Report of On-Site Evaluation
ACEJMC
Undergraduate program
2014– 2015

Name of Institution: Florida International University

Name and Title of Chief Executive Officer: Dr. Mark Rosenberg, President

Name of Unit: School of Journalism and Mass Communication

Name and Title of Administrator: Dr. Raul Reis, Dean and Professor

Date of 2014 - 2015 Accrediting Visit: January 25-28, 2015

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

Date of the previous accrediting visit: February 15-18, 2009

Recommendation of the previous site visit team: Reaccreditation

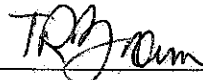Previous decision of the Accrediting Council: Reaccreditation

Recommendation by 2014 - 2015 Visiting Team: Reaccreditation

Prepared and submitted by:

Team Chair
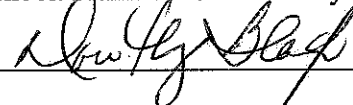Name and Title: Trevor Brown, Professor Emeritus
Organization/School: School of Journalism, Indiana University

Signature _____

Team Members
Name and Title: Dorothy Bland, Dean
Organization/School: Frank W. and Sue Mayborn School of Journalism, University of North Texas
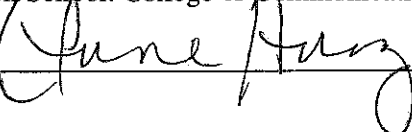
Signature _____

Name and Title: William Briggs, Dean Emeritus
Organization/School: College of Communications, California State University Fullerton
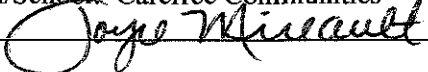
Signature _____

Name and Title: Anne Hoag, Associate Professor
Organization/School: College of Communications, Pennsylvania State University
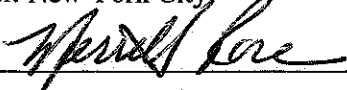
Signature _____

Name and Title: Joyce Mireault, Vice President of Marketing
Organization/School: Carefree Communities
Signature _____

Name and Title: Merrill Rose, Independent Consultant
Organization/School: New York City
Signature _____

PART I: General information

Name of Institution: Florida International University

Name of Unit: School of Journalism and Mass Communication

Year of Visit: 2015

1. **Check regional association by which the institution now is accredited.**

     ___   Middle States Association of Colleges and Schools
     ___   New England Association of Schools and Colleges
     ___   North Central Association of Colleges and Schools
     ___   Northwest Association of Schools and Colleges
     _X_   Southern Association of Colleges and Schools
     ___   Western Association of Schools and Colleges

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

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

     ___   Private
     _X_   Public
     ___   Other (specify)

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

     Florida International University was established as a state university under the Florida Administrative Code, Chapter 6C8-1, which states the purpose of FIU as follows:

     (1)   It shall be the business of Florida International University to provide for:

          (a)   Education of Students -- to provide a university education for qualified students which prepares them for useful careers in education, social service, business, industry, and the professions, furnishes them with the opportunity to become effective members of society, and offers them an appreciation of their relations to their cultural, aesthetic and technological environments.

          (b)   Service to the Community -- to serve the greater community, with a primary emphasis on serving the Greater Miami and South Florida area, in a manner which enhances the area's capability to meet the ecological, cultural, social and urban challenges which it faces.

          (c)   Greater International Understanding -- to become a major international education center with a primary emphasis on creating greater mutual understanding among the Americas and throughout the world.

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

  _X_   Yes
  ___   No

If yes, give the date of the last accrediting visit: February 2009

5. When was the unit or sequences within the unit first accredited by ACEJMC? 1991

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

<div align="center">

Mission Statement

</div>

The School of Journalism and Mass Communication is a globally engaged school that excels in educating communication students in a multicultural environment to be critical thinkers, innovative professionals and writers, and leaders in their fields. Our faculty members are internationally recognized scholars and professionals who create new knowledge that contributes to understanding and solving community and global issues.

<div align="center">

Vision Statement

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The School of Journalism and Mass Communication is a recognized leader in educating the most highly qualified global communication professionals in the Americas and the world.

Values Statement

We are committed to the advancement of freedom of information and expression, excellence in professional practices and ethical behavior.

<div align="center">

SJMC Graduate Programs Mission Statement

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The SJMC graduate programs challenge students to become globally-involved and socially-conscious communication professionals. Our ethnically diverse students engage in research and reporting that advances communication industries and practices and the public interest. As leaders in their fields, our graduates contribute critical thinking, strategic solutions and creative ideas for addressing organizational and community issues.

7. **What are the type and length of terms?**

    Semesters of 16 weeks
    Summer sessions of six weeks

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

    _X_ Four-year program leading to Bachelor's degree
    _X_ Graduate work leading to Master's degree
    ___ Graduate work leading to Ph.D. degree

9. **List the specific undergraduate and professional master's degrees being reviewed by ACEJMC. *Indicate online degrees.**

    Undergraduate—Bachelor of Science in Mass Communication

10. **Give the number of credit hours required by the university for graduation. Specify semester-hour or quarter-hour credit.**

    All students are required to complete a minimum of 120 semester hours to graduate from FIU. Specific majors' requirements within the SJMC are as follows:

Advertising	(120 semester hours)
Broadcast Media	(120 semester hours)
Digital Media Studies	(120 semester hours)
Journalism	(120 semester hours)
Public Relations	(120 semester hours)

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

    Internship courses are offered in all majors as electives, not as required courses within the major. Internships are available to all majors who want to gain experience in the field. Students who have met all undergraduate requirements, completed MMC 3104C, received consent from the department chair and have met all other curricular requirements outlined in the internship packet may elect an internship in consultation with their advisor. The internship requires a minimum of 300 hours of work for 3 academic semester credits.

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

Advertising	Maria Elena Villar
Broadcasting Media	Teresa Ponte
Digital Media Studies	Teresa Ponte
Journalism	Teresa Ponte
Public Relations	Maria Elena Villar

13. Number of full-time students enrolled in the institution: 54,000

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

	Active Undergraduate	Enrolled
Advertising	337	284
Public Relations	574	487
Journalism	358	308
Digital Media Studies	148	118
Broadcast Media	343	301
Unknown	63	47
Total	**1,823**	**1,543**

(Data are for fall 2014.)

*Note: Active students are the total number of FIU students under our major. Enrolled students are actually taking courses during a given semester.

In Part 2: Supplemental Information we report the "active undergraduates" at 1,798. The difference between 1,823 and 1,798 is due to timing. Reports can be accessed on a daily basis and as students enroll and change majors this number can fluctuate. Please use the 1,823 in the report as it is the number reported at the end of the Fall 2014 semester.

15. Number of graduate students enrolled: 98

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

FALL 2014

Course number		Section	Course title	Limit	Enrolled
DIG	4293	B51	Multimedia Production 2	20	19
DIG	4552	B51	Advanced Multimedia Production	20	10
DIG	4800	B51	Digital Theories	21	20
DIG	5167	B51	Social Media Metrics	18	15
DIG	5569	B51	Digital Media Management	15	0
JOU	3117	B51	News Reporting and Writing	20	17
JOU	3117	B52	News Reporting and Writing	20	20
JOU	3188	B51	Multi-Ethnic Reporting	20	0
JOU	3300	B52	Advanced News Writing	20	12
JOU	3300	B51	Advanced News Writing	20	0
JOU	3405	B51	South Florida News Service	10	5

JOU	4101	B51	In-Depth Reporting	11	10
JOU	4208	B51	Magazine.Editing & Production	15	3
JOU	4341C	B52	Senior Multimedia Project	20	17
JOU	6107	B51	New Media Techs	20	10
JOU	6185	B51	Reporting Social Ethnic	20	8
MMC	3104C	B51	Writing Strategies	20	20
MMC	3104C	B52	Writing Strategies	20	20
MMC	3104C	B53	Writing Strategies	20	20
MMC	3104C	B54	Writing Strategies	20	20
MMC	3104C	U01	Writing Strategies	20	20
MMC	3104C	B56	Writing Strategies	20	20
MMC	3104C	B57	Writing Strategies	20	11
MMC	6108	B51	Theories Mass Comm. Writing	20	9
MMC	6213	RXDB	Ethics and Social Responsibility	20	14
MMC	6402	B51	Theories Mass Communication	20	9
MMC	6416	RXDA	Media Planning	20	10
PUR	4100	B51	Writing For Public Relations	20	20
PUR	4100	B53	Writing For Public Relations	20	20
PUR	4100	B52	Writing For Public Relations	20	20
PUR	4101	B51	Publication Editing and Design	15	9
PUR	4106	B51	Advanced Public Relations Writing	15	14
PUR	4106	B52	Advanced Public Relations Writing	20	0
PUR	5406	RX2	Multi-Cultural Communication	19	17
PUR	6607	B51	Global Strategic Communication	15	15
PUR	6607	RXDA	Global Strategic Communication	20	14
PUR	6610	RXDB	Global Reputation Management	20	10
PUR	6806	B51	Global Account Planning	15	5
RTV	3260	B51	Multimedia Production	20	20
RTV	3260	B52	Multimedia Production	20	20
RTV	3260	B53	Multimedia Production	20	20
RTV	3260	B54	Multimedia Production	20	20
RTV	3260	B55	Multimedia Production	20	20
RTV	3260	B56	Multimedia Production	20	20
RTV	3260	B57	Multimedia Production	20	20
RTV	3260	B58	Multimedia Production	20	10
RTV	4101	B51	Writing for Television	20	13
RTV	4320	B51	Electronic News Gathering	20	13
RTV	4323	B51	Long Format TV/Radio	12	11
RTV	4324	B51	Broadcast News Magazine	20	10
VIC	4001	B51	Visual Storytelling Production	20	18

Spring 2015

Course	Number	Section	Course Title	Limit	Enrolled
ADV	4101	B51	Advertising Print Concepts	20	20
ADV	4103	B51	Radio/TV Concepts	20	18
ADV	4300	B51	Media Planning	20	15
DIG	4293	B51	Multimedia Production 2	20	11
DIG	4552	B51	Advanced Multimedia Production	20	9
JOU	3117	B51	News Reporting and Writing	20	19
JOU	3117	B52	News Reporting and Writing	20	20
JOU	3300	B51	Advanced News Writing	20	14
JOU	4101	B51	In-Depth Reporting	7	1
JOU	4341C	B51	Sr Multimedia Project	20	20
MMC	3104C	B51	Writing Strategies	20	20
MMC	3104C	B52	Writing Strategies	20	20
MMC	3104C	B53	Writing Strategies	20	20
MMC	3104C	B54	Writing Strategies	20	20
MMC	3104C	B55	Writing Strategies	20	20
MMC	3104C	B56	Writing Strategies	20	20
MMC	3104C	U01	Writing Strategies	20	20
MMC	4410	B52	Integrated Campaigns	20	20
MMC	4410	B53	Integrated Campaigns	20	14
MMC	4410	U01	Integrated Campaigns	20	13
MMC	4410	U02	Integrated Campaigns	20	18
PUR	4100	B51	Writing For PR	20	16
PUR	4100	B52	Writing For PR	20	20
PUR	4100	B53	Writing For PR	20	20
PUR	4101	B51	Pub Edit/Design	20	20
PUR	4101	RVC	Pub Edit/Design	20	24
PUR	4101	RVD	Pub Edit/Design	15	15
PUR	4106	B51	Advanced PR Writing	20	20
PUR	4106	B52	Advanced PR Writing	20	19
PUR	4106	B53	Advanced PR Writing	20	11
PUR	4106	B54	Advanced PR Writing	10	8
RTV	3260	B51	Multimedia Prod	20	20
RTV	3260	B52	Multimedia Prod	20	20
RTV	3260	B53	Multimedia Prod	20	20
RTV	3260	B54	Multimedia Prod	20	20
RTV	3260	B55	Multimedia Prod	20	20
RTV	3260	B56	Multimedia Prod	20	20

RTV	3260	B57	Multimedia Prod	20	19
RTV	4101	B51	Writing for Television	20	15
RTV	4320	B51	Electronic News Gathering	20	19
RTV	4320	B52	Electronic News Gathering	20	13
RTV	4323	B51	Long Format TV/Radio	20	15
RTV	4324	B51	Broadcast News Magazine	20	13
RTV	6309	B51	Vis Story and Prod	20	7
VIC	4001	B51	Visual Storytelling Production	20	20

17. **Total expenditures planned by the unit for the 2014–2015 academic year.** $5,491,298

Percentage increase or decrease in three years: 31.5 percent increase

Personnel and related items	2011-2012	2012-2013	2013-2014
Administrative salaries	$963,544	$851,469	$1,275,569
Teaching salaries (full time)	1,894,586	1,956,887	2,281,173
Teaching salaries (part time/adjunct)	106,743	163,531	211,647
Teaching assistants	51,835	$52,073	58,825
Clerical/technical salaries	577,450	583,017	611,314
Equipment	80,450	75,835	149,454
Equipment maintenance	932	15,438	489
Supplies	32,661	41,220	42,798
Library resources	0	0	0
Databases, online info services	0	25,340	22,292
Travel	113,245	90,539	118,280
Research	297,099	284,923	332,104

Other			
Telephones	$28,107	20,053	27,601
Advertising	23,425	12,022	62,421
Memberships	3,470	4,200	3,150
Postage/Freight	2,071	1,671	1,095
TOTAL SJMC BUDGET	**$4,175,618**	**$4,178,218**	**$5,198,212**

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

Projected full-time faculty expenses = $2,280,829

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

Margo Berman
Professor

Fred Blevens
Professor

Grizelle de los Reyes
Visiting Instructor and Graduate Director

Chris Delboni
Instructor

Mario Diament
Associate Professor

Lynne Farber
Assistant Professor

Leonardo Ferreira
Worlds Ahead Scholar and
Associate Professor

Kathy Fitzpatrick
Professor and Associate Dean of Graduate Studies

Robert Gutsche
Assistant Professor

Aileen Izquierdo
Visiting Instructor

Susan Jacobson
Assistant Professor

Lillian Lodge Kopenhaver
Professor and Dean Emerita

Yu Lui
Assistant Professor

Katherine MacMillin
Assistant Professor

Elizabeth Marsh
Assistant Professor

Lilliam Martinez-Bustos
Assistant Professor

David Park
Associate Professor

Juliet Pinto
Associate Professor

Teresa Ponte
Chair and Associate Professor

Raul Reis
Dean and Professor

Neil Reisner
Associate Professor

Allan Richards
Associate Dean and
Associate Professor

Sigal Segev
Assistant Professor

Michael Scott Sheerin
Associate Professor

Moses Shumow
Assistant Professor

Carlos Suris
Senior Instructor

Judy VanSlyke Turk
Visiting Professor

Lorna Veraldi
Associate Professor

Mercedes Vigon
Associate Professor

Maria Elena Villar
Associate Professor and Interim Chair

Weirui Wang
Assistant Professor

*Note: Current full-time faculty equals 31, including 3 full-time, visiting faculty.

18. List names of part-time/adjunct faculty teaching at least one course in fall 2014. Also list names of part-time faculty teaching spring 2014. (If your school has its accreditation visit in spring 2015, please provide the updated list of faculty at time of visit.)

	Spring 2014	Fall 2014	Spring 2015
Gremaud Angee		Yes	
Alejandro Alvarado	Yes		
Elio Arteaga	Yes	Yes	
Lorene Bauduy		Yes	Yes
Amaury Blondet		Yes	
Joan Chrissos	Yes	Yes	Yes
Lawrence Clark	Yes	Yes	Yes
Patrick Farrell		Yes	
Mari J. Garcia		Yes	Yes
Maria M. Garcia		Yes	Yes
Eduardo Gomez			Yes
Marcia Gomez		Yes	
Trevor Green	Yes	Yes	
Elizabeth Hanly	Yes		
Robert Holtzman		Yes	Yes
Robert Jaross	Yes	Yes	
Jessica Matias	Yes		Yes
Hugo Ottolenghi	Yes	Yes	Yes
Daniel Pimentel			Yes
Monica Pobog		Yes	
Heather Radi-Bermudez		Yes	Yes
Jody Rafkind		Yes	
Jay Sandhouse	Yes	Yes	Yes
Alfredo Soto	Yes	Yes	Yes
Reid Van Voris		Yes	Yes
Patricia Whalen		Yes	
Alicia Zuckerman		Yes	

19. Schools on the semester system:

For each of the last two academic years, please give the number and percentage of graduates who earned 72 or more semester hours outside of journalism and mass communications.

	Total Graduates	Number	Percent
2013-2014 academic year	281	281	100
2012-2013 academic year	263	263	100

(Note: SJMC requires 75 credits in liberal arts courses.)

PART II — Standard 1: Mission, Governance and Administration

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

Raul Reis, the dean and chief administrator of the School of Journalism and Mass Communication (SJMC), has been in place since December 2011. Other administrators include:
- The associate dean for undergraduate programs, who oversees the student services team, directs special projects and oversees accreditation matters.
- The associate dean for graduate programs, who oversees graduate faculty, develops courses and coordinates policy making and operations.
- The interim chair of the Department of Advertising and Public Relations, who oversees 11 faculty members.
- The chair of the Department of Journalism and Mass Communication, who oversees 15 faculty members. (Both chairs oversee "planning, class scheduling, recruitment, budgeting, faculty development and evaluation," for their departments, too.)
- The director for the International Media Center (IMC), who oversees two staffers.

These administrators as well as the development director, accountant, marketing coordinator and administrative assistant report directly to the dean.

The self-study reports that 1,542 undergraduate students were enrolled in fall 2014 vs. 1,599 in fall 2008, a 3.7 percent decline in six years. Graduate student enrollment was at 98 in fall 2014 vs. 127 in fall 2008, a 29.6 percent decline in six years.

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

The School has a mission statement for its undergraduate program and a strategic plan with a list of goals, objectives and assessments. The mission statement, which was revised and adopted on Oct. 3, 2013, states, "The School of Journalism and Mass Communication is a globally engaged school that excels in educating communication students in a multicultural environment to be critical thinkers, innovative professionals and writers, and leaders in their fields. Our faculty are internationally recognized scholars and professionals who create new knowledge that contributes to understanding and solving community and global issues."

The School adopted a values statement on Oct. 3, 2013, with five goals related to the Strategic Plan:
1. Strengthening SJMC's reputation nationally and internationally as a leader in media and global communication education.
2. Expanding revenue sources for development and advancement of SJMC, faculty and staff.
3. Advancing SJMC work as an "innovative, technologically dynamic, programmatically progressive school."
4. Advancing SJMC's position as a global leader in multicultural education and engagement.

5. Working with FIU's mission as a High Research Activity University.

While there is a strategic plan, it does not have detailed tactics or a timeline. The dean did provide an enrollment plan with the goal of increasing enrollment by about 410 students over the next two years.

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

The School has procedural policies for substantive faculty governance. The leadership team meets every week and as needed to discuss School and University procedures, curriculum, grant proposals, policies and innovations. The School held three meetings during the 2013-14 school year and two meetings in 2014-15, according to faculty minutes. The most current list of faculty committee assignments is dated Oct. 6, 2014.

Comments from faculty members and the dean indicate that faculty governance is valued. Since the last site visit, a SJMC Diversity Committee, Faculty Assembly and Assessment Task Force have been developed.

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

The dean describes himself as a "hands-on" leader. Feedback from faculty indicates that the leadership team's vision for increasing digital engagement is clear and they are generally supportive. However, some said that the strategic plan needs more detail and more discussion and transparency in communication about tactics and timelines. Some faculty members were concerned that they did not know about an enrollment or business plan to ensure successful execution of goals in the strategic plan.

Four new administrative and academic positions were added between 2012 and 2014. The self-study states a need for at least four additional positions and a new $20 million building. However, the business case for turning these ideas into reality needs to be developed.

Development successes include raising the School's permanent endowment 158 percent between 2011 and 2014 to $3 million, thanks to the $1 million Lillian Lodge Kopenhaver Center for the Advancement of Women in Communication bequest. Some faculty said much of the fundraising strategy in recent years appears to focus on about a dozen traditional private news industry grant funders and event marketing. Some faculty, professionals and alumni identify the need to diversify and strengthen industry partnerships as well as mine alumni networks. Some faculty also encourage the dean to strengthen relationships and collaborative interdisciplinary efforts with other units on the main campus, which is 32 miles south.

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

The University has an online evaluation system for faculty to evaluate all administrators each spring, and work plans from the dean were provided to the team.

The dean evaluates the chairs and associate deans, and the provost evaluates the dean. The dean is required to put together an annual work plan each May/June.

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

Appropriate procedures and forms are in place for filing student and faculty complaints. Administrators indicated that no faculty members had filed complaints or grievances during the past four years.

SUMMARY

The School has made excellent progress in documenting shared governance. The dean has outlined a bold vision and faculty approved broad strategic plan goals. The challenge will be translating the vision and plan into reality and strengthening fundraising.

COMPLIANCE

PART II — Standard 2: Curriculum and Instruction

Unit performance with regard to indicators:

(a) The unit requires that students take a minimum of 72 semester credit hours (or 104 quarter credit hours) required for a baccalaureate degree outside of journalism and mass communications and meet the liberal arts and sciences-general education requirements of the institution. ACEJMC expects at least 95 percent of the graduating classes in the two academic years preceding an accreditation visit to meet these requirements.

The School requires 75 credit hours outside of journalism and mass communication courses. The School closely monitors the credit hours of its students, assuring the required number of units outside the School and the required credit hours in liberal arts and sciences. The School meets this requirement at the 100 per cent level.

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

All constituencies (students, faculty, administration, professional community, etc.) agree that the combination of theoretical/conceptual and professional education is one the School's great strengths. The ACEJMC professional values and competencies are integrated throughout the curriculum and all majors are exposed to them. Drawn from the 45 courses in the core curriculum and syllabi, the individual values and competencies are included in at least nine, and as many as 27 of the courses. In a few cases students did not recall having covered a certain value in a given class though it was in the syllabus; conversely some areas not in syllabi showed up in classes.

Students prepare for work in one of five academic majors leading to the 120 semester- hour Bachelor of Science degree: advertising, public relations, digital media studies, journalism and broadcast media. Students prepare and qualify for these majors by passing a writing skills course and examination. This seems appropriate in preparing a multilingual student population for entry into English speaking occupations. However, some students may seek Spanish language positions, and these gatekeeper efforts should avoid cultural bias. Once admitted to the major, all students enroll in a non-credit orientation and 15 units of core curriculum courses, comprising law and ethics, writing, global media, visual design and multimedia production. These courses address many of the ACEJMC values and expose all students to the converged curriculum of the School. Core courses are developed to provide a practical, theoretical and ethical foundation common to all the tracks. All students must have a grounding in the liberal arts and sciences. Each of the majors requires a total of 75 hours that are not mass communications courses.

During the current period of review, the School responded to prior concerns regarding staffing and academic productivity by hiring 11 new faculty (including the dean) with terminal degrees. This staffing augmentation had, among other effects, the skewing of the faculty toward

theoretical and conceptual instruction. In some cases, skill and professional instruction has been assigned to part-time instructors. A certain polarity seems to have been created, whereas the strength of the program actually lies in the integration of academic and skills across the curriculum and across the faculty. (See discussion of faculty expectations, Standard 4).

Enrollment has shifted since 2008: public relations was the largest sequence in fall 2014 vs. journalism in 2008. The television track has been overhauled to become "broadcast media" and "digital media" has been added as a major. Since 2008-09, industry partnerships have expanded and strengthened with students working in the South Florida News Service, which provides content to the *Miami Herald, Palm Beach Post* and *South Florida Sun-Sentinel*.

Students gain knowledge through a variety of methods: hands-on assignments, readings, observations, guest speakers, and the considerable experiences of the instructors. During student meetings, students demonstrated that they discuss some theoretical as well as professional issues and practices in most of their courses. Faculty members include discussions of ethics in many courses.

Journalism

The Journalism major has 358 students.

Writing skills are stressed and developed in all advanced courses, and there are more than 25 classes offered ranging from the *Miami Herald* Internship to Senior Multimedia Project.

Students and alumni said professors were good at bringing their real-life experiences and observations to the classroom. Some students said they were concerned that the "Introduction to Journalism" class was more like the "History of Journalism" and that the class could be retooled to reflect the digital age and the 21st century. Students said the South Florida News Service was a great hands-on experience and they would like more opportunities that could lead to paid work. Students also expressed interest in launching a student-run TV newscast in English and Spanish as well as the need for more integration with the student newspaper, The *Beacon*, in print and online on the main campus. Classroom instruction observed was current and students were engaged in a capstone class to produce a half-hour program titled "Bridging the Digital Divide."

Local professionals reported that they are satisfied with the preparation and skills students bring to internships. Newspapers were well represented at the forum and representatives from the *Miami Herald, Palm Beach Post* and *South Florida Sun Sentinel* all rated interns superior. Professionals said it would be nice to see stronger engagement with broadcast and digital businesses, and the hope is the Knight Innovator in Residence is helping with visibility.

Journalism faculty members emphasize the need for students to complete a professional internship. Most of the students recognize the importance of internships and many complete at least one before graduation. Although undergraduate internships are not required, they are highly recommended. Students and faculty say the better students and those who are most intent on continuing a career in journalism do have access to quality internships at the Miami Herald and Sun-Sentinel. The South Florida News Service also has led to additional opportunities; its instructor is funded by the Scripps Howard Foundation.

Advertising

The Advertising major has 337 active undergraduates and 284 enrolled students.
All students are required to complete a minimum of 120 semester hours; of those credits, 39 credits are within SJMC, including 15 requirements, 18 major core, and 6 advertising specialization. The major offers two tracks, an Advertising Creative Track and an Advertising Management Track.

Public Relations

Public Relations is the largest major in the School with 574 students currently enrolled. Requirements for the major include a mix of theoretical/conceptual and applied courses. The curriculum uses an integrated approach, so that students are exposed to both advertising and public relations disciplines. Advertising and public relations students share requirements for courses in principles, communication research and communications campaigns.

Broadcast Media

The major currently enrolls 343 students (18 percent of all SJMC majors) and relies on a solid blend of theory and practical training that includes optional (but encouraged) internships.

This program was largely eliminated in 2009 due to budget cuts and re-established in 2012 in response to faculty and student interest. In its new form, the major is designed for students seeking the opportunity to "work in front and behind the camera as journalists, producers, videographers and editors, and various technical positions," according to the School's website. The major requires 39 credits including a core of five major-wide courses, six courses in one of two tracks, Broadcast Journalism or Television Production and two departmental electives.

Broadcast Media students expressed a high level of appreciation for a faculty they characterized as experienced, accessible and supportive. They report their courses tend to be more rigorous than other SJMC coursework. Some students we met with are not satisfied with the depth of classroom training they are receiving in technical, on-camera and production skills but are quick to acknowledge the major is still new. No student had a complaint about equipment, though we heard more access to computer labs is needed.

Digital Media Studies

Digital Media Studies is the newest major (2012), designed to enhance student literacy in the evolving world of digital communication. It specifically emphasizes the related liberal arts component, whereby students learn digital theory and understand various research applications. Faculty were explicit that the major was not a duplication of digital instruction offered in other majors, but rather an alternative to more skills-oriented courses. Digital media studies majors were enthusiastic about their program. Expectations are for steady enrollment growth from the current 148 active undergraduates in the major.

(c) Instruction, whether onsite or online, is demanding and current; and is responsive to professional expectations of digital, technological and multimedia competencies. Achievements in teaching and learning are recognized and valued.

Advertising
Since the last self-study, noticeable progress has been made to update the curriculum to better reflect today's advertising and business environment. Faculty recommendations for changes in the two advertising tracks have been proposed and are undergoing final review. These changes include incorporating digital editing and design, updating the advertising creative and management specialization courses, expanding electives to include more existing SJMC courses and adding new courses including Strategic Branding, Social Media, Digital/Mobile Advertising Strategies and Advertising and Society.   As these changes are being formalized, faculty have been increasing emphasis on digital and related competencies. They have also expanded availability of hands-on experiences that allow students to apply learning. A new student-run agency, BOLD, provides students with internal and external projects for real clients.

Public Relations
The public relations curriculum has been updated and proposed changes are in the review and approval process. In some cases, these changes reflect more accurate descriptions of what is actually being taught (e.g., Publications Editing and Design is becoming Digital Editing and Design). In other cases new courses are proposed to address current gaps. Examples of these are Strategic Branding and Social Media and Digital/Mobile Advertising. Experiential courses, such as the BOLD Agency practicum and the capstone campaigns class, are integrated with advertising.

Broadcast Media
In its new form, established in 2012, the curriculum design capitalizes on existing studio facilities and serves student interest in expanding applications of traditional broadcasting techniques, to include multimedia distribution and other platforms.

Journalism
The journalism curriculum has been revised to reflect growing interest and employment opportunities in the digital and multimedia world. Students are responding positively to the changes, and it's clear that the basics of reporting, writing, ethics and critical thinking remain core values. The School also is applauded for creating the SJMC Media Arts Film Festival to showcase student and alumni work.

Digital Media Studies
Digital Media Studies reflects the School's efforts to provide students with state-of-the-art instruction in an academic context. Combined with new faculty with academic training and research interests in these emerging fields, students avail themselves of a deeper understanding of this rapidly evolving area of social movements and technological change.

Faculty efforts at improving instruction seem to be respected and supported. Faculty have received awards for improving instruction and have published and presented in the field of

pedagogy. Faculty have received grant funding including from the Online News Association and NATPE, as well as internal teaching awards.

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

Student-teacher ratios are well within ACEJMC limits, with skills classes enrolling 20 students or fewer. Students expressed some concern for more sections of the multimedia journalism classes.

The School guarantees maintaining the 20:1 student faculty ratio in all skills and laboratory classes by carefully monitoring enrollments and, in most cases, limiting the number of computer work stations in the class/lab.

(e)The unit advocates and encourages opportunities for internship and other professional experiences outside the classroom and supervises and evaluates them when it awards academic credit. Schools may award academic credit for internships in fields related to journalism and mass communications, but credit should not exceed six semester credits(or nine quarter credit hours). Students may take up to two semester courses (or their quarter equivalent) at an appropriate professional organization where the unit can show ongoing and extensive dual supervision by the unit's faculty and professionals. Students may take up to three semester courses (or their quarter equivalent) at a professional media outlet owned and operated by the institution where full-time faculty are in charge and where the primary function of the media outlet is to instruct students.

The School recognizes the value of a robust internship program. Although not a graduation requirement, most students avail themselves of an internship and increasingly opt for a second internship. Many, but not all, internships offer student remuneration in various forms: hourly wage, stipend, scholarship, etc. Given the vibrant media climate of the greater South Florida metropolitan area, internship opportunities are abundant in all majors. The School reports more internship openings than students available to fill them. Professionals report a high degree of satisfaction with SJMC interns, and often a preference for them over students from other institutions because of the training and work ethic of FIU students. It is not unusual for internships to evolve into offers of employment before or after graduation. The growing network of FIU alumni, now moving into supervisory and management positions, bodes well for further enhancing student internship opportunities.

Students may take internships for between one and three units depending upon the demands of the position. Students must have completed prerequisites, completed a required course and received School approval. A professional supervises internships for credit and a faculty member oversees the internship. The School designates a faculty internship coordinator and maintains a list of previous and current internship opportunities. Students are responsible for securing their own situations, although the School may assist with recommendations and guidance. Students

report high satisfaction with the role of FIU in helping them secure meaningful internships. Students are not limited to the local area; interns have been placed in other parts of the United States, notably New York and Washington, D.C., as well as internationally.

The Advertising and Public Relations Department is currently proposing curricular modifications for the internship, including pass-fail grading, increasing the unit credit and number of hours required, and creating a zero-credit internship.

While students recognize the advantages of a good internship, obstacles occasionally exist. Because many students work, it is sometimes difficult to opt for a lower-paying internship or to juggle both. Time, distance and transportation between campus(es), jobs, and internships can also affect the experience.

At various times the School also has maintained special internship relationships with unique characteristics, such as with the *Miami Herald*, Telemundo, Scripps Howard Foundation and New York Times Institute.

SUMMARY

The School offers students a comprehensive, 21st century curriculum with parallel emphases on theoretical and practical instruction. Faculty are well-qualified to provide excellent instruction. The School makes an effort to integrate ACEJMC standards into the curriculum and has made major investment in personnel, equipment and curricular reform to provide a contemporary learning experience for meeting the needs of the metropolitan region. While not all aspects of the curriculum are equally strong or fully developed, there is a strong sense that the School aims to support forward development of the entire course offerings.

COMPLIANCE

PART II — Standard 3: Diversity and Inclusiveness

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

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

The School has a written plan, the most recent version having been adopted in August 2014. While brief, it outlines objectives toward achieving ACEJMC expectations for curriculum, faculty, staff and student body composition and a supportive climate. It outlines expected future outcomes. While measures for assessment are not part of the plan document, the self-study explains how progress toward goals is assessed. The plan includes a general definition of diversity. In identifying under-represented groups, the plan is somewhat specific.

(b) The unit's curriculum fosters understanding of issues and perspectives that are inclusive in terms of gender, race, ethnicity and sexual orientation. The unit's curriculum includes instruction in issues and perspectives relating to mass communications across diverse cultures in a global society.

The curriculum extends teaching and learning of a wide range of diversity-related competencies to majors and non-majors, a significant service to the University. All SJMC students are required to complete two diversity-focused courses as part of the core, "Global Media and Society" and "Visual Design for Globalized Media." Depending on a student's major, she or he may also enroll in "Hispanic Marketing Communications," "Women in Communication," and "Multi-Ethnic Reporting." Journalism majors have the opportunity to participate in for-credit experiences such as the Liberty City ("Little Haiti") news program, multi-media production focused on multi-cultural topics, and South Florida News Service.

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

When recruiting applicants for open positions, the School reports it works closely with FIU's EEO office, trains search committee members in diversity recruiting best practices and posts openings to trade and academic organizations and advertises in local, regional and national outlets most likely to reach diverse audiences.

The School has been successful at hiring and retaining women and domestic minority faculty and professional staff. Since 2009 the School has hired 15 new full-time faculty, both on tenure track and in the professional practice line. Of these 15, 14 were on the faculty at the time of the visit; 57 percent are from under-represented groups and 64 percent are women.

From 2008-09 to 2014-15, the gender make-up of the full-time faculty remained about the same at 60 percent female and the minority faculty ratio grew from 37 percent to 40 percent. Among part-time faculty, 39 percent are Hispanic and 43 percent are women. The site team notes both the success in hiring Hispanic and Asian faculty and the absence of any African American full-time or part-time faculty. As for professional staff, in Spring 2015, 71 percent of the seven are women, 43 percent are African American and 43 percent are Hispanic. With the exception of African American representation on the faculty, the ethnic and gender make-up of the faculty/staff favorably reflects the area population.

(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.

An area of strength for the School is its remarkably diverse student body. In comparison to the area population and to the local high school population, an SJMC student is more likely to be female (74 percent vs. 51 percent for the area) and similarly likely to be a member of a minority. The success of the School at attracting Hispanic students is impressive (73 percent vs. 48 percent for the area). In comparison to the general FIU student body, already a diverse group, the SJMC student body is slightly more diverse.

While the School does not explicitly identify adult learners in its definition of diversity, it is noteworthy that the average age of an SJMC student is 26. The majority of students we met work 20 to 40 hours per week and/or have family commitments. The School makes a concerted effort to retain adult learners by offering evening classes, online classes and through other measures.

No doubt the success of the School in achieving a diverse student body is a result of strategic and systematic recruiting and retention efforts. The self-study describes relationship-building between the faculty and area public schools and with the black community and ethnic media. The School hosts diverse media professionals and leaders as classroom speakers, organizes community events and has hosted the New York Times Institute twice during the accreditation period. The curriculum reflects a focused effort to help bilingual and academically disadvantaged students acquire skills for success. Students have numerous opportunities to participate in media production aimed at diverse audiences, to join student organizations dedicated to multi-culturalism and to learn from and meet industry leaders who value diversity.

(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.

In talking with faculty, staff, students, alumni and local media professionals, the site team found clear evidence supporting the self-study description of the School's efforts to foster and maintain a safe, tolerant and accommodating climate for learning and growing.

SUMMARY

Diversity and inclusiveness is an area of strength. Very few ACEJMC-accredited programs can claim to do better at producing minority graduates ready to enter the media marketplace. In 2012-2013, FIU awarded 214 minority students bachelor's degrees in Mass Communication. The School maintains and continues to improve a curriculum fostering mastery of global and domestic diversity competencies. It is effective at hiring and retaining diverse faculty and staff. And most noteworthy, the student body reflects a rich mix of ethnicity and gender diversity, the graduates of which will be sure to make a positive difference in the rapidly changing media professions they will soon join.

COMPLIANCE

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

Unit performance with regard to indicators:

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

The School closely follows University guidelines for faculty recruitment to assure women and minorities are considered, to make every effort to reach such candidates in outreach and to include people from under-represented groups on its search committees. While the School has articulated its own policies and procedures for conducting a faculty search, it was unclear whether these procedures were followed in two of its most recent searches for public relations faculty. Some faculty members were concerned about a lack of transparency in the search process and did not understand the criteria used for decision-making.

The Policies and Procedures Manual for the School clearly articulates policies for appointment, promotion and evaluation of full and part-time faculty and instructional staff.

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

Faculty workloads are determined in large part by the Collective Bargaining Agreement between the faculty union, United Faculty of Florida, and the state universities. They are also governed by the School, which has published policies for faculty assignments. These policies detail expectations for teaching, research/creative activity and service for tenure-seeking and tenured faculty as well as non-tenure seeking faculty.

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

Hires since the last visit have significantly improved the balance of professional and scholarly experience and expertise on the faculty. While many faculty members are engaged with relevant professional and scholarly associations, some feel a need to clarify expectations for those who are principally scholars to engage with their professions and for those who are principally professionals to be involved in research and creative activity.

(d)The unit regularly evaluates instruction, whether on site or online, using multiple measures that include student input.

Every course is evaluated every semester using an instrument developed by the University and administered by the Department chair or representative. In addition, the School requires that students have the opportunity to evaluate their instructors and their courses every semester. All regular, adjunct and visiting faculty are required to administer the student questionnaire during the last three weeks of the semester.

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

University administrators, leaders and faculty of other campus units express high regard for the School faculty with whom they interact. Those who have been exposed to journalism and mass communication majors through class assignments, service activities and other projects are impressed with their professionalism. They feel the quality of the students reflects well on the education they receive at the School.

SUMMARY

The faculty of the School are a diverse group of men and women who balance relevant academic and professional experience and expertise and are highly engaged with their students and the communities they serve.

COMPLIANCE

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

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

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

The School requires, supports and rewards faculty scholarship. Research, creative scholarship and professional activity are all valued and depend in part on appointment categories. Junior tenure-track faculty receive modest support in the form of research assistants (when available), summer research stipends, course releases and travel support. All full-time faculty have access to travel support. Most faculty said they felt supported and recognized for their scholarly activity and free to pursue scholarship, whether creative, professional or more traditional research.

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

Expectations for research, creative activity and/or professional activity are described in the SJMC Policies and Procedures Manual. It is specific in delineating categories of eligible works of scholarship that reflect a wide range. The self-study summarized these criteria. Some faculty expressed a desire for more clarity and assurance that SJMC policies and expectations are understood and valued at higher levels of FIU administration.

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

Overall, evaluation criteria – described for both tenure earning and non-tenure earning – are appropriate to professional, creative and scholarly specializations.

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

From 2009 to 2014, a marked increase in scholarly output occurred. The self-study included a 34-page list of faculty professional, creative and research output produced since 2009. Scholarship was produced by tenure-earning and non-tenure-earning faculty alike. The impressive range of works includes publications in top-tier peer-reviewed journals, feature length documentaries, scholarly books and book chapters, textbooks, conference papers, book reviews and juried creative works. It also includes public scholarship, for example, the sea level rise initiative that deftly bridges the often confounding chasm between research and public service.

Faculty present research at conferences, screen documentaries at festivals, find television, print and online outlets for their works and are successful at attracting public recognition for their professional activities in international, local, regional and niche media markets.

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

The School has made significant strides in fostering an environment where a range of scholarship categories is valued, enterprise is encouraged and communication of intellectual work to various publics is successful. Some faculty expressed a desire that changing and expanding expectations for scholarship be more formally recognized throughout the FIU organization.

SUMMARY

The 2009 site report recommended a rededication to "provide the support and mentoring necessary to convert the promise of greater scholarly activity to reality, particularly among younger faculty members." The School has successfully risen to the challenge and has produced an impressive increase and broadening in scholarly activity.

COMPLIANCE

PART II — Standard 6: Student Services

Unit performance with regard to indicators:

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

The School has made significant improvements in student services since the last visit. Academic advising is now handled by a team of five professional advisers who advise any student who has declared a major in the School, including freshmen not yet formally admitted. One major improvement has been the adoption of four-year and two-year curriculum maps that lay out paths towards graduation for each major. While some students report challenges meeting graduation requirements in a timely way and frustrations with such things as limited course availability, the system overall appears to be effective. Career advising falls largely to faculty. Students are highly resourceful and seek out those faculty members whose experience and relationships most clearly align with their own interests.

(b) Faculty are available and accessible to students.

Students say they form close relationships with faculty members, who are not only open and accessible to them, but also take strong personal interest in their success. With diversity that in many ways mirrors that of the student body, faculty relate well to students and show empathy and understanding for the life circumstances that affect their ambitions, classroom performance and ability to stay on track to graduation.

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

Students are informed about School activities, priorities and policies through the School website, email, posters in the building and in-person sessions. An email newsletter covering news about the School is distributed every other week during the fall and spring semesters and a second bi-weekly newsletter focuses on scholarship and internship opportunities. Students say they feel well informed. Because many are also working, doing internships and participating in extracurricular activities, they say they would like to have more advance notice of critical deadlines and events.

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

The School has placed significant emphasis on establishing or reinvigorating student associations to provide students with experiences that enhance their understanding of the professions, connect them to professionals and improve their job readiness. Its PRSSA chapter, in particular, is very

active and engaged with the public relations professional community. Other majors have the opportunity to participate in student associations relevant to their interests, including chapters of the Society of Professional Journalists, National Association of Hispanic Journalists, National Association of Black Journalists, and American Advertising Federation.

(e)The accredited unit must gather, maintain and analyze enrollment, retention, graduation rates and other aggregate information for improving student services and reducing barriers to student success. The unit regularly publishes retention and graduation information on its website.

All colleges and schools at FIU have adopted performance indicators that emphasize retention and graduation rates. The University-wide Graduate Success Initiative includes a set of technological tools that help the students and advisers stay connected and assure students are on track towards graduation. Graduation and retention data are publicly shared on a web page linked to the home page of the School website. School leaders also have access to data maintained on an FIU intranet. They meet regularly to examine performance indicators and discuss ways to improve results. The School has proposed plans for addressing specific opportunities for improvement including: 1) Second-year retention rate for students above 2.0 GPA and 2) Six-year graduation rate. Strategies for improving these and other metrics are based on analysis of aggregate data as well as other feedback.

SUMMARY

With a large population of students who are the first in their families to attend college and more than half who transfer from community colleges, the School places a high priority on assuring students have the support they need to successfully navigate the system and complete their degrees. The outcomes are impressive: the School's performance indicators consistently outpace those of the University overall.

COMPLIANCE

Standard 7. Resources, Facilities and Equipment

Unit performance with regard to indicators:

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

The School's budget process is well-documented but the strategic plan needs more clarity. The budget has grown to $5.19 million in 2013-14, a 24.8 percent increase since 2011-12. The bulk of the increase has been invested in four new administrative and academic positions. Administrative salaries grew to $1,275,569 in 2013-14, the self-study year, a 32 percent increase since 2011-12. Full-time teaching salaries also grew to $2,281,173 for the 2013-14 budget year, a 20 percent increase from 2011-12.

The School's endowment has grown to $3 million in August 2014, a 158 percent increase from August 2011. This has led to a variety of positive investments, including a Media Innovation Incubator lab, the Knight Innovator in Residence Program and an expansion of workshops to alumni, students and professionals in critical growth areas such as digital media. The School aims to do more in the broadcast media major in response to student interest.

As part of the budgeting process, the chairs consult with faculty regarding travel, research and other anticipated expenses. The dean also has a special SJMC faculty and staff meeting in the spring to discuss budget estimates. The dean submits the budget to Academic Affairs and it is subject to review and approval by governing bodies, including the FIU administration and the State University System of Florida Board of Governors.

Administrative, faculty and staff salaries amounted to $4,438,528 in 2013-14, the self-study year, accounting for about 85 percent of the nearly $5.2 million budget that academic year.

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

As a state-funded institution, the School faces financial challenges similar to those of other departments in other Florida state institutions. For example, between 2007 and 2014, the SJMC experienced more than $1 million in budget cuts, with $662,623 occurring between 2009 and 2014. That cut has been offset somewhat by new lines added since the change in deans in 2011.

Based on total student enrollment of 1,709 (including undergraduate and graduate students), SJMC is the smallest freestanding college or school at FIU. Comparisons were provided for similar sized-units on campus (the College of Arts and Architecture and the Chaplin School of Hospitality and Tourism and Management). SJMC receives substantially less funding in total dollars; the per student allocation is $2,286 for SJMC vs. $6,902 for the College of Arts and Architecture.

The University president has stressed that FIU needs to strengthen its research and service to community, and resources have been shifted to the medical school and STEM education. Visits

with other units on campus indicate the request for a SJMC building is not a high priority on the University master plan. The School could improve its career placement metrics with investment in a career development services coordinator and additional advising help for students.

The self-study documents four additional staff needs: a senior fiscal agent, a marketing specialty/events coordinator, a career development services coordinator and a coordinator for outreach and engagement. The School has only one full-time development officer and most of the Career Center functions are on the main campus, which is 32 miles south.

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

The School occupies about 20,000 square feet in Academic Building II and a lab and academic center in Academic Building I. All faculty/staff have at least one computer. There are seven computer labs, a shared lecture hall and a TV studio. All facilities have Wi-Fi access. There are more than 200 computers for students maintained by the tech team of two. The tech team gets high marks from students.

However, some students were not aware of the Media Innovation Incubator Lab. Students voiced concerns about the need for more lab hours and there was some confusion about the Adobe Premier software and cost for students. The multimedia lab is equipped with five MacBook Pro laptops, five Windows laptops, five iPads, five Nexus Galaxy tablets and one smart TV.

The School has received a $202,000 grant to upgrade or replace all computers and upgrade software between 2014 and 2016. The TV studio is capable of high-definition broadcast as well as a remote location using a Tricaster. Students said existing equipment is being used, but would like to see more hands-on broadcast and multimedia production such as a weekly newscast in English and Spanish to enhance digital portfolios. Students also said they want earlier access to equipment and software training.

The budget for equipment/equipment maintenance has grown from $81,382 in 2011-12 to $149,943 in 2013-14, an 84 percent increase, with the biggest increase during the self-study year.

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

The School has acquired new equipment for its TV studio and the multimedia lab as documented above. Given multimedia production class requirements, there could be an opportunity to invest an additional faculty line and encourage faculty to take advantage of software workshops.

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

While there was no dollar allocation for the library in the School's self-study, there is a library liaison and there appeared to be no issues on use of library resources. Students said they felt there was adequate access to library resources.

SUMMARY

Investments have been made in upgrading computer technology and cameras since the last site visit. While interest has been expressed in a new building, no long-term capital development plan or business plan is in place to ensure that the aspiration becomes a reality. The president said he would like enrollment in the School to rise to 3,000 and acknowledged that a new building would be necessary.

COMPLIANCE

PART II — Standard 8: Professional and Public Service

Unit performance with regard to indicators:

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

The self-study and interviews with professionals and alumni confirmed the School's deep engagement with the professional and academic communities of South Florida. The commitment to knowledge sharing and positioning of the School as a solutions-center for South Florida is supported in part by its South Florida News Service partnership with the *Miami Herald*, *Sun-Sentinel* and the *Palm Beach Post*. The News Service provides an opportunity for SJMC professionals and students to exchange knowledge and a platform for students to gain firsthand experience in publishing stories in major newspapers in South Florida.

The active pursuit of relationships with alumni, professionals and professional organizations is supported by interviews with professionals, faculty and students. The recent addition of the Dean's Advisory Board is another sign of the outreach by the School. The Board is comprised of alumni and national and international media professionals and leaders in the Miami community. Some members attended the luncheon during the visit, making their way through major traffic and congestion on a busy work day to ensure their voices were heard relative to their respect and support of the School, the current leadership, faculty and students.

The School's professors frequently invite professionals to provide input in the School's curriculum. The self-study noted that when faculty and administrators were developing the Digital Media Studies major, they decided to create a certificate program first, then a master's degree, and lastly an undergraduate major. Local media leaders responded that the market needed college graduates with the knowledge and skills that a Digital Media Studies major would provide. As a result, the faculty moved to create the undergraduate major first and that major was created in fall 2013.

Professionals and alumni are invited into classes as guest lecturers, they contribute as speakers and sponsors during Communication Week, the Hispanic Communication Conference, and at the Lillian Lodge Kopenhaver Center for Women in Communication. The relationships with these professionals and alumni also result in internships for students in all majors.

Communications Week, the Hearst Distinguished Lecture Series, and Hispanic Communication Conference are examples of high-profile opportunities for students and faculty to network while gaining an understanding of current issues and trends in the industry and of public importance. In 2013-14, speakers included Larry King, Steve Wozniak, Richard Ross and Yoani Sanchez. One student shared his delight in meeting and interacting with Steve Wozniak of Apple, an opportunity and experience made possible through the Hearst Distinguished Lecture Series.

The School's PRSSA chapter and other student organizations regularly sponsor events that bring students in contact with professionals, all evidenced by information in the self-study as well as interviews with students and information on the website.

Interviews with students and faculty noted that the active pursuit of relationships with alumni, professionals and professional organizations is a School priority. The presence of these professionals in classrooms and as speakers offers students an enriching educational experience inside and outside the classroom. The School pursues a number of initiatives to foster alumni involvement and to secure internships and jobs for students. The School boasts a number of graduates who have made substantial contributions in print, broadcast, advertising and public relations who continue to be connected to the School. Six SJMC graduates have won a Pulitzer Prize in whole or part, two of them twice.

Print and electronic means are used to deliver news and information of interest to alumni. The School publishes and distributes via email "The Wire" every other week during the fall and spring semesters, and several times during the summer. The e-newsletter contains news about the School, alumni, faculty, events and programs, current students, and job openings. The self-study notes there are approximately 7,500 alumni on the mailing list as of May 2014. Students in the School produce Bayview, an annual alumni magazine. The magazine features stories about graduates, students, faculty, and the School and is mailed to 4,000 addresses.

Taken together, these activities reflect substantive efforts to create opportunities for exchanging ideas, strengthening the curriculum and engaging faculty, students and professionals.

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

SJMC faculty are involved in a variety of public service initiatives, locally and nationally. These include involvement with tech groups such as Hacks/Hackers and Code for Miami, production of award-winning documentaries such as the one on climate change and sea level rise, and a faculty member serving as national president of the Public Relations Society of America.

Under School Policy 001, "Appointment, Tenure, Promotion, and Annual Evaluation," service entails maintaining a close relationship with professionals and professional organizations in a faculty member's field of interest and/or holding office or serving on committees at significant local, regional, national or international levels. For tenure and promotion, greater weight is given under SJMC policy to volunteer activities to the profession in which the faculty member serves as an officer, chair or organizer of an activity directly related to the mission of SJMC. Compensated work is allowed, but must be balanced with pro bono work.

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

The self-study and faculty vitae reflect active involvement in a wide range of professional organizations in print, public relations, broadcast and online – as trainers, collaborators and speakers. The School provides one fully paid trip each year to support academic and professional association-related activities and encourages and supports faculty in taking leadership roles in these organizations as budget permits.

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

The School is engaged in numerous professional and public service activities to serve both the professional community and the public. Examples in the self-study and interviews with faculty and students illustrate high civic engagement and opportunities for students to become involved in a wide range of service-oriented projects. These public service programs directly benefit students, faculty and staff, as well as the community and address social, environmental and economic topics that impact area residents.

The South Florida News Service**,** an independent and supplementary program to the journalism curriculum, distributes news and features on health, arts and culture, music and business, and in-depth reporting and live news coverage on topics such as the "We Have A Dream" movement for legal residency status. The SFNS informs the general public, faculty, students and staff about their communities, political and social issues, and newsworthy people and provides an opportunity for SJMC students to publish stories in major newspapers in South Florida, giving them firsthand experience as reporters in the field. Since its inception in January 2009, SFNS has published more than 300 stories, from community news to business to home and design, including many front pages and several videos to complement the pieces online.

Through a Hispanic Media Futures grant from Telemundo, the School produced the Hispanic Communication Conference in 2012 and 2013 where scholars and industry leaders in advertising, public relations, and marketing shared their insights on the culture and behavior of Hispanic consumers. The FACES of Miami is another way in which faculty and students from the department of advertising and public relations have led the social marketing efforts of a county-wide children's mental health system of care.

Campus media are not under SJMC control. However, the School helped establish the student newspaper, The Beacon, in 1990. SJMC is supportive of the editors and staff and the majority of Beacon staffers are SJMC students. The goal of The Beacon is to inform students of news that affects their education, campus life, and social issues. The School's dean, associate dean, and a faculty member serve on the Student Media Board, which advises the newspaper and the campus radio station on operations. Students also have an opportunity to gain experience as

correspondents, DJs and sports broadcasters for Radiate 95.3 and 88.1 FM, which serve audiences from the northern end of the Florida Keys to northern Miami-Dade County.

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

The self-study, supporting information and interviews demonstrated a highly active faculty and alumni in scholastic journalism. The School hosts the annual South Florida Journalism Day to bring junior and senior high school editors, staff and advisors together to hear from media practitioners about careers in the industry and to hear how they can improve their student publications.

SUMMARY

The School has a strong track record and consistent commitment to public service. It is not episodic. Interviews with faculty, professionals and students show that community involvement is part of SJMC's culture and crosses multiple platforms as demonstrated by projects ranging from the Hispanic Media Futures work with Telemundo to the more than 300 stories/packages generated for three newspapers in SFNS.

COMPLIANCE

PART II — Standard 9: Assessment of Learning Outcomes

Unit performance with regard to indicators:

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

The School has adopted ACEJMC's 12 values and competencies as its Student Learning Outcomes (SLO) and posted the list in many classrooms and labs. The School also incorporates in its SLO an Academic Learning Compact that the Florida State University System's Board of Governors has required since 2004 of each baccalaureate degree program. The Compact defines three major areas: critical thinking, oral and written communication, and content/discipline knowledge. The School added an SLO in technology.

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

The School has engaged in assessment of learning outcomes from 1999 on, most recently revising its plan in 2014 and using these measures:

Direct

      Evaluation of capstone projects in the five majors

      Evaluation of internships

      Pre- and post-tests of language and writing skills

Indirect

      Annual undergraduate student survey

      Student focus groups

      Alumni survey

      Student awards

      Alumni employment

The School has formed an Assessment Task Force to supervise the administration of the measures, collect and analyze the results, and present the findings to the School's administrative team at the beginning of each semester.

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

Students had to score at least 70 percent to pass the 100-item Language Skills Entrance Test to achieve entry into Writing Strategies for Mass Audiences (MMC 3104) and had to score at least

78 on the exit test. The passing rate for each semester from Summer 2011 through Summer 2014 ranged from 32 to 52 percent. The comparative weakness in grammar that these tests revealed caused a committee of faculty and administrators in spring 2013 to change the emphasis in two key courses: the Grammar Workshop focuses on language skills and Writing Strategies on writing issues.   This shift has produced results: the passing rate in the Language Skills Test from Summer 2013 through Summer 2014 increased at least 10 percent, to 61-63 percent.

The data from assessment of the learning outcomes in the capstone courses in each major revealed mainly positive learning outcomes.   The School reports that requiring the multimedia production course (RTV 3260) from spring 2011 on for all majors has improved students' knowledge and skill in this critical area.

Because internships are voluntary, assessment of supervisors is not a direct measure but a valuable indicator of the program's effectiveness in preparing students for the professional world. The evaluation forms for journalism and broadcast majors on internships in 2011-13 tend to emphasize behavior more than skills. The intern coordinators used the findings to improve the School's policies and procedures for administering internships rather than for addressing student weaknesses in knowledge and skills.

FIU conducts annual student satisfaction surveys. The School reports that the responses of its majors on new tools and technologies contributed to the creation of the Digital Media Studies major and to the introduction of Global Media and Society (MMC 3303) and to the requirement of the course for all majors from 2011-12 on.

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

The School invites alumni to participate in a range of events and to advise on programs and equipment.   Alumni serve on the Dean's Advisory Board.

In a spring 2014 alumni survey with questions based on ACEJMC's values and competencies, 60 percent or more reported they had learned quite a bit or a great deal for all of them except "Learning to use new tools of technology to communicate more effectively" (29.17 percent) and "Using numbers and statistics" (12.50 percent).

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

In addition to the evaluations that the supervisors of interns provide, professionals from major communications enterprises in Miami participate in the judging of capstone projects, particularly for Advertising and Public Relations majors.

SUMMARY

The School has been assessing learning outcomes in response to the requirement of FIU's Board of Governors, SACS and ACEJMC since the 1990s. The measures are strong in assessing grammar and writing skills, underdeveloped in assessing interns' skills, and uneven in assessing students' performance in capstone courses in all majors. An Assessment Task Force formed in fall 2014 is working on these issues.   The School has used the findings from its direct and indirect measures to refine existing courses, create new courses and develop Digital Media Studies, a new major.

COMPLIANCE

PART III: Summary by site visit team

1) Summarize the strengths and weaknesses of the unit.

Strengths

- Enthusiastic, hard-driving students who combine academic study, professional practice, and campus and community engagement with full- and part-time jobs

- A collegial faculty adjusting effectively to a new balance between professionals and academics and committed to developing the potential of the program and its students

- A richly diverse faculty and student body nationally admired for preparing Hispanic graduates for careers in journalism and mass communications

- Energetic, creative leadership that has laid a foundation for developing resources and opportunities for the School

- The establishment of the Lillian Lodge Kopenhaver Center for Advancement of Women in Communication with significant potential for developing a new generation of women for leadership in the industry and academe

- Service and engagement activities from high schools to the professions that take effective advantage of the School's location in the Miami area

Weaknesses

- The lack of a three- or five-year plan that defines the distinctive opportunities, priorities and resources for achieving the School's strategic objectives

- Underdeveloped vision and aspiration for the public relations and advertising majors that capitalizes on a time of stability after years of disruption and uncertainty

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

None

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

We encourage attention to the weaknesses identified, even though they do not rise to the level of non-compliance.

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

N/A

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

N/A

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

Explain actions taken to correct the problems.

An urgent need to build permanent, stable effective leadership

A new dean was appointed in December 2011. He created an associate deanship for graduate studies and appointed a permanent associate dean. He also revived the Dean's Advisory Board of leading professionals to help the School meet the needs of the changing industries and professions of journalism and mass communications.

A front-burner need to move private fundraising to a much more sophisticated and effective level

After disruptive changes in the nature and responsibility of development officers between 2008 and 2013, a full-time development officer was hired in May 2013. He has created a fundraising plan that is achieving some success, more in the area of grants than in endowment.

A need to carefully re-examine the frequency of course offerings to make sure that resources are maximized and the needs of students are met.

The School participates in FIU's Graduation Success Initiative started in 2012 to create a clear path to graduation and raise rates of retention and graduation. The School will experiment in fall 2015 with block scheduling. Although the School's rates are higher than for the University, some students still complain about access to required courses and delays in graduation.

A need to carefully re-examine whether existing access policies for labs and equipment provide optimal access for students.

The School doubled the number of labs from four to eight between 2009 and 2014 and increased lab hours from 2013 on.

A need to carefully re-examine whether the current professional-academic balance of faculty is appropriately calibrated.

Since 2009, the School has hired 11 full-time faculty members with doctoral degrees for tenure-track, tenured and administrative positions. These hires enable the School to respond to the University's aspirations for research productivity and grant support as well as to ACEJMC's expectations in scholarship.

A need to rededicate itself to provide the support and mentoring necessary to convert the promise of greater scholarly activity to reality, particularly among younger faculty members.

Since 2005, the School has offered competitive summer research grants. Since 2009, the previous and current deans have been meeting once a semester with tenure-track faculty to share their research. The three faculty members who were the first in the School to receive tenure in

nearly 20 years pay tribute to the support they received. The quantity and scope of research, creative works and professional activities have grown.

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

The self-study was thorough and analytical, well supported with evidence, nicely balanced between celebration and self-criticism, and attractively presented. It made sensible judgments about information to be included in the text of the self-study and to be placed as appendices in a separate folder.