Pulitzer Prize photographs: Capture the moment [Group exhibitions]
- a. Frost Museum, Miami, FL (J) February – April 2014.
  - b. Kaohsiung Museum of Fine Arts, Taipei, Taiwan (J) April – July 2013.
  - c. Huashan Creative Park, Taipei, Taiwan (J) January – April 2013.
  - d. Yellowstone Art Museum, Billings, MT (J) August – December 2011.
  - e. Durham Museum, Durham, NC (J) April –July 2011.
  - f. College of Idaho, Caldwell, ID (J) February–March 2011.
  - g. Mokpo Culture & Arts Center, Mokpo, Korea (J) December 2010 – February 2011.
  - h. Daegu National Museum, Daegu, Korea (J) October 2010 – December 2010.
  - i. Hangaram Design Museum: Seoul Arts Center, Seoul, Korea (J) June 2010 – August 2010.

Creative Works, Non-juried

- Kaplan, J. (2012 - 2015). Not As I Pictured: A Pulitzer Prize-winning Photographer's Journey Through Lymphoma
- a. Pfizer Corporate Headquarters, New York, NY. (J) October 2014-March 2015.
  - b. Centers for Disease Control and Prevention, Atlanta, GA, (J) July-September 2013.
  - c. University of Missouri School of Journalism McDougal Gallery, Columbia, MO, (J) February – March 2013.
  - d. University of Kentucky Tuska Center for Contemporary Art, Lexington, KY, (J) March – April 2012.
  - e. Gallery 919, Wilmington, DE, (I) January– February 2012.
- Kaplan, J. (2015). *Mouth for war* (New York: Gallery Books), January 2015. (Cover photograph.)
- Kaplan, J. (2014) *"Home field advantage."* Southlander, Atlanta, GA. October 2014, 58. (contributed mini-review for premiere edition.)
- Kaplan, J. (2014). "Rock Star Phil Anselmo." Metal Hammer, London, U.K. April 2014. Cover and various. (Wrote article about experiences touring with rock band Pantera for internationally distributed rock magazine. Cover photo and additional photographs published.)
- Kaplan, J. (2014). *Abnormal psychology* (New York: Worth), 2014. (in-press) (Contributed photograph for leading textbook in field by Ronald Comer for several editions with 2014 editions now in-press. Also contributed to E-book and website.)
- Kaplan, J. (2013). *"Not As I Pictured."* ASCO Post, Spring Harbor, NY. September 2013, 87. (Wrote article and had eight photos published in full page story in world's leading publication for oncology field. Also published online.)
- Kaplan, J. (2013) *"John Kaplan."* Von Magazine, Seoul Korea 2013. Multiple pages. (iPad app publication. Distributed internationally.)
- Kaplan, J. (2013). *The Pulitzer Prize photographs, capture the moment*, New Updated Edition (Washington, D.C.: Newseum), 2013. 162-63. (Contributed four photographs.)

**Dr. Tom Kelleher, Professor  
(Joined the faculty in 2014)**

Refereed Journal Publications

Sweetser, K.D., & Kelleher, T. (in press). Communicated commitment and conversational voice: Abbreviated measures of communicative strategies for maintaining organization-public relationships. *Journal of Public Relations Research*.

Kelleher, T. & Sweetser, K. (2012). Social media adoption among university communicators. *Journal of Public Relations Research*, 24(2), 105-122.

Sweetser, K. & Kelleher, T. (2011). A survey of social media use, motivation and leadership among public relations practitioners. *Public Relations Review*, 37(4), 425-428.

Books, Monographs, Book Chapters, and Other Publications

Kelleher, T. (in press). *Public Relations*. New York: Oxford University Press. (ISBN9780190201470)

Kelleher, T. (2015). Relationship management and social media. In J. Ledingham, E-J. Ki, & J.N. Kim (Eds.) *Public Relations as Relationship Management*, (pp. 281-305), 2nd ed. Mahwah, NJ: Lawrence Erlbaum Associates.

Kelleher, T. (2015). Teaching PR online. In B. Neff & T.L. Johnson (Eds.) *Learning to Teach: What You Need to Know to Develop a Successful Career as a Public Relations Educator* (pp. 397-403), 4th Ed. New York: PRSA.

Refereed Conference Presentations

Strekalova, Y., Kelleher, T., Norberg, R., & Treise, D. (2016). *GIFTS: Student participation in sponsored applied research projects*. Presented at the annual conference of the International Communication Association (ICA) 2016 Annual Conference, Fukuoka, Japan, June 2016.

Romero, J., & Kelleher, T. (2013). *Running with social media: Social media use, athletic identity, and perceived competence*. Presented at the annual Association for Education in Journalism and Mass Communication (AEJMC) conference in Washington, D.C., August 2013.

**Dr. Kathleen Kelly, Professor**

Refereed Journal Publications

Mack, C. E., Kelly, K.S., & Wilson, C. (2016). Finding an academic home for fundraising: A multidisciplinary study of scholars' perspectives. *International Journal of Nonprofit and Voluntary Sector Marketing*, 21(4), 180-194.

Cho, M., & Kelly, K.S. (2014). Corporate donor-charitable organization partners: A coorientation study of relationship types. *Nonprofit and Voluntary Sector Quarterly*. 43(4), 693-715.

Waters, R.D., Kelly, K.S., & Walker, M.L. (2012). Organizational roles enacted by healthcare fundraisers: A national study testing theory and assessing gender differences. *Journal of Communication Management*, 16(3), 244-263.

Kelly, K. S., Laskin, A. V., & Rosenstein, G. A. (2010). Investor relations: Two-way symmetrical practice. *Journal of Public Relations Research*, 22(2), 182-208.

Books, Monographs, Book Chapters, and Other Publications

- Kelly, K.S. (2015). Teaching fund raising. In B. Neff & T. Johnson (Eds.), *Learning to teach: What you need to know to develop a successful career as a public relations educator* (4th ed.; pp. 434-446). New York: Public Relations Society of America Educators Academy.
- Tindall, N.T.J., Waters, R.D., & Kelly, K.S. (2015). A fractured glass ceiling in fundraising? Examining the careers of minority healthcare fundraisers using role theory. In R. D. Waters (Ed.), *Public relations in the nonprofit sector: Theory and practice* pp. 27-41). New York: Routledge.

#### Refereed Conference Presentations

- Wilkes, C., & Kelly, K.S. (2016, August). *Organizational authenticity and stakeholder advocacy: Testing the Arthur W. Page Society's building belief model*. Paper presented to the Public Relations Division, Association for Education in Journalism and Mass Communication's (AEJMC) Annual Conference, Minneapolis, MN.

#### **Dr. Eunice Kim, Assistant Professor (Joined the faculty in 2014)**

#### Refereed Journal Publications

- Bashirm, A., Wen, J., Kim, E., & Morris, J. (accepted). The role of consumer affect on visual social networking sites: How consumers build brand relationships. *Journal of Current Issues and Research in Advertising*.
- Kim, S., Kim, J., & Kim, E. (accepted). Metaphor as visual thinking in advertising and its effects: Focus on brand familiarity and product involvement. *Journal of Promotion Management*.
- Kim, E. & Drumwright, M. (2016). Engaging consumers and building relationships in social media: How social relatedness influences intrinsic vs. extrinsic consumer motivation. *Computers in Human Behavior*, 63, 970-979.
- Kim, E., Lee, J., Sung, Y., & Choi, S. M. (2016). Predicting selfie-posting behaviors on social networking sites: An extension of theory of planned behavior. *Computers in Human Behavior*, 62, 116-123.
- Sung, Y., Lee, J., Kim, E., & Choi, S. M (2016). Why we post selfies: Understanding motivations for posting pictures of oneself. *Personality and Individual Differences*. 97, 260-265.
- Kim, E. & Eastin, M. S. (2015). External brand placement: The effects on game players' processing of an in-game brand. *Journal of Promotion Management*, 21(3), 391-411.
- Peña, J. F. & Kim, E. (2014). Increasing exergame physical activity through self and opponent avatar appearance. *Computers in Human Behavior*, 41, 262-267.
- Kwon, E. S., Kim, E., Sung, Y. & Yoo, C. Y. (2014). Brand followers: Consumer motivations and attitudes toward brand communications on Twitter. *International Journal of Advertising*, 33(4), 657-680.
- Kim, E., Sung, Y., & Kang, H. S. (2014). Brand followers' retweeting behavior on Twitter: How brand relationships affect brand electronic word-of-mouth. *Computers in Human Behavior*, 37, 18-25.
- Kim, E., Lin, J. S., & Sung, Y. (2013). To app or not to app: Engaging consumers via branded mobile apps. *Journal of Interactive Advertising*, 13(1), 53-65.

**Dr. Hyojin Kim, Assistant Professor  
(Left the college in 2012)**

Refereed Journal Publications

- Kim, H., Park, S. & Bozeman, I. A. (2011, September 28). Online health information search and evaluation: Observations and in-depth interviews with college students and maternal health experts," *Health Information & Libraries Journal*, 188-199.
- Morton, C.R., Kim, H., & Treise, D. (2011), Sex after 50: A qualitative study on mature women's sexual health attitudes and beliefs, *Journal of Consumer Affair*, 45(3), 372-390.
- Kim, H. (2011), Pharmaceutical companies as a source of health information: A pilot study of the effects of source, web site interactivity, and involvement, *Health Marketing Quarterly*, 28(1), 57-85.
- Kim, H. & Stout, P.A. (2010), The effects of interactivity on information processing and attitude change: Implications for mental illness stigma, *Health Communication*, 25(2), 142-154.

Refereed Conference Presentations

- Kim, H. & Park, S. (2011). *Celebrity endorsers in Direct-to-Consumer pharmaceutical advertising: The effects of congruence and attribution of motives*, Paper presented at the Annual Conference of the American Academy of Advertising, Mesa, AZ, April 4-7, 2011.
- Kim, H., Ball, J. & Stout, P.A. (2010). *The effects of corporate credibility and endorser attributes on consumer responses to Direct-to-Consumer pharmaceutical advertising*. Paper presented at the Annual Conference of the American Academy of Advertising, Minneapolis, MN, March 18-21, 2010.
- Lin, J. & Kim, H. (2010). *Measuring levels of interactivity across teen health web sites*. Paper presented at the Annual Conference of Association for Marketing & Health Care Research, South Lake Tahoe, CA & NV, February 24-26, 2010.

**Dr. Sora Kim, Assistant Professor  
(Left the College in 2014)**

Refereed Journal Publications

- Kim, S., & Sung, K. H. (2014). Revisiting the effectiveness of base crisis strategies in comparison of reputation management crisis responses. *Journal of Public Relations Research* 26(1), 62-78.
- Kim, S., & Wertz, E. (2013). Predictors of organizations' crisis communication approaches: Full versus limited crisis information disclosure. *Public Relations Review*, 39, 238-240.
- Kim, S., & Lee, Y-J. (2012). The complex attribution process of CSR motives. *Public Relations Review*, 38(1), 168-170.
- Kim, S., & Liu, B. F. (2012). Are all crises opportunities? A comparison of how corporate and government organizations responded to the 2009 flu pandemic. *Journal of Public Relations Research*, 24(1), 69-85.
- Liu, B. F., & Kim, S. (2011). How organizations framed the 2009 H1N1 pandemic via social and traditional media: Implications for U.S. health communicators. *Public Relations Review*, 37(3), 233-244.

- Kim, S., Avery, E. J., & Lariscy, R. W. (2011). Reputation repair at the expense of providing instructing and adjusting information following crises: Examining 18 years of crisis response strategy research," *International Journal of Strategic Communication*, 5(3), 183-199.
- Kim, S. (2011). Transferring effects of CSR strategy on consumer responses: The synergistic model of corporate communication strategy. *Journal of Public Relations Research*, 23(2), 218-241.
- Kim, S., Park, J-H., & Wertz, E. (2010). Expectation gaps between stakeholders and web-based corporate public relations efforts: Focusing on Fortune 500 corporate web sites," *Public Relations Review*, 36(3), 215-221.
- Avery, E. J., Lariscy, R. W., Kim, S., & Hocke, T. (2010). A quantitative review of crisis communication research in public relations: 1991-2009," *Public Relations Review*, 36(2), 190-192.
- Lee, Y-J., & Kim, S. (2010). Media framing in corporate social responsibility: A Korea-US Comparative Study. *International Journal of Communication* 4, 1-20.

### **Dr. Spiro Kiouisis, Professor**

#### Refereed Journal Publications

- Kiouisis, S., Kim, J., Kochhar, S., Lim, H., Park, J., & Im, J. (2016). Agenda building linkages among public relations and state news media during the 2010 Florida Senate election. *Public Relations Review*, 42, 240-242.
- Kiouisis, S., Ragas, M., Kim, J., Schweickart, T., Neil, J., & Kochhar, S. (2016). Exploring Presidential agenda building and policymaking: Examining linkages across three levels. *International Journal of Strategic Communication*, 10(1), 1-17.
- Kim, J., Kiouisis, S., & Molleda, J.C. (2015). Use of affect in blog communication: Credibility, authenticity, and trust as public relations outcomes. *Public Relations Review* 41(4), 504-507.
- Kiouisis, S., Strömbäck, J, & McDevitt, M. (2015). Issue ownership as durable and dynamic: Influences of agenda setting and priming. *International Journal of Communication*, 9, 3347-3368.
- Kiouisis, S., Kim, J., Ragas, M., Wheat, G., Kochhar, S., Svensson, E., & Miles, M. (2014). Exploring new frontiers of agenda building during the 2012 U.S. Presidential elections pre-convention period: Examining linkages across three levels. *Journalism Studies*, 16(3), 363-382.
- Kiouisis, S. Kim, J., Carnifax, A., & Kochhar, S. (2014). Exploring the role of Senate majority leader political public relations efforts: Comparing agenda-building effectiveness across information subsidies. *Public Relations Review*, 40(3), 615-617.
- Kiouisis, S., Park, J., Kim, J., & Go, E. (2013). Exploring the role of agenda-building efforts on media coverage and policymaking activity of healthcare reform. *Journalism and Mass Communication Quarterly*, 90(4), 652-672.
- Kim, J. & Kiouisis, S. (2012). The role of affect in agenda building for public relations: Implications for public relations outcomes. *Journalism and Mass Communication Quarterly*, 89(4), 657-676.
- Kiouisis, S., Laskin, A., & Kim, J. (2011). Congressional agenda-building: Examining the influence of Congressional communications from the Speaker of the House. *Public Relations Journal*, 5(1),

Strömbäck, J. & Kioussis, S. (2010). Comparing media effects across different media channels and media types. *Journal of Communication*, 60, 271-292.

**Dr. Janice Krieger, Professor  
(Joined the College in 2014)**

Refereed Journal Publications

Krieger, J. L., Neil, J. M., & Strekalova, Y. A., & Sarge, M. A. (in press). Linguistic strategies for improving informed consent in clinical trials among low health literacy patients. *Journal of the National Cancer Institute*.

Krieger, J. L., Krok-Schoen, J. L., Dailey, P. M., Palmer-Wackerly, A. L., Schoenberg, N., Paskett, E. D., & Dignan, M. (in press). Distributed cognition in cancer treatment decision-making: An application of the DECIDE decision-making styles typology. *Qualitative Health Research*.

Krieger, J. L., Palmer-Wackerly, A., Krok-Schoen, J., Dailey, P., Wojno, J., Schoenberg, N., Paskett, E., & Dignan, M. (2015). Caregiver perceptions of their influence on cancer treatment decision making. *Journal of Language and Social Psychology*, 34(6), 640-656.

Krieger, J. L., Palmer-Wackerly, A., Dailey, P., Krok, J., Schoenberg, N., & Paskett, E. (2015). Comprehension of randomization and uncertainty in cancer clinical trials decision-making among rural, Appalachian patients. *Journal of Cancer Education*, 30(4), 743-748.

Krieger, J. L. (2014). Last resort or roll of the die? Exploring the role of metaphors in cancer clinical trials education among medically underserved populations. *Journal of Health Communication*, 19, 1161-77.

Krieger, J. L., Coveleski, S., Hecht, M., Miller-Day, M., Graham, J. W., Pettigrew, J., & Kootsikis, A. (2013). From kids, through kids, to kids: Examining the social influence strategies used by adolescents to promote prevention among peers. *Health Communication*, 28, 683-695.

Krieger, J. L., Katz, M. L., Eisenberg, D., Heaner, S., Sarge, M., & Jain, P. (2013). Media coverage of cervical cancer and the HPV vaccine: Implications for geographic health inequities. *Health Expectations*, 16(3), e1-12.

Krieger, J. L., & Sarge, M. A. (2013). A serial mediation model of message framing on intentions to receive the human papillomavirus (HPV) vaccine: Revisiting the role of threat and efficacy perceptions. *Health Communication*, 28(1), 5-19.

Krieger, J. L., Katz, M., Kam, J. A., & Roberto, A. J. (2012). Appalachian and non-Appalachian pediatricians' encouragement of the human papillomavirus (HPV) vaccine: Implications for health disparities. *Women's Health Issues*, 22(1), e19-e26.

Books, Monographs, Book Chapters, and Other Publications

Krieger, J. L. (2014). Family communication about cancer treatment decision-making: A description of the DECIDE typology. In E. Cohen (Ed.), *Communication Yearbook*, 38, 279-305. New York: Routledge.

**Dr. Moon J. Lee, Associate Professor**

Refereed Journal Publications

- Lee, M. J. & Choi, J. (accepted for publication). Promoting HPV vaccination online: Message Design and Media Choice. *Health Promotion Practice*
- Lee, M. J. & Chen, F. (in press). Circulating humorous antitobacco videos on social media: Platform vs. Medium. *Health Promotion Practice*.
- Chun, J. W. & Lee, M. J. (2017). When does individuals' willingness to speak out on social media increase? Perceived social support and perceived empowerment. *Computers in Human Behavior*, 74, 120-129.
- Lee, M. J. & Chun, J. W. (2016) Reading others' comments and public opinion polls online: Social Judgment and Spiral of Empowerment. *Computers in Human Behavior*. 65, 479-487.
- Lee, M. J. & Gispanski, L. (2016) Portrayals of eating and drinking in popular American TV programs: Comparison between scripted and non-scripted shows, *Journal of Health Communication*, 21(5), 593-9.
- Chun, J. W. & Lee, M. J. (2016). Increasing individuals' involvement and WOM intention on Social Networking Sites: Content matters!" *Computers in Human Behavior* 60(C), 223-232.
- Lee, M. J., Sobralske, M., Raney, E., & Carino, B. (2016) Interpretation time in an ethnically diverse pediatric orthopedic clinic. *Journal of Health Organization and Management*, 30(4), 530-540.
- Lee, M. J., Sobralske, M., Fackenthall, C. (2016). Potential motivators and barriers for encouraging health screening for cardiovascular disease among Latino men in rural communities in the Northwestern United States. *The Journal of Immigrant and Minority Health*, 18(2), 411-419.
- Sung, K. H. & Lee, M. J. (2015). Do online comments influence the public's attitudes toward an organization? Effects of online comments based on individuals' prior attitudes, *Journal of Psychology: Interdisciplinary and Applied*, 1-14.
- Kim, J. & Lee, M. J. (2013). Do shy people feel less communication apprehension online? The effects of Virtual Reality on the relationship between personality characteristics and communication outcomes, *Computers in Human Behavior*, 33, 301-310.

**Dr. Yu-Hao Lee, Assistant Professor  
(Joined the College in 2014)**

Refereed Journal Publications

- Lee, Y.-H., Dunbar, N., Miller, C., Lane, B., Jensen, M., Bessarabova, E., Burgoon, J., Adame, B., Valacich, J., Arterburn, E., Bostwick, E., Piercy, C., King, S., Elizondo, J., & Wilson, S. (Accepted for publication). Teaching anchoring and representativeness bias mitigation through a digital game. *Simulation & Gaming*, 46(6), 751-779.
- Lee, Y.-H., Dunbar, N., Kornelson, K., Wilson, S., Ralston, R., Savic, M., Stewart, S., Lennox, E., Thompson, W., & Elizondo, J. (2016). Digital games for undergraduate calculus education: Promoting immersion, calculation, and conceptual understanding through game affordances. *International Journal of Gaming and Computer-Mediated Simulations*, 8(1), 13-27.
- Jensen, M., Lee, Y.-H., Piercy, C., Dunbar, N. E., Elizondo, J., Bessarabova, E., Twyman, N. W., Burgoon, J. K., Valacich, J. S., Adame, B., Miller, C., & Wilson, S. (2016). Exploring failure and engagement in a complex digital training game: A multi-method examination. *AIS Transactions on Human-Computer Interaction*, 8(1), 1-20.
- Lee, Y.-H. (2015). Does digital game interactivity always promote self-efficacy?. *Cyberpsychology, Behavior, and Social Networking*, 18(11), 669-673.

- Lee, Y.-H., Heeter, C., Magerko, B., & Medler, B. (2013). Feeling right about how you play: The effects of regulatory fit in games for learning. *Games & Culture*, 8(4), 238-258.
- Lee, Y.-H. (2013). Are good games also good problems?: Content analysis of problem types and learning principles in environmental education games, *International Journal of Game Based Learning*, 3(4), 47-61.
- Wohn, D.Y., & Lee, Y.-H. (2013). Players of Facebook games and how they play, *Entertainment Computing*, 4(3), 171-178.
- Lee, Y.-H., Heeter, C., Magerko, B., & Medler, B. (2012). Gaming mindsets: Implicit theories in serious game learning, *Cyberpsychology, Behavior, & Social Networking*, 15(4), 190-194.
- Lee, Y.-H., & Wohn, D.Y. (2012). Are there cultural differences in how we play? Examining cultural effects on playing social network games. *Computers in Human Behavior*, 28(4), 1307-1314.
- Heeter, C., Lee, Y.-H., Magerko, B., & Medler, B. (2011). Impacts of forced serious game play on vulnerable subgroups, *The International Journal of Gaming and Computer-Mediated Simulations*, 3, 35-53.

### **Dr. Norman Lewis, Associate Professor**

#### Refereed Journal Publications

- Hull, K., & Lewis, N.P. (2014). Why Twitter displaces broadcast sports media: A model. *International Journal of Sport Communication*, 7(1), 16-33.
- Lewis, N.P. (2013). Idea plagiarism: Journalism's ultimate heist. *Mass Communication & Society*, 16(5), 738-757.
- Lewis, N.P., & Zhong, B. (2013). The root of journalistic plagiarism: Contested attribution beliefs. *Journalism & Mass Communication Quarterly*, 90(1), 148-166.
- Lewis, N.P., Starr, J., Takata, Y., & Xie, Q. (2012). Gulf papers' oil spill coverage differs from national dailies. *Newspaper Research Journal*, 33(4), 91-101.
- Lewis, N.P., & Zhong, B. (2011). The personality of plagiarism. *Journalism & Mass Communication Educator*, 66(4), 325-339.
- Lewis, N.P., Treise, D., Hsu, S.I., Allen, W.L., & Kang, H. (2011). DTC genetic testing companies fail transparency prescriptions. *New Genetics and Society*, 30, 291-307.
- Walsh-Childers, K.; Lewis, N.P., & Neely, J. (2011). Listeners, not leeches: What Virginia Tech survivors needed from journalists. *Journal of Mass Media Ethics*, 26(3), 191-205.
- Lewis, N.P.; Neely, J., & Gao, F. (2011). Few top editors blog about news decisions. *Newspaper Research Journal*, 32(2), 63-73.
- Lewis, N.P. (2010). The myth of Spiro Agnew's "nattering nabobs of negativism." *American Journalism*, 27(1), 89-115.

#### Refereed Conference Presentations

- Yang, F., Lewis, N.P., Zhou, Y., & Zhong, B. (2016, June). *Contextualizing journalism ethics: A cross-*

*cultural study of plagiarism and attribution between U.S. and Chinese journalists.* Paper presented at the International Communication Association (ICA) conference, Fukuoka, Japan.

### **Mindy McAdams, Professor**

#### Refereed Journal Publications

Armstrong, C.L., McAdams, M.J., and Cain, J. (2015). What is news? Audiences may have their own ideas. *Atlantic Journal of Communication*, 23(2), 81-98.

Armstrong, C. L., McAdams, M. J., and Cain, J. (2015). Hazy habits: What kinds of news do young people want? *Southwestern Mass Communication Journal*, 31(1). Available: <http://swecjmc.wp.txstate.edu/fall-2015/>

Armstrong, C. L., & McAdams, M. J. (2011). Blogging the time away? Young adults' motivations for blog use. *Atlantic Journal of Communication*, 19(2), 113-128.

Al Nashmi, E., Cleary, J., Molleda, J-C., & McAdams, M. (2010). Internet political discussions in the Arab world: A look at online forums from Kuwait, Saudi Arabia, Egypt and Jordan. *International Communication Gazette*, 72(8), 719-738.

### **Dr. Jasmine McNealy, Assistant Professor (Joined the College in 2015)**

#### Refereed Journal Publications

McNealy, J.E. A framework for unpublishing decisions, *Digital Journalism* (accepted).

McNealy, J.E. Spam and the First Amendment redux: Free speech issues in state regulation of unsolicited email. *Communication Law & Policy* (accepted w/revisions)

McNealy, J.E. (forthcoming). Online commenters react negatively to newspaper doxxing. *Newspaper Research Journal*, Summer 2017.

McNealy, J.E. & Shoenberger, H. (2016). Reexamining privacy-promising technologies. (forthcoming) *Tulane Journal of Technology & Intellectual Property*, 19, 1-25.

McNealy, J.E. (2015). Rethinking media joint activity with law enforcement. *University of Baltimore Journal of Media Law and Ethics*, 4(3/4), 89-107.

#### Books, Monographs, Book Chapters, and Other Publications

McNealy, J.E. (2017, forthcoming). Account ownership and control, in *Social Media and the Law* (D. Stewart, Ed.).

#### Refereed Conference Presentations

McNealy, J.E. & Shoenberger, H. (2016). *The platform decides the posting: Information sharing stratification in social media,* Presented at TPRC 2016, Washington, DC, September 30, 2016.

McNealy, J.E. (2016). *Disparaging trademark and social responsibility.* Presented to the International Communication Association Conference, Fukuoka, Japan, June 2016.

McNealy, J.E. (2016). *Online vs. offline: Re-examining the reasonable consumer standard in the digital*

*context*, w/ H. Shoenberger, PrivacyCon, Federal Trade Commission, Washington, DC, January 14, 2016.

McNealy, J.E. (2015). *Yet I am not ashamed': A phenomenology of doxxing*, International Symposium on Digital Ethics, Loyola University, Chicago, IL, November 6, 2015.

**Dr. Rita Linjuan Men, Assistant Professor  
(Joined the College in 2015)**

Refereed Journal Publications

Men, L. R., & Tsai, W. S. (2016). Public engagement with CEOs on social media: Motivations and relational outcomes. *Public Relations Review*, 42(5), 932-942.

Men, L. R., & Muralidharan, S. (2016). Antecedents and relational outcomes of Social Media Peer Communication about Companies: Evidence from China and the United States. *Journalism & Mass Communication Quarterly*, 94(1), 81-101.

Men, L. R. (2015a). The internal communication role of the Chief Executive Officer: Communication channels, style, and effectiveness. *Public Relations Review*, 41, 461-471.

Jiang, H., & Men, L. R. (2015). Creating an engaged workforce: The impact of authentic leadership, transparent communication, and work-life enrichment. *Communication Research* 44(2), 225-243.

Men, L. R., & Tsai, W-S. (2015). Infusing social media with humanity: Corporate character, public engagement, and relational outcomes. *Public Relations Review*, 41, 395-403.

Men, L. R., & Stacks, D. W. (2014). The effects of authentic leadership on strategic internal communication and employee-organization relationships. *Journal of Public Relations Research*, 26(4), 301-324.

Men, L. R., & Tsai, W. S. (2014). Perceptual, attitudinal, and behavioral outcomes of organization-public engagement on corporate Social Networking Sites. *Journal of Public Relations Research*, 26(5), 417-435.

Men, L. R. (2014b). Strategic employee communication: Transformational leadership, communication channels, and employee satisfaction. *Management Communication Quarterly*, 28(2), 264-284. (Among Sage Publication's top read media and communication articles of 2014.)

Men, L. R. (2014c). Internal reputation management: Effects of authentic leadership and transparent communication. *Corporate Reputation Review*, 17, 254-272.

Books, Monographs, Book Chapters, and Other Publications

Men, L. R., & Bowen, S. (2017). *Excellence in internal communication management*. Business Expert Press, New York.

**Dr. Juan-Carlos Molleda, Professor  
(Left the College in 2016)**

Refereed Journal Publications

Molleda, J.C., Kochhar, S., Moreno, A., & Stephen, G. (2015). An intertwined future: Exploring the

- relationship between the levels of professionalization and social roles of public relations professionals. *Research Journal of the Institute for Public Relations*, 2(2).
- Kim, J.Y., Kioussis, S., & Molleda, J.C. (2015). Use of affect in blog communication: Trust, credibility, and authenticity. *Relations Review*, 41(4), 504-507.
- Molleda, J.C., Kochhar, S., & Wilson, C. (2015). Tipping the balance: A decision-making model for localization in global public relations agencies. *Public Relations Review*, 41(3), 335-344.
- Jain, R., De Moya, M., & Molleda, J.C. (2014). State of international public relations research: Narrowing the knowledge gap about the practice across borders. *Public Relations Review*, 40, 595-597.
- Molleda, J.C., & Jain, R. (2013). Testing a perceived authenticity index with triangulation research: The case of Xcaret in Mexico. *International Journal of Strategic Communication*, 7, 1-20.
- Bravo, V., Molleda, J.C., Giraldo, A.F., & Botero, L.H. (2013). Testing the theory of cross-national conflict shifting: A quantitative content analysis and a case study of the Chiquita Brands' transnational crisis originated in Colombia. *Public Relations Review*, 39, 57-59.
- Kim, J.Y., & Molleda, J.C. (2011). A quantitative analysis of governments' use of interactive media as a global public relations strategy. *Public Relations Journal*, 5(3).
- Molleda, J.C. (2011). Advancing the theory of cross-national conflict shifting: A case discussion and quantitative content analysis of a transnational crisis' newswire coverage. *International Journal of Strategic Communication*, 5(1), 49-70.
- Al-Nashmi, E., Cleary, J., Molleda, J.C., & McAdams, M. (2010). Internet political discussions in the Arab world: A look at online forums from Kuwait, Saudi Arabia, Egypt and Jordan. *The International Communication Gazette*, 72(8), 719-738.
- Molleda, J.C. (2010). Authenticity and the construct's dimensions in public relations and communication research. *Journal of Communication Management*, 14(3), 223-236.

### **Dr. Jon D. Morris, Professor**

#### Refereed Journal Publications

- Bashir, A, Wen, J. T., Kim, E., Morris, J. (Accepted for publication). The role consumer affect on Visual Social Networking Sites: How consumers build brand relationships. *Journal of Current Issues & Research Advertising*.
- Ju, I., Choi, Y., Morris, J., Liao, H. W, & Bluck, S. (2016). Creating nostalgic advertising based on the Reminiscence Bump: Diachronic relevance and purchase intent. *Applied Cognitive Psychology*.
- Ju, I., Jun J. W., Dodoo, N. A., & Morris, J. (2015). The influence of life satisfaction on nostalgic advertising and attitude toward a brand. *Journal of Marketing Communications*.
- Morris, J, Choi, Y, and Ju, I (2016). Are social marketing and advertising communications (SMACs) meaningful: A survey of Facebook user emotional responses, source credibility, personal relevance, and perceived intrusiveness? *Journal of Current Issues & Research Advertising* 37(2), 165-182.
- Shen, F., & Morris, J. D. (2016) Developing neuroimaging emotional response techniques with

functional magnetic imaging via television commercials and self-reporting. *Journal of Advertising Research*.

Jang, W., Ko, Y. J., Morris, J. D., & Chang, Y. W. (2015). Scarcity effects on consumption behavior: Luxury and limited edition product consideration. *Psychology and Marketing*, 32(10), 989-1001

Shen, F, & Morris, J.D. (2012) Neural structures of emotional responses to television commercials: A functional Magnetic Resonance Imaging study. *Advances in Consumer Research*, 38, 484-485.

#### Books, Monographs, Book Chapters, and Other Publications

Morris, J.D. (2012). Theories of emotions and affect in marketing communications. In (Eds.) Rodgers S., Thorson, E. *Advertising Theory*, (pp. 85-119). Routledge, New York.

Stewart, D. W., Morris, J.D. and Grover, A. (2006) (2012) Emotions in advertising. In *Handbook of Advertising*, Edited by Tim Ambler and Gerard Tellis, (Thousand Oaks, CA: Sage)

#### Refereed Conference Presentations

Jang, W., Morris, J. D., Ko, Y. J., & Goodman, J. R. (2015) *The effects of mixed emotional appeals: Construal level theory perspective*. Presented to Association Education in Journalism and Mass Communication Conference, San Francisco, CA.

#### **Dr. Cynthia Morton, Associate Professor**

#### Refereed Journal Publications

Song, D. & Morton, C.R. (2016). Unique or the same: The interplay of regulatory focus and informational cues in advertising. *Psychology & Marketing*, 33(11), 917-933.

Elias, T., Jaisle, A. & Morton-Padovano, C.R. (2016), Ethnic identity as a predictor of microaggressions towards Blacks, Whites, and Hispanic LGBs by Blacks, Whites, and Hispanics. *Journal of Homosexuality*, 64(1), 1-31.

Morton, C.R. & Kim, H. (2015), Use of the PHM Framework to create safe sex ads targeted to women 50 and older, *Health Marketing Quarterly*, 32(2), 148-164.

Park, S.Y. & Morton, C.R. (2015). The role of regulatory focus, social distance, and involvement in anti-high-risk drinking ad framing. *Journal of Advertising*, 44(4), 338-348.

Morton, C.R., Kim, H., & Treise, D. (2011), Sex after 50: A qualitative study on mature women's sexual health attitudes and beliefs, *Journal of Consumer Affairs*, 45(3), 372-390.

#### Refereed Conference Presentations

Lee, S. & Morton, C.R. (2016), *The effect of media-bound factors on cause-related marketing audience's attitudes and behavioral intention*. Presented at the 2017 American Academy of Advertising annual conference, Boston, MA, March 2017.

Morton, C.R., Galindo, S., Dodoo, N.A., Wu, L., Headrick, L., Fundingsland, S., Auguste, K., Gonzalez, C., Morera, M., Monaghan, P., & Shelnutt, K., (2016). *Listening to Immokalee Moms: A case analysis on applying the stages of change to discover health promotion directions*. Presented at the 35th Annual Association for Marketing and Health Care Research conference in Crested Butte, CO, February 2016.

Morton, C.R. & Dodoo, N.A., (2015), *Beverage consumption and the path to obesity*. Presented at the

2015 Conference of the Association for Educators in Journalism & Mass Communications – Communication, Science, & Health Research (ComSHER) Division. San Francisco, CA, August 6-9, 2015.

Troy, E., Jaisle, A.M., & Morton, C.R. (2014), *Ethnic identity as a predictor of micro-aggressive behavior towards Blacks, Whites, and Hispanic LGBs by Blacks, Whites, and Hispanics*. Presented at the 2014 Association for Education in Journalism and Mass Communication 97th Annual Conference, Montreal, Canada, August 6-9, 2014.

Morton, C.R. (2013), *Anti-dating violence campaign effectiveness to African American teenage males*. Presented at the 2013 Association for Education in Journalism and Mass Communication Conference, Washington, DC, August 8-11, 2013.

### **Dr. Ronald R. Rodgers, Associate Professor**

#### Refereed Journal Publications

Rodgers, R.R. (2015) "A strange absence of news': The Titanic, the Times, checkbook journalism, and the inquiry into the public's right to know, *Journalism History*, 41(1), 31-38.

Rodgers, R.R. (2013) "One of the most crying needs of the present time": The call for a Christian daily newspaper. *American Journalism* 30(3), 394-413.

Rodgers, R.R. (2011) The Social Gospel and the news. *Journalism & Communication Monographs* 13(2), 69-134.

Rodgers, R.R. (2010) The press, pulpit and public opinion: The clergy's conferral of power and the concomitant call for a journalism of advocacy in an age of reform. *Journal of Media and Religion* 9(1), 1-18.

Rodgers, R.R. (2010, March) The press and public relations through the lens of the periodicals, 1890-1930. *Public Relations Review* 36, 50-55.

#### Refereed Conference Presentations

Rodgers, R.R. (2016, August). *The social awakening and the soul of news*. Presented to the History Division at the annual meeting of the Association for Education in Journalism & Mass Communication, Minneapolis, Minnesota.

Rodgers, R.R. (2016, October). *The mission vs. the market: The dialectic of press reform in the age of a commercialized press*. Presented to the annual meeting of the American Journalism Historians Association, St. Petersburg, Florida.

Rodgers, R.R. (2016, March). *The social awakening and the soul of news*. Presented to the 2016 Joint Journalism and Communication History Conference at the Arthur L. Carter Journalism Institute, New York University, New York. (The joint spring meeting of the American Journalism Historians Association and the History Division of the Association for Education in Journalism and Mass Communication.)

Rodgers, R.R. (2015, March). *The mission vs. the market and the struggle for the soul of news*. Presented to the 2015 Joint Journalism and Communication History Conference at the Arthur L. Carter Journalism Institute, New York University, New York. (The joint spring meeting of the American Journalism Historians Association and the History Division of the Association for Education in Journalism and Mass Communication.)

Rodgers, R.R. (2014, August). *The Sabbath and the 'Social Demon': Sunday newspapers as vehicles of*

*modernity*. Presented to the History Division at the annual meeting of the Association for Education in Journalism & Mass Communication, Montreal, Canada.

### **Dr. Churchill Roberts, Professor**

Roberts, C. (2017). (Director). *The Curse of the Terracotta Warriors*, a documentary. In post-production, scheduled for completion September 2017.

Roberts, C. (2012). (Co-director). Winner, Avner Shalev Award for Cinematic Excellence, Jerusalem International Film Festival for *The Last Flight of Petr Ginz*, a documentary (with Sandra Dickson, Cynthia Hill, and Cara Pilson).

- Screened in more than 40 countries.
- Screened at Yad Vashem Holocaust Memorial
- Distributed to 190 countries by U.S. State Department.
- Distributed to United Nations Information Centers.

### **Tim Sorel, Associate Professor**

#### Juried (J) and Non Juried Creative Works

Sorel, T. (in production, scheduled completion January 2018). (Producer, director). *Meningitis B: The Unknown Threat to America's Children*.

Sorel, T. (in production, scheduled completion May 2018). (Producer, director). *World Pediatric Project*.

Sorel, T. (2016). (Producer, director). Winner of the Broadcast Education Association's documentary competition and the Broadcast Educations Association Best of Competition Chairman's Award for *My Kid is Not Crazy: A Search for Hope in the Face of Misdiagnosis*. May 2017. (J)

Sorel, T. (2014). (Producer, director of photography). *Lifecasters*, PBS TV-series with Aron Gaudet and Gita Pullapully, 2014.

Sorel, T. (2012). (Producer, director). *The Trap of Saving Cambodia*, documentary, 2012 (J)

Sorel, T. (2011). (Producer, director of photography). *The Wedding Ring*, short feature with James Babanikos, 2011. (J)

Sorel, T. (2010). (Producer, director of photography, editor). *On a Wing and a Prayer*, documentary with Boaz Dvir.

### **Ted Spiker, Professor**

#### Creative Works

#### Books, Monographs, Book Chapters, and Other Publications

(Sole Author)

Spiker, T. (2015). *Down size: 12 truths for turning pants-splitting frustration into pants-splitting success*. New York: Penguin Publishing Group. Book explores the biology and psychology of dieting, weight loss, and health.

(Co-Author)

Oz, M., with Ted Spiker and the Editors of Dr. Oz The Good Life. (in press). *Food can fix it: The superfood switch to fight fat, defy aging, and eat your way healthy*. New York: Scribner. Dr. Oz is the Emmy-winning host of The Dr. Oz Show and a heart surgeon at Columbia Presbyterian.

Chatzky, J. and Michael F. Roizen, MD, with Ted Spiker. (2017). *Age proof: Living longer without*

*running out of money or breaking a hip*. New York: Hatchett. New York Times bestseller. Roizen is chief wellness officers of Cleveland Clinic. Chatzky is a *Today* show financial expert.

#### Magazine/Digital

- "How to Land Your Dream Job," *Men's Health*, April 2017 issue.
- "The Bama Muscle Factory," *Men's Health*, November 2017 issue.
- "The Art of Leadership," *Men's Health*, October 2017 issue.

Pieces for TIME.com (for TIME Ideas section)

- "15 Tips for High School Graduates," April 30, 2015.
- "How to Hashtag Your Way to Healthy," Feb. 27, 2015.
- "The Key to Making Your Kid a Star Athlete," Feb. 17, 2015
- "17 Ways to Make a New Year's Resolution You'll Keep," Dec. 28, 2014

#### **Senior Associate Dean Debbie Treise, Professor**

#### Refereed Journal Publications

Treise, D., Baralt, C., Birnbrauer, K., Krieger, J., & Neil, J. (2016). Establishing the need for health communication research: Best practices model for building transdisciplinary collaboration. *Journal of Applied Communication Research*, 44(2).

Treise, D., Weigold, M., Birnbrauer, K., & Schain, D. (2016). The best of intentions: Patients intentions to request health care workers cleanse hands before examinations. *Health Communication*, 31(4), 425-433. (8% acceptance rate).

Birnbrauer, K., Frolich, D., & Treise, D. (2015, Aug 11). Inconsistencies in reporting risk: A pilot analysis of online news coverage of West Nile Virus". *Global Health Promotion*.

Park, S.Y., & Treise, D. (2011). Got vaccine? A framing analysis of the newspaper coverage of a measles outbreak. *Journal of Health & Mass Communication*.

Morton, C., Kim, H., & Treise, D. (2011). Sex after 50: A qualitative study on mature women's sexual health attitudes and beliefs. *Journal of Consumer Affairs*.

Lewis, N., Treise, D., Hsu, S., & Allen, W. (2011). DTC genetic testing companies fail transparency prescriptions. *New Genetics and Society*, 30(4), 291-307.

Perencevich, E. & Treise, D. (2010). Methicillin-Resistant Staphylococcus aureus and the media. *Infection Control and Hospital Epidemiology*, 31(1).

LaVista, J., Treise, D., Dunbar, L., Ritho, J., Hartzema, A. & Lottenberg, R. (2010). Development and evaluation of a patient empowerment video to promote Hydroxyurea adoption in Sickle Cell Disease. *Journal of the National Medical Association*.

#### Books, Monographs, Book Chapters, and Other Publications

Treise, D. & Jung, W. (2013). Direct-to-consumer pharmaceutical advertising: Counterargument. In Carol Pardun, Ed, *Advertising and Society: An Introduction*, 2<sup>nd</sup> Edition. (pp.137-158). MA: Wiley Blackwell.

#### Refereed Conference Presentations

Treise, D., Weigold, M., Birnbrauer, K., Schain, D. (2013). *The best intentions: Patients' intentions to*

*request healthcare workers cleanse hands before examination.* Paper presented at the AEJMC annual conference, Washington, D.C.

### **Dr. Bernell Tripp, Associate Professor**

#### Books, Monographs, Book Chapters, and Other Publications

- Tripp, B.E. (2016). *The origins of the Black Press: New York, 1827-1847*. 2nd ed. (Northport, AL: Vision Press.).
- Tripp, B.E. (2015). *Black women journalists, 1825-1860*. (Northport, AL: Vision Press..)
- Tripp, B.E. & Ratzlaff, A. J. (Eds.) (2015). *The Black Press: Evolution of a minority voice in the media* (Northport, AL: Vision Press).
- Tripp, B.E. (2014). "The Antebellum Press." Wm. David Sloan, James Stovall, and Jim Startt (eds.), *The Media in America: A History, 9th edition*, (Northport, AL: Vision Press, 2014), 141-158.

### **Dr. Frank Waddell, Assistant Professor (Joined the faculty in 2016)**

#### Refereed Journal Publications

- Waddell, T. F., Bailey, E., & Davis, S. E. (forthcoming). Does elevation reduce viewers' enjoyment of media violence? Testing the intervention potential of inspiring media. *Journal of Media Psychology*.
- Waddell, T. F., & Sundar, S. S. (forthcoming). #thisshowsucks! The overpowering influence of negative social media comments on television viewers. *Journal of Broadcasting & Electronic Media*.
- Sundar, S. S., Jung, E.-H., Waddell, T. F., & Ki, J.-K. (2017). Cheery companions or serious assistants? Role and demeanor congruity as predictors of robot attraction and use intentions among senior citizens. *International Journal of Human-Computer Studies*, 97, 88-97.
- Dardis, F., Schmierbach, M., Sherrick, B., Waddell, T. F., Aviles, J., Kumble, S., & Bailey, E. (2016). Adver-where? Comparing the effectiveness of banner ads and video ads in online video games. *Journal of Interactive Advertising*, 16(2), 1-14.
- Ott, H., Pavan, S. K., Vafeiadis, M., & Waddell, T. F. (2016). The more informative, the better: The effect of message interactivity on product attitudes and purchase intentions. *Journal of Promotion Management*, 22(1), 89-106.
- Jung, E.-H., Waddell, T. F., & Sundar, S. S. (2016). Feminizing robots: User responses to gender cues on robot body and screen. *Proceedings of CHI Late-Breaking Work 16': ACM SIGCHI Conference on Human Factors in Computing Systems*, 3107-3113.
- Sundar, S. S., Waddell, T. F., & Jung, E.-H. (2016). The Hollywood robot syndrome: Media effects on older adults' robot attitudes and adoption intentions. *Proceedings of HRI 2016: ACM/IEEE International Conference on Human-Robot Interaction*, 343-350.
- Waddell, T. F. (2016). The allure of privacy or the desire for self-expression? Identifying users' gratifications for ephemeral, photograph-based communication. *Journal of Cyberpsychology, Behavior, and Social Networking*, 19(7), 441-445.
- Waddell, T. F., Auriemma, J., & Sundar, S. S. (2016). Make it simple, or force users to read? Paraphrased design improves comprehension of end user license agreements. *Proceedings*

of CHI 16': ACM SIGCHI Conference on Human Factors in Computing Systems, 5252-5256.

### Books, Monographs, Book Chapters, and Other Publications

Waddell, T. F., & Bailey, A. (forthcoming). New worlds, old rules: An evolutionary psychology approach to player behavior in online games. In J. Breuer, D. Pietschmann, & B. P. Lange (eds.), *Evolutionary psychology and digital games: Digital hunter-gatherers*. New York: Routledge.

### **Dr. Kim Walsh-Childers, Professor**

#### Refereed Journal Publications

Walsh-Childers, K., Braddock, J., Rabaza, C., & Schwitzer, G. (2016). One step forward, one step back: Changes in news coverage of medical interventions. *Health Communication*. Advance online publication.

Walsh-Childers, K., & Braddock, J. (2016). Assessing U.S. health journalists' beliefs about medical overtreatment and the impact of related news coverage. *Health Communication*, Advance online publication.

Stellefson, M., Chaney, B., Chaney, D., Paige, S., Payne-Purvis, C., Tennant, B., Walsh-Childers, K., Sriram, P., & Alber, J. (2015). Engaging community stakeholders to evaluate the design, usability, and acceptability of a chronic obstructive pulmonary disease social media resource center. *JMIR Research Protocols*, 4(1), e17.

Merten, J. W., Walsh-Childers, K., Rodman, L., Young, M. E., & Birchwood, N. (2013). Rural breast cancer patients and survivor's perspectives using online health resources. *Journal of Women's Health, Issues & Care* 2(6).

Walsh-Childers, K., & Braddock, J. (2013). Competing with the conventional wisdom: Newspaper framing of medical overtreatment. *Health Communication*, 29(2), 157-172.

Kang, H., & Walsh-Childers, K. (2012). Sun-care product advertising in parenting magazines: What information does it provide about sun protection? *Health Communication*.

Walsh-Childers, K., Edwards, H., & Grobmyer, S. (2012). Essence, Ebony & O: Breast cancer coverage in black magazines. *Howard Journal of Communication*, 23(2), 136-156.

Walsh-Childers, K.; Lewis, N.P. & Neely, J. (2011). Listeners, not leeches: What Virginia Tech survivors needed from journalists. *Journal of Mass Media Ethics*. 26, 191-205.

Walsh-Childers, K., Edwards, H., & Grobmyer, S. (2011). Covering women's greatest health fear: Breast cancer information in consumer magazines. *Health Communication*, 26(3), 1-12.

### Books, Monographs, Book Chapters, and Other Publications

Walsh-Childers, K. (2017) *Mass Media and Health: Examining Media Impact on Individuals and the Health Environment*. New York, NY: Routledge.

### **Dr. Wayne Wanta, Professor**

#### Refereed Journal Publications

- Alkazemi, M.F., Al Nashmi, E., & Wanta, W. (2016). Mass communications students' motivations: The case of Kuwait, *Journalism & Mass Communication Educator*, in press.
- De Maio, M., Alkazemi, M. & Wanta, W. (2016) An examination of the Roman Catholic Church's agenda-setting Function in Argentina. *Journal of Media and Religion*, 15(1), 15-28.
- Lee, Y., Wanta, W., & Lee, H. (2015). Resource-based public relations efforts for university reputation from an agenda-building and agenda-setting perspective. *Corporate Reputation Review*, 18(3), 195-209.
- Alkazemi, M. F., & Wanta, W. (2015). Kuwaiti political cartoons during the Arab Spring: Agenda setting and self-censorship. *Journalism: Theory, Practice & Criticism*, 16(5), 630-653.
- Wanta, W. (2013). Reflections on communication and sport: On reporting and journalists. *Communication & Sport*, 1(1-2), 76-87.
- Bowe, B.J., Fahmy, S., & Wanta, W. (2013). Missing religion: Second level agenda setting and Islam in American newspapers. *The International Communication Gazette*, 75(7), 636-652.
- Fahmy, S., Wanta, W., & Nisbet, E., (2012). Mediated public diplomacy, satellite TV news in the Arab world and perception effects. *The International Communication Gazette*, 74(8), 728-749.
- Fahmy, S., Wanta, W., Johnson, T. J., & Zhang, J. (2011). The path to war: Exploring second-level agenda building analysis examining the relationship among the media, the public and the president. *The International Communication Gazette*, 73(4), 322-342.
- Oh, H.J., Park, J., & Wanta, W. (2011). Exploring factors in the hostile media perception: Partisanship, electoral engagement and media use patterns. *Journalism & Mass Communication Quarterly*, 88(1), 40-53.
- Fahmy, S., Reilly, J.E., & Wanta, W. (2010). President's power to frame stem cell views limited. *Newspaper Research Journal*, 31(3), 62-74.

**Dr. Lu Zheng, Assistant Professor  
(Left the College in 2016)**

Refereed Journal Publications

- Zheng, L. (2014). Narrative transportation in radio advertising: A study of the effects of dispositional traits on mental transportation. *Journal of Radio and Audio Media*, 21(1), 36-50.
- Zheng, L. (2013). A case study of Audi's brand repositioning in China. *China Media Research*, 9(3), 64-73.
- Cheong, Y., Zheng, L. & Kim, K. (2011). Product global reach, advertising standardization, and cultural values: An analysis of 2008 Beijing Olympic TV commercials. *Asian Journal of Communication*, 21(3), 279-300.
- Cheong, Y.J., Kim, K.H., & Zheng, L. (2010). Advertising appeals as a reflection of culture: A cross-cultural analysis of food advertising appeals in China and the U.S. *Asian Journal of Communication*, 20(1), 1-16.

Woo, C.W., Kim, J.K., Nichols, C., & Zheng, L. (2010). International sports commentary frame and entertainment: A cross-cultural analysis of commentary differences in World Series broadcasts. *International Journal of Sports Communication*, 3(2), 240-255.

Books, Monographs, Book Chapters, and Other Publications

Zheng, L., & Phelps, J. E. (2012). Working toward an understanding of persuasion via engaging narrative advertising: Refining the Transportation-Imagery Model. In S. Rodgers, & E. Thorson (Eds.), *Advertising Theory* (pp.255-268). New York: Routledge.

Zheng, L., & Zhou, S. (2010). Public service versus marketability: BBC and CNN's coverage of the Anti-Japanese protests in China. In J. Edmonson (Ed). *Harmony as Source of Credibility: Chinese Traditional Conceptions and Ideals in Current International Communication Research* (pp. 241-150). Shanghai: Zhejiang University Press.

Refereed Conference Presentations

Zheng, L., & Pimentel D. (2016). *The impact of tempo and type of advergames on engagement*. Paper presented to the Entertainment Studies Group of the 2016 Annual Convention of AEJMC, Minneapolis, MN.

Zheng, L., Xiao, M, Getz, B. & Lewis, M (2016). *Information Content of OTC Advertising in US magazines*. Paper presented to the Advertising Division of the 2016 Annual Convention of AEJMC, Minneapolis, MN.

Zheng, L., Xiao, M, Getz, B. & Lewis, M (2016). *Consumers' Perception of the Information Content of Contemporary OTC advertising*. Paper presented to the Advertising Division at the 2016 Annual Convention of AEJMC, Minneapolis, MN.

## Appendix 5C

## AEJMC National and Regional Research Awards and Other Honors

College faculty won a total of 25 national and 11 regional conference research paper awards during the review period, in addition to other research and teaching honors from AEJMC.

### Dr. Cory Armstrong, Associate Professor

Armstrong, C.L. and Gao, Fangfang. (August, 2010). *A comparison of gender portrayals in news content across platforms and coverage areas*. Presented to the Commission on the Status of Women at the Association for Education in Journalism and Mass Communication Annual Conference Denver, CO, Aug. 4-7. (Awarded top faculty paper, Commission on the Status of Women)

### Dr. Clay Calvert, Professor

Calvert, C. (Aug. 2016). *The right to record images of police in public places: Should intent, viewpoint or journalistic status determine First Amendment protection?* Presented to the Law Division, 2016 AEJMC Annual Conference. Minneapolis, MN. (Awarded top faculty paper, Law & Policy Division)

Calvert, C. (Aug. 2016). *Underinclusivity and the First Amendment: The legislative right to nibble at problems after Williams-Yulee*. Presented to the Law Division, 2016 AEJMC Annual Conference. Minneapolis, MN. (Awarded second-place faculty paper, Law & Policy Division)

Bunker, M., & Calvert, C. (Mar. 2016). *Copyright in inanimate characters: The disturbing proliferation of Microworks and its negative effects on copyright and free expression*. Presented to the Law Division, 2016 AEJMC Southeast Colloquium. Baton Rouge, LA. (Awarded top faculty paper, Law & Policy Division)

Calvert, C. (Aug. 2015). *Difficulties and dilemmas regarding defamatory meaning in ethnic micro-communities: Accusations of Communism, then and now*. Presented to the Law Division, 2015 AEJMC Annual Conference. San Francisco, CA. (Awarded top faculty paper, Law & Policy Division)

Calvert, C., Morehart, E., & Papadelias, S. (Aug. 2014). *Rap music and the true threats quagmire: When does one man's lyric become another's crime?* Presented to the Law Division, 2014 AEJMC Annual Conference. Montreal, Canada. (Awarded third-place faculty paper, Law & Policy Division)

Calvert, C., Morehart, E., & Papadelias, S. (Mar. 2014). *Plausible pleading of fault in libel law: Fulfilling the promise of Sullivan on its Golden Anniversary*. Presented to the Law Division, 2014 AEJMC Southeast Colloquium. Gainesville, FL. (Awarded top faculty paper, Law & Policy Division)

Calvert, C., & Bunker, M. (Aug. 2013). *An "actual problem" in First Amendment jurisprudence? Examining the immediate impact of Brown's proof-of-causation doctrine on free speech and its compatibility with the Marketplace Theory*. Presented to the Law Division, 2013 AEJMC Annual Conference. Washington, D.C. (Awarded second-place faculty paper, Law & Policy Division)

Calvert, C. (Mar. 2013). *Familial privacy and images of death: Critiquing the Internet-propelled emergence of a Constitutional right preserving happy memories and emotions*. Presented to the Law Division, 2013 AEJMC Southeast Colloquium. University of South Florida, Tampa, FL. (Awarded top faculty paper, Law & Policy Division)

Calvert, C. (Mar. 2012). *Defining “public concern” after Snyder v. Phelps: A pliable standard mingles with news media complicity*. Presented to the Law Division, 2012 AEJMC Southeast Colloquium. Blacksburg, VA. (Awarded third-place faculty Paper, Law & Policy Division)

Calvert, C. (Aug. 2011). *The texting and e-mailing of fighting words: Can an aging doctrine be reinvigorated to punish cyber bullies?* Presented to the Law Division, 2011 AEJMC Annual Conference. St. Louis, MO. (Awarded second-place faculty paper, Law & Policy Division)

Calvert, C., & Torres, M. (Mar. 2011). *Putting the shock value in First Amendment jurisprudence: When freedom for the citizen-journalist watchdog trumps the right of informational privacy on the Internet*. Presented to the Law Division, 2011 AEJMC Southeast Colloquium. Columbia, SC. (Awarded top faculty paper, Law & Policy Division)

Calvert, C., & Rich, R. (Mar. 2011). *Low-value expression, offensive speech and the qualified right to lie: From Crush Videos to fabrications about military medals*. Presented to the Law Division, 2011 AEJMC Southeast Colloquium. Columbia, SC. (Awarded second-place faculty paper, Law & Policy Division)

Bunker, M., Calvert, C., & Nevin, W. (Mar. 2011). *Strict in theory, but feeble in fact?: First Amendment strict scrutiny and the protection of speech*. Presented to the Law Division, 2011 AEJMC Southeast Colloquium. Columbia, SC. (Awarded third-place faculty paper, Law & Policy Division)

Calvert, C., & Bunker, M. (Aug. 2010). *Free speech, fleeting expletives & the causation quagmire: Was Justice Scalia wrong in Fox Television Stations?* Presented to the Law Division, 2010 AEJMC Annual Conference. Denver, CO. (Awarded top faculty paper, Law & Policy Division)

Calvert, C. (Mar. 2010). *Owning the news: Hot news on the Internet and the commodification of digital culture*. Presented to the Law Division, 2010 AEJMC Southeast Colloquium. Chapel Hill, N.C. (Awarded third-place faculty paper, Law & Policy Division)

#### **Dr. Sylvia Chan-Olmsted, Professor**

Nam, S., Chan-Olmsted, S.M., & Chang, B. (2015, August). *Marketing theatrical films for the mobile platform: The roles of web content/social media, brand extension, WOM, and windowing strategies*. Presented to the Media Management and Economics Division, 2015 AEJMC, San Francisco, CA. (Awarded top faculty paper in Media Management and Economics Division)

Nam, S., Chan-Olmsted, S.M., & Chang, B. (2014, August). *Repeat consumption of media goods: Examining the factors affecting repeat theatrical viewing of movies*, Presented to the Media Management and Economics Division, 2014 AEJMC, Montreal, Canada. (Awarded top faculty paper in Media Management and Economics Division)

Chan-Olmsted, S.M., & Cho, M. (2013, August). *Social media as branding tools: Exploring the relationship between perceived social media use and brand relationship*. Presented to the Media Management and Economics Division, 2013 AEJMC, Washington D.C. (Awarded second-place faculty paper in Media Management and Economics Division)

#### **Dr. Johanna Cleary, Assistant Professor**

Al Nashmi, E., North, M., Bloom, T., & Cleary, J. (2014, March). *How international news agencies are using YouTube to set the agenda*. Presented to the Open Division of the Association for Education in Journalism and Mass Communications 2014 AEJMC Southeast Colloquium, Gainesville, FL. (Awarded top faculty paper, Open Division)

Cleary, J., Bloom, T., Al Nashmi, E., & North, M. (2014, March). *“Boots on the ground”: How international news organizations incorporate user-generated content into traditional and social media*. Presented to the Electronic News Division of the Association for Education in Journalism and Mass Communication’s 2014 AEJMC Southeast Colloquium, Gainesville, FL. (Awarded top faculty paper, Electronic News Division)

**Dr. Amy Jo Coffey, Associate Professor**

Coffey, A.J. (2010, August). *Non-English language audiences in the U.S.: Predictors of advertiser investment across media platforms*. Paper presented at the annual meeting of the Association for Education in Journalism and Mass Communication (Media Management and Economics Division), Denver, CO. (Awarded second-place faculty paper, Media Management and Economics Division)

Finalist, "Great Ideas for Teachers (GIFT)" National Award Competition, Association for Education in Journalism and Mass Communication, for telecommunication programming assignment, "The Cross-Platform Pitch." August 2011, St. Louis, MO.

**Dr. Troy Elias, Assistant Professor**

Elias, T., Jaisle, A., & Morton-Padovano, C. (2013). *Ethnic Identity as a Predictor of Microaggressive Behavior Towards Blacks, Whites, and Hispanic LGBTs by Blacks, Whites, and Hispanics*. Presented to the Minorities and Communication Division of the Annual Convention of the Association for Education and Journalism and Mass Communication, Montreal, Canada, August 2014. (Awarded third-place faculty paper, Minorities and Communication Division)

**Dr. Sora Kim, Assistant Professor**

Kim, S. (2011, August). *Relative effectiveness of prior corporate ability vs. corporate social responsibility associations on public responses in corporate crises*. Presented to the Public Relations Division, Association for Education and Journalism and Mass Communication, St. Louis, MO, August 10-13, 2011. (Awarded top paper, Public Relations Division)

Kim, S., & Sung, K.H. (2011, August). *Revisiting the effectiveness of base crisis response strategies in comparison of reputation management crisis responses*, Presented to the Public Relations Division at the Association for Education in Journalism and Mass Communication, St. Louis, MO., August 10-13, 2011. (Awarded top paper, Public Relations Division)

Kim, S., Avery, E. J., & Lariscy, R. W. (2010, August). *Reputation repair at the expense of providing instructing and adjusting information following crises: Examining 18 years of crisis response strategy research*. Presented to the Public Relations Division at the Association for Education in Journalism and Mass Communication, Denver, CO., August 4-7, 2010. (Awarded top paper, Public Relations Division)

**Associate Dean Spiro Kiouisis, Professor**

Schweickart, T.L., Neil, J.M., Kim, J., Lukito, J., Zhang, T., Golan, G., & Kiouisis, S. (2015). *Time-lagged analysis of third-level agenda-building: Florida's debate on medical marijuana*. Presented at 2015 AEJMC, San Francisco, CA. (Awarded third-place paper, Public Relations Division)

**Dr. Janice Krieger, Professor**

Krieger, J., & Sarge, M.A. (2014). "A serial mediation model of message framing on intentions to receive the human papillomavirus (HPV) vaccine: Revisiting the role of threat and efficacy perceptions." Presented to the Communication Science, Health, Environment, and Risk (ComSHER) Division of the Association for Education in Journalism and Mass Communication, 2014. (Awarded article of the year)

**Dr. Yu-Hao Lee, Assistant Professor**

Lee, Y.-H. & Wells, R. (2015). *Online collective action as group identity performance: Extending the strategic side of SIDE*. 2015 AEJMC, San Francisco, CA. (Awarded top faculty paper, Communication Technology Division)

**Dr. Norman P. Lewis, Associate Professor**

Lewis, N.P., & Zhong, B. (2011, August). *The psychology of plagiarism*. Paper presented at the AEJMC national conference, St. Louis, MO. (Awarded top paper, special call, Media Ethics Division)

**Dr. Rita Linjuan Men, Assistant Professor**

Men, L. R., & Muralidharan, S. (2016, August). *Antecedents and relational outcomes of Social Media Peer Communication about companies: Evidence from China and the United States*. Paper presented at 2016 AEJMC, Minneapolis, Minnesota. (Awarded top paper, Wilcox Research Award, First Place, Public Relations Division)

Men, L. R., & Tsai, S. W. (2013, Aug 8). *Public engagement with companies on Social Network Sites: A cross-cultural comparison of China and the United States*. Paper presented at the 97th Annual Convention of Association for Education in Journalism and Mass Communication, Washington, D. C. (Awarded top paper, Wilcox Research Award, Third Place, Open Category, Public Relations Division)

**Dr. Jon D. Morris, Professor**

Jang, W., Ko, Y. J., Morris, J. D., & Chang, Y. (2013) *Scarcity Effect on luxury, limited Edition products*. Association for Education in Journalism and Mass Communication Conference, Washington, D.C. (Awarded top faculty paper, Advertising Division)

**Dr. Ronald R. Rodgers, Associate Professor**

Rodgers, R.R. (2014, March). *The Sabbath and the 'social demon': Sunday newspapers as vehicles of modernity*. Presented to the History Division at the 2014 AEJMC Southeast Colloquium, Gainesville, Florida. (Awarded best faculty paper)

Bright Lights Among Up-and-Coming Scholars in the Field – Historical Research (awarded by the editors of the *Journal of Media and Religion* – Daniel A. Stout, Nevada, Las Vegas, and Judith M. Buddenbaum, Colorado State) – at the journal's Tenth Anniversary Reception at the annual AEJMC conference, August 11, 2012.

**Dr. Wayne Wanta, Professor**

Alkazemi, M. F., & Wanta, W. (2014, August). *Media preferences and political knowledge in the 2012 pre-primary period*. Presented to the Mass Communication & Society Division at the Association for Education in Journalism and Mass Communication annual convention, Montreal, Canada. (Top faculty paper, Mass Communication & Society Division)

Bowe, B., Fahmy, S., & Wanta, W. (2011, August). *The second-level agenda-setting effect of news coverage of Islam in American newspapers*. Presented to the Religion and Media Interest Group at the Association for Education in Journalism and Mass Communication annual convention, St. Louis, MO. (Top faculty paper, Religion and Media Interest Group)

## Appendix 5D National Awards for College Faculty, 2010-2016

Members of the College won more than 30 awards at national professional conferences including the International Communication Association, Broadcast Education Association, the Public Relations Society of America and others. Examples include the following:

### Dr. Clay Calvert, Professor

Calvert, C., Tobin, C., & Bunker, D. (Apr. 2016). *Newsgathering takes flight: Legal obstacles facing drone use by broadcast news operations*. Presented to the Law & Policy Division of the Broadcast Education Association (BEA). BEA Annual Convention, Las Vegas, NV. (First place, open paper competition)

Bunker, M., & Calvert, C. (Apr. 2016). *"Defamation Live": The confusing legal landscape of republication in live broadcasting*. Presented to the Law & Policy Division of the Broadcast Education Association (BEA). BEA Annual Convention, Las Vegas, NV. (Second place, open paper competition)

Bunker, M., & Calvert, C. (Apr. 2015). *Video games and the right of publicity: The courts drop the ball*. Presented to the Law & Policy Division of the Broadcast Education Association (BEA). BEA Annual Convention, Las Vegas, NV. (Top faculty paper, open paper competition)

### Dr. Amy Jo Coffey, Associate Professor

Coffey, A.J., Kamhawi, R., Fishwick, P., & Henderson, J. (2010, April). *Living the experience vs. reading about it: The impact of virtual reality on sense of presence, memory and evaluations of the information*. Presented to the Interactive Media and Emerging Technologies Division of Broadcast Education Association, Las Vegas, NV. (Awarded top paper, open category)

### Dr. Carla L. Fisher, Assistant Professor

Fisher, C. L., Fowler, C., Wolf, B., & Canzona, M. R. (2016, Nov). *Experiences of "openness" between mothers and daughters during breast cancer: Implications on coping and health outcomes*. Presented to the 2016 UF Health Cancer Center Research Day, Gainesville, FL. (Awarded top poster)

Canzona, M., Garcia, D., Ledford, C.J.W, & Fisher, C.L. (2015, July). *Addressing breast cancer survivors' sexual health concerns: Conceptualizing professional roles and communicating across specialties*. Presented to the 2015 World Congress of Psycho-Oncology, Washington, DC. (Awarded top poster)

Fisher, C. L. (2015). *The constructed role of mother and daughter when negotiating care after a breast cancer diagnosis*. Paper presented to the Health Communication Division at the International Communication Association Conference, San Juan, Puerto Rico. (Awarded top poster)

Canzona, M. R., Fisher, C. L., & Peterson, E. (2015, May). *Enhancing patient-provider communication competence about sexual health in breast cancer survivorship: Addressing risk and health promotion associated with hormone replacement therapy*. Presented to the 2015 DC Area Health Communication Conference, Fairfax, VA. (Awarded honorable mention poster)

2017 UF Research Excellence Award for Assistant Professors, University of Florida (Awarded to 10 university faculty annually)

### Dr. Linda Hon, Professor

Won, J.Y., Hon, L., & Lee, A.R. (2015, November). *Predicting online social issue campaign participation intentions: The effect of motivation and message type*. Paper presented to the Educators Section, Public Relations Society of America, Atlanta, GA. (Awarded top faculty paper)

**Dr. Eunice Kim, Assistant Professor**

Kim, E., Hon, L., & Lee, A. R. (2017). *Building support for the elderly: Using age-morphing technology to motivate millennials and Generation X*. Paper presented to the Arthur W. Page Center. (2017-2018 Page Legacy Scholar)

Chung, Y. J. & Kim, E. (2016). *Consumer socialization through social media: Antecedents of consumer acceptance of native advertising on social networking sites*. Paper presented to the Korean Advertising Society & HS Ad. (Top paper, The Differences' Research Grant)

Sung, Y., Lee, J., Choi, S. M., & Kim, E (2016). *#Me and brand: Understanding the brand-selfie posters on social networking sites*. Paper presented to The 2016 Global Marketing Conference, Hong Kong, China. (Best conference paper award)

Kim, E. & Sung, Y. (2015). *Cultural influence on the effectiveness of brand placement: A cross-cultural study of consumer attention*. Paper presented to the American Academy of Advertising. (American Academy of Advertising Research Fellowship Award)

Kim, E. (2013). *To app or not to app: Engaging consumers via branded mobile apps*. Paper presented to the National Communication Association, University of Maine (National Communication Association Doctoral Honors Seminar Participant, Digital Media Convergence Division)

**Dr. Sora Kim, Assistant Professor**

Kim, S., Kim, S.Y., & Sung, K.H. (2011, May). *How Fortune 100 companies are employing corporate communication strategies on Facebook: Corporate ability versus corporate social responsibility*. Paper presented to the International Communication Association Conference, Boston, MA., May 26-30, 2011.

**Executive Associate Dean Spiro Kiouisis, Professor**

Kim, J. & Kiouisis, S. *The role of affect in agenda building for public relations: Implications for public relations outcomes*. Paper presented to the Public Relations Division at the annual International Communication Association conference held June 2010, in Boston, MA. (Awarded top four student paper)

De Moya, M., Kim, J., & Kiouisis, S. (2010). *Linking agenda-building efforts and public opinion: An exploration of the relationships among gubernatorial communications, media coverage, and job approval ratings*. Paper presented to the Public Relations Division at the annual International Communication Association conference held on June 22-26, 2010, in Singapore. (Awarded top four student paper)

**Dr. Yu-Hao Lee, Assistant Professor**

Lee, Y.-H., Dunbar, N., Kornelson, K., Wilson, S., Ralston, R., Savic, M., Stewart, S., Lennox, E., Thompson, W., & Elizondo, J. (2014). *Digital game based learning for undergraduate calculus education: Immersion, calculation, and conceptual understanding*. Paper presented at Meaningful Play 2014, East Lansing, MI. (Awarded top paper)

Kornelson, K., Lee, Y.-H., Wilson, S., Dunbar, N., Thompson, W., Stewart, S., Savic, Lee, Y. -H., Heeter, C., Magerko, B., & Medler, B. (2012). *Feeling right about how you play: The effects of regulatory fit in games for learning*, Proceedings of the Meaningful Play 2012 conference, East Lansing, MI. (Awarded top paper)

Lee, Y. -H. (2011). *Good games=good learning? Examining message structure and learning through content analysis*, Annual Conference of the International Communication Association (ICA), Boston, MA. (Instructional and Developmental Communication. (Awarded top paper)

Moser, J.M., Schroder, H.S., Heeter, C., & Lee, Y.-H. (2011). *Mind your errors: Evidence for a neural mechanism linking growth mindset to remedial action*, Annual Conference of the Association of Psychological Science (APS), Washington, DC. (Awarded top student poster)

Heeter, C., Lee, Y. -H., Magerko, B., & Medler, B. (2010). *Impacts of forced serious game play on vulnerable subgroups*, Proceedings of the Meaningful Play 2010 conference, East Lansing, MI. (Awarded top paper)

**Dr. Jasmine McNealy, Assistant Professor**

McNealy, J.E. (2016). *Disparaging trademark and social responsibility*, International Communication Association Conference, Fukuoka, Japan, June 2016. (Awarded top paper, Sports Communication Interest Group).

**Dr. Rita Linjuan Men, Assistant Professor**

Men, L. R., & Tsai, W-S. (2014, March). *Why does social media engagement matter? Perceptual, attitudinal, and behavioral outcomes of organization–public engagement on Social Networking Sites*. Paper presented at the 17th International Public Relations Research Conference, Miami, FL. (Awarded Boston University Award for the top paper about public relations and social and emerging media)

Men, L. R., & Tsai, W. S. (2013, April). *Toward an integrated model of public engagement with corporate SNSs in China: Antecedents, the process, and relational outcomes*. Paper presented at the Third Annual Global Research Conference, Charlotte, NC. (Awarded top paper award)

Men, L. R. (2012, Oct). *Revisiting the continuum of types of organization-public relationships: From a resource-based view*. Invited presentation at the Annual PRSA International Conference, San Francisco, CA. (Awarded the best of PRSA's Public Relations Journal 2011-2012)

Men, L. R., & Stacks, D. W. (2012, May). *The impact of leadership style and employee empowerment on perceived organizational reputation*. Paper presented at the Annual Conference of International Communication Association, Phoenix, AZ. (Awarded top student paper)

Men, L. R., & Tsai, W. S. (2012, March). *Understanding public engagement on corporate Social Network Sites (SNSs)*. Paper presented at 15th Annual International Public Relations Research Conference, Miami, FL. (Awarded Red Raider Public Relations Research Award)

Men, L. R. (2011, May). *Exploring the impact of employee empowerment on organization-employee relationship*. Paper presented at the Annual Conference of International Communication Association, Boston, MA. (Awarded top student paper award)

**Dr. Bernell Tripp, Associate Professor**

J. William Snorgrass Award for Minority Research, AJHA National Convention, St. Petersburg, Fla., Oct. 6-8, 2016. (Runner-up)

## Appendix 5E

## Research and Insights Newsletter Example



OCTOBER 2017



### Fight Cancer With Better Communication



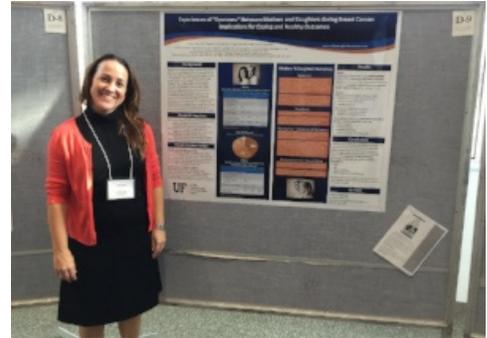
Doctors, researchers, families, advocates and patients work every day to fight cancer, employing the best of what they know from medical research. To help win this fight, UF STEM Translational Communication Center researchers are exploring how those impacted by cancer and those working to treat it communicate. Research-driven communication is critical for designing cancer care.

[READ MORE](#)

## Breast Cancer is a Family Experience

Advertising Assistant Professor Carla Fisher is on a quest to help mothers and daughters better communicate about breast cancer and its risks, as well as integrate communication science into clinical practice.

[READ MORE](#)



## How Health Organizations Should Talk About Colorectal Cancer

"Health organizations communicate updated information as contradictory to previous recommendations, which may reduce an audience's likelihood to accept the information and be noncompliant with the scientific recommendation," says CJC researchers.

[READ MORE](#)



## Use Social Media to Communicate Cancer Risks

It's no revelation that social media have changed the way we learn and communicate new information. But is it an effective way to communicate health risks associated with cancer? STEM Translational Communication Center researchers investigate.

[READ MORE](#)



## Communication in Cancer Care

"The result of good doctor-patient communication is clear – patients make more informed decisions, have better quality of life, and have lower incidences of anxiety," says Carma Bylund, STEM researcher and associate professor in the Department of Public Relations

[READ MORE](#)



[Read More Health and Science Communication Research from the UF College of Journalism and Communications](#)

## Research and Insights News

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Jordan Alpert's research paper is [featured in the October edition of patient education and counseling](#).

Janice Krieger leads [research program at UF Health Cancer Center](#), and is [featured in New York Times wellness article](#).

Jasmine McNealy comments on [revealing anonymous sources and identity theft protection](#).

Clay Calvert provides his [First Amendment perspective on the recent Richard Spencer speech at UF](#).

Frank LoMonte comments on [national debate over taking a knee during class activities and sporting events](#).

Norm Lewis co-authors paper on [data journalism and its effect on recent elections](#).

Andrew Selepak comments on [proposed Facebook regulations, online dating apps, consumer protection laws and a Dove Facebook ad](#).



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## Appendix 6 Standard 6: Student Services

### Appendix 6A :Career Day Participants and Recruiting Focus by Majors

	ADV	JOU	PUR	TEL
Advantage Publishing Inc.	X	X	X	X
Alachua County Today		X		
Alachua Today, Inc.		X		
Allison Ables Real Estate	X	X	X	X
American Panel	X	X	X	X
Atlantic Publishing Group, Inc.	X	X	X	
Axia Public Relations			X	
BowStern Marketing Communications	X	X	X	
CBS4 and NBC9 TV Gainesville	X	X	X	X
Center for Independent Living of North Central Florida	X	X	X	X
Central Florida Community Action Agency, Inc.	X	X	X	
Children's Home Society of Florida	X	X	X	X
Cinema Verde Environmental Film and Arts Festival	X	X	X	X
City of St. Petersburg	X	X	X	
Conservation Trust for Florida	X	X	X	X
Daigle Creative	X		X	
Dalton Agency	X		X	
Dance Alive National Ballet	X	X	X	X
David Greenberg Communications	X	X	X	X
Elva Marketing	X	X	X	X
Entercom Communications	X		X	
Exactech	X	X	X	
First Coast News & TEGNA Media	X	X		X
Florida High School Athletic Association	X	X	X	
Florida Museum of Natural History	X	X	X	X
Foresters Financial	X	X	X	X
GainesvilleScene	X	X	X	X
Hilton Grand Vacations		X	X	
Hippodrome Theatre	X	X	X	X
Holbrook Travel	X	X	X	X
HSN	X	X	X	X

Immersion Experiences RTV3945	x	x	x	x
Irving Publications, LLC	x	x	x	
Jacksonville Business Journal		x		
Jungle Friends Primate Sanctuary	x	x	x	x
Keep Alachua County Beautiful			x	
KISS 105.3/WYKS-FM/Gillen Broadcasting				
Lake City Reporter		x		x
Las Vegas Review-Journal		x		x
LifeSouth Community Blood Centers		x	x	x
Linda Costa Communications Group			x	
MARC Radio	x			x
Marketing Evolution	x	x	x	x
Miami Herald Media Company		x		
Mike Powell & Associates // Jazz On The Green Music Festival	x	x	x	x
National Multiple Sclerosis Society				
New York Times Editing Center	x	x	x	x
novi AMS (Association Management Software)	x	x	x	x
Our Town Magazine		x		
PACE Center for Girls Alachua	x	x	x	
Partnership for Strong Families	x	x	x	
Premier Bride and JACK The Local Men's Magazine	x	x	x	
R.A.W.E. Recruits LLC	x	x	x	x
Raycom Media		x		
Rebuilding Together NCF	x	x	x	x
REPUTATION INK	x		x	
Sarasota Herald-Tribune		x	x	
Social News Desk	x	x	x	x
Socius Marketing	x	x	x	x
Southern Legal Counsel, Inc.	x	x	x	x
Spectrum Networks		x		
Suwannee River Area Health Education Center	x	x	x	x
Swamp Rentals	x	x	x	x
Tampa Bay Times		x		
Tegna				
The Dallas Morning News		x		
The Fine Print	x	x		
The Florida Times-Union		x		

Appendix 6A: Career Day Participants and Recruiting Focus by Majors

The Gainesville Sun		X	X	
The Hippodrome Theatre	X	X	X	X
The Institute of Internal Auditors				
The Miami Herald Media Company		X		X
The South Florida Sun Sentinel		X		
The Washington Media Institute	X	X	X	
UF Advancement			X	
UF Communications	X	X	X	X
UF Engineering Marketing & Communications				
UF Health Communications		X	X	
UF Health Marketing	X		X	
UF Health News and Publications		X	X	X
UF Health Strategic Communications			X	
UF HRS Communications and Wellness		X	X	
UF International Center	X		X	
UF News		X		
UF Student Activities and Involvement	X		X	X
UF Student Affairs Information Technology				X
UFSocial	X	X	X	X
United States Peace Corps	X	X	X	X
University of Florida	X	X	X	X
Washington Media Institute	X	X	X	X
WCJB TV20				X
WESH / WKCF TV		X		X
WINK News		X		
WJHG/WECP TV / Gray Television		X		X
WJXT TV-4	X	X		
WMBB TV		X		X
WTSP	X	X	X	X
WUSF Public Media				X

Appendix 6B

Knight Division Weekly Newsletter

NOVEMBER 14, 2017



## Announcements

- [\*\*Knight Division Applications Available NOW!!!!\*\*](#)
- [Rolling Stone's Jeff Goodell](#): Wed, Nov 15, 2pm, Emerson Alumni Hall
- [GHQ Open House](#): Thurs, Nov 16, Noon-2pm, GHQ Studios, 2019 Weimer Hall
- [Ad Society Presents Jessica Watson, HR Project Manager](#): 6:15pm, Nov 16 , TURL005
- [Florida Alternative Breaks! December & January Trips Available](#)
- [CJC Career Planning Hours For Fall 2017!](#)
- The College is on LinkedIn. [Add us to your profile.](#)

## Jobs and Internships

- **Opportunity-** [The Fine Print Winter GBM](#): Wed, Nov 15, 8pm, 34 Anderson Hall
- **Internship-** [News Americas and Caribbean National Weekly Journalism Internships](#)
- **Internship-** [Alachua County Democratic Party Internship](#)
- **Internship-** [PACE Center for Girls Alachua Seeks Spring 2018 Interns](#)
- **Internship-** [Big Island Farms Spring & Summer 2018 Internships](#)
- **Internship-** [Institute on Political Journalism: DC Internships](#)
- **ATTENTION RECENT & UPCOMING GRADS-** [Full Time Job Postings Available Here](#)
- **Fellowship-** [Hearst Television Producing Fellowship](#)- **Due Nov 17**
- **Fellowship-** [Summer Ethics Fellowship in Journalism](#)
- **Internship-** [Electronic Music/News Writers With Noiseporn](#)
- **Internship-** [UF HealthStreet Communications Internship](#)
- **Internship-** [Swamp Rental Internships](#)
- **Internship-** [American Society of Magazine Editors 2018 Internship Program](#)- **Due Dec 1**
- **FOR FULL INTERNSHIP DATABASE-** [Click and Search By Major](#)

## Scholarships and Academics

- [Knight Division Scholarship Applications](#) – **Due Feb 02**
- [November Scholarships Posted by JLV](#)- **Due Throughout Nov**
- [December Scholarships Posted by JLV](#)- **Due Throughout Dec**
- [ACES, The Society for Editing Scholarship](#) – **Due Nov 15**

The deadline for Submissions to the Knight Division Digest is Thursday at noon. Please submit announcements to [KGraham@jou.ufl.edu](mailto:KGraham@jou.ufl.edu)



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Appendix 6C

Knight Division Flyer

**FOR MORE INFORMATION:**  
Katrice Graham, Director,  
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Alexandria Wilkerson, Program Assistant,  
[pwilkerson@jou.ufl.edu](mailto:pwilkerson@jou.ufl.edu)  
Knight Division for Scholarships  
Career Services & Multicultural Affairs  
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**KNIGHT  
DIVISION**  
UF College of Journalism  
& Communications

## Appendix 6C

## Knight Division Flyer

*The Knight Division provides group and class presentations, one-on-one appointments, as well as presenting at conferences and college recruitment events.*

- Current and prospective students may schedule a phone or face to face appointment by calling the office.
- Employers looking to recruit CJC students for internships and jobs may contact the office to promote opportunities and discuss recruitment options.
- Organizations, community colleges and high schools may contact us for college fair, workshop and recruitment opportunities.

#### **Provided Services**

- Career Coaching
- Resume and cover letter critiques
- Fall & Spring Career Days
- Employer info sessions and workshops
- Weekly e-newsletter with leadership, job and internship opportunities
- Students, alumni and employers connect using the Career Services Database

#### **Undergraduate Scholarships**

The college awards approximately \$300,000 in privately funded scholarships and assistantships annually to UF undergraduate students. The process is made easy with a single scholarship application made available online each November!

All current and prospective undergraduate students in the College of Journalism and Communications are eligible to apply once they have submitted an admissions application to the University of Florida.

#### **Multicultural Affairs**

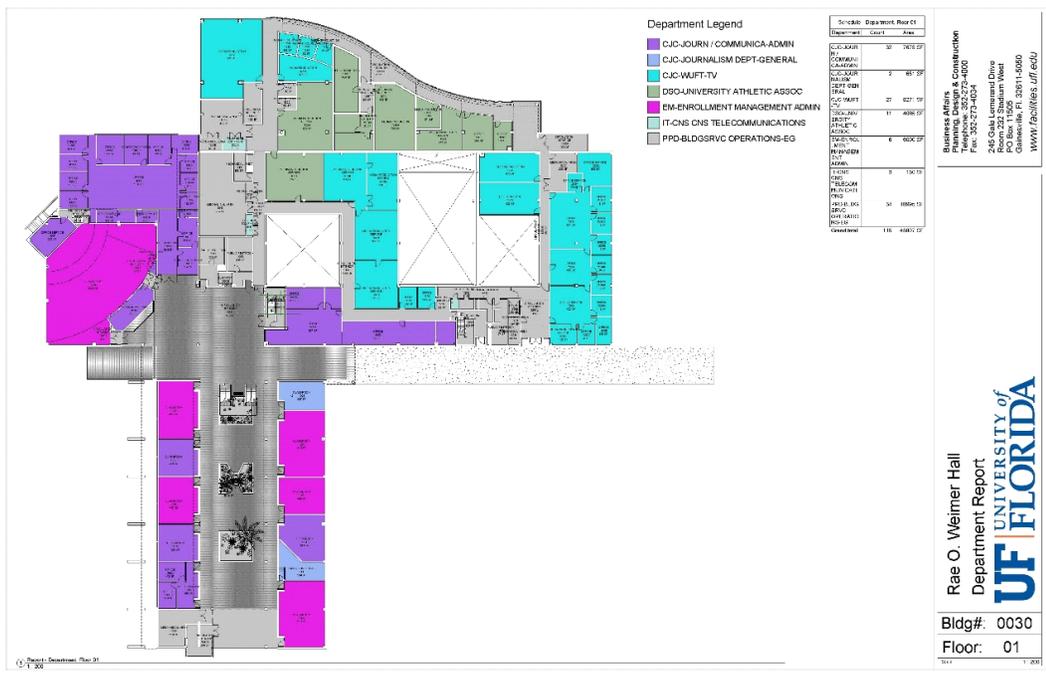
The college feels a diverse student body adds to the total educational experience of all students. The Knight Division is responsible for the recruitment and retention of underrepresented students.

In addition we provide operational support to three student organizations in the college:

- Hispanic Communicators Association (HCA)
- Journalism and Communications Ambassadors (JCA)
- National Association of Black Journalists (NABJ)

# Appendix 7 Standard 7: Resources, Facilities and Equipment

## Appendix 7A: Floorplans for Weimer Hall





## Appendix 7B Equipment Inventory for the College and the Division of Media Properties

The following is a detailed overview of the primary academic and operational spaces of the College and the Division of Media Properties and the technical assets located in each.

Location	Equipment	Software
G215 Weimer Hall Editing Lab (Ground Floor)	21 iMacs with 4GHz i7 Processors with 32GB ram and 2.5 TB storage	Mac OS 10.11.6 Full Adobe CC 2015 Full 2016 Office Suite Google Chrome v49.0.2623.112 Firefox v46.0 Flash Player v20.0.0.228 TextWrangler v5.5.2

### GHQ/Multimedia Radio/Mobile/Digital Project – Division of Media Properties

GHQ is the new multimedia audio-based project that focuses on engagement by Millennials and those in Generation “Z” with various media enterprises but primarily targeted by the commercial broadcast radio industry. Based on a mobile app, social media and a traditional over-the-air signal that serves the entire Gainesville area, GHQ was designed by a group of students and professional mentors, in partnership with media technology company Futuri, and launched in December 2016. GHQ’s work area consists of two content studios and a social media monitoring area that provides GHQ student staff with a constant live look at social media topics and locations of activity on the University of Florida campus, throughout the Gainesville community and the broader region. Social media activity dictates content augmentation on GHQ which operates with a contemporary hit radio format. GHQ utilizes the following technology to implement and program content targeted at millennials and Generation Z consumers.

**GHQ/2 Broadcast Studios:** The GHQ content studios are located at the entry to the Division of Media Properties in the Flanagan Wing of Weimer Hall. The “Streetside Studio” for GHQ is outfitted with state of the art broadcast equipment and a suite of computers and monitoring software that allow hosts to remain in close contact with the community GHQ serves. This primary GHQ studio is dedicated to the live stream of content broadcast on WUFT-HD2 and 95.3 MHz in the Gainesville region. It is configured with the Wide Orbit radio automation and operating system and positions for three hosts. A secondary production studio is situated next to the primary content studio and it serves as a training area for GHQ programming and performance students and as a production studio where secondary content elements are produced by students for presentation on GHQ.

Location	Equipment	Software
GHQ Multimedia Radio/Mobile/Digital Project (Division of Media Properties)	3 Mac Minis configured with 2.6GHz i7 processors with 16GB ram and 1TB storage 1 x 15" MacBook Pro configured with 2.5GHz i7 processor with 16GB ram and 500GB storage	Mac OS 10.11.6 Mac OS 10.11.6 Full Adobe CC 2017 Full 2016 Office Suite Google Chrome v56.0.12 Firefox v50.1 Flash Player v23.0 TerraBlock Manager 1.0f108 TextWrangler v5.5.2
	1 PC x Optiplex 990 configured with 3.2GHz processor with 4GB ram and 300GB storage 1 x Optiplex 990 configured with 3.4GHz processor with 8GB ram and 300GB storage	Windows 10  Windows 10 Full Adobe CC 2015 Full 2013 Office Suite

### MediaServices/"Scale" – Production Unit of the Division of Media Properties

The College's Division of Media Properties operates a multimedia production unit known as "Scale." This is an entrepreneurial unit that produces multimedia video projects for clients on campus and in the marketplace, oversees the live video production of large events such as the University of Florida commencement and convocation programs and provides "live talkback" services to major networks worldwide.

Location	Equipment	Software
Media Services/Scale	1 x 27" iMac configured with 3.5GHz i7 processor with 32GB ram and 3TB storage 2 x 27" iMac configured with 3.2GHz i5 processor with 32GB ram and 1TB storage 1 x 27" iMac configured with 3.4GHz i7 processor with 24GB ram and 2TB storage 1 x 27" iMac configured with 3.4GHz i7 processor with 12GB ram and 2TB storage	Mac OS 10.10.5  Mac OS 10.10.5  Mac OS 10.12.3  Mac OS 10.11.6 Full Adobe CC 2017 Full 2016 Office Suite Google Chrome v56.0.12 Firefox v5 Flash Player v23.0 TerraBlock Manager 1.0f108 TextWrangler v5.5.2

### The Agency/Strategic Communications Wing

“The Agency” is a strategic communications agency with a staff of professionals leading students from various disciplines, providing services to clients both on campus and in the broader commercial marketplace. The Agency opened in January 2015, and currently provides immersive experiences to more than 90 students on a semester by semester basis. The infrastructure for “The Agency” includes a high-profile space on the first floor of the College where staff and students work in an open, collaborative environment. The technical support that the operation utilizes includes the following.

Location	Equipment	Software
The Agency/ Strategic Communication Wing	3 x 27" iMacs configured with 3.4GHz i5 processors with 8GB ram and 1TB storage Mac OS 10.10.5 1 x 27" iMac configured with 4GHz i7 processor with 16GB ram and 3TB storage Mac OS 10.12.3 1 x 27" iMac configured with 3.2GHz i5 processor with 8GB ram and 1TB storage Mac OS 10.12.3 1 x 13" MacBook Pro configured with 2.7GHz i5 processor with 16GB ram and 125GB storage Mac OS 10.11.3 4 x 21.5" iMacs configured with 3.1GHz i5 processors with 16GB ram and 250GB storage	Mac OS 10.11.6 Full Adobe CC 2015 Full 2016 Office Suite Google Chrome v56.0.2924.87 Firefox v43.0.4 Flash Player v23.0 TextWrangler v5.5.2

### INC/Innovation News Center – Division of Media Properties

The Innovation News Center (INC) is the multimedia news facility that functions as a part of WUFT-TV and WUFT-FM in the Division of Media Properties. As a stand-alone news operation, the College incorporates more than a hundred students each semester into the INC, producing news and sports content for the various media platforms operated by the Division of Media Properties. Student involvement is through a combination of academic courses in the telecommunication and journalism departments and immersive experiences that provide an even broader set of opportunities to integrate students into the daily operation of the College’s professional media operations. The INC provides the space and technology to support staff and students through the following:

Location	Equipment	Software
INC/Innovation News Center- Division of Media Properties	17 x 27" iMacs with 3.4GHz i7 processors configured with 12 GB ram and 2.5TB storage 4 x 27" Mac Pros with 2.93GHz Intel Xeon processors with 8GB ram and 5TB storage 3 x 27" iMacs with 3.2 GHz i5 processors with 8GB ram and 1TB storage 1 x 27" iMac with 4GHz i7 processor with 16GB ram and 1TB storage 3 x 21.5" iMacs with 2.8GHz i7 processor with 12GB ram and 250GB storage 66 x Dell Optiplex desktop computers i7 Processors 8GB RAM 200GB HD	Mac OS 10.11.6 Full Adobe CC 2015 Full 2016 Office Suite Google Chrome v49.0.2623.112 Firefox v46.0 Flash Player v20.0.0.228 TextWrangler v5.5.2 Windows OS10 Adobe Creative Cloud Microsoft Office

### WRUF (ESPN 98.1/850 WRUF) Studio/Division of Media Properties

WRUF-AM (ESPN 98.1/850 WRUF), one of the oldest radio stations in the state of Florida having first broadcast in 1928, operates as the centerpiece of the College's fast-developing sports journalism and multimedia program. The primary studio for WRUF-AM also serves as the content centerpiece for the sports journalism area of the INC where professional staff and students work side by side, creating sports-focused content for WRUF's various platforms including mobile, digital, social and broadcast. The space consists of a large open area where the lead producer of on-air content is positioned along with social, digital and mobile platform content creators. Additionally, a four-seat state of the art host studio for live content production is situated adjacent to the large open area viewable through a large glass partition and sliding glass door. This area hosts 6+ hours of live/local sports talk on a daily basis in addition to serving as the flagship for Florida Gators sports broadcasts.

Location	Equipment	Software
WRUF (ESPN 98.1/850 WRUF) Studio/Division of Media Properties	2 iMac's configured with 3.4GHz i7 processors with 12 GB ram and 2.5TB storage	Mac OS 10.11.6 Full Adobe CC 2015 Full 2016 Office Suite Google Chrome v49.0.2623.112 Firefox v46.0 Flash Player v20.0.0.228 TextWrangler v5.5.2
	2 iMac's configured with 3.4GHz i7 processors with 12 GB ram and 2.5TB storage Run on BootCamp for Windows 10	3 x Optiplex 990s Full Adobe CC 2016 Full 2016 Office Suite ENPS and KLZ

### Florida's 89.1, WUFT-FM Studio/Division of Media Properties

The College's primary news/talk platform is one of the market's leading radio stations, NPR affiliate WUFT-FM. Launched in the 1980s, WUFT-FM is a 100,000-watt full-service radio station with numerous live/local programs and newscasts which are hosted by a combination of professional staff and students. The WUFT-FM studio/local content infrastructure consists of three primary studios, each able to be used independently or in combination.

Location	Equipment	Software
Florida's 89.1, WUFT-FM Studio/Division of Media Properties	2 Optiplex 9020 configured with 3.6GHz with 16GB ram and 250GB storage	Windows 8.1 Full Adobe CC 2014 Full 2013 Office Suite KLZ

### WRUF-FM/Country 103.7, The Gator-Division of Media Properties

WRUF-FM is the 100,000-watt commercial radio station operated by the College and Division of Media Properties. Programmed with a contemporary country format, WRUF-FM's studio infrastructure includes the following from an IT standpoint:

Location	Equipment	Software
WRUF-FM/Country 103.7, The Gator-Division of Media Properties	4 PCs 1 x Optiplex 7020 configured with 3.6GHz processor with 8GB ram and 800GB storage 3 x Optiplex 990s configured with 3.1GHz processor with 8GB ram and 1TB storage	Windows 10 Full Adobe CC 2017 Full 2016 Office Suite KLZ

### Radio Reading Service-Division of Media Properties

The Division of Media Properties provides the Radio Reading Service as a community service and training opportunity for College students interested in learning more about the "public service" mission of broadcast stations while also enhancing their knowledge of studio operations and content creation. The IT infrastructure related to the RRS is listed below.

Location	Equipment	Software
Radio Reading Service Division of Media Properties	1 x Optiplex 7020 configured with 3.7GHz processor with 8GB ram and 250GB storage 1 x Optiplex 990 configured with 3.1GHz processor with 8GB ram and 1TB storage	Windows 10 Full Adobe CC 2017 Full 2016 Office Suite KLZ

### Digital Editing Lab 3219

The editing lab in Weimer 3219 is used primarily for photojournalism course instruction and laboratory work for students. Additionally other courses are taught in the space.

Location	Equipment	Software
Digital Editing Lab 3219	15- 27" iMacs configured with 3.2GHz i5 processors with 16Gb ram and 1TB of storage	Mac OS 10.10.5 Full Adobe CC 2015 Full 2016 Office Suite Google Chrome v49.0.2623.112 Firefox v46.0 Flash Player v17.0.0.134 TextWrangler v5.5.2
	1 HP Color Laser Jet 5525TN printer 1 Epson plotter Pro Stylus TYLUS 7800 ink chrome	

### Media Effects and Technology Lab (METL)

The Media Effects and Technology Lab in the College of Journalism and Communications was established in January 2017. The mission of the lab is to serve as an interdisciplinary collaboration to design, develop, and disseminate the effects of media content and technologies to improve the human spirit and condition. The lab was set up with support from the Office of the Vice President for Research at UF.

The lab's activities are structured to facilitate research, teaching and service initiatives at the intersection of media, technology and psychology. On the research front, the lab is currently working with research collaborators from UF and other institutes who are interested in studying the effects of immersive, interactive and impactful experiences for communicating messages focusing on social good (broadly operationalized according to the UN's Sustainable Goals program: <http://www.un.org/sustainabledevelopment/sustainable-development-goals/>). During Summer 2017, the lab was used for a course titled "GatorVRse: Virtual Reality for Social Change" that taught basic virtual reality development skills and had students build immersive experiences working with research collaborators across campus.

Location	Equipment	Software
Media Effects and Technology Lab	2- Alienware desktop computers (Intel i7 core processor, 16GB RAM, 512GB SSD + 2TB Harddisk, NVIDIA GeForce GTX 1080 graphics card)	
	ASUS Laptop (for running immersive experiences) - (Intel i7 core processor, 8GB RAM, 256GB SSD, NVIDIA GeForce graphics card)	
	DELL Laptop (for running physiological monitoring software) - (Intel i7 core processor, 8GB RAM, 256GB SSD, NVIDIA GeForce graphics card)	
	Samsung Galaxy S6 mobile phone (for running immersive mobile experiences)	
	Oculus Rift VR Headset	
	Samsung GearVR Headset	
	2-Mobile VR Headsets	
	SUBPAC Backpac + Audio package (for audio and tactile feedback during immersive experieces)	
	Sensors for physiological monitoring Tobii Eye tracker X2-30 COMPACT (for eye tracking)  Shimmer GSR and heart rate sensor (for tracking galvanic skin response and heart rate)	IMotions Software Suite for physiological monitoring (includes API support, Facial Expression Emotion Recognition software, GSR software module, Eye tracking integration and Qualtrics Survey module)
	3- Vizio 55" TVs -3 1-Samsung 40" TV	

### Hatch/3332 Weimer Hall

**Hatch** is a content + product incubator that uses the principles of human-centered design to conceptualize and launch projects that help explore and define the future of media and information. Hatch's educational mission is to present applied experience for CJC students in nimble and user-focused product and project management, increasingly important skills for communicators. Teams of students, from the College as well as other disciplines within the University, form into product development work groups charged with synthesizing established and emerging research and technologies to develop product prototypes. More info on [Hatch](#) and projects to date is online.

Location	Equipment	Software
Hatch	Two iMac digital media workstations	full Adobe Creative Suite and Autopano Pro 360 video stitching software
	Digital collaboration suite with 60" monitor	powered by Google ChromeOS
	Web cam, whiteboard wall	
	Double Robotics Double 2 telepresence robot	
	GoPro Omni 360-video rig	
	Freedom 360 video rig	
	Nikon KeyMission360 video kits	
	Snap Spectacles	
	Amazon Echo	
	Ikan Fly-X3-Plus cell phone stabilizer gimbal	
	DJI Mavic Pro	
	DJI Phantom	
	Zoom H6N recorder	
	Sennheiser Wireless lav kits	

### Digital Editing Lab 3334 Weimer Hall

The lab in Weimer 3334 is used for general editing purposes.

Location	Equipment	Software
Digital Editing Lab 3334	7- 1.5" iMacs configured with 2.5GHz processors with 16GB ram and 500GB storage	Mac OS 10.12.3 Full Adobe CC 2017 Full 2016 Office Suite Final Cut Pro v10.3.2 Google Chrome v56.0.12 Firefox v50.1 Flash Player v23.0 TerraBlock Manager 1.0f108 TextWrangler v5.5.2
	1 80" LCD TV –connected to instructor's station	

## Digital Editing Lab 3324 Weimer Hall

The lab in Weimer 3324 is used for general editing purposes.

Location	Equipment	Software
Digital Editing Lab 3324	31- 27" iMacs configured with 3.5GHz i7 processors with 16GB ram and 2.5TB storage	Mac OS 10.11.6 Full Adobe CC 2015 Full 2016 Office Suite Google Chrome v56.0.2924.87 Firefox v42.0 Flash Player v17.0.0.134 TextWrangler v5.0.2

## Television Production Control Rooms

The College and Division of Media Properties provides an extraordinary experience to students interested in the technical production side of content generation centered around the various digital editing labs throughout the College and the more advanced control rooms which are in operation around the clock and available to students for work on projects or productions.

What follows is an overview of each of the control rooms with detailed outline of the technical equipment that has been deployed to ensure College students enter the industry with a working knowledge of equipment and concepts currently being used to create content for multiple platforms.

Location	Equipment	Software
Control Room #1 WUFT -TV	1- Grass Valley Kalypso 1.5 ME HD Switcher	
	1- Compix HD Graphics System	
	1- iMac Graphics Work Station	
	1- Yamaha TF5 (36 Channel) Audio Console	
	1- Intercom Panels & IFB's	
	3- Ikegami HD Studio Cameras with Teleprompters and CCU's	
	1- Teleprompter System	
	1- News Set with 4 Video / Graphics Display Monitors	
Control Room #2 Media Services	1- Blackmagic 1 ME HD Switcher	
	1- Skype Video Conference System	
	1- 20 / 20 Blackmagic Video Router	
	2- Phone Couplers	
	3- Sony ECM Mics	

	1- Blackmagic HD Video Recorder	
	2- Panasonic Robotic Cameras	
	1- Panasonic Robotic Camera Controller	
	1- Blackmagic Ultra 4K Studio (Graphics Solution)	
	1-Mac Mini's	
	1-Teleprompter Monitor & Software	
	1- Network Talkback Position with 60" Monitor	
	1- Studio Set with Florescent and LED Lighting	
Control Room #3 Student Control Room	1- Newtek Tricaster 850 HD Switcher	
	1- iMac Graphics Work Station	
	1- Mackie Audio Console	
	3- Intercom Panels & IFB's	
	3- Ikegami HD Studio Cameras with CCU's	
	1- AJA KiPro HD Recording Deck	

### **Weather Studio Control Room / WRUF-TV / WUFT-TV / FPREN-Division of Media Properties (Florida Public Radio Emergency Network)**

The former "studio one," this space is currently the home of the Florida Public Radio Emergency Network and all weather content produced by the College's team of professionals and students for the Division's various platforms. Built as a true "multiplatform" studio, this area is configured to allow meteorologists, "MITS" (meteorologists in training) and production students to create content for live distribution without the intervention of the traditional television master control environment. As industry values the ability for timely and impactful content to be available to audiences this studio was built to operate in traditional mode or "quick access" mode to a variety of platforms. During Hurricane Matthew in 2016, more than 38 hours of live, ongoing hurricane coverage was provided to multiple broadcast, digital and mobile sites through professional staff, students and use of the following infrastructure.

Location	Equipment
Weather Studio Control Room - FPREN (Florida Public Radio Emergency Network)	1 – Grass Valley Kalypso 4 ME HD Switcher & B Panel
	1 – Telos QOR Audio Console
	2 – Intercom Panels
	2 – Ikegami HD Studio Cameras with CCU's
	1 – Panasonic Robotic Camera
	1 – Blackmagic H264 Recording Device
	2 – Wireless Lav Mics
	1 – Wireless Stick Mic
	3 – Baron Radar / Weather Graphic Display Systems
	1 – Mac Mini Video Editing System
	1 – Video Multi-viewer
	1 – IFB Transmitter
	2 – Wireless IFB Receivers
	1 – 8 Channel Axia Audio Console
	1 – Axia Power Station
	2 – Telos Phone Hybrids
	16 – Telos Z/IP Audio Encoders
	3 – Shure Desk Mics
	1 – Axia 17 Button Transmission Router
	1 – Axia 17 Button FPREN Audio Listen Router
	1 – Telos Zepher ISDN Unit
	1 – Production Voicing Booth
	1 – Adobe Audition PC to Record & Playback Weather Updates
	1 – Shure Mic
	1 – Pathfinder Mini Audio Monitoring Station
	2 – 75" Video Monitoring Displays of FPREN Stations & Content
WUFT / WRUF – TV Master Control	3 – Channels of Crispin Television Automation
	6 – Channels of Omneon HD 4 Play Out / 2 Record
	4 – Channels of Omneon SD 2 Play Out / 2 Record
	1 – Ross Ultrex HD Router / 72 x 72 with 5 Multi- viewers
	1 – Evertz HD Logo Keyer Tied to Crispin Automation
	2 – Ki-Pro HD Recorder / Playback Units

	5 – Ikegami Camera CCU Controllers for Studio Cameras
	1 – Panasonic CCU Controller for INC Newsroom Camera
	2 – DVC Pro Playback Decks
	1 – Beta Playback Deck
	2 – Mac Mini Video Editing Stations
	1 – Ten Meter HD Satellite Receiver (PBS)
	2 – Three Meter HD Satellite Receivers (CNN & NBC)
	2 – Intercom Panels
	1 – VyVx HD-SDI JPEG 2000 Fiber Encoding Systems / 2 Transmit & 2 Receive

## GatorVision Sports Production Partnership

The College's Division of Media Properties, through an innovative and powerful partnership with the University of Florida's University Athletic Association, entered into a long-term alliance to create a unique sports content production environment through locating "GatorVision" within the Division of Media Properties.

This arrangement, which provides College students with opportunities to engage in the process of producing high quality content for FloridaGators.com, the various Division of Media Properties platforms, and both the digital and broadcast platforms for the SEC Network. The following control rooms, all built since 2012, and production facilities are currently operational and staffed with a combination of professionals and students.

Location	Equipment
SEC Network Control Room	1 - Grass Valley HD Kayak 2.5 ME Switcher
	1 - Ross Expression 2 Channel Graphics
	2 - Zeplay 4 - Channel Instant Replay Systems
	10 - Hitachi 6000 HD Cameras & CCUs
	1 - Yamaha TF5 Audio Console (36 Channels)
	7 - Intercom Panels
Daktronics/Videoboard Control Room	1 - Ross Express HD 2.5 ME Switcher
	1 - Ross Expression 2 Channel Graphics
	1 - Zeplay 4 - Channel Instant Replay Systems
	1 - Yamaha TF1 Audio Console (36 Channels)
	1 - Tricaster 850 HD Switcher
	1 - Graphic Outfitters Bug Box
GatorVision/Media Properties "In-House" Announcer Booth	4 - Intercom Panels
	1 - Play by Play Headset
	1 - Color Analyst Headset
	1 - Spare / Guest Headset
	1 - Stage Manager Headset
	1 - Stats Headset
GatorVision Technical Areas	3 - Video Display Monitors (2 Multi-viewers & 1 PGM Feed)
	1 - HD Robo Camera
	4 - Studio Lighting Fixtures
	2 - Fiber Based Venue Patch Panels
GatorVision Technical Areas	2 - 16 Input Fiber Based HD Video Receivers
	2 - 8 Output Fiber Based HD Video Transmitters
	2 - 32 Channel Audio Send & Receive

	1 – Imagine HD Router (128 Sources x 96 Destinations)
	40 – Imagine HD video DA's
	10 – Hitachi 500 HD Camera CCU (Camera Control Units)
	2 – 70X Box Lenses
	2 – 55X Box Lenses
	1 – 23X Box Lens
	1 – 23X ENG Lens
	4 -19X ENG Lenses
	2 – Sony EX3's
	4 – Panasonic HD Robo Cameras
	2 – Sony Handy Cams

### Supplemental Computing/Printing Information

Location	Equipment	Software
Personal Computer Lab Weimer 2052	24 Dell Optiplex AIO (All in One) 2010s	Microsoft Windows 10 Pro, Nielsen Arriana, Qualtrics, Associated Press, Microsoft Edge, Microsoft Office 365, Skype for Business, Adobe Creative Cloud 2017, Adobe Acrobat Reader, IBM SPSS Statistics Version 24, IBM AMOS Version 24
Weimer 2058	6 Computers, Dell Optiplex 960	MS Office 365, Adobe Creative Suite 2017, the Associated Press software ENPS
	2 HP Color Printer 5550DN	
	1 Epson Plotter STYLUS Pro 7600 Ink Chrome	
	1 HP4515 black and white printer	
Lab Weimer 3024	21 computers, Dell Optiplex 980s	Microsoft Windows 10 Pro, Qualtrics, Associated Press, Microsoft Edge, Microsoft Office 365, Skype for Business, Adobe Creative Cloud 2017, Adobe Acrobat Reader, IBM SPSS Statistics Version 24, IBM AMOS Version 24
	1 HP Laser Jet Color 5525DN printer	
	1 HP 4515TN printer	
	1 Xerox 8870	

Lab Weimer 3028	21 computers, Dell Optiplex 980s	Microsoft Windows 10 Pro, Qualtrics, Associated Press, Microsoft Edge, Microsoft Office 365, Skype for Business, Adobe Creative Cloud 2017, Adobe Acrobat Reader, IBM SPSS Statistics Version 24, IBM AMOS Version 24
	1 HP Laser 4515TN black and white printer	
	1 HP Laser Jet 5550DN printer	
G035	18 computers Dell 960s	Microsoft Windows 10 Pro, Qualtrics, Associated Press, Microsoft Edge, Microsoft Office 365, Skype for Business, Adobe Creative Cloud 2017, Adobe Acrobat Reader, IBM SPSS Statistics Version 24, IBM AMOS Version 24
	Xerox 5955 black and white printer	

Listed below is an inventory of field production equipment dedicated to specific courses or purposes within the College. It represents a considerable investment in the teaching and service mission of the College of Journalism and Communications.

### TRIPODS FOR ALL EFP AND TV COURSES

Location	Equipment
G020	70 Libec TH-650DV Tripods

### DEAN'S EQUIPMENT

This equipment is for general student use, outside of courses with an equipment fee. Some of the equipment was purchased by the College, and other equipment was originally purchased with equipment use fees, but has been replaced by newer equipment. Equipment is not available for personal use.

Location	Equipment
<b>G020</b>	24 PANASONIC HMC150 CAMERAS <ul style="list-style-type: none"> <li>• D0TDA0390 08/10E</li> <li>• D0TDA0391 08/10E</li> <li>• F0TDA0242 08/10E</li> <li>• F0TDA0263 08/10E</li> <li>• F0TDA0265 08/10E</li> <li>• F0TDA0269 08/10E</li> <li>• F0TDA0271 08/10E</li> <li>• F0TDA0278 08/10E</li> <li>• F0TDA0280 08/10E</li> <li>• G0TDA0454 10/10E</li> <li>• D0TDA0296 08/10E</li> <li>• D0TDA0343 08/10E</li> <li>• D0TDA0355 08/10E</li> <li>• D0TDA0383 08/10E</li> <li>• H0TDA0051 10/10E</li> <li>• H0TDA0197 10/10E</li> <li>• D0TDA0172 08/10E</li> <li>• D0TDA0218 08/10E</li> <li>• D0TDA0287 08/10E</li> <li>• D0TDA0309 08/10E</li> <li>• H7TC00477</li> <li>• H7TC00378</li> </ul>
	20 PETROL PCCB-01 CAMERA BAGS
	4 PORTABRACE DVO1 CAMERA CASES
	4 ELECTRO VOICE EV635 STICK MICS
	4 SONY ECM55 LAV MIC

	4 AUDIO TECHNIKA 15' XLRCABLES
	4 LITEPANEL MICROPRO LED LIGHTS
	4 SENHEISSER G100 WIRELESS MICS
	4 SONY MDR ZX100 HEADSET
	4 LIBEC TH650DV TRIPOD
	4 EDIROL R-O5 RECORDERS
	4 CANON T3i CAMERAS 242076053836 242076053437 242076053833 242076053838
	4 BATTERIES
	4 UV FILTERS
	4 LENS HOODS
	4 LOWEPRO CAMERA BAGS
	4 CANON 18-35mm LENSES

### ***RTV4929C Advanced TV Workshop***

This course consists of multiple sections with different purposes. In Fall, 2017, these included Dramatic Production, Corporate and Nonfiction Video, and Collaborative Filmmaking.

<b>Location</b>	<b>Equipment</b>
<b>G020</b>	10 PANASONIC AC130 CAMERAS <ul style="list-style-type: none"> <li>• A2TDA0250 06/12E</li> <li>• A2TDA0251 06/12E</li> <li>• A2TDA0252 06/12E</li> <li>• A2TDA0253 06/12E</li> <li>• A2TDA0254 06/12E</li> <li>• A2TDA0256 06/12E</li> <li>• A2TDA0257 06/12E</li> <li>• A2TDA0258 06/12E</li> <li>• A2TDA0259 06/12E</li> <li>• A2TDA0260 06/12E</li> </ul>
	10 PETROL PC202 CAMERA BAGS
	10 SONY MDR ZX100 HEADSETS
	10 SACHTLER ACE TRIPODS

### ***RTV3511 Fundamentals of Production***

While much of the course is devoted to studio production, students are introduced to field production and editing in the first part of the course.

Location	Equipment
<b>G020</b>	16 PANASONIC AC130 CAMERAS <ul style="list-style-type: none"> <li>• F6TDA0020</li> <li>• F6TDA0021</li> <li>• F6TDA0024</li> <li>• F6TDA0027</li> <li>• F6TDA0030</li> <li>• F6TDA0031</li> <li>• F6TDA0034</li> <li>• F6TDA0035</li> <li>• F6TDA0036</li> <li>• F6TDA0038</li> <li>• F6TDA0041</li> <li>• F6TDA0042</li> <li>• F6TDA0044</li> <li>• F6TDA0048</li> <li>• F6TDA0049</li> <li>• F6TDA0050</li> </ul>
	16 SACHTLER SC206 TRIPODS
	16 SONY MDR ZX100 HEADSET

**RTV3320 Electronic Field Production**

This course takes students more deeply into out-of-studio production and video editing.

Location	Equipment
	19 PANASONIC AC130 CAMERAS <ul style="list-style-type: none"> <li>• C3TDA0063 05/14E</li> <li>• C3TDA0074 05/14E</li> <li>• D3TDA0062 05/14E</li> <li>• D3TDA0097 05/14E</li> <li>• E3TDA0050 05/14E</li> <li>• F3TDA0027 05/14E</li> <li>• J3TDA0014 05/14E</li> <li>• J3TDA0050 05/14E</li> <li>• J3TDA0061 05/14E</li> <li>• J3TDA0064 05/14E</li> <li>• G3TDA0014 01/15E</li> <li>• H3TDA0015 01/15E</li> <li>• G3TDA0026 01/15E</li> <li>• G3TDA0032 01/15E</li> <li>• G3TDA0073 01/15E</li> <li>• I3TDA0069 06/15E</li> <li>• I3TDA0071 06/15E</li> <li>• I3TDA0072 06/15E</li> <li>• I3TDA0075 06/15E</li> </ul>
	19 PETROL PC202 CAMERA BAGS

	19 SONY MDR ZX100 HEADSETS
	19 SACHTLER ACE TRIPODS

## EFP EQUIPMENT

This equipment is used for production work in *RTV 3320 Electronic Field Production* and *RTV 4929c*, and includes the various equipment, other than cameras, which is available depending on the nature of the production.

Location	Equipment
<b>G020</b>	2 VELLO SE-10 HOT SHOES
	3 SONY ECM55 LAV MICS
	4 ELECTRO VOICE RE50 STICK MICS
	2 MILLER DS5 TRIPODS
	2 SACHTLER DVI TRIPODS
	1 MANFROTTO 501 HDV TRIPOD
	2 MANFROTTO 595B FIG RIGS
	1 WESTCOTT GREEN SCREEN
	18 SENNHEISER ME66 BOOM MIC KITS
	18 SENNHEISER WINDSOCKS 36 AUDIO TECH 15' XLR CABLE
	18 McGUIRE NICHOLAS 16" BAG
	1 DOORWAY DOLLY
	6 FLEX FILLS
	20 NEEWER 5 in 1 110 cm REFLECTORS
	4 NEEWER C126 LED ON CAMERA LIGHTS
	31 SENHEISSER EW100 WIRELESS MICS
	25 SANDBAGS
	20 POWER CORD KITS (3 CORDS EACH KIT)
	8 AVENGER C STANDS
	11 IKAN 576 ASL 3 LIGHT LED KIT
	11 MANFROTTO 1052 BAC STANDS FOR THE IKAN KITS
	2 KINO LIGHT KITS (KAS-D22) WITH HARD CASES
	4 KINO LIGHT KITS (KIT-D42-120V) WITH HEARD CASES
	8 MANFROTTO 1004BAC LIGHT STANDS FOR KINO 400'S
	3 ARRI 4 LIGHT KITS (2 650W/2 300W WITH HARD CASE)
	14 LOWEL/OMNI LIGHT KITS (11 IN HARD CASES AND 3 IN SOFT CASES)
	2 CHIMERA SOFT BOXES FOR THEARRI LIGHTS
	6 BOOM MATE BOOM MIC HOLDERS
	5 ANTON BAUER E GRIPS
	11 MAFER CLAMPS

	1 GLIDE CAM 2000 (STEADY CAM)
	1 CHROMA (GREEN SCREEN) SHEET
	50 VW-AD20 BATTERY CHARGERS FOR HMC150 AND AC130 PANASONIC CAMERAS
	106 PANASONIC VW-VBG6 BATTERIES
	8 CGA-E/625 BATTERIES
	2 CINEVATE 24" SLIDERS WITH MANFROTTO MVH502 HEAD
	2 CINEVATE 32" SLIDERS WITH MANFROTTO MVH502 HEAD
	4 SCHOEPS BOOM MICS (CMIT5U)
	4 RYCOTE BLIMP SYSTEMS WITH WIND SOCKS
	6 GITZO BOOM POLES
	4 AUDIO TECHNIKA 15" XLR CABLES
	2 SOUND DEVICES AUDIO KIT
	1 SOUND DEVICES 302 AUDIO MIXER
	2 PSC 25" BREAKAWAY CABLE
	1 PORTABLE CAR-1 EQUIPMENT BAG
	1 SENAL SMH-1000 HEADSET
	6 MATTHELLINI CLAMPS
	6 MATTHEWS 40" C-STANDS
	2 MATTHEWS 20" C-STANDS
	8 FULL APPLE BOXES
	4 QUARTER APPLE BOXES
	6 HALF APPLE BOXES
	2 MATTHEWS 24X36" DOUBLE SCRIM
	2 MATTHEWS 24X36" SINGLE SCRIM
	1 MATTHEWS 24X36" ARTIF SILK
	2 SHILL BIKE MOUNT FOR ACTION CAMERA
	25 SACHTLER
	4 ZOOM DIGITAL 4-CH RECORDER
	4 ZOOM WINDSCREENS
	1 MATTHEWS 6X6 GRIFFOLYN T-55

**RTV4301 TV1**

TV 1 is the first video course students take in the news track. They are introduced to basic camera operation, microphone use and lighting for interviews, and news events.

Location	Equipment
<b>G020</b>	12 PROJECT PANASONIC AC130 <ul style="list-style-type: none"> <li>• A2TDA0200 06/12E</li> <li>• A2TDA0221 06/12E</li> <li>• A2TDA0223 06/12E</li> <li>• A2TDA0272 06/12E</li> <li>• D2TDA0056 06/13F</li> <li>• D2TDA0059 06/13F</li> <li>• A2TDA0041 07/12Cpm</li> <li>• A2TDA0114 07/12Cpm</li> <li>• F6TDA0003</li> <li>• F6TDA0004</li> <li>• F6TDA0012</li> <li>• F6TDA0015</li> </ul>
	12 ELECTRO VOICE STICK MIC EV635
	12 SONY ECM55 LAV MIC
	12 PORTABRACE DV02 CAMERA CASES FOR AC130
	12 LITEPANEL MICROPRO LED ON CAMERA LIGHT
	12 AUDIO TECHNIKA 15" XLRCABLE

**RTV4302/4681 TV2**

Students in the course produce news packages for Media Properties productions, especially WUFT-TV. Most of this equipment was purchased by the Division of Media Properties.

Location	Equipment
<b>G020</b>	5 PROJECT PANASONIC AC130 <ul style="list-style-type: none"> <li>• A2TDA0217 06/12A</li> <li>• A2TDA0240 06/12A</li> <li>• E2TDA0113 09/12A</li> <li>• E2TDA0120 09/12A</li> <li>• J3TDA0053</li> </ul>
	5 SHIFT PANASONIC HVX200 <ul style="list-style-type: none"> <li>• H0TCB0145 01/12E</li> <li>• H0TCB0163 01/12E</li> <li>• H0TCB0165 01/12E</li> <li>• I0TCB0137 01/12E</li> <li>• C1TCB005</li> </ul>
	10 ELECTRO VOICE STICK MIC EV635
	10 SONY ECM55 LAV MIC
	5 PORTABRACE DVO2 CAMERA CASE FOR EACH AC130
	5 PORTABRACE DVO1 CAMERA CASE FOR EACH HVX200
	10 LITEPANEL MICROPRO LED ON CAMERA LIGHT
	10 AUDIO TECHNIKA 14" XLRCABLE
	10 SENNHEISSER G100 WIRELESS MIC
	10 SONY MDR ZX100 HEADSET

	10 PORTABRACE WBC WHITE BALANCE CARD
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**TV3 FLEET**

“TV3” is an independent study course in which students produce news content for WUFT. It was purchased by, and controlled by, the Division of Media Properties.

Location	Equipment
<b>G020</b>	2 PANASONIC HPX170 CAMERAS <ul style="list-style-type: none"> <li>• C3TCB0140 01/14E</li> <li>• C3TCB0105 09/13A</li> </ul>
	1 PANASONIC HPX250 CAMERA <ul style="list-style-type: none"> <li>• G4TDC0056 08/14A</li> </ul>
	3 ELECTRO VOICE MIC EV635
	3 SONY ECM55 LAV MIC
	1 PORTABRACE DVO2 CAMERA CASE FOR THE HPX250
	2 PORTABRACE DVO1 CAMERA CASES FOR THE HPX170
	3 LITEPANEL MICROPRO LED ON CAMERA LIGHT
	3 AUDIO TECHNIKA 15" XLR CABLE
	3 SONY MDR SX100 HEADSETS
	3 SENHEISSER G100 WIRELESS MICS
	3 PORTABRACE WBC BALANCE CARDS

**TV4 FLEET**

“TV4” is an independent study course in which students produce news content for WUFT. It was purchased by, and controlled by, the Division of Media Properties.

Location	Equipment
<b>G020</b>	2 PANASONIC A130 CAMERA <ul style="list-style-type: none"> <li>• A2TDA0151 06/12E</li> <li>• I3TDA0067</li> </ul>
	2 ELECTRO VOICE STICK MIC EV635
	2 SONY ECM55 LAV MIC
	2 PORTABRACE DVO2 CAMERA CASE FOR THE AC130
	2 LITEPANEL MICROPRO LED ON CAMERA LIGHT
	2 AUDIO TECHNIKA 15" XLR CABLE
	2 SONY MDR ZX100 HEADSETS
	2 PORTABRACE WBC WHITE BALANCE CARDS

**ANCHOR FLEET**

This is a special topics course in which students produce news content for WUFT. It was purchased by, and controlled by, the Division of Media Properties.

Location	Equipment
<b>G020</b>	4 PANASONIC HPX170 CAMERAS <ul style="list-style-type: none"> <li>• B3TCB0017</li> <li>• B3TCB0024</li> <li>• A2TCB0006</li> <li>• B3TCB0014</li> </ul>
	4 PORTABRACE DV0-1 CASES
	4 SONY ECM 55 LAV MICS
	4 LITEPANEL MICRO PRO LED LIGHTS
	4 AUDIO TECHNIKA 15'XLR
	4 ELECTRO VOICE EV635
	4 SONY MDR 2X100 HEADSETS

***RTV3305 Investigative Reporting***

This equipment is used by students in the Investigative Reporting course. As the only pre-requisite for the course is *RTV 3303 Radio 1*, not all students are able to use video equipment for projects, so the fleet consists of both video and audio recording equipment.

Location	Equipment
<b>G020</b>	8 PROJECT PANASONIC AC130 <ul style="list-style-type: none"> <li>• A2TDA0261 06/12E</li> <li>• A2TDA0263 06/12E</li> <li>• A2TDA0264 06/12E</li> <li>• A2TDA0265 06/12E</li> <li>• A2TDA0266 06/12E</li> <li>• A2TDA0269 06/12E</li> <li>• D3TDA0039 06/13F</li> <li>• D3TDA0099 06/13F</li> </ul>
	8 ELECTRO VOICE STICK MIC EV635
	8 SONY ECM55 LAV MIC
	8 PORTABRACE DVO2 CAMERA CASE
	8 LITEPANEL MICROPRO LED ON CAMERA LIGHT
	8 AUDIO TECHNIKA 15" XLR CABLE
	6 EDIROL R-09 RECORDERS

**NEWSROOM BACKUP CAMERAS**

This equipment was purchased by, and controlled by, the Division of Media Properties.

Location	Equipment
<b>G020</b>	3 PROJECT PANASONIC HVX200 <ul style="list-style-type: none"> <li>• C1TCB0012</li> <li>• K0TCB0109</li> <li>• L0TCB0008</li> </ul>
	3 ELECTRO VOICE STICK MIC EV635
	3 SONY ECM55 LAV MIC
	3 PORTABRACE DVO2 CAMERA CASE
	3 LITEPANEL MICROPRO LED ON CAMERA LIGHT
	3 AUDIO TECHNIKA 15" XLR CABLE

**TV Miscellaneous Equipment**

This equipment is used in conjunction with equipment in any or all of our Telecommunication Department courses. It is not used with equipment purchased by the Division of Media Properties.

Location	Equipment
<b>G020</b>	40 PANASONIC VW-AD20 CHARGERS FOR AC130 CAMERA BATTERIES
	70 CGA-E/625 BATTERIES
	25 PANASONIC AG-B25 BATTERY CHARGERS FOR HVX200, XPX170, AND HPX250
	84 PANASONIC CGA-D54 BATTERIES
	4 LIBEC TRIPOD DOLLYS
	3 ATLAS SOUND TABLE TOP MIC STANDS
	10 ROCK N ROLLER CARTS

**SPORTS**

This equipment is used by students producing news content for the Media Properties' television outlets, including WUFT-TV and WRUF-TV. It was purchased by, and controlled by, the Division of Media Properties.

Location	Equipment
<b>G020</b>	5 PANASONIC HPX250 CAMERAS <ul style="list-style-type: none"> <li>• E5TDC0042 08/15A</li> <li>• E5TDC0052 08/15A</li> <li>• F4TDC0037 03/15A</li> <li>• F4TDC0059 03/15A</li> <li>• G4TDC0065 08/14A</li> </ul>

	1 AC130 PANASONIC CAMERA G4TDA0094
	6 ELECTRO VOICE STICK MIC EV635
	6 PORTABRACE DVO2 CAMERA CASE FOR THE AC130
	6 LITEPANEL MICROPRO LED ON CAMERA LIGHT
	6 AUDIO TECHNIKA 30" XLR CABLE
	6 SONY MDR ZX100 HEADSETS
	6 SENNHEISSER G100 WIRELESS MIC FOR THE AC130 KIT
	6 PORTABRACE WBC WHITE BALANCE CARDS

### EMERGENCY NEWSROOM

This equipment was purchased by, and controlled by, the Division of Media Properties.

Location	Equipment
<b>G020</b>	3 PANASONIC HMC150 CAMERAS D0TDA0172 D0TDA0218 D0TDA0287
	3 ELECTRO VOICE STICK MIC EV635
	3 PORTABRACE DV-01 CAMERA CASES
	3 LED ON CAMERA LIGHT
	3 AUDIO TECHNIKA 15" XLR CABLE
	3 SONY MDR ZX100 HEADSET

### CHOMPICS

Chompics is a student group, with a faculty advisor, which produces several short-episode fiction programs, entertainment news, and similar programming for distribution through YouTube, and similar media. This equipment was originally purchased with equipment use fees, but was replaced with news equipment.

Location	Equipment
<b>G020</b>	1 PANASONIC HMC150 CAMERA • D0TDA309
	1 BORTABRACE DV-01 CAMERA CASE
	2 IKAN 3-LIGHT KITS
	2 AUDIO TECHNIKA 15" XLR CABLE
	1 SONY MDR ZX100 HEADSET
	1 LIBEC TH650DV TRIPOD
	2 BATTERIES VW-VBG6
	2 FLEXFILLS

	1 SENNHEISER BOOM MIC
	1 SAMSUNG MONITOR KIT
	1 CHARGER
	1 C-STAND
	1 R2 CART
	1 SENNHEISER WIRELESS
	6 MANFROTTO LIGHT STANDS

## RADIO 1 AND RADIO 2

These two courses teach students to gather, report, and edit news for WUFT-FM.

Location	Equipment
G020	10 ZOOM H4n AUDIO RECORDERS
	10 EDIROL R09 AUDIO RECORDERS

## NOTICIAS WUFT

This is a weekly Spanish language radio newscast, broadcast on WUFT-FM. The equipment was purchased by the College.

Location	Equipment
G020	3 EDIROL R09 AUDIO RECORDERS

## SPORTS REPORTING

This equipment is used for radio sports coverage on WUFT-FM. It was purchased by, and controlled by, the Division of Media Properties.

Location	Equipment
G020	5 EDIROL R09 AUDIO RECORDERS

## SPORTS AM850

This equipment is used for radio sports coverage on our commercial ESPN-affiliated radio station. It was purchased by, and controlled by, the Division of Media Properties.

Location	Equipment
G020	4 ROLDAND EDIROLS
	2 ZOOM RECORDERS

***JOU3602 PHOTOJOURNALISM***

This equipment is used for introductory photojournalism classes to work on projects and assignments throughout the semester. It was purchased with equipment fees associated with this class.

Location	Equipment
G020	20 CANON T3i CAMERAS <ul style="list-style-type: none"> <li>• 172037003552</li> <li>• 172037003553</li> <li>• 172037003756</li> <li>• 172037003758</li> <li>• 172037003768</li> <li>• 172037003770</li> <li>• 172037003772</li> <li>• 172037003829</li> <li>• 262076067401</li> <li>• 172037003982</li> <li>• 172037004043</li> <li>• 172037004044</li> <li>• 172037004045</li> <li>• 172037004046</li> <li>• 172037004047</li> <li>• 172037004048</li> <li>• 172037004109</li> <li>• 172037004111</li> <li>• 172037004113</li> <li>• 172037003831</li> </ul>
	20 18-35mm LENSES
	20 BATTERIES
	20 LENS HOODS
	20 UV FILTERS
	20 CHARGERS
	20 LOWEPRO CAMERA BAGS

***JOU4605 Advanced Photojournalism***

This equipment is used for an advanced photojournalism class. It was purchased and maintained by equipment fees associated with this class.

Location	Equipment
<b>G020</b>	1 CANON 50mm
	1 CANON 10-22mm
	1 SIGMA 14mm
	2 SIGMA 150mm

	2 CANON 200mm
	1 CANON 70-200mm
	2 CANON 300mm
	1 NIKON 300mm
	1 NIKON 80-200mm
	1 NIKON 14mm
	1 NIKON 400mm

### ***JOU4946 Applied Online Journalism***

This course can have rotating topics and deal with a variety of multi-platform uses, including video. It was purchased using equipment feeds associated with this class.

<b>Location</b>	<b>Equipment</b>
<b>G020</b>	6 NIKON CAMERA KITS <ul style="list-style-type: none"> <li>• D5300 2605092</li> <li>• D5300 2605565</li> <li>• D5300 2605447</li> <li>• D5300 2605136</li> <li>• D5300 2605723</li> <li>• D5300 2605497</li> </ul>
	6 NIKON D5300
	6 NIKON 18-140mm LENSES
	6 TIFFEN UV FILTERS
	6 NIKON MH24 CHARGERS
	12 NIKON EN-EL14a BATTERIES
	6 SONY MDR ZX100 HEADSETS
	6 ALBINAR VIEW FINDERS
	6 SENNHEISER EW100G3 LAV MICS
	6 ZOOM H4n AUDIO RECORDERS
	6 KATA 3N1-22DL CAMERA BAGS
	6 MAGNUS VT4000 TRIPODS

### **Pro Masters Program**

Students in the Professional Masters' program have the opportunity to take several courses in "digital storytelling." Since the University does not allow us to collect equipment use fees for graduate courses, this equipment was purchased from College funds.

<b>Location</b>	<b>Equipment</b>
<b>G020</b>	1 SENNHEISER EW 100 G3
	1 ZOOM
	1 ZOOM REMOTE
	1 RODE SHOTGUN MIC

	1 55-250MM CANON LENS
	1 EOS70D CANON
	1 18-135MM LENS
	1 RUGGARD BACKPACK
	1 LIBEC TH650HD TRIPODS

### Narrative Collaborative Filmmaking

Students with little experience in video production can work with the Advanced Production students as “apprentices,” in an Independent study section, for which we collect an equipment use fee.

Location	Equipment
<b>G020</b>	1 CANON C300 BODY
	1 LENS KIT 14 MM 50 MM 85 MM 85 MM TELEPHOTO 24 MM
	VINTEN VISION 100

### RTV 3516 Electronic Field Production 2

This course is a new requirement, taught for the first time in Fall 2017. It expands on student experiences in videography, editing, lighting, and sound introduced in *RTV 3320 Electronic Field Production*. Students may take the course concurrently with *RTV 4929c Advanced Production Workshop*.

Location	Equipment
<b>G020</b>	7 C100 CAMERA KITS
	7 SETS OF LENSES 14 MM 50 MM 85 MM
	7 SACHTLER ACE TRIPODS
	2 GO-PRO HERO5

**RONIN KIT**

This equipment is used in the *RTV 4929c Advanced TV Workshop* section devoted to narrative filmmaking.

Location	Equipment
G020	DJI 3-AXIS STABILIZED GIMBAL SYSTEM
	1 CANON C500 CAMERA
	2 64GB COMPACT-FLASH MEMORY CARD
	2 64GB SDXC UHS-I MEMORY CARD
	2 LP-E6N BATTERY PACK (1865mAh)
	1 EOS 5D MARK DSLR CAMERA
	1 502 HDMI & SDI FIELD MONITOR KIT
	1 JOURNEY 34 SHOULDER BAG
	1 LP-E6N BATTERY PACK (1900mAh)
	1 64GB UHS-I SDXC MEMORY CARD

## Appendix 8 Standard 8: Professional and Public Services

### Appendix 8A: Faculty Professional Service Activities

#### Department of Advertising

##### Huan Chen, Assistant Professor

- Member, American Academy of Advertising (AAA) International Advertising Education Committee & Research Committee, 2014-2015
- Member, Pennsylvania Communication Association, PCA 2012-2013
- Vice President, Erie Chinese Association 2014-2015
- Reviewer for *Journal of International Marketing Reviewer*, *Journal of Promotion Management*, *Asian Journal of Communications*, *Young Consumers*, and *Qualitative Market Research: An International Journal*
- Reviewer, papers for American Academy of Advertising, 2011-present

##### Lisa Duke Cornell, Associate Professor (Retired in 2015)

- Guest Lecturer, Annual UF/Brazil Professional Seminar,
- "Trends in Advertising Creative" 2005-2011
- Reviewer, *Journal of Advertising*, *Feminist Media Studies*, *Journal of Communication*, *Journal of Sex Research*
- Editorial board member, *Journal of Advertising Education*
- Co-Principal Investigator, \$3.7M "Wellness Incentive and Navigation Project" 2012-2013
- Reviewer, papers for American Academy of Advertising and AEJMC

##### Troy Elias, Assistant Professor, Advertising (Left in Spring 2014)

- Chair, AEJMC Student Research Paper Competition, 2011, 2013
- Chair, AEJMC Advertising Division Teaching Paper Competition, 2012
- Reviewer, AEJMC research papers, 2010-2013
- Discussant, AEJMC Advertising Division Top Research Paper session, 2012 and 2013
- Reviewer, *Journal of Advertising Research* and the *Journal of Broadcast and Electronic Media*

##### Carla Fisher, Assistant Professor (Started 2016)

- Grant Reviewer, USAID Middle East Regional Cooperation (MERC) Program, 2012-2015
- Grant Reviewer, CUBRC Center for International Science and Technology Advancement, 2012-2015
- Chair, Lead Reviewer and Reviewer, Health Behavior Grant Panel 2012-2015
- Faculty Representative, Cancer Research Engagement Program (CREP), Health Street, University of Florida, 2016-Present
- Panel Chair, Health Communication Division, National Communication Association, 2014

##### J. Robyn Goodman, Associate Professor

- Chair and Committee Member, American Academy of Advertising, Membership Committee, 2010-2012
- Panelist and Project Overseer, Institute of Child Health Policy (IChP) Defining 'quality' from the patient's perspective: Findings from focus groups with Medicaid enrollees and implications for practice," Gainesville, FL, 2014
- Co-PI, Wellness Incentive and Navigation Project, 2011-2014
- Reviewer for *Mass Communication & Society*; *Journal of Advertising*; and *Journal of Current Issues in Research and Advertising*, *Feminist Media Studies*, *Visual Communication Quarterly*, *Public Understanding of Science*
- Reviewer, papers for American Academy of Advertising, ICA, AMHCR, and AEJMC conferences

**Tom Kelleher, Professor and Department Chair (Started in 2014)**

- Member, National Strategic Planning Committee, American Academy of Advertising, 2016-present
- Panelist, "Blurred Lines: Advertising, Marketing, or PR?" at joint meeting of Florida Public Relations Association and American Advertising Federation of Gainesville, 2015
- National Research Committee, Public Relations Society of America, 2013-2014
- Editorial Board Member, *Journal of Public Relations Research*, 2000-2015
- Reviewer, *Journal of Computer-Mediated Communication*, *Journal of Public Relations Education*, *Journal of Communication*, and *Management Communication Quarterly*

**Eunice Kim, Assistant Professor**

- Guest Lecturer, Konkuk University, South Korea, "Understanding digital marketing communications: engaging consumers in the digital age," Summer 2015
- Columnist, Korea Association of Advertising Agencies, Seoul Korea, July 2013-present
- Panelist, UF International Education Week, "Conducting international research," Fall 2015
- Commended as a top reviewer for *Journalism & Mass Communication Quarterly*, 2015
- Reviewer for *Journal of Interactive Advertising*, *Korean Journal of Advertising and Public Relations*, *Journal of Global Marketing*, and *Computers in Human Behavior*

**Hyojin Kim, Assistant Professor (Left in Spring 2012)**

- Research Committee Member and Reviewer, American Academy of Advertising
- Fellowship proposal reviewer, American Academy of Advertising
- Communications Committee, Clinical and Translational Science Institute
- Reviewer for papers for AEJMC Communication Theory & Methodology Division; Mass Communication & Society Division; Public Relations Division; Communicating Science, Health, Environment, Risk Interest Group
- Member, ICA Health Communication Division, Communication & Technology Division, Mass Communication Division, Public Relations Division

**Janice L. Krieger, Professor of Advertising and Director of STEM Translational Communication Center (Started in 2014)**

- Chair, ICA Intergroup Communication Division, 2015-present
- Board Member, International Communication Association, 2013-2015
- Executive Board Member, International Association for Language and Social Psychology
- Nominating Committee, National Communication Association (NCA), 2010-2013
- Reviewer, *Health Communication*, *Journal of Health Communication*, *Journal of Language and Social Psychology*, and *Journal of Family Communication*

**Jon Morris, Professor**

- Member, Gainesville Alachua County Regional Airport Authority, Gainesville FL, 1996-present
- Guest Lecturer, LT Accelerate Conference in Brussels, Belgium Conference theme: Language Technology theme, Lecture title: Advertising vs. Privacy: Emotional and Rational Responses, 2014
- Reviewer, *Journal of Advertising*
- Developed and teach *Great Ideas in Marketplace Communications* class, which often serves community organizations and nonprofit clients
- Panelist, "When Academic Worlds Collide: Putting your research to work in the classroom & industry," American Academy of Advertising conference, 2013

**Cynthia Morton, Associate Professor**

- Treasurer, American Academy of Advertising, 2016 (Treasurer-elect 2015)
- Reviewer, papers for AAA, 2000-present; AEJMC Advertising Division, 2002-present
- Speaker, Family Nutrition Program/SNAP-Ed Annual Training meeting, "Planning and implementation of marketing tools toward effective communications outcomes," 2015

- Reviewer, *Journal of Consumer Issues in Research in Advertising*, *Journal of Consumer Affairs*, and *Journal of Advertising Research*
- Research consultant, Peaceful Paths Domestic Violence Network, 2010-11

**John Sutherland, Professor and Department Chair (Retired in 2013)**

- Reviewer, *Journal of Advertising*
- Reviewer, papers for AEJMC Advertising Division
- Reviewer, papers for American Academy of Advertising
- External reviewer, multiple tenure and promotion cases for peer institutions
- Planner, UF/University of Sao Paulo Strategic Communication Training Program

**Debbie Treise, Professor and Senior Associate Dean**

- President, American Academy of Advertising, 2012 (President-Elect in 2011)
- Publications Committee Chair, American Academy of Advertising, 2015
- Reviewer, *Journal of Advertising*
- Editorial Board Member, *Science Communication*, *Journal of Current Issues in Research in Advertising*
- Reviewer, papers for AEJMC and American Academy of Advertising

**Michael Weigold, Professor and Associate Dean**

- Publications Committee Chair, American Academy of Advertising, 2014
- Reviewer, *Journal of Current Issues in Research in Advertising*
- Reviewer, *Communication Theory*
- Reviewer, papers for American Academy of Advertising
- Panelist, American Academy of Advertising conference, "Studying Communications Abroad in the Global Economy," 2014

**Lu Zheng, Assistant Professor, Advertising (Left in Spring 2015)**

- Editorial Board Member, *Journal of Quantitative Analysis in Communication*
- Editorial Board Member, *Journal of Computer Games and Communication*
- Textbook Reviewer, *The Media Handbook: A Complete Guide to Advertising Media Selection, Planning, Research, and Buying* (Routledge Communication Series), 2015
- Reviewer, papers for American Academy of Advertising (AAA), Asia-Pacific Conference, through 2016
- Reviewer, papers for Chinese Communication Association, 2015

**Department of Journalism**

**Cory Armstrong, Associate Professor (Left in Spring 2014)**

- Associate Editor, *Mass Communication & Society*
- Editorial Board Member, *Newspaper Research Journal*
- Discussant, AEJMC

**Clay Calvert, Eminent Scholar and Professor**

- Member, Editorial Board, *Communication Law and Policy*, AEJMC
- Manuscript Referee, *Journalism and Mass Communication Quarterly*
- Panel Discussant, Law & Policy Division AEJMC Southeast Colloquium
- Quoted expert source, providing legal commentary in mainstream press

**David Carlson, Cox/Palm Beach Post Professor**

- Board member, Sigma Delta Chi Foundation
- Board member, Florida Society of News Editors
- Program chair and presenter, Five State Press Association
- Moderator, Florida Press Association

**Sandra Chance, Professor**

- Director, Brechner Center for Freedom of Information

**Julie Dodd, Professor (Retired 2016)**

- Board of trustees, *Quill and Scroll*
- Judge, *Quill and Scroll* blogging contest
- Judge, Scholastic Journalism Division Innovative Outreach to Scholastic Journalism
- Web manager, Scholastic Journalism Division, AEJMC

**Mike Foley, Master Lecturer**

- Guest lectures to local organizations on media issues

**John Freeman, Associate Professor**

- Judge, Local Media Association annual contest
- Judge, Fulbright/National Geographic multimedia proposals, 2015, 2016, 2017
- Judge, AEJMC logo competition

**John Kaplan, Professor**

- International Advisory Board, Pulitzer Prize Winners Workshop
- Judge, Society of American Travel Writers Association
- Juror, Florida Society of Newspaper Editors Online Division
- Invited Lecturer, International Photojournalism, Harn Museum

**Sriram Kalyanaraman, Professor (Started in 2014)**

- Graduate Student Recruitment, National Communications Association
- Chair, Communicating Open Science, ICA
- Reviewer, approximately 25 papers a year
- Invited speaker, The Psychology of Customized Technologies

**Norman Lewis, Associate Professor**

- Workshop leader, National Institute of Computer Assisted Reporting conference
- Paper reviewer, *Journalism & Mass Communication Quarterly*
- Workshop leader, data journalism, Lakeland Ledger
- Keynote Speaker, Summer Journalism Institute

**Mindy McAdams, Professor and Knight Chair**

- Committee member, Journalism Interactive conference
- Invited panelist, World Journalism Education Congress
- Invited speaker, AAJA conference
- Board member, Center for Collaborative Journalism

**Ronald Rodgers, Associate Professor**

- Book Review Editor, *Journalism and Mass Communication Quarterly*
- Discussant, Newspaper and Online News Division, AEJMC Southeast Colloquium
- Research co-chair, AEJMC Newspaper and Online Division
- Reviewer, *Mass Communication and Society*

**Matt Sheehan, Lecturer**

- National Director, Journalism Interactive Conference
- National Board Candidate, Online News Association
- Panelist, Online News Association

**Ted Spiker, Professor and Department Chair**

- Speaker, Florida Magazine Association
- Speaker, Florida Scholastic Press Association
- Judge, National Magazine Awards
- Judge, City and Regional Magazine Association

**Bernell Tripp, Associate Professor**

- Moderator, American Journalism Historians Association annual convention
- Panelist, American Journalism Historians Association annual convention
- Moderator, AEJMC Southeast Colloquium
- Reviewer, *African American Review*

**Kim Walsh-Childers, Professor**

- Paper reviewer, *Journal of Mass Media Ethics*
- Paper reviewer, *Health Communication*

**Wayne Wanta, Professor**

- Member, Editor Program Academia.edu
- Panelist, Advanced Media and Education Technologies annual convention
- Speaker, Summit Forum of New Media, Cultural Industry, Social Development
- Consultant, University of Belgrade journalism program

**Department of Public Relations**

**Ann Christiano, Professor, Frank and Betsy Karel Endowed Chair for Public Interest Communications**

- Creator and developer, annual *frank gathering* for more than 300 social change communicators
- Frequent lecturer on strategic communication for social change

**Kathleen Kelly, Professor**

- Member, Arthur Page Society/co-chair of the Membership Committee.
- Member, ACEJMC Accrediting Council
- Trustee, National Board for the Institute for Public Relations
- Director, Graduate Certificate in Fundraising Management Program

**Spiro Kiouis, Executive Associate Dean and Professor**

- Member, Commission of Public Relations Education, 2016 and 2017
- External Review for Gaylord College at the University of Oklahoma, 2017
- Editorial board and manuscript reviewer, *Journal of Public Relations Research*, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016
- Editorial board and reviewer, *Journalism and Mass Communication Quarterly*, 2012, 2013, 2014, 2015, 2016
- Editorial board and reviewer, *Journal of Broadcasting & Electronic Media*, 2012, 2013, 2014, 2015, 2016

**Linda Hon, Professor and Program Director, Public Relations and Social Advocacy Project**

- Board Member, Betsy Plank Center for Public Relations Leadership and winner of the Milestones in Mentoring Award from the Plank Center in 2016
- Editorial Review Board, *Journal of Public Relations Research*
- Co-creator and guest editor of first issue, *Journal of Public Interest Communications*
- Director, *frank scholar* conference

**Rita Men, Assistant Professor**

- Member, Arthur Page Society (Page Up)
- Advisory Board Member, International Public Relations Research Conference
- Chief Research Editor, Institute for Public Relations Organizational Communication Research Center
- Editorial Advisory Board and Reviewer, *Journal of Public Relations Research*
- Member, international task force to develop an internal communication measurement standard

**Deanna Pelfrey, Lecturer**

- Two terms as College's Faculty Senate chair
- Winner of College's Faculty Service Award in 2016-17
- Faculty adviser to PRSSA Bateman Competition team since 2007
- Master's Degree thesis committees, averaging 3-5 per year
- Term Professorship Committee

**Kay Tappan, Lecturer**

- Winner of the College's Faculty Service Award in 2015-2016
- Faculty advisor for Alpha Chapter of the Public Relations Student Society of America (PRSSA) and Alpha PProductions (student-run public relations agency)

**Department of Telecommunication**

**James Babanikos, Professor**

- Member, Broadcast Education Association and University Film and Video Association
- Judge, BEA Student Documentary Competition 2011, 2013-2014
- Judge, BEA Faculty Screenwriting Competition 2011, 2013
- Judge, BEA Student Music Video Competition 2012
- Judge, BEA Student Video Competition, 2011

**Sylvia Chan-Olmsted, Professor**

- Key Research Project Presenter, Nielsen Annual Client Conference, 2015
- Member, Steering Committee, *Journal of Branded Content Marketing*
- Editorial Board, *Journal of Broadcasting and Electronic Media*
- Editorial Board, *Journal of Media Economics*
- Member, Research and Education Advisory Board, The Magness Institute, The Cable Center

**Johanna Cleary, Associate Professor (Retired 2015)**

- Reviewer, *Journalism and Mass Communication Quarterly*
- Reviewer, *Electronic News*
- Reviewer, papers for AEJMC Annual Conferences
- Member, Faculty Advisory Board, Harn Museum of Art
- Member, AEJMC Publications Committee

**Amy Jo Coffey, Associate Professor**

- Editorial Board, *International Journal of Media Management*
- Editorial Board, *Journal of Media Business Studies*
- Editorial Board, *International Journal of Hispanic Media*
- Past Head, Media Management, Economics and Entrepreneurship Division for AEJMC
- Judge, Nielsen Case Study Competition
- Member, Scientific Committee, 12<sup>th</sup> World Media and Economics Conference

**Eric Esterline, Lecturer**

- Member, Broadcast Education Association
- Member, Society of Professional Journalists
- Member, Sports Video Group
- Member, Association for Women in Sports Media
- Founder and faculty advisor for University of Florida chapter, Women in Sports Media

**Yu-Hao Lee, Assistant Professor**

- Program Committee, Third International Symposium on Chinese CHI
- Program Committee, Meaningful Play Conference, 2012, 2014
- Reviewer, *Journal of Cyberpsychology, Behavior and Social Networking*
- Reviewer, *International Journal of Human-Computer Studies*
- Reviewer, papers for ICA Conference, 2011-2014

**Michael Leslie, Associate Professor**

- Visiting Professor, Jaypee Institute of Information Technology, Delhi, India
- Visiting Professor, Nanjing University of Aeronautics and Astronautics, Nanjing, China
- Senior Foreign Expert, Beijing Foreign Studies University, Beijing, China
- Co-organizer, Leadership Workshop Kenyan University Faculty and Women's Organization
- Co-organizer, University of Florida Interdisciplinary Conference on Africa-China Relations

**Jasmine McNealy, Assistant Professor**

- Vice Chair-Elect, Communication Law and Policy Division, ICA
- Vice Head, Newspaper and Online News Division, AEJMC
- Co-Research Chair, Newspaper and Online News Division, AEJMC
- Professional Freedom and Responsibility Chair, Law Division, AEJMC
- Reviewer, papers for 2016 ICA Conference, Communication Technology, and Information Systems Divisions

**David Ostroff, Professor and Department Chair**

- Vice Chair, Frieda Saeys Foundation, University of Ghent, Belgium
- Judge, Nielsen Case Study Competition
- Workshop presenter, Media Technologies and Regulation, PURC program for Thai telecommunications regulators
- Member, Editorial Board, Southeastern European journal, *Medianali*
- Workshop Participant, European Dialogue on Internet Governance

**Churchill Roberts, Professor**

- Reviewer, *Mass Communication and Society*
- Grant Review Panelist, Media Arts, Florida Department of State, Division of Cultural Affairs
- Reviewer, Communication Arts Program, Georgia Southern University
- Chief Grievance Officer, United Faculty of Florida
- Leader, week-long workshop on documentary film at Shaanxi Normal University, China May 2015

**Tim Sorel, Associate Professor**

- Media Producer, UF Health Cancer Center
- Media Producer, STOP Children's Cancer
- Television Coordinator, Rotary International Wounded Warriors
- Media Coordinator, Swamp Bash, Tyler's Hope for Dystonia
- Panel Leader, BEA

**Houston Wells, Lecturer**

- Member, Planning and Execution International Media Users Group Media Motion Ball, National Association of Broadcasters
- Panel Moderator, Changeville
- Videographer/editor, Gainesville Community Playhouse
- Produced, shot and delivered interview with Dr. Gustavo Maegawa on behalf of the Romer Foundation
- Produced, shot and edited interview with Congressman John Lewis at the Bob Graham Center

**John Wright, Professor**

- Board Member, Florida Press Association
- Member, Sports Video Group
- Member, International Association for Communication and Sport
- Member, Association for Education in Journalism and Mass Communication
- Member, International Communication Association

## Appendix 8B

## Guest Lecturers 2014-2017

Year	First Name	Last Name	Company/ Organization
13-14	David	Folkenflik	NPR
2013	Howell	Raines	New York Times
14-15	Mark	Little	Storyful
14-15	Jennie Erin	Smith	Wall Street Journal, the Times Literary Supplement, McSweeney's
14-15	Melissa	Bell	Vox.com
14-15	Sam	Freedman	New York Times
14-15	David	Epstein	The Sports Gene: Inside the Science of Extraordinary Athletic Performance
14-15	Maryn	McKenna	Wired, Scientific American, Slate, Nature, the Atlantic, the Guardian and others
14-15	Maria	Balinska	The Conversation
14-15	Rafat	Ali	SKIFT
14-15	Michael	Connelly	
14-15	Gail	King	Nationwide
14-15	Smanatha	Avivi	ADT
14-15	Katherine	Green	E. W. Scripps
14-15	Mindy	Marques	Miami Herald
14-15	Leigh	Radford	Proctor and Gamble
14-15	Chuck	Tobin	Holland & Knight
14-15	Mac	Stone	Photographer
14-15	Stephanie	Abrams	Weather Channel
14-15	Darren	McColl	Sapient Nitro
14-15	Erin	Hart	Fenton
14-15	Kristen	Grimm	Spitfire Strategies
14-15	Meg	Martin	Minnesota Public Radio
14-15	Madeleine	Baran	MPR
14-15	Ellen Gabler	Gabler	Journal Sentinel
14-15	Allan	Vestal	Journal Sentinel
14-15	David	Shapiro	Strategic Counsel Group, LLC
14-15	Louisa	Percy	Porter Novelli
14-15	Frank	Avery	Paris Leaf Designs
14-15	Kara	Lowe	AAU
14-15	Tom	Burton	Orlando Sentinel,
14-15	Boyzell	Hosey	Tampa Bay Times
14-15	Rick	Hirsch	Miami Herald,
14-15	David	Stanton	Mobiquity

Appendix 8B: Guest Lecturers 2014-2017

14-15	John	MacDougall	Agence France Presse
14-15	Christoph	Niemann	New Yorker, NY Times
14-15	Mary	Lane	Wall Street Journal
14-15	Steve	Myers	The Lens
14-15	Melody Kramer	Kramer	NPR Social Media Desk
14-15	Danny Sanchez	Sanchez	Sun Sentinel and Orlando Sentinel
14-15	P. Kim	Bui	Reported.ly
14-15	Dave	Cohn	AJPlus (Al Jazeera Digital)
14-15	Maxwell E.	McCombs	University of Texas
14-15	Kara	Lowe	AAU
14-15	Anne	Stone, Ph.D.	Rollins College
14-15	Angela	Rodriguez	ALMA, Miami, FL
14-15	Jackie	Zima	ALMA, Miami, FL
14-15	Jim	Muehlenb	Osmar, FL
14-15	Allison	Fillman	Mindshare
14-15	Beth	Holland	Millennial Media
14-15	Ron	Rothberg	Comcast
14-15	Bill	Imada	Interpublic Group of Companies
14-15	Amy	Rerrig	Nielsen
14-15	Katy	Whitehurs	Google
14-15	David	Shapiro	Principal, Strategic Counsel Group, LLC.
14-15	Kash	Razzaghi	CEO, Fancred
14-15	Tim	Altmeyer	UF School of Theater and Dance
14-15	Ken	Carlson	Big machine Design
14-15	Robyn	Sieron	Robyn Sieron productions
14-15	Manuel	Aragon	Aragon Production Services
14-15	Vickie	Oldham	Ft, Valley State University
14-15	Brian	Fuhrer	The Nielsen Company
14-15	Brad Lawrence		The Nielsen Company
14-15	Amy	Rettig	The Nielsen Company
14-15	Mark	Little	Storyful
14-15	Les	Rose	CBS News
14-15	Marko	Suvajdzic	Digital World Institute
14-15	Lingyan	Li	Donghua University, Shanghai

Appendix 8B: Guest Lecturers 2014-2017

14-15	Christopher	Smith	(Documentary) Tiny: A Story About Living Small
15-16	Laura	Reiley	Tampa Bay Times
15-16	John	Cox	Washington Post
15-16	Julie	Leibach	ScienceFriday.com
15-16	Dan	Fagin	
15-16	Sachin	Kamdar	Parse.ly
15-16	Matt	Thompson	The Atlantic
15-16	Debbie	Cenziper	Washington Post
15-16	Ava L.	Parker	Palm Beach County Community College
15-16	Rebecca H.	Patterson	Bessemer Trust
15-16	John	Woodrow Cox	Washington Post
15-16	Chad	Ochocinco	Ex-NFL All-Star
15-16	Kirsten P.	Flanik	BBDO
15-16	Dave	Mattingly	CNN
15-16	Rafat	Ali	Skift
15-16	Breana	Auberry	Nielson
15-16	Moya	Neville	Cox Media Group
15-16	Dawne	Widerner-Burrows	Widener Research LLC
15-16	Leigh	Rafford	P&G
15-16	Joe	Zubizarreta	Zubi Advertising
15-16	Cathy	Hackl	Periscope Summit and NY Scope Week
15-16	Steve	Bryant	MSL Group
15-16	Josh	Camire	Ekho Inc
15-16	Jason	Sperling	RPA Agency
15-16	Melissa	Simpson	Firehouse Subs
15-16	Sachin	Kamdar	Parse.ly
15-16	Jim	Harrison	UF
15-16	Tara	Blythe	UF
15-16	Sam	Rodriguez	Quiroga Media
15-16	Michael	Gray	Wells Fargo
15-16	Lainey	Garcia	McDonald's Corporation
15-16	John and Kristina	Fitzpatrick	Force Marketing
15-16	Ken	Banks	Petsmart and Eckerd Drug
15-16	Ginger White	EVP	Amplify US
15-16	Jim	Harrison	UF
15-16	Milano	Reyna	Saatchi &Saatchi
15-16	Angela	Buonocore	Xylem Corporation

Appendix 8B: Guest Lecturers 2014-2017

15-16	Eisa	Al Nashmi	University of Kuwait
15-16	Joi Lee	Lee	RYOT
15-16	Matt	Thompson	The Atlantic
15-16	Dianna	Hoyt	Gainesville community
15-16	William	Barnet	Spartanburg, SC, Northside Initiative
15-16	Dr. Kathleen	Brady	University of South Carolina Upstate
15-16	Carey	Rothschild	AccessHealth Spartanburg
15-16	Major Neil	Urch	Spartanburg County Detention Center
15-16	Attica Scott	Scott	County Health Rankings & Roadmaps
15-16	Jesse Marcus	Marcus	United Way Worldwide
15-16	Steve	Lacy	Michigan State University
15-16	Jamie	Ritenbaugh	CNN
15-16	Katie	Duguid	Rakuten
15-16	Haley	Brown	House of Kaizen
15-16	Ashely	Camacho	Essence Digital
15-16	Barry	Finkelstein	SVP/Public Rleations, Luquire George Andrews (LGA)
15-16	Jim	Dalton	Chief Executive Officer, Dalgon Agency
15-16	Neisha	Tweed Bell	Creative Strategist, Facebook/Instagram
15-16	Angela	Rodriguez	VP, Strategic Insights, Alma
15-16	Rich	Preuss	Freelance TV director
15-16	Les	Rose	CBS News
15-16	Leigh	Seaman	Sea2 Sea Media
15-16	Manuel	Artega	Aragon Production Services
15-16	Patrick	Nealis	PGA Tour
15-16	Michael	Williams	CBS4 News
15-16	Brian	Fuhrer	The Nielsen Company
15-16	Dave	Wright	The Nielsen Company
15-16	Stefanie	Cain	The Nielsen Company
15-16	Whit	Alley	The Nielsen Company
15-16	Jess	Bodzo	The Nielsen Company
15-16	Kevin	DeSouza	Arizona State University
15-16	Ken	Carlson	Big Machine
15-16	Filipe	DeAndrade	National Geographic
16-17	Amy	Summers	Pitch Publicity
16-17	Kaitlyn	Arena	Lockheed Martin
16-17	Lisa	Buyer	Social Media Exper
16-17	Matt	Schiller	Carat
16-17	Kate	Byars	Blazers Inc.
16-17	Jeff	Stevens	UF Health Web Services
16-17	Quinn	King	MSL Group

## Appendix 8C

## Sample Alumni Newsletter (eCommunicator)



Rich Preuss

### Defining Moments

**Rich Preuss, B.S. Telcommunication 1996**  
**Television and Interactive Media Director**  
**Los Angeles**

Perched in his Los Angeles kitchen is one of Rich Preuss' most prized possessions, the 1995 Most Valuable Player Award, a recognition he received while working as a production student at WUFT-TV. Now he can add another prestigious award to his collection – a 2017 Primetime Emmy Award.

[READ MORE](#)

### Alumni News

**Michael Connelly, B.S. Journalism 1980**, is the author of *Two Kinds of Truth* published in October. The latest installment in Connelly's Harry Bosch series is vintage Connelly, with Harry now working freelance for the San Fernando, Calif., police, infiltrating an opioid ring and reckoning with a killer he long ago put behind bars.

**David Finkel, B.S. Broadcasting 1977**, was featured in [“‘Thank You for Your Service’ and the Permanent Reality of PTSD,”](#) published in *The Washington Post* on Oct. 26. Finkel, a reporter for *The Washington Post* and a 2012 MacArthur fellow, wrote the book about three Army soldiers who have returned from multiple combat tours in Iraq, all of whom suffer from some form of PTSD. The book is now a major motion picture and was released for national distribution on Oct. 27.

**Aundre Larrow, B.S. Journalism 2013**, was featured in [“Three Adobe Creative Residency Recipients Tell Their Story”](#) published in *Forbes* on Sept. 7. Larrow comments on winning one of the highly competitive Adobe Creative residencies. His main project, entitled “Echo Chamber,” will explore how geographic location affects identity and values.

## Connect with CJC Alumni and Students through StoryShare

Tell your story and engage with CJC alumni or students on our new video-based StoryShare site. Click [here](#) to create an account today.

## Frank LoMonte Honored by the College Media Association

[Frank LoMonte](#), director of the [Brechner Center for Freedom of Information](#), was honored by the [College Media Association \(CMA\)](#) with a new Ethics in Journalism award in his name.

[READ MORE](#)



**Frank LoMonte**



**Campaign signs deck the walls of Weimer Hall**

## CJC Launches Campaign for Kindness

The Student Diversity Task Force, comprised of representatives from student organizations, designed a campaign to promote positivity and appreciation for diversity and inclusion within the College. During the week, events were scheduled and signs were posted to combat hate speech with an expression of love.

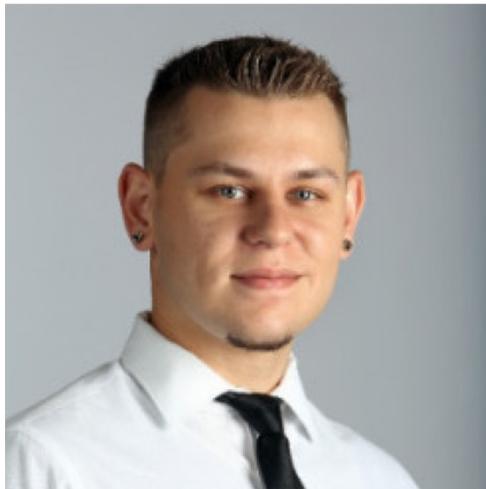
## Coverage of a Controversial Event Becomes a Teachable Moment

[Innovation News Center](#) Director [Mira Lowe](#) and Multimedia News Manager [Ryan Vasquez](#) are the authors of "[How Students Covered Richard Spencer's Talk at Florida](#)" published in MediaShift on Oct. 30. They focus on how CJC prepped student journalists to cover fluid situations during the event and the speech itself.

[READ MORE](#)



[Innovation News Center students](#)



[Ethan Bauer](#)

## Student Journalist Ethan Bauer Pens Article on Alums Who Covered Las Vegas Massacre

Journalism senior Ethan Bauer tells the story of four CJC alumni working at the [Las Vegas Review-Journal](#) – Scott Davidson, B.S. Journalism 2013, Wade Millward, B.S. Journalism 2014, Rachel Crosby, B.S. Journalism 2015, and Briana Erickson, B.S. Journalism 2017 – who covered the largest mass shooting in American history.

[READ MORE](#)

## ONA Investigative Data Journalism Awards Honor Two Media Outlets

Canada's [The Globe and Mail](#) and First Look Media's [The Intercept](#) received the fourth annual [University of Florida Awards in Investigative Data Journalism](#) at the 2017 [Online News Association](#) Online Journalism Awards ceremony in Washington, D.C. Each winner will receive \$7,500 for well-presented high-impact data journalism.

[READ MORE](#)





Michael Leslie

## Michael Leslie Selected as Faculty Advisor for The Agency

Telecommunication Associate Professor [Michael Leslie](#) has been appointed faculty advisor to [The Agency](#), an in-house team of CJC professionals and students who develop real world strategic communication strategies.

[READ MORE](#)

## "Cuba: Outside In" Honored as International EPPY Award Finalist

"[Cuba: Outside In](#)" was a finalist in the [2017 EPPY Awards](#) College/University Investigative or Documentary Feature category. The 22nd annual EPPY competition, sponsored by [Editor & Publisher](#), honors the best international digital-media websites across 30 diverse categories.

[READ MORE](#)



CJC Student Merritt Fay photographs the Havana skyline

## David Biello Visits CJC as the Fall Science Journalist-in-Residence

David Biello, science curator for [TED](#) and author of [The Unnatural World](#), spoke to the UF community in October on how people's impacts on the planet are pervasive, profound, and permanent. He also proposed solutions to climate change, pollution, and extinction.

### Roll Call

#### **Bruce Demps, B.S. Broadcasting 1978**

is the owner of Demps Media Consulting LLC in Atlanta, Ga. He is also currently serving as radio development consultant for St. Jude Children's Research Hospital.

#### **Anne Freedman-Fischer, B.S. Journalism 1971**

is the CEO of [Speakout Inc.](#) based in Tallahassee, Fla. The company provides leadership communication and public speaking training services.

**Debra Leithauser, B.S. Journalism 1992**

former president and publisher of the *Idaho Statesman* is the new communications director for Idaho Power.

**Jay Morgan-Schleuning, APR, CPRC, B.S. Telecommunication 1994**

is the principal, strategic business communication strategist for Authentic Reputations, LLC in Tallahassee, Fla.

**Caitlin Switalski, B.S. Journalism 2017**

is a reporter/producer for [WLRN News](#).

**Francine Walker, B.S. Journalism - Public Relations 1981**

is the director of public information at [The Florida Bar](#) in Tallahassee, Fla.

---



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UF College of Journalism and  
Communications  
PO Box 118400  
1885 Stadium Road  
Gainesville, FL 32611

Appendix 8D

Florida Public Radio Emergency Network

# Florida Public Radio **FPREN** Emergency Network



*Reliable,  
reachable,  
and relevant*

*to ALL Floridians  
anywhere, anytime,  
and on any device.*

**VIDEO @ [flwx.org/IrmaRecap](http://flwx.org/IrmaRecap)**

Search "Florida Storms" [YouTube] [Twitter] [Instagram] [Snapchat] [Facebook] [Download on the App Store] [GET IT ON Google Play]

# Appendix 8E Social Media Samples

**UF College of Journalism and Communications**  
November 22 at 2:01pm · 🌐

Is social media an effective way to communicate health risks about cancer? Our researchers have an answer. <http://bit.ly/2zSY4mZ>

**UF J-School**  
@UFJSchool

CJC professor Sri Kalyanaraman is teaching students to use new technologies like #virtualreality for social good. Here's how:

VR for social good  
spark.adobe.com

10:00 AM · 15 Nov 17

3 Retweets 3 Likes

**ufjschool**  
University of Florida

294 views

ufjschool Don't miss Cuba: Outside In, airing tomorrow, October 14, on WUFT Channel 5 at 5:30 p.m.!

-

This 30-minute special features some of the student projects that were produced earlier this year during a 10-day study abroad experience in Cuba.

-

For more information, visit [www.cubaoutsidein.com](http://www.cubaoutsidein.com).

View 1 comment  
OCTOBER 13

## Appendix 9 Standard 9: Assessment of Learning Outcomes

### Appendix 9A: Academic Assessment Results and Actions for 2015-2016

<b>Outcome:</b>	SLO 1: Correctly describe the role of advertising in a free market system.
<b>Start:</b>	7/1/2015
<b>End:</b>	6/30/2016
<b>SLO Area</b>	Content (UG)
<b>Progress:</b>	Ongoing
<b>Assessment Method:</b>	Objectively scored instrument administered in all three sections of ADV4800, Advertising Campaigns, which is the required capstone course for all Advertising majors. SLO 1 is measured with eight true/false questions on the instrument. Outcome is determined as followed: <ul style="list-style-type: none"> <li>• 6 or 7 correct responses out of 8 meets expectations</li> <li>• 8 out of 8 exceeds expectations</li> </ul>
<b>Results:</b>	<b><u>In Fall 2015 and Spring 2016, 82 out of 84 or 98%</u></b> of students who completed the instrument met or exceeded expectations. <ul style="list-style-type: none"> <li>• In Fall 2015, 98% of the students who completed the instrument met or exceeded expectations.</li> <li>• In Spring 2016, 98% of the students who completed the instrument met or exceeded expectations.</li> </ul>
<b>Use of Results</b>	Department faculty met to discuss all SLOs on Sept. 22, 2016. Student learning outcome performance for SLO 1 was deemed satisfactory, but concerns continue about testing method. Assessment committee started developing revised SLOs. Draft revised/combined version of SLO 1-2: " <i>Demonstrate understanding of principles of law related to legal and social responsibilities of advertising.</i> " Methods for revised assessment under consideration: 1) develop our own pool of questions to administer with Canvas instrument administered in ADV 4800, or 2) work with MMC 4200 at college level.
<b>Outcome:</b>	SLO 2: Recognize and discuss the legal and social responsibilities of advertising.
<b>Start:</b>	7/1/2015
<b>End:</b>	6/30/2016
<b>SLO Area</b>	Content (UG)
<b>Progress:</b>	Ongoing
<b>Assessment Method:</b>	Multiple-choice instrument administered in ADV4800, Advertising Campaigns, which is the required capstone course for all Advertising majors. SLO 2 is measured with 7 test questions on the regulations of advertising: commercial speech, FTC, NARC/NARB, and four on criteria for determining false and deceptive advertising <ul style="list-style-type: none"> <li>• 0 or 4 correct responses out of 7 is below expectations</li> <li>• 5 or 6 correct responses out of 7 meets expectations</li> <li>• 7 correct responses out of 7 exceeds expectations</li> </ul>

<b>Results:</b>	<p><b><u>In Fall 2015 and Spring 2016, 45 out of 84 or 54% met expectations while 2 out of 84 or 2% exceeded expectations.</u></b></p> <ul style="list-style-type: none"> <li>• In Fall 2015, 35% of the students who completed the instrument met or exceeded expectations.</li> <li>• In Spring 2016, 56% of the students who completed the instrument met or exceeded expectations.</li> </ul>
<b>Use of Results</b>	<p>Department faculty met to discuss all SLOs on September 22, 2016. While performance on SLO 2 still does not meet expectations for success, we observed continued improvement from prior years and from fall 2015 to spring 2016.</p> <p>Nonetheless, concerns continue about testing method. Assessment committee started developing revised SLOs. Draft revised/combined version of SLO 1-2: "<i>Demonstrate understanding of principles of law related to legal and social responsibilities of advertising.</i>" Methods for revised assessment under consideration: 1) develop our own pool of questions to administer with Canvas instrument administered in ADV 4800, or 2) work with MMC 4200 at college level.</p>
<b>Outcome:</b>	SLO 3: Identify and compare media, research and consumer information and critically analyze their implications for advertising.
<b>Start:</b>	7/1/2015
<b>End:</b>	6/30/2016
<b>SLO Area</b>	Critical Thinking (UG)
<b>Progress:</b>	Ongoing
<b>Assessment Method:</b>	<p>Multiple-choice instrument administered in all three sections of ADV4800, Advertising Campaigns, which is the required capstone course for all Advertising majors. SLO 3 is measured with questions 16-20 on reading and interpreting percentages and indices presented on the examination.</p> <ul style="list-style-type: none"> <li>• 0 or 1 correct responses out of 4 is below expectations</li> <li>• 2 correct responses out of 4 are near to the expectations</li> <li>• 3 correct responses out of 4 meets expectations</li> <li>• 4 correct responses out of 4 exceeds expectations</li> </ul>
<b>Results:</b>	<p><b><u>In fall 2015 and spring 2016, 26 out of 84 or 31%</u></b> of students who completed the instrument met or exceeded expectations.</p> <ul style="list-style-type: none"> <li>• In Fall 2015, 30% of the students who completed the instrument met or exceeded expectations.</li> <li>• In Spring 2016, 31% of the students who completed the instrument met or exceeded expectations.</li> </ul>

**Use of Results**

Department faculty met to discuss all SLOs on September 22, 2016. For SLO 3, student performance dropped from prior years. Faculty discussed possible mismatch between forms of tabular data presented in assessment instrument and data forms and sources analyzed in ADV 3500 and ADV 4300.

- Faculty identified focus on higher-order critical thinking skills for analysis of a variety of digital analytics (as opposed to reading standardized data tables from single sources such as Simmons or MRI). This shift is important to modernizing our media planning curriculum.
- Following the resignation of a faculty member who was primarily responsible for teaching media planning, we have begun a search for a new tenure-track hire with expertise in digital planning and analytics, particularly with emphasis on multicultural audiences.
- Instructors currently teaching ADV 4300 (Media Planning) and ADV 4800 (Advertising Campaigns) and those scheduled to teach these courses in spring 2016 have been asked to integrate more digital analytics and critical analysis and application activities into their course plans, and have begun doing so by working with our subject area librarian and others to develop in-class activities.
- Chairs of ADV and RTV department have met to discuss opportunities to make college-wide digital analytics course available to more majors, as the course is becoming required as students enter under new catalog years. This includes searching for an instructor with expertise in this area.

Suggested draft wording for a revised/combined SLO 3-4: "*Choose appropriate media strategies and tactics based on available data.*"

Revised assessment procedure under consideration:

- Assessed with performance on a set of exam questions. Questions should address traditional and digital media.
- A pool of several equivalent questions (or sets of questions) could be developed for delivery via Canvas in a designated class session of ADV 4800. Canvas could be set to randomly select one or two of the sets of questions to present to each student.

**Outcome:**

SLO 4: Compare and recommend media to best reach a target audience.

**Start:**

7/1/2015

**End:**

6/30/2016

**SLO Area**

Critical Thinking (UG)

**Progress:**

Ongoing

- Assessment Method:** Multiple-choice instrument administered in all three sections of ADV4800, Advertising Campaigns, which is the required capstone course for all Advertising majors. SLO 4 is measured with three sets of four test questions
- 0 or 1 correct responses out of 4 is below expectations
  - 2 correct responses out of 4 is near expectations
  - 3 correct responses out of 4 meets expectations
  - 4 correct responses out of 4 exceeds expectations

**Results:** **Overall Summary for Fall 2015 and Spring 2016:**

Question Set 1 - 13 out of 84 or 15% met expectations while 24 out of 84 or 29% exceeded expectations.

Question Set 2 - 4 out of 84 or 5% met expectations while 51 out of 84 or 61% exceeded expectations.

Question Set 3 - 49 out of 84 or 58% met expectations while 28 out of 84 or 33% exceeded expectations.

**Use of Results**

Department faculty met to discuss all SLOs on September 22, 2016. For SLO 4, student performance generally met or exceeded expectations and improved from prior years for 2 out of 3 sets of questions. That said, faculty continue to seek improvement of learning outcomes and better alignment of SLOs with digital advancement of field.

- Faculty encouraged greater emphasis on higher-order critical thinking skills that connect audience insights with quantitative outcomes in advertising campaigns. This is important to both research and planning courses as prerequisites for the capstone campaigns course.
- Following the resignation of a faculty member who was primarily responsible for teaching media planning, we have begun a search for a new tenure-track hire with expertise in digital planning and analytics, particularly with emphasis on multicultural audiences.
- Instructors currently teaching ADV 4300 (Media Planning) and ADV 4800 (Advertising Campaigns) and those scheduled to teach these courses in spring 2016 have been asked to integrate more digital analytics and critical analysis and application activities into their course plans, and have begun doing so by working with our subject area librarian and others to develop in-class activities.
- Chairs of ADV and RTV department have met to discuss opportunities to make college-wide digital analytics course available to more majors, as the course is becoming required as students enter under new catalog years. This includes searching for an instructor with expertise in this area.

Draft wording for a revised/combined SLO 3-4: *"Choose appropriate media strategies and tactics based on available data."*

Revised assessment procedure under consideration:

- Assessed with performance on a set of exam questions. Questions should address traditional and digital media.
- A pool of several equivalent questions (or sets of questions) could be developed for delivery via Canvas in a designated class session of ADV 4800. Canvas could be set to randomly select one or two of the sets of questions to present to each student.

<b>Outcome:</b>	SLO 5: Develop an advertising/marketing communications plan.
<b>Start:</b>	7/1/2015
<b>End:</b>	6/30/2016
<b>SLO Area</b>	Communication (UG)
<b>Progress:</b>	Ongoing

<b>Assessment Method:</b>	<p>A questionnaire was administered in all three sections of ADV4800, Advertising Campaigns, which is the required capstone course for all Advertising majors.</p> <p>Each item was graded by a trained coder applying standards of assessment consistent with prior semesters.</p> <p>SLO 5 is measured with four open-ended questions pertaining to research, marketing objectives, advertising objectives, promotional strategies, and evaluative research.</p> <ul style="list-style-type: none"> <li>• An average of the graded responses of 0 (unanswered)-1 out of 4 is below expectations</li> <li>• An average of the graded responses of 2-2.9 out of 4 is near expectations</li> <li>• An average of the graded responses of 3-3.9 out of 4 meets expectations</li> <li>• An average of the graded responses of 4 out of 4 exceeds expectations</li> </ul>
<b>Results:</b>	<p>The overall average of all three sections of the graded free response questions were 3.6/4.0, and <b>83 out of 89 or 93%</b> met or exceeded expectations.</p> <ul style="list-style-type: none"> <li>• In Fall 2015, 80% of the students who completed the instrument in all three sections met or exceeded expectations. The overall average score was 3.4.</li> <li>• In Spring 2016, 93% of the students who completed the instrument across all three sections met or exceeded expectations. The overall average score was 3.6.</li> </ul>
<b>Use of Results</b>	Performance on SLO 5 was deemed satisfactory. No action was taken, but we are reconsidering procedures (as with other SLO's).
<b>Outcome:</b>	SLO 6: Conceptualize and create persuasive messages for a variety of media.
<b>Start:</b>	7/1/2015
<b>End:</b>	6/30/2016
<b>SLO Area</b>	Communication (UG)
<b>Progress:</b>	Ongoing
<b>Assessment Method:</b>	<p>Students in all four sections of ADV 4101, Copy &amp; Visualization, which is a required course for all majors, were rated by instructors on how they presented their advertising projects using the prescribed rubric for assessment. The rubric for SLO 6 measures five critical concepts on a 1-4 scale:</p> <ul style="list-style-type: none"> <li>• Objectives</li> <li>• Relevant Attention</li> <li>• Clearly Communicating the Message</li> <li>• Visualization and Copy</li> <li>• Effectiveness</li> </ul> <p>Criteria for SLO 6 are as follows:</p> <ul style="list-style-type: none"> <li>• An average of ratings of 0-2 out of 4 is below expectations</li> <li>• An average of 2-2.9 out of 4 is near expectations</li> <li>• An average of 3-3.9 out of 4 meets expectations</li> <li>• An average of 4 out of 4 exceeds expectations</li> </ul>

<b>Results:</b>	<p>The overall average of rubric ratings across sections was 2.9/4.0, and 65 out of 73 or 89% met or exceeded expectations.</p> <ul style="list-style-type: none"> <li>• In Fall 2015, 53% of the students who were rated met or exceeded expectations.</li> <li>• In Spring 2016, 89% of the students who were rated met or exceeded expectations.</li> </ul>
<b>Use of Results</b>	<p>Department faculty met to discuss all SLOs on September 22, 2016. Student performance on SLO 6 was deemed satisfactory and showed considerable improvement over past years. However, the validity of our assessment procedure was called into question. In particular, we are concerned about reliability of rubric ratings between sections and instructors/coders. Departmental assessment committee was formed to review procedures (of this and other SLO assessments).</p>
<b>Outcome:</b>	SLO 7: Work cooperatively and efficiently in a team environment.
<b>Start:</b>	7/1/2015
<b>End:</b>	6/30/2016
<b>Program:</b>	Advertising (BSAdv)
<b>SLO Area</b>	Communication (UG)
<b>Progress:</b>	Ongoing
<b>Assessment Method:</b>	<p>Students were assessed on how they participated in class and interacted with others. Data from one section of the capstone Advertising Campaigns course, ADV 4800 (08D8) was collected online via Qualtrics through peer evaluations, and data for the other two sections of ADV 4800 (3416 and 1207) were collected with professor-completed rubrics. The rubric for SLO 7 assesses eight critical dimensions of teamwork on a four point scale:</p> <ul style="list-style-type: none"> <li>• Reliable</li> <li>• Problem Solver</li> <li>• Effective Communicator</li> <li>• Active Listener</li> <li>• Active Participant</li> <li>• Cooperative</li> <li>• Commitment</li> <li>• Respect and Courtesy</li> </ul> <p>Criteria for SLO 7 are as follows:</p> <ul style="list-style-type: none"> <li>• An average across all ratings of 0-2.9 out of 4 is below expectations</li> <li>• An average of 3-3.9 out of 4 meets expectations</li> <li>• An average of 4 out of 4 exceeds expectations</li> </ul> <p>*Data available for fall semester only (unavailable for spring 2016).</p>

<b>Results:</b>	<p>The overall average of rubric ratings across sections was 3.7/4.0, and <b>64 out of 90 or 71%</b> of students who were assessed by their peers or professors met or exceeded expectations.</p> <ul style="list-style-type: none"> <li>• In Fall 2015, 96% of the students who completed the instrument met or exceeded expectations. (Data were only available for one section using peer evaluations.)</li> <li>• In Spring 2016, 71% of the students who were rated across three sections met or exceeded expectations.</li> </ul>
<b>Use of Results</b>	<p>Department faculty met to discuss all SLOs on September 22, 2016. Student learning outcome performance for SLO 7 was deemed satisfactory in two of three sections, but the large discrepancy between rubric ratings in those two sections and a third section with a different but perhaps more valid coding system (peer ratings) raised questions about consistency of procedures. A departmental assessment committee was formed to review and consider revised procedures for all SLOs.</p>
<b>Outcome:</b>	SLO 8: Give professional and informative oral presentations of advertising recommendations.
<b>Start:</b>	7/1/2015
<b>End:</b>	6/30/2016
<b>SLO Area</b>	Communication (UG)
<b>Progress:</b>	Ongoing
<b>Assessment Method:</b>	<p>Students were assessed by professors across all three sections of the required course ADV 4101, Copy &amp; Visualization, on how they orally presented solutions to assigned advertising problems. SLO 8 assesses five critical characteristics on a 1-4 scale:</p> <ul style="list-style-type: none"> <li>• Organization</li> <li>• Content Knowledge</li> <li>• Visual Product</li> <li>• Mechanics</li> <li>• Delivery</li> </ul> <p>Criteria for SLO 8 are as follows:</p> <ul style="list-style-type: none"> <li>• An average of the graded responses of 0 (unanswered)-2 out of 4 is below expectations</li> <li>• An average of the graded responses of 2-2.9 out of 4 is near expectations</li> <li>• An average of the graded responses of 3-3.9 out of 4 meets expectations</li> <li>• An average of the graded responses of 4 out of 4 exceeds expectations</li> </ul>

- Results:** 66 out of 73 or 90% who were assessed met or exceeded expectations, and the overall average of all three sections observed was 3.4/4.0.
- In Fall 2015, 21 out of 38 or 55% of the students who completed the instrument met or exceeded expectations, and the overall average was 3.0.
  - In Spring 2016, 66 out of 73 or 90% of the students who completed the instrument met or exceeded expectations, and the overall average was 3.4.

**Use of Results**

Department faculty met to discuss all SLOs on September 22, 2016. Student learning outcome performance was deemed satisfactory for SLO 8 for spring 2016. However, as with other SLOs, faculty identified reliability issues based on large change in performance ratings from fall 2015 to spring 2016. This swing is more likely due to differences in raters than it is to any systemic improvement in learning outcomes.

An assessment committee was formed to reconsider all SLOs and procedures. Suggested draft wording for a revised SLO 8 is "Deliver professional and compelling oral presentations of advertising recommendations."

Possible assessment procedure was introduced for consideration:

- Assessed with rubrics for each individual student's contribution to his or her team presentation in ADV 4800.
- Faculty members could sign up to attend about 2-3 team presentations each semester (or maybe 5 or 6 presentations every other semester or something like that)—enough so that each presentation has at least two raters. Raters would assess each individual student's presentation skills.
- Perhaps an online form could be developed to allow for easy rating entry via laptops or mobile devices.
- This would have the added benefit of all our faculty members regularly observing the outcomes of our program via student capstone projects. [Issues raised: Too much pressure on campaigns instructors though? Too big of a time commitment of faculty at that busy time of the term?]

**Department of Journalism SLO Assessments and Recommendations 2015-2016**

<b>Outcome:</b>	SLO 1: Identify how to avoid libel, invasion of privacy and copyright infringement, and describe the meaning of the First Amendment
<b>Start:</b>	7/1/2015
<b>End:</b>	6/30/2016
<b>Program:</b>	Journalism (BSJ)
<b>Responsible Role:</b>	<b>Role</b> Chair (Theodore Spiker)
<b>SLO Area (select one):</b>	Communication (UG)
<b>Progress:</b>	Completed

<b>Assessment Method:</b>	Standard bank of 5 questions to be used in all sections of MMC 4200 (the media law class). Items are scored as correct (1 point) or incorrect (0 points).
<b>Results:</b>	Fall 2015 140 out of 154 students (91%) meets expectations by answering 5 of 5 media-law-related questions correctly
	Spring 2016 110 out of 119 students (93%) meet or exceed expectations by answering 3 or more of 5 media-law-related questions correctly
<b>Use of Results</b>	The department faculty recommended that the department curriculum committee review the SLO data (as an example, they will look to make sure this is the most well-represented bank of questions to assess student learning on First Amendment and media issues).
<b>Outcome:</b>	SLO 2: Pitch a distinctive local story of any genre (news, features, sports, etc..) relevant to the audience using multimedia (text plus photo and either audio or video)
<b>Start:</b>	7/1/2015
<b>End:</b>	6/30/2016
<b>SLO Area</b>	Content (UG)
<b>Progress:</b>	Completed
<b>Assessment Method:</b>	Portion of students in the News Practicum who submit at least four stories (presuming that submission first requires a successful pitch)
<b>Results:</b>	Fall 2015 51 out of 53 students (96%) successfully submitted four or more stories
	Spring 2016 53 out of 55 students (96%) successfully submitted four or more stories
<b>Use of Results</b>	The department faculty recommended that the department curriculum committee review the SLO data and make recommendation for new ways to assess skill sets in our common JOU 4201 course. Faculty discussed that these SLOs were developed at an early stage of development for this course, and as the class has evolved, the assessments should as well. The curriculum committee will consider this in Fall 2016.
<b>Outcome:</b>	SLO 3: Publish a timely enterprise story with multimedia of sufficient quality to be published with relatively minor editing
<b>Start:</b>	7/1/2015
<b>End:</b>	6/30/2016
<b>Responsible Role:</b>	<b>Role</b> Interim Chair (Theodore Spiker)
<b>SLO Area</b>	Critical Thinking (UG)
<b>Progress:</b>	Completed

<b>Assessment Method:</b>	Average of two scores on each student's non-daily content submissions for the News Practicum.
<b>Results:</b>	<p>Fall 2015 33 out of 53 students (62%) exceeded the standard with a 80% or higher as an average of the two scores</p> <p>Spring 2016 32 out of 55 students (8%) meet or exceed the standard with a 70% or higher as an average of the two scores</p>
<b>Use of Results:</b>	The department faculty recommended that the department curriculum committee review the SLO data and make recommendation for new ways to assess skill sets in our common JOU 4201 course. Faculty discussed that these SLOs were developed at an early stage of development for this course, and as the class has evolved, the assessments should as well. The curriculum committee is looking at this in Fall 2016.
<b>Outcome:</b>	SLO 4: Correctly calculate and interpret numbers commonly used by journalists.
<b>Start:</b>	7/1/2015
<b>End:</b>	6/30/2016
<b>Responsible Role:</b>	<b>Role</b> Interim Chair (Theodore Spiker)
<b>SLO Area (select one):</b>	Content (UG)
<b>Progress:</b>	Completed
<b>Assessment Method:</b>	A sample from a bank of numeracy-related questions given to students in JOU 4201 News Center Practicum
<b>Results:</b>	<p>Fall 2015 Was not measured this semester by instructor</p> <p>Spring 2016 5 out of 44 students (11%) meet or exceed standards by scoring a 70 percent or better on the 10-question test</p>
<b>Use of Results:</b>	Data numeracy is an important skill for journalists and all media members. The department faculty discussed this and instituted two data-related classes. The department also supported a required 1-credit numeracy course for majors (this proposal was rejected by the UCC, despite approval by the department and College). The department curriculum committee will be revisiting this proposal and use this data to provide evidence that consider requiring this 1-credit class of majors.

**Department of Public Relations SLO Assessments and Recommendations 2015-2016**

<b>Outcome:</b>	SLO 1: Identify and discuss concepts and theories relevant to effective public relations practice.
<b>Start:</b>	7/1/2015
<b>End:</b>	6/30/2016
<b>Responsible Role:</b>	<b>Role</b> Professor and Director (John Wright)
<b>SLO Area (select one):</b>	Content (UG)
<b>Progress:</b>	Measured every other year, not measured in 2016-17
<b>Assessment Method:</b>	SLOs are assessed directly using course-embedded open-ended measures assessed using a rubric, class projects assessed using a rubric, and a course-embedded examination that is objectively scored. Rubric Exam
<b>Use of Results:</b>	The faculty discussed and agreed to place additional emphasis on theory and conceptual material throughout the curriculum. The faculty also agreed to update the textbook to better reflect current theoretical models, concepts and practice. And the faculty agreed to change the instrument used in this assessment to a rigorous multiple choice instrument as opposed to open ended questions.
<b>Outcome:</b>	SLO 2: Describe the history and role of professionals and institutions in shaping public relations practice.
<b>Start:</b>	7/1/2015
<b>End:</b>	6/30/2016
<b>SLO Area</b>	Content (UG)
<b>Progress:</b>	Completed
<b>Assessment Method:</b>	SLOs are assessed directly using course-embedded open-ended measures assessed using a rubric, class projects assessed using a rubric, and a course-embedded examination that is objectively scored.  Rubric: Exam items scored as correct or incorrect.
<b>Results:</b>	<b>SLO 2 Explain the history and role of professionals and institutions in shaping public relations practice.</b>  Q4 Who is widely regarded as a significant historical figure critically important to the founding of the field of public relations, and why are they so regarded? (SLO 2) Excellent (65) 53.3 Proficient (22) 18.03 Basic (18) 14.8 Inadequate (17) 13.934  <b>SLO 2 Summary</b> 105 out of 122 or 86% of students met expectations.
<b>Use of Results:</b>	SLO 2: The faculty decided to continue to place emphasis on historical institutions and figures.
<b>Outcome:</b>	SLO 4: Appropriately apply tools and technologies relevant to public relations practice.

<b>Start:</b>	7/1/2015
<b>End:</b>	6/30/2016
<b>Program:</b>	Public Relations (BSPR)
<b>SLO</b>	Content (UG)
<b>Progress:</b>	Completed
<b>Assessment Method:</b>	SLOs are assessed directly using course-embedded open-ended measures assessed using a rubric, class projects assessed using a rubric, and a course-embedded examination that is objectively scored.
<b>Results:</b>	Exam Excellent (73) 30.16 Proficient (111) 45.87 Basic (45) 18.6 Inadequate (13) 5.37

#### **SLO 4 Summary**

229 students or 99% met expectations. The faculty decided to continue current policies.

**Use of Results** 229 students or 99% met expectations. The faculty decided to continue current policies.

**Outcome:** SLO 5: Gather information and conduct research for public relations planning and evaluation.

**Start:** 7/1/2015

**End:** 6/30/2016

**SLO Area** Critical Thinking (UG)

**Progress:** Completed

**Assessment Method:** SLOs are assessed directly using course-embedded open-ended measures assessed using a rubric, class projects assessed using a rubric, and a course-embedded examination that is objectively scored.  
Rubric: Exam items scored as correct or incorrect.

**Results:** Q5. What is the function of formative research in the practice of strategic public relations, and what are the three parts of formative research?  
Excellent (10) 8.2 Proficient (21) 17.21 Basic (40) 32.8 Inadequate (51) 41.803  
Q6. Name three methods for collecting primary research, and the circumstances under which you would use each. (SLO 4,5)  
Excellent (52) 42.6 Proficient (37) 30.33 Basic (15) 12.3 Inadequate (18) 14.754  
Q8. Describe the difference between formative and evaluative research and the role each plays in strategic planning for public relations.  
Excellent (46) 37.7 Proficient (18) 14.75 Basic (11) 9.02 Inadequate (47) 38.525

#### **SLO 5 Summary**

67% or 82 of the students met or exceeded the expectations

The faculty agreed to refine teaching methods, change the text book and design and use a new multiple choice instrument for assessment.

**Outcome:** SLO 6: To demonstrate appropriate use of basic numerical and statistical concepts for public relations planning and evaluation.

**Start:** 7/1/2015  
**End:** 6/30/2016  
**SLO Area** Critical Thinking (UG)  
**Progress:** Completed  
**Assessment Method:** (Open-ended) Describe the core components of a measurable objective.  
**Results:**  
**Use of Results** The faculty decided to use a new multiple choice measuring instrument for this SLO moving forward.

**Outcome:** SLO 7: Creatively and independently analyze public relations problems.

**Start:** 7/1/2015  
**End:** 6/30/2016  
**Program:** Public Relations (BSPR)  
**SLO Area (select one):** Critical Thinking (UG)  
**Progress:** Completed  
**Assessment Method:** SLOs are assessed directly using course-embedded open-ended measures assessed using a rubric, class projects assessed using a rubric, and a course-embedded examination that is objectively scored.  
 rubric  
 project

#### Use of Results

**Outcome:** SLO 8: To write correctly and clearly in forms and styles appropriate for public relations practice.

**Start:** 7/1/2015  
**End:** 6/30/2016  
**Program:** Public Relations (BSPR)  
**SLO Area** Content (UG)  
**Progress:** Ongoing  
**Assessment Method:**  
**Results:** Excellent (73) 30.16 Proficient (111) 45.87 Basic (45) 18.6 Inadequate (13) 5.37

95% or 229 students met or exceeded expectations

**Outcome:** SLO 9: Select and use images and information for public relations practice.

**Start:** 7/1/2015  
**End:** 6/30/2016  
**Program:** Public Relations (BSPR)  
**SLO Area** Communication (UG)  
**Progress:** Ongoing

**Assessment Method:** SLOs are assessed directly using course-embedded open-ended measures assessed using a rubric, class projects assessed using a rubric, and a course-embedded examination that is objectively scored.

Total score

Exam Scores. Less than 70% of items answered correctly (does not meet standards), 70%-89% answered correctly (meets standards), 90% and higher answered correctly (exceeds standards).

**Department of Telecommunications SLO Assessments and Recommendations 2015-2016**

**Title:** SLO 1: Understands concepts and apply theories in the use and presentation of images and information.

**Outcome:**

<b>Track</b>	2015 - 16
<b>News</b>	0% Below 46% meets 54% exceeds
<b>Management</b>	67% meets 33% exceeds
<b>Production</b>	5% below 61% meets 34% exceeds

**Start:** 7/1/2015

**End:** 6/30/2016

**Responsible Role:** **Role**  
Professor & Chair (David Ostroff)

**SLO Area** Content (UG)

**Progress:** Assessed Every 2 Years

**Assessment Method:** Evaluation of final projects using rubric agreed upon by faculty

**Results:** 90% or more of students met criterion

**Use of Results**

Based in part on previous assessments, changes in the industry/profession faculty in the Production and the Management tracks proposed several changes in curriculum, including new courses, modification of degree requirements, and changes in course titles. These were approved by the University in the Spring, 2016 term, and went into effect with the beginning of the 2016-17 academic year. Faculty members who teach in the Management and Strategy track report that students are enthusiastic about the changes. Future assessments will provide insight into how effective the changes are. These changes include:

Change the track name to Management and Strategy

The following courses were approved, and added to the choice of courses to meet the Management and Strategy degree requirements (courses may be taken by students in other tracks, and in other majors):

- Understanding Audiences
- Applications of Mobile Technology
- Social Media and Society
- Digital Game Systems and Applications
- Innovation in the Media Industry

Electronic Field Production II (added to degree requirements for Production Track.

RTV 3001 was renamed Introduction to Media and Industries and Professions

**Outcome:** SLO 2: Identify, describe, or apply professional ethical principles and the importance of truth, accuracy, fairness and diversity.

**Start:** 7/1/2014

**End:** 6/30/2015

**SLO Area** Content (UG)

**Progress:** Ongoing

**Assessment Method:** Final Examination

Measurement Procedure: Exam score

Criterion for Success is 90% of Students Meeting or Exceeding Expectations For SLO 2, that students should "Understand professional ethical principles and the importance of truth, accuracy, fairness and diversity," results showed that a total 96% of 115 students meet or exceed expectations. For SLO 4, which states that students should "Gather information, conduct research and evaluate information by methods appropriate to the telecommunication professions," a total of 95% of 115 students meet expectations.

<b>Results:</b>	<p>Department of Telecommunication February 3, 2015 Weimer 3032 Present: Wells, Leeps, Lee, Leslie, Babanikos, Coffey, Cleary, Roberts, Wright, Ostroff, Katrice Graham (guest) Discussion of Student Assessment Data Students were assessed for SLOs 2 and 4 in the Fall semester, in RTV 4931, Ethics and Problems. One section was taught by a graduate student, and one each by Dr. Cleary and Dr. Leslie. Ostroff noted that the assessments were consistent among the three. Summary results and year-by-year comparisons can be found at the end of these minutes. Leslie noted that there were a relatively small number who "failed," but that the students' performance, overall, was good. Dr. Cleary said she thought the assignments used were good for making the assessments. She noted that students' writing had improved over past years. Faculty noted that in 2013-14 assessments were "higher," with no student falling below expectations. Ostroff pointed out that because Dr. Cleary and Dr. Leslie were on sabbatical, all of the sections were taught by graduate students. The return of the regular faculty instructors meant students were being assessed by those with more familiarity with the SLOs and with student performance over the years (whether formally assessed or not. Faculty believed that assessment data did not point to a need to revise curriculum in this area. There was a discussion of the fact that beginning in Fall, 2015, students will begin migrating to the new college-wide ethics course. Since other departments haven't assessed their students in ethics courses, it is unclear how we will assess these SLOs. The next assessment of these SLOs will be in 2016.</p>						
<b>Title:</b>	SLO 3: Apply the tools and technologies appropriate for the telecommunication professions						
<b>Outcome:</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><b>News</b></td> <td style="padding: 5px;">0% Below 46% meets 54% exceeds</td> </tr> <tr> <td style="padding: 5px;"><b>Management</b></td> <td style="padding: 5px;">67% meets 33% exceeds</td> </tr> <tr> <td style="padding: 5px;"><b>Production</b></td> <td style="padding: 5px;">5% below, 58.5% meets 36.5% exceeds</td> </tr> </table>	<b>News</b>	0% Below 46% meets 54% exceeds	<b>Management</b>	67% meets 33% exceeds	<b>Production</b>	5% below, 58.5% meets 36.5% exceeds
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<b>Production</b>	5% below, 58.5% meets 36.5% exceeds						
<b>Start:</b>	7/1/2015						
<b>End:</b>	6/30/2016						
<b>Responsible Role:</b>	<b>Role</b> Professor & Chair (David Ostroff)						
<b>SLO Area</b>	Content (UG)						
<b>Progress:</b>	Assessed Every 2 Years						
<b>Assessment Method:</b>	Evaluation of final projects using rubric agreed upon by faculty						
<b>Results:</b>	90% or more of students met criterion						

**Use of Results**

Based in part on previous assessments, changes in the industry/profession faculty in the Production and the Management tracks proposed several changes in curriculum, including new courses, modification of degree requirements, and changes in course titles. These were approved by the University in the Spring, 2016 term, and went into effect with the beginning of the 2016-17 academic year. Faculty members who teach in the Management and Strategy track report that students are enthusiastic about the changes. Future assessments will provide insight into how effective the changes are. These changes include:

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The following courses were approved, and added to the choice of courses to meet the Management and Strategy degree requirements (courses may be taken by students in other tracks, and in other majors):

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 Applications of Mobile Technology  
 Social Media and Society  
 Digital Game Systems and Applications  
 Innovation in the Media Industry

Electronic Field Production II (added to degree requirements for Production Track.

RTV 3001 was renamed Introduction to Media and Industries and Professions

**Outcome:**

SLO 4: Gather information, conduct research and evaluate information by methods appropriate to the telecommunication professions.

**Start:**

7/1/2014

**End:**

6/30/2015

<b>Program:</b>	Telecommunication (BSTel)
<b>SLO Area</b>	Critical Thinking (UG)
<b>Progress:</b>	Ongoing
<b>Assessment Method:</b>	Policy memo Measurement procedure: Rubric
<b>Results:</b>	<p>2014-2015 SLO Assessment Department of Telecommunication Criterion for Success is 90% of Students Meeting or Exceeding Expectations SLO Track 2014-2015 2. Understand professional ethical principles and the importance of truth, accuracy, fairness and diversity. All 96% of 115 students meet or exceed expectations 4. Gather information, conduct research and evaluate information by methods appropriate to the telecommunication professions. All 95% of 115 students meet expectations SLO Assessment Percentages of Students Below, Meeting, and Exceeding Expectations Department of Telecommunication Criterion for Success is 90% of Students Meeting or Exceeding Expectations SLO Track 2012-13 2013-14 2014-15 2. Understand professional ethical principles and the importance of truth, accuracy, fairness and diversity. All 19% Below 50% Meet 31% Exceed 0% Below 46% Meets 54% Exceed 4% Below 64% Meet 31% Exceed 4. Gather information, conduct research and evaluate information by methods appropriate to the All 15% Below 46% Meet 39% Exceed 0% Below 44% Meets 56% Exceed 6% Below 54% Meet 40% Exceed telecommunication professions.</p>
<b>Use of Results:</b>	<p>Department of Telecommunication February 3, 2015 Weimer 3032 Present: Wells, Leeps, Lee, Leslie, Babanikos, Coffey, Cleary, Roberts, Wright, Ostroff, Katrice Graham (guest) Discussion of Student Assessment Data Students were assessed for SLOs 2 and 4 in the Fall semester, in RTV 4931, Ethics and Problems. One section was taught by a graduate student, and one each by Dr. Cleary and Dr. Leslie. Ostroff noted that the assessments were consistent among the three. Summary results and year-by-year comparisons can be found at the end of these minutes. Leslie noted that there were a relatively small number who "failed," but that the students' performance, overall, was good. Dr. Cleary said she thought the assignments used were good for making the assessments. She noted that students' writing had improved over past years. Faculty noted that in 2013-14 assessments were "higher," with no student falling below expectations. Ostroff pointed out that because Dr. Cleary and Dr. Leslie were on sabbatical, all of the sections were taught by graduate students. The return of the regular faculty instructors meant students were being assessed by those with more familiarity with the SLO's and with student performance over the years (whether formally assessed or not. Faculty believed that assessment data did not point to a need to revise curriculum in this area. There was a discussion of the fact that beginning in Fall, 2015, students will begin migrating to the new college-wide ethics course. Since other departments haven't assessed their students in ethics courses, it is unclear how we will assess these SLOs. The next assessment of these SLOs will be in 2016</p>

**Title** SLO 5: Think critically, creatively and independently

**Outcome:**

<b>News</b>	0% Below, 50% meets, 50% below
<b>Management</b>	67% meets 33% exceeds
<b>Production</b>	2% Below, 67% meet, 32% exceeds

**Start:** 7/1/2015

**End:** 6/30/2016

**SLO Area** Critical Thinking (UG)

**Progress:** Assessed Every 2 Years

**Assessment Method:** Evaluation of final projects using rubric agreed upon by faculty

**Results:** 90% or more of students met this criterion

**Use of Results:** Based in part on previous assessments, changes in the industry/ profession faculty in the Production and the Management tracks proposed several changes in curriculum, including new courses, modification of degree requirements, and changes in course titles. These were approved by the University in the Spring, 2016 term, and went into effect with the beginning of the 2016-17 academic year. Faculty members who teach in the Management and Strategy track report that students are enthusiastic about the changes. Future assessments will provide insight into how effective the changes are. These changes include:

Change the track name to Management and Strategy

The following courses were approved, and added to the choice of courses to meet the Management and Strategy degree requirements (courses may be taken by students in other tracks, and in other majors):

- Understanding Audiences
- Applications of Mobile Technology
- Social Media and Society
- Digital Game Systems and Applications
- Innovation in the Media Industry

Electronic Field Production II (added to degree requirements for Production Track.

RTV 3001 was renamed Introduction to Media and Industries and Professions

**Appendix 9B**

# Examples of Rubrics Used In Project or Activity Assessment By Departments

## Department of Advertising

Rubric for SLO 6: Conceptualize and create persuasive messages for a variety of media

	Below Expectations (1)	Near Expectations (2)	Meets Expectations (3)	Exceeds Expectations (4)
1. Objectives	Did not understand the purpose/objective(s) of the message or main points that need to be communicated to the target audience. Unable to answer questions.	Not completely familiar or comfortable with purpose/objective(s) of the message or main points that need to be communicated to the target audience. Limited ability to answer questions.	Demonstrated a firm grasp of the purpose/objective(s) of the message or main points that need to be communicated to the target audience. Able to answer basic questions.	Demonstrated an in-depth understanding of purpose/objective(s) of the message and main points that need to be communicated to the target audience and able to provide explanations and elaborate on issues.
2. Relevant Attention	Does not attract relevant attention of the audience.	Does not fully attract relevant attention. Attention-getting detracts from the effectiveness of the message. Needs further development.	Attracts relevant attention of audience without detracting from the effectiveness of the message.	Attracts attention in a unique, original and/or compelling manner adding to the effectiveness of the message.
3. Clearly communicate the message	Message/main points are not communicated. Inadequate.	Does not fully attract relevant attention. Attention-getting detracts from the effectiveness of the message. Needs further development.	Attracts relevant attention of audience without detracting from the effectiveness of the message.	Attracts attention in a unique, original and/or compelling manner adding to the effectiveness of the message
4. Visualization and Copy	Execution was not unique/original and/or detracted from the effectiveness of the message. Major flaws.	Execution was not unique/original and/or detracted somewhat from the effectiveness of the message. Needs further development.	Execution was appropriate. Minor flaws detract from the effectiveness of the message. Less unique, original.	Execution was executed in a unique, original, engaging manner contributing to the effectiveness of the message. No flaws.
5. Effectiveness	Message does not inform and/or motivate the audience to respond in the desired manner. Needs to start over.	Message does not fully inform and/or motivate the audience to respond in the desired manner. Needs minor improvements.	Message informs and motivates the audience to respond in the desired manner.	Message informs and motivates the audience to respond in the desired manner in an engaging, memorable, unique manner.
6. Overall Evaluation	Major Flaws. Inadequate. Did not demonstrate basic principles.	Some flaws, not ready for actual presentation. Needs further development, improvements.	Strong work. Few if any flaws. Could be more unique, original and compelling.	Exceptional work. Unique, original, compelling, extremely effective.
7. Meets professional standards (SLO2)	Does not demonstrate application of ethical standards and standards of decency	Demonstrated some understanding. Minor violations of ethical and decency standards	Usable work, but pushes limits of ethical or decency standards	Exceptional. No violations of ethical or decency standards

Rubric for SLO 7: Work cooperatively and efficiently in a team environment

	Below Expectations (1)	Near Expectations (2)	Meets Expectations (3)	Exceeds Expectations (4)
1. Reliable	Cannot be trusted to deliver a good performance. Is not consistent in meeting commitments.	Usually delivers good performance, just not all the time. Could be more consistent in meeting commitments.	Typically delivers good performance. Can be expected to meet commitments.	Always delivers good performance. Always meets commitments.
2. Problem Solver	Not able to deal with problems/tasks in a solutions-oriented manner. A problem-dweller, not a solver.	Usually able to deal with problems/tasks in a solutions-oriented manner. Sometimes dwells on the problem rather than the solution.	Able to deal with problems/tasks in a solutions-oriented manner. Identifies problems and solutions.	Able to deal with problems/tasks in a solutions-oriented manner. Able to involve team members in identifying problems and solutions.
3. Effective Communicator	Difficult to understand. Does not show respect for the opinions of others. Unable to receive criticism without acting defensively.	Needs improvement in clearly and concisely expressing thoughts and ideas and accepting criticism. Tries to show respect for the opinions of others.	Usually Expresses thoughts and ideas clearly and concisely. Typically shows respect for the opinions of others. Able to receive criticism without acting defensively.	Always expresses thoughts and ideas clearly and concisely. Always shows respect for the opinions of others. Able to receive criticism as well as understand and act upon it.
4. Active Listener	Not able to listen, understand and consider ideas and points of view from others without debating or arguing every point.	Needs improvement in ability to listen, understand and consider ideas and points of view from other people without debating or arguing every point.	Able to listen, understand and consider ideas and points of view from others without debating or arguing every point.	Able to listen, understand and consider ideas and points of view with the ability to help others express their idea.
5. Active Participant	Does not attend all meetings. Does not prepare for meetings. Does not make contributions. Does not take initiative and does not do what s/he is expected to do. Does not carry a fair share of the load.	Misses some meetings for no reason. Could be better prepared for meetings. Made limited contributions. Takes some initiative, but usually just does what s/he is told to do. Could carry a larger share of the work.	Attended most team meetings, but team meetings were not always top priority. Prepared for meetings. Makes contributions. Takes initiative. Does what is expected. Does a fair share of the work.	Rarely missed team meetings. Exceptionally prepared. Makes significant contributions. Took initiative to make the team more successful. Does more than a fair share of the work.
6. Cooperation	Not cooperative in working with team members to solve problems and get work done.	Not fully cooperative in working with team members to solve problems and get work done.	Cooperated with team members for success of the team. Worked with team members to solve problems and get work done.	Always cooperated. Able to build cooperation among team members. Figured out ways for team to work together to solve problems and get work done.
7. Commitment	Not committed to success of team. Did not complete tasks on time or by deadline.	Not fully committed to team's success. Completed most takes on time or by deadline, sometimes needed to be reminded.	Committed to team's success. Completed all tasks on time or by deadline without being reminded.	Devoted to team's success. Team was a top priority. Completed all tasks with excellence and on time and by deadline without being reminded.
8. Respect and Courtesy	Do not treat team members with respect, courtesy and consideration. Did not avoid being offensive or insensitive to public decency, gender and/or minority groups.	Not consistent in treating team members with respect, courtesy and consideration, and/or avoiding being offensive or insensitive to public decency, gender and/or minority groups.	Consistently treated team members with respect, courtesy and consideration and avoided being offensive or insensitive to public decency, gender and/or minority groups.	Consistently treated team members with respect, courtesy and consideration and avoiding being offensive or insensitive to public decency, gender and/or minority groups. Provided leadership in helping team members act accordingly.

Rubric for SLO 8: Give professional and informative oral presentations of advertising recommendations

	Below Expectations (1)	Near Expectations (2)	Meets Expectations (3)	Exceeds Expectations (4)
1. Organization	Information was not presented in a logical, interesting or creative sequence. Does not convey the information in a manner the audience can understand.	Information was presented in a manner which does not adequately convey the information in a manner the audience can completely understand.	Information was presented in a logical, straightforward sequence which conveys the meaning in a manner the audience can understand.	Information was presented in a logical, interesting, creative and engaging sequence which conveys the meaning in a manner the audience can understand.
2. Content Knowledge	Lack of understanding of content. Unable to answer basic questions.	Not completely familiar or comfortable with content. Limited ability to answer basic questions.	Demonstrated a firm grasp of the content. Ability to answer basic questions.	Demonstrated an in-depth understanding of the content and ability to provide explanations and elaborate on issues.
3. Visual Product	Use of visuals and/or graphics does not contribute to the effectiveness of the presentation and/or detract from its effectiveness.	Use of visuals and/or graphics do not fully contribute to the effectiveness of the presentation and/or somewhat detract from its effectiveness.	Use of visuals and/or graphics contribute to the effectiveness of the presentation and do not detract from its effectiveness.	Visuals and/or graphics make the presentation engaging and free from distractions.
4. Mechanics	Major misspellings, grammatical, punctuation and pronunciation errors throughout. Unacceptable.	Major misspellings, grammatical, punctuation and pronunciation errors in some areas. Acceptable with revisions.	No more than minor misspelled words, grammar, punctuation or pronunciation errors. Adequate for presentation without revision.	No misspelled words, grammar, punctuation or pronunciation errors.
5. Delivery	Inadequate use of volume and clarity of voice, pronunciation and eye contact to deliver the information. Read directly from notes or visuals for majority of presentation.	Some flaws in use of volume and clarity of voice, pronunciation and eye contact to deliver the information. Strong reliance on notes or visuals.	Presenter used proper volume and clarity of voice, pronunciation and eye contact to deliver the information with some reliance on notes or visuals.	Presenter was able to manipulate volume and clarity of voice, pronunciation and eye contact to engage the audience and effectively deliver the information with only appropriate reliance on notes or visuals.

### Department of Journalism

SLO 1=Report and write journalistic quality stories using forms and styles appropriate for the profession.

SLO 4=Demonstrate basic skills in emerging technologies and how those are applied to the practice of journalism and storytelling

SLO 5=Demonstrate critical analysis skills

The rubric below will be used to assess the appropriate assignments related to SLO 1, 4 and 5:

Criteria	Excellent	Proficient	Basic	Inadequate
<b>Accuracy</b>	Free of errors of reason.  Adheres to correct spelling, mechanical, syntax, typographical, grammatical and punctuation guidelines. Free of contextual errors.	Free of errors of reason.  Free of spelling, mechanical, syntax, typographical, grammatical or punctuation errors.	Free of spelling, mechanical, syntax, typographical, grammatical or punctuation errors.  Some use of unnecessary adjectives and adverbs.	Multiple mechanical, syntax, typographical grammatical or punctuation errors.  Overuse of unnecessary adjectives and adverbs.

<b>Clarity</b>	Language is concise.  Demonstrates problem-solving capabilities.  Demonstrates empathy toward the audience.	Language is precise, free of clichés.  Demonstrates problem-solving capabilities.  Reflects audience understanding.	Structure clearly leads reader to a particular point and action.  Demonstrates some problem-solving capabilities.  Reflects some audience understanding.	Lacks structure, meaning, a clear argument and call to action.  Demonstrates minimal problem-solving capabilities.  Reflects limited audience understanding.
<b>Format</b>	Chosen form represents consideration of how strategy, audience and message converge, and understanding of each.	Uses narrative where possible to illustrate key points in manner appropriate to form.	Selects form appropriate to the purpose of the communication.	Unable to determine when or how to use particular forms of writing.

## Department of Public Relations

### Public Relations SLO 1

SLO 1 Identify and discuss concepts and theories relevant to effective public relations practice

Assessment Questions:

- 1) Describe the steps and sequence of the strategic planning process.
- 2) Describe the importance of two theories relevant to practice of public relations (e.g. excellence theory)
- 3) Discuss the difference between two-way symmetrical communication and one-way asymmetrical communication. Provide an example of each.

4="Excellent"

3="Proficient"

2="Basic"

1="Inadequate"

Assessment Method: Essay administered at the end of PUR 4800 Campaigns

Question	Excellent	Proficient	Basic	Inadequate
<b>1</b>	Can list each of the important phases of the strategic planning process with discussion of how each step leads to the next and demonstrates ability to illustrate each step with concrete examples from current client's situation	Can list each of the phases of the strategic planning process with discussion of how each step leads to the next. Can illustrate most with concrete examples	Can list four major phases, including formative research, setting objectives, strategy and tactics, and evaluation, and some specific steps	Difficulty identifying phases or steps in strategic planning

<b>2</b>	Can list and describe several core theories and their importance to the field. Demonstrates understanding of the concepts in each and can demonstrate relevance of theories to the practice of public relations	Can list and describe several core theories and their importance to the field. Shows some ability to link theory and practice.	Can name and describe one theory or name several but shows deficiencies linking theory to practice.	Cannot name theories or shows only primitive understanding of theory.
<b>3</b>	Can describe one -way and two way communications and the value of each, offering specific scenarios in which each would be desirable. Able to explain benefits of the correct approach to publics, management, and or the profession	Can describe and give an example of each.	Can describe both theories but is unable to offer coherent examples.	Cannot describe theories.

**Public Relations SLO 2**

SLO 2: Explain the history and role of professionals and institutions in shaping public relations practice.

Who is widely regarded as a significant historical figure critically important to the founding of the field of public relations and why are they so regarded?

4="Excellent" 3="Proficient" 2="Basic" 1="Inadequate"

Assessment Method: Essay administered at the end of PUR 4800 Campaigns

<b>Question</b>	<b>Excellent</b>	<b>Proficient</b>	<b>Basic</b>	<b>Inadequate</b>
<b>4</b>	Can name at least two leaders in the field and discuss their contributions and their importance to defining public relations as a unique profession and discipline or to more effective public relations practice.	Can name at least one leader in the field, including contributions and importance.	Can name one or two, but cannot describe their contributions.	Cannot name any of the field's defining founders.

<b>SLO 6: Persuasive Messages Rubric</b>				
	<b>Below Expectations</b>	<b>Near Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
<b>Objectives</b>	Did not understand the purpose/objective(s) of the message or main points that need to be communicated to the target audience. Unable to answer questions.	Not completely familiar or comfortable with purpose/objective(s) of the message or main points that need to be communicated to the target audience. Limited ability to answer questions.	Demonstrated a firm grasp of the purpose/objective(s) of the message or main points that need to be communicated to the target audience. Able to answer basic questions.	Demonstrated an in-depth understanding of purpose/objective(s) of the message and main points that need to be communicated to the target audience and able to provide explanations and elaborate on issues.
<b>Relevant Attention</b>	Does not attract relevant attention of the audience.	Does not fully attract relevant attention. Attention-getting detracts from the effectiveness of the message. Needs further development.	Attracts relevant attention of audience without detracting from the effectiveness of the message.	Attracts attention in a unique, original and/or compelling manner adding to the effectiveness of the message.
<b>Clearly Communicate the Message</b>	Message/main points are not communicated. Inadequate.	Message/main points are not fully communicated. Needs minor improvements.	Clearly communicates the message/main points.	Communicates the messages in a compelling, interesting, engaging manner. Original, innovative approach.
<b>Visualization and Copy</b>	Execution was not unique/original and/or detracted from the effectiveness of the message. Major flaws.	Execution was not unique/original and/or detracted somewhat from the effectiveness of the message. Needs further development.	Execution was appropriate. Minor flaws detract from the effectiveness of the message. Less unique, original.	Execution was executed in a unique, original, engaging manner contributing to the effectiveness of the message. No flaws.
<b>Effectiveness</b>	Message does not inform and/or motivate the audience to respond in the desired manner. Needs to start over.	Message does not fully inform and/or motivate the audience to respond in the desired manner. Needs minor improvements.	Message informs and motivates the audience to respond in the desired manner.	Message informs and motivates the audience to respond in the desired manner in an engaging, memorable, unique manner.
<b>Overall Evaluation</b>	Major flaws. Inadequate. Does not demonstrate basic principles.	"Some flaws, not ready for actual presentation. Needs further development/improvements."	Strong work. Few, if any flaws. Could be more unique, original and compelling.	Exceptional work. Unique, original, compelling, extremely effective.

<b>SLO 8: Presentation Rubric</b>				
	<b>Below Expectations (Inadequate)</b>	<b>Near Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
<b>Objectives</b>	Information was not presented in a logical, interesting or creative sequence. Does not convey the information in a manner the audience can understand.	Information was presented in a manner which does not adequately convey the information in a manner the audience can completely understand.	Information was presented in a logical, straightforward sequence which conveys the meaning in a manner the audience can understand.	Information was presented in a logical, interesting, creative and engaging sequence which conveys the meaning in a manner the audience can understand.
<b>Content Knowledge</b>	Lack of understanding of content. Unable to answer basic questions.	Not completely familiar or comfortable with content. Limited ability to answer basic questions.	Demonstrated a firm grasp of the content. Ability to answer basic questions.	Demonstrated an in-depth understanding of the content and ability to provide explanations and elaborate on issues.
<b>Visual Product</b>	Use of visuals and/or graphics does not contribute to the effectiveness of the presentation and/or detract from its effectiveness.	Use of visuals and/or graphics do not fully contribute to the effectiveness of the presentation and/or somewhat detract from its effectiveness.	Use of visuals and/or graphics contribute to the effectiveness of the presentation and do not detract from its effectiveness	Visuals and/or graphics make the presentation engaging and free from distractions.
<b>Mechanics</b>	Major misspellings, grammatical, punctuation and pronunciation errors throughout. Unacceptable.	Major misspellings, grammatical, punctuation and pronunciation errors in some areas. Acceptable with revisions.	No more than minor misspelled words, grammar, punctuation or pronunciation errors. Adequate for presentation without revision.	No misspelled words, grammar, punctuation or pronunciation errors.
<b>Delivery</b>	Inadequate use of volume and clarity of voice, pronunciation and eye contact to deliver the information. Read directly from notes or visuals for majority of presentation.	Some flaws in use of volume and clarity of voice, pronunciation and eye contact to deliver the information. Strong reliance on notes or visuals.	Presenter used proper volume and clarity of voice, pronunciation and eye contact to deliver the information with some reliance on notes or visuals.	Presenter was able to manipulate volume and clarity of voice, pronunciation and eye contact to engage the audience and effectively deliver the information with only appropriate reliance on notes or visuals.
<b>Overall Evaluation</b>	Major flaws. Inadequate. Does not demonstrate basic principles.	Some flaws, not ready for actual presentation. Needs further development/ improvements.	Strong work. Few, if any flaws. Could be more unique, original and compelling.	Exceptional work. Unique, original, compelling, extremely effective.

## Appendix 9C

# Student Assessment Guidelines and Student Learning Outcomes By Departments

## Department of Public Relations

Student Assessment – Guidelines  
Fall 2017

In order to improve and standardize the Department's assessment process, please consider the following aspects and guidelines approved by the faculty:

- This is demanded by the State of Florida through the UF Institutional Assessment and essential for the ongoing accreditation requirements for the University, the College, and the Department.
- It does not reflect the faculty's performance; hence, it should be conducted objectively, reflecting the real student learning outcomes (SLOs) for each selected course.
- It does reflect the quality of our curriculum and may indicate potential curricular improvements and changes over time.
- This will allow the Department to improve its curriculum and contents.
- Instructors should become familiar and use the established assessment rubrics.
- The Department chair will provide instructions and rubrics at the beginning of each term.
- Students' identification should never be included in the rubrics. In the end, the goal is assessing the performance of each selected course and selected sections.
- Translating the assessment dimensions into letter grades, inadequate means a "D," basic means a "C", proficient is equal to "B," and excellent is equal to "A."
- The teaching coordinators will cover the assessment process with instructors before each term starts. The teaching coordinators are: Kay Tappan (VIC 3001 Sight, Sound, and Motion), Mary Ann Ferguson (PUR 3000 Principles of Public Relations), Linda Hon (PUR 3500 Public Relations Research), Kathleen Kelly (PUR 3801 Public Relations Strategy), Ann Christiano (PUR 4100 Public Relations Writing), Deanna Pelfrey (PUR 4404 International), and Moon Lee (PUR 4800 Campaigns).
- The fully completed rubrics should be submitted to the Department chair as soon as final grades are in.
- The Department chair will summarize and present the results of the assessments at the first or second faculty meeting of the Fall semester.
- The summary assessments, complete rubrics, and faculty discussion will be uploaded to the UF Institutional Assessment system in the Fall and Spring semesters.

In particular:

- An exam is the method used to assess SLOs in Campaigns courses.
- A communication plan is the method used to assess SLOs in Writing courses. The instructor evaluates at the end of the term.
- The evaluation of SLOs for Sight, Sound, and Motion consists of two examinations during the term.

## **Department of Public Relations Student Learning Objectives**

1. Identify Concepts and Theories Relevant to Effective Public Relations Practice
2. Explain the History and Role of Professionals and Institutions in Shaping Public Relations Practice
3. Defend Professional Ethical Standards
4. Apply Digital Tools and Technologies
5. Gather Information and Conduct Research for Public Relations Planning and Evaluation
6. Apply Numerical and Statistical Concepts
7. No longer used
8. Write Clearly and Correctly in Forms and Styles Appropriate for Public Relations Practice
9. Understand Concepts and Apply Theories in the Use and Presentation of Images and Information for Public Relations Practice.

### **Assessment Measure for PUR 4800 Public Relations Campaigns**

**Assessment for SLO 1,2,4,5,6 – Exam given in at least one section of PUR4800.**

**Evaluation scores for each SLO = percentage of correct answers for all questions relevant to that SLO as follows: 89-100% Excellent, 80-88% Proficient, 70-78% Basic, 69% or below Inadequate**

**SLO 1 = Questions 1-12**

**SLO 2 = Questions 13-16**

**SLO 4 = Questions 23-24**

**SLO 5 = Questions 17-24, 27-32**

**SLO 6 = Questions 25-26**

- **Describe the steps and sequence of the strategic planning process. (SLO 1)**

1. The “internal factors” portion of the situation analysis often includes which one of the following?
  - A. Community focus group results
  - B. Strategy suggestions
  - C. Communication audit
  - D. List of media contacts
  - E. Consumer survey results
  
2. Which one of the following is true about public relations goals?
  - A. They should reflect the problems or opportunities defined in the research step.
  - B. They should be independent of the organization’s mission.
  - C. They should focus on public relations issues regardless of what is the organization’s broader vision.
  - D. All of the above are true.
  - E. None of the above is true.
  
3. Which of the following is NOT a useful concept in public relations programs?
  - A. “Target” public
  - B. “Strategic” public
  - C. “General” public
  - D. “Active” public
  - E. “General” public

C. "Latent" public

- **Describe the importance of two theories relevant to practice of public relations (e.g. excellence theory). (SLO 1)**

- Which of the following is NOT a variable in Grunig's situational theory of publics?
  - Problem recognition
  - Constraint recognition
  - Information seeking
  - Level of involvement
  - Cognitive organization
- What does priming theory tell us?
  - Previously learned information affects audience receptivity to new messages.
  - How people interpret new information depends on what information they already knew.
  - An organization's prior reputation affects how people view organizational actions.
  - All of the above.
  - None of the above.
- Which of the following theories suggests that mass media affect what we think about—raising the salience of issues and the positions taken by people in the news?
  - Diffusion theory
  - Hypodermic needle theory
  - Opinion formation theory
  - Agenda-setting theory
  - Situational theory of publics
- Which of the following phenomenon can be explained by George Gerbner's "cultivation theory"?
  - Children who use the Internet are more likely than are non-Internet-using children to score well on school exams.
  - Senior citizens who watch lots of television news believe the world outside their home to be much more dangerous and violent than it is in reality.
  - People who watch many home-improvement programs on cable television are more likely to cultivate a variety of plants in their home gardens.
  - Workers who view specific behaviors on television are likely to copy those behaviors in the workplace.
  - Students who use social media tools cultivate a greater variety of friends than do students who do not use social media tools.
- Professions draw upon a specialized body of knowledge based primarily on which one of the following?
  - Theory developed through research
  - Conventional wisdom and on-the-job experience
  - Firsthand experience shared at professional meetings
  - Case studies and descriptive research
  - Newspaper reports about the profession
- In the systems perspective, what is the job of public relations?
  - To help organizations control and manage their environments
  - To help organizations adjust and adapt to their environments
  - To help organizations manipulate what happens in their environments
  - To help organizations disseminate information to their environments
  - To help organizations surrender to environmental demands
- The beef industry denies that "mad cow" disease is an issue in the U.S., resists increased inspections of cattle arriving slaughterhouses, and calls on cattlemen nationwide to persuade

their representatives and senators in Congress to stop legislation to require “tracking” of cattle to their sources. What best describes the industry’s approach?

- A. Open systems approach
- B. Closed systems approach
- C. Functional public relations
- D. Dysfunctional public relations
- E. Functionary public relations

11. Which one of the following does NOT fit with open systems?

- A. Maintains the status quo and changes the organization’s publics.
- B. Changes public relations from how it is typically practiced.
- C. Suggests adjustment and adaptation and appropriate responses to the environment.
- D. Uses two-way symmetric communication.
- E. Employs professional as opposed to craft practitioners.

12. In the communication model, message effects are mediated by which one of the following?

- A. The receiver
- B. The sender
- C. The message itself
- D. The relationship context
- E. The social environment

13. Which practitioner is credited with coining the term “public relations counsel” in the 1923 book *Crystallizing Public Opinion*?

- A. George Creel
- B. Edward Bernays
- C. John W. Hill
- D. Carl Byoir
- E. Ivy Lee

PUR 4100 Public Relations Writing Rubric

**SLO 3 = To defend professional ethical principles and the importance of truth, honesty, accuracy, fairness and diversity.**

The rubric below will be used to assess all final communication plans in PUR 4100 sections.

Criteria	Excellent	Proficient	Basic	Inadequate
Truth, honesty and accuracy	<p>Identifies and refutes counter arguments using well-researched data and sound science.</p> <p>Sources are meticulously cited, including images and photographs.</p> <p>Intellectual property and copyright laws are carefully followed.</p> <p>Logical structure is properly followed.</p> <p>Clarity exists.</p>	<p>Responds to contradictory arguments citing credible sources.</p> <p>Upholds values of transparency and two-way communication.</p> <p>Position is supported by at least two credible sources meticulously cited.</p> <p>Logical structure is properly followed.</p> <p>Clarity exists.</p>	<p>Position is based on facts that are cited from reputable sources.</p> <p>Position presented is factual, and supported by at least one credible source.</p> <p>Sources are meticulously cited or credited, including images and photographs.</p> <p>Does not violate free use or copyright laws.</p> <p>Logical structure is understood.</p> <p>Clarity is weak.</p>	<p>Facts are presented in support of arguments, but not cited or attributed.</p> <p>Factual errors are present.</p> <p>Key names, locations or other details relevant to the subject are misspelled.</p> <p>One-way communication is used.</p> <p>Logical structure is ignored.</p> <p>Clarity is absent.</p>
Fairness	<p>Position represents values of organization and takes into account the values of key publics.</p>	<p>Product upholds the standards of journalism in terms of representing relevant perspectives.</p> <p>Consequences of position for key publics (particularly those who are affected but may be excluded from discussion) have been considered and addressed.</p>	<p>Opposing perspectives are presented in a dismissive manner and/or not credibly refuted.</p>	<p>Different or counter perspectives not considered or addressed</p>
Diversity	<p>The needs and values of all cultures and ethnicities are thoroughly woven into the communications strategy.</p>	<p>Writing-or product is modified to address the needs of relevant cultural contexts.</p>	<p>Multiple cultural contexts are considered and represented.</p>	<p>Content-is developed from a perspective that lacks awareness of different perspectives, ethnicities and cultural contexts.</p>

**SLO 8 = To write correctly and clearly in forms and styles appropriate for public relations practice.**

The rubric below will be used to assess all final communication plans in PUR 4100 sections.

Criteria	Excellent	Proficient	Basic	Inadequate
Correctly	Free of errors of reason.  Adheres to correct spelling, mechanical, syntax, typographical, grammatical and punctuation guidelines.	Free of contextual errors.  Adheres to correct spelling, mechanical, syntax, typographical, grammatical and punctuation guidelines.	Free of spelling, mechanical, syntax, typographical, grammatical or punctuation errors.  Some use of unnecessary adjectives and adverbs.	Multiple mechanical, syntax, typographical grammatical or punctuation errors.  Overuse of unnecessary adjectives and adverbs.
Clearly	Language is concise.  Demonstrates problem-solving capabilities.  Demonstrates empathy toward the audience.	Language is precise, free of clichés.  Demonstrates problem-solving capabilities.  Reflects audience understanding.	Structure clearly leads reader to a particular point and action.  Demonstrates some problem-solving capabilities.  Reflects some audience understanding.	Lacks structure, meaning, a clear argument and call to action.  Demonstrates minimal problem-solving capabilities.  Reflects limited audience understanding.
Form	Chosen form represents consideration of how strategy, audience and message converge, and understanding of each.	Uses narrative where possible to illustrate key points in manner appropriate to form.	Selects form appropriate to the purpose of the communication.	Unable to determine when or how to use particular forms of writing.
Style	Takes risks and presents ideas that are fresh, writing is visual and compelling, and adheres to the rule of "show, don't tell".	Demonstrates original thought.	Applies what is known about the audience to make decisions about tone, voice and style. Adheres to appropriate style manual.	Tone does not match needs of audience Ideas are stale.

## VIC 3000 Sight Sound &amp; Motion Rubric

**SLO 4=Applies Tools and Technologies**

SLO 4 is assessed by individual scores on two exams covering course content, with each exam worth 100 points. The following rubric is used for assessment:

<b>Excellent</b>	<b>Proficient</b>	<b>Basic</b>	<b>Inadequate</b>
Answers almost all questions and exercises correctly  <b>Earns an average of 89 to 100 points</b> on the two exams	Answers most questions and exercises correctly  <b>Earns an average of 80 to 88 points</b> on the two exams	Answers a majority of the questions and exercises correctly  <b>Earns an average of 70 to 79 points</b> on the two exams	Answers only a minority of the questions and exercises correctly  <b>Earns an average of 69 or fewer points</b> on the two exams

**Department of Telecommunication**

Telecommunication Student Learning Outcomes Rubric SLOs 1-3-5-6

In evaluating the degree to which a student fulfills the Learning Objective, the Department of Telecommunication faculty will use the following rubric:

<b>Numeric Score</b>	<b>Verbal Description</b>	<b>Criteria</b>
<b>0</b>	Not Present	N/A
<b>1</b>	Poor	Most elements are either missing or are incorrectly demonstrated
<b>2</b>	Satisfactory	Most elements are correctly demonstrated
<b>3</b>	Excellent	All elements are included and correctly demonstrated
<b>4</b>	Outstanding	All elements are included, and demonstrate a mastery

“Elements” refers to the presence of one or more of the following, as appropriate to the genre and medium:

- Properly framed and lit video
- Appropriate use of sound, graphics and/or images
- Editing reflecting appropriate transitions and pacing, and technical proficiency
- Clearly stated script or text
- Accurate information
- Creativity
- Appropriate length
- Consideration of audience characteristics and needs

### **Indirect Measures**

In assessing student learning, the department faculty also relies on several other sources of information:

- Written evaluations by internship supervisors
- Written and oral feedback from department Advisory Council members and other professionals
- College of Journalism and Communications annual exit survey of graduates
- College of Journalism and Communications annual survey of alumni
- The University’s data from SERU survey
- Student awards and performance in national and international competitions, such as Hearst, National Broadcasting Society, Society of Professional Journalists, RTNDA, and the Broadcast Education Association

### **Telecommunication Assessment Items for SLOs 2, 4**

1. Recognizes Ethical Issues Even in Complex Context (SLO 2)
2. Names and Describes the Gist of Different Ethical Perspectives and Concepts (SLO 2)
3. Independently Applies Ethical Perspectives and Concepts to an Ethical Question (SLO 2)
4. Demonstrates Knowledge of the Importance of Diversity in the Contemporary Media Professions (SLO 2)
5. Demonstrates Understanding of the Complexity of Elements Important to Members of Other Cultures (SLO 2)
6. Communicates, Organizes and Synthesizes Information from Sources to Fully Achieve a Specific Purpose, with Clarity and Depth (SLO 4)
7. Organizes and Synthesizes Evidence to Reveal Insightful Patterns, Differences, or Similarities Related to Focus (SLO 4)
8. States a Conclusion that is a Logical Extrapolation from the Findings (SLO 4)
9. Acknowledges and Discusses Relevant Limitations and Implications

## Appendix 9D

## Examples of Awards Won By CJC Students From 2010-2017

ORGANIZATION NAME	AWARD RECIPIENT	HONOR	CATEGORY	ENTRY TITLE
Broadcast Educator's Association	Julian Hernandez	Best of Festival	King Foundation Award	
Broadcast Educator's Association	WUFT-FM Staff	Hon. Ment.	Radio Newscast	Front Page Edition of All Things Considered
Broadcast Educator's Association	Erik Ugartechea	Hon. Ment.	Television Newscast	WUFT News First at Five
Broadcast Educator's Association	Iva Tchotchev, Producer	3rd	TV Newscast	WUFT News
Florida AP College Broadcasting	WUFT-TV	1st	Overall/Station of the Year	
Florida AP College Broadcasting	Danielle Frew	1st	Long Format Breaking News	Pulse Nighclub Live Report
Florida AP College Broadcasting	Rebekkah Mar	1st	Individual Breaking News	Pulse Vigil
Florida AP College Broadcasting	Danielle Prinz	1st	Use of Sound for Radio	Food Deserts
Florida AP College Broadcasting	Briana Erickson	1st	Hard News Feature	Tragedy of Heroin Use
Florida AP College Broadcasting	Maggie Lorenz	1st	Reporter	
Florida AP College Broadcasting	Nestor Montoya	1st	Multimedia Reporter	
Florida AP College Broadcasting	Ben Murphy	1st	Breaking Sports News	UF Find Next AD
Florida AP College Broadcasting	Danielle Prinz	1st	Series/Franchise Reporting	Health & Medical Reporting
Florida AP College Broadcasting	Danielle Prinz	1st	Investigative	The Flood Insurance Mess
Florida AP College Broadcasting	Darling Hill	1st	Election Coverage	Election 2016
Florida AP College Broadcasting	Ryan Roberts, Kady Marlowe, James Fertil	1st	Continuing Coverage	Pulse...the Gainesville Response
Florida AP College Broadcasting	Nestor Montoya	1st	Individual Breaking News	Pulse
Florida AP College Broadcasting	WUFT-TV Student Staff	1st	Station Breaking News	Hurricane Matthew Special Report
Florida AP College Broadcasting	Marie Edinger	1st	General Assignment/ Long Format	Backyard Beekeepers
Florida AP College Broadcasting	Maggie Lorenz	1st	General Assignment	3 Days After Matthew
Florida AP College Broadcasting	Ryan Roberts	2nd	Feature/Cultural Historical	The First Cedar Key
Florida AP College Broadcasting	Jonathan Munoz	1st	Breaking News	
Florida AP College Broadcasting	Molly Robinson	1st	Long Hard News Feature	
Florida AP College Broadcasting	Jessica Barreto	1st	Short Hard News Feature	
Florida AP College Broadcasting	Nikki del Castillo	2nd	Newscast	
Florida AP College Broadcasting	Morgan Rynor	1st	Breaking News	
Florida AP College Broadcasting	Jordan McCool	2nd	Breaking News	
Florida AP College Broadcasting	Diana Maglioni	1st	Long Hard News Feature	
Florida AP College Broadcasting	Josh Williams	1st	Long Light News Feature	

Appendix 9D: Examples of Awards Won By CJC Students From 2010-2017

Florida AP College Broadcasting	Marie Edinger	1st	Best Short Radio Newscast	
Florida AP College Broadcasting	Ryan Nelson	2nd	Sports	
Florida AP College Broadcasting	Tonia Bosellino	1st	Best Use of Sound	
Florida AP College Broadcasting	Nicole Segnini	2nd	Best Use of Sound	
Florida AP College Broadcasting	James Torrez	1st	Best Breaking News	Police Action Protest
Florida AP College Broadcasting	James Torrez	1st	Best Sports Feature	MMA Fighter with Disability
Florida AP College Broadcasting	Rochelle Alleyne	1st	Best Use of Sound	Hampton Speed Trap
Florida AP College Broadcasting	Dahlheimer, Kopelman, Hernandez	1st	Best Radio Newscast (15 min)	19-Apr-14
Florida AP College Broadcasting	Rene Beninate	1st	Best Long Light Feature	Pet Project Helps Humans
Florida AP College Broadcasting	Andrea Terrasa	1st	Best Long Hard Feature	Migrant Workers
Florida AP College Broadcasting	Jonathan Munoz	Finalist	Long Hard News Feature	Campus Militarization
Florida AP College Broadcasting	Acevedo, Torrez, Robinson	1st	Best Breaking News	Spanish Trace Shooting
Florida AP College Broadcasting	Nicole Acevedo	1st	Best Long Hard Feature	Alex Aguilar
Florida AP College Broadcasting	Amada Clark	1st	Best TV Newscast	WUFT News at Six
Florida AP College Broadcasting	Corey Brooks, Bonnie Mott	1st	Best TV Sports	Swamp Washout
SPJ Regional Mark of Excellence	Ethan Bauer	Winner	Sports Column Writing	Bauer column
SPJ Regional Mark of Excellence	Ian Cohen	Finalist	Sports Column Writing	Cohen columns
Florida AP College Broadcasting	Stephanie Tinocco	Finalist	Best Short Hard News Feature	Grandma's Gun
Florida AP College Broadcasting	Ebony Joseph	1st	Best Use of Sound	Feeding the Homeless
Florida AP College Broadcasting	Jennifer Tintner	1st	Best Long Light Feature	Controlling Buzzards
Florida AP College Broadcasting	Heather Van Bokland	1st	Best Long Radio Newscast (15 min)	Newscast
Florida AP College Broadcasting	Stephanie Tinocco	1st	Best Long Hard Feature	Florida's Greyhound Industry
Florida AP College Broadcasting	Shauna Mackey	1st	Best TV Newscast	
Florida AP College Broadcasting	C. Brooks, C. Lob, B. Milko	1st	Best Spot News	Banner Plane Crash
Florida AP College Broadcasting	Keighly Chambers	1st	Best Short Hard News Feature	
Florida AP College Broadcasting	Marc Whiteman	Finalist	Long Hard News Feature	
Florida AP College Broadcasting	Chris Kirschner, Bothanina Saleh	Finalist	Long Light Feature	
Florida AP College Broadcasting	Marc Whiteman	Finalist	Best Sports	Despite Slump Jaguars Keep Faith
Florida AP College Broadcasting	Caitlin Lawrence	Finalist	Best Sports	Behind the Scenes: College Sports on CBS
Florida AP College Broadcasting	Stephanie Bechara	Finalist	Best Use of Sound	Gainesville Mariachi Fiesta
Florida AP College Broadcasting	Chrissy McLarty	Finalist	Long Light Feature	Small Business Saturday

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Florida AP College Broadcasting	Stephanie Bechara	Finalist	Long Light Feature	Acorn Clinic
Florida AP College Broadcasting	Alyssa Averette	Finalist	Long Hard News Feature	Florida Changes Sexting Laws
Florida AP College Broadcasting	Stephanie Bechara	Finalist	Long Hard News Feature	Nursing Home Quality of Life
Florida AP College Broadcasting	Kelsey Peck	Finalist	Best Light News Feature - Long	Molly and Maria's Excellent Adventure
Florida AP College Broadcasting	Gabe Mandler	Finalist	Best Hard Feature - Short	Controlled Burn
Florida AP College Broadcasting	Kristi Posson	Finalist	Best Light News Feature - Short	Horses 'N Heroes
Florida AP College Broadcasting	Chrystie Martinez	Finalist	Best Hard News Feature - Long	Step Into Africa
Florida AP College Broadcasting	Julie Quittner/TV Sports Team	Finalist	Best Sports	Gators Reach Elite eight
Florida AP College Broadcasting	Chris Peralta	Finalist	Best TV Newscast	WUFT News
Florida AP College Broadcasting	Trent Kelly	Finalist	Best Spot News	Haleigh Cummings Anniversary
Florida AP Professional Broadcasting	WUFT-FM	1st	Overall/Station of the Year	WUFT-FM
Florida AP Professional Broadcasting	WUFT-FM News Team	1st	Website/Digital	wuft.org
Florida AP Professional Broadcasting	Ryan Roberts	1st	Radio Weather Reporting	Hermine Hits Cedar Key
Florida AP Professional Broadcasting	WUFT-FM	1st	Radio Series/Franchise Reporting	Food Desert Problem in North Florida
Florida AP Professional Broadcasting	Briana Erickson	1st	Radio Investigative	A Life of Heroin
Florida AP Professional Broadcasting	Alexa Lorenzo, Chase Drayer	2nd	Radio Long Format Breaking News	Superintendent Resigns
Florida AP Professional Broadcasting	WUFT-FM	1st	Breaking News	16-Year-Old Robert Dentmond Shot and Killed
Florida AP Professional Broadcasting	Amuary Sablon, Caitie Switalski	2nd	Radio General Assignment	Haiti Devastated
Florida AP Professional Broadcasting	Marie Edinger	1st	Individual Achievement	Multi Stories
Florida AP Professional Broadcasting	Josh Williams	1st	Series	
Florida AP Professional Broadcasting	James Torrez	2nd	Light Features	
Florida AP Professional Broadcasting	Josh Williams	2nd	Use of Sound	
Florida AP Professional Broadcasting	WUFT-FM Staff	2nd	Continuing Coverage	
Florida AP Professional Broadcasting	WUFT-FM Staff	1st	Best Overall	
Florida AP Professional Broadcasting	Marie Edinger	1st	Best Breaking News	Dream Defender Protest
Florida AP Professional Broadcasting	Leah Harding	1st	Best General Assignment Reporting	Veteran's Day Homeless
Florida AP Professional Broadcasting	Taylor Trache	1st	Best Series Reporting	Fruit Picking Inmates
Florida AP Professional Broadcasting	James Torrez	1st	Best Sports Feature	Can Gator Games Make You Deaf?
Florida AP Professional Broadcasting	Cristina Mendez	1st	Best Use of Sound	Dudley Farm
Florida AP Professional Broadcasting	WUFT-FM Staff	1st	Best Weather Reporting	Hard Freeze Alert
Florida AP Professional Broadcasting	Leah Harding	Finalist	Cultural/Historical Feature	Hajib Experience
Florida AP Professional Broadcasting	Lauren Rautenkranz	Finalist	Light Feature	Anna Rose
Florida AP Professional Broadcasting	WUFT News	1st	Best Web Site	WUFT.org

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Florida AP Professional Broadcasting	Samantha Schuyler	1st	Best Hard News Feature	Small Town Liquor Laws
Florida AP Professional Broadcasting	Ellyn Ayres	1st	Investigative	Old UF Landfill
Florida AP Professional Broadcasting	Heather Van Blokland/S. Schuyler	1st	Best Newscast (radio)	
Florida AP Professional Broadcasting	Leanna Scachetti	1st	Best Use of Sound	CCC Revisited
Florida AP Professional Broadcasting	Trevor Sikkema	Finalist	Light Feature	War Poems
Florida AP Professional Broadcasting	WUFT News	1st	Public Affairs Program (TV)	Veteran's Day Special Broadcast
Florida AP Professional Broadcasting	WUFT-FM Staff	1st	Overall Excellence	WUFT-FM News Coverage Highlights
Florida AP Professional Broadcasting	WUFT-FM Staff	1st-TIE	Continuing Coverage	Trayvon Martin Death Stirs Legal Debate
Florida AP Professional Broadcasting	WUFT-FM Staff	1st-TIE	Continuing Coverage	Search for Christian Aguilar
Florida AP Professional Broadcasting	Kelsey Diaz	1st-TIE	Use of Sound for Radio	Stomp Brings Rhythm to Gainesville
Florida AP Professional Broadcasting	Corey Brooks	1st	Weather Reporting	Live Oak Residents Recovering from Debby
Florida AP Professional Broadcasting	Stephanie Denardo	2nd	Weather Reporting	Cedar Key Residents Brace for Debby
Florida AP Professional Broadcasting	WUFT-FM Staff	1st	Web Site	WUFT.org
Florida AP Professional Broadcasting	WUFT-FM Staff	1st	Election Coverage	WUFT-FM Election Coverage 2012
Florida AP Professional Broadcasting	Cameron Taylor	1st	Hard News Feature	Cedar Key Oyster Industry on the Brink
Florida AP Professional Broadcasting	Kelsey Peck, Donna Green-Townsend	2nd	Hard News Feature	I-75 Fatal Crashes Detailed in FDLE Report
Florida AP Professional Broadcasting	Cameron Taylor	1st	Individual Achievement	Individual Achievement
Florida AP Professional Broadcasting	Donna Green-Townsend	1st	Light Feature	Remembering the Legacy of Doc Watson
Florida AP Professional Broadcasting	Corey Brooks, Luis Giraldo	1st	Radio Newscast up to 15 min.	Remembering 9/11
Florida AP Professional Broadcasting	Luis Giraldo	2nd	Mobile Journalist	Mobile Journalist Luis Giraldo
Florida AP Professional Broadcasting	Cameron Taylor	2nd	Breaking News	Michelle Obama Visits Gainesville
Florida AP Professional Broadcasting	Dana Lewin, Donna Green-Townsend	2nd	Sports Feature	Gator Football Underway, But Will Gainesville See Dollar Signs
Florida AP Professional Broadcasting	Ricardo Navarro	1st	Best Hard News	Suwannee Springs
Florida AP Professional Broadcasting	Trent Kelly & Darby Underwood	Finalist	Best Continuing Coverage	Occupy Gainesville
Florida AP Professional Broadcasting	WUFT-FM Staff	1st	Web Site	WUFT Website
Florida AP Professional Broadcasting	C.Bachman/K. Krawchenko/T. Krynski	1st	Continuing Coverage	NASA: Past, Present and Future
Florida AP Professional Broadcasting	Jordan Matich	1st	Sports Feature	Football and Small Towns
Florida AP Professional Broadcasting	Marc Whiteman	Finalist	Sports Feature	Gators Honored in Rival Stadium

Appendix 9D: Examples of Awards Won By CJC Students From 2010-2017

Florida AP Professional Broadcasting	Steven Gallo	Finalist	Use of Sound for Radio	Long Hot March to the Swamp
Florida AP Professional Broadcasting	Alyssa Averette	1st	Use of Sound for Radio	Sept. 11: We Will Never Forget
Florida AP Professional Broadcasting	Donna Green-Townsend	Finalist	Light Feature	Florida Songbird Elisabeth Williamson
Florida AP Professional Broadcasting	Steven Gallo	1st	Light Feature	Another Pavarotti in the Making
Florida AP Professional Broadcasting	Steven Gallo	1st	Hard News Feature	Execution of Manuel Valle
Florida AP Professional Broadcasting	Donna Green-Townsend	Finalist	Public Affairs	History & Plight of Florida Waterways
Florida AP Professional Broadcasting	Trent Kelly	1st	Mobile Journalist	Trent Kelly Mobile Journalist
Florida AP Professional Broadcasting	WUFT-FM Staff	1st	Overall Achievement	WUFT-FM
Florida AP Professional Broadcasting	Steven Gallo	1st	Individual Achievement	Radio News
Hearst Journalism Awards	Drea Cornejo	1st	Multimedia III News	
Hearst Journalism Awards	Steven Gallo	1st	Radio News	Competed with Top 5 in nation
Hearst Journalism Awards	Maggie Lorenz	4th	Television News	
Hearst Journalism Awards	Tamara Dobry	13th Tie	Multimedia III News	
Hearst Journalism Awards	Special Topics Hearst #Winning Class	15th	Multimedia Team	The Invisible Disease: PTSD
Hearst Journalism Awards	Special Topics Hearst #Winning Class	19th	Multimedia Team	Culture in Crisis/ Gentrification in Gainesville
Hearst Journalism Awards	Caitie Switalski	Finalist: 1st	Radio	Steinhatchee Hurricane Hermine Feature
Hearst Journalism Awards	Drea Cornejo	Finalist: 6th	Picture Story	From Homelessness to Motherhood
Hearst Journalism Awards	Drea Cornejo	Finalist: 8th	Photo News and Features	
Hearst Journalism Awards	Alexa Lorenzo	Finalist: 8th	Radio	Five Year Old Battles Rare Disorder
Hearst Journalism Awards	Alex Maminakis	Finalist: 10th	Sports Writing	
Hearst Journalism Awards	Danielle Prinz	Finalist: 11th	Television Features	Three Medical Features
Hearst Journalism Awards	Ashley Lombardo	Finalist: 11th	Feature Writing	Gainesville Sex Trafficking
Hearst Journalism Awards	Briana Erickson	Finalist: 12th	Enterprise Reporting	Healthcare Divide: East Gainesville Struggle
Hearst Journalism Awards	Drea Cornejo	Finalist: 13th	Multimedia News	Lightnin' Salvage Lives On
Hearst Journalism Awards	Grace King	Finalist: 14th	Multimedia News	On the Trail
Hearst Journalism Awards	Steven Gallo	Finalist	Television News	
National Broadcasting Society	UF Chapter	1st	Most Motivated	
National Broadcasting Society	UF Chapter		Community Service	
National Broadcasting Society	Alexa Lorenzo	1st - TIE	Audio News Package	Superintendent Controversy
National Broadcasting Society	Caitie Switalski, Amaury Sablon	1st	Audio Newscast	Caitie Switalski Newscast

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National Broadcasting Society	Ryan Roberts	1st	Video News Package	Hermine Preparation in Cedar Key
National Broadcasting Society	Ryan Roberts	1st	Video Feature Package	The Original Cedar Key
National Broadcasting Society	R. Roberts, J. Kramer, D. Frew	1st	Video Newscast (Live)	Hurricane Matthew Special Report
National Broadcasting Society	Di Xin	1st	Short Film	Lost in Love
National Broadcasting Society	Zak Dahlheimer	Grand Prize	Best Audio News Segment	Straight Outta Hampton: Story of a City's Survival
National Broadcasting Society	Zak Dahlheimer	Grand Prize	Best Audio Sports Segment	Gainesville Runners Remember Boston Bombing
National Broadcasting Society	Zak Dahlheimer	Grand Prize	Best Video Feature Package	Gainesville Monkey Sanctuary
National Broadcasting Society	Zak Dahlheimer	Grand Prize	Best Video News Segment	Remembering the Victims of Bell Tragedy
National Broadcasting Society	Hachey, Bengel, Way, Stewart	Grand Prize	Animation	"Pressed" Opening Credits
National Broadcasting Society	Hachey, Bengel, Ciarmataro, Bent	Tie for 1st	Scriptwriting: Comedy Program	"Pressed" Episode 1 - Pilot
National Broadcasting Society	Nicole Hall	Grand Prize	Scriptwriting: Drama Program	This Time Tomorrow
National Broadcasting Society	Tyler Chatham	Grand Prize	Scriptwriting: Spec Scripts	The Office - The Drawing
National Broadcasting Society	Elizabeth Austin Tate	Grand Prize	Video Commercials	Burrito Famous
National Broadcasting Society	Hachey, Bengel, Wax, Stewart	Tie for First	Video Program Opener	"Pressed" Opening Credits
National Broadcasting Society	Cameron Taylor	Grand Prize	Audio News Segment	Cedar Key Oyster Industry in Trouble
National Broadcasting Society	Cameron Taylor	Grand Prize	Video News Segment	Growing Evidence Suggest UF Student Murdered
National Broadcasting Society	Kyle Benzion	Grand Prize	Audio Sports Segment	UF Women's Basketball Center Handles Tragedy
National Broadcasting Society	Lauren Rautenkranz	Grand Prize	Video Feature Package	When 5-Year-Olds Invade Swamp
National Broadcasting Society	WUFT-TV Student Staff	Grand Prize	Video News Program	WUFT News First at Five
National Broadcasting Society	Luis Giraldo	Finalist	Video Feature Package	Art Education
National Broadcasting Society	Steven Gallo	Finalist	Video Feature Segment	BarberGators
National Broadcasting Society	Lauren Rautenkranz	Finalist	Audio Feature Segment	Elderly Couple Works with Gville Food Bank
National Broadcasting Society	WUFT-FM Student Staff	Finalist	Audio News Program	I-75 Tragedy
National Broadcasting Society	Luba Solonenko	Finalist	Video News Package	Alachua County Unemployment
National Broadcasting Society	Catherine Awasthi	Finalist	Video News Package	Florida Gun Sales Soar After Election
National Broadcasting Society	Micah Blakeslee, Nicolas Cravey, Daniel Jennings	Finalist	Video Drama Program	Beyond the Mortal Veil
National Broadcasting Society	Lucas Trevino	Finalist	Video Movie Trailer	Hack
National Broadcasting Society	Taylor Clemons	Finalist	Spec Scripts	Rock, Paper, Scissors, Porn

Appendix 9D: Examples of Awards Won By CJC Students From 2010-2017

National Broadcasting Society	Trent Kelly	Grand Prize	Video News Package	Occupy Gainesville
National Broadcasting Society	Chrystie Martinez	Finalist	Video News Segment	Step Into Africa
National Broadcasting Society	Kelsey Peck	Finalist	Video Feature Segment	Molly and Maria's Excellent Adventure
National Broadcasting Society	Iva Tchotchov, Producer	Grand Prize	Video News Program	WUFT News
National Broadcasting Society	Katie Gillen	Grand Prize	Video Sports Package	Conor Dwyer Profile
PRNDI Awards	WUFT-FM Staff	Finalist	Continuing Coverage	Trayvon Martin Case
PRNDI Awards	WUFT-FM Staff	Finalist	Continuing Coverage	The Search for Christian Aguilar
PRNDI Awards	Luis Giraldo	Finalist	Best Multi-Media Presentation	Tale of Two Marines
PRNDI Awards	WUFT-FM Staff	Finalist	Best Multi-Media Presentation	I-75 Tragedy
Public Relations Society of America	CJC 2012 Team	2nd	Batemen Competition	United Way Worldwide
Public Relations Society of America	CJC 2013 Team	Hon. Ment.	Batemen Competition	Youth Bullying
Public Relations Society of America	CJC 2014 Team	1st	Batemen Competition	Fiserv
Public Relations Society of America	CJC 2015 Team	2nd	Batemen Competition	Home Matters
Public Relations Society of America	CJC 2016 Team	Hon. Ment.	Batemen Competition	Student Veterans
RTNDA Murrow National Awards	Steven Gallo	1st	Audio Reporting Hard News	Execution of Manuel Valle
RTNDA Murrow Regional Awards	Leanna Scachetti	1st	Breaking News	Banner Plane Crash
RTNDA Murrow Regional Awards	Ellyn Ayres	1st	Investigative Reporting	Old UF Landfill
RTNDA Murrow Regional Awards	Samantha Schuyler	1st	Hard News	Small Town Liquor Laws
RTNDA Murrow Regional Awards	WUFT News	1st	Best Affiliated Website	WUFT.org
RTNDA Murrow Regional Awards	Chris Peralta	1st	News Documentary	Contentious Cleanup - Insight Florida
RTNDA Murrow Regional Awards	Chris Kirschner	1st	Writing (TV)	
RTNDA Murrow Regional Awards	Leah Harding	1st	Use of Video (online)	Return to Haiti
RTNDA Murrow Regional Awards	WUFT-FM Staff	1st	Audio Newscast	Tragedy on I-75
RTNDA Murrow Regional Awards	Luis Giraldo	1st	Audio News Documentary	Venezuelan Voters: The Personal Journey
RTNDA Murrow Regional Awards	WUFT-FM Staff	1st	Overall Excellence	News Coverage 2012
RTNDA Murrow Regional Awards	Cameron Taylor	1st	Audio News Reporting: Hard News	Cedar Key Oyster Industry on the Brink
RTNDA Murrow Regional Awards	Luis Giraldo	1st	Audio News Series	After the Wars: Veterans Learn to Cope
RTNDA Murrow Regional Awards	WUFT-FM Staff	1st	Broadcast Affiliated Website	WUFT.org
RTNDA Murrow Regional Awards	Corey Brooks and Danny Gibble	1st	Audio Sports Reporting	Young Gymnasts Find Role Models in London
RTNDA Murrow Regional Awards	WUFT-FM Staff	1st	Best Overall	WUFT-FM News
RTNDA Murrow Regional Awards	WUFT-FM - wuft.org	1st	Best Website	WUFT-FM News

Appendix 9D: Examples of Awards Won By CJC Students From 2010-2017

RTNDA Murrow Regional Awards	Jordan Matich	1st	Audio Sports Reporting	Small Town Big Football Dreams
RTNDA Murrow Regional Awards	Donna Green-Townsend	1st	Audio News Documentary	Environmental Education Through Song
RTNDA Murrow Regional Awards	C.Bachman/K. Krawchenko/T. Krynski	1st	Continuing Coverage	NASA: Past, Present and Future
RTNDA Murrow Regional Awards	Steven Gallo	1st	Audio Reporting Hard News	Execution of Manuel Valle
RTNDA Murrow Regional Awards	Steven Gallo	1st	Audio Feature Reporting	Another Pavarotti in the Making
RTNDA Murrow Regional Awards	WUFT-FM Staff	1st	Best Newscast 3/11/12	Coverage of Japan's Earthquake (ATC)
SPJ National Mark of Excellence	Ryan Nelson	1st	Radio In-Depth Reporting	Busy Taxidermists
SPJ National Mark of Excellence	Taylor Trache	1st	Radio Sports Reporting	Jockeys - misunderstood athletes
SPJ National Mark of Excellence	Cameron Taylor	Finalist	Radio News Reporting	Cedar Key Oyster Industry in Trouble
SPJ National Mark of Excellence	WUFT-FM Staff	Finalist	Best All-Around Radio Newscast	Front Page Edition of All Things Considered
SPJ Professional Sunshine State Awards	WUFT.org	Finalist	James Batten Award for Public Service	Project Blue Ether
SPJ Professional Sunshine State Awards	Rebekkah Mar	Finalist	Radio Investigative Reporting	Eastside-Westside Clinics
SPJ Professional Sunshine State Awards	WUFT-FM News Team	Finalist	Public Affairs	Pulse Nighclub Special Report
SPJ Professional Sunshine State Awards	Drea Cornejo	Finalist	Online Package	Family Ashes in Pipeline's Path
SPJ Professional Sunshine State Awards	Clara Garcia/Krystallie Pinilla	Finalist	Mejor Trajajo Estudiantil (All Media)	Noticias WUFT: June 18, 2016
SPJ Region 3 Mark of Excellence	WUFT-FM Student Staff	1st	Best All-Around Radio Newscast	Front Page Edition of All Things Considered
SPJ Region 3 Mark of Excellence	Cameron Taylor	1st	Radio News Reporting	Cedar Key Oyster Industry in Trouble
SPJ Region 3 Mark of Excellence	Luis Giraldo	2nd	Radio In-Depth Reporting	Venezuelan Voters: The Personal Journey
SPJ Region 3 Mark of Excellence	Luis Giraldo	1st	Online News Reporting (Large)	Tale of Two Marines
SPJ Region 3 Mark of Excellence	Cameron Taylor	1st	Television Breaking News Reporting	Growing Evidence Suggest UF Student Murdered
SPJ Region 3 Mark of Excellence	Luis Giraldo	1st	Television Feature Photography	Art Education
SPJ Region 3 Mark of Excellence	WUFT-TV Student Staff	2nd	Best All-Around TV Newscast	WUFT News First at Five
SPJ Region 3 Mark of Excellence	Laura Christmas	3rd	Television News Photography	Herding Gators: Police Tackle a Gator Game Day
SPJ Region 3 Mark of Excellence	Tori Petry	3rd	Television Sports Reporting	Gemma Spofforth: After the Olympics
SPJ Region 3 Mark of Excellence	Dana Edwards	1st	General News Photography (Large)	Willy Dickey Picks Peas from Organic Farm
SPJ Region 3 Mark of Excellence	Erica A. Hernandez	3rd	Sports Writing (Large)	AmpSurf Offers Locals a New Lease on Life

Appendix 9D: Examples of Awards Won By CJC Students From 2010-2017

SPJ Region 3 Mark of Excellence	Tyler Jett	3rd	Feature Writing (Large)	Silenced Voices
SPJ Region 3 Mark of Excellence	Fine Print Staff	3rd	Best Student Magazine	The Fine Print
SPJ Region 3 Mark of Excellence	Henry Taksier	1st	Feature Photography	Fenced in: Superfund Refugees
SPJ Region 3 Mark of Excellence	Dana Edwards	3rd	General News Photography	Students Helping Habitat for Humanity
SPJ Region 3 Mark of Excellence	Jared Misner	1st	Online Feature Reporting	Running Through Life
SPJ Region 3 Mark of Excellence	Stephanie Bechara	2nd	Radio Feature Reporting	Without a Roof, But Still Filled With Hope
SPJ Region 3 Mark of Excellence	Steven Gallo	Reg & Nat 1st	Radio News Reporting	Execution of Manuel Valle
SPJ Region 3 Mark of Excellence	Trent Kelly	2nd	Radio News Reporting	State Senator Fans Airboat Controversy
SPJ Region 3 Mark of Excellence	WUFT NEWS	1st	Best All Around Newscast	WUFT News
SPJ Region 3 Mark of Excellence	Kelsey Peck	1st	Television Feature Reporting	Molly and Maria's Excellent Adventure
SPJ Region 3 Mark of Excellence	Ricardo Navarro & Kelsey Peck	1st	Television Feature Photography	Canyons Zipline
SPJ Region 3 Mark of Excellence	Katie Keene & Gabe Mandler	1st	Television News Photography	Controlled Burn
SPJ Region 3 Mark of Excellence	Katie Gillen	1st	Television Sports Photography	Conor Dwyer
SPJ Regional Mark of Excellence	Andrea Cornejo	Winner	Breaking News Photography (Large)	Satchel's Goes Up in Flames
SPJ Regional Mark of Excellence	Jordan McPherson	Finalist	Sports Photography (Large)	Butler, Christinaki
SPJ Regional Mark of Excellence	Orange & Blue	Winner	Best Student Magazine	Orange & Blue
SPJ Regional Mark of Excellence	Ashley Lombardo	Winner	Non-Fiction Magazine Article	Divorce from the Streets
SPJ Regional Mark of Excellence	Independent Florida Alligator	Winner	Best All-Around Daily Student Newspaper	The Independent Florida Alligator
SPJ Regional Mark of Excellence	Briana Erickson	Winner	Breaking News Reporting (Large)	Jury Finds Drug Dealer Guilty in Sale of Fentanyl
SPJ Regional Mark of Excellence	Briana Erickson	Winner	General News Reporting (Large)	Delray police combat rising drug overdoses
SPJ Regional Mark of Excellence	K. Newberg, M. Donovan, M, Vassolo, M. Gomez, E. Cochrane	Finalist	In-Depth Reporting (Large)	Through Their Eyes
SPJ Regional Mark of Excellence	Melissa Gomez	Finalist	In-Depth Reporting (Large)	The Struggle Within: A counseling Center's battle
SPJ Regional Mark of Excellence	Melissa Gomez	Finalist	In-Depth Reporting (Large)	The Struggle Within: A Counseling Center's Battle
SPJ Regional Mark of Excellence	Ethan Bauer	Winner	Sports Column Writing	
SPJ Regional Mark of Excellence	Ethan Bauer	Winner	Sports Writing (Large)	A Sister's Bond
SPJ Regional Mark of Excellence	Ethan Bauer	Finalist	Sports Writing (Large)	The Road Less Traveled
SPJ Regional Mark of Excellence	Dylan Dixon	Finalist	Sports Writing (Large)	Reinvented

Appendix 9D: Examples of Awards Won By CJC Students From 2010-2017

SPJ Regional Mark of Excellence	Staff	Finalist	Online/Best Affiliated Website	WUFT Website
SPJ Regional Mark of Excellence	Briana Erickson	Finalist	Online Feature Reporting	The Low of Highs
SPJ Regional Mark of Excellence	Briana Erickson	Finalist	Online News Reporting	Healthcare Divide
SPJ Regional Mark of Excellence	Luke Sullivan	Winner	Best All-Around Radio Newscast	Transgender Challenges
SPJ Regional Mark of Excellence	Caitlin Switalski	Finalist	Best All-Around Radio Newscast	WLRN News with Caitie Switalski
SPJ Regional Mark of Excellence	Caitlin Switalski	Winner	Radio News Reporting	US Senate Hopeful Pam Keith
SPJ Regional Mark of Excellence	Sara Girard	Finalist	Radio News Reporting	Hoggetowne Medieval Faire Increases Security
SPJ Regional Mark of Excellence	Luke Sullivan	Winner	Radio In-Depth Reporting	Transgender Challenges
SPJ Regional Mark of Excellence	Charlie Jordan	Winner	Radio In-Depth Reporting	Southeastern Conference Roundup
SPJ Regional Mark of Excellence	Rebekkah Mar	Finalist	Radio Feature	Eastside-Westside Clinics
SPJ Regional Mark of Excellence	N. Montoya, R. Roberts, K. Marlowe, R. Mar, WUFT News Student Staff	Winner	Television Breaking News Reporting	Pulse
SPJ Regional Mark of Excellence	Ryan Roberts	Finalist	Television Feature Reporting	The Drone Man
SPJ Regional Mark of Excellence	Marie Edinger	Winner	Television General News Reporting	Backyard Beekeepers
SPJ Regional Mark of Excellence	Danielle Prinz	Finalist	Television In-Depth Reporting	The Flood Insurance Mess
SPJ Regional Mark of Excellence	Ryan Nelson	1st	Radio In-Depth Reporting	Busy Taxidermists
SPJ Regional Mark of Excellence	Taylor Trache	1st	Radio Sports Reporting	Jockeys - misunderstood athletes
SPJ Regional Mark of Excellence	Molly Robinson	1st	Best All-Around TV Newscast	WUFT News First at Five
SPJ Regional Mark of Excellence	Paige Andrnga	1st	TV News Feature Photography	Ziplining
SPJ Regional Mark of Excellence	The Fine Print Magazine Staff	Finalist	Best Student Magazine	The Fine Print
SPJ Regional Mark of Excellence	Marie Edinger	Finalist	Radio Feature	Piano Expertise
SPJ Regional Mark of Excellence	Jerry Cornell	Finalist	Radio News Reporting	Execution
SPJ Regional Mark of Excellence	Josh Williams	Finalist	Radio In-Depth Reporting	The Thieve's Guild
SPJ Regional Mark of Excellence	James Torrez	Finalist	TV Feature Reporting	Remembering Paradise Park
SPJ Regional Mark of Excellence	James Torrez	Finalist	TV General News Reporting	Construction Dangerous to Cars
SPJ Regional Mark of Excellence	Nikko Tan	Finalist	TV Sports Reporting	Climb for Cancer
SPJ Regional Mark of Excellence	N. Acevedo, M. Robinson, J. Torrez, S. Matarazzo	1st	Television Breaking News	Spanish Trace Apartment Shooting
SPJ Sunshine State Awards	Briana Erickson	Finalist	College Journalist of the Year	Writing Portfolio
SPJ Sunshine State Awards	Drea Cornejo	Finalist	College Journalist of the Year	Multimedia Portfolio
SPJ Sunshine State Awards	Ethan Bauer	Finalist	Best Profile	A Sister's Bond

Appendix 9D: Examples of Awards Won By CJC Students From 2010-2017

SPJ Sunshine State Awards	Ethan Bauer	Finalist	Best Profile	The Road Less Traveled, Garcia Finds a Home
SPJ Sunshine State Awards	Chris Totzke	Finalist	Best Video	In Rural Union County, Web Designer Finds New Life
SPJ Sunshine State Awards	Associate Professor John Freeman's Class	Finalist	Best Coverage of Race and Minorities	The Ties that Bind - Maintaining Black Culture in Florida
SPJ Sunshine State Awards	WUFT Noticias Staff	1st	Spanish Language All Media	Noticias WUFT: Oct. 17, 2015
SPJ Sunshine State Awards	Clara Garcia/Nicole Segnini	3rd	Public Affairs	Minority Museums
SPJ Sunshine State Awards	Megan Bell	1st	Best News Story: High Frequency	Paynes Prarie at Dusk
SPJ Sunshine State Awards	Megan Trepper Bell	2nd	Best News Story: Low Frequency	Teacher of the Year
SPJ Sunshine State Awards	Dahlia Ghabour	2nd	Best Profile: High Frequency Web	Henna Artist Give Cancer Patients Crowns
SPJ Sunshine State Awards	Heather Reinblatt	3rd	Best Profile: High Frequency Web	The Hidden Toll for Some G'ville 911 Operators
SPJ Sunshine State Awards	Jordan McPherson	1st	Best Sports Story: High Frequency	Despite Sect Title Game Loss, McElwain Shines
SPJ Sunshine State Awards	Jordan McPherson	2nd	Best Sports Story: High Frequency	A UF Volleyball Players Story
SPJ Sunshine State Awards	Dahlia Ghabour	2nd	Best Video: High Frequency	Are You Afraid to Be a Muslim in America?
SPJ Sunshine State Awards	Eric Brandin/Nicole Gomez	3rd	Best Video: High Frequency	Gville's Repurpose Project Spreads Reuse Mission
SPJ Sunshine State Awards	Heather Reinblatt	1st	Best LGBT Issue Coverage: Web	Local Transgender People Struggle for Acceptance
SPJ Sunshine State Awards	Ashley Lombardo	2nd	Best LGBT Issue Coverage: Web	UF's Trans Resource Network
SPJ Sunshine State Awards	Dahlia Ghabour	2nd	Best Coverage of Race and Minorities	Are You Afraid to Be a Muslim in America?
SPJ Sunshine State Awards	Noticias WUFT	1st	Best Student Work - Audiovisual	Weekly Spanish News Broadcast
SPJ Sunshine State Awards	WUFT-FM Staff	1st	Radio Newscast	Deadly Earthquake Devastates Japan
SPJ Sunshine State Awards	Marc Whiteman	1st	Sports Reporting	Despite Slump Jaguars Keep Faith
SPJ Sunshine State Awards	Trent Kelly	2nd	Government Coverage	Oelrich Bill on Airboat Controversy
SPJ Sunshine State Awards	WUFT-FM Staff	2nd	Continuing Coverage	NASA: Past, Present and Future
SPJ Sunshine State Awards	Donna Green-Townsend	3rd	Public Affairs	River CD Educates about Waterways
SPJ Sunshine State Awards	Steven Gallo	1st	College Journalist of the Year	
Student Clio Awards	CJC 2013 Team	Bronze	Miami Marlins Campaign	
Television Academy (Emmy Award)	Shauna Mackey	3rd	Newscast	WUFT First at Five
Television Academy Foundation	Kelbin Ramirez, Tanai Milgram	Finalist	Series Unscripted	OutintheVille

## Appendix 9E

Examples of Job Placements for  
2014 Graduating Class

## Department of Advertising

First	Last	Year	Degree	Major	Employer
Emily	Alter	2014	BSADV	ADV	Newell Brands
Gabriela	Asuaje	2014	BSADV	ADV	L'Oreal
Raksheen	Ayaz	2014	BSADV	ADV	Quidsi, Inc., a subsid of Amazon
Kristin	Bartlett	2014	BSADV	ADV	Arthrex
Shanna	Bell	2014	BSADV	ADV	Strive Media
Lauren	Bridges	2014	BSADV	ADV	Realtor
Trevor	Brown	2014	BSADV	ADV	JKR Advertising and Marketing
Chelsea	Caracciolo	2014	BSADV	ADV	South Lake Chamber of Commerce
Jennifer	Chrisien	2014	BSADV	ADV	US Airways
Jennifer	Consaga	2014	BSADV	ADV	Watson & Company
Michael	Dallesandro	2014	BSADV	ADV	Breakthru Beverage Group
Emily	Dhondt	2014	BSADV	ADV	ALS Therapy Development Institute
Tanya	Dolfi	2014	BSADV	ADV	Southern Glazer's Wine & Spirits
Ashley	Faber	2014	BSADV	ADV	AT&T
Carolina	Fernandez	2014	BSADV	ADV	OneWorld Properties
Michael	Fyalka	2014	BSADV	ADV	Infinite Energy
Maria	Galindo	2014	BSADV	ADV	Citi
Kristel	Garnier	2014	BSADV	ADV	TMP Worldwide
Lauren	Herstik	2014	BSADV	ADV	Chemistry
Kelly	Holleran	2014	BSADV	ADV	Walsh & Associates
Alyson	Huber	2014	BSADV	ADV	ROI Revolution, Inc.
Kameron	Kicklighter	2014	BSADV	ADV	Light Feather Media
Quintin	Krivacek	2014	BSADV	ADV	NYLife Securities
Stephanie	Lassar	2014	BSADV	ADV	Swirl
Nicole	Martinez	2014	BSADV	ADV	Carma PR
Emily	Nelson	2014	BSADV	ADV	International Design Source
Anayo	Ordu	2014	BSADV	ADV	Studio Good
Justin	Palyswiat	2014	BSADV	ADV	Bonefish Grill
Jacob	Raiken	2014	BSADV	ADV	Cintas
Gabriela	Ramos	2014	BSADV	ADV	Skylarq Digital
Victoria	Remington	2014	BSADV	ADV	University of Florida
Donovan	Triplett	2014	BSADV	ADV	BBDO ATL
Emily	Vandroff	2014	BSADV	ADV	360i

## Department of Journalism

First	Last	Year	Degree	Major	Employer
Emily	Alter	2014	BSADV	ADV	Newell Brands
Gabriela	Asuaje	2014	BSADV	ADV	L'Oreal
Raksheen	Ayaz	2014	BSADV	ADV	Quidsi, Inc., a subsid of Amazon
Kristin	Bartlett	2014	BSADV	ADV	Arthrex
Shanna	Bell	2014	BSADV	ADV	Strive Media
Lauren	Bridges	2014	BSADV	ADV	Realtor
Trevor	Brown	2014	BSADV	ADV	JKR Advertising and Marketing
Chelsea	Caracciolo	2014	BSADV	ADV	South Lake Chamber of Commerce
Jennifer	Chrisien	2014	BSADV	ADV	US Airways
Jennifer	Consaga	2014	BSADV	ADV	Watson & Company
Michael	Dallesandro	2014	BSADV	ADV	Breakthru Beverage Group
Emily	Dhondt	2014	BSADV	ADV	ALS Therapy Development Institute
Tanya	Dolfi	2014	BSADV	ADV	Southern Glazer's Wine & Spirits
Ashley	Faber	2014	BSADV	ADV	AT&T
Carolina	Fernandez	2014	BSADV	ADV	OneWorld Properties
Michael	Fyalka	2014	BSADV	ADV	Infinite Energy
Maria	Galindo	2014	BSADV	ADV	Citi
Kristel	Garnier	2014	BSADV	ADV	TMP Worldwide
Lauren	Herstik	2014	BSADV	ADV	Chemistry
Kelly	Holleran	2014	BSADV	ADV	Walsh & Associates
Alyson	Huber	2014	BSADV	ADV	ROI Revolution, Inc.
Kameron	Kicklighter	2014	BSADV	ADV	Light Feather Media
Quintin	Krivacek	2014	BSADV	ADV	NYLife Securities
Stephanie	Lassar	2014	BSADV	ADV	Swirl
Nicole	Martinez	2014	BSADV	ADV	Carma PR
Emily	Nelson	2014	BSADV	ADV	International Design Source
Anayo	Ordu	2014	BSADV	ADV	Studio Good
Justin	Palyswiat	2014	BSADV	ADV	Bonefish Grill
Jacob	Raiken	2014	BSADV	ADV	Cintas
Gabriela	Ramos	2014	BSADV	ADV	Skylarq Digital
Victoria	Remington	2014	BSADV	ADV	University of Florida
Donovan	Triplett	2014	BSADV	ADV	BBDO ATL
Emily	Vandroff	2014	BSADV	ADV	360i

## Department of Public Relations

First	Last	Year	Degree	Major	Employer
Allison	Alsup	2014	BSPR	PR	University of Florida
Jacob	Altieri	2014	BSPR	PR	Self-employed
Alexandra	Annan	2014	BSPR	PR	Emmer Group
Joanna	Berkowitz	2014	BSPR	PR	Edelman
Luisa	Bolivar	2014	BSPR	PR	Walt Disney World
Lauren	Bryant	2014	BSPR	PR	Raymond James Financial Inc
Nicole	Burket	2014	BSPR	PR	Cynacon/Ocusoft
Amy	Cochrum	2014	BSPR	PR	Lockheed Martin
Mariah	Curry	2014	BSPR	PR	University of Florida Alumni Association
Tiana	Driscoll	2014	BSPR	PR	Starmark International
Alexa	Gedigian	2014	BSPR	PR	Raymond James Financial Inc
Michelle	George	2014	BSPR	PR	Diamond Public Relations
Shafina	Ghanie	2014	BSPR	PR	Enagic USA, Kangen Water
Colin	Hines	2014	BSPR	PR	thyssenkrupp Elevator
Michelle	Illance	2014	BSPR	PR	NBC Universal
Jayne	Johnson	2014	BSPR	PR	St Lucie County Tax Collector, Chris Craft
Sophia	Lee	2014	BSPR	PR	Amino
Hunter	McCampbell	2014	BSPR	PR	My Core Control
E. Lauren	Moore	2014	BSPR	PR	USDA Farm Service Agency
Adara	Ney	2014	BSPR	PR	Booz Allen Hamilton
Alyssa	Nieves	2014	BSPR	PR	NSU University School
Alison	Pondo	2014	BSPR	PR	Tampa General Hospital
Sara	Ramadan	2014	BSPR	PR	Peace Corps
Karina	Rigel	2014	BSPR	PR	Florida Democratic Party
Nesha	Robbins	2014	BSPR	PR	Navy Federal Credit Union
Jordan	Robbins	2014	BSPR	PR	Children's National Medical Center
Ciara	Sibbick	2014	BSPR	PR	Morean Arts Center
Henna	Siraj	2014	BSPR	PR	Exactech
Mallory	Thompson	2014	BSPR	PR	Guidebook Inc

**Department of Telecommunications**

First	Last	Year	Degree	Major	Employer
Brianna	Ahik	2014	BSTEL	TEL	Panera Bread
Aseel	Alhomsy	2014	BSTEL	TEL	Men's Wearhouse
Courtney	Allen	2014	BSTEL	TEL	Priceless One Management
Sarah	Amann	2014	BSTEL	TEL	American Heart Association
Jasmine	Atkinson	2014	BSTEL	TEL	Somerset Academy Charter Schools
Jillian	Baach	2014	BSTEL	TEL	WUFT-TV
Kyle	Benzion	2014	BSTEL	TEL	Atlanta Falcons
Brenda	Brito	2014	BSTEL	TEL	NBCUniversal Hispanic Group
Carly	Bruening	2014	BSTEL	TEL	Target
Kyle	Burgs	2014	BSTEL	TEL	Summerset Academy Charter
Francesca	Cathel	2014	BSTEL	TEL	Home Depot
Cindy	Choi	2014	BSTEL	TEL	Sun Sentinel
Stephen	Davis	2014	BSTEL	TEL	JD Candidate at University of Miami South
Tori	Davis	2014	BSTEL	TEL	IZON Models and Talent LLC
Brianna	Donet	2014	BSTEL	TEL	J.D. Candidate, Washington University in St Louis
Joshua	Drake	2014	BSTEL	TEL	Meltwater
Shay	Earhart	2014	BSTEL	TEL	Freelance Filmmaker
Anna	Fuhrer	2014	BSTEL	TEL	Turner
Lauren	Gaum	2014	BSTEL	TEL	First Coast News
Leah	Harding	2014	BSTEL	TEL	Al Jazeera Media Network
Harold	Jackson	2014	BSTEL	TEL	First Coast News
Fernando	Jaramillo	2014	BSTEL	TEL	Malcolm Cargo
Carly	Liebling	2014	BSTEL	TEL	Creative Artists Agency
Kaylie	Lucas	2014	BSTEL	TEL	Enterprise
Noelle	Manning	2014	BSTEL	TEL	Cars.com
Gabriel	Marchisio	2014	BSTEL	TEL	Global Grit Film Festival, Florida International University
Cailey	Marsh	2014	BSTEL	TEL	ESPN
Fernando	Masterson	2014	BSTEL	TEL	Broward Center for the Performing Arts
Enrico	Mattei	2014	BSTEL	TEL	HD House
Kaitlyn	McGrath	2014	BSTEL	TEL	NBC Connecticut
Talia	Medina	2014	BSTEL	TEL	SunSentinel
Victoria	Mugica	2014	BSTEL	TEL	Univision Communications Inc
Jessica	Nascimento	2014	BSTEL	TEL	Center Peace Cinemas
Victoria	Petry	2014	BSTEL	TEL	Detroit Lions

Appendix 9E: Examples of Job Placements for 2014 Graduating Class

Khamisha	Remikie	2014	BSTEL	TEL	Dallas Independent School District
Jeffrey	Rudolph	2014	BSTEL	TEL	Brevard Public Schools
Aaronjames	Santos	2014	BSTEL	TEL	TapImmune Inc
Larissa	Scott	2014	BSTEL	TEL	WVTM 13
Trevor	Sikkema	2014	BSTEL	TEL	PewterReport.com
Stephanie	Strasser	2014	BSTEL	TEL	Fernandina Beach High School
Myesha	Suckra	2014	BSTEL	TEL	Teach for America
Denise	Toledo	2014	BSTEL	TEL	Foodable Network
Shelli	Weinstein	2014	BSTEL	TEL	Walt Disney Imagineering

## Supplementary Material

Below are links to some additional material from the College.

### ***Department Bylaws***

- [Advertising](#)
- [Journalism](#)
- [Public Relations](#)
- [Telecommunication](#)

### ***Advisory Council Bylaws***

- [Advertising](#)
- [Journalism](#)
- [Public Relations](#)
- [Telecommunication](#)

### **Department Fact Sheets**

- [Advertising \(PDF\)](#)
- [Journalism \(PDF\)](#)
- [Public Relations \(PDF\)](#)
- [Telecommunication \(PDF\)](#)

### **Other Material**

- [Start Creating Connections \(Career Resource Center\) \(PDF\)](#)
- [2017 College Awards Banquet Book \(PDF\)](#)
- [It's All Right Here Undergrad Recruitment Brochure \(PDF\)](#)