Self-Study Report
for Accreditation in Journalism
and Mass Communications

Undergraduate site visit during 2014-2015

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

Name of Institution: University of North Alabama
Name of Journalism/Mass Communications Unit: Department of Communications
Address: One Harrison Plaza, UNA Box 5007, Florence, AL 35632
Date of Scheduled Accrediting Visit: October 26-29, 2014

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

Journalism/mass communications administrator:

Name: Dr. Greg Pitts
Title: Chair, Department of Communications
Signature: ______________________________________________

Administrator to whom journalism/mass communications administrator reports:

Name: Dr. Carmen Burkhalter
Title: Dean, College of Arts and Sciences
Signature: ______________________________________________
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Part I: General Information

UNA Department of Communications

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

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

Name of Institution: University of North Alabama

Name of Unit: Department of Communications

Year of Visit: 2014

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

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
___ Public
___ Other (specify)

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

The University of North Alabama has degree-granting authority from the State of Alabama per Alabama State Legislature adoption of Code of Alabama 1975, Section 16-51. It specifies:

The Governor and the State Superintendent of Education, by virtue of their respective offices, and the trustees appointed from the several congressional districts of the state, pursuant to Section 16-51-3, and their successors in office, are constituted a body corporate under the name of the University of North Alabama (Code of Alabama 1975, Section 16-51-1).

The board of trustees has the power to organize the university by appointing a president, whose salary shall be fixed by the board, and by employing a corps of instructors, who shall be nominated to the board in writing by the president and who shall be styled the faculty of the university and such other instructors and officers as the interests of the university may require; and to remove any instructors or other officers, and to fix their salaries or compensation and increase or reduce the same at their discretion; to delegate by resolution or bylaw to a committee of the board of trustees or to the president of the university the authority to establish and implement personnel rules, policies, and practices for hiring, promoting, demoting, and terminating instructors, officers, and employees or to take any other action authorized by this section; to regulate, alter, or modify the government of the university, as they may deem advisable; to prescribe courses of instruction, rates of tuition, and fees; to confer such academic and honorary degrees as are usually conferred by institutions of similar character; ...(Code of Alabama 1975, Section 16-51-6).
**Code of Alabama 1975, Section 16-51** was originally approved in 1967. The State Legislature in 1993 then approved an amendment of the statute (specifically in *Code of Alabama 1975, Section 16-51-6*) to include additional language relating to possible mergers with other higher education institutions in Alabama.

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

   ____ Yes  
   **X** No  
   If yes, give the date of the last accrediting visit: ____________

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

   **NA**

6. Attach a copy of the unit’s mission statement. Give date of adoption and/or last revision.

   **MISSION STATEMENT of the DEPARTMENT OF COMMUNICATIONS**

   Adopted November 18, 2009 and approved by the Alabama Commission on Higher Education on June 16, 2010.

   The mission of the Mass Communications Program in the Department of Communications at the University of North Alabama is to prepare students for professional careers in the public, private or government communications media and to assume communications leadership roles in these organizations. A cornerstone in this mission is to train students to gather, evaluate and convey information. The program values hands-on learning as well as theoretical learning, all grounded in ethical decision-making to reflect the importance of a free press and the free flow of information in a democratic society.

   The department shares the College of Arts and Sciences’ commitments to its students, expecting them "to graduate with an enhanced ability to acquire knowledge, to think clearly and critically, to communicate effectively, to respect and understand diversity, to appreciate aesthetic values, and to possess the skills necessary for a career and for lifelong learning."

   The department works to provide students with an opportunity to develop ethical communication competency through academic and artistic performance, study, internships and co-curricular involvement in University, professional, and community
activities. Faculty and department administration are expected to contribute to this student mission through academic leadership; quality teaching and advising; and participation in scholarship, creative presentation, and community projects of local and global significance.

7. What are the type and length of terms?

   Semesters of _16_ weeks  
   Quarters of _____ weeks  
   Summer sessions of _8__ weeks  
   Intersessions of _3___ weeks

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

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

9. List the specific degrees being reviewed by ACEJMC. *Indicate online degrees.

   Bachelor of Arts in Mass Communication and Bachelor of Science in Mass Communication. With a concentration in:
   - Option I: Journalism: Multimedia
   - Option II: Public Relations
   - Option III: Radio-Television and Interactive Media

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

    121 semester hours. (Prior to the Fall 2014 semester, the University required a minimum of 128 hours for graduation.

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

    1-3 semester hours required

12. List each professional journalism or mass communications sequence or specialty offered and give the name of the person in charge.
<table>
<thead>
<tr>
<th>Name of Sequence or Specialty</th>
<th>Person in Charge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journalism: Multimedia</td>
<td>Dr. Jim Martin</td>
</tr>
<tr>
<td>Public Relations</td>
<td>Dr. Beth Garfrerick</td>
</tr>
<tr>
<td>Radio-Television and Interactive Media</td>
<td>Dr. Janet McMullen</td>
</tr>
</tbody>
</table>

13. **Number of full-time students enrolled in the institution:**

- Full-time undergraduate students Spring 2014: 4,310
- Part-time undergraduate students Spring 2014: 1,074
- Total undergraduate students Spring 2014: 5,384
- Full-time undergraduate students Fall 2014: 4,648
- Part-time undergraduate students Spring 2014: 1,237
- Total undergraduate students Spring 2014: 5,885

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):**

   **Name of Sequence or Specialty (Spring 2014) Undergraduate majors**
   - Journalism (includes Journalism: Multimedia, Journalism, Broadcast Journalism): 52
   - Public Relations (includes Public Relations, Integrated Communication): 66
   - Radio-Television and Interactive Media: 25
   - TOTAL: 144

   **Name of Sequence or Specialty (Fall 2014) Undergraduate majors**
   - Journalism (includes Journalism: Multimedia, Journalism, Broadcast Journalism): 43
   - Public Relations (includes Public Relations, Integrated Communication): 63
   - Radio-Television and Interactive Media: 22
   - TOTAL: 128

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

<table>
<thead>
<tr>
<th>Skills course</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course &amp; Section #</strong></td>
<td><strong>Course Name</strong></td>
</tr>
<tr>
<td>COM 215-01</td>
<td>Media Writing</td>
</tr>
<tr>
<td>COM 215-02</td>
<td>Media Writing</td>
</tr>
<tr>
<td>COM 215-03</td>
<td>Media Writing</td>
</tr>
<tr>
<td>COM 220-01</td>
<td>Basic Reporting</td>
</tr>
<tr>
<td>COM 220-02</td>
<td>Basic Reporting</td>
</tr>
</tbody>
</table>
16. **Total expenditures planned by the unit for the 2014 – 2015 academic year:**

At the time the self-study is due for submission, the budget for 2014 – 2015 has not been finalized at the department level. Fall enrollment numbers suggest a flat to slightly reduced budget for 2014 – 2015. See Appendix 7 for a budget history.

For the fiscal year October 1, 2013 – September 30, 2014, the total budget was $1,084,832. This included all faculty salaries and benefits, and the department operating budget for supplies, services, equipment and travel.

The fiscal year October 1, 2012 – September 30, 2013, the total budget was $1,127,127. This included all faculty salaries and benefits, the department operating budget for supplies, services, equipment and travel, and a one-time $50,000 allocation for the purchase of video production equipment to replace a TV studio system. A speech instructor, who left the department to assume other duties on campus, returned to the department during this budget year and a visiting assistant professor was hired, thus increasing the faculty salary line.

For the fiscal year October 1, 2011 – September 30, 2012, the total budget was $991,165. This included all faculty salaries and benefits, the department operating budget for supplies, services, equipment and travel.
Department salaries have varied slightly each year according to department staffing and modest changes in employment for specific individuals. For example, a faculty member was hired as a visiting assistant professor, the individual had not completed her Ph.D., but she replaced an instructor.

Percentage increase or decrease in three years: From 2011 to 2012, the budget increased 13.7%. From 2012 to 2013, the budget decreased 3.75% due to a one-time equipment allocation.

Amount expected to be spent this year on full-time faculty salaries: Our full-time faculty salaries for 2013 – 2014 are $769,451.00. The salaries for 2014 – 2015 will increase due to changes in the faculty and approval by the Board of Trustees for a three percent salary increase effective October 1, 2014.

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.

| Ms. Lisa Darnell | Assistant Professor |
| Dr. Mohamad Elmasry | Assistant Professor* |
| Mr. Jason Flynn | MFA Assistant Professor |
| Dr. Beth Garfrerick | Assistant Professor |
| Ms. Laura Hardin | Instructor |
| Dr. Bill Huddleston | Professor |
| Ms. Joon Yea Lee | Visiting Assistant Professor** |
| Dr. Jim Martin | Professor |
| Dr. Janet McMullen | Associate Professor |
| Ms. Stephanie Montgomery | Instructor |
| Mr. Jason Pangilinan | MFA Assistant Professor* |
| Dr. Greg Pitts | Professor |
| Dr. Pat Sanders | Assistant Professor |

*Dr. Elmasry and Mr. Pangilinan joined the faculty in August 2014.

**Ms. Lee left the faculty in August 2014.

None of the faculty members are currently on leave or sabbatical. See Appendix 13 for full-time and part-time faculty CVs.

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.)
<table>
<thead>
<tr>
<th>Ms. Sherhonda Allen</th>
<th>Adjunct</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Michael Blair</td>
<td>MFA</td>
<td>Instructional Staff*</td>
</tr>
<tr>
<td>Ms. Desare Frazier</td>
<td>Adjunct**</td>
<td>X X X</td>
</tr>
<tr>
<td>Mr. Clayton Jeffreys</td>
<td>Adjunct</td>
<td>X</td>
</tr>
<tr>
<td>Dr. Andrew Luna</td>
<td>Instructional Staff</td>
<td>X</td>
</tr>
<tr>
<td>Ms. Betsy McInerney</td>
<td>Adjunct</td>
<td>X X</td>
</tr>
<tr>
<td>Mr. Jay Townsend</td>
<td>Adjunct</td>
<td>X X X</td>
</tr>
<tr>
<td>Ms. Rebecca Walker</td>
<td>Instructional Staff***</td>
<td>X X</td>
</tr>
<tr>
<td>Ms. Cathy Wood</td>
<td>Adjunct</td>
<td>X X X</td>
</tr>
</tbody>
</table>

*Mr. Blair served as UNA Videographer until May 2014.

**Ms. Frazier unexpectedly left adjunct service on September 22, 2014, due to a full-time job offer in a non-academic area.

***Ms. Walker served as Coordinator of Student Publications for UNA until March 2014.

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Total graduates</th>
<th>Graduates who earned 72 or more semester hours outside of journalism and mass communications</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-2014</td>
<td>37</td>
<td>37</td>
<td>100</td>
</tr>
<tr>
<td>2012-2013</td>
<td>23</td>
<td>23</td>
<td>100</td>
</tr>
</tbody>
</table>

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

**NA**
Part II: Supplementary Information

Students at work in one of the two computer labs.

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

See Table 1, Table 2, and Table 3 inserted below.
Table 1. Students

List below each of the separate programs of study in the unit. These may be called emphases, concentrations, sequences, or majors; please identify each program with a separate set of requirements. Give the number of students by class (year in school) in each of these programs at the end of the 2013 – 2014 academic year. If all of your students technically come under one major but you subdivide those majors into sequences or tracks, please list students by those sequences or tracks. Please be sure to list separately all subsidiary programs of study even if not formally identified by computer or register codes. Show the number of undergraduate degrees conferred during academic year 2013 – 2014. Please include all semesters or quarters. If the unit has a formal pre-major status, list the number of such students.* Add additional lines as needed.

<table>
<thead>
<tr>
<th>Undergraduate programs of study</th>
<th>Number of Students</th>
<th>Degrees Conferred 2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fresh</td>
<td>Soph</td>
</tr>
<tr>
<td>Pre-majors, if any* - NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Broadcast Journalism (2011 to 2013)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Integrated Communications (2011 to 2012)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Journalism (2011 to 2013)</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>4. Journalism: Multimedia (2013 to present)</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>5. Media Studies (2011 to 2014)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Public Relations (2013 to present)</td>
<td>1</td>
<td>18</td>
</tr>
<tr>
<td>7. Radio-Television and Interactive Media</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Total students</td>
<td>14</td>
<td>38</td>
</tr>
</tbody>
</table>
### Table 2. Full-time faculty

List names of full-time journalism and mass communications faculty members assigned to the unit and provide requested information for the quarter or semester immediately preceding the accreditation visit. Add additional lines as needed.

<table>
<thead>
<tr>
<th>Unit Administrator</th>
<th>yrs. full-time prof. exper.</th>
<th>yrs. full-time college teaching</th>
<th>yrs. on this faculty</th>
<th>yrs. at present rank</th>
<th>highest earned degree</th>
<th>tenured (y/n)</th>
<th>teaching load: weekly teaching hours</th>
<th>% of time assigned to: *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pitts, Greg (Chair)</td>
<td>7.5</td>
<td>30</td>
<td>5</td>
<td>5</td>
<td>Ph.D.</td>
<td>Y</td>
<td>6 w 6 for release</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professors</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Huddleston, Bill</td>
<td>0</td>
<td>37</td>
<td>25</td>
<td>14</td>
<td>Ph.D.</td>
<td>Y</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Martin, Jim</td>
<td>10</td>
<td>18</td>
<td>15</td>
<td>3</td>
<td>Ph.D.</td>
<td>Y</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Pitts, Greg</td>
<td>7.5</td>
<td>30</td>
<td>5</td>
<td>5</td>
<td>Ph.D.</td>
<td>Y</td>
<td>6 w 6 for release</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Associate Professors</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>McMullen, Janet</td>
<td>2</td>
<td>33</td>
<td>24</td>
<td>13</td>
<td>Ph.D.</td>
<td>Y</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assistant Professors</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Darnell, Lisa</td>
<td>0</td>
<td>23</td>
<td>21.5</td>
<td>7</td>
<td>MA</td>
<td>Y</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Elmasry, Mohamad</td>
<td>2</td>
<td>5</td>
<td>New</td>
<td></td>
<td>Ph.D.</td>
<td>N</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Flynn, Jason</td>
<td>0</td>
<td>6</td>
<td>5</td>
<td>6</td>
<td>MFA</td>
<td>Y</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Garfrerick, Beth</td>
<td>21</td>
<td>8</td>
<td>8</td>
<td>6</td>
<td>Ph.D.</td>
<td>Y</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Lee, Joon</td>
<td>7</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>MA</td>
<td>N/A</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Pangilinan, Jason</td>
<td>5</td>
<td>0</td>
<td>New</td>
<td></td>
<td>MFA</td>
<td>N</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Sanders, Pat</td>
<td>29</td>
<td>15</td>
<td>14</td>
<td>14</td>
<td>Ph.D.</td>
<td>Y</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructors/Lecturers</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Hardin, Laura</td>
<td>26</td>
<td>16</td>
<td>5</td>
<td>5</td>
<td>MA</td>
<td>N/A</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Montgomery, Stephanie</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>6</td>
<td>MA</td>
<td>N/A</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

*UNA has never asked faculty to attribute percentages of time to teaching, research or service. This information is not available.
### Table 3. Part-time faculty
List names of part-time faculty paid from journalism and mass communications funds and provide requested information. List should include personnel, including laboratory instructors and teaching assistants, who taught any regular course during the year preceding the accreditation visit. Present the names in groups by semester or quarter. Put an X under the appropriate teaching responsibility.

<table>
<thead>
<tr>
<th>Name</th>
<th>Rank</th>
<th>yrs. full-time prof. exper.</th>
<th>yrs. college teaching</th>
<th>highest earned degree</th>
<th>now working full-time as professional</th>
<th>now working toward a degree here (y/n)</th>
<th>credit hrs. teaching this semester</th>
<th>in charge of course</th>
<th>lectures</th>
<th>assists in lab</th>
<th>assists teacher in charge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sherhonda Allen</td>
<td>Adjunct</td>
<td>28</td>
<td>1.5</td>
<td>BA</td>
<td>Yes</td>
<td>No</td>
<td>0</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Michael Blair</td>
<td>Instructional Staff</td>
<td>4</td>
<td>2.5</td>
<td>MFA</td>
<td>Yes</td>
<td>No</td>
<td>0</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Desare Frazier</td>
<td>Adjunct</td>
<td>23</td>
<td>3.5</td>
<td>MA</td>
<td>Yes</td>
<td>No</td>
<td>9</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Elizabeth Heckert</td>
<td>Adjunct</td>
<td>6</td>
<td>1</td>
<td>MA</td>
<td>Yes</td>
<td>No</td>
<td>3</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Sandra Phillips-Johnson</td>
<td>Adjunct</td>
<td>16+</td>
<td>New</td>
<td>BA</td>
<td>No</td>
<td>No</td>
<td>3</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Andrew Luna</td>
<td>Instructional Staff</td>
<td>15</td>
<td>8+</td>
<td>Ph.D.</td>
<td>Yes</td>
<td>No</td>
<td>0</td>
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2. Describe the history of the unit in no more than 500 words.

History of the Unit:
The University of North Alabama has offered courses in communications for more than 30 years. The department has existed in other forms and names in the history of the University. Through several organizational patterns, courses were offered in speech and theatre—and later radio-television and film. At earlier times, the department existed as the Department of Speech Communication and Theatre. Journalism courses were first offered in the English Department. Over the years, student interest in the emerging field of public relations led faculty in Speech and Theatre to add public relations classes to the curriculum. The logical addition of journalism to the department, moved from English, enabled the unit to enhance the public relations concentration and offer an undergraduate concentration in journalism.

Prior to 2009, the program was known as the Department of Communications and Theatre. The Department of Communications came into existence during the 2009 – 2010 academic year and established a second degree, with approval of the Alabama Commission on Higher Education, in June 2010. The department continued to offer an existing a BA/BS in Communication Arts, with concentrations in public communication, film and digital media production and theatre. The new BA/BS in Mass Communication enabled the department to offer concentrations in journalism, public relations, radio-television & interactive media and media studies. The Media Studies concentration was dropped in 2012, at the recommendation of an ACEJMC reviewer.

Both the Communication Arts and Mass Communication degrees were established with a shared common core of classes, and with the requirement that students complete at least 80 hours from outside the Department of Communications, with 65 hours of the 80 as approved liberal arts and sciences classes. With changes approved by ACEJMC, the requirements were changed to 72 hours of outside coursework, with 53 hours of the 72 in approved arts and sciences/liberal arts classes. It is the BA/BS in Mass Communication that is being reviewed for accreditation.

3. Describe the environment in which the unit operates, its goals and plans, budgetary considerations, and the nature of the parent university.

The University of North Alabama is a regional, comprehensive university offering undergraduate and graduate educational opportunities. The University was founded in 1830 as LaGrange College. It was reestablished in 1872 as the first state-supported teachers college south of the Ohio River. Soon after, it became one of the first coeducational colleges in America.
In the last decade, UNA has seen support from the State of Alabama decrease. This has changed the campus operation, resulting in higher tuition for students but at the same time, the University has instituted campus changes that offer a better educational experience for the students, with improved campus life. The University has begun to shed its normal school history of producing school teachers and a trend of the last 40 years of granting admission to almost any interested applicant in the name of credit-hour production—whether they could succeed in college or not. The focus today, as higher education has changed, is on student recruiting, retention and graduation. The word change at a university can convey a number of diverse messages. For UNA, the change phase will not alter the comprehensive role of the university. The change is a continued focus on good teaching but also a better campus experience to match the expectations of today’s students. The change phase is underway with the construction of new freshmen housing and the search for a new president. The new president will begin service in the first half of 2015. A comprehensive campaign will launch publicly with the arrival of the president.

At the undergraduate level, UNA offers B.A., B.B.A., B.F.A., B.I.S, B.S., B.S. in Education, B.S. in Nursing, B.S.W., in addition to pre-professional preparation for programs in agriculture, architecture, dentistry, engineering, forestry, health sciences, law, medicine, medical technology, optometry, pharmacy, veterinary medicine, and other fields for which from one-to-four years of undergraduate university coursework is appropriate to the program of the professional school or field. The University also supports the Reserve Officers Training Corps program in cooperation with the United States Army. At the graduate level, it offers M.A., M.B.A., M.S. in Criminal Justice, M.S. in Geospatial Science, M.S. in Health and Human Performance, M.S.N., M.P.S., and Ed.S. degrees.

UNA welcomes students from diverse populations including international students from around the world. As a comprehensive institution, UNA supports scholarly and service activities consistent with its academic and professional strengths.

Located in Florence, Alabama (Lauderdale County), on the banks of the Tennessee River, UNA’s campus occupies 130 acres in the heart of the residential and historical downtown area in Florence. UNA offers multiple master-degree opportunities at Athens State University in nearby Athens, Alabama.

Florence, Alabama, has approximately 40,000 residents and is situated on the Tennessee River. It is the largest city in the metropolitan area known as The Shoals, which includes Muscle Shoals, Sheffield, and Tuscumbia. Florence is widely considered to be the economic hub of northwestern Alabama, playing host to manufacturing and other large-scale enterprises.

Florence is ideally situated between major cities such as Huntsville, Alabama (72 miles to the east), Nashville, Tennessee (122 miles to the north), and Birmingham,
Alabama (117 miles to the south). This location is ideal for students looking to benefit from the resources provided by larger metropolitan areas while providing a small-town atmosphere for day-to-day living.

The Department of Communications came into existence during the 2009 – 2010 academic year and established two degrees, with approval of the Alabama Commission on Higher Education, in June 2010. This enabled the unit to offer a BA/BS in Mass Communication and a BA/BS in Communication Arts. While both degrees follow the guidelines of the Accrediting Council for Education in Journalism and Mass Communication (each requires 53 hours of approved arts and sciences/liberal arts classes, each requires 72 hours of coursework from outside the communication major, both present the values and competencies of ACEJMC for educational attainment by the students), it is the BA/BS in Mass Communication that is being reviewed for accreditation.

UNA is firmly committed to providing top-quality education for students in the tri-state area including northwestern Alabama, eastern Mississippi, and middle and west Tennessee. This service area includes a number of junior/community colleges. Some of those within close proximity to UNA are listed below:

- **Northwest Shoals Community College**: 6 miles
- **Calhoun Community College, Decatur**: 53 miles
- **Calhoun Community College, Huntsville**: 70 miles
- **Northeast Mississippi Community College, Corinth**: 61 miles
- **Northeast Mississippi Community College, Booneville**: 71 miles
- **Itawamba Community College**: 71 miles
- **Wallace State Community College**: 79 miles
- **Columbia State Community College**: 101 miles
- **Bevill State Community College**: 104 miles
- **Snead State Community College**: 113 miles
- **Gadsden State Community College**: 126 miles

Listed below are four-year colleges that are within a three-hour driving distance of UNA. Several of these also offer degrees in Communication, and some are ACEJMC accredited:

- **Alabama Agricultural and Mechanical University**: a doctoral degree granting institution, it offers a Bachelor of Arts degree in Communication Media.

- **Auburn University**: a doctoral degree granting institution, it offers both a Bachelor of Arts and a Master of Arts degree in Communication. ACEJMC accredited.
**Belmont University:** a doctoral degree granting institution, it offers Bachelor of Arts in Mass Communication and Journalism.

**Jacksonville State University:** a Masters degree granting institution, it offers a Bachelor of Arts in Communication. ACEJMC accredited.

**Middle Tennessee State University:** a doctoral degree granting institution, it offers a baccalaureate degree in Communication Studies. ACEJMC accredited.

**Mississippi State University:** a doctoral degree granting institution, it offers a Bachelor of Arts in Communication.

**Mississippi University for Women:** a doctoral degree granting institution, it offers a baccalaureate degree in Communication.

**Samford University:** a Master’s degree granting institution, it offers a Bachelor of Arts in Communications Studies.

**Tennessee State University:** a doctoral degree granting institution, it offers a Bachelor of Arts in Mass Communication.

**University of Alabama in Tuscaloosa:** a doctoral degree granting institution, it offers Bachelor of Arts, Master’s, and Ph.D. degrees in Communication. ACEJMC accredited.

**University of Alabama in Birmingham:** a doctoral degree granting institution, it offers a Bachelor of Arts in Communication Studies and a Master of Arts in Communication Management.

**University of Alabama in Huntsville:** a doctoral degree granting institution, it offers a Bachelor of Arts in Communication Arts.

**University of Memphis:** a doctoral degree granting institution, it offers a Bachelor of Arts in Communication Studies, and a Master of Arts and Ph.D. in Communication. ACEJMC accredited.

**University of Mississippi:** a doctoral degree granting institution, it offers a Bachelor of Arts and Master of Arts in Journalism. ACEJMC accredited.

**University of Tennessee at Chattanooga:** a doctoral degree granting institution, it offers a Bachelor of Arts degree in Communication. ACEJMC accredited.

**University of Tennessee at Martin:** a Master’s degree granting institution, it offers a baccalaureate degree in Communication. ACEJMC accredited.
**Vanderbilt University**: a doctoral degree granting institution, it offers a Bachelor of Arts and Master of Arts in Communication Studies.

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

The University of North Alabama approved allowing students in the Department of Communications to graduate with 121 hours, effective with the Fall 2014 semester. The previous requirement had been 128 hours. The decrease in hours came from requiring fewer electives, though students are still required to complete at least 72 hours from outside the mass communication area. Fifty-three of these hours must be approved arts and sciences/liberal arts classes. See Appendix 1 to view the current checklists. See Appendix 3 to view the list of approved Arts and Sciences/liberal arts classes.

The Department of Communications merged Print Journalism and Broadcast Journalism into a single concentration called Journalism: Multimedia. The revision reflected changes in the status of journalism education and included a requirement that all students would complete a hands-on video/audio skills class. Students had the option to change to the new program or retain their original study track. Many students recognized the benefit of the change and opted for the new concentration.

When the Mass Communication degree was presented for approval to the Alabama Commission on Higher Education in 2010, it included the identification “Integrated Communications” for what had been the public relations program. At the time, the faculty believed Integrated Communications better identified the work functions of many practitioners. Unfortunately, students found the name confusing. Some even thought we had eliminated the broad area of public relations. Effective with the Fall 2012 semester, the concentration was changed back to Public Relations. Students already in the program had the option to retain the IC name or change to PR.

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

This is the initial accreditation review for the unit.

6. **Describe the process used to conduct the self-study, including the roles of faculty members, students and others. Describe the strengths and weaknesses of the program discovered during the process, and describe any changes undertaken or planned as a result.**
The chairperson of the department, Dr. Greg Pitts, with the help of his administrative assistant, Ms. Jeanne Baughman, primarily completed the self-study. Faculty were contacted throughout the process and asked to supply information for the self-study.

The self-study has been a positive experience for the unit and the Department of Communications. After six whirlwind years of commitment to improve the educational offering, we can see noticeable improvements. The self-study has been the examination process we needed. You will see a full explanation of our work as we review the nine standards. Briefly here, let me address some areas of strength and some areas of weakness that we have identified.

Strengths:
We have a mission statement for the unit and the Department of Communications. There is a strategic plan in place—though it is time to update the plan.
We have developed a living curriculum. We have not been afraid to eliminate or modify classes that once seemed to be stalwart.

The unit has been treated fairly in the budgeting process, especially given the budgeting approach. As noted in Standard 7, the budgeting process is beginning to change. This will be a positive change for the campus. The Department of Communications has done an effective job explaining unit needs.

Facilities are probably in the best condition the program has seen in the past 30 years or more. The building common space and classrooms offer attractive and highly functional spaces. Faculty offices are reasonably equipped.

Teaching technology has been acquired or updated. Skills classes are taught in well-maintained computer labs with current software. Video and audio equipment is of the quality and caliber to enable students to develop competent skills.

Student services—advising—works very well. Students have better documentation to explain their requirements. They meet with their advisors to plan their programs of study. Courses are offered on a regular schedule and class sizes are small. Faculty morale is strong. Faculty can look with pride at the things we have accomplished. They are working in a better environment. They are active participants in community and professional service.

The program addresses diversity, through our faculty composition, student enrollment, the curriculum and through a series of annual events. There is an assessment program and we are asking critical questions about what we do and whether we are accomplishing our goals.
Weaknesses:
We do not engage our alumni effectively. This impacts the unit at several levels. Alumni should be strong voices in program assessment and in strategic planning. Alumni should be success models for current students and offer career networking. Alumni should be cultivated to eventually become donors to the program. The good news is that the unit being reviewed for accreditation—the BA/BS in Mass Communication—has developed a good relationship with the graduates of the program. We communicate with this group. UNA is a comprehensive university; it is a sleepy campus that has realized it needs to wake up on several fronts. This includes developing a marketing campaign to reach prospective students and a campaign to better-connect with our graduates. The University will publicly launch the quiet phase of a comprehensive campaign in 2015 or early 2016. The self-study comes at a very good time for the unit. We are improving our efforts to reach our graduates from the past 30 years and to engage them with our program.

Faculty research productivity needs to be higher. You will read in the Standard 5 discussion that research is an expectation from all faculty in a tenured or tenure-track position. The research expectation though has not always been so clear. The University does not require faculty to allocate work time between teaching, research and service. There are campus or institutional barriers that limit scholarship. The teaching load is high—four courses per term. The University has not historically awarded productivity raises; research productivity does not earn one more pay thus there was no economic incentive to research.

It would be good to see a top-down change established to promote faculty research. With a new president and other central administration changes, this could be part of the new message. The new dean comes from a research institution. We hope a change in the importance of research will emerge from her office. The best way for this unit to change research productivity is for the unit to use personnel changes to attract faculty with an interest in research.

We don’t believe our assessment efforts are a unit weakness but the self-study has changed our awareness of what and how we need to be assessing our program. We’ve tried too many approaches for assessment and it has been too large an effort. The self-study and conversations with the ACEJMC office have made us aware that we can follow some different procedures. You will read more about this in Standard 9.

Our academic concentrations are mass communication yet we do not tell our story as effectively as we should. This is true for our interaction with alumni and other patrons, among state and regional media managers and owners, among current and prospective students, and on campus. We probably do a better job on campus than in any other venue but even this effort does not fully explain what we do and why our unit is an important contributor to the University.
7. Provide copies of pages of the undergraduate catalogs and other publications that
describe the mission and scope of the unit, its curriculum, administrative and
graduation requirements. (These items may be presented in the appendices binder.)

A copy of the complete UNA Undergraduate Catalog is provided as Appendix 25.

From the UNA 2014-2015 Undergraduate Catalog, pages 94-101 and 233-240:

**DEPARTMENT OF COMMUNICATIONS**

**Chair:** Dr. Gregory Pitts, 105 Communications Building, 256-765-4247

**Faculty:** Ms. Darnell, Mr. Flynn, Dr. Garfrerick, Ms. Hardin, Dr. Huddleston,
Ms. Lee, Dr. Martin, Dr. McMullen, Ms. Montgomery, Dr. Sanders

The department offers major programs in Communication Arts and Mass
Communication. The Communication Arts program offers individual options in
film and digital media production, public communication, and theatre. The Mass
Communication program offers individual options in journalism: multimedia,
public relations, and radio-television and interactive media. These major
programs may lead to the Bachelor of Arts or the Bachelor of Science degree.

The department offers minor fields in digital media production, journalism,
mass communication, public communication, public relations, screenwriting,
and theatre as well as basic coursework required in the general education
component in all degree programs.

All options in the Department of Communications provide students with skills to
pursue careers in the option areas. The areas of study are well suited for
students wishing to pursue additional post-graduate study.

Students in the Department of Communications in the BA/BS in Mass
Communication and BA/BS in Communication Arts degree programs may
graduate with a minimum of 121 hours. Included in this 121 hours are 72 hours
from outside the student’s Department of Communications concentration,
including the required UNA General Education classes (currently 41 hours) and
at least 31 other credits. At least 53 hours of the 72 outside hours must be in
department-approved Arts and Sciences/Liberal Arts classes. The
Communications concentration hours may not exceed 49 hours for students
graduating with 121 hours. Students are permitted to graduate with more hours
in their major or more electives as long as these category minimums are met.

The Communication Arts major provides an educational approach tailoring a
common core of communications classes with a specific combination of
theoretical and applied courses in communications, film and digital media, or
theatre, and a liberal arts-based education.
• The film and digital media production option allows students to engage in artistic growth while developing professional film and digital production qualifications.
• The public communication option emphasizes the applied and theoretical aspects of human communication as a social science.
• The theatre option is designed for students who wish to pursue a professional career in acting or theatre operations or for those who seek advanced theatre study.

The Mass Communication major provides pre-professional communications training, including a core of skills-based mass communications coursework to establish effective writing and research skills, with a liberal arts-based education. Students in mass communication learn to gather, analyze and convey information through mass communication channels.
• The journalism: multimedia option provides theory, news gathering skills, news preparation for print and online media and electronic media production for broadcast media.
• The public relations option provides pre-professional training for careers in public relations information services or further study in applied communications.
• The radio-television and interactive media option provides students with theoretical and production skills necessary for careers in broadcasting and cable. Students are assisted in their career entry with Portfolio Preparation (COM/TH 420); topics include job hunting, résumé preparation, and preparation of a portfolio of student work. This class includes the University required exit examination.

Students in the Department of Communications must complete at least 72 hours of coursework from outside the Department of Communications. Of these 72 hours, at least 53 of the hours should be classes in approved Arts and Sciences/Liberal Arts classes. A list of approved Arts and Sciences/Liberal Arts classes is posted in the Communications Building and available on the Communications web page at http://www.una.edu/communications.

Communication majors participate in journalism, public relations, film and digital media production, theatrical productions, and radio or television activities through course credit or extracurricular activities.

REQUIREMENTS FOR A BACHELOR OF ARTS OR BACHELOR OF SCIENCE DEGREE WITH A MAJOR IN COMMUNICATION ARTS

Course Credit
A. General Education Component. .............................. 41
For general education requirements and additional requirements for UNA students, refer to Academic Procedures and Requirements. The Department of Communications does not accept Crucial Skills in Mathematics (MA 111) to fulfill the general education mathematics requirement.
For the Bachelor of Arts degree the student must satisfy the following requirement: 6 hours of a required foreign language at the intermediate level.

B. Major Core Requirements in Communication Arts:
Communication in a Global Age (COM 205) .................. 3
Media Writing (COM 215) ........................................... 3
* Aural-Visual Production (COM 243) .................. 3
Communications Research Methods (COM 303W) OR
Script Analysis (TH 310W) ........................................... 3
Communication Theory and the Public Interest (COM 314) ........ 3
Communication Law and Ethics (COM 400W) .................. 3
** Portfolio Preparation (COM/TH 420) .................. 1
Independent Study/Internship (COM 499) OR
Arts Management (TH 460) ........................................... 3
Core Total: 20-22
* Fulfills computer literacy requirement.
** Includes exit examination.

C. Students must select one of the three options below:

Option I: Film and Digital Media Production
Screenwriting Fundamentals (COM 293W) .................. 3
Production Projects (COM 343) .......................... 1-3
Short Screenplay Writing (COM 393W) .................. 3
Advanced Production Techniques (COM 443) [must be taken twice] 6
Production Practicum (COM 493) .................. 1-3
6 hours communication electives .................. 6
Concentration Total: 20-24

Option II: Public Communication
Argumentation and Debate (COM 231) OR
Political Communication (COM 320) .................. 3
Interpersonal Communication (COM 306) .................. 3
Nonverbal Communication (COM 308) .................. 3
Group Communication (COM 330) OR
Organizational Communication (COM 440) .................. 3
Persuasion (COM 402) .................. 3
Electives: 6 additional hours of communication courses from the following:
Foundations of Public Relations (COM 230) .................. 3
Political Communications (COM 320)[if not taken above] .................. 3
Group Communication (COM 330)[if not taken above] .................. 3
Argumentation and Debate (COM 231)[if not taken above] .................. 3
Gender Communication (COM 386) .................. 3
Organizational Communication (COM 440)[if not taken above] .................. 3
Topics in Communication (COM 480) .................. 3 —2–1
Public Communication majors should take Business and Professional
Speaking (COM 211) instead of Fundamentals of Speech (COM 201).
Concentration Total: 21

**Option III: Theatre**

Stage Makeup (TH 110) ................................................................. 1
Voice and Diction (TH 200) ................................................................. 3
Acting I (TH 220) ................................................................. 3
Theatrical Design (TH 250) ................................................................. 3
Stage Movement (TH 320) OR Oral Interpretation (TH 330) OR
Acting II (TH 400) ................................................................. 3
Scene Design (TH 340) OR Lighting Design (TH 350) OR
Costume Design (TH 360) ................................................................. 3
Directing I (TH 370) ................................................................. 3
Dramatic Literature and Criticism I (TH 402) OR
Dramatic Literature and Criticism II (TH 405) ................................................................. 3
History of Theatre I (TH 430) ................................................................. 3
History of Theatre II (TH 440) ................................................................. 3
Concentration Total: 28

Majors may complete up to 18 additional elective hours in theatre beyond the courses required for graduation. Elective course options, if not taken as a requirement above, may be selected from the following:

Stage Movement (TH 320) ................................................................. 3
Oral Interpretation (TH 330) ................................................................. 3
Scene Design (TH 340) ................................................................. 3
Lighting Design (TH 350) ................................................................. 3
Costume Design (TH 360) ................................................................. 3
Acting II (TH 400) ................................................................. 3
Dramatic Literature and Criticism I (TH 402) ................................................................. 3
Dramatic Literature and Criticism II (TH 405) ................................................................. 3

D. Minor:
A minor or additional courses are required to bring the total to 121 hours; 72 hours must be completed from outside the Department of Communications; 53 of the 72 hours must be approved arts and sciences classes. A list of approved Arts and Sciences/Liberal Arts classes is posted in the Communications building and available on the Communications web page at http://www.una.edu/communications.

**REQUIREMENTS FOR A BACHELOR OF ARTS OR BACHELOR OF SCIENCE DEGREE WITH A MAJOR IN MASS COMMUNICATION**

**Course Credit**

A. General Education Component ................................................. 41

For general education requirements and additional requirements for UNA students, refer to Academic Procedures and Requirements. The Department of Communications does not accept Crucial Skills in Mathematics (MA 111) to fulfill the general education mathematics requirement.
B. Major Core Requirements in Mass Communication:
Communication in a Global Age (COM 205) ................. 3
Media Writing (COM 215) ........................................ 3
*Aural-Visual Production (COM 243) ......................... 3
Communications Research Methods (COM 303W) .......... 3
Communication Theory and the Public Interest (COM 314) ... 3
Communication Law and Ethics (COM 400W) .............. 3
**Portfolio Preparation (COM 420) ............................. 1
Independent Study/Internship (COM 499) .................. 1–3
Core Total: 20-22
* Fulfills computer literacy requirement.
** Includes exit examination.

C. Students must select one of the three options below:

Option I: Journalism: Multimedia
Journalism Core:
Basic Reporting (COM 220) ........................................ 3
Media Convergence (COM 317) ................................. 3
Advanced Reporting (COM 356) ............................... 3
Media Management and Diversity (COM 470) .............. 3
Sub-total: 12

Communications Electives for Journalism:
Take at least 2 courses from the list below:
Broadcast Newswriting and Producing (COM 326) .......... 3
Editing (COM 368) ................................................ 3
Feature Writing (COM 370) ...................................... 3
Layout and Design (COM 410) .................................. 3

Take at least 1 course from the list below:
Media Criticism (COM 340) ...................................... 3
Media History (COM 455) ....................................... 3
Global Media Systems (COM 465) ............................. 3

3 additional hours of Communications elective ............. 3
Concentration Total: 24

Option II: Public Relations
Public Relations Core:
Basic Reporting (COM 220) ....................................... 3
Foundations of Public Relations (COM 230) ................ 3
Public Relations Cases (COM 374) .............................. 3
Public Relations Writing (COM 390) .......................... 3
Layout and Design (COM 410) .................................. 3
Public Relations Campaigns (COM 442) ..................... 3
6 additional hours of Communications electives .......... 6
Option III: Radio-Television and Interactive Media
Introduction to Radio Production and Performance (COM 241) . . . . . 3
Introduction to Television Production and Performance (COM 242) . 3
Fundamentals of Electronic Media (COM 256) . . . . . . . . . . . . 3
Media Convergence (COM 317) . . . . . . . . . . . . . . . . . . . . . . . . . . 3
Media Criticism (COM 340) . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 3
Media Management and Diversity (COM 470) . . . . . . . . . . . . 3
3 additional hours of Communications elective. . . . . . . . . . . . 3
Concentration Total: 21

D. Minor:

A minor or additional courses are required to bring the total to 121 hours; 72 hours from outside the Department of Communications; 53 of the 72 hours must be approved liberal arts classes. A list of approved Arts and Sciences/Liberal Arts classes is posted in the Communications Building and available on the Communications web page at http://www.una.edu/communications.

REQUIREMENTS FOR A MINOR IN DIGITAL MEDIA PRODUCTION
Course Credit
Communication in a Global Age (COM 205) . . . . . . . . . . . . . . . 3
Aural-Visual Production (COM 243) . . . . . . . . . . . . . . . . . . . . 3
Screenwriting (COM 293W) . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 3
Production Projects (COM 343) . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 3
Advanced Production (COM 443) [must be taken twice] . . . . . . . . . . 6
Minor Total: 18

REQUIREMENTS FOR A MINOR IN JOURNALISM
Course Credit
Media Writing (COM 215) . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 3
Basic Reporting (COM 220) . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 3
Aural-Visual Production (COM 243) . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 3
Media Convergence (COM 317) OR
Advanced Reporting (COM 356) . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 3
Editing (COM 368) OR
Feature Writing (COM 370) . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 3
Communication Law and Ethics (COM 400W) . . . . . . . . . . . . . . . . . . . . 3
Minor Total: 18

REQUIREMENTS FOR A MINOR IN MASS COMMUNICATION
Course Credit
Communication in a Global Age (COM 205) . . . . . . . . . . . . . . . 3
Media Writing (COM 215) . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 3
Communication Theory and the Public Interest (COM 314) . . . . . . . . . . 3
Nine hours from the following:
Communications Research Methods (COM 303W) ................. 3
Media Convergence (COM 317) .................................. 3
Media Criticism (COM 340) ................................. 3
Communication Law and Ethics (COM 400W) .................. 3
Mass Media History (COM 455) ............................... 3
Global Media Systems (COM 465) ............................. 3
Minor Total: 18

REQUIREMENTS FOR A MINOR IN PUBLIC COMMUNICATION
Voice and Diction (COM 200) .................................. 3
Interpersonal Communication (COM 306) ....................... 3
Nonverbal Communication (COM 308) .......................... 3
Group Communication (COM 330) ............................. 3
Persuasion (COM 402) ......................................... 3
Organizational Communication (COM 440) ..................... 3
Minor Total: 18

REQUIREMENTS FOR A MINOR IN PUBLIC RELATIONS
Communication in a Global Age (COM 205) .................... 3
Media Writing (COM 215) ...................................... 3
Foundations of Public Relations (COM 230) .................... 3
Communications Research Methods (COM 303W) .......... 3
Public Relations Cases (COM 374) ................................ 3
Layout and Design (COM 410) .................................. 3
Minor Total: 18

REQUIREMENTS FOR A MINOR IN SCREENWRITING
Communication in a Global Age (COM 205) .................... 3
Screenwriting (COM 293W) ...................................... 3
Production Projects (COM 343) .................................. 3
Short Screenplay Writing (COM 393W) ......................... 3
Feature Screenwriting (COM 453W) .............................. 3
Production Practicum (COM 493) ................................ 3
Minor Total: 18

REQUIREMENTS FOR A MINOR IN THEATRE
Acting I (TH 220) .................................................. 3
Theatrical Design (TH 250) ....................................... 3
Directing I (TH 370) ............................................... 3
Nine hours from the following:
Movement for the Stage (TH 320). .............................. 3
Scene Design (TH 340) ............................................. 3
Lighting Design (TH 350) ......................................... 3
Costume Design (TH 360) ....................................... 3
Acting II (TH 400) ................................................. 3
Dramatic Literature and Criticism I (TH 402) .................. 3
Dramatic Literature and Criticism II (TH 405) ............... 3
History of Theatre I (TH 430) ................................... 3
History of Theatre II (TH 440) .................................................. 3
Arts Management (TH 460). .................................................... 3
Directing II (TH 470) ............................................................... 3
Topics in Theatre (TH 480) ...................................................... 3
Minor Total: 18

COURSE DESCRIPTIONS: COMMUNICATION (COM)

COM 120. (1) Orientation to Communications and Theatre. Description of basic academic terminology, professional opportunities, and requirements for the individual in the diverse areas of communications and theatre. (Offered on sufficient demand)
COM 133. (3) Cinema Appreciation. A study of movie production as a technical and dramatic art form, illustrated by means of viewings and readings. Designed to enhance a better understanding and enjoyment of motion pictures. Course fee: $50.00. (Fall, Spring, Summer)
COM 200. (3) Voice and Diction. Practice in the development of a good speaking voice, with individual help in the correction of faulty speech habits. Also listed as TH 200 but creditable only in field for which registered. (Fall, Spring)
COM 201. (3) Fundamentals of Speech. Communication theory and practice for public speaking with emphasis on content, research, organization, delivery, adaptation to the audience, as well as listening and speaker evaluation. Prerequisite: minimum English ACT score of 16, or satisfactory completion of EN 099 or higher. (Fall, Spring, Summer)
COM 201H. (3) Fundamentals of Speech, Honors. Accelerated training in public speaking, with emphasis on the evolution of rhetoric and speaking to a variety of audiences. This course utilizes class discussion and written responses to further encourage critical thinking skills. This course is open to students in the Honors Program and other students with departmental approval. Prerequisite: minimum English ACT score of 16, or satisfactory completion of EN 099 or higher. (Fall, Spring)
COM 205. (3) Communication in a Global Age. Foundation course in communication, placing U.S. media in a global perspective and examining both human and technological impact on communication. (Fall, Spring)
COM 211. (3) Business and Professional Speaking. Communication and critical thinking skills as applied to presentations, interviews and organizational interactions in business contexts. Emphasis on needs analysis and strategies for effective research, organization, audience adaptation, delivery and use of visual elements to formulate presentations. Prerequisite: minimum English ACT score of 16 or satisfactory completion of EN 099 or higher. (Fall, Spring)
COM 215. (3) Media Writing. Writing applications across multiple media platforms including print, broadcast, social media, news releases and scripts, for traditional and new media. Grammar and language skills are refined, and Associated Press style is introduced. Prerequisites: EN 111, 112 or EN 121, 122. Course fee: $30.00. (Fall, Spring)
COM 220. (3) Basic Reporting. Fundamentals of news gathering and news writing. Prerequisite: COM 215. (Fall, Spring, Summer)
COM 221. (3) Human Communication. Students develop effective communication skills by studying how people interact in a variety of situations, including group settings, interpersonal communication, mass communication and speaking before the public.
Prerequisite: minimum English ACT score of 16 or satisfactory completion of EN 099 or higher. (Fall, Spring)

COM 230. (3) **Foundations of Public Relations.** The history, development, and professional practices of public relations in society, including the public relations process and standards. Prerequisites: COM 205, 215. (Fall, Spring)

COM 231. (3) **Argumentation and Debate.** An introduction to the theory and practice of argumentation and debate as they are employed in our society. This course includes a study of basic argumentative theory, burden of proof, and reasoning within both public address and debate contexts for issue resolution. (Fall)

COM 233. (1) **Multimedia Communication.** Through representative samples and demonstrations, multiple modes of communication techniques and strategies will be examined in preparing students for the optimal use of related and relevant media in their field. Course fee: $30.00. (Fall, Spring)

COM 240. (3) **Introduction to Radio-Television-Film Production.** The basic techniques of equipment operation and production of motion picture, visual, and sound messages in the appropriate format for cable, broadcasting, and film distribution. Students will learn the primary responsibilities of operations personnel in all three areas and select one format type in which to concentrate for the production of a final class project. Students completing COM 241 and COM 342 cannot apply this class to meet UNA graduation requirements. Course fee: $30.00. (Offered on sufficient demand)

COM 241. (3) **Radio Production and Performance.** The basic techniques of operation, production, and performance of radio and audio media. Course fee: $30.00. (Fall)

COM 243. (3) **Aural-Visual Production.** Hands-on experience in familiarizing students with the foundation of aesthetic values, current professional standards, and technical tools of creation. Introduction to individual elements of all three phases of production. Prerequisite: COM 205. Course fee: $50.00. (Fall, Spring)

COM 256. (3) **Fundamentals of Electronic Media.** A lecture course emphasizing the functions and responsibilities of electronic and film communication systems, including such areas as history, operations, regulation, economics, programming, and social responsibilities and effects. Prerequisite: COM 205. (Fall)

COM 260. (1) **Communications Practicum.** A one-hour practicum course to allow students to receive an introductory experiential learning opportunity. May be repeated for credit for a maximum of two hours. Introductory practical experience with a campus or community media or communications organization. Prerequisite: departmental approval required. (Fall, Spring, Summer)

COM 263. (3) **Media and Modern Mythology.** An exploration of mythical narrative as a basic form of storytelling in modern film, television, news, advertising, and gaming with the goal of enhancing media literacy and critical thinking. (Spring)

COM 280. (1-3) **Topics in Communication.** Examination of a specific topic in the field of communication. Variable credit. Topic will be announced prior to scheduling of the class. May include Study Abroad; Study Abroad fees may apply. Permission of the department chair may be required. This course may have associated cost ($50 or less) which may vary based on the topic offered. May be repeated for up to six hours credit. (Offered on sufficient demand)

COM 293W. (3) **Screenwriting Fundamentals.** An introduction to core storytelling concepts as a strategy for formulating proficient screenplays. Emphasis is placed on theme, character, and action. Projects culminate with the writing of a short adaptation. Course fee: $50.00. (Fall)
COM 300. (3) **History of Film.** The historical development of the motion picture and television film as an art form from earliest stages to the present, including the technical, social, economic, and cultural factors influencing development, and using films from the periods and genres. Also listed as EN 315/TH 300 but creditable only in field for which registered. (Spring)

COM 303W. (3) **Communications Research Methods.** A class centering on understanding the relationships between philosophy, theory, and research methods used in the study of communication. The class focuses on experimental, survey, textual analyses, and naturalistic inquiries. Students will develop a working knowledge of both quantitative and qualitative data analyses procedures as well as being able to critically appraise communication research. (Fall, Spring)

COM 306. (3) **Interpersonal Communication.** Provides a functional interpretation of interpersonal communication in societal, educational, and vocational relationships. Appropriate readings and research regarding the influence of communication between two individuals is a primary focus of the course. (Spring)

COM 308. (3) **Nonverbal Communication.** This course studies the use of symbolic transmissions outside verbal contexts. Specific topics include the influences of gestures, dress, posture, and facial expressions on both senders and receivers. (Fall, even-numbered years)

COM 310. (3) **Foundations and Ethics.** Classical foundations of communication study, including study of representative Philosophers and Sophists. Examination of the ethical responsibilities of the communicator. (Offered on sufficient demand)

COM 314. (3) **Communication Theory and the Public Interest.** An introduction to modern communication theories, communication effects and ethical issues associated with communication in a contemporary mediated environment. (Fall, Spring)

COM 317. (3) **Media Convergence.** The blending of text, sounds and images in a converged media environment. Basic computer literacy is required. Students learn aural and visual aesthetics and web content production. Prerequisites: COM 243. Course fee: $50.00. (Spring)

COM 320. (3) **Political Communication.** Current topics in political communication and political campaign, including appropriate research and readings. (Fall, even-numbered years)

COM 326. (3) **Broadcast News Writing and Producing.** Techniques of news gathering, writing and producing for television, radio, and new media. Prerequisites: COM 220, COM 243. Course fee: $50.00. (Fall)

COM 328. (3) **Program Research.** An introduction to the research methods and findings used to evaluate telecommunication programs, with emphasis on the application of the research in decisions on program use and placement; techniques of rating services, program and commercial testing, profiling, and economic measure for both immediate and delayed feedback. Prerequisite: COM 256. (Fall even-numbered years)

COM 330. (3) **Group Communication.** Deals with communication theory and its applications to small groups in a variety of settings. Attention is given to the roles of the discussants and the emergence of group leaders as well as the influence communication variables have on each. (Fall)

COM 335. (3) **Television Appreciation: Programs and Perspectives.** Examination of the development of television programming content from 1948 to present. Students must have access to cable or satellite services for home viewing of classic television programs. (Offered on sufficient demand)
COM 340. (3) **Media Criticism.** Fundamentals of criticism with emphasis on content, visual literacy, programming genres, and social impact. Coursework will involve viewing and analysis of various types of media content. Prerequisite: COM 205. (Offered on sufficient demand)

COM 342. (3) **Television Production and Performance.** The basic techniques of equipment operation, production, and performance of television and visual media. Course fee: $30.00. (Offered on sufficient demand)

COM 343. (1-3) **Production Projects.** Accentuated understanding of industry areas such as history, existing/emerging technologies, structure, regulation, operation, management, economics, social implications, or other anterior and posterior interests corresponding to film and digital media productions. Course fee: $25.00 per credit hour. (Fall, Spring, Summer)

COM 356. (3) **Advanced Reporting.** A continuation of COM 220 with emphasis on the development of reportorial skills necessary for advanced news gathering and news writing. Prerequisite: COM 220. Course fee: $30.00. (Spring)

COM 360. (2) **Speech Criticism and Analysis.** Methods of critiquing formal speeches, description of forms and styles. Permission of department and completion of COM 201 are required prior to enrollment. (Offered on sufficient demand)

COM 368. (3) **Editing.** The processes of copy editing, proofreading, headline writing, and newspaper layout. Prerequisite: COM 220. Course fee: $30.00. (Fall)

COM 370. (3) **Feature Writing.** Theories, techniques, and practice in writing feature articles for newspapers and magazines. Course fee: $30.00. (Fall)

COM 374. (3) **Public Relations Cases.** Study of individual cases in the practice of public relations. May include field trip. Prerequisite: COM 230. (Spring)

COM 380. (3) **Announcing.** A lecture-demonstration-performance course in effective oral and visual communications for radio and television, including techniques for delivering commercials, news, sports, interviews, features, and dramatic presentations. May include field trip. Prerequisites: COM 200, 240 or 241, 256 and 342. Course fee: $30.00. (Offered on sufficient demand)

COM 386. (3) **Gender Communication.** Examines multiple relationships between communication and gender. Emphasizes how communication creates gender and power roles and how communicative patterns reflect, sustain, and alter social conceptions of gender. Also listed as WS 386 but creditable only in field for which registered. (Fall, odd-numbered years)

COM 390. (3) **Public Relations Writing.** Theories, techniques, and practice in advanced writing for public relations. Coursework will include the writing of mission statements, position statements, advertorials, appeal letters, video news releases, speeches, and opinion pieces for a variety of media outlets and platforms. Prerequisites: COM 220, and COM 230. (Fall, Spring)

COM 393W. (3) **Short Screenplay Writing.** Workshops in the craft’s most effective conventions and an introduction to constructing affective visual narratives. Exercises guide to mastery of essentials, which culminate in conceptualizing and composing an authentic work. Prerequisite: COM 293W. Course fee: $50.00. (Spring)

COM 400W. (3) **Communication Law and Ethics.** An introduction to legal and ethical responsibilities related to communication in the United States. This course distinguishes between forms of communication that have constitutional protection and those which have limits (libel, privacy, copyright, intellectual property, censorship, commercial
speech, broadcast licensing, access to information) on freedom of expression. (Fall, Spring)

COM 402. (3) **Persuasion.** An analysis of the principles and techniques used in all forms of persuasive communication. The course includes both theoretical and applied work concerning the use of communication to produce specific attitudes within receivers. (Spring, even-numbered years)

COM 410. (3) **Layout and Design.** Preparation of newsletters, brochures, and small publications using current desktop publishing software. (Fall, Spring, Summer)

COM 420. (1) **Portfolio Preparation.** Issues faced by graduates upon entering graduate school or the professional world. Topics include preparation of the professional portfolio, current market trends, and longterm professional prospects. Should be completed by all departmental majors in the last semester prior to graduation. Also listed as TH 420 but creditable only in field for which registered. (Fall, Spring)

COM 430. (3) **Advanced Radio-Television-Film Production I.** Theories and practice of the production of programs and films in the telecommunications industry. A final project suitable to the focus of the course will be required. Prerequisites: COM 240 or 241 and 242, 256, 340. Course fee: $30.00. (Offered on sufficient demand)

COM 440. (3) **Organizational Communication.** An analysis of communication within complex organizations. Areas covered include communication auditing, interviews, decision-making, communication networks, and problem solving. (Spring, odd-numbered years)

COM 441. (3) **Creative Audio Production.** Students will learn theory and application of advanced audio production, including digital multi-track recording, mixing, signal processing, live remote recording, digital editing, creative sound production, and sound design for the Internet, podcasting, and over-the-air broadcasting. Prerequisites: COM 241, or COM 317, or consent of instructor. Course fee: $30.00. (Spring, odd-numbered years)

COM 442. (3) **Public Relations Campaigns.** Research, planning, management, and evaluation of public relations campaigns. Prerequisites: COM 220, 374. (Fall)

COM 443. (3) **Advanced Production Techniques.** Competent and consistent application of theoretical concept comprehension and principles of professional standards to the individual elements of all three phases of production through utilization of current tools in projects. Must be repeated one time for a total of six credit hours. Track One: Conventional Documentary, Track Two: Conventional Narrative. Prerequisite: COM 243. Course fee: $50.00 (Fall, Spring)

COM 450W. (3) **Senior Seminar.** Discussion of a particular topic in the field of communications and theatre and preparation of an academic paper on a subject relevant to the topic. Also listed as TH 450 but creditable only in field for which registered. (Fall, Spring)

COM 453W. (3) **Screenwriting Artistry I.** In a symposium atmosphere, students will practice core processes in developing and refining screenplays. This methodical process requires diligence, but leads to successful stories. Prerequisite: permission from instructor. Course fee: $50.00. (Offered on sufficient demand)

COM 455. (3) **Mass Media History.** A survey of media and their influence from colonial times to the present, with attention to the personalities who shaped journalism and mass communication. Includes an introduction to historiography and historical research methods. (Fall, odd numbered years)
COM 457. (3) **Storytelling.** Study of and practice in storytelling. Uses of storytelling in various settings including classrooms, libraries, churches, and public events. Students will gain experiences by telling a variety of stories (i.e. Personal Narrative, Memoir, Myth), developing vocal characterizations, using effective body language, and creating imagery through spoken language. (Summer, and offered on sufficient demand)

COM 460. (3) **Advanced Radio-Television-Film Production II.** A continuation of Radio-Television-Film 430. Prerequisite: COM 430. Course fee: $30.00. (Offered on sufficient demand)

COM 465. (3) **Global Media Systems.** Media systems differ substantially around the world. This course examines world mass media: history, development, economic and social influence, theories of control, international news agencies and new technologies. (Spring)

COM 470. (3) **Media Management and Diversity.** Management responsibilities of digital, electronic and print media managers, including social, legal, economic, and cultural diversity issues. Prerequisite: COM 205 or consent of instructor for non-majors. Course fee: $30.00. (Spring, even-numbered years)

COM 472W. (3) **Rhetoric: Argument and Style.** An examination of the ideas in writing and speech from classical Greek origins to modern times, with a focus on composition and on analysis of essays and speeches. Also listed as EN 472W but creditable only in field for which registered. (Spring, odd-numbered years)

COM 480. (3) **Topics in Communication.** Detailed examination of a specific topic in the field of communication. Topic will be announced prior to scheduling of the class. May include field trip. A $30.00 Course fee may be required according to the topic. (Offered on sufficient demand)

COM 485. (3) **Agency Public Relations.** Accelerated training in agency public relations. This course will utilize class discussion and written responses to further encourage critical thinking skills. May require a field trip. Prerequisite: departmental approval required. (Offered on sufficient demand)

COM 493. (1-3) **Production Practicum.** Under the supervision and direction of the instructor, specialized field experience in production roles and the communication of community initiated projects through the integration of personal performance and collaborative contributions. Prerequisite: permission from instructor. Course fee: $25.00 per credit hour. (Fall, Spring, Summer)

COM 499. (1-3) **Independent Study-Internship.** Independent study and research under departmental supervision or special field experience under departmental determination and evaluation. The length of time and amount of study will determine credit earned. Prerequisite: departmental approval required prior to registration. (Offered on sufficient demand)
Part II, Standard 1. Mission, Governance and Administration

During the visit, the unit should provide the following documents in the workroom:
- internal reports on curriculum, educational policy, etc.
- files related to searches and hiring decisions regarding administrators
- files related to concerns and complaints expressed by faculty, staff or students

Executive summary.
The University of North Alabama has offered coursework in journalism, public relations and radio-television for more than 30 years. The Department of Communications began an active effort in 2009 to create a BA/BS in Mass Communication for ACEJMC accreditation review. Among other things, the unit’s strategic plans called for an overhauled curriculum, new focus on facilities and technology, measures for program assessment and steps to enhance the faculty, through development programs for existing faculty and the addition of new faculty.

Please respond to each of the following instructions:

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

The unit under accreditation review is the Bachelor of Arts/Bachelor of Sciences in Mass Communication, in the Department of Communications. Dr. Greg Pitts is the unit administrator and chairperson in the Department of Communications. As department chair, he oversees the 11 faculty in the department and the academic concentrations. Dr. Pitts previously served as an associate department chair at
Bradley University. He joined the UNA faculty in 2009 as the department chair, following a national search for a chair who would move the program to the point of being reviewed for accreditation by ACEJMC.

Ms. Jeanne Baughman is the administrative assistant for the department. Ms. Baughman has been employed at UNA since 2009; she came to the Department of Communications in 2011. She is responsible for departmental and student records and budgets. She assists the department chair and helps both students and faculty when questions or problems arise.

The unit administrator reports to the Dean of the College of Arts and Sciences, Dr. Carmen Burkhalter. Dean Burkhalter administers the largest college at the University of North Alabama. She became dean on July 1, 2014. The previous dean, Dr. Vagn Hansen, retired after 10 years as dean of the college. Dean Burkhalter comes to UNA from the University of Alabama, where she served as Interim Department Chair in the Department of Criminal Justice and as Senior Associate Dean for the College of Arts and Sciences. Dr. Burkhalter holds a Ph.D. in Communicative Disorders from the University of Alabama.

Dr. Burkhalter reports to Dr. Thomas J. Calhoun, Jr., who is serving as the Interim Vice President for Academic Affairs & Provost. Dr. Calhoun is also the Vice President for Enrollment Management and Chief Diversity Officer in the Office of Diversity & Institutional Equity. As Interim VPAA, Dr. Calhoun reports to Dr. John Thornell, who is currently serving as Interim President of UNA. Dr. Thornell was the VPAA and Provost before stepping into the chief executive officer position during the search for a new president.

Other positions within the unit include the following:

Summer Internship Coordinator: This is a rotating faculty position for supervision of students completing summer internships. All mass communication students are required to complete an internship. For the summer of 2014, Dr. Jim Martin served as Internship Coordinator. Dr. Martin supervised student interns and ensured that the students met the internship standards adopted by the Department of Communications. Dr. Beth Garfrerick served as Internship Coordinator for Summer 2013.

Advisors to UNA PRIDE (Public Relations Individuals Dedicated to Excellence) are Dr. Beth Garfrerick and Ms. Lisa Darnell. UNA PRIDE is a campus Registered Student Organization (RSO) that provides professional growth opportunities for public relations students. The RSO status qualifies the student members to receive student fee support funds for conference travel. Through UNA PRIDE, students become members of PRSSA and the Public Relations Council of Alabama. Students and faculty regularly enter PRCA competitions and attend the annual conference.
Advisor to the UNA Chapter of the National Broadcasting Society and Alpha Epsilon Rho is Dr. Patricia Sanders. UNA NBS/AERho is a campus Registered Student Organization (RSO). The RSO status qualifies the student members for student fee support to fund conference travel. The UNA NBS/AERho chapter is affiliated with the national organization. With funding support from the University, Dr. Sanders has accompanied students to the national NBS meetings in Washington, D.C., Los Angeles and New York.

The student media advisor, Ms. Rebecca Walker, was the advisor for a proposed student chapter of Society of Professional Journalists. Ms. Walker left university employment in April 2014. A new student media advisor has been hired. We hope this person will be interested in supporting students in organizing a chapter of SPJ.

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

The Department of Communications’ strategic plan derives from the mission, goals and strategic plan of the University of North Alabama. The University requires that all administrative unit heads submit a strategic or long-range plan for their departments. In 2009, when Dr. Pitts joined the Department of Communications, the overarching strategic goal of the faculty in the department was to develop a program that could be reviewed for accreditation. The department timeline, presented to then Provost, Dr. John Thornell, established benchmarks for revising the curriculum, improving facilities and improving the standing of the department. Additionally, the University has adopted an online submission of strategic goals, including an annual assessment of goal performance. (Also found in Appendix 22.)


Priority Initiative/Action Item 1: New Mass Communication Degree Initiative—Organize and implement a new undergraduate degree in mass communications and revise Communications Arts degree.

Does this Initiative/Item address a specific issue raised during the department’s Program Review? This responds to a department desire to create an accredited journalism and public relations program.

Discussion of strategies and tactics to reach Action Item 1:

(1) The department’s journalism and mass communications options (print and broadcast journalism, public relations, radio-television) will design a
curriculum consistent with requirements for program submissions for the Alabama Higher Education Commission. The program will be designed to meet the Learning Outcomes required for ACEJMC (Accrediting Council on Education in Journalism and Mass Communication) accreditation.

(2) All faculty in the Department of Communications, whether teaching in the B.A./B.S. in Communication Arts or the new Mass Communications program will revise the core class requirements for the degree options in both degree areas in Communications.

(3) A consultant will be engaged to review the Mass Communications program options prior to submission to ACHE to ensure ACHE compliance and ACEJMC compliance.

(4) The theatre option will review its curriculum with a goal of reducing required hours, positioning the theater option to be compliant with NAST (National Association of Schools of Theatre) accreditation standards, and enabling the program to recruit and graduate a sufficient number of students to sustain a free-standing theater program.

Priority Initiative/Action Item 2: ACEJMC Accreditation—Continue steps that are required each year to achieve National Accreditation for Public Relations/Integrated Communications, Print/Online Journalism, Broadcast Journalism, Radio/Television and Media Studies.

Does this Initiative/Item address a specific issue raised during the department’s Program Review? NA

Strategic Goals/President’s Priority Initiative/Action Item 3 supports: UNA Strategic Goal 1 and 5

Discussion of strategies and tactics to reach Action Item 2: Gain ACHE approval for the mass communication degree. Obtain latest accreditation standards and guidelines.

(1) All mass communications departmental options (print and broadcast journalism, public relations, radio-television) are part of a new degree proposal planned for submission to ACHE. The curriculum proposal will be consistent with the Learning Outcomes required for ACEJMC (Accrediting Council on Education in Journalism and Mass Communication) Accreditation. These outcomes will be part of the Program Creative proposal to be submitted to ACHE.

Priority Initiative/Action Item 3: Focus on Departmental International Initiatives—to increase students' exposure to international issues, to add a specific international communications class to the curriculum, and to find ways to establish an international partnership.
Does this Initiative/Item address a specific issue raised during the department’s Program Review? NA

UNA’s Strategic Goals/President’s Priority Initiative/Action Item 4 supports: UNA Strategic Goal 3, 4, 5

Discussion of strategies and tactics to reach Action Item 3:

(1) The department will survey each class offered to determine how much focus in the subject is centered on global issues and awareness.
(2) The department will schedule international communications speaking events that will be promoted for attendance by all students in the department.
(3) The department will formalize a proposal for a new International Communications course.

Priority Initiative/Action Item 4: Resource Initiative to determine the equipment, lab support and other resources that are needed to effectively teach the Communications Arts curriculum and to teach in the anticipated Mass Communications curriculum.

Does this Initiative/Item address a specific issue raised during the department’s Program Review? NA

UNA’s Strategic Goals/President’s Priority Initiative/Action Item 5 supports: UNA Strategic Goals 1 & 2

Discussion of strategies and tactics to reach Action Item 4:

(1) The department will identify equipment/technology and lab equipment needs for a four-year acquisition cycle.
(2) The department will develop a capital needs list for the identified equipment/technology and lab equipment needs associated with building an accredited Mass Communications program and communicate this needs list to the Dean of Arts and Sciences, the VP for Academic Affairs, and the VP for Advancement.

Priority Initiative/Action Item 5: The Department will begin work on Phase One of an initiative to establish a Board of Visitors, consisting of alumni and interested media practitioners.

Does this Initiative/Item address a specific issue raised during the department’s Program Review? NA
UNA’s Strategic Goals/President’s Priority Initiative/Action Item 6 supports: UNA Strategic Goals 1, 2, 3, 4, 5

Discussion of strategies and tactics to reach Action Item 5:
(1) From department alumni and media/communications contacts, the faculty and staff of the Department of Communications will begin a systematic process to identify and recruit individuals and organizations who might be beneficial to the department’s curriculum review, student placement and development initiatives.

**Priority Initiative/Action Item 6: Faculty Enhancement Initiative – to increase the quality of faculty available within the department.**

Does this Initiative/Item address a specific issue raised during the department’s Program Review? NA

UNA’s Strategic Goals/President’s Priority Initiative/Action Item 7 Supports: UNA Strategic Goal 1

Discussion of Strategies and tactics to reach Action Item 6:

(1) Identify meaningful and cost effective means to enhance faculty knowledge of current media trends, including developing digital and media convergence skills.
(2) To continue to support Dr. Jim Martin as editor of *American Journalism* as agreed in July 2004.
(3) Begin necessary steps to identify the skills and knowledge needed to effectively teach media convergence, including identifying the professional skills that might be desired in a new faculty member for the convergence phase of the Mass Communications degree program.

**Priority Initiative/Action Item 7: Enhance the Department’s Standing—get it noticed.**

Does this Initiative/Item address a specific issue raised during the department’s Program Review? NA

UNA’s Strategic Goals/President’s Priority Initiative/Action Item 7 Supports: UNA Strategic Goal 1

Discussion of Strategies and tactics to reach Action Item 7:

Develop a plan and probably a series of events, to get the department noticed and appreciated by students and faculty in the program, increase visibility around campus and increase visibility around the state and region. Visibility leads to
improved student recruiting and legitimacy when accreditors eventually visit the campus.

(1) Confirm funding availability for annual distinguished lecture and locate first speaker.
(2) Investigate the First Amendment grants.
(3) Look for state meetings to attend or organizations to have the department join.

This Strategic Plan was presented to Dean Vagn Hansen for review and support. From 2009 until his retirement, Dean Hansen has been helpful in providing support for these goals and serving as the liaison for the unit in meetings with the Provost. The Department of Communications is due to complete an internal program review—required by the Office of Institutional Research, Planning and Assessment. The Strategic Plan and a revised timeline for accomplishing the steps necessary to receive an accreditation review are shown in Appendix 22.

3. Describe the unit’s policies and procedures for faculty governance. Provide copies of faculty policy manuals, handbooks or other documents specifying policies, procedures and the roles of faculty and students in governance and in development of educational policy and curriculum. (These may be included in the appendices binder or in a digital file.)

Sources of departmental policies include the university catalog and faculty and student handbooks. The office of the Dean of Arts & Sciences is consulted, as needed, for policy guidance. This is a small faculty—12 people, including the department chair. Ten of the 12 are either tenured faculty or tenure-track faculty members. Two of the 12 are instructors, who almost exclusively teach a general education speech course. All faculty participate in faculty meetings. Part-time faculty are not regularly invited to faculty meetings—though they may attend, if their schedules and interests warrant. They are not voting members of the faculty.

For purposes of curriculum review and discussion, or curriculum or course changes in the mass communication area, changes to the unit are the responsibility of the department chair or faculty in that area. All tenured or tenure-track faculty are part of the discussion and final vote on changes. To initiate a change in policy, faculty consult with the department chair about a proposed change, and then submit the change to the faculty at least 48 hours before a faculty meeting.

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

Face-to-face faculty meetings are held as needed, typically 6 – 8 times each semester. For the 2013 – 2014 academic year, faculty meetings were held at 1 p.m., usually on the 2nd and 4th Wednesday. When there were no matters warranting review, the meeting was cancelled. For the 2014 – 2015 academic year, meeting
times have been moved to 8:15 – 9:15 a.m. on Thursday, with options for Tuesday meetings, if needed. The department’s administrative assistant takes minutes during the meetings. Minutes are distributed to faculty for review and approval. They provide governance history for the unit.

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

There has been a tendency to approve plans of action in department meetings but to avoid appointing committees and designating committee chairs. Instead, actions approved by the faculty are implemented through the department office or by individuals on the faculty. This is not an efficient approach and does not always ensure understanding or support of unit plans. The unit needs to apply an organized committee structure to accomplish its goals. Here are some of the committees that have operated within the unit over the past five years.

**Diversity Scholarship Committee:** Dr. Sanders, Mr. Flynn, Ms. Montgomery

**First Amendment Programs Committee:** Dr. Pitts (Chair), Dr. Garfrerick, Mr. Flynn, Dr. Martin, Ms. Darnell, Ms. Lee. (Ms. Lee is no longer a faculty member at UNA.)

**Publicity and Promotion:** Dr. Pitts, Ms. Darnell, Dr. Garfrerick, Student Newspaper representative, Ms. Baughman.

**Mass Communication Curriculum Committee:** Dr. Pitts (chair), Dr. Martin, Dr. McMullen, Dr. Sanders, Dr. Garfrerick, Ms. Darnell, Ms. Lee. (Ms. Lee is no longer a faculty member at UNA. We anticipate that Dr. Elmasry will take her place once he has settled into his faculty role.)

**Film and Digital Media Production Curriculum Committee:** Mr. Flynn (chair), Dr. Pitts, Mr. Pangilinan.

**Adhoc Committees:**

Search Committee: Communications Generalist, 2013 – 2014 year: Dr. Pitts (chair), Dr. Sanders, Dr. Garfrerick, Mr. Flynn, Dr. Martin.

Search Committee: Film and Digital Media Production, 2013 – 2014 year: Mr. Flynn (chair), Dr. Pitts, Ms. Chong Yao Chen (Art) and Dr. McMullen.

Search Committee: Communications Generalist, 2012 – 2013 year: Dr. Garfrerick (chair), Dr. Huddleston, Dr. Sanders, Ms. Montgomery, Ms. Darnell.
6. Describe the procedures for selecting unit administrators.

The college dean, in consultation with the faculty of the department, recommends the department chair. Prior to 2008 – 2009, the department chairs in Communications were selected internally, with approval of the faculty and the dean. The chair who returned to full-time faculty status in 2009 had served 19 years in the leadership role. Neither of the two associate professors in the department at that time had an interest in serving as department chair. When a chair is recruited externally, the dean appoints faculty members to a departmental search committee. The last department chair search committee consisted of Dr. Jim Martin (search chair), Mr. Jason Flynn, Dr. Patricia Sanders, Dr. Janet McMullen and Ms. Lisa Darnell. The process for selecting the department chair externally follows the hiring guidelines in the UNA Faculty Handbook.

2.3.1 Search Guidelines for Tenure-Track and/or Non-Tenure-Track Faculty
A search process is initiated when the Vice President for Academic Affairs and Provost after consultation with the President indicates that an existing position vacancy may be filled or that a new position may be created from university resources.

1. Identification of Search Committee. Once a position has been authorized, the department chair will include, as a part of the Request to Fill/Advertise electronic form, a listing of proposed search committee members (in the appropriate field in the Online Employment System – OES). Search committees will be formed from a pool of all full-time department members, including the department chair, and should typically be made up of no more than nine and no less than five members, at least one of whom reflects diversity. Departments lacking diversity may select additional committee members from the campus and/or community at large. In order for an individual to search on a search committee, he/she must have evidence of participation in diversity training and search committee training, when available. The department members, including the department chair, shall select the members of the search committee, with the department chair having final approval. The department chair may elect to serve on the search committee. The search committee shall select its chair. Once the Request to Fill/Advertise is completed, it should be forwarded to the Director of Diversity and Institutional Equity for approval via the OES. Once a search is authorized, the search committee chair will schedule a brief meeting of the committee with the DDIE and Assistant Vice President for Human Resources (AVPHR) to explore ways of attracting a diverse pool of qualified applicants.

The duties of the department chair are outlined in the UNA Faculty handbook, Section 3.2.4.

3.2.4. Department Chairperson—Appointment, Workload, and Supplement
Department chairpersons are appointed to four-year term appointments that are renewable at the option of the University. Renewals shall be on a four-year term. All department chairpersons hold "at will" appointments.

While the President appoints department chairpersons, they report to the respective college dean who supervises their work. Thus, the college dean has the major responsibilities in the selection and supervision of the department chairperson. This responsibility includes utilization of a standardized plan for selection of department chairpersons, revision of the generic job description for department chairpersons specific to each department, and development of a standardized plan of evaluation that will be used for all department chairpersons during the review of a completed term and before recommendations are made for the renewal of a term. Recommendations for appointment and renewal or non-renewal of a term are made by the college dean to the Vice President for Academic Affairs and Provost who recommends action to the President.

Department chairpersons have responsibilities according to their job descriptions, which may vary somewhat according to the size and type of department. However, department chairpersons have some general responsibilities that apply to all. These general responsibilities include: teaching classes in the department, developing departmental curriculum, requesting and administering an adequate departmental budget, and recruiting outstanding faculty for the department. The department chairperson has major responsibilities for leadership in the University’s institutional effectiveness program. The department chairpersons also have the responsibility of representing the Administration to the faculty as well as the faculty to the Administration. Due to the special nature of the department chairpersons' position that involves both faculty and administration and due to the duties they have that go beyond the normal teaching responsibilities and workload policies as described in this Faculty Handbook, relief is given to the chairpersons through a teaching load reduction and a salary supplement. The supplement is strictly for the administrative duties, and it ceases when administrative responsibilities are no longer held by the department chairperson; however, department chairs retain any increases that were realized throughout the term appointment. “Across the board” raises will be applied to base department chair supplements in the same manner that they are applied to base salaries. Since departments at the University vary greatly in both size and responsibilities which, in turn, contribute to the time that must be spent in the administration of a department, there is not a common reduction or supplement paid that applies to all departments. There is a formula which is used to determine department groupings for class reductions and administrative supplements.
7. Describe the process for evaluating unit administrators and summarize the results of the most recent evaluation.

Department chairs are evaluated every two years by the college dean; greater evaluative attention is placed on evaluation for an initial appointment as chair or a renewal of appointment as department chair. Faculty in the department are notified of the department chair’s evaluation. They are provided with an opportunity to submit open-ended comments to the dean regarding the chair’s performance and to complete an online survey of department chair effectiveness.

As noted above, the previous dean of Arts & Sciences, Dr. Vagn Hansen, has retired from university service, effective July 1, 2014. Dean Hansen was an effective interpersonal mentor to the chair in the Department of Communications. He was not an effective procedural evaluator. The unit head received one written letter of evaluation in the past five years, below is a summary of the comments:

From Dr. Vagn Hansen: I conclude that the University of North Alabama is noticeably better by the hiring, performance and leadership of Dr. Gregory Pitts. Dr. Pitts was hired, effective July 1, 2009, to chair the Department of Communications. In the past three years, he has moved the department along nicely by developing a new mass communication degree, investigating the steps necessary to achieve accreditation, developing a strategic plan for the unit and determining equipment and technology needs. Dr. Pitts has completed personnel actions resulting in improved faculty performance, movement of two faculty members into tenured positions and guided a faculty member’s promotion to professor from associate professor.

Dr. Pitts has launched an annual distinguished speaker series for the department—something that had never existed. He has received a $5,000 grant in support of First Amendment education. Personally, he has benefited from federal grant support for travel to both Serbia and Kosovo for media training and research. He has also continued his national leadership with NATPE, including involving two UNA faculty and multiple students in the organization’s activities. He has been engaged in research and scholarship, having completed a book chapter on journalism in Kyrgyzstan for a scholarly book being published by Michigan State University Press, two other book chapter updates, and maintained his active membership in the Broadcast Education Association and the Association for Education in Journalism and Mass Communication.

I commend Dr. Pitts for his work on behalf of the students, faculty and staff of the University of North Alabama.

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

Faculty and students usually direct their concerns and complaints to the department chair. The nature of the concern or complaint determines the action steps implemented by the department chair. The Dean of the College of Arts and Sciences
is the next available step in conflict resolution. The University supports an active and available University Ombudsman to meet with students or faculty over campus concerns when a neutral party is needed.

When there are questions of student academic integrity in the classroom, the unit relies on a standardized Department of Communications Academic Honesty Policy that is distributed in all classes at the start of the semester. Students review the policy and return a signed copy of the policy, indicating their understanding of the terms. The policy defines actions that are considered inappropriate in the classroom, such as plagiarism or cheating. When integrity concerns arise, the faculty member arranges for a meeting with the student(s) and the department chair. Both the student and faculty member present their information. When either party is dissatisfied with the outcome of the meeting, the Dean of Arts and Sciences is the next procedural step. It is also possible for a student to immediately contact the University Ombudsman for assistance.

When a student brings a grade appeal, the student is required to first consult with the faculty member about the grade. If the student is not satisfied with the faculty response and brings the matter to the department chair, the department chair interviews the student about the class assignment, including details as to where, when and how the assignment was given to the class. The chair, either from the student or the faculty member, obtains the grading rubric or other explanation of the assignment’s assessment. The department chair meets with the faculty member about the assigned grade and attempts to resolve the concerns. In the event there is not a satisfactory outcome for the student and the faculty member, a group of external graders from within the department are recruited to grade the assignment. They receive the assignment description and the student work, minus the name of the student. The faculty are asked to assign a grade range to the student work—recognizing that they are grading a single student submission in isolation, we ask for a score range. When this procedure is followed and there is external grader agreement with the faculty member’s scoring, the student is informed by the department chair of the outcome. Should the student not be satisfied with the outcome, the next meeting would be a meeting with the Dean of Arts and Sciences.
Part II, Standard 2. Curriculum and Instruction

First Amendment Month Reception, April 2014

During the visit, the unit should provide the following documents in the workroom:
- a complete set of syllabi for all courses offered by the unit during the current term, the immediate past regular term, and the immediate past summer and special session (including interim terms and courses offered by correspondence, online or distance education).

Executive summary.
Effective teaching is important to the institution, the unit and individual faculty; both the department and the University assign importance to effective teaching for purposes of faculty tenure and promotion. Admission to the mass communication program is not restricted. All students complete a core of communications classes, including COM 215 Media Writing, an introductory writing competency course. The values and competencies of ACEJMC are introduced through the unit’s Twelve COMpetencies, a forward thinking declaration of the department’s educational aspirations for its students. Students complete 121 credit hours to earn the Bachelor of Arts or the Bachelor of Science in Mass Communication. At least 72 hours must be completed from General Education requirements and other courses from outside the communications unit. Of the 72 hours, at least 53 must be approved arts and sciences/liberal arts classes. Specific classes are devoted to law and ethics and communication theory. History is embedded in three core classes, an introductory class, communication theory and communication law and ethics. All students complete an external internship experience.
Please respond to each of the following instructions:

1. Discuss any testing of language competence required of students entering or graduating from the program.

The University of North Alabama admits students who have never attended another college or university as beginning freshmen. Students submit the ACT (or SAT) scores and high school transcripts directly to the UNA Office of Admissions. If application is made while the student is still enrolled in high school, the transcripts should show the latest available grades at least through the junior year, and ACT or SAT scores. Subsequently, final transcripts must be sent showing confirmation of graduation and graduation date. Students seeking admission on the basis of General Education Development (GED) tests must have copies of those scores sent.

Unconditional Admission
Graduates of approved high schools who meet the specified general aptitude and academic competency requirements may be granted unconditional admission to the freshman class at the University of North Alabama.

General Aptitude
Applicants must demonstrate general aptitude by obtaining a composite score of 18 or higher on the American College Test (ACT) or 870 or higher on the Scholastic Aptitude Test (SAT).

Basic Competencies
Applicants must demonstrate academic competency by achieving a grade point average (GPA) of at least 2.0 (4.0 scale) on a core of at least 13 high school units distributed as follows:

- **English:** (4 units)
- **Mathematics:** algebra I, algebra II, geometry, trigonometry, statistics, or calculus (2 units)
- **Natural or Physical Science:** one biological and one physical science (2 units)
- **Social Studies:** one unit American history and at least 1/2 unit in government, with the balance from world history, state history, economics, geography, psychology, political science, or anthropology (3 units)
- **Other:** foreign languages, computer sciences, or any of the courses listed in the above areas which are not used to meet requirements in those areas (2 units)

Conditional Admission
High school graduates who do not meet the standards for unconditional admission may be granted conditional admission if they meet ALL THREE of the following conditions: (1) the ACT composite score is 16 or above (SAT of 790 or above); (2)
least 11 units have been earned from among the high school academic core; (3) the GPA on the high school academic core is at least 1.75.

Transfer students who have earned fewer than 24 semester hours of credit must also submit high school transcripts and ACT (or SAT) scores, and must meet the admission standards applied to beginning freshmen. All transfer students must submit a Transfer Student Discipline Record Release Form from the institution(s) they attended within the last 5 years. Transfer student transcripts are reviewed by the Admissions Office to determine the suitable match with UNA coursework, including General Education requirements and any elective or major/minor coursework.

Students with an ACT score of 15 or below on the ACT English Subtest are required to enroll in EN 099 Basic English. Grading is S (Satisfactory) or U (Unsatisfactory). With a grade of U, the student must repeat the course. With a grade of S, the student enrolls in EN 111 First-Year Composition I. A student earning a grade of U may only repeat EN 099 one time before proceeding to EN 111. International students, enrolling in the University’s English as a Second Language (ESL) Program, are required to complete EN 099 after they have finished their ESL Program.

To graduate, a student must complete, at a minimum, the General Education English requirements of EN 111 First-Year Composition I and EN 112 First-Year Composition II (or Honors versions of the classes) and at least six hours of literature coursework, selected from British, American or World literature.

A student admitted to the University of North Alabama may immediately declare a major or minor in mass communication. After completing both EN 111 First-Year Composition I and EN 112 First-Year Composition II, mass communication students complete COM 215 Media Writing. COM 215 Media Writing is a grammar, spelling, and punctuation course that also introduces students to Associated Press Style and to writing requirements for various media platforms, including print, broadcast, social media, news releases and scripts. All students enrolled in COM 215 complete regular writing assignments and have three opportunities during the semester to pass each portion of a three-part Grammar-Spelling-Punctuation Diagnostic (GSPD). If all attempts are exhausted and the student still has not passed one or more sections, an overall average is considered, using the highest score from each section attempt. If the average remains below a 69.5 percent, the student receives an Incomplete for the course. The instructor works with the student the following semester to accomplish passage of the exam (regardless of number of attempts). The GSPD score is not factored in the course average. Fifty percent of the final grade comes from writing assignments, 20 percent from multiple online quizzes, and 10 percent from the midterm grade and 20 percent for the final exam grade. Students with failing scores on other assignments and failure on the GSPD receive an F.
(Failure) for the class. COM 215 is a language competence class. If students are not successful in passing the GSPD they repeat the class or change majors.

All three mass communication areas include coursework that requires (and measures) competence in English. For example, students in Journalism: Multimedia and Public Relations are also required to complete COM 220 Basic Reporting, as a measure of both the ability to write news stories and to express the information competently in English. Radio-Television & Interactive Media students complete COM 340 Media Criticism. All three concentrations include written assignments and writing for the professional in the coursework.

2. Describe the unit’s curricular efforts, whether onsite or online, to develop in its majors ACEJMC’s 12 professional values and competencies. This discussion should include efforts to respond to professional expectations of current digital, technological and multimedia competencies.

As the Department of Communications’ faculty developed the BA/BS in Mass Communication and associated classes, they first conducted an audit of existing coursework to determine whether the department’s classes would properly introduce the students to the professional values and competencies established by ACEJMC. Where gaps in the teaching were identified, new courses were added. For example, COM 215 Media Writing was not part of the previous course of study. Also missing was a course in research methods and a clear professional sequence appropriate for the three mass communication concentrations. Curriculum revisions put forward with the efforts of faculty members Flynn, Garfrerick, Huddleston, Martin, McMullen, Pitts and Sanders resulted in the development of the present mass communication curriculum. Using a course grid, the faculty examined the classes to determine where and how the Twelve COMpetencies and values of ACEJMC would be implemented through the coursework. This new curriculum and the accompanying degrees (BA/BS) received approval from the Alabama Commission on Higher Education in Summer 2010. The curriculum became effective with the Fall 2010 semester. See Appendix 1 and 25.

Courses in the curriculum were reviewed in order to match the values and competencies of the classes. The course grid shown below shows the program’s curriculum review:
Twelve COMpetencies and the Common Core.

Developed during the 2009 – 2010 academic year and modified in subsequent years.

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E = Embedded within the course and usually identified specifically in a course objective.

*COM 243 Aural & Visual Production (3 hours) replaced COM 233 Multimedia Communication (1 hour), effective Fall 2013. The one-credit course did not meet the educational needs.
To help our students understand the educational experience, the department reviewed all syllabi to ensure that each course included course objectives. All students in the mass communication concentration complete 20 – 22 core requirements. Where appropriate, the values and competencies are listed in the course objectives and presented in the course instruction. As a further statement of the values and competencies, the department established the **Twelve COMpetencies**, a labeling attribute that could be presented to students in coursework and promoted within the building. At a minimum, each competency or value is emphasized in at least two core classes. Introducing the Twelve COMpetencies are these statements:

“*Students attend college to earn a degree but we also want to produce educated and responsible citizens.*”

No matter the area of study, students in the Department of Communications will be presented with certain *core educational values and competencies* in the classes they complete.

Displayed prominently in the Communications Building are these COMpetencies:

**Twelve COMpetencies**

*Graduates of our program will be able to:*

1. Understand and apply U.S. principles and laws of *freedom of speech and press* as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;

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

3. Demonstrate an understanding of gender, race ethnicity, sexual orientation and, as appropriate, other forms of *diversity* in domestic society in relation to mass communications;

4. Demonstrate an understanding of the diversity of peoples and cultures and of the significance and *impact of mass communications* in a global society;

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

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

7. *Think* critically, creatively and independently;

8. Conduct research and *evaluate information* by methods appropriate to the communications professions in which they work;
9. Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;

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

11. Apply basic numerical and statistical concepts;

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

The Twelve COMpetencies are also found in Appendix 23.

Faculty in the unit understand the importance of assessing what we do. Annual examinations of the curriculum and our coursework have led us to adopt changes that enable us to more effectively present the values and competences we want our students to learn. For example, we merged Print Journalism and Broadcast Journalism into Journalism: Multimedia. Faculty have attended training courses to improve their knowledge of digital technology and to bring this experience into the classroom. Where we sometimes come up short is with spending a sufficient amount of time helping our students understand why the objectives on the course syllabus are important, and by extension, why the Twelve COMpetencies are important. The Twelve COMpetencies are prominently displayed in the building for all students to see but seeing—even reading them—is not always enough. We need for students to acknowledge and value them in their educational experiences.

3. Explain how the accredited unit ensures its online courses and online degrees meet ACEJMC’s standards.

The Department of Communications does not offer an online degree or concentration. When courses are taught online, most of the efforts have focused on summer offerings in response to student interests. At present six courses are taught online:

COM 205 Communication in a Global Age
COM 230 Fundamentals of Public Relations
COM 303W Communication Research Methods
COM 314 Communication Theory & the Public interest
COM 370 Feature Writing
COM 400W Communication Law & Ethics

The courses follow a standardized department syllabus and use some or all of the following course content delivery methods: directed readings, recorded lectures, online quizzes and exams, and essays and news stories—submitted in a Dropbox format via Tegrity. (Tegrity reviews student submissions for possible plagiarism or academic fraud.) There is a self-policing mechanism among the faculty to ensure
that courses meet the ACEJMC standards. If the faculty and their courses do not meet the standards, the faculty members will not be allowed to teach the classes online or in a face-to-face setting. Furthermore, anyone teaching a summer course must have taught that course content within the normal academic year to ensure teaching proficiency during the shorter summer class term.

4. If the unit has a core curriculum, briefly list and describe the courses required.

Listed and described below is the unit's core curriculum. Currently, the Mass Communication core is comprised of 20-22 hours.

COM 205 **Communication in a Global Age** (3 hours). Foundation course in communication, placing U.S. media in a global perspective and examining both human and technological impact on communication. (Fall, Spring)

COM 215 **Media Writing** (3 hours). Writing applications across multiple media platforms including print, broadcast, social media, news releases and scripts, for traditional and new media. Grammar and language skills are refined, and Associated Press style is introduced. Prerequisites: EN 111, 112, or EN 121, 122. Course fee: $30.00. (Fall, Spring)

COM 243 **Aural/Visual Production** (3 hours). Hands on experience in familiarizing students with the foundation of aesthetic values, current professional standards, and technical tools of creation. Introduction to individual elements of all three phases of production. Prerequisite: COM 205. Course fee: $50.00. (Fall, Spring)

COM 303W **Research Methods** (3 hours). A class centering on understanding the relationships between philosophy, theory, and research methods used in the study of communication. The class focuses on experimental, survey, textual analyses, and naturalistic inquiries. Students will develop a working knowledge of both quantitative and qualitative data analyses procedures as well as being able to critically appraise communication research. (Fall, Spring)

COM 314 **Communication Theory and Public Interest** (3 hours). An introduction to modern communication theories, communications effects and ethical issues associated with communication in a contemporary mediated environment. (Fall, Spring)

COM 400W **Communication Law & Ethics** (3 hours). An introduction to legal and ethical responsibilities related to communication in the United States. This course distinguishes between forms of communication that have constitutional protection and those which have limits (libel, privacy, copyright, intellectual property, censorship, commercial speech, broadcast licensing, access to information) on freedom of expression. (Fall, Spring)
COM 420 **Portfolio Preparation** (1 hour). Issues faced by graduates upon entering graduate school or the professional world. Topics include preparation of the professional portfolio, current market trends, and long-term professional prospects. Should be completed by all departmental majors in the last semester prior to graduation. Also listed as TH 420 but creditable only in field for which registered. (Fall, Spring)

COM 499 **Internship/ Independent Study** (1-3 hours). Independent study and research under departmental supervision or special field experience under departmental determination and evaluation. The length of time and amount of study will determine credit earned. Prerequisite: departmental approval required prior to registration.

The variable internship credit allows a student to split the internship hours between more than one internship experience.

5. **Describe the ability of students to plan individualized programs of study to meet their special interests and needs.**

Upon declaring a major in the Department of Communications, students are provided a copy of the general education requirements checklist, a checklist specific to the declared major and concentration, and a copy of a four-year planning sheet with sample course progression. Students may also access these forms via the departmental website at any time ([www.una.edu/communications](http://www.una.edu/communications)) and can print additional copies should they be needed.

The University of North Alabama employs mandatory student advising; students must meet with an academic advisor for course advising and to receive their personal identification number (PIN) to register for classes. Advisors utilize the general education requirements checklist and the concentration checklist during individual advising sessions and keep a copy on file in the departmental office for each student.

The department uses a two-part advising form. Suggested courses are written on the form as well as the student’s PIN and the student signs the advising form. The student retains a copy of the form. The other copy goes into the student’s file to validate course recommendations. (See Appendix 2.)

In consultation with the academic advisor and in accordance with individual needs and interests, students may select a minor or elect to create an unofficial minor using a variety of courses. Students are not required by the unit to complete a minor but all students must complete at least 72 hours from outside the mass communication area; at least 53 hours of the 72 hours should be approved Arts and
Sciences/Liberal Arts classes. (The Department posts the course list in the building and copies are available in the department office. It is also available on the department’s webpage.) The requirement to take courses from other areas encourages the students to look at other coursework for their planned area of study and to consider a customized educational experience.

Within the three mass communication concentrations (Journalism: Multimedia, Public Relations and Radio-Television & Interactive Media) students have the ability to select COM elective courses, in addition to the prescribed requirements.

Students are now permitted to graduate in mass communication with 121 completed hours, instead of a previous 128 hours. Many students will elect to take this shorter path, but for a few students who may be enrolled in the university Honors program or are pursuing two degrees, this reduction provides additional flexibility to develop an individualized program of study.

6. Describe the unit’s involvement in service courses to non-majors.

The College of Arts and Sciences is the largest college at UNA and produces the most credit hours through General Education requirements. The Department of Communications is part of the college. General Education at UNA consists of 41 credits in arts and science/liberal arts/humanities. The department teaches three classes that are part of the University’s General Education requirements or selection options.

COM 201 Fundamentals of Speech is a general education course required for all students attending the University of North Alabama. The class is taught by two speech instructors (Montgomery and Hardin; neither is tenure-track), a mix of adjunct instructors, and some full-time faculty who are tenured or tenure-track. Approximately 14 sections are taught each fall and spring and an additional six sections are taught in summer.

COM 133 Cinema Appreciation is an optional course within Area II Humanities of the General Education requirements. This course, as a cinema aesthetics and appreciation course, can be counted as an approved Arts and Sciences/Liberal Arts class. One section is taught each fall and spring and one in summer.

COM 205 Communication in a Global Age is an optional course within Area IV Social Sciences of the General Education requirements. The course is required for mass communication majors; it cannot be counted by them as a social science elective—it must be counted within the department core. Two to three sections are taught in fall and spring and one section is taught online in summer.
7. Describe the teaching of ethics, law, history and theory of journalism and mass communications. If these subjects are taught as separate courses, describe instructors’ qualifications. If these subjects are included in skills or other courses, tell how the faculty regularly evaluates the effectiveness of the teaching of these subjects.

Ethics, law, history and theory are a prominent part of the Department of Communications’ Twelve COMpetencies. As such, each area receives attention in multiple courses. In some classes, there may be only an awareness of each subject but as students progress through their concentrations, they receive a richer teaching experience and exposure to the content areas.

Ethics and Law are taught in core classes required of all majors, beginning with COM 205 Communication in a Global Age. The course includes individual chapters on both law and ethics and both subjects are continuing themes throughout the semester. COM 215 Media Writing is a writing class that introduces students to the importance of accuracy in their narratives and the ethical and legal impact of their writing on readers and society. What they write matters. COM 400W Communication Law and Ethics devotes most of the class time to teaching law—faculty estimate that about two class sessions of the semester are specific to ethics. Media law, media ethics and ethical professional behavior serve as a common theme throughout the mass communication core curriculum and within the three concentrations. Discussions of ethical conduct and responsibility to the profession are included in our professional classes such as COM 215 Media Writing, COM 220 Basic Reporting, COM 243 Aural-Visual Production, COM 356 Advanced Reporting, COM 326 Broadcast Newswriting and Producing, COM 368 Editing, COM 370 Feature Writing, COM 374 PR Cases, COM 390 PR Writing, COM 410 Layout and Design, COM 442 PR Campaigns, COM 241 Radio Production, COM 317 Media Convergence and COM 441 Creative Audio Production.

Communication Law and Ethics is taught primarily by Dr. Jim Martin and sometimes by Dr. Janet McMullen. Dr. Martin is a professor. He holds graduate degrees in journalism from Southern Illinois University at the master’s and doctoral level. Dr. Martin has 10 years experience as an editor and publisher. His wife is a practicing attorney in Lawrenceburg, Tennessee. Dr. McMullen is an associate professor. She holds a master’s degree from Ball State University and a Ph.D. in Radio-Television and Film from the University of Texas. Dr. McMullen has less experience in the profession—less than two cumulative years. She publishes and teaches ethics and media theory/effects outside the academy in faith-based settings and holds a strong professional interest in law.

Communication Theory is taught primarily through a required core class, COM 314 Communication Theory and the Public Interest. This is a comprehensive communication theory course, taught from a social science perspective. The class focuses on communication theory but the second part of the course title, “the Public
Interest,” is a reminder of the impact of communication and the need to understand the process and the ethical considerations when gathering and distributing information. Communication theory and societal impact are also taught in other courses, including COM 205 Communication in a Global Age. This class, with a specific textbook chapter devoted to theory, helps make students aware of the existence of theoretical explanations for communications media and audience message reception and response. Two specific theoretical areas, agenda setting and framing, also become common themes in reporting and public relations classes. Dr. Janet McMullen, an associate professor, (who also teaches COM 400W Communication Law and Ethics) has been the primary instructor for communication theory for more than 10 years. She holds a master’s degree from Ball State University and a Ph.D. in Radio-Television and Film from the University of Texas. Dr. McMullen has less experience in the profession—less than two cumulative years but she teaches theory because of her professional and personal concerns about media effects. She has found that both theory and ethics are primary areas of professional interest. She publishes and teaches ethics and media theory/effects in scholarly research and outside the academy in faith-based settings and she holds a strong professional interest in law.

The department offers an elective course in media history, COM 455/555 Media History. The course is taught about every three semesters; it will be offered in Fall 2015. This elective course broadly covers media history, both print and electronic. Students receive training in historical research methodology. Students receive an initial historical awareness through COM 205 Communications in a Global Age. When historical topics intersect with theory, such as propaganda history and theory, or powerful-limited-moderate theories of media and associated technologies, students are exposed to the accompanying historical periods in COM 314 Communication Theory and the Public Interest. Students in journalism and public relations receive an important contemporary history perspective in COM 220 Basic Reporting. The students read The Race Beat, a history of race and civil rights reporting in the Southern U.S. from about 1945 – 1968. Public Relations students receive a history of that field in our COM 230 Fundamentals of Public Relations course. Radio-Television & Interactive Media students receive media history and technology development in COM 256 Fundamentals of Electronic Media.

Dr. Beth Garfrerick teaches COM 455/555 Media History. Dr. Garfrerick’s dissertation focused on community journalism from roughly 1880 to 1980. Dr. Jim Martin also has an interest in media history; Dr. Martin served as editor of American Journalism for five years. Drs. Garfrerick and Martin also teach COM 220 Basic Reporting. Working journalists and adjunct faculty members Cathy Wood and Sherhonda Allen also teach COM 220 Basic Reporting. Wood and Allen each have about 25 years of journalism experience.
8. Tell how the unit ensures that the objectives of courses with multiple sections are achieved in all sections.

The unit recognizes the need to ensure continuity across multiple sections of classes. Faculty have shown a willingness to engage in idea sharing and discussions to ensure course continuity. Faculty in the unit recognize the ethical importance of ensuring that students receive a consistent experience across multiple course sections, both for professional development and education, and for fairness. The unit head makes final teaching assignments and would have the authority to exclude someone from teaching a course that deviated from departmental needs.

Faculty share syllabi, use the same textbook and accept similarities in assignments and class protocols to achieve continuity. Even when one instructor teaches multiple sections of COM 205 Communications in a Global Age, that instructor uses a syllabus that has been adopted by other faculty teaching the course. There is certainly a desire to allow for faculty autonomy in all of our courses, but there is a recognized need for reliability and validity in our course sections when taught by different instructors.

COM 215 Media Writing was created to be offered as a shared group lecture with separate writing labs. The shared group lecture allows faculty to alternate their lectures—and teach their strengths in the lectures—while also learning from their colleagues on alternate lecture days. COM 215 continues with a shared syllabus and shared assignments, including a standardized grammar-spelling-punctuation diagnostic examination.

COM 215 Media Writing, COM 303W Communication Research, and COM 400W Communication Law and Ethics are core classes, completed by all mass communication and communication arts students. They are also part of the Department of Communications’ designated Quality Enhancement Program. As part of its reaccreditation by the Southern Association of Colleges and Schools, UNA proposed a Quality Enhancement Plan (QEP) for implementation during the ten years leading up to the next reaccreditation in 2022. The QEP is called Building Success through Discovery and it focuses on engaging students in undergraduate research, defined as the specific reading, data and information collection, analysis, and presentation skills (written or oral) required to successfully participate in problem-solving within any given discipline and career. In its QEP role, COM 215 instructors assess student learning through a commonly applied evaluation rubric. See Appendix 20 for a review of the QEP rubric.

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

Selected Educator of the Year by the Southern Public Relations Federation, September 2010.

Selected Educator of the Year by the Public Relations Council of Alabama, April 2010.

Selected Educator of the Year by the North Alabama Chapter of the Public Relations Council of Alabama, April 2009, April 2010.

Fall 2013 – Spring 2014, completed two online teaching seminars from the Poynter Institute and funded by the Department of Communications.

Dr. Mohamad Elmasry; Assistant Professor


Qatar National Research Fund, 2011 ($253,800). Collaborative research project on Palestinian youth media narratives. With Sanjay Asthana (LPI). Note: After being awarded this Qatar-based grant, Dr. Elmasry left the project after accepting a job at the American University in Cairo. The project was transferred to one of his former Qatar University colleagues, Nishan Havandjian. Their proposal to keep Dr. Elmasry on the project as a consultant was rejected by the Qatar National Research Fund.

AUC Excellence in Teaching Award (2011/2012) nomination. [An anonymous student(s) nominated him, but the nomination was not considered because he had not yet completed three years of service, and was thus not eligible.]

University of Iowa Council on Teaching Outstanding Teaching Assistant Award, for Spring 2008 work in Social Scientific Foundations of Communication.

Mr. Jason Flynn, MFA; Assistant Professor

UNA Film and Digital Media recognized as first on Reelshow International’s “Top Ten Film Schools 2012” List.

Named 2011 Reelshow International Film Tutor of The Year.

Grant Recipient: $3,600 NATPE Faculty Development Grant. Summer 2012 to shadow the production of the TV show “Nashville” in order to bring knowledge and understanding back to the classroom.

Faculty Fellow at the 2010 National Association of Television Program Executives (NATPE) Conference. Fellowship funded to increase faculty knowledge of the television and video industries.

Dr. Beth Garfrerick; Assistant Professor

Attended five-day Multimedia Bootcamp sponsored by the Diversity Institute at the Freedom Forum, First Amendment Center, Vanderbilt University, November 2011.

North Alabama Chapter of the Public Relations Council of Alabama, Educator of the Year Award Recipient, 2011.
Fall 2013 – Spring 2014, completed two online teaching seminars from the Poynter Institute and funded by the Department of Communications.

**Dr. Jim Martin; Professor**

Attended five-day Multimedia Bootcamp sponsored by the Diversity Institute at the Freedom Forum, First Amendment Center, Vanderbilt University, November 2009.

**Dr. Janet McMullen; Associate Professor**

Faculty Fellow at the 2011 National Association of Television Program Executives (NATPE) Conference. Fellowship funded to increase faculty knowledge of the television and video industries.

Fall 2013 – Spring 2014: Dr. McMullen completed an online teaching seminar from the Poynter Institute and funded by the Department of Communications.

**Ms. Stephanie Montgomery; Instructor**


Best of Alabama award, 2010 Alabama Academic Advisors’ Conference. Competed with 17 advisers from institutions across Alabama and Mississippi in connection with the National Academic Advising Association (NACADA).

**Dr. Greg Pitts; Professor**

*Where We Stand: A survey of newsroom staff in the Chicago region.* Publication of the Association of Women Journalists, Chicago Chapter, January, 2014. This research project for AWJ put him in touch with current media practitioners and their job issues.

The First Amendment Center and the American Society of News Editors. Education grant of $5,000, with additional UNA funds, to promote First Amendment Awareness among students and faculty on the campus of the University of North Alabama. 2013 – 2014.

First Amendment Awareness. The Alabama Press Association Educational Foundation. Two educational grants totaling $1,330 to promote First Amendment Awareness among secondary school students and to launch a weekend journalism workshop for students of color. Spring 2013.
Chairing the Small Program. Panel presentation at the Association of Education in Journalism and Mass Communication, Chicago, IL, August 11, 2012.

The Liberty Tree Initiative. Education grant of $5,000, with additional UNA funds, to promote First Amendment Awareness among students and faculty on the campus of the University of North Alabama. 2011 – 2012.


Annually attend the National Association of Television Program Executives (NATPE) Conference, 2008 – present. Attends in conjunction with involvement with the NATPE Educational Foundation, which is also an enriching educational experience that increases knowledge of the television and video industries and improves teaching.

**Dr. Pat Sanders; Assistant Professor**


Attended five-day Multimedia Bootcamp sponsored by the Diversity Institute at the Freedom Forum, First Amendment Center, Vanderbilt University, November 2009 and five-day Advanced Multimedia Bootcamp in 2011.


Fall 2013 – Spring 2014, completed two online teaching seminars from the Poynter Institute and funded by the Department of Communications.

*Teachapalooza 2014!* An academic training conference for educators on technology, journalism and multimedia. The Poynter Institute, St. Petersburg, Florida. 2014

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

As a University requirement, at the conclusion of the spring semester all faculty members submit a Statement of Goals related to teaching, research and professional development. The Goals document asks the faculty member to review the previous year’s performance and to set goals for the next academic year.
Faculty use the goals document as an opportunity to identify plans for their professional development that will impact their teaching. For example, three faculty have attended a total of four Multimedia Journalism Bootcamps sponsored by Freedom Forum/First Amendment Center in Nashville, Tennessee. In June 2014, a faculty member attended the Poynter Institute’s Teachapalooza Workshop. Faculty have participated in academic panel discussions at BEA and AEJMC, and at professional conferences such as the Alabama Public Relations Association and the National Association of Television Program Executives.

On-campus training and lecture programs have included Blackboard, Angel and Canvas—course-management systems; Smartboard Technology; a grant writing workshop sponsored by Provost’s Office; Title IX reporting requirements; Final Cut Pro editing workshop; First Amendment lectures; Camtasia training from Educational Technology Services; New Technology for the Smart Classroom from Informational Technology Services; and a Freedom of Information Act discussion and lecture. The University of North Alabama is a teaching institution. Faculty enjoy teaching more than anything else. Not all faculty embrace every new teaching technology but they find their technology comfort zones and adopt teaching technology that improves what they do.

Over the past six years, the department has twice paid for lunch or breakfast snacks for faculty to facilitate technology training in the Communications Building.

11. Describe the importance of teaching in promotion and tenure decisions.

The University of North Alabama is a regional, comprehensive university. Teaching was the original mission of the University. It remains a constant in the discussion of the institution’s character and mission. We market the teaching role and relationship as a reason why a student should attend the University or why an individual should seek faculty employment. Both the University and the faculty agree that teaching is the professional attraction to UNA. Effective teaching (and service) for many years dominated the discussion of faculty tenure and promotion. While effective teaching is essential, the importance of research—especially as a form of professional development that can contribute to effective teaching—is gaining stature. It has not and will not likely ever overshadow the importance of teaching. See Appendix 14 to review personnel matters identified in the UNA Faculty Handbook.

The UNA Faculty Handbook emphasizes the importance of teaching:
2.5 CRITERIA FOR PROMOTION, TENURE, AND APPOINTMENT

2.5.1 General Criteria for Promotion and Tenure

As a regional, state supported institution of higher education, the University of North Alabama pursues its mission of engaging in teaching, research, and service in order to provide educational opportunities for students, an environment for discovery and creative accomplishment, and a variety of outreach activities meeting the professional, civic, social, cultural, and economic development needs of our region in the context of a global community. Faculty members seeking promotion and/or tenure are expected to demonstrate significant contributions in support of this mission as reflected in accomplishments specific to the criteria below.

1. Effectiveness in Teaching. The individual is evaluated upon evidence such as the following: knowledge of subject matter, including current developments in the discipline; active concern for the student's academic progress; evidence of success in supporting student research and creative activity; ability to organize and effectively present and evaluate coursework, including effectiveness in oral and written communication; ability to motivate student interest and participation; ability to relate coursework to other fields with a view to broadening the student's general knowledge; evidence of conscientious preparation; and use of effective methodology and teaching techniques.

The Department of Communications Performance Guidelines identify the importance of teaching to promotion and tenure:

For instructors and assistant professors:

Teaching—Candidates must have student teaching evaluations with a minimum average score of 4.00 on a scale of 5.0. The candidate must include student evaluations from at least five (5) semesters of teaching at UNA. The candidate must include student evaluations from at least five (5) semesters of teaching at UNA. The candidate must provide a limited teaching portfolio or comparable documentation containing examples of evidence of above average teaching effectiveness according to the following criteria: The candidate must demonstrate a thorough and current knowledge of the field at above average levels, as well as above average teaching abilities, including preparation and presentation of course materials, organization of subject matter, consistent, fair and thorough evaluation, and clear communication of objectives, expectations and assignments. In addition, the candidate must provide evidence to support above average teaching effectiveness through evidence of sound, college-level work required and produced by students; continual intellectual and personal development; evidence of personal and ethical responsibility to students, courses, and the University; and a willingness to participate in university and departmental teaching evaluation procedures for the purpose of updating and improving course content and presentation.
For associate professors:

**Teaching**—Candidates must have student teaching evaluations with a minimum average score of 4.25 on a scale of 5.0. The candidate must include student evaluations from at least five (5) semesters of teaching at UNA. Alternatively the candidate may use peer review to substantiate *excellence* in teaching. The candidate must also provide a teaching portfolio or comparable documentation that lists numerous examples of evidence of *excellent* teaching effectiveness according to the following criteria: The candidate must demonstrate thorough knowledge of the field at the *excellent* level, as well as *excellent* teaching abilities, including preparation and presentation of course materials, organization of subject matter, consistent fair and thorough evaluation, and clear communication of objectives, expectations and assignments. In addition, the candidate must provide evidence to support *excellent* teaching effectiveness through evidence of sound, college-level work required and produced by students; continual intellectual and personal development; evidence of personal and ethical responsibility to students, courses, and the University; and a willingness to self-evaluate and participate in university and departmental teaching evaluation procedures for the purpose of updating and improving course content and presentation.

For professors:

**Teaching**—Candidates must have student teaching evaluations with a minimum average score of 4.50 on a scale of 5.0. The candidate must include student evaluations from at least five (5) semesters of teaching at UNA. Alternatively the candidate may use peer review to substantiate a *superior* level of teaching. The candidate must also provide a teaching portfolio or comparable documentation that lists numerous examples of evidence of *superior* teaching effectiveness according to the following criteria: The candidate must demonstrate thorough knowledge of the field at the *superior* level, as well as *superior*-level teaching abilities, including preparation and presentation of course materials, organization of subject matter, consistent fair and thorough evaluation, and clear communication of objectives, expectations and assignments. In addition, the candidate must provide evidence to support *superior* teaching effectiveness through evidence of sound, college-level work required and produced by students; continual intellectual and personal development; evidence of personal and ethical responsibility to students, courses, and the University; and a willingness to self-evaluate and participate in university and departmental teaching evaluation procedures for the purpose of updating and improving course content and presentation.

See Appendix 11 for the Department of Communications Performance Guidelines.
See Appendix 4 for the College of Arts and Sciences Performance Guidelines.
12. **Describe any special recognition that the unit gives to outstanding students.**

Exclude scholarships, which are summarized in Table 9, “Student Aid.”

Annually, the department recognizes the students with the highest grade point averages in their concentrations. Students must be in their expected graduation year to be eligible for the award. This is not limited to a single student but could recognize several students in a concentration with outstanding GPAs. The certificate awards are presented each spring at UNA Student Awards Day.

The department regularly identifies students for nomination as Promising Future Alumni. This annual campus award is given at the university homecoming celebration each fall term. Two of our public relations students will be recognized at UNA Homecoming 2014; student KeKoria Greer and Undrea Randolph will be recognized at the October 4 home football game half-time ceremony. We are also proud to note that both students come from a diverse background.

Student academic achievement is recognized through membership in Lambda Pi Eta Communication Honorary. Students must have at least a 3.0 cumulative GPA and a 3.25 GPA in communication courses; have 60 credit hours completed overall; have 12 credit hours completed in communication courses; rank in the upper 35% of their class; be full-time students in good standing; display commitment to the field of communication.

The department recognizes the work of our student lab workers—these students are majors within the department and help provide support for computer labs and production equipment. Most faculty voluntarily contribute to an award or gift fund provided to the workers as a thank you for their service.

The month of April is First Amendment Awareness Month. A prominent speaker, funded by the Parker-Qualls Distinguished Lecture in Communications, is invited to campus. The department hosts a dinner with the speaker and 7 to 9 outstanding communications students.

The department held a “Majors Night” in Fall 2013 to introduce students and faculty and recognize students who had selected communications as a major/minor. This event is scheduled for Fall 2014 as well.

With the arrival of a new dean (Dr. Carmen Burkhalter), there is an awareness that we are not recognizing student performance—as both an immediate action to acknowledge their accomplishments and as a longer term effort to affirm a lasting alumni relationship with the University. Dr. Burkhalter has suggested that departments take steps to identify means to offer student recognition.
13. Attach a copy of the unit’s internship policy.

COM 499 Internship (1 – 3 credit hours) (Also found in Appendix 17.)

Description
Internships are practical work experiences under the supervision of professionals. The experience is different from the typical college course and should be undertaken only by those with a strong sense of what they are attempting to do.

Professional values and competencies
Though internships vary in activities, responsibilities, and scope, students should complete the internship with most of the following competencies:

1. Demonstrate an understanding of gender, race ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications;
2. Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society;
3. Understand concepts and apply theories in the use and presentation of images and information;
4. Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
5. Think critically, creatively and independently;
6. Conduct research and evaluate information by methods appropriate to the communications professions in which they work;
7. Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
8. Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
9. Apply tools and technologies appropriate for the communications professions in which they work.

Student accommodation
It is the policy of the University of North Alabama to afford equal opportunity in education to qualified students. Therefore, a student who has a disability that inhibits the student’s ability to meet course requirements and who desires accommodations must contact the instructor and Developmental Services within the first three class meetings of the semester (within the first three days during summer terms). The goal is to develop a timely accommodation plan and to file an Americans with Disabilities Act Accommodation Form. Course requirements will not be waived but accommodations will be made to allow each student to meet course requirements, provided the student acts within the first three class meetings in working with the instructor to develop an accommodation plan. If a disability is
identified later in the semester, a non-retroactive accommodation plan will be developed at that time.

**Placement**
You have been placed with a particular supervisor and work setting for the entire course. You will be expected to remain in that situation for the entire term. If you encounter problems with your placement, notify your internship faculty monitor.

**Expectations**
Interns are expected to work to the best of their abilities to perform the assignments given by the supervisor. Furthermore, you should remember at all times that you are representing not only yourself but the University and the Communications program. The image that you project, as well as the quality of the work you do, will strongly affect the careers of all graduates of the University of North Alabama.

**Relationship with the Supervisor**
You should treat the supervisor as your boss, not as your instructor. Within certain limits, the boss is always right. Realistically, the benefit you give to your supervisor and his/her organization will probably be outweighed by the amount of time it takes to direct you. In effect, your supervisor is an unpaid university instructor. Your relationship with the supervisor must always show that you are aware of these things. **By the way, the Internship Agreement is due by noon on the first Friday of the term.**

**Grades**
At the end of your term we consult with your supervisor. Although we will use the supervisor’s recommendation, the faculty member makes the final grade determination. Most interns expect to receive A’s for satisfactory work on the job, and, in the absence of objective grading standards, will.

Less than completely satisfactory work will result in lower grades. This includes both job performance and filing of correct and timely reports.

Absenteism, being late for work, causing trouble for the supervisor and unethical conduct will very likely result in a grade of F.

**Written Reports**
There are several reports, most of them short, that must be done. For most students it’s critical that these reports be done on time. Since there are many variations in internships, a few interns will have different due dates or may omit certain reports. If this has not been clarified in advance, these reports will be due:
1. **Job Expectations Memo (10 pts.)**
   In 1 or 2 pages, describe your duties, work hours, the people you will be working with, and any other descriptive details of your internship. Please also answer the following questions:
   a. What do you want to learn? (objectives)
   b. Why do you want to learn it? (rationale)
   c. What resources are available for you to draw on? (resources)
   d. How will you evaluate the effectiveness of your work? (evaluation/documentation)
   e. How will you document your learning? (tentative schedule/portfolio)

   This should be done after your initial discussion with your supervisor of what you are going to do. It must include the supervisor’s name, address, office phone number, and work hours. **Due by noon on the first Friday of the term. (can be emailed)**

2. **Midterm Internship Evaluation (10 pts.)**
   Complete the attached form titled “Midterm Internship Evaluation.” **Due by noon, on Midterm. (can be emailed)**

3. **Journal (10 pts.)**
   Keep a daily journal of what you did each work day. I am interested not only in what you did but in your daily impressions of what you saw, problems you encountered, and possible solutions to these problems. Be sure to address the questions you answered in your **Job Expectations Memo** when it’s appropriate. Your journal will be considered confidential and I will not share the information with anyone, least of all your supervisor. **Due by noon, Study Day. (can be emailed)**

4. **Portfolio (10 pts.)**
   This will be a collection of all the work you did during the term. All writing you did should be included. What you turn in will be a copy for me to keep; you will want to keep your original. As you prepare your portfolio, keep in mind the questions in the **Job Expectations Memo** that would be appropriate to address in the portfolio. It is anticipated that you will complete both a physical portfolio and a digital one. The digital one can be placed on a CD or a flash drive. Both copies of the portfolio are due at the same time. If you have not yet completed COM 420, do your research. Check Google, ask your internship supervisor, or make an appointment with your academic supervisor to determine the correct way to put together a portfolio for your area. **Due by noon, Study Day. (can NOT be emailed)**

5. **Summary (10 pts.)**
   In 3-5 pages summarize your internship, both the highs and the lows. Tell it like it is. “What did you learn, or not learn?” “How could the experience have been better?” are the questions I’d like to see answered. Go back through all the questions you answered in the **Job Expectations Memo**; I’d like to see how your internship met—
or didn’t meet—your expectations. Try to identify why your experience met or didn’t meet your expectations. **Due by noon on Study Day. (can be emailed)**

Unless other arrangements have been made in advance or unless there has been an emergency (such as medical emergency), failure to submit any one of the above reports in full and on time may result in failing the course.

### 6. Supervisor Evaluation (20 pts. each)

The Midterm Agency Supervisor Internship Evaluation should be completed by your supervisor and returned to me by **noon on Midterm**. You should provide a long stamped envelope addressed to your supervisor, or provide your academic supervisor’s email address if your internship supervisor would rather scan and email the evaluation. The Final Agency Supervisor Internship Evaluation should also be accompanied by a stamped, addressed envelope or an email address. I should receive it by **Due by noon Study Day**. If I do not receive the evaluation by that date you will probably receive a grade of “incomplete” in the course, so, in a gentle manner, remind your supervisor to mail it.

### 7. Monthly/Weekly Reports (10 pts.)

Each intern should email me each month during the internship. The email should be sent by **noon on the 15th of each month during Fall and Spring semesters and by Thursday during the Summer term**. During the communication you should discuss your internship, any difficulties you are having, etc.

### 8. Contributions to your Field

If you are a public relations student, you are required to turn in two Medallion Award entries. Consult the student tab on prcaonline.com for guidelines.

#### Hours and Work Rules

Your supervisor will determine your work schedule. At a minimum you must work an average of **10 hours per week in the Fall or Spring terms and 18.75 hours in the Summer** (minimum total should be 50 internship hours per credit hour or 150 hours for three credits) beginning the first Friday of the term and continuing until the last Wednesday of the term. Your supervisor may require more. Remember that your supervisor’s organization may not recognize UNA holidays. For example, you may be asked to work weekends, Fall Break, etc. Do not tell your supervisor that you can’t come to work because it’s a school holiday. You should clarify this with your supervisor before you start.

#### Appearance and Conduct

While on the job you must dress and groom yourself, at a minimum, to the standards of the organization for which you are working. Appearance, **above** the accepted standards is very desirable. Public Relations interns should have a more formal appearance than the typical Communications intern. This will usually mean
coats and ties for men, dresses for women, with allowances made for where you are working. In some informal offices you might make the boss nervous by wearing a coat. But be professional. “To look good is to feel good.”-Fernando Lamas

Harassment
Should you be asked to do something you consider illegal, unethical, or immoral, you have the right to, and should, refuse. This includes sexual harassment. If you are placed in a compromising situation, see me immediately. While interning, you may not engage in a social relationship with your supervisor without obtaining my permission; doing so may result in failing the course. Social relationship will be reasonably defined and does not include having coffee, eating lunch on the job or on assignment, or anything which might be interpreted as a normal on-the-job relationship. If in doubt, ask me.

Withdrawals
By enrolling in the course you have assumed an obligation to your supervisor. Consequently all withdrawals, with two exceptions, will be considered WF. A complete withdrawal from the University will produce a simple W. Should you be unable to complete the internship for reasons which were essentially beyond your control (such as the supervisor taking another job) you may be able to receive a WP. The internship should ideally be completed by the end of the registered semester; if dates and duties run past the end of the semester, an Incomplete will be given. The student will have until the end of the next semester to complete the remaining work. The Incomplete becomes an F at the end of one additional semester. The last day to withdraw from a class with an automatic “W” is found in the Schedule of Classes.

If you withdraw from this internship without good reason I will be unlikely to approve you for another internship unless I am completely satisfied that you will complete it.

14. Describe the methods used to supervise internship and work experience programs; to evaluate and grade students’ performance in these programs; and to award credit for internships or work experiences. Provide copies of questionnaires and other instruments used to monitor and evaluate internships and work experiences. (These documents can be placed in the appendices binder.)

All mass communication students are required to complete an external internship (COM 499, 1 – 3 credit hours). The internship is outside the Department of Communications. Students are encouraged to complete the internship during the summer so as to devote time to an exclusive internship experience that does not compete with other classes. Students however may enroll for internship credit during the fall or spring term and they may be enrolled in other coursework for summer while they are completing their internship.
Copies of the internship syllabus and student intern evaluations are included in Appendix 17. As noted above, both students and intern supervisors complete midterm and final reports about the internship experience. Copies of the evaluation forms and internship agreement contract are also shown on the following pages.

Additionally, the department has a means available to award up to two credits for COM 260 Communications Practicum. This experience is intended for campus activities that might warrant credit. As a practical matter, most students do not opt for this activity and faculty do not actively promote the credit option. There is a desire to see our students gain experience on campus from paid work assignments or as freelance writers or video producers.

Effective with the Fall 2014 semester, the Department of Communications is launching the Center for Strategic Communications. When the faculty in the Department of Communications discuss curriculum issues, internships, and entry-level employment for our students, we often reflect on the multiple part-time work experiences our students bring to entry-level employment. Unfortunately, these students are not always completing work experiences from their academic concentration areas, such as journalism, public relations or media production. The Center for Strategic Communications will allow our department to provide audio and video production, public relations and other services to clients needing assistance in their efforts to tell their stories in the community. The services will be provided for a fee. Students will receive hands-on professional experience and they will be paid for their work.
Midterm Student Internship Evaluation

Student Name:

_____________________________________________________________________

Agency/Organization:

_____________________________________________________________________

On-site Supervisor:

_____________________________________________________________________

Date:

_____________________________________________________________________

For the first set of questions, we are interested in the extent to which you agree or disagree with each of the following statements. If you strongly agree, place a 5 in the space provided. If you agree, place a 4 in the space provided. If you are undecided, place a 3 in the space. If you disagree, place a 2 in the space. If you strongly disagree, place a 1 in the space.

___ 1. My internship has been a valuable learning experience.

___ 2. I am receiving adequate feedback from my internship On-site Supervisor.

___ 3. I am given adequate opportunity to do meaningful work.

___ 4. As a result of my internship, I have a better understanding of the value of communication theory.

___ 5. My class work has prepared me for this internship.

___ 6. I interact regularly with my On-site Supervisor at work.

___ 7. The courses I took in my major prepared me for this internship.

___ 8. I would recommend this organization to other students as an internship site.

For the next set of items we want to know how important each of the skills listed below are in performing your internship. Use a scale from 1 to 10, with 10 representing an extremely important skill and 1 representing a skill that is not important at all.

___ 1. Writing (give examples)

___ 2. Computer knowledge and skills (give examples)
3. Research (Indicate the kinds of research you are asked to do.)

4. Group decision making/problem solving

5. Leadership/Management

6. Interpersonal communication (include any examples of intercultural interaction)

7. Strategic Planning

8. Conflict management

9. Other relevant skills (please explain)

10. Public speaking (include any examples of intercultural interaction)
Final Student Internship Evaluation

Student Name: _______________________________________________________

Agency/Organization: _________________________________________________

On-site Supervisor: ___________________________________________________

Date: _______________________________________________________________

For the first set of questions, we are interested in the extent to which you agree or disagree with each of the following statements. If you strongly agree, place a 5 in the space provided. If you agree, place a 4 in the space provided. If you are undecided, place a 3 in the space. If you disagree, place a 2 in the space. If you strongly disagree, place a 1 in the space.

______ 1. This has been a valuable learning experience.

______ 2. I received adequate feedback from my internship On-site Supervisor.

______ 3. I was given adequate opportunity to do meaningful work.

______ 4. As a result of my internship, I have a better understanding of the value of communication theory.

______ 5. My class work adequately prepared me for this internship.

______ 6. I had adequate opportunity to interact with my on-site On-site Supervisor.

______ 7. The courses I took in my major prepared me for this internship.

______ 8. I would recommend this organization to other students as an internship site.

For the next set of items we want to know how important each of the skills listed below are in performing your internship. Use a scale from 1 to 10, with 10 representing an extremely important skill and 1 representing a skill that is not important at all.

______ 1. Writing (give examples)

______ 2. Computer knowledge and skills (give examples)
3. Research (Indicate the kinds of research you are asked to do.)

4. Group decision making/problem solving

5. Leadership/Management

6. Interpersonal communication (include any examples of intercultural interaction)

7. Strategic Planning

8. Conflict management

9. Other relevant skills (please explain)

10. Public speaking (include any examples of intercultural interaction)
Midterm Agency On-site Supervisor Internship Evaluation

Student Name:_____________________________________________________________________

Agency/Organization:_____________________________________________________________________

On-site Supervisor:_____________________________________________________________________

Date:_____________________________________________________________________

For the first set of questions, we are interested in the extent to which you agree or disagree with each of the following statements. If you strongly agree, place a 5 in the space provided. If you agree, place a 4 in the space provided. If you are undecided, place a 3 in the space. If you disagree, place a 2 in the space. If you strongly disagree, place a 1 in the space.

______ 1. I am satisfied with the performance of this intern.  
______ 2. This intern is dependable.  
______ 3. This intern has adequate technical communication skills.  
______ 4. This intern is motivated.  
______ 5. This intern works independently and requires little supervision.  
______ 6. This intern has strong research skills.  
______ 7. This intern has excellent interpersonal communication skills.  
______ 8. This intern has excellent group communication skills.  
______ 9. This intern has excellent computer skills.  
______ 10. This intern dresses appropriately for work.  
______ 11. Hypothetically, if an appropriate position were available, I would hire this intern.

Based on this intern’s performance so far, I would give this intern a grade of:

A   B   C   D   F
Comments:
(Your written comments are very important. Please take a moment to thoughtfully respond. We ask that you please meet with your intern to discuss any areas of your evaluation you’re willing to share. Thanks for your extra effort.)
Final Agency On-site Supervisor Internship Evaluation

Name of Intern ____________________________

These are questions about the intern and his or her preparation. Please answer candidly. This confidential information is very useful to us in improving our program.

1. Was the intern regular and punctual reporting to work and in completing assigned job?

   Always       Usually       Some of the time       Rarely or never

2. Did the intern’s work require correction by you or by another individual?

   Always       Usually       Some of the time       Rarely or never

3. If you had an entry-level job open in the next month, would you hire this intern?

   Certainly   Probably       Possibly       Probably not       Definitely not

4. Did the intern present a positive image in personal appearance and habits?

   Was Outstanding       Very Good       Fair       Poor Image

5. Was the intern cooperative with you and others on the job?

   Always       Usually       There were problems       There were many problems

6. Did the intern display initiative by asking questions, requesting additional work, etc.?

   _____ Extrememly active and interested
   _____ Fairly interested in work
   _____ Did what assigned but no more, fairly passive
   _____ Did less than assigned

7. Please rate the intern’s preparation for this internship in the following areas.
   A score of 4 = excellent, 3 = good, 2 = fair, 1 = poor, 0 = no basis for judgment.

   _____ Writing skill
   _____ Ability to express self in speech, either informal or formal
   _____ Knowledge of area covered in internship
   _____ Ability to use work equipment
_____Knowledge of terms and words used on the job
_____Awareness of practical needs of your business

8. Would you like to make any additional comments about the intern’s job performance? (Please attach.)

9. Do you have any comments about the intern’s preparation for the internship, either in knowledge, skills, or attitude toward professional work?

Sign and Date:

_____________________________________________________________________

Thanks for your help.
UNA Department of Communications’ Internship Agreement

This Agreement is entered into this ________ day of ____________________ ("Effective Date") between the University of North Alabama, an Alabama nonprofit corporation and educational institution ("Internship Coordinator") and _____________________________________________________ (the "On-site Supervisor") located at __________________________________________________________.

1. PURPOSE. In order to facilitate internship opportunities and educational experiences for students, this Agreement is intended to govern the relationship between Experience Provider and UNA with respect to student Interns from UNA in an internship arrangements with the Experience Provider.

2. GENERAL CONSIDERATIONS.
   2.1 An internship is a cooperative student program between UNA and the Experience Provider. The Experience Provider will provide supervision, facilities, and instruction that help students of UNA (each an “Intern”) acquire skills and knowledge related to their chosen field of study or occupation.
   2.2 This Agreement is effective as of the Effective Date and may be terminated by UNA or the Experience Provider for any reason by providing 90 days advance written notice to the other party.
   2.3 Experience Provider and UNA shall each provide a contact person for activities related to the performance of this Agreement. The following contact names and addresses shall be the initial Internship Coordinator for the Experience Provider and for UNA (others may be designated in writing by the parties at any time).
   2.4 UNA and the Experience Provider agree to indemnify each other from any claims or liability, including reasonable attorneys’ fees, due to their respective negligent acts or omissions arising from the performance of this Agreement. Each party further agrees to have in effect insurance coverage to adequately underwrite this promise of indemnity.
   2.5 Neither UNA nor the Experience Provider will be responsible nor held liable for any claims, disputes, losses, damages, injuries, adverse events or outcomes arising out of or caused only by the other party’s actions, inactions or negligence. If, however, such claims disputes, losses, damages, injuries, adverse events or outcomes are the result of the joint fault of both the Experience Provider and UNA, the obligation of each party to indemnify the other hereunder shall be limited to the extent of the indemnifying party’s respective fault.
   2.6 UNA acknowledges that all original creative work of any Intern performed as part of an internship shall be considered a “work made for hire,” and that copyright and other intellectual property rights in any such original creative
work of Intern shall be owned entirely by the Experience Provider, but Intern is allowed to use said work for personal and professional portfolio purposes (non-commercial).

2.7 The parties acknowledge and agree that it shall be the responsibility of each Intern to: (i) comply with the Experience Provider’s policies and procedures; (ii) report any serious problems related to the Experience Provider and/or On-site Supervisor, including safety and personnel problems, to the Internship Coordinator at UNA and the Experience Provider and/or On-site Supervisor; and (iii) maintain a health insurance policy in effect during the full period of any internship with the Experience Provider.

2.8 The student is not necessarily entitled to a job at the conclusion of the training period. The employer and the student understand that the student is not entitled to wages for the time spent training.

2.9 All parties should adhere to the U.S. Department of Labor’s Wage and Hour Division’s facts regarding Internship Programs under The Fair Labor Standards Act (April 2010):

The following fact sheet provides general information to help determine whether interns must be paid the minimum wage and overtime under the Fair Labor Standards Act for the services that they provide to “for-profit” private sector employers.

Background
The Fair Labor Standards Act (FLSA) defines the term “employ” very broadly as including to “suffer or permit to work.” Covered and non-exempt individuals who are “suffered or permitted” to work must be compensated under the law for the services they perform for an employer. Internships in the “for-profit” private sector will most often be viewed as employment, unless the test described below relating to trainees is met. Interns in the “for-profit” private sector who qualify as employees rather than trainees typically must be paid at least the minimum wage and overtime compensation for hours worked over forty in a workweek.*

The Test For Unpaid Interns
There are some circumstances under which individuals who participate in “for-profit” private sector internships or training programs may do so without compensation. The Supreme Court has held that the term "suffer or permit to work" cannot be interpreted so as to make a person whose work serves only his or her own interest an employee of another who provides aid or instruction. This may apply to interns who receive training for their own educational benefit if the training meets certain criteria. The determination of whether an internship or training program meets this exclusion depends upon all of the facts and circumstances of each such program.
The following six criteria must be applied when making this determination:

1. The internship, even though it includes actual operation of the facilities of the employer, is similar to training which would be given in an educational environment;
2. The internship experience is for the benefit of the intern;
3. The intern does not displace regular employees, but works under close supervision of existing staff;
4. The employer that provides the training derives no immediate advantage from the activities of the intern; and on occasion its operations may actually be impeded;
5. The intern is not necessarily entitled to a job at the conclusion of the internship; and
6. The employer and the intern understand that the intern is not entitled to wages for the time spent in the internship.

If all of the factors listed above are met, an employment relationship does not exist under the FLSA, and the Act’s minimum wage and overtime provisions do not apply to the intern. This exclusion from the definition of employment is necessarily quite narrow because the FLSA’s definition of “employ” is very broad. Some of the most commonly discussed factors for “for-profit” private sector internship programs are considered below.

Similar To An Education Environment And The Primary Beneficiary Of The Activity
In general, the more an internship program is structured around a classroom or academic experience as opposed to the employer’s actual operations, the more likely the internship will be viewed as an extension of the individual’s educational experience (this often occurs where a college or university exercises oversight over the internship program and provides educational credit). The more the internship provides the individual with skills that can be used in multiple employment settings, as opposed to skills particular to one employer’s operation, the more likely the intern would be viewed as receiving training. Under these circumstances the intern does not perform the routine work of the business on a regular and recurring basis, and the business is not dependent upon the work of the intern. On the other hand, if the interns are engaged in the operations of the employer or are performing productive work (for example, filing, performing other clerical work, or assisting customers), then the fact that they may be receiving some benefits in the form of a new skill or improved work habits will not exclude them from the FLSA’s minimum wage and overtime requirements because the employer benefits from the interns’ work.

Displacement And Supervision Issues
If an employer uses interns as substitutes for regular workers or to augment its existing workforce during specific time periods, these interns should be paid at least the minimum wage and overtime compensation for hours worked over forty in a
workweek. If the employer would have hired additional employees or required existing staff to work additional hours had the interns not performed the work, then the interns will be viewed as employees and entitled compensation under the FLSA. Conversely, if the employer is providing job shadowing opportunities that allow an intern to learn certain functions under the close and constant supervision of regular employees, but the intern performs no or minimal work, the activity is more likely to be viewed as a bona fide education experience. On the other hand, if the intern receives the same level of supervision as the employer’s regular workforce, this would suggest an employment relationship, rather than training.

Job Entitlement
The internship should be of a fixed duration, established prior to the outset of the internship. Further, unpaid internships generally should not be used by the employer as a trial period for individuals seeking employment at the conclusion of the internship period. If an intern is placed with the employer for a trial period with the expectation that they will then be hired on a permanent basis, that individual generally would be considered an employee under the FLSA.

Where to Obtain Additional Information
This publication is for general information and is not to be considered in the same light as official statements of position contained in the regulations.

For additional information, visit our Wage and Hour Division Website: http://www.wagehour.dol.gov and/or call our toll-free information and helpline, available 8 a.m. to 5 p.m. in your time zone, 1-866-4USWAGE (1-866-487-9243). U.S. Department of Labor Frances Perkins Building 200 Constitution Avenue, NW Washington, DC 20210.

The FLSA makes a special exception under certain circumstances for individuals who volunteer to perform services for a state or local government agency and for individuals who volunteer for humanitarian purposes for private non-profit food banks. WHD also recognizes an exception for individuals who volunteer their time, freely and without anticipation of compensation for religious, charitable, civic, or humanitarian purposes to non-profit organizations. Unpaid internships in the public sector and for non-profit charitable organizations, where the intern volunteers without expectation of compensation, are generally permissible. WHD is reviewing the need for additional guidance on internships in the public and non-profit sectors.

3. RESPONSIBILITIES OF UNA. The University of North Alabama shall:
3.1 Make reasonable efforts to ensure that each Intern from UNA is aware of Intern’s responsibilities to abide by the terms of Section 2.7, and that each Intern from UNA shall enter into a separate written agreement between UNA and the Intern (“Student Internship Agreement”) identical to the agreement attached as Exhibit A;
3.2 Provide an administrative framework and a teaching faculty adequate in number, qualifications, and competence to develop and carry forward its instruction and supervision;

3.3 Ensure that for each internship, the Internship Coordinator of UNA (i) maintains ongoing contacts with the Intern and the Experience Provider and/or On-site Supervisor, (ii) discusses the specifics and expectations of the internship with the Intern and the Experience Provider and/or On-site Supervisor, (iii) monitors the Intern’s progress with the Intern and the Experience Provider and/or On-site Supervisor, and (iv) advises the Intern relative to a program of study related to the internship experience; and

4. RESPONSIBILITIES OF THE EXPERIENCE PROVIDER AND/OR ON-SITE SUPERVISOR. They shall:

4.1 Provide planned and supervised opportunities for each intern to perform tasks to acquire and practice various skills based on objectives compatible with those of the UNA program;

4.2 Orient the Intern to their rules, policies, procedures, methods, and operations;

4.3 Evaluate the Intern’s performance and notify the UNA Internship Coordinator of any cause of dissatisfaction with or of any known misconduct on the part of the Intern.

4.4 Comply with all the federal, state, local, and municipal laws, ordinances and codes applicable to Experience Provider, including but not limited to providing Workers’ Compensation and/or other employment benefits to the Intern where applicable;

4.5 If applicable, pay the Intern the agreed upon rate of compensation for the term of the internship and fulfill all legal requirements related to Experience Provider’s independent contractor/employment relationship with the Intern; and

4.6 Accept the primary responsibility for supervision and control of the Intern at the internship site.

4.7 Apply the following test when considering intern’s assignments: At least 50% of the intern’s time should be dedicated to at least observing, if not participating, in exposure to or refinement of skills. Essentially, any time spent on menial tasks should be matched with true enhancement.

5. ENTIRE AGREEMENT. This Agreement constitutes the entire agreement of the parties with respect to the subject matter of this agreement. Individual degree concentrations may have requirements in additional to the department’s minimum expectations, which should be included and clearly identified (in bold) within this contract prior to distribution.

In witness whereof, the parties have affixed their signatures below:
**Intern**

Student Name:

Agency/Organization:

On-site Supervisor:

Sign:

Date:

**On-site Supervisor**

Sign:

Date:

Phone number(s):

E-mail:

**University of North Alabama Internship Coordinator**

Student Name:

Agency/Organization:

On-site Supervisor:

Sign:

Date:
Part II, Standard 3. Diversity and Inclusiveness

Executive summary.
The students, full-time faculty and adjunct faculty in the Department of Communications represent greater diversity and inclusiveness than the broader university campus. The department adopted a broadly stated diversity initiative in 2011. It recognizes that creating a unit respecting and promoting diversity and inclusiveness is a continuing process. Compared to 10 years ago, a relatively diverse faculty now teaches in the unit. Coursework, in the required core classes and concentration requirements, includes specific diversity and inclusiveness topics. Events sponsored by the department have introduced students to social inequality topics.

Please respond to each of the following instructions:

1. Complete and attach the following tables:
   Table 4, “Area Population”
   Table 5, “Student Populations”
   Table 6, “Faculty Populations”
   Table 7, “Full-time Faculty Recruitment”
   Table 8, “Part-time/Adjunct Faculty Recruitment”
Table 4. Area Population Service Area:
Describe here the unit’s geographic service area as far as student enrollment is concerned (region, states, counties, etc.).

The University of North Alabama’s geographic service area consists of Lauderdale, Colbert and Franklin counties in Northwest Alabama, contiguous Lawrence County and Wayne County in southern Tennessee and contiguous Tishomingo County in Northeast Mississippi. The 2013 estimated Census Bureau population of these counties is 257,307 persons. Lauderdale County, the home county of UNA, has a population of 92,797 persons. Student enrollment is not limited to these geographic service areas. Fifty-six of Alabama’s 67 counties sent students to UNA. Additionally, 1,083 students enrolled from out-of-state and 378 enrolled from countries outside the U.S. The University enrolled 5,993 undergraduates in Spring 2014 and 938 graduate students.

2013 U.S. Census Bureau percentages for the six county geographic service area:

<table>
<thead>
<tr>
<th>Group</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black/African American</td>
<td>8.57%</td>
</tr>
<tr>
<td>White</td>
<td>84.50%</td>
</tr>
<tr>
<td>American Indian/Alaskan native</td>
<td>6.00%</td>
</tr>
<tr>
<td>Asian</td>
<td>5.00%</td>
</tr>
<tr>
<td>Hispanic/Latino (any race)</td>
<td>4.22%</td>
</tr>
<tr>
<td>Native Hawaiian/other Pacific Islander</td>
<td>0.20%</td>
</tr>
<tr>
<td>Two or more races</td>
<td>1.41%</td>
</tr>
</tbody>
</table>
Table 5. Undergraduate Student Populations

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

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

<table>
<thead>
<tr>
<th>Group: Mass Communication</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
<th>% of total in unit</th>
<th>% of total in institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black/African American</td>
<td>14</td>
<td>15</td>
<td>29</td>
<td>20.14</td>
<td>13.32</td>
</tr>
<tr>
<td>White</td>
<td>32</td>
<td>61</td>
<td>93</td>
<td>64.58</td>
<td>71.90</td>
</tr>
<tr>
<td>American Indian/Alaskan native</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1.39</td>
<td>1.08</td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td></td>
<td></td>
<td>0.47</td>
<td></td>
</tr>
<tr>
<td>Hispanic/Latino (any race)</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>2.78</td>
<td>2.45</td>
</tr>
<tr>
<td>Native Hawaiian/other Pacific Islander</td>
<td></td>
<td></td>
<td></td>
<td>0.10</td>
<td></td>
</tr>
<tr>
<td>Two or more races</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>2.08</td>
<td>2.00</td>
</tr>
<tr>
<td>Race not reported</td>
<td>5</td>
<td>6</td>
<td>11</td>
<td>7.64</td>
<td>3.94</td>
</tr>
<tr>
<td>International students (any race)</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1.39</td>
<td>4.74</td>
</tr>
<tr>
<td>TOTAL</td>
<td>56</td>
<td>88</td>
<td>144</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 6. Faculty Populations, Full-time and Part-time

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

<table>
<thead>
<tr>
<th>Academic year: Spring 2014 – Fall 2014 Full-time faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group</td>
</tr>
<tr>
<td>Black/African American</td>
</tr>
<tr>
<td>White</td>
</tr>
<tr>
<td>American Indian/Alaskan native</td>
</tr>
<tr>
<td>Asian</td>
</tr>
<tr>
<td>Hispanic/Latino (any race)</td>
</tr>
<tr>
<td>Native Hawaiian/other Pacific Islander</td>
</tr>
<tr>
<td>Other race</td>
</tr>
<tr>
<td>International faculty (any race)</td>
</tr>
</tbody>
</table>

*This individual joined UNA at the beginning of Fall 2014.
**This individual joined UNA at the beginning of Fall 2014.
***This individual left UNA at the end of Summer 2014.

<table>
<thead>
<tr>
<th>Academic year: 2014 – 2015 Part-time/adjunct faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group</td>
</tr>
<tr>
<td>Black/African American</td>
</tr>
<tr>
<td>White</td>
</tr>
<tr>
<td>American Indian/Alaskan native</td>
</tr>
<tr>
<td>Asian</td>
</tr>
<tr>
<td>Hispanic/Latino (any race)</td>
</tr>
<tr>
<td>Native Hawaiian/other Pacific Islander</td>
</tr>
<tr>
<td>Other race</td>
</tr>
<tr>
<td>International faculty (any race)</td>
</tr>
</tbody>
</table>

****One individual taught only during the Spring 2014 term.
Table 7. Full-time Faculty Recruitment

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Openings</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Total Applicants in hiring pool</td>
<td>28</td>
<td>36</td>
<td>34</td>
<td>29</td>
<td>48</td>
</tr>
<tr>
<td>Females in hiring pool</td>
<td>8</td>
<td>19</td>
<td>17</td>
<td>11</td>
<td>10</td>
</tr>
<tr>
<td>Female Finalists considered</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Offers made to females</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Offers accepted by females</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Minorities in hiring pool</td>
<td>6</td>
<td>6</td>
<td>5</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Minority finalists considered</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Offers made to minorities</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Offers accepted by minorities</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>International faculty in hiring pool</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>International faculty considered</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Offers made to international faculty</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Offers accepted by international faculty</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Table 8. Part-time/adjunct Faculty Recruitment

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Openings</td>
<td>5</td>
<td>9</td>
<td>8</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Total Applicants in hiring pool</td>
<td>8</td>
<td>12</td>
<td>12</td>
<td>11</td>
<td>10</td>
</tr>
<tr>
<td>Females in hiring pool</td>
<td>5</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Female Finalists considered</td>
<td>5</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Offers made to females</td>
<td>3</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Offers accepted by females</td>
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<td>5</td>
<td>4</td>
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<tr>
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<td>2</td>
<td>2</td>
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<td>3</td>
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<tr>
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<td>2</td>
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<td>3</td>
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<tr>
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</tr>
<tr>
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<tr>
<td>Offers made to international faculty</td>
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<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Offers accepted by international faculty</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
2. Attach a copy of the unit’s written plan for achieving an inclusive curriculum, a diverse faculty and student population, and a supportive climate for working and learning. This plan should give the date of adoption/last revision, any designated timelines for reaching goals, the unit’s definition of diversity and the under-represented groups identified by the unit.

Diversity Plan

The University of North Alabama Department of Communications adopts an inclusive definition of diversity as specified in the University of North Alabama Values Statement which states: The members of the community of the University of North Alabama do hereby establish and maintain a culture that embraces the diversity of cultural backgrounds, personal characteristics, and life situations represented in this community. The definition is further elaborated through the commitment to promote an atmosphere free of discrimination based on but not limited to the following: age, culture, ethnicity, gender, nationality, national origin, political affiliation, physical ability, physical attributes, race, religion, sexual orientation, and/or socio-economic status.

To promote and maintain a diverse culture within the department, a commitment is thus made to:

Promote, integrate, and take action to create a diverse department community by fostering a climate that promotes and nurtures diversity and equity for all faculty, staff, and students.

Increase the recruitment and retention of minority faculty and staff by ensuring minority representation on faculty search committees and increasing the number of qualified minority and female applicants in faculty and staff searches.

Increase the recruitment and retention of minority students by working collaboratively with the Office of Student Financial Services in the administration of funds for the recruitment and retention of minority students through enhanced scholarship support and recruitment visits to high schools that have high concentrations of students of color and students from economically disadvantaged backgrounds.

Develop courses and include teaching materials and/or modules in current courses to increase opportunities for gaining knowledge and understanding of the unique history, contributions, and perspectives of underrepresented groups.

Adopted Spring 2011

No timeline was set for completion of the department diversity policy. Historically, public institutions of higher learning in the State of Alabama have a very poor record of pursuing diversity in student enrollment or faculty and staff hiring and retention. The department/unit recognizes that achieving greater diversity among faculty and students (including retaining members of both groups) is an important, on-going matter. We received institutional feedback in Spring 2014, in the form of an award to an academic department on campus for achievements in diversity. This tells us
we are on the right track but our actions in the 2014 – 2015 academic year should be to continue to review what we have accomplished and to establish measureable actions for the next three years.

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

The Department of Communications assesses its progress towards achieving a more inclusive curriculum, a diverse faculty and student population, and a supportive climate for working and learning by examining the timeline of department actions and activities over the past 10 years. This includes the period 2004 – 2009 when another individual headed the unit and the 2009 – present period of time with the current unit head.

The best form of assessment is the presence of actions that reflect progress in achieving diversity.

From 2004 – 2009, diversity and inclusiveness were not firmly stated areas of concern within the department though they were receiving broader university attention. The University of North Alabama (and other institutions in the state) had begun to create a climate of diversity awareness, resulting not from campus benevolence but from a statewide discrimination lawsuit, *Knight-Sims v. State of Alabama*. The District Court’s settlement required schools to establish Strategic Diversity Plans by 2008. (This settlement applied to all universities in the state, including Auburn University, Jacksonville State University and the University of Alabama-Tuscaloosa; all three have accredited units.)

As all of this was happening, the department had one female faculty member with a terminal degree. There was one African American faculty member in a hybrid staff/faculty position; this individual did not have a terminal degree but by 2004, she began work on the degree and completed a Ph.D. in 2008 from Regent University. Three white male faculty members were tenured; one was a professor and the other two were associate professors. Five female faculty members during this interval held only a master’s degree—though under an old system, one was a tenured instructor. The department had no organized effort to bring outside speakers to campus who might address diversity. The department’s website was limited—in fairness, most of the websites at the University were weak. Three faculty searches in this five-year period failed to identify any minority faculty candidates to whom an offer of employment might be extended.

**Department Milestones**

2004 - 2005  Total Faculty.................................................................8 faculty  
Percent of minority full-time faculty ....................................................0 %  
Percent of female faculty...................................................................50 %  
Percent of female faculty tenured or in tenure-track position ..........25%
Minority faculty in a one-half time role................................................................. 1

2014 - 2015 Total Faculty.................................................................12 faculty  
Percent of minority full-time faculty ..................................................33.33%  
Percent of female faculty........................................................................ 50%  
Percent of female faculty tenured or in tenure-track position* ..............33.33%  
Minority faculty in a one-half time role...................................................... 0  
*Two female faculty members are not currently eligible for tenure-track positions. One is working on her doctorate in communications. We hope to convert her to a tenure-track line upon completion. When these two are excluded from the calculation, all female faculty are tenured and the tenured percentage is 40%.

Beginning in 2009, things began to change. A search for a department chair yielded one African American applicant. The individual was not hired but he was interviewed and this was a reminder to the faculty of the need for a diverse department.

An African American female faculty member received notice that she had earned tenure—effective with the fall 2010 contract.

The individual hired as department chair established diversity and inclusiveness as a priority. With some skepticism, the faculty began work on a diversity statement; it was adopted in 2011.

The department launched a First Amendment education and awareness initiative, not only to remind student journalists of press freedom, but to remind all students that the special rights and protections of the First Amendment extend to all persons, regardless of background, race, socioeconomic status, gender, sexual orientation or religious perspective. An inclusive society respects these rights. The First Amendment is a means of teaching and advocating diversity and inclusiveness.

A visiting journalist program was established with the U.S. Department of State and the Voice of America in 2009. The department began hosting visiting journalists from Serbia and Macedonia and hosted a group of college students from Serbia through a program arranged with the U.S. Embassy in Belgrade. Program funding concluded in Summer 2013 but we continue to investigate new opportunities.

By 2011, a female faculty member hired with only an MA had completed her Ph.D. from University of Alabama. She moved into a tenure-track position, was allowed to count previous years of service towards tenure, and earned tenure, effective with the 2012 contract.
By 2012, another female faculty member hired with an MA had begun Ph.D. work at University of Memphis. After the fall 2014 term, she will need only three more classes before beginning work on her dissertation.

The final candidates in a 2011 – 2012 faculty search for a broadcast journalism faculty position were both diverse individuals. An offer was extended and accepted.

A failed search in 2012 – 2013 identified an African American candidate with a Ph.D. for position consideration. Unfortunately, the committee deadlocked on the hiring decision. The African American candidate had taken another position before matters could be resolved.

A search in 2013 – 2014 for a Communications Generalist resulted in two diverse candidates being identified. Both were interviewed; one was hired.

A search in 2013 – 2014 for a Film and Digital Media Production faculty member resulted in three diverse candidates. All three were interviewed; one of the three was hired.

In 2014, 18.6% of the full-time university faculty across the University of North Alabama campus were Black/African American, Hispanic, Asian, American Indian or Multi-Racial. Diverse individuals comprise 33.33% of the faculty within the Department of Communications, a rate nearly twice as high as the general campus.

The department has hired two highly experienced female working journalists, first as writing coaches, and now as adjunct faculty to teach Basic Reporting. (As writing coaches, they were not instructors of record but offered writing instruction and assistance to students. The quality of their coaching and their professional experience led us to put both into adjunct instructor positions.) One adjunct is African American. Both serve as strong role models for our students.

The final assessment approach of diversity progress utilized by the department is campus peer review. The Department of Communications was encouraged to apply for the 2013 – 2014 Campus Academic Diversity Award. The department submitted a summary of its actions and accomplishments—See Appendix 24. A campus committee selected through the Office of Diversity and Institutional Equity reviewed the report and nomination materials. The Department of Communications received a campus diversity award presented to an academic unit during the Spring 2014 Awards Day Ceremony.
4. Describe the unit’s curricular efforts to foster understanding of issues and perspectives that are inclusive in terms of gender, race, ethnicity and sexual orientation.

All students completing the classes in the Department of Communications receive a First Amendment card, listing the five freedoms. They are reminded of the importance of respecting these rights and freedoms for all persons.

Many courses in the department/unit include a diversity focused lecture, discussion or assignment. Examples include:

- **COM 201 Fundamentals of Speech** addresses cultural and diversity issues in discussing audience analysis.
- **COM 205 Communication in a Global Age**, offered as a General Education course and required of all Communications majors, places U.S. Media in a global perspective. It includes lectures on media stereotypes and the history of the Black Press.
- **COM 220 Basic Reporting** uses the book *The Race Beat* in all class sections to help students understand civil rights and the struggles reporters faced when covering the story in the 1960s. One of the co-authors, Mr. Hank Klibanoff, has been a campus speaker on two occasions.
- **COM 263 Media and Modern Mythology** examines the role of mythology on a global scale.
- **COM 306 Interpersonal Communication** frequently discusses the cultural impact on communication.
- **COM 314 Communication Theory and the Public Interest** includes an extensive unit on socialization and stereotypes including racial, geographical, professional, gender, religious and sexual preference, how media content influences perceptions, attitudes and behaviors on a cultural level, and the role of digital technology in developing countries, in political change, and in self-actualization among peoples who had limited opportunities for information/education.
- **COM 374 Public Relations Cases** incorporates international and intercultural case studies.
- **COM 386 Gender Communication** (also offered as WS 386 in Women’s Studies) focuses on helping students understand gender roles in the communication process. For some students, this means overcoming gender stereotypes.
- **COM 400W Communication Law and Ethics** examines free speech and diversity issues relative to defamation, broadcast regulation, and the role of television news media during the civil rights movement.
- **COM 455 Media History** includes a specific look at the Black Press and Hispanic Press, as well as the importance of the First Amendment in establishing media freedoms.
• COM 465 Global Media Systems examines the role of media around the world, including in authoritarian countries, where there is little or no press freedom.
• COM 470 Media Management and Diversity includes discussion of the importance of multiple audience groups who are served by media and the need to ensure that the newsroom reflects the composition of the community.

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

The department has maintained a successful record of employing faculty and staff from diverse cultural backgrounds and experiences. Of the two new faculty members hired to begin teaching in Fall 2014, one is a U.S. born citizen of Egyptian ancestry who has spent the past five years teaching and researching in the Middle East; the other is of Filipino descent. A female faculty member who just left the department after two years was a Korean citizen. As the daughter of a Korean Army military attaché, she had lived in 7 countries and brought a rich global perspective to the department. Communications faculty have lived and worked in or visited more than 40 countries, literally from A—Albania to Z—Zimbabwe.

Among the faculty is a two-time Fulbright Teaching and Research award winner; his first Fulbright took place in Zambia, in Sub-Saharan Africa. His second Fulbright was in Montenegro, just a few years after the Balkan atrocities. The faculty reflects gender and cultural diversity, currently representing African-American, Asian, Caucasian, Native American, Egyptian and Filipino heritage. Women represent more than 50 percent of the department’s full-time faculty and staff. Of our adjunct faculty for the 2013-2014 academic year, 5 of 8 offer gender diversity; two are women of color. We seek to add diversity to our faculty when there are full-time openings or part-time openings.

The unit offers three courses that specifically include globalization and diverse cultures, two of the courses are required; one course is an elective.

• COM 205 Communication in a Global Age, offered as a General Education course and required of all Communications majors, places U.S. Media in a global perspective. REQUIRED.
• COM 314 Communication Theory and the Public Interest includes an extensive unit on socialization and stereotypes including racial, geographical, professional, gender, religious and sexual preference, how media content influences perceptions, attitudes and behaviors on a cultural level, and the role of digital technology in developing countries, in political change, and in self-actualization among peoples who had limited opportunities for information/education. REQUIRED.
• COM 465 Global Media Systems examines the role of media around the world, including in authoritarian countries, where there is little or no press freedom. ELECTIVE COURSE.

The Department of Foreign Languages includes COM 205 and COM 465 as part of a new Global Studies Certificate program.

The unit has hosted international visiting journalists and journalism students, through a partnership with the Department of State and Voice of America.

A faculty member has brought international experiences to the classroom by completing international media training projects in Albania, Serbia and Kosovo and sharing the international experiences with students.

One of our recent faculty hires is Dr. Mohamad Elmasry. Dr. Elmasry was introduced to our students and campus community in April 2014 during First Amendment Awareness Month. He was a featured speaker and discussed the government and press relationship in Egypt. Dr. Elmasry was born and raised in the United States in a family of Egyptian origin. He made a professional and personal decision to seek employment at American University, Cairo, in Egypt. As recent changes took hold, Dr. Elmasry wrote and spoke as any American would in favor of a free press and journalist rights. He soon found himself under suspicion by the government for his comments. He left Egypt and we are very pleased that he has joined our faculty. His story is a compelling example of the importance of First Amendment rights and freedoms. He has been a wonderful addition to our faculty.

Two faculty in the unit successfully offered a Study Abroad Experience in China in summer 2013. A faculty member and several mass communication students participated in another trip to China in May 2014. That course was offered through another department. A third faculty member proposed a Study Abroad to Zambia for summer 2014. The course did not make but the faculty member participated in a research project in Zambia and plans another effort at offering the Study Abroad.

Public relations and journalism students have been introduced to UNA administrators in International Affairs. These students have either helped with international programming events on campus or covered the events as news stories.

The department has prominently posted, since 2011, a large, framed Global Freedom map from Freedom House in the Communications Building lobby as a reminder of global issues.

The unit has been successful in recruiting four faculty members with international connections. One faculty member (resident-alien) has left the faculty. Two of the three remaining faculty have international family backgrounds.
The department added a large screen TV to the building lobby to make students aware of domestic and international news developments through CNN broadcasts.

A faculty member has been invited for two consecutive visits to the Shanghai Television Festival in Shanghai, China, in 2013 and 2014, to learn more about emerging commercial media in China and Asia.

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

All faculty members have completed a university-mandated Safe Workplace short-course to assist in developing a workplace free of harassment and discrimination.

The Department of Communications office has also adopted a “Safe Place” statement to remind students, staff and faculty that, within the confines of the department office, a safe environment exists. This initiative has been shared with the Office of Diversity and Institutional Equity for campus consideration.

Our Safe Place statement: *We respect all aspects of people, including race, ethnicity, gender expression, sexual orientation, socio-economic background, age, religion, national origin, and ability.*

The department chair maintains an open-door policy, especially to hear concerns from students or faculty over issues of harassment or discrimination. Two matters have been investigated—one resulted in a conversation with a faculty member, the department chair and the dean.

Faculty complete an anonymous evaluation of the department head and have a specific opportunity to comment about the workplace atmosphere.

The department has advocated for and successfully completed building modifications that improve conditions for students with disabilities.

The department supports faculty progress towards tenure and promotion through evaluation and advisement about workplace issues beyond teaching, research and service.

With the arrival of a new dean, there is a college climate change and a willingness to consider faculty course release for research. A minority faculty member will have a one-course release for research, effective with the Spring 2015 semester.
The University of North Alabama, in accordance with the Knight-Sims decision, has worked to increase minority student enrollment and graduation and to increase the percentage of minority faculty. In the past 20 years, Black/African American, Hispanic, Asian, American Indian and Multi-Racial enrollment has increased from 9% to 19.5%. (See Appendix 18.)

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

The University of North Alabama has launched a campus initiative to identify, recruit and retain students, and to improve the University’s four-year graduation rates. These efforts include the University Success Center. The center includes writing assistance, math tutoring and tutorial options for most general education subjects. The Office of Institutional Research has noted that students coming from diverse backgrounds are often in the greatest need of support services to ensure academic success.

The University created a scholarship award for students with ACT scores between 22 and 24. These scholarships supplement other financial aid to make college affordable for students who might not otherwise be able to attend. Past enrollment data suggests these awards may be especially helpful to individuals in diverse groups.

The department has an aggressive academic advising program. UNA requires all students to see an advisor in order to preregister for classes. We revised our advising checklists to improve clarity for all students. Faculty use a two-part advising form to recommend classes and maintain a record of the advising recommendations.

Many African American students enjoy the opportunity to have an African American advisor—they often ask for her by name. She maintains a strong mentoring role with her advisees to create a climate for learning and student success.

Faculty in the department take advising seriously and look for students in need. Faculty determine if a need exists that would require additional student advising.

Faculty have distributed counseling contact cards in their classes and made them available within the building. The cards provide information about confidential counseling services at the University for students in need.

The department established a Diversity Scholarship to assist students in need. The scholarship is not endowed but funds are available in our foundation account to support an award of at least $600 until we can endow the scholarship.
The department chair has used foundation funds to support a disadvantaged student’s need for funds to help with a professional development opportunity.

The department assists students in acquiring internships; we recognize that minority students may sometimes have opportunities to apply for specific intern programs. We know also that the internship is a vital career step, especially for minority students. Attention is placed on helping students secure the best professional development opportunities that are available.

The department assists students, including minority students, in securing permanent jobs.

The Center for Strategic Communication, we believe, will offer a means to help finance student education while allowing students to be mentored by faculty in a professional project setting.

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

The unit does not practice selective admission.

9. Assess the unit’s effectiveness in retaining minority students from first enrollment through graduation. Describe any special program developed by and/or used by the unit in the retention of minority students. Note the role of advising in this process.

The mass communication degree is a new offering. To report on minority student retention, we examined minority enrollment in the program for the 2011 – 2012 academic year and the Spring 2014 semester. The 2011 – 2012 academic year was the second year after the BA/BS in Mass Communication became available for student enrollment but it is the first year when realistic enrollment patterns emerged. Figures below show the enrollment comparisons for the two time periods. With a small unit to monitor, we have watched our minority students stay in the program from year to year and the number of minority students has increased from 14 in 2011 to 38 in 2014.

<table>
<thead>
<tr>
<th>Academic Year: 2011 - 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Black/African American</td>
</tr>
<tr>
<td>White</td>
</tr>
<tr>
<td>American Indian/Alaskan native</td>
</tr>
<tr>
<td>Asian</td>
</tr>
</tbody>
</table>
Hispanic/Latino (any race) | 121 | 1.96
Native Hawaiian/other Pacific Islander | 5 | 0.08
Two or more races | 2 | 2 | 2.41 | 98 | 1.58
Race not reported | 1 | 1 | 1.20 | 222 | 3.59
International students (any race) | 1 | 1 | 1.20 | 299 | 4.83
Total | 83 | 6185

Academic year: Spring 2014

<table>
<thead>
<tr>
<th>Group</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
<th>% of total in unit</th>
<th>% of total in institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black/African American</td>
<td>14</td>
<td>15</td>
<td>29</td>
<td>20.14</td>
<td>13.32</td>
</tr>
<tr>
<td>White</td>
<td>32</td>
<td>61</td>
<td>93</td>
<td>64.58</td>
<td>71.90</td>
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<tr>
<td>American Indian/Alaskan native</td>
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<td>1</td>
<td>2</td>
<td>1.39</td>
<td>1.08</td>
</tr>
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<td>0.47</td>
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</tr>
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<td>2.00</td>
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<tr>
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<td>International students (any race)</td>
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<tr>
<td>Total</td>
<td>144</td>
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</table>

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

The University of North Alabama and the Department of Communications recognize the importance of a diverse workforce. We utilize traditional and non-traditional channels to recruit all faculty members and take extra steps to identify women and minority faculty applicants. Faculty position announcements are posted in the Chronicle of Higher Education, with the Association for Education in Journalism and Mass Communication, HigherEdJobs.com, InsideHigherEd.com Minority Faculty Applicant Database and Diverse Issues in Higher Education. When appropriate the listings are placed with the Broadcast Education Association.

Personal networking has also played a role. The unit head and other faculty forward the position descriptions to graduate director friends at Ph.D.-granting institutions. For a broadcast journalism opening, the unit head scouted television websites, looking for a broadcast reporter with a graduate degree who might be interested in the opening. Emails were sent to 17 individuals; 11 were female and seven were persons of color. One person of color did apply for the position from this effort.

The text of the email used in the recruiting effort is shown below:
Dear Xxxxxxx,

I’m emailing you because my academic program at the University of North Alabama has an opening for a broadcast and digital journalism assistant professor. A link to the position announcement is shown below. Our ideal candidate might be someone with a Ph.D. but someone with a master’s could be a great fit also.

If this isn’t of interest to you, would you please consider passing this along to appropriate colleagues?

UNA rated highly in the Chronicle of Higher Education’s 2010 “Great Colleges to Work For Honor Roll”....this is a reflection of not only a wonderful campus environment but also PAY and benefits. In the Department of Communications, we have the program and mass communication curriculum positioned for eventual ACEJMC accreditation review. We have been fortunate to have received significant capital investments in technology in the last three years.

**Tenure-Track Assistant Professor, Broadcast & Digital Journalism –**
http://jobs.una.edu/applicants/Central?quickFind=51426

If you have friends who might be interested, please encourage them to review the position and contact us. The search committee chair is Dr. Patricia Sanders, ppfsanders@una.edu. I would also be happy to answer any questions.

Best regards,

Greg

--

Gregory Pitts, Ph.D.
Professor and Chair
Department of Communications
UNA Box 5007
One Harrison Plaza
Florence, AL 35632
256-765-4260 – Office, direct
256-765-4839 – Fax

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

UNA has a history of supporting faculty members as they complete a Ph.D., while working full-time. The Knight-Sims settlement, from a statewide class action lawsuit, led to more opportunities for minority faculty, especially individuals pursuing a Ph.D.

The department and University have supported hiring female faculty members who did not possess a terminal degree. In three instances, the faculty members entered a doctoral program after being hired and two moved into tenure-track positions upon completion of the terminal degree. A third female faculty member is completing her doctoral coursework. The department chair works with her to create a teaching schedule that will allow for effective teaching but not exclude doctoral study. A fourth international faculty member was hired ABD but was dismissed from
her doctoral program for failing to make dissertation progress. The unit head and all faculty rallied around the individual to support her in returning to a new Ph.D. institution. She is enrolled and making progress in her efforts to earn her Ph.D.

Two minority, one female faculty member and one international faculty member have received reduced teaching loads to support research.

Funding has also been committed by the unit head to support the professional staff in pursuing development training. So far, the professional staff member has pursued no-cost events on campus—such as diversity training or training on new university software systems—but funding is available from the department budget to support her needs.

12. If the unit hires adjunct or part-time faculty members, describe the unit’s effort to hire minority and female professionals into these positions (as enumerated in Table 8, “Part-time/Adjunct Faculty Recruitment”) and list those who are minority and female professionals.

Beginning in 2009, with the arrival of a new unit head, the department has made a conscious effort to improve the faculty mix. The Florence-Muscle Shoals, Alabama area is a difficult area for adjunct faculty recruitment. The immediate two-county population is less than 150,000. Recruiting adjunct faculty—even for the general education speech class—is a challenge. A further complication is the low adjunct pay—only $1,800 per class. The University has stepped in with travel support for adjunct faculty making a longer campus commute. Depending on the distance traveled, adjunct faculty may earn up to a $1,200 travel stipend. We effectively re-hire our adjunct faculty each year. We are fortunate to have several good adjunct faculty in the area. What we are lacking is the ability to add additional qualified local people to our pool or to potentially hire an adjunct as a permanent instructor as a diversity hire. We have tended to find that when one person departs from the adjunct pool, another qualified person will appear but we never quite add new skills or experiences with our adjuncts.

There is a university willingness to allow the department to hire professional faculty, with substantial experience, who might not always have a graduate degree. Two very effective female adjunct faculty (one African American) each have more than 25 years of journalism experience—but no graduate degree. A television news producer, with about 17 years experience at the number one station in a Top 50 TV market, was hired to teach a broadcast newswriting and producing class after a faculty member departed and a search failed to find an individual with television news experience. This individual is also a minority member.

One of the most successful adjunct faculty was a female adjunct who also served as the University’s student media advisor. The individual earned a master’s degree
from the University of Alabama’s highly professional Anniston Star program. She left university service to work for a state online newspaper, AL.com. She is an alum of the department and remains in contact with the unit.

<table>
<thead>
<tr>
<th>Part-time/adjunct Faculty Recruitment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Years:</strong></td>
</tr>
<tr>
<td>Openings</td>
</tr>
<tr>
<td>Total Applicants in hiring pool</td>
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<tr>
<td>Females in hiring pool</td>
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<tr>
<td>Female Finalists considered</td>
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<tr>
<td>Offers made to females</td>
</tr>
<tr>
<td>Offers accepted by females</td>
</tr>
<tr>
<td>Minorities in hiring pool</td>
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<tr>
<td>Minority finalists considered</td>
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<tr>
<td>Offers made to minorities</td>
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<td>Offers accepted by minorities</td>
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<tr>
<td>International faculty in hiring pool</td>
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<td>International faculty considered</td>
</tr>
<tr>
<td>Offers made to international faculty</td>
</tr>
<tr>
<td>Offers accepted by international faculty</td>
</tr>
</tbody>
</table>

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

The Parker-Qualls Distinguished Lecture in Communications series has given us the opportunity to bring a number of notable visitors to the UNA campus to meet with classes and offer presentations open to the campus and the community at large. The presenters included:

In April 2011, Barrett Shelton, owner and publisher of The Decatur Daily, recognized as one of the best community newspapers in the region, spoke about the traditions and future of the community newspaper and the role of these papers in confronting community issues of need.

In April 2012, Gene Policinski, the director of the First Amendment Center in Nashville, Tennessee, whose presentations stressed the importance of the First Amendment as a protection of civil liberties, spoke on campus.
In April 2013, Kenneth S. Boone, who spent 17 weeks in Bosnia between 2000-2003 working to help create an independent free press in that country, was a guest speaker.

In November 2013, we hosted H. Brandt Ayers, publisher of *The Anniston Star*, known for taking strong editorial stances against social injustices, most famously for its opposition to segregation during the civil rights movement of the 1960s. Under Ayers’ leadership, *The Anniston Star* has twice been recognized by *Time* magazine as one of the “best small newspapers in the United States.”

The department hosted Dr. Charles Davis, in Fall 2012, as a distinguished lecturer on the Freedom of Information Act. Dr. Davis noted that sunlight—transparency and openness in decision making and dealing with others—is a powerful disinfectant to potential abuse of power or abuse of rights.

The department’s February 2014 celebration of Black History Month included a guest speaker, Bob Friedman, project director and founder of the Birmingham Black Radio Museum Project and a member of the Alabama Museum Association. Mr. Friedman spoke about the role of Black radio in the Civil Rights movement in Birmingham.

In 2009 – 2010, the department hosted its first visiting international journalist, supported by the Voice of America. We have hosted a journalist each academic year, with two journalists on campus for the 2012 – 2013 academic year. Four journalists have come from Serbia and one from Macedonia. We have helped the journalists “plug in” to our community where they have been enriching resources for our students and community members. The journalists have interacted with students in the unit and have served as guest speakers in classes. They have been important to our students in understanding the world and certainly making them aware of the racial hatred that inflamed the Balkans.

The department hosted a group of Serbian students who traveled to the U.S. for an introduction to U.S. media and student media. The U.S. Embassy in Belgrade, Serbia organized the program. Eight journalists and a representative from the Embassy visited the UNA campus for five days in Spring 2012. The event included discussions and social interactions with UNA students and faculty.

Mr. Scott Mall, the Director of Communications at International Fertilizer Development Corporation, spoke to COM 465/565 Global media Systems students about communication needs in the developing world that help fight poverty and hunger.
Part II, Standard 4. Full-Time and Part-Time Faculty

Ms. Lisa Darnell, APR

Dr. Mohamad Elmasry

Mr. Jason Flynn, MFA

Dr. Beth Garfrerick

Ms. Laura Hardin

Dr. Bill Huddleston
During the visit, the unit should provide the following documents in the workroom:

- curriculum vitae of each full-time faculty member (Full-time faculty refers to those defined as such by the unit.)
- résumés of adjunct or part-time faculty, and of graduate students serving as teachers of record, teaching during the fall 2014 semester
- records on faculty promotion and tenure

Executive summary.
Nine of the 10 tenured or tenure-track faculty possess a terminal degree; nine of the 12 full-time faculty in the department have earned a terminal degree. Ten years ago, gender diversity was the only diversity representation among full-time faculty in the department. Faculty are assigned heavy teaching loads, 12 credit hours per semester. Professional or skills classes have enrollments capped at no more than 20 students per class; the unit strives to limit enrollment to no more than 18. The department and university follow the traditional three-legged stool of teaching, research and service. Teaching and service predominate. Adjunct faculty have offered professional experience and diversity to course instruction, though most courses are taught by full-time faculty.

Please respond to each of the following instructions:

1. Describe faculty balance in terms of degrees, professional experience, gender, race and rank.

<table>
<thead>
<tr>
<th>Name</th>
<th>Degree</th>
<th>Rank</th>
<th>Professional Exp.</th>
<th>Gender</th>
<th>Race</th>
<th>Years at UNA</th>
<th>Years in Current Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Darnell</td>
<td>MA</td>
<td>Assistant</td>
<td>0*</td>
<td>F</td>
<td>W</td>
<td>21.5</td>
<td>7</td>
</tr>
<tr>
<td>Elmasry</td>
<td>PhD</td>
<td>Assistant</td>
<td>2</td>
<td>M</td>
<td>O</td>
<td>New</td>
<td>New</td>
</tr>
<tr>
<td>Flynn</td>
<td>MFA</td>
<td>Assistant</td>
<td>0</td>
<td>M</td>
<td>W</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Garfrerick</td>
<td>PhD</td>
<td>Assistant</td>
<td>21</td>
<td>F</td>
<td>W</td>
<td>8</td>
<td>4.5</td>
</tr>
<tr>
<td>Hardin</td>
<td>MA</td>
<td>Instructor</td>
<td>26</td>
<td>F</td>
<td>W</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>Huddleston</td>
<td>PhD</td>
<td>Professor</td>
<td>0</td>
<td>M</td>
<td>W</td>
<td>28</td>
<td>15</td>
</tr>
<tr>
<td>Lee</td>
<td>MA</td>
<td>Visiting Assistant</td>
<td>7</td>
<td>F</td>
<td>I</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Martin</td>
<td>PhD</td>
<td>Professor</td>
<td>10</td>
<td>M</td>
<td>W</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>McMullen</td>
<td>PhD</td>
<td>Associate</td>
<td>2</td>
<td>F</td>
<td>W</td>
<td>24</td>
<td>14</td>
</tr>
<tr>
<td>Montgomery</td>
<td>MA</td>
<td>Instructor</td>
<td>8</td>
<td>F</td>
<td>W</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Pangilinan</td>
<td>MFA</td>
<td>Assistant</td>
<td>5</td>
<td>M</td>
<td>Pacific</td>
<td>New</td>
<td>New</td>
</tr>
<tr>
<td>Pitts</td>
<td>PhD</td>
<td>Professor</td>
<td>7.5</td>
<td>M</td>
<td>NA/O</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Sanders</td>
<td>PhD</td>
<td>Assistant</td>
<td>29</td>
<td>F</td>
<td>B</td>
<td>15</td>
<td>6</td>
</tr>
</tbody>
</table>
To supplement the lack of professional experience in PR, the faculty member obtained APR credentials.

2. Describe how the unit selects full-time and part-time faculty and instructional staff.

Full-time and adjunct faculty are hired in accordance with university hiring policies as outlined in the UNA Faculty Handbook. The unit/department head works with the faculty and the Dean of Arts and Sciences to identify full-time faculty needs. When a faculty member leaves the University, the department head requests permission to fill the expected vacancy. The dean confers with the provost for authority to move forward. The unit has never been denied permission to fill a vacancy. Upon the dean’s authorization, the search moves forward with formation of a search committee. Meetings are held with Human Resources and the Office of Diversity and Institutional Equity to ensure hiring protocols are understood. A key part of the hiring process is the mandate that all search committees create a candidate evaluation rubric to direct the search committee members in the review of applications.

As noted under Standard 3, we utilize traditional and non-traditional channels to recruit all faculty members and take extra steps to identify women and minority faculty applicants. Faculty position announcements are posted in the Chronical of Higher Education and with the Association for Education in Journalism and Mass Communication. When appropriate the position is listed with the Broadcast Education Association. Listings are placed in HigherEdJobs.com, InsideHigherEd.com, the Minority Faculty Applicant Database and Diverse Issues in Higher Education. Personal networking has also played a role. The unit head and other faculty forward the position descriptions to graduate director friends at Ph.D.-granting institutions.

Full-time faculty are required to hold at least a master’s degree for an instructor position and a Ph.D. or other terminal degree to be hired as an assistant professor in a tenure-track position. When a graduate degree is not deemed specific to the department, the graduate transcript is reviewed to ensure the applicant has completed 18 graduate hours in the teaching area. This is a SACS requirement.

Hiring adjunct or part-time faculty is less stringent. Generally, an appropriate graduate degree in the field or 18 graduate hours in the teaching area of the graduate degree is required. The Vice President for Academic Affairs/Provost has shown a willingness to support hiring individuals without a graduate degree when the individuals bring substantial professional experience to the classroom and are hired for skills or professional course instruction.

3. Provide examples of published advertisements for faculty openings in the past six years (before the self-study year) that show required and preferred qualifications of candidates.
Two job posting samples are shown below for searches to fill faculty openings occupied by Dr. Mohamad Elmasry (hired in Spring 2014) and the department chair position occupied by Dr. Greg Pitts (hired in Spring 2009). (See also Appendix 21.)

https://jobs.una.edu/austrjobs/jsp/shared/vacancies/Job.jsp?size=1...

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**Job Posting Preview**

<table>
<thead>
<tr>
<th>Position Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Job Title:</strong></td>
</tr>
<tr>
<td><strong>Department:</strong></td>
</tr>
<tr>
<td><strong>Job/Position Summary:</strong></td>
</tr>
<tr>
<td><strong>Minimum Qualifications:</strong></td>
</tr>
<tr>
<td><strong>Desired Qualifications:</strong></td>
</tr>
<tr>
<td><strong>Posting Date:</strong></td>
</tr>
<tr>
<td><strong>Closing Date:</strong></td>
</tr>
<tr>
<td><strong>Date Position is Available:</strong></td>
</tr>
<tr>
<td><strong>Special Instructions to Applicants:</strong></td>
</tr>
<tr>
<td><strong>Salary:</strong></td>
</tr>
<tr>
<td><strong>Affirmative Action Statement:</strong></td>
</tr>
</tbody>
</table>
Job Posting Preview

Position Information

Job Title: Chair, Department of Communications

Department: Communications

The University of North Alabama invites applications for a tenure-track position as Chair of the Department of Communications, beginning July 1, 2009. The department includes all of the majors pursuing options in broadcast journalism, journalism, public communication, public relations, radio/television, and film/digital media production. The chair seeks a leader with a strong commitment to teaching and curriculum development, effective interpersonal communication skills, and a collaborative spirit. Other expectations include creative/scholarly accomplishment and departmental and university service. The chair teaches six to eight hours each semester and six to eight hours during the summer. He/she reports directly to the Dean of the College of Arts and Sciences, the largest of UNA’s four colleges.

Additional Responsibilities:

Doctorate or other appropriate terminal degree in a communications-related area, understanding of current trends in communications, and sensitivity to the mutual needs of the areas represented in the department.

Minimum Qualifications:

Knowledge of and/or experience with the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) process.

Posting Date: 02/16/2009

Closing Date: Open Until Filled

Date Position is Available: July 2009

This position requires that applicants attach an electronic copy of their letter of application, detailed vita, and leadership philosophy. A complete application also requires that applicants submit unofficial or official transcripts and three letters of reference. Unofficial copies of transcripts may be attached under the attachment headings of Unofficial Transcript 1, Unofficial Transcript 2, etc. or mailed separately. Official copies must be mailed in hard copy to the address below. Three required letters of reference may be emailed to employment@una.edu or sent in hard copy to the address below. Evidence of effective instruction, portfolio of personal work and student work, and SASE for return of materials (if desired) must be sent in hard copy to the address below.

Special Instructions to Applicants:

Hard copies of materials may be sent to:
Human Resources
UNA Box 5043
Florence, AL 35632

For questions, email employment@una.edu or call 256-765-4291.

Affirmative Action Statement:

UNA is an equal opportunity employer committed to achieving excellence and strength through diversity. UNA seeks a wide range of applicants for this position so that one of our core values, ethnic and cultural diversity, will be affirmed.

The candidate will undergo a background screen which includes, but is not limited to, criminal, employment, and education verifications.
4. Describe the unit’s expectations of faculty members in teaching, research, creative and professional activity, and service.

Faculty members in the unit are required to demonstrate mastery in teaching, publication or presentation of scholarly or creative work, and to provide a commitment to service to the university and one’s field in order to remain as a faculty member and to earn tenure and promotion. There was a time in the history of the university when faculty were mostly expected to be good teachers—UNA’s history is that of a teachers college. Today, the traditional three-legged stool of teaching, research and service is the norm, though the research expectation reflects a comprehensive university with a 4 – 4 teaching load. At some universities, a faculty member with an exceptional research record but a poor record teaching undergraduate students might have the teaching record overlooked. It would not be accurate to say that UNA would take a reverse approach—overlooking a poor research record—but it is very clear that poor teaching would doom the chance for promotion or tenure.

5. Describe the normal workload for a full-time faculty member. Explain how workloads are determined. If some workloads are lighter or heavier than normal, explain how these variations are determined.

The normal unit workload is four three-credit courses per semester or eight courses for the year. The unit head/department chair consults faculty as to preferred courses for the semester, class time and class days, and preferred classrooms. So far, all courses can be taught in the Communications Building. Faculty do not regularly teach overloads of departmental courses unless extreme circumstances warrant the overload. For example, a speech adjunct instructor announced her departure, effective September 19. Three faculty members have assumed an overload to cover her absence. Each year, two instructors and one assistant professor, will request permission to teach an overload. The overload is a Learning Community assignment that is part of a first year student experience.

Faculty members who teach professional or hands-on courses will teach no more than 20 students in a course section. We attempt to hold enrollment to 18 students.

An effort is made to ensure that faculty have no more than three preparations per term but this does not always work out. In some instances, faculty request a course for the opportunity or enjoyment of teaching the course and with plans to make the new preparation a regular part of their academic offerings.

The department head normally teaches the equivalent of six credits each fall and spring term and has administrative release for the other portion of the workload. During summers, the chair receives a one-course administrative assignment and has the option to teach a second class for additional compensation. Faculty members
may teach up to two classes during summer if demand for summer classes exists. Faculty compensation is 10% of the nine-month pay per 3 credit hour summer class.

A course release has been permitted for three individuals in the department during the current department head’s employment. The course release was given to support research. The unit head received release time to prepare this self-study. Unfortunately, the release was awarded for the Fall 2014 term and not the Summer 2014 term.

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

Sample course evaluation forms are included in Appendix 9.

All faculty members are expected to demonstrate continuous involvement and effectiveness in the areas of: (1) teaching/professional effectiveness; (2) research, scholarship, and/or creative activities related to the faculty member’s discipline and/or professional responsibilities; and (3) service performed on behalf of and/or in affiliation with the University, professional association, or as a civic or social service in the local community.

The UNA Faculty Handbook requires teaching performance evaluation data to be collected for each course section taught by a full-time or adjunct faculty member. These Student Teaching evaluations are analyzed by the Office of Institutional Research, Planning and Assessment. The results are reported to the department. At the conclusion of the Spring 2014 semester, department chairs in Arts and Sciences, with endorsement of departing A&S Dean Vagn Hansen, discussed the need to revise the teaching evaluation to generate an effective assessment of the teaching/learning experience encountered by the students. This project is not yet back on the work agenda but it will likely appear this academic year.

The Faculty Handbook, Section 3.14.1 states that by using the faculty member’s updated curriculum vitae, the individual’s Faculty Performance Report, student ratings, and other appropriate information, department chairs will provide each faculty member a written performance evaluation on the following schedule: by September 15 every year for non-tenured faculty and every two years for tenured faculty. Performance evaluations may be provided more frequently at the discretion of the department chair or upon request by the faculty member or the dean of the college. The evaluation will be signed by the department chair, dean, and the faculty member. The faculty member has the option of submitting a written response to the department chair by September 30. Copies of the evaluation and any response are retained in the college dean’s office.
The Handbook states that for department chairs, performance evaluations will be conducted in accordance with the above process and scheduled by the dean of the appropriate college and will include evaluation of administrative performance as well as the elements specified above. Deans are expected to consult department faculty and staff in conducting evaluations of the chair.

7. Describe the process for decisions regarding promotion, tenure and salary. Provide relevant faculty handbook sections and any supplementary promotion and tenure criteria and procedures adopted by the unit.

Tenure and promotion are separate processes at UNA. A faculty member meeting the time in rank and degree qualifications submits a dossier in support of tenure at the conclusion of the fourth year of tenure-track employment. The individual is notified by the start of the next fiscal year (October 1) whether tenure has been awarded. The award of tenure begins with the next academic year. Faculty members applying for promotion submit their credentials for review after meeting the time in rank requirements. Promotion materials are due in the fall. Promotions are announced in the spring of the next year.

A department committee consisting of all tenured faculty evaluates portfolios of all faculty members applying for tenure (in the Spring) or promotion (in the Fall). The faculty elected chair of the department committee writes a letter to recommend or oppose the candidate. The letter, approved by all the committee members, is submitted to the department chair. The department chair reviews the committee recommendation. The chair then writes a letter to recommend or oppose the candidate. All materials, including the candidate portfolio, are submitted to the Dean of Arts and Sciences, who reviews all materials and then submits a recommendation. A university-wide portfolio review committee serves in an advisory/supervisory capacity. This committee reviews tenure and promotion portfolios and provides a recommendation to the Provost and Vice President for Academic Affairs. The Provost and Vice President of Academic Affairs also independently reviews the submitted portfolios and arrives at a recommendation. The Provost and Vice President for Academic Affairs notifies the University President of the decisions of all parties in the review process. The University President will review the individual portfolios and all recommendations and then make a final decision.

The unit’s expectations for teaching, research, creative and professional activity, and service are explained in the Department of Communications Performance Guidelines. See Appendix 11.

The University protocols for promotion and tenure at outlined in the Faculty Handbook, Chapter 2, Section 2.5. See Appendix 14.
8. Describe faculty members’ activities outside the unit in service to the campus or university.

The department takes an active role in campus service. Faculty members have been selected by campus peers and university administrators to serve on prominent search committees, including a current presidential search and recent searches for the VP for Finance, the VP for Advancement, the Dean of Arts & Sciences, and the Provost/Vice President of Academic Affairs.

Ms. Lisa Darnell:
- University speaker at Sheffield High Schools “Lunch and Learn” for SHS Ambassadors, April 2014
- University speaker/guest lecturer for Florence Freshmen Center’s Honors English Classes, April 2014
- Awareness Consultant for UNA’s Public Safety Institute
- Advisor for student public relations groups, 1994-present
- Advisor for Baptist Campus Ministries, 2011-present
- Miss UNA Advisory Board--2000-present, Rising Star Coordinator 2007-present
- Homecoming Committee, 2005-present
- Publicity Coordinator for theatrical productions for Department of Music and Theatre, 2009-2010
- Direct students in planning and conducting department’s role in UNA Preview Day, 1993-present

Dr. Mohamad Elmasry:
Dr. Elmasry is exempt from department and university service obligations and academic advising during his first year on the faculty.

Mr. Jason Flynn, MFA:
- External Reviewer. UNA College of Business 2009 MBA/BBA Oral Communication
- Judge. Leo Awards. George Lindsey UNA Film Festival (GLUNAFF), 2009.
- Judge. UNA COM 201: Speech Contest, Fall 2008 and 2010.
• Panelist. Bozetto’s “Grasshoppers” and Kubrick’s Dr. Strangelove or: How I Learned to Stop Worrying and Love the Bomb. UNA Dedicated Semester: Peace and War, 2008.
• Ad Hoc Steering and Oversight Committee. Film Judge. GLUNAFF, 2008-2013.
• Submissions and Judging Subcommittee; Publicity and Public Relations Subcommittee. GLUNAFF, 2008-2013.

Dr. Beth Garfrerick
• Resource instructor, recruiter for May-June 2014 UNA South China study-abroad experience.
• Student Media Director Search Committee member, Spring-Summer 2014.
• Member, UNA Graduate Faculty, three-year reappointment, 2013-2016.
• Member Senate Faculty Affairs Committee, Sept. 2010 to 2011.
• Member, Student Publications Board, Winter 2010 to present.
• Coordinator for SACS compliance investigation and reporting for Communications with Constituents, Fall 2009.
• Shared Governance Graphics Standards and Web Page Committee, August 2009 to 2012.
• UNA Faculty Senate representative, Fall 2007 to 2011.
• Consultant, parent volunteerism, Alabama Association for Gifted Children, 2010 to 2011.
• Graphic Designer, Florence High School Boys’ Soccer Program, 2007 to 2011.

Ms. Laura Hardin:
• Convocation Committee, Chair 2008-present.
• First-Year Success Committee, 2011-2012.
• SACS Student Support Services Subcommittee, Spring 2010.
• Student Success Initiative, Facilitator, Fall 2008-2009.
• Advisor Hold Task Force, Spring 2008.
• Academic Directors Council, Spring 2008 to 2012.
• SOAR Planning Committee, Spring 2004 to 2012.
• Welcome Week Planning Committee, Spring 2004-2012.
• Learning Community Task Force, 2005-2012.

Dr. Bill Huddleston:
• Member of Search Committee for First Year Experience director, 2014.
• Member of Search Committee for Vice President of Financial Affairs, 2014.
• Member of Ad Hoc Committee: First Year Experience, 2014.
• Member of Ad Hoc Committee: Freshman On-Campus Residency Requirement, 2013.
• Chair of Departmental Tenure Committee, 2012.
• Elected Member, Faculty Development Leave Committee, 2011-2012.
• Member, Academic & Student Affairs Committee, 2009-2012.
• Member, Strategic Planning & Budget Committee, 2009-2014.
• Member, UNA Storytelling Festival Committee, 2011-2012.
• Member, Promotion Committee for Criminal Justice Department, 2010.
• Chair, Shared Executive Governance Committee, 2008-2009.

Dr. Jim Martin:
• Student Publications Board, 1999-present, Chair 2004-2009.
• Graphic Standards Committee, 2012-present.
• Faculty Senate, 2003-2005; 2013-present.
• Board Member, UNA Christian Student Center, 2003-2008; President 2006.
• UNA Speakers’ Bureau 2000-present.

Ms. Stephanie Montgomery:
• University Gala Awards, Mistress of Ceremonies, University of North Alabama, April 2012.
• External reviewer for the College of Business Final student Oral Assessments – BBA and MBA, January, 2012.
• External reviewer and judge coordinator for the College of Business final presentations – BBA and MBA. June 2010.

Mr. Jason Pangilinan, MFA:
Mr. Pangilinan is exempt from department and university service obligations and academic advising during his first year on the faculty.

Dr. Gregory Pitts:
Selected examples from UNA.
• Member, UNA Presidential Search Committee, 2014 – present.
• Member, UNA Marketing Council, 2014 to present.
• Member, Commencement Committee, 2013 to present.
• Chair, UNA Faculty Outstanding Advising Award Committee, 2014.
• Member, UNA Committee to Revise the University Core Competencies, 2012 – 2013.
• Member, Vice President for Advancement Search Committee, University of North Alabama, 2012.
• Member, Master of Professional Studies Degree Program Development Committee, 2010 – 2012; Chair, 2011 – 2012.
• Member, UNA Outstanding Faculty Research Award Committee, 2010 – 2012.
• Member, Chairs Committee, College of Arts and Sciences, University of North Alabama, 2009 – present.

Dr. Patricia Sanders:
Selected examples.
• Search Committee, Dean of Arts & Sciences, 2013 – 2014.
• Student Financial Services Committee, President 2012-2013.
• Faculty Senate and Executive Committee for the Faculty Senate,
• Black Faculty and Staff Association, Vice President, 2009-2010, and President, 2010-2011.
• Student Financial Services Committee 2010-2011.
• University International Program Offerings Committee, member. Chair, 2012-2013.
• UNA Faculty Senate Executive Committee, 2011-2012.
• UNA Faculty Senator, 2010-2014.
• University Student Conduct Board - 2007 to present.
• SACS Steering Committee: for student development services and intercollegiate athletics -2010.
• Diversity Strategic Planning Committee 2007-2009.
• Office of Diversity and Institutional Equity (ODIE) Advisory Committee Member, 2009 – present.
• Knight Committee for Recruitment and Retention of African-American Faculty and Administration 2007-2009.
• Select scholarship recipients for departmental area - this goes back to the Northwest Alabama Press Association Scholarships.
• Committee for Undergraduate Service Awards (Student Engagement) 2008-present.
• International Program Offerings Committee, 2011-2016; Chair: 2012-2013.
• Student Financial Services Committee, 2010-2013; Chair: 2012-2013.

9. Units should demonstrate that full-time tenured, tenure-track and fixed-term faculty have taught the majority of courses for the three years before the site visit.

See table on the next page.
### Percentage of courses taught by full-time/part-time faculty

<table>
<thead>
<tr>
<th>Semester</th>
<th>Total # Classes</th>
<th># Taught by Full-time</th>
<th>% Taught by Full-time</th>
<th># Taught by Part-time</th>
<th>% Taught by Part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2014</td>
<td>44</td>
<td>40</td>
<td>90.91</td>
<td>4</td>
<td>9.09</td>
</tr>
<tr>
<td>2013-2014</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Sum 2014</td>
<td>9</td>
<td>9</td>
<td>100.00</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>Spr 2014</td>
<td>40</td>
<td>35</td>
<td>87.50</td>
<td>5</td>
<td>12.50</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>41</td>
<td>37</td>
<td>90.24</td>
<td>4</td>
<td>9.76</td>
</tr>
<tr>
<td>TOTAL</td>
<td>90</td>
<td>81</td>
<td>90.00%</td>
<td>9</td>
<td>10.00%</td>
</tr>
<tr>
<td>2012-2013</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sum 2013</td>
<td>11</td>
<td>11</td>
<td>100.00%</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Spr 2013</td>
<td>45</td>
<td>38</td>
<td>84.44%</td>
<td>7</td>
<td>15.56%</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>47</td>
<td>37</td>
<td>78.72%</td>
<td>10</td>
<td>21.28%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>103</td>
<td>86</td>
<td>83.50%</td>
<td>17</td>
<td>16.50%</td>
</tr>
<tr>
<td>2011-2012</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sum 2012</td>
<td>11</td>
<td>11</td>
<td>100.00%</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Spr 2012</td>
<td>40</td>
<td>30</td>
<td>75.00%</td>
<td>10</td>
<td>25.00%</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>39</td>
<td>32</td>
<td>82.05%</td>
<td>7</td>
<td>17.95%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>90</td>
<td>73</td>
<td>81.11%</td>
<td>17</td>
<td>18.89%</td>
</tr>
</tbody>
</table>

10. In cases where full-time tenured, tenure-track and fixed-term professional faculty are not teaching the majority of courses, the unit should explain how its staffing plan accomplishes the goal of reserving the primary responsibility for teaching to the full-time faculty.

Not applicable. Full-time tenured or tenure-track faculty teach the majority of courses.
Part II, Standard 5. Scholarship: Research, Creative and Professional Activity

Posters invite the campus and community to guest lectures.

Executive summary.
Teaching and service are the predominant faculty activities but research is required for both tenure and promotion. Tenure and promotion follow a separate process. After six years of service, faculty may apply for development leave (a sabbatical). A semester sabbatical when granted includes full pay. A full year leave is granted at one-half pay. The unit provides at least $800 in faculty travel support each year. The goal of travel funding has been to encourage faculty to aspire for higher levels of program participation at conferences and meetings.

Please respond to each of the following instructions:

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

As a comprehensive university with a teaching mission, the University of North Alabama places its greatest emphasis on quality instruction for undergraduate students. The university recognizes that appropriate research and creative activities are important to faculty, for their professional growth and continued education, and
to promote faculty engagement in the classroom. Furthermore, faculty-student collaborative research provides an opportunity for faculty mentoring and is a means of creating a special educational experience for some students.

The unit follows the policies of the University regarding scholarship by faculty. Item 2, from the UNA Faculty Handbook, in the explanation of criteria for tenure and promotion, places faculty scholarship within the mission of the institution.

2.5.1 General Criteria for Promotion and Tenure

2. Effectiveness in Research, Scholarship, and Other Creative Activities. The University of North Alabama fulfills its mission in research (including creative accomplishments and other forms of scholarship) through recognition that active participation in one’s academic discipline promotes intellectual growth and enhances and informs classroom, laboratory, clinical, and studio instruction. Scholarly inquiry and learning vary by discipline and the individual is evaluated upon evidence that one’s scholarly accomplishments are valued by others in the discipline. Examples of such recognition would include publication of one’s work in peer-reviewed outlets (books, monographs, journal articles) or invited contributions to scholarly works (book chapters); presentations and/or chaired sessions at professional society meetings; invited presentations at exhibits or recognition at juried shows; professional acclaim for performances or contributions to performances; honors or awards recognizing scholarly accomplishment; competitively awarded grants or contracts that support professional growth; selection as a professional referee or editor; and other generally recognized scholarly accomplishments.

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

The Department of Communications in the employment period of 2008 – 2014 has lost one non-tenured instructor, one temporary speech instructor, and one visiting assistant professor in the past six years. We have added two new faculty members in tenure-track positions, effective with the Fall 2014 term: Dr. Mohamad Elmasry and Mr. Jason Pangilinan, MFA.

We have included scholarly activities and creative work from all of the faculty members listed below in our grid of the unit’s productivity in scholarship for the past six years.

<table>
<thead>
<tr>
<th>Full-time faculty</th>
<th>Rank</th>
<th>Employment</th>
<th>Scholarship Approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms. Lisa Darnell</td>
<td>Asst. Prof.</td>
<td>2008 to present</td>
<td>Creative</td>
</tr>
<tr>
<td>Dr. Mohamad Elmasry</td>
<td>Asst. Prof.</td>
<td>2014 to present</td>
<td>Traditional</td>
</tr>
<tr>
<td>Mr. Jason Flynn, MFA</td>
<td>Asst. Prof.</td>
<td>2008 to present</td>
<td>Creative</td>
</tr>
<tr>
<td>Dr. Beth Garfrerick</td>
<td>Asst. Prof.</td>
<td>2008 to present</td>
<td>Traditional</td>
</tr>
<tr>
<td>Ms. Laura Hardin</td>
<td>Instructor</td>
<td>2008 to present</td>
<td>Creative*</td>
</tr>
</tbody>
</table>
*The university does not place requirements for creative or traditional research on persons employed as instructors. Instructor projects are often creative but service-focused. Ms. Montgomery, as part of her decision to pursue a Ph.D., is also engaging in traditional research.

3. **Using the grid that follows, provide counts of the unit’s productivity in scholarship for the past six years by activity, first for the unit as a whole and then for individuals broken down by academic rank.** The grid should capture relevant activity by all full-time faculty. Provide the total number of individuals in each rank in place of the XX. Adapt the grid to best reflect institutional mission and unit policies and provide a brief narrative.

   See table on the next page.
### Scholarship, Research, Creative and Professional Activities

<table>
<thead>
<tr>
<th>Scholarship, Research, Creative and Professional Activities</th>
<th>By Unit *</th>
<th>By Individuals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>By Unit *</td>
<td>Full Professors (3)</td>
</tr>
<tr>
<td>Awards and Honors</td>
<td>12</td>
<td>11</td>
</tr>
<tr>
<td>Grants Received Internal</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Grants Received External</td>
<td>16</td>
<td>12</td>
</tr>
<tr>
<td>Scholarly Books, Sole- or Co-authored</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Textbooks, Sole- or Co-authored</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Books Edited or Journals Edited</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Book Chapters, includes textbooks</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>Monographs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Articles in Refereed Journals</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Refereed Conference Papers</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>Invited Academic Papers</td>
<td>18</td>
<td>13</td>
</tr>
<tr>
<td>Encyclopedia Entries</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Book Reviews</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Articles in Non-refereed Publications</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Juried Creative Works</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Non-juried Creative Works</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Invited Academic Presentations</td>
<td>21</td>
<td>7</td>
</tr>
<tr>
<td>Other (specified)</td>
<td>21</td>
<td>10</td>
</tr>
</tbody>
</table>

*Articles and conference papers contributed by Dr. Mohamad Elmasry identify him as a faculty member at the University of North Alabama.

**Two instructors not eligible for tenure-track

In the Other category:

Flynn: Creative exhibitions and screening.

Elmasry: invited TV and radio appearances as an expert on media issues in Egypt.

Pitts: Proprietary reports prepared for private media firms and the U.S. Embassy.

Martin: Voiceover work for PBS program; updates for an Instructor’s Manual for law textbook.

Huddleston: An invited short-course presentation.

Hardin: An advising manual.
4. List the scholarly, research, creative and professional activities of each member of the full-time faculty in the past six years. Please provide a full list; do not refer team members to faculty vitae for this information. (Full-time faculty refers to those defined as such by the unit.) If including faculty who have since left the unit, please note. Provisional service activities will be reported in Standard 8.

The Department of Communications scholarly research and creative and professional activities for the period 2008 – 2014 are shown below. This list includes one faculty member who has left the department, Ms. Joon Lee. The department added two new faculty members in tenure-track positions, effective with the Fall 2014 term: Dr. Mohamad Elmasry and Mr. Jason Pangilinan, MFA.

Ms. Lisa Darnell, Assistant Professor (MA, APR):
• Selected Educator of the Year by the Southern Public Relations Federation, September 2010.
• Selected Educator of the Year by the Public Relations Council of Alabama, April 2010.
• Selected Educator of the Year by the North Alabama Chapter of the Public Relations Council of Alabama, April 2009, April 2010.

Dr. Mohamad Elmasry, Assistant Professor:

**Journal Articles**


**Book Chapters**


**Refereed Conference Papers**


• “Al-Jazeera and Al-Arabiya Framing of the Israel-Palestine Conflict During War and Calm Periods.” (with Alaa Elshamy, Peter Manning, Andrew Mills, and Phil Auter). Presented at the Association for Education in Journalism and Mass Communication annual convention. Chicago, IL, August 2012.
• “Talking Islam: American and British Islamist Website Discourses about Identity, the Religious ‘Other,’ and Terrorism.” Presented at the University of Northampton’s annual conference, Northampton, United Kingdom, February 2011.
• “Universal Inclusion in the Islamic Textual Sources?: Toward a Comparative Understanding of Islam and Habermasian Public Sphere.” Presented at the International Communication Association annual conference, Montreal, May 2008.

• “Media Framing: The Effect of Word Choice on Attitude” (with Matt Baker). Presented at annual University of Minnesota School of Journalism Graduate Student Organization mini-conference, Minneapolis, MN. March 2003.

Published Political Analyses


Available at: http://www.opendemocracy.net/arab-awakening/mohamad-elmasry/egypt%E2%80%99s-campaign-of-elimination-pro-june-30-analysts-and-quantitative


Television and Radio Appearances


• HuffPost Live (2014, June 4). A show about Egypt’s 2014 presidential election.”


• Al-Jazeera America (2014, May 25). An interview on Egypt’s presidential elections. Available at: https://www.youtube.com/watch?v=jzk8UoCFClU


• WMNF Tampa Radio (2014, March 28). A reaction to Egypt’s mass death sentences for Muslim Brotherhood members, and analysis of future political scenarios for Egypt.


• Radio Al-Ansaar, South Africa (2014, February 8). A segment on the current political situation in Egypt.

• Al-Jazeera English (2014, February 5). An interview on the crackdown against journalists in Egypt.
• WMNF Tampa Radio (2014, January 17). Reaction to the passing of Egypt’s January 2014 referendum and the ongoing political turmoil.
• ARD German Public Television & Radio (2014, January 2). A segment on the scheduled referendum on Egypt’s new draft constitution. Available at: http://www.wdr5.de/av/audioversedernachsteversuch100-udioplayer.html
• Al-Jazeera English (2013, December 25). A segment reacting to the Egyptian government’s decision to declare the Muslim Brotherhood a terrorist group.
• A9 Television Istanbul (2013, October 5). A segment dealing with the 2013 overthrow of Mohammed Morsi and Turkey’s role in the Arab Spring.
• BBC World Service Radio (2013, August 15). Two segments addressing the violent breakup of pro-Mohammed Morsi sit-ins in Cairo.
• CNN International (2013, August 14). An interview with Michael Holmes about the breakup of pro-Morsi sit-ins and Egypt’s future.
• RTTV (2013, August 14). Interview on breakup of pro-Morsi sit-ins. Available at: https://www.dropbox.com/s/8kd0xljepdvw49/Mohamed_Elmasry.asf
• BBC World Service Radio (2013, July 4). *Egypt Crisis*. Available at [http://www.bbc.co.uk/programmes/p01bbvjq](http://www.bbc.co.uk/programmes/p01bbvjq)

• CKUT Radio Montreal (2013, July 3). *The Caravan*. Available at: [www.ckut.ca](http://www.ckut.ca)

• Al-Jazeera English (2013, July 2). Television News Bulletin – A Segment on Protests Against President Morsi

• Al-Jazeera English (2013, July 2). Television News Bulletin – A Segment on Protests Against President Morsi


• KCRG-TV (2006, April). “Ethical Perspectives on the News.” Cedar Rapids, IA.

• WSUI Radio (2006, March). “Know The Score.” Iowa City, IA.

• Many interviews with various television, magazine, newspaper and online news outlets in the United States and the Middle East, including TIME, Al-Jazeera America, Voice of America, Al-Arabiya, The Middle East Eye, Daily News Egypt, Alternative Radio, Inter Press Service, Egypt Source, the Minneapolis Star & Tribune, KSTP-TV, Delayed Gratification, Islamonline.net, KGAN-TV, Cedar Rapids Gazette, Iowa City Press Citizen, The BRICS Post, and The Houstonian.

**Invited Talks**

• Panel on “Ideology, Mass Media, Popular Culture & the Public Sphere in Egypt: Explaining the Outbreak of Fascism,” As part of “What Went Wrong? Egypt’s Failed Democratic Transition” event at the University of Denver’s Center for Middle East Studies, Denver, CO, September 12, 2014.


• “Egyptian Media, The Campaign to Eliminate the Muslim Brotherhood, and the dark return of authoritarianism.” University of Denver, Center for Middle East Studies, Denver, CO, May 19, 2014.


• “The Role of Media in Egypt’s Coup.” University of Tennessee at Chattanooga. (As part of the Democracy and Human Rights in Egypt conference), Chattanooga, TN, April 14, 2014.

• “Islamist Groups in Egypt.” University of Denver, Professor Joseph Szyliowicz’s “Democracy in the Middle East” class. Denver, CO, April 8, 2014.


• “The Egyptian Media Environment in the Lead-Up to June 30” (As part of The Status of Human Rights, Democracy, and the Rule of Law in Egypt), Chicago, IL, December 8, 2013.

• “Egyptian Media Discourse Before, During, and After the Military Coup” (As part of Restoring Democracy and Freedom in Egypt). NOVA Community College, Annandale, VA, December 6, 2013.


• “Portrayals of Islam and Muslim in U.S. Media.” University of Northwestern (Saint Paul Minnesota). Professor Doug Trouten’s “Religion Writing” class. Via Skype, November 20, 2013.


• “Crisis in Egypt: A Legislative Forum.” Minnesotans Against the Coup, Minneapolis, MN, August 28, 2013.


• “Portrayals of Islam and Muslim in U.S. Media.” University of Northwestern, Professor Doug Trouten’s “Religion Writing” class. Saint Paul Minnesota, November 19, 2007.

Grants
• American University in Cairo Faculty Development Research Grant, 2013 (4,200 EGP)
  ▪ Funds used to pay for content analysis coders
• Qatar National Research Fund, 2011 ($253,800)
  ▪ Collaborative research project on Palestinian youth media narratives. With Sanjay Asthana (LPI).
  ▪ Note: After being awarded this Qatar-based grant, Dr. Elmasry left the project after accepting a job at the American University in Cairo. The project was transferred to a former Qatar University colleague, Nishan Havandjian. Their proposal to keep Dr. Elmasry on the project as a consultant was rejected by the Qatar National Research Fund.
• Qatar University Internal Research Grant, 2010 ($30,000)
  ▪ Collaborative research project on Arab news portrayals of Palestinians. With Alaa Elshamy, Peter Manning, Phil Auter, and Andrew Mills.

Honors
• American University in Cairo ‘Moataz Al-Alfi’ Research Award for paper titled, “Al-Jazeera and Al-Arabiya framing of the Israel-Palestine conflict during war and calm periods.” May 2014, $1000 prize.
• Third Place – AUSACE Annual “Best Paper” competition – Tangier, Morocco, 2013 (with Mohammed el-Nawawy)
• AUC Excellence in Teaching Award (2011/2012) nomination. [An anonymous student(s) nominated me, but the nomination was not considered because I had not yet completed three years of service, and was thus not eligible.]
• University of Iowa Council on Teaching Outstanding Teaching Assistant Award, for Spring 2008 work in Social Scientific Foundations of Communication.

Mr. Jason Flynn (MFA), Assistant Professor:
Awards
• Producer, I’m with Phil. HD. 2013. Raised $27,000 with 380 backers on Kickstarter from five continents and all fifty United States.
  ▪ Winner, George Lindsey UNA Film Festival’s Best of Show, Clyde “Sappo” Black.
  ▪ Winner, Sweet Home Alabama (Best of State), Feature Film, Best Director, Best Story, and Best Editing; 2014 University Film and Video Association (UFVA) Conference’s Documentary Feature Award of Merit (Top Prize).
  ▪ Nominee, DocMiami International Film Festival’s “Most Inspirational Documentary.”
  ▪ Screenings: Waterfront Film Festival; Heartland Film Festival.
  ▪ Winner: Best Silent Film. University of New Orleans (UNO) Film Fest.
  ▪ Screenings: RiverRun International Film Festival; Riverside Short Film and Video Festival; Black Warrior Film Festival; RATMA International Film
Festival; Gold Reel Film Festival; Autumn Shorts Film Festival; Sidewalk Moving Picture Festival; All-American Drive-In; Tuzla Film Festival; North Carolina Family Film Festival.

- **Producer/Director/Cinematographer/Videographer/Editor. Charlton James’ “American Dream.” HD. 2012.**
  - Winner: Best Music Video – The FreeStyle Life Audience Award; Best Music Video – ReelHeART International Film Festival.
  - Screenings: Paterson Falls Film Festival; Sunscreen Film Festival.
  - Winner: Las Vegas Film Festival Golden Ace Award for Excellence in Filmmaking. Screenings: Memphis International Film & Music Fest; Gasparilla International Film Festival; Rincon International Film Festival – Puerto Rico.
- **2011 Reelshow International Film Tutor of The Year. 2012. Program placed first on Reelshow International’s “Top Ten Film Schools 2012” list in 2013 and third in 2014.**
- **Faculty Fellow, competitively selected fellowship. National Association of Television Program Executives (NATPE). 2009.**

**Distribution**

- **Producer/Writer/Director/DP/Cam/Editor. Muscle Shoals National Heritage Area’s “Roots of American Music Trail” Series. 2012-2013. Distribution: Various QR-coded historical markers and online.**
- **Producer/Director/DP/Editor. UNA Summer Theatre TV spot for A Streetcar Named Desire. 2012. Distribution: ABC regional rotation and online.**
- **Producer/Director. Preview Day spot. UNA Communications Office and Office of University Advancement. Florence, AL. HD. 2011. Distribution: Regional TV rotation and online.**
- **Producer/Director. Four Division I spots. UNA Athletics, Communications Office, and Office of University Advancement. Florence, AL. HD. 2011. Distribution: Regional TV rotation and online.**
- **Producer/Director/Editor. Southern Plate Tailgate spot. 2010. Distribution: Food Network and TLC/Discovery.**
  - Finalist: One Cloud Festival.
  - Screenings: Desert Rocks Film and Music Event; World Music and Independent Film Festival; SENE Film, Music & Arts Festival; Action On Film International Film Festival; Naperville Independent Film Festival; Interrobang Film Festival.

**Exhibitions**


**Screenings**


• Producer. “Pay No Attention To The Man In A Bear Suit.” 35mm. 2008. Screenings: the end of theatre’s “the experiment v.2 film”; NewFilmmakers NY Short Film Program; Chapel Hill Flicker Film Festival (Apr. 2010); Flicks International Student Film Festival; Dixie Film Festival; Salem Film Festival; River’s Edge International Film Festival; Cape Winelands Film Festival; Pink Sheep Film Festival.

• Implementation: University of Groningen’s Cultural Student Centre Usva organization’s "KEI-week".


**Ancillary Awards**


• Foley Artist. “Sadie’s Waltz.” Perf. Richard Beymer. Super 16mm. 2008. Winner: Television, Internet, & Video Association of DC (Peer Bronze for Audio Post – Original Composition); Carolina Film and Video Festival (UNCG Student Showcase Award). Screenings: Cucalorus Film Festival; Solstice Film Festival; DC Shorts Film Festival; Sidewalk Moving Picture Festival; George Lindsey/UNA Film Festival. Distribution: Ouat! Media.

**Grants**

• $2,000 plus conference registration. NATPE Faculty Development Grant. Summer 2012.
• $3,700 UNA Office of Student Engagement’s Student Allocation Review Board and Funding Committee. Spring 2010.
• $1,800 NATPE 2010 Faculty Fellowship, NATPE Market & Conference Program. Las Vegas, NV. 2010.

Dr. Beth Garfrerick, Assistant Professor
• Article, “Before Bloggers There Were Ploggers (Print Loggers).” *Grassroots Editor*, Vol 54, No. 3-4 (Winter-Fall 2012).
• North Alabama Chapter of the Public Relations Council of Alabama Educator of the Year Award Recipient, 2011.

Ms. Laura Hardin (M.S.), Instructor
• “Advising General Studies and Academic Policies/Procedures,” SOAR Counselor Training, Spring Semesters 2003-2012

Dr. Bill Huddleston, Professor
Grants

- Faculty Development Grant to attend a Storytelling Workshop directed by Donald Davis in Ocrakoke Island, NC. $1200—a competitively selected grant awarded by the College of Arts & Sciences Research Committee—Granted December 2011
- Grant to produce the Front Porch Storytelling Festival at the University of North Alabama in May 2012. $3000: a competitively selected grant by the Alabama Humanities Foundation—granted September 2011 with Debbie Chaffin and B. J. Wilson.
- Faculty Development Grant to attend the National Communication Association’s convention in San Diego, California. The grant was for attending four workshops and was valued at $930—Granted November 2008. [Because of the date the grant was made, it was impossible to attend the conference and the funds were returned to the committee for redistribution]

Ms. Joon Yea Lee, (M.A. plus doctoral coursework), Visiting Assistant Professor


Dr. Jim Martin, Professor

• Martin, Jim. “When You’re the Judge: Critiquing a Paper or Article.” Panel Presentation, annual conference of the American Journalism Historians Association, Kansas City, Missouri, October 5-8, 2011.
• Editor, American Journalism, 2005-2010. Martin, Jim R. American Journalism:
  ▪ “A Fond Farewell” 27:4, 5-6 (Fall 2010).
  ▪ “How Not to Get Published” 27:3, 5-6 (Summer 2010).
  ▪ “Call for Editor” 27:2, 5 (Spring 2010).
  ▪ “Something Old; Something New” 27:1, 5 (Winter 2010).
  ▪ “Tuchman’s Tenets” 26:3, 5-6 (Summer 2009).
  ▪ “Sports Journalism Scholarship” 26:2, 5-6 (Spring 2009).
  ▪ “A Predictable Pattern” 25:2, 5-6 (Spring 2008).
  ▪ “Twenty-Five Years of American Journalism” 25:1, 5-6 (Winter 2008).
Dr. Janet McMullen, Associate Professor


Ms. Stephanie Montgomery (MA), Instructor

- “Unraveling the Nonverbal Puzzle: Student Cues that Should Pique Our Interest.” Presentation at the Regional Conference. National Academic Advising Association, September 2010. Won Best of Alabama and proceeded to present in competition at Ross Bridge, Birmingham, at the southeast national meeting – placed second.

Mr. Jason Pangilinan (MFA), Assistant Professor

**Film and Television**

- Production Assistant, “The Short Game,” Feature Documentary, (Executive Producer: Justin Timberlake, Delirio Films).
- Graphics Assistant, Playback Technologies.

**Creative Projects**

  - Audience Award: *Dam Short Film Festival.*
• Best Narrative Short: *Eugene International.*
• Best Narrative Short Honorable Mention: *Ojai Film Festival.*
• Official Selection: *Boston Film Festival, Cincinnati Film Festival Cleveland International, Green Bay Film Festival, Kansas City Hollywood Film Festival, Napa Valley, New Hope Film Festival Newport Beach, South Dakota, Stony Brook Film Festival.*

• Writer/Director/Producer, “Milk & Cookies,” (11 Min. Short, HD & 16mm), 2012—2013, Official Selection: *HollyShorts Film Festival, Palm Springs Int’l*

Dr. Gregory Pitts, Professor and Department Chair

**Book Chapters and Primers**

• *Sales, Marketing and Advertising in Media: A primer on media advertising sales.* Publication of Integrations Now! and the U.S. Embassy, Belgrade, Serbia, May 2010. Translated into Serbian.

**Refereed Publications**

• “A career in journalism or just a job: An examination of job satisfaction and professionalism.” Paper presented at Association for Education in Journalism and Mass Communication, Montreal, Canada, August 10, 2014.
Peer Reviewed Panel Presentations

- “Chairing the Small Program.” Panel presentation at the Association of Education in Journalism and Mass Communication, Chicago, IL, August 11, 2012.
- “Faculty Opportunities to Help Build Sustainable Media Enterprises in Developing Markets.” Panel presentation at the Broadcast Education Association, Las Vegas, NV, April 17, 2012.

Applied International Research

- Television Viewership in Albania: International Broadcasting Bureau/Voice of America and U.S. Embassy in Tirana, Albania, 2004 – 2008. Recruited to advise an Albanian television station on viewer research, management, and sales strategies. Created questionnaires for three data-driven viewership surveys, completed in 2005, 2006 and 2008 with 440, 514 and 487 respondents, to assess the television station brands in Albania. A proprietary television viewing report was written for the local broadcaster the U.S. Embassy. Consultation visits enabled the station to move from losses in excess of $500,000 annually to profitability. Albania, a former Communist country, is a transitional nation; political and civil liberties, including free press and balanced and fair news reporting are emerging goals.

International Training

- Trainer/Media Consultant in media management, advertising sales, newsroom management, marketplace practices, and audience research. Agencies and organizations worked with since 2008 include: Voice of America-Indonesia Service; Department of State Speaker’s Bureau; International Broadcast Bureau/Voice of America; U.S. Embassy, Tirana, Albania; U.S. Embassy, Pristina, Kosovo and U.S. Embassy, Belgrade, Serbia.

Grants

- UNA Arts and Science Research Grant, $3,000. Spring – Summer 2014. Research grant to help support travel to Zambia to replicate a survey of members of Parliament to assess their present attitudes about press freedom.
- The First Amendment Center and the American Society of News Editors. Education grant of $5,000, with additional UNA funds, to promote First Amendment Awareness among students and faculty on the campus of the University of North Alabama. Spring 2011.
- First Amendment Awareness. The Alabama Press Association Educational Foundation. Two educational grants totaling $1,330 to promote First
Amendment Awareness among secondary school students and to launch a weekend journalism workshop for students of color. Spring 2013.

- The Liberty Tree Initiative. Education grant of $5,000, with additional UNA funds, to promote First Amendment Awareness among students and faculty on the campus of the University of North Alabama. Spring 2011.
- Soros Foundation Fellowship of $7,000 for Academic Consulting with the Department of Journalism and Mass Communication at American University Central Asia, Bishkek, Kyrgyzstan, November 2007 and May 2008.
- NATPE Education Foundation grants. In my role with the NATPE Education Foundation, NATPE pays not only my expenses but also the expenses for students at universities where I teach. The amount of the funding attributable to my university exceeds $10,000 annually.

Dr. Patricia Sanders, Assistant Professor

- “Surviving Multi Media Boot Camp,” Journal of Media Education, July 2010

Peer Reviewed Panel Presentations

- “Beyond the Classroom: Running a media club, field experiences and internship opportunities!” Broadcast Education Association Annual Convention. Las Vegas, Nevada. April 2014.
- “New Media Roughens Terrestrial Radio’s Terrain,” Broadcast Education Association National Convention, Las Vegas, Nevada. Session: Survival of Traditional Media in a New Media Environment,” April 2008

Professional Awards
• Regional Edward R. Murrow Award 2009 for Election Coverage, Fall 2008. Part of a team effort in coverage for Alabama Public Radio of Congressional District races in the state of Alabama. Contributed piece on District 5.
• Alabama Associated Press Broadcasters Award – APR for Overall Excellence, Spring 2009

5. Provide relevant sections of faculty guides, manuals or other documents in which the unit specifies expectations for scholarship, research, and creative and professional activity in criteria for hiring, promotion and tenure. Describe how the unit’s criteria for promotion, tenure and merit recognition consider and acknowledge activities appropriate to faculty members’ professional as well as scholarly specializations.

Criteria for Hiring
All faculty advertisements at the rank of assistant professor, tenure-track stipulate a requirement for research or other forms of peer-reviewed creative projects. Generally, for a tenure-track position the hiring standard today is a Ph.D. in a communications field or a Master of Fine Arts for a faculty member hired with an expectation of creative production in professional work and teaching assignments. The department does not at this time employ professional staff for teaching. For University of North Alabama and Department of Communications’ expectations for promotion and tenure, please see Appendices 4, 11 and 14.

Tenure and Promotion
The University of North Alabama notes that:

An award of tenure is not a right but a privilege which must be earned by a faculty member on the basis of his or her performance during a probationary period. The granting of tenure is never automatic. Faculty members seeking promotion and/or tenure are expected to demonstrate significant contributions in support of the university mission as reflected in accomplishments specific to teaching, research and service.

According to the University of North Alabama Faculty Handbook, 2.5.1 General Criteria for Promotion and Tenure, for purposes of faculty promotion:

The University of North Alabama fulfills its mission in research (including creative accomplishments and other forms of scholarship) through recognition that active participation in one’s academic discipline promotes intellectual growth and enhances and informs classroom, laboratory, clinical, and studio instruction. Scholarly inquiry and learning vary by discipline. The individual is evaluated upon evidence that one’s scholarly accomplishments are valued by others in the discipline. Examples of such recognition would include publication of one’s work in peer-reviewed outlets (books, monographs, journal articles) or invited contributions to scholarly works (book chapters); presentations and/or chaired sessions at professional society meetings; invited presentations at
exhibits or recognition at juried shows; professional acclaim for performances or contributions to performances; honors or awards recognizing scholarly accomplishment; competitively awarded grants or contracts that support professional growth; selection as a professional referee or editor; and other generally recognized scholarly accomplishments.

The unit head/department chair applies the university research and creative performance standard for faculty promotion. Similarly, the Department of Communications Performance Guidelines, adopted before the arrival of the current unit head, echo the sentiments of the university in defining research and creative performance standards.

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

According to the UNA Faculty Handbook: (See Appendix 15 for Chapter 3.)

Faculty development leave (sabbatical) eligibility is limited to full-time, non-administrative, tenured faculty members (including department chairs) with:

- at least six years of full-time service at UNA prior to submission of a faculty leave application;
- at least six years of service since his or her last development leave; and
- who have submitted the report(s) from previous leave(s) in a satisfactory and timely manner. Faculty on an International Fellowship Leave will retain tenure or, if untenured, may choose to count the year abroad in the total number of years of university employment for purposes of tenure; pay family insurance premiums if applicable; be responsible for arrangements concerning property and personal effects during the time abroad; and comply with all regulations of the Alabama Teacher Retirement System regarding contributions to the TRS and RSA-1 annuities.

FACULTY RESEARCH/DEVELOPMENT

The performance of the University is the cumulative result of the performance of each person employed by the University. The purpose of faculty development is to increase the teaching or research effectiveness of individuals to enable them to contribute to the University's overall mission. Thus, the goals of development are of mutual benefit to the faculty and the University. This is accomplished by enhancing employees' knowledge, skills, and attitudes that have a positive impact upon teaching performance and on helping them reach their fullest potential as members of the university team.

Each university-funded grant for development should be based on this philosophy. The University makes available a limited amount of resources for
faculty development grants which, within specific regulations found on the Application for Faculty Development, allow faculty to:

1. Be partially reimbursed for costs for additional graduate course credit;

2. Attend noncredit workshops or seminars that extend a faculty member's knowledge in his or her current teaching area or broaden teaching areas which will benefit the University;

3. Attend noncredit workshops or seminars related to accreditation; and

4. Pay costs in relation to specific certification which, in turn, are of benefit to the University. Faculty research and development monies are disbursed to the Vice President for Academic affairs.

From the University Employee Handbook:

Granting a leave of absence for reasons other than faculty development is a matter of administrative discretion. It is granted only during extreme circumstances and only when there is reasonable expectation that the employee will return to duty. In addition, it should be apparent that it results in increased job ability, protection, or improvement in the employee's health, or the retention of an employee.

An employee may be granted a leave of absence without pay for up to 6 months for purposes of: (1) advanced training, (2) health or disability, or (3) other justifiable causes. An extension may be granted by the President after review of university needs and, in the case of health or disability, medically-documented reasonable expectation that the employee will be able to return to full-time employment. The benefits policies detail how benefits are handled during a leave of absence.

7. List faculty who have taken sabbaticals or leaves during the past six years, with a brief description of the resulting activities.

No faculty members in the unit have taken a leave of absence in the past six years.

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

The Department of Communications supports faculty scholarship and professional activities. It funds at least $800 per faculty member for faculty travel dealing with scholarship—conference attendance for paper presentations or peer selected panel presentations. There is a desire by the department chair to see faculty strive for higher levels of scholarship activity. Should faculty scholarship yield another
presentation option, additional funding of $800 is available. The goal is to encourage faculty to pursue peer reviewed research. The department has funded faculty panel presentations as well as paper presentations. Similar funding (up to $800) is available for other faculty professional events, such as a professional conference or professional development event. This is generally limited to one such professional event per faculty member per year. Faculty are encouraged to apply for College of Arts and Sciences funds in support of research or faculty travel. A&S monies serve as “matching” money in addition to the department funds. Faculty development grants that provide housing or meals are also counted as matching money in support of department travel monies for professional development. Matching money is not required for departmental money but showing matching contributions from other sources can be important for College of Arts and Sciences funding.

9. List faculty who have taken advantage of those programs during the past six years, with a brief description of the resulting activities.

Ms. Lisa Darnell: Funding in support of her annual attendance at state public relations professional development events, such as the Public Relations Council of Alabama.

Mr. Jason Flynn: Funding in support of his attendance as a competitively selected Faculty Fellowship recipient at the NATPE 2010 Conference and Market. Additional funding was provided in support of a summer 2012 NATPE Faculty Development Grant.

Dr. Beth Garfrerick: Funding to annually attend state public relations professional development events, such as the Public Relations Council of Alabama. Funding to attend conferences for competitive paper presentations, including conferences in Columbia, South Carolina and Montgomery, Alabama. Additional funding to support faculty development through attending a Freedom Forum Multimedia Boot camp.

Dr. Bill Huddleston: Funding to attend a national Storytelling Workshop.

Dr. Jim Martin: Funding to attend AEJMC and the American Journalism Historians Association Convention. Additional funding to support faculty development through attending a Freedom Forum Multimedia Boot camp.

Dr. Janet McMullen: Funding in support of her attendance as a competitively selected Faculty Fellowship recipient at the NATPE Conference and Market. Funding in support of her paper presentation at National Communication Association Convention in New Orleans, LA and the Public Interest Conference at the University of Georgia Law School.
Ms. Stephanie Montgomery: Funding in support of her attendance at the Southern States Communication Association and the National Communication Association.

Dr. Gregory Pitts: Funding in support of his attendance at the BEA and AEJMC conference for panel or paper presentations and as an administrative representation at the ABA and ASJMC. ACEJMC accreditation events have been funded by the Provost’s Office or personal funds.

Dr. Pat Sanders: Funding in support of her attendance at the BEA conference and the Regional BEA conference. Funding to support faculty development through attending two Freedom Forum Multimedia Boot Camps and the Poynter Institute’s Teachapalooza Workshop.
Part II, Standard 6. Student Services

UNA Pride students have participated annually in the Cinderella Project since 2011.

During the visit, the unit should make the following documents accessible to the team:
- advising records
- other files related to student services

Executive summary.
Academic advising is required for all students; the advisors for all declared majors will be full-time faculty members. Faculty members are required to maintain at least seven hours of regularly scheduled office contact hours each week. Advising checklists were redesigned to accompany the 2010 launch of the mass communication degree. To assist students and faculty in the advising process, the unit maintains advising folders for all students. A two-part advising form is used to provide the student with a list of course recommendations. The second page of the form is placed in the student’s folder. First to second year retention is 71%. For the 2013 – 2014 academic year, the four-year graduation rate of 44.4% was more than three times higher than the overall university four-year graduation rate.

Please respond to each of the following instructions:

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

Scholarship funding is perhaps the Achilles heel of the University of North Alabama and the Department of Communications. As a comprehensive university, UNA prides itself on offering an affordable college experience and it often attracts
students who want both a smaller campus environment and the accompanying lower educational cost. Conversely, the University does not have sufficient scholarship resources to aid students in need. The comprehensive university scholarship and financial aid information shown below is for the 2012-2013 academic year, the time period for which the most complete picture was available. The percentage of students receiving some sort of financial aid is 82%. Student loans, whether federal or from other sources, are utilized by 70% of the students. Pell grants are received by 53% of students and other federal grants go to another 54% of students. Institutional grants and scholarships are given only to about 40% of the full-time beginning class, with an average aid amount of $2,305.

For all undergraduate students at the university, 69% received federal student loans ($5,217 average amount), 63% received grant or scholarship aid (average amount $4,620) and 42% received Pell grants (average amount $3,811).

Among the 144 students identified as mass communication students in Spring 2014, 117 students or 82% received grant, scholarship or other forms of aid.

For the previous academic year and current academic year, these students are employed in a campus job through federal work study or university employment.

Campus Student Employment: These are the number of students completing a campus job through Federal Work Study or University Work Study.

<table>
<thead>
<tr>
<th>Year</th>
<th>FWS</th>
<th>UWS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-14</td>
<td>184</td>
<td>200</td>
</tr>
<tr>
<td>2014-15</td>
<td>85</td>
<td>285</td>
</tr>
</tbody>
</table>

Federal Work Study (FWS)
University Work Study (UWS)
Table 9: Student Aid
Provide information for each of the two years preceding the accreditation visit.

Full-time Beginning Undergraduate Students: Beginning students are those who are entering postsecondary education for the first time.

<table>
<thead>
<tr>
<th>Type of Aid</th>
<th>Number receiving aid</th>
<th>Percent receiving aid</th>
<th>Total amount of aid received</th>
<th>Average amount of aid received</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any student financial aid(^1)</td>
<td>871</td>
<td>82%</td>
<td>——</td>
<td>——</td>
</tr>
<tr>
<td>Grant or scholarship aid</td>
<td>724</td>
<td>68%</td>
<td>$3,258,008</td>
<td>$4,500</td>
</tr>
<tr>
<td>Federal grants</td>
<td>568</td>
<td>54%</td>
<td>$2,261,346</td>
<td>$3,981</td>
</tr>
<tr>
<td>Pell grants</td>
<td>564</td>
<td>53%</td>
<td>$2,150,788</td>
<td>$3,813</td>
</tr>
<tr>
<td>Other federal grants</td>
<td>202</td>
<td>19%</td>
<td>$110,558</td>
<td>$547</td>
</tr>
<tr>
<td>State/local government grant or scholarships</td>
<td>22</td>
<td>2%</td>
<td>$10,018</td>
<td>$455</td>
</tr>
<tr>
<td>Institutional grants or scholarships</td>
<td>428</td>
<td>40%</td>
<td>$986,644</td>
<td>$2,305</td>
</tr>
<tr>
<td>Student loan aid</td>
<td>742</td>
<td>70%</td>
<td>$3,107,670</td>
<td>$4,188</td>
</tr>
<tr>
<td>Federal student loans</td>
<td>742</td>
<td>70%</td>
<td>$2,988,340</td>
<td>$4,027</td>
</tr>
<tr>
<td>Other student loans</td>
<td>17</td>
<td>2%</td>
<td>$119,330</td>
<td>$7,019</td>
</tr>
</tbody>
</table>

\(^1\) Includes students receiving Federal work study aid and aid from other sources not listed above.

All Undergraduate Students

<table>
<thead>
<tr>
<th>Type of Aid</th>
<th>Number receiving aid</th>
<th>Percent receiving aid</th>
<th>Total amount of aid received</th>
<th>Average amount of aid received</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grant or scholarship aid(^1)</td>
<td>3,849</td>
<td>63%</td>
<td>$17,781,044</td>
<td>$4,620</td>
</tr>
<tr>
<td>Pell grants</td>
<td>2,556</td>
<td>42%</td>
<td>$9,740,759</td>
<td>$3,811</td>
</tr>
<tr>
<td>Federal student loans</td>
<td>4,197</td>
<td>69%</td>
<td>$21,897,392</td>
<td>$5,217</td>
</tr>
</tbody>
</table>

\(^1\) Grant or scholarship aid includes aid received from the federal government, state or local government, the institution, and other sources known by the institution.

<table>
<thead>
<tr>
<th>NAME</th>
<th>Subsidized Federal Student Loan</th>
<th>Unsubsidized Federal Student Loan</th>
<th>Federal Pell Grant</th>
<th>Scholarship</th>
<th>Federal Supplemental</th>
<th>Work Study</th>
<th>Dependent Benefits</th>
<th>Parent Loans</th>
<th>Private Loans</th>
</tr>
</thead>
<tbody>
<tr>
<td>AVERAGE</td>
<td>$4,280.16</td>
<td>$4,142.71</td>
<td>$4,573.71</td>
<td>$5,539.12</td>
<td>$294.44</td>
<td>$2,114.48</td>
<td>$9,040</td>
<td>$11,159</td>
<td>$9,947</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$273,930</td>
<td>$256,848</td>
<td>$283,570</td>
<td>$321,269</td>
<td>$36.81</td>
<td>$57,091</td>
<td>$9,040</td>
<td>$44,636</td>
<td>$19,894</td>
</tr>
<tr>
<td>Student Beneficiaries</td>
<td>64</td>
<td>62</td>
<td>62</td>
<td>58</td>
<td>18</td>
<td>27</td>
<td>1</td>
<td>4</td>
<td>2</td>
</tr>
</tbody>
</table>

144 students were identified in Financial Aid records. The funds presented here are from University and departmental sources. Twenty-six students did not appear to receive any financial aid through university administered records. From advising conversations, we know that at least 7 of these are domestic students who appear to pay for their education through part-time work and do not submit an application for potential financial aid.
2. Describe the academic advising process for ensuring that students are aware of unit and institutional requirements for graduation and receive career and academic advising. Attach advising guides, manuals, newsletters or other internal communication with students.

As noted earlier, upon declaring their major in the Department of Communications as a mass communication student, pursuing a concentration in either Journalism: Multimedia, Public Relations or Radio-Television & Interactive Media, students are provided a copy of the general education requirements checklist, a checklist specific to the declared major and concentration, and a four-year planning sheet with sample course progression. Students are also given a copy of the Communications Student Handbook. The eight-page handbook includes faculty contact information, our Twelve COMpetencies, information about the unit’s facilities and equipment, internship requirements and action steps to help a student understand the path to graduate in four years. Students may also access these forms via the departmental website at any time and can print additional copies that might be needed. Copies of all advising materials are included in Appendices 1, 2, 3 and 12.

The University of North Alabama employs mandatory student advising; students must meet with an academic advisor for course advising and to receive their personal identification number (PIN) to register for classes in the next school term. Advisors utilize the general education requirements checklist and the concentration checklist during individual advising sessions and keep a copy on file in the departmental office for each student. The department uses a two-part advising form. Student courses are written on the form—as well as the student’s PIN. The student retains a copy of the form. The other copy goes into the student’s file to validate course recommendations.

In consultation with the academic advisor and in accordance with students’ needs and interests, students may select a minor or elect to create an unofficial minor using a variety of courses. A minor is not required by the department but all students must complete at least 72 hours from outside the mass communication area; at least 53 hours of the 72 hours should be approved Arts and Sciences/Liberal Arts classes. (The Department posts the course list in the building. It is also available on the department’s webpage.) The requirement to take courses from other areas encourages the students to look at other coursework for their planned area of study.

Within the three mass communication concentrations (Journalism: Multimedia, Public Relations and Radio-Television & Interactive Media) students have the ability to select COM elective courses, in addition to the prescribed requirements.

Students in mass communication are permitted to graduate with 121 completed hours, instead of a previous 128 hours. Most students will take this shorter path but
a few students, who may be enrolled in the university Honors program or pursuing two degrees, will use this flexibility to develop an individualized program of study.

The change to 121 hours should improve the four-year graduation rate. When students choose to take only 12 – 13 hours per term—against the recommendation of their advisors but needed to balance their school/work schedules—they often attend school on a twelve-month cycle. Students attending school in the summer must average more than 9 hours each summer to graduate in four years with the 121 hours requirement. Under the 128 credit hours program, a student completing 12 semester hours in fall and spring would have also needed almost another 12 semester hours each summer to graduate in four years.

The unit is known on campus for requiring students to complete an internship and for offering career counseling and advisement through COM 420 Communication Portfolio Preparation. Students learn strategies for developing résumés and cover letters, online portfolios and approaches to help with career development and job interviews.

3. Describe availability and accessibility of faculty to students.

All faculty, including adjunct or part-time faculty, are required to keep office hours. Full-time faculty, whether tenured, tenure-track or instructor, must keep a minimum of seven regularly scheduled office hours each week. Adjunct faculty keep two office hours for each three-credit course. As a practical matter, email makes the faculty member available much more than this. Faculty in the unit report that they check their university email and class management email outside their normal office hours and work hours. Students often report how surprised they are to receive an emailed reply from a faculty member at night or on the weekend. Some faculty supply their cell phone numbers to students. Others allow students to contact them via Facebook. Appendix 15 includes Chapter 3 from the UNA Faculty Handbook; this chapter highlights faculty responsibilities.

Faculty post their office hours, phone extension and email address and class schedules outside their office doors. The information is included on the course syllabus. The department office maintains a faculty directory of office hours. A telephone in the lobby lets a student call a faculty member to leave a voicemail when the faculty member is not available. Faculty are issued business cards, not only for conference or professional use, but also for distribution to students.

4. Describe student records kept in the unit office and measures taken to assure appropriate security and confidentiality.

Student records are kept in a horizontal file cabinet in the Department of Communications office, room 105. Access to the office is limited to faculty, adjunct
faculty and student workers who have signed a confidentiality agreement. The department maintains an individual folder for each student major. The folders include student advising records (a page from the two-part advising form for each semester) and a student checklist appropriate to the concentration area. Transcripts are not routinely kept in the folders so that student academic performance may remain confidential. Academic advisors do have electronic access to the student’s transcript, but only for their assigned advisees. A student office worker is allowed to assist with filing and clerical duties but the student signs a confidentiality agreement to maintain records privacy.

5. Describe resources for academic and career counseling that the unit or institution offers to students.

All students are required to visit an academic advisor for course planning and to receive their personal identification number (PIN) to register for classes in the next school term. A general education checklist and concentration checklist is used during individual advising sessions. Student advising records are kept in the departmental office.

Students in the unit complete an internship to assist with career development and to supplement the Experience section on the student’s résumé. A career counseling and advisement course, COM 420 Communication Portfolio Preparation, is required of all students. Dr. Bill Huddleston, the former department chair, created the course in 1993 to help students learn strategies for developing résumés and cover letters, portfolios, career development, and job interviews. The current course instructor meets one-on-one with students to discuss their résumés and cover letters. Students must deliver an elevator speech or career pitch with the course instructor. Faculty mentors supply students with job leads through individual emails or through Facebook group postings. UNA’s Career Planning and Development Office holds an informational session with the class to make them aware of CP&D assistance.

The department maintains a strong working relationship with the Office of Career Planning and Development. While not exclusive to mass communication students, CP&D hosts a range of career counseling events including a Résumé Blitz work session each semester, an etiquette luncheon, a career fair and graduate school fair, one-on-one résumé consulting and practice interview sessions. CP&D maintains a job bank called Lion Jobs. The service is free to current students and graduates as an employment listing database for employers and prospective employees.

6. Describe the unit’s methods and procedures to keep students informed about its activities, requirements and policies.

The department keeps students informed about curriculum changes or other pertinent student matters through emails, sent directly to students or their advisors,
postings in the Communications Building and elsewhere on campus, scheduled Town Hall meetings and placards located in the building lobby. All communications classes are taught in the Communications Building. Nearly every semester, a student in the program is likely to be in the building one or more times each week. Samples of posters, normally printed in an 11 x 17 format, are show in Appendix 19.

Where there is need to reach a designated group of students (for example, newly declared communication majors), the department’s administrative assistant can access student names and emails from the department’s directory of majors. The university operates a database with a number of impressive data retrieval options. The administrative assistant is highly skilled in accessing student records information; we are fortunate to have this skill at our disposal.

The department has taken deliberate steps to ensure that the department website contains internship forms, advising checklists, a four-year graduation plan, the list of approved arts and sciences classes and other information. Rather than use identification labels that might make more sense to a faculty member than to a student, the website has been developed to appeal to prospective and current students, an age range of about 16 – 24. For example, course planning information and checklists appears under the heading, “Can I Graduate in Four Years?”

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

Student organizations include chapters of nationally known organizations and groups that are unique to our campus. These student groups are registered through the Office of Student Engagement and include the designation (RSO) for Registered Student Organization. The RSO status entitles the student groups to request support funding from student activity fees.

UNA Film & Digital Media Productions – For students interested in narrative or documentary film production.

Lambda Pi Eta- Honor Society – A national communications honor society affiliated with NCA. To qualify for membership students must have completed 60 semester credit-hours, have a minimum cumulative GPA of at least 3.0 for all courses taken, and have at least a 3.25 GPA for all communication studies courses.

Lion Com – Lion Com is a public communication club that focuses on developing public communication skills for all students, faculty, and staff. They provide training, advice and seminars for any person wishing to develop their public communication skills.
National Broadcasting Society- Alpha Epsilon Rho – The National Broadcasting Society enhances the development of college and university students and entry level professionals involved in electronic media (including web/internet technologies and new media), broadcasting, mass communication, radio, television, cable, and/or electronic media at chapter, district, regional, and national levels.

UNA PRIDE – UNA Pride, or Public Relations Individuals Dedicated to Excellence, is the official student public relations organization at the University of North Alabama. Membership eligibility includes PR majors and minors and students who have taken or are currently enrolled in COM 230 Fundamentals of PR. One annual membership fee to UNA PRIDE also includes membership in:

• The North Alabama Chapter of the Public Relations Council of Alabama (NAPRCA)
• Southern Public Relations Federation (SPRF)
• Public Relations Student Society of America (PRSSA)
• Alabama Chapter of the Public Relations Society of America (PRSA)

Society of Professional Journalists – The unit sought to organize an SPJ chapter in Fall 2013 – Spring 2014. The effort languished when the Director of Student Media who was the proposed advisor (and an SPJ member) departed. A new Student Media Director has been hired. One member of the unit is a faculty member of SPJ. We will begin this organizational effort again. We anticipate that the new Director of Student Media will teach COM 220 Basic Reporting in the Department of Communications, beginning in Spring 2015.

Student media on the UNA campus consists of the student newspaper, The Flor-Ala (and its website: http://www.florala.net/) and the student yearbook, The Diorama. Neither is self-sustaining. Both are funded through student activity fees and advertising revenue. The unit has worked for the past five years to improve the relationship with student media. The newspaper is an important outlet for student professional development. There has been some discussion with The Office of Student Engagement about moving the student newspaper into the Department of Communications. Mass Communication faculty welcome the opportunity to develop a better relationship with the paper and include the newspaper within the academic unit. Not all faculty support this idea. Besides encouraging students to work for student media, the unit has also consulted with the student newspaper to promote advertising sales as a revenue source and for informational content.

WLNP-LP is the call sign (Lion Proud) assigned to the FCC construction permit granted to the university for a low power, over-the-air FM radio station. The university president has confirmed construction funding for the project. The initiative for the station originated in the Department of Communications. While the station is a university and community activity, we believe the station will be of value to our students as a professional development activity. We anticipate being
able to hire our first professional staff member in late 2015 to work with the station and interested students. The project goal is to create another hands-on media outlet for student training and to serve as a community voice in a market where there is little existing commitment by television or radio for community news coverage. The unit and Department of Communications will have oversight of the station.

Student Television: The unit is not a television-dominant academic program. The department maintains a three-camera HD television studio. A group of student volunteers, through the NBS chapter, produced approximately 16 episodes of “Good Day UNA” during the fall 2013 and Spring 2014 semesters. They will start again with productions for 2014 – 2015. While an ad hoc effort, it has offered the students additional training and professional experience.

8. Provide the web link where the unit shares its most recent retention and graduation data with the public. Discuss retention and graduation statistics at the accredited unit level and the processes in place to collect, maintain and analyze such data.

Weblink: http://www.una.edu/communications/public-accountability.html

Public Accountability
The Department of Communications at the University of North Alabama offers the Bachelor of Arts and Bachelor of Science in Mass Communication, and the Bachelor of Arts and Bachelor of Science in Communication Arts. The programs follow the education recommendations of the Accrediting Council on Education in Journalism and Mass Communications. ACEJMC is the agency responsible for the evaluation of professional journalism and mass communications programs in colleges and universities. An accreditation review team has not yet visited the Mass Communication program at the University of North Alabama. More information on the accreditation requirements can be found here: http://www2.ku.edu/~acejmc/

The University of North Alabama received approval from the Alabama Communication on Higher Education (ACHE) to offer the BA/BS in Mass Communication in 2010; the program began accepting students in Fall 2010 under the Classification of Instructional Programs (CIP) category 09.0102. The BA/BS in Communication Arts was reclassification in 2010 under the CIP category 09.0101.

As part of our effort to provide public accountability of our programs, we provide the following data for prospective and currently enrolled students and their parents, for review by our educational peers, and for review by other interested parties.

Retention Rates
The percentages below indicate the first-year retention rates of students who declare the Department of Communications and mass communication as their
program of study as an incoming freshmen and who returned as a communications major by Fall 2014. We are aware of students who did return to the university but elected to change their majors from mass communication.

Retention Rates for Entering First-Year Students in Mass Communication

<table>
<thead>
<tr>
<th>Fall Term</th>
<th>First Year Students</th>
<th>Returned 2nd Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>23</td>
<td>71.1%</td>
</tr>
<tr>
<td>2011</td>
<td>28</td>
<td>73.2%</td>
</tr>
<tr>
<td>2012</td>
<td>31</td>
<td>70.1%</td>
</tr>
<tr>
<td>2013</td>
<td>17</td>
<td>70.6%</td>
</tr>
</tbody>
</table>

Why is the freshmen number so much smaller for Fall 2013 than previous years? We believe some students were incorrectly coded by the Admissions Office when they were enrolled. We made a substantial number of corrections in the fall and spring semester during the advisement periods.

According to UNA’s Office of Institutional Research, UNA’s freshman-to-sophomore retention averages 70% and is higher than the Alabama Peer average of 62%. Both the four-year and six-year graduation rates are lower than the CSRDE average, but higher than the Alabama Peer average (Source: OIRPA, Performance-Based Ratios at UNA, Fall 2012).

Why don’t students return? There are a number of reasons. Some UNA students don’t immediately return due to financial reasons—they may be working part-time and are unable to enroll the following fall but they return in the spring. Still other students attend our university for general education classes and perhaps one or two classes in the major and then transfer elsewhere. While not specific to retention of mass communication students, OIRPA has found that among those students who did not return to UNA and who earned a UNA GPA of less than 2.0, almost 67% had inadequate college preparation based on high school GPA and ACT scores.

According to an eight-year trend for the university, there is a slight increase in retention across campus. Females demonstrated a higher retention rate (74.2%) than males (66.2%) in 2010. White students had a higher retention rate (73.4%) than Black students (59.9%), but not as high as Hispanic students (76.2%). Retention trends calculated by student ethnicity in mass communication are not yet tracked due to the size of the cohort. (Source: OIRPA, Retention, Progress and Graduation at UNA, Spring 2012).

Graduation Rates
The Mass Communication and the current Communication Arts programs were initiated in 2010. The four-year graduation data for the mass communication
program is shown below. Because our students often put themselves through school, we have shown other graduation rates beyond the four-year rate.

All students entering the Department of Communications were required to select either the BA/BS in Mass Communication or the BA/BS in Communication Arts beginning in Fall 2010. During the Fall 2010 term, students previously studying in the Department of Communications were provided the opportunity to change to the new BA/BS in Mass Communication. Many students stayed under their existing curriculum/catalog plan rather than change. Several did change; here are their graduation rates.

<table>
<thead>
<tr>
<th>Term</th>
<th>Number of Students</th>
<th>4 Years for Graduation</th>
<th>5 Years for Graduation</th>
<th>6 Years for Graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fa 2010-Su 2011</td>
<td>1</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fa 2011-Su 2012</td>
<td>6</td>
<td>16.7%</td>
<td>33.3%</td>
<td>50%</td>
</tr>
<tr>
<td>Fa 2012-Su 2013</td>
<td>23</td>
<td>47.8%</td>
<td>43.5%</td>
<td>8.7%</td>
</tr>
<tr>
<td>Fa 2013-Su 2014</td>
<td>37</td>
<td>46%</td>
<td>18.9%</td>
<td>35.1%</td>
</tr>
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</table>

Graduation rates for the Department of Communications are substantially better than the graduation rates for the university. There is awareness that steps need to be taken across the campus to improve student retention and graduation. The university has initiated efforts to improve student retention and to improve graduation rates.

Graduation Rates for the University of North Alabama:

<table>
<thead>
<tr>
<th>Freshman Term</th>
<th>Four-Year Graduation</th>
<th>Six-Year Graduation</th>
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<tbody>
<tr>
<td>2004</td>
<td>12.5%</td>
<td>33.1%</td>
</tr>
<tr>
<td>2005</td>
<td>11.0%</td>
<td>33.3%</td>
</tr>
<tr>
<td>2006</td>
<td>11.0%</td>
<td>NA</td>
</tr>
<tr>
<td>2007</td>
<td>12.3%</td>
<td>NA</td>
</tr>
<tr>
<td>2008</td>
<td>12.0%</td>
<td>NA</td>
</tr>
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</table>

Sources of Data: University of North Alabama Office of Institutional Research, Planning, and Assessment and Department of Communications.

The retention efforts and graduation success program focus on an improved first year college experience for new students. New on-campus housing is under construction and will open in Fall 2015 for entering freshmen. The university has opened a new Student Commons building that includes the University Success Center, improved dining options and amenities, supplemental instruction and assistance in composition and mathematics and a single location for student services, including financial aid and student on-campus employment.
Less talked about but of perhaps greater significance to communications students was the approval of fewer required hours for graduation. The graduation rates shown here reflect a curriculum requiring 128 credit hours for graduation. Frankly, the semester math never worked properly to ensure graduation in four years. A student would have needed to average between 15 – 17 hours each semester to graduate in four years (with an internship completed in the summer for 1 – 3 semester hours credit). On a campus where four of every five students is working to pay for school, it was extremely difficult for a student to graduate from UNA in four years without enrolling in summer school. (See Table 9 Student Financial Aid for a complete look at the aid sources.)

Further delaying graduation, some students choose to take only 12 – 13 hours per term—against the recommendation of their advisors but needed to balance their school/work schedules. Some of these students also attend school on a twelve-month cycle. Students attending school in the summer must average slightly more than 9 hours each summer to graduate within four years. Under the previous 128 credit hours program, a student completing 12 semester hours in fall and spring would have also needed to average nearly 12 semester hours to graduate in four years. The goal of course is to graduate educated students, capable of pursuing productive lives. The university reduction in needed hours puts UNA within the range of most programs.

Many students declare a communication major upon enrolling at UNA but other students come to communication after a period of time in other majors. It is not uncommon to have students declare a public relations or journalism major after first trying education, nursing or a science area. Students with additional science or math courses have no difficulties counting those classes and credit hours as work completed from outside of communication and as approved arts and sciences classes. However, students with hours in education or nursing sometimes need to add additional coursework in arts and sciences to meet mass communication graduation requirements. (Under the original UNA mass communication degree proposal, 65 hours in approved arts and sciences classes were required, along with 80 hours from outside of communications.) At a minimum, a mass communication student will complete 44 credit hours for journalism: multimedia or public relations and 41 hours for radio-television and interactive media. The remainder of the 121 hours needed for graduation come from general education requirements and other outside hours.

When course prerequisites are included in the change of major evaluation, it is not unusual to see a student who changes to a communications major late in the student process (after completing 70 or more hours) requiring more than four years to graduate. For example, a journalism student would require three semesters to complete our COM 205 Communications in a Global Age and COM 215 Media Writing (first semester), COM 220 Basic Reporting (second semester) and COM 356 Advanced
Reporting (third semester). The student would then complete the other series of concentration requirements, including an internship.

Students transferring from community colleges often come with 60 hours (UNA permits no more than one-half the hours needed for graduation to come from a junior institution). The department’s close advising and frequency of course offerings keep most of these students on schedule to graduate, provided they enroll in 14 – 15 hours per semester and complete the internship during the summer.

As noted above, during the 2013 – 2014 academic year, the Department of Communications requested permission to decrease the number of hours needed for graduation to reflect a more commonly accepted national total of approximately 121 hours. Then dean of Arts and Sciences, Dr. Vagn Hansen, supported the request—even extending the idea to other departments in A&S. Effective with the Fall 2015 semester, students must earn only 121 hours. This savings of seven semester hours put the semester course load in the range of 14 – 15 hours per semester, plus a summer internship for 1 – 3 hours.

For the sake of schedule planning, the program is 121 hours rather than 120 to ensure that students have no difficulty completed the 72 hours from outside of communications. 121 hours minus 72 hours equals 49 hours. This becomes up to 16 three-credit courses in their mass communications major plus the one credit COM 420 Communication Portfolio Preparation course. By the time the class of 2014 graduates, we believe there will be an improvement in the graduation rate.

9. Describe the unit’s (and, where applicable, campus-wide) policy on academic good standing and dismissal for poor scholarship, including the grade-point average required to remain in the program.

The unit follows the university guidelines for academic good standing and dismissal for poor scholarship. Here are the policies as identified in the UNA 2014 – 2015 Undergraduate Catalog.

**Academic Status**
All students should strive to maintain the minimum grade point average (GPA) of 2.0 required for graduation (some majors have higher GPA requirements). To be a student in good academic standing, however, the following minimum grade point averages apply for each classification:
- Freshman (0-31 hours) - GPA 1.60
- Sophomore (32-63 hours) - GPA 1.85
- Junior (64-95 hours) - GPA 1.95
- Senior (96 hours and above) - GPA 2.00
To fall below these grade point averages can lead to the following:
**Academic Warning**
A student with a GPA of less than 1.60 who has attempted less than 18 hours will be placed on academic warning for the following semester. If at the end of the semester of academic warning the student does not reach the minimum cumulative GPA listed above, the student will be placed on academic probation. Students on academic warning and academic probation may not register for more than 13 hours during a regular semester.

**Academic Probation**
A student will be placed on academic probation at the end of any term in which the student's cumulative GPA falls below the appropriate minimum listed above. When a student achieves the minimum cumulative GPA for the student's classification, probationary status will be removed. If a student receives a 2.0 or better during their probationary term, but remains below the minimum GPA required for the student's classification, probation is continued.

**Academic Suspension - One Semester**
A student on academic probation is placed on academic suspension for one semester at the end of any semester or term in which the student fails to maintain a 2.0 GPA on the work attempted during that period. A suspension will last for one fall or spring semester (summer term does not fulfill suspension). Students may not appeal first-time suspensions to the Readmissions Committee. After the semester of suspension the student may reenroll without an appearance before the Readmissions Committee but must complete a readmission form which may be obtained from the Office of Admissions or the UNA website. Upon return, a student is placed on Academic Probation and must earn a current GPA of at least a 2.0 GPA to remain enrolled. Academic probation continues until the appropriate minimum GPA for the classification is obtained (see table above). If a student fails to obtain a semester 2.0 GPA, the student is suspended for one year.

**Academic Suspension - One Year**
A student who fails to obtain a semester 2.0 GPA after returning from a one-semester suspension will be suspended for one calendar year. A student who has been on a one-year suspension is automatically eligible to reenroll with no appearance before the Readmissions Committee. Returning students must complete a readmissions form available from the Office of Admissions or the UNA website. Upon return, a student will be placed on Academic Probation and must earn a semester GPA of at least a 2.0 GPA to remain enrolled. Academic probation continues until the appropriate minimum cumulative GPA for a student's classification is obtained (see table above). If a student fails to obtain a semester 2.0 GPA, the student will be suspended for three years. A student who has been suspended for one calendar year who can provide evidence of extenuating circumstances that led to academic difficulties may file a written academic appeal and appear before the Readmission Committee prior to the beginning of any semester during the one-year suspension.
Academic Suspension - Three Years
A student who fails to obtain a semester 2.0 GPA after returning from a one-year suspension will be suspended for three calendar years. A student that has been on a three-year suspension is automatically eligible to reenroll without an appearance before the Readmissions Committee. The returning student must, however, complete a readmissions form available from the Office of Admissions or the UNA website. Upon return, a student will be placed on Academic Probation and must earn a semester GPA of at least a 2.0 GPA to remain enrolled. Academic probation continues until the appropriate minimum cumulative GPA for a student’s classification is obtained (see table above).

A student on a three-year suspension may not appeal the suspension for the first calendar year of the suspension. After the first calendar year, a student who can provide evidence of extenuating circumstances that led to academic difficulties may file a written academic appeal and appear before the Readmissions Committee.

10. Describe the unit’s placement operation for assistance in students’ searches for employment. List placement statistics for the three most recent years (before the self-study year) for which accurate information is available.

The communication internship program is an integral part of the unit’s placement initiative. Internships do not always lead to jobs but they help students complete assignments in their areas of study, create networks for job searches, provide students with the lingo of the workplace and help them determine whether a communication career is right for them. Students intern with local, statewide, regional and sometimes national organizations.

Placement data for graduates for the three years before the self-study:

<table>
<thead>
<tr>
<th>Term</th>
<th>Number of Students</th>
<th>Currently Employed</th>
<th>Placement Rate:</th>
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<td>1 of 1</td>
<td>100%</td>
</tr>
<tr>
<td>Fa 2011-Su 2012</td>
<td>6</td>
<td>6 of 6</td>
<td>100%</td>
</tr>
<tr>
<td>Fa 2012-Su 2013</td>
<td>23</td>
<td>21 of 23</td>
<td>91.3%</td>
</tr>
</tbody>
</table>

We acknowledge that not all students are employed in positions directly connected with their program of study but they report being employed in full-time positions. Two graduates from 2012 – 2013 have relocated in the last four months due to marriage; they left successful positions to accompany a spouse. They are looking for employment in their new city.
11. Describe the unit’s operation, if any, for assistance to alumni in later employment searches.

Alumni rely on UNA Career Planning and Development’s Lion Jobs service for employment leads and leads from individual faculty. Students graduating from UNA automatically become members of the UNA Alumni Association. The association works to remind students, especially recent graduates, that placement services continue to be available as they launch and then advance in their careers.

For communications graduates, Facebook has probably become the most common approach for reaching students and graduates. Faculty post job announcements, message graduates or current students about jobs through Facebook or they otherwise contact graduates via email. We have not found a traditional bulletin board posting to be an effective approach to reach graduates or alumni. We’ve also tried to employ the domino technique. When one graduate gets a new position, we send another student to the former job—where we often have good relationships with the employers. In the COM 420 Communication Portfolio Preparation course, job notice approaches are reviewed for students.

12. Describe the unit’s process for evaluating its advising and counseling services. Include measurements of the accuracy of academic advising, student and faculty opinion of the quality of advising, or other indices of the effectiveness of advising. Discuss the results of these assessments.

As the department introduced new checklists, arts and sciences/liberal arts requirements and a minimum number of hours completed from outside mass communication, workshops were held for faculty to ensure that they understood what they should be telling students. Similarly, the department held discussions and training sessions with members of the university Registrar’s Office to help them understand particular requirements—such as arts and sciences/liberal arts requirements and a minimum number of hours completed from outside of mass communication. Registrar’s Office staff members have been complimentary of the checklist designs and information presented for student use.

The validation of successful advising has also come from the Registrar’s Office. Students apply for graduation two semesters before their intended graduation and the registrar’s staff members perform the official transcript audit. The audits identify the remaining graduation requirements. When there are problems, the department’s advising system allows for a review of recommendations. In nearly every case, the student has deviated from the advisor’s recommendations.

As discussed earlier, effective teaching—and this includes the faculty and student relationship—is the focus of the University of North Alabama. All units/departments are required to collect office hours information from full-time and part-time faculty.
This information is reported to the dean’s office. Faculty members are asked to post
the information outside their office doors and to adhere to the schedule. If they are
away from campus for professional development or personal reasons, they
complete an absence form to report their location and accommodation for classes
and office hours.

The Faculty Handbook states that faculty are to be available throughout the
semester. We define the semester to mean through the last day of regular classes.
We recognize that final exams may disrupt availability. An audit of faculty
availability about two years ago indicated that some faculty wanted to limit their
availability for next semester registration and advising. In accordance with the
Faculty Handbook, faculty were reminded that availability extended through the end
of the semester. When faculty are not around, the department office is staffed with
an administrative assistant and the department chair. The department chair usually
works an 8 – 4:30 schedule. Thus he is available to advise students in the absence of
faculty between semesters or at atypical times. The administrative assistant, while
sufficiently busy with her tasks, is also equipped to answer advising questions and to
facilitate contact with a faculty member or the department chair. Advising
information items, the *Communications Student Handbook*, four-year planning sheet
or advising checklist, provide clear answers but the comfort of having human
confirmation is important to many of our students.

The self-study has reminded us of the need to further assess our academic advising.
UNA has launched a student retention effort that includes the University Success
Center and efforts to improve the first-year student experience as well as promote
student retention at all class levels. With this effort has come a request that
departments find a means to assess their faculty/student relationships. We are
working on a quantitative measurement instrument. We won’t have this
information when the site team comes, but we hope to measure our effectiveness
after we’ve completed Spring 2015 advising.
Part II, Standard 7, Resources, Facilities and Equipment

Renovations in classrooms 131 and 124 include updated seating and audio/video.

Executive summary.
The unit has an adequate budget. Faculty and staff will receive a 3% salary increase for the 2014 – 2015 academic year, the first increase since Fiscal Year 2010 – 2011. The unit has reinvigorated itself with new technology and classroom and building improvements in the past five years. Many of the building improvements were paid for with department funds. Changes in leadership, in the central administration, are expected to result in an improved budgeting process, focusing on long-term planning. After a start-stop approach, the university expects to move forward with a comprehensive fundraising campaign in 2015 – 2016. This will permit the Department of Communications to move ahead with much needed fundraising for scholarships and faculty development.

Please respond to each of the following instructions:

1. Complete and attach Table 10, “Budget.”

See the table on the next page. Additional budget information is available in Appendix 7.
<table>
<thead>
<tr>
<th>Account Title</th>
<th>Adopted Budget</th>
<th>Budget Adjustment</th>
<th>Adjusted Budget</th>
<th>Temporary Budget</th>
<th>Accounted Budget</th>
<th>Year to Date</th>
<th>Encumbrances</th>
<th>Available Balance</th>
</tr>
</thead>
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<td></td>
<td><strong>$1,084,832.32</strong></td>
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2. Describe the process through which the unit develops its budget, including preparation of the budget request and spending plan, review and approval, and the role of faculty in the process.

Budgeting at UNA has followed a static process for a number of years. A former Vice President for Finance, who retired in December 2013, used a department budget process that covered operational costs, faculty travel and salaries and benefits. The operational portion of the budget changed minimally. A new Vice President for Finance and changes in deans in the College of Arts and Sciences and College of Business is expected to lead to changes in the budgeting process.

Accreditation has been a significant part of the spending plans for the unit and department since 2009. There is a university reluctance to increase the department’s annual budget but accreditation needs have enabled the unit and head to develop spending proposals. There has been a willingness by the provost and the university president to invest in the mass communication unit and the Department of Communications.

When the department has required capital or equipment expenditures—for equipment acquisition—the university has maintained an open and generally receptive ear to these requests. The process required the department chair to develop a rationale memorandum of explanation for capital or equipment requests and prepare expense requests. Using this approach, the Department of Communications secured funding to remodel a room in the building and to add a second computer lab and storage drives (replacement computers and software for future upgrades will be paid for through student technology fees). The initial expense for a new computer lab was about $65,000. A small auditorium was remodeled to hold 121 theatre-style seats, with a digital projector and 7.1 surround sound system. This $73,000 project proposal included about $35,000 in student government fees, approximately $36,000 in university fees and $1,000 in departmental funds. The department chair initiated the project and made the connection with the SGA to secure their pledge. They were looking for a film screening venue for student movies.

One other positive budgeting approach has been the use of rollover money. Units/departments that do not spend their entire budget have been permitted to roll the remaining monies into the next fiscal year. This encourages responsible spending. For the 2014 – 2015 fiscal year, the university is facing a much tighter budgeting situation. Rollover will continue but the university has announced that only 70% of the rollover funds will be retained by departments.

One of the campus weaknesses is the lack of faculty involvement in the budgeting process. Within the unit, faculty are quick to identify wants but are reluctant to supply the details and associated costs that would help the unit head develop long-
term spending proposals. Faculty receive departmental notices several times each year—especially as the fiscal year end approaches—asking for faculty needs. These needs can range from office consumables to teaching support materials to office furnishings. Rollover funding has been helpful in addressing spending needs.

As we developed new professional classes, such as our digital skills course COM 243 Aural-Visual Production, we have added lab fees to some classes. Classes that require consumable resources, from equipment repair and replacement to printing needs, carry course fees. The fees have enabled the department to schedule more lab access hours, purchase, repair or replace equipment and the fees will cushion our spending in the event of significant budget cuts. Course fees produce about $20,000 each academic year. We are required to spend course fees on instructional needs, including class consumables and equipment. (See Appendix 10.)

We are also aware that the budgeting climate—while mostly friendly to academic units and faculty—is changing and will not be so friendly for the 2014 – 2015 academic year and perhaps beyond. On September 8, 2014, Interim President Dr. John Thornell delivered this news to the campus. Emphasis has been added to key sections of the memo.

Dear Campus Community,

The UNA Trustees held their quarterly meeting today. I am pleased to report they approved our proposed 2014-15 budget, which includes a 3% cost of living raise effective October 1, 2014. This increase is much needed and represents a concrete way of saying “Thank you” to our dedicated employees who work hard every day on behalf of UNA and our students.

I cannot say that the picture is entirely rosy. Compared to last year, fall semester enrollment is down slightly, reflecting a drop of about 100 students in headcount. This is the fourth year in a row we have experienced a decline. However, we now have many initiatives underway to reverse the trend. Thank you for your support of our recruiting and retention efforts. I encourage you to continue supporting these efforts that are vital to our continued academic strength and financial health.

To absorb the decline in credit hour production, the cost of employee raises, and the fixed-cost increases that had to be added to the budget, (mainly utilities and staffing for two new buildings coming on line) we had to fund a shortfall of about 2.2 million dollars in order to present a balanced budget to the trustees. This required several budget adjustments to be made, and we have initiated discussions about additional cost-saving programs to be considered. More information on those ideas will be shared with campus in the near future. The long-term impact of several rounds of budget proration from 2007-2011, fringe benefits costs passed on to us by the state, the addition of new buildings to campus, and a decline in credit hour production are taking their collective toll.
on our budget. As a campus community we must pull together and take the steps necessary to re-establish financial sustainability for the University. That includes support of programs targeted toward growth coupled with cautious and thoughtful spending.

The UNA community has shown time and time again that it can do what is needed to regain our financial footing. Toward that end, I call on your cooperation as we move forward. Thanks to each of you for your role in making UNA strong. I know each of us is prepared to accept the challenges going forward.

ROAR LIONS!
John Thornell, President

3. Describe how the allocation of resources is related to the unit’s long-range, strategic plan.

Resource allocation is based on demonstrated need and in conjunction with unit strategic plans. Among other things, the unit’s strategic plan called for the need to identify and invest in appropriate technology. The resources have been allocated to allow this to be completed. The University is aware of the need to improve its budgeting process—especially the long-range planning aspects of the process. Three administrative changes—the hiring of a new dean in Arts and Sciences, a new Vice President for Finance and soon a new president—will alter the campus budget planning. Arts and Sciences Dean, Dr. Carmen Burkhalter, has already announced to department chairs across A&S her desire to approach the provost and VP for Finance with a unified College of Arts and Sciences facility needs list. The unit will need to continue to make the dean aware of long-range strategic needs. Always on this list will be technology resources. Student lab fees provide funds for equipment repair or incremental replacement of technology. A strategic allocation from the university is necessary to respond to long-range needs.

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

The Department of Communications resides in the College of Arts and Sciences with 17 academic units including Art, Biology, Chemistry and Industrial Hygiene, Communications, Criminal Justice, English, Entertainment Industry, Foreign Languages, Geography, History and Political Science, Mathematics, Military Science, Music and Theatre, Physics and Earth Science, Psychology, Social Work and Sociology and Family Studies. Arts and Sciences is the largest college at the University and it produces more credit hours than any other college. Resource allocation has historically been based on the number of faculty, student majors and credit hour production. The department came under scrutiny by the new dean who was concerned about declines in credit hour production. The ACEJMC accreditation
standards, ensuring that students complete 72 credit hours from outside the communication major, is applied to all students in the programs, both the BA/BS in Mass Communication and the BA/BS in Communication Arts. The department noted that students are now completing fewer internal hours but than many of these hours have been shifted to other arts and sciences departments.

As noted elsewhere, the budget process is not dynamic. There is a need for strategic budget planning. When the Department of Communications is compared to other departments in Arts and Sciences, the department and the mass communication unit appear to be funded reasonably well.

<table>
<thead>
<tr>
<th>Department</th>
<th>Personnel</th>
<th>Budget 2013 - 2014</th>
<th>Budget per full-time faculty member</th>
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<tbody>
<tr>
<td>Communication</td>
<td>11 faculty and one admin</td>
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<td>$98,621</td>
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<td>English</td>
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<td>Entertainment Industry</td>
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<tr>
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<tr>
<td>Social Work</td>
<td>5 faculty and half-time admin</td>
<td>$400,655</td>
<td>$80,131</td>
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</table>

5. List the tuition (including fees) charged during the most recent academic year (two semesters or three quarters). Please include undergraduate and graduate tuition, for both in-state and out-of-state students.

2014 – 2015 TUITION and FEES
Fall / Spring Summer Undergraduate Alabama Resident Tuition (12 Hours)............... $2,928.00/semester

Students enrolling in more than 12 credits pay $244 per credit hour.

Thus, tuition for the academic year, for a student completing 15 credits per semester would total: $7,320 (15 hours per semester)

Estimated Total Excluding Room and Meal Plan but including all tuition and fees ................. $10,358.00 (15 hours per semester)

Tuition for Undergraduate Credit:
Students enrolling for undergraduate credit, remedial courses, or who audit undergraduate courses will pay tuition of $244.00 per enrolled hour.
Tuition for Graduate Credit:
Students taking courses for graduate credit or who audit graduate courses will pay tuition of $287.00 per enrolled hour.

Nonresident Tuition:
Undergraduate students who are not Alabama residents for tuition purposes, as determined by the University, will pay, in addition to all other tuition and fees, a nonresident tuition of $244.00 per enrolled hour.

Graduate students who are not Alabama residents for tuition purposes, as determined by the University, will pay, in addition to all other tuition and fees, a nonresident tuition of $287.00 per enrolled hour.

Technology Fee: The technology fee is charged at the rate of $12.00 per enrolled hour.

Health Fee: The fee is $80.00 per semester.

Recreational Facility Fee: The recreational facility fee is charged at the rate of $10.00 per enrolled hour with a maximum charge of $120.00 per semester.

Student Activity Fee: The student activity fee is $35.00 for fall 2014 and will increase to $40.00 effective spring 2015.

Facilities Fee: The facilities fee is charged at the rate of $14.00 per enrolled hour.

Athletic Fee: The athletic fee is $6.00 per enrolled hour (fall and spring only)
Transportation Fee: The transportation fee is $24.00 per semester (fall and spring only)

Dining Dollars: All full-time undergraduate students taking courses on-campus will be assessed a $135.00 Dining Dollar charge for the fall and spring semesters only. The Dining Dollars can be used at on-campus dining facilities as well as the on-campus convenience store. Unused Dining Dollars will roll from the fall to spring semester and will expire at the end of the spring semester.

6. Describe fund-raising goals and efforts undertaken by the unit.

As a comprehensive university with a teachers college tradition, UNA has done a poor job with fundraising. The present university endowment is about $23 million. A new Vice President for University Advancement arrived on campus in October 2012. In anticipation of his arrival, the department organized a plan and guidance document for The Department of Communications Academic Outreach and
Engagement Council. (See Appendix 8.) This group would consist of graduates from the program or other supporters of the program. The goal was to begin alumni outreach with plans to begin fund-raising. We apparently were too far ahead in our thinking. We were not sanctioned for our efforts but the message conveyed was to allow the university to move forward first. Past concerns, and they are legitimate, noted actions by departments where donors were approached for modest projects when the donor should have been cultivated for a much larger gift. There was a desire to first bring fundraising approaches into a larger university view. For example, the university needed funding for a new $43 million science and technology building. That building project will be completed in March 2015. The unit is back on track, with university encouragement to begin steps to activate our council.

The University is preparing to launch its comprehensive fundraising campaign. By some standards, the goal is modest—about $25 million—but this is an important step to address university needs. Most of the campaign priorities have not descended to the department or unit level but we will be permitted to launch our Outreach and Engagement Council. We plan to do so in 2015.

Since 2009, the Department of Communications has seen its foundation deposits increase from less than $2,000 in the accounts to a combined $47,500 in deposits for the two accounts. This funding has come through identifying program patrons who have expressed interest in supporting program needs, ranging from an annual lecture series to building improvements such as new carpeting, and one grant secured by the unit head. These deposits were not endowed funds; expenditures have put the combined foundation account balances at about $18,000. For example, a faculty member, in honor of her parents, funded the replacement of flooring tile in two hallways to accompany a carpet replacement paid for by a donor. From summer teaching revenue, the department has funded small improvements but more importantly, the unit used these improvements to seek university support for building painting and to purchase acoustic panels for classrooms. It is easier to gain administrative support for improvements when the unit is already offering funding through foundation or internal budget funds.

7. Describe the unit’s classrooms, offices, computer labs or other building spaces. If the unit administers university media or student publications, include a description of equipment and facilities devoted to those operations.

The Department of Communications is housed in the Communications Building, located on North Pine Street between Norton Auditorium and Powers Hall. The building was constructed in the mid-1930s and served as a gymnasium. The building was substantially renovated in the 1960s. The unit has worked to refresh the appearance of some classrooms and common space in the last five years.
The Communications Building facilities include:

- Publishing Lab with 20 Mac computers, featuring: OS X 10.8 Mountain Lion, Adobe Creative Suites CS6, Final Cut Studio, Final Draft 8, SoundSlides Plus and iLife.
- Production Lab with 20 Mac computers, featuring: OS X 10.8 Mountain Lion, Final Cut Studio, Final Cut X, Celtx, Capture Me, iLife.
- HD screening room with 7.1 surround sound and theatre seating for 121.
- Television production studio with green screen, set, studio cameras and lighting.
- Two digital radio labs with Adobe Audition editing software and accompanying audio field production equipment.
- Equipment room with 26 HD cameras, 16 DSLR cameras, Arriflex 16mm, and full sound, lighting, and motion support gear.
- Advanced editing room with 2 MacPros, featuring: Final Cut Studio and Adobe Creative Suite.
- SMART technology classrooms. Typical classrooms have about 30 – 34 desks or chairs and tables.
- Department office and faculty offices.

There are nine classrooms in the building, including a conference room and a renovation underway that will divide an oversized lecture room into two spaces. Two of the classrooms are McIntosh computer labs. All classrooms are smart classrooms, equipped with a computer, Internet connection and display projector. Cable television is available in two classrooms. Elmo projection is available in seven classrooms.

Every full-time faculty member has a private office, complete with telephone and Internet connection and a laptop or desktop Mac or PC. Adjunct faculty share two office spaces and computers. They are assigned their space based on the class schedule to avoid personnel overlap.

Student media are housed in the Office of Student Engagement.

8. Describe the unit’s most urgent needs for space or equipment, if any, and the plan to address these needs.

The unit’s most urgent space needs are no longer focused on classroom space.

1. Storage space and student organization space. We are running out of space for equipment storage and distribution of the equipment to classes. As we’ve acquired new audio and video production equipment, we have run out of logical and accessible places to secure the equipment but also make the equipment accessible to students.
Student organizations need meeting and activity space and storage of organizational materials. If we expect our students to compete in state, regional or national competitions, we need to offer workspace for preparation of competitive project entries. The Center for Strategic Communication also needs organizational space—a single office location—to coordinate work assignments. We have had conversations with university facilities representatives about installing a better storage system and possibly relocating a door in the hallway near the present equipment room. This is a budget planning issue. The cost would be modest, probably less than $12,000. This would solve the equipment access needs.

A substantial upstairs portion of the Communications Building houses a dozen darkrooms for traditional black-and-white film processing. They are used by a limited number of students in Department of Art courses. We hope to see these darkrooms leave our building so that we might eliminate the chemical smell produced by the labs and gain additional space to address our needs. We support the Department of Art and their stated need for these facilities. Our support extends to helping them find a better location on campus.

We expect a positive space climate once a new science building opens in early 2015. Science labs in the old building, with exhaust ventilation and sinks, would seem to be ideal places for darkrooms. The university has not announced a usage plan for the old science building but we do not expect the building to be permanently closed or demolished. Unless the Department of Art is able to relocate their black-and-white film processing labs, we are not likely to gain student activity and storage space in our building.

2. Space for the new radio station. Because station programming will not always be live, we have identified temporary space in our television control area for the radio studio and transmission equipment. This will put the radio station near our existing radio production labs and enable the station to utilize the large TV studio for event broadcasts. The location in the TV control area is an immediate solution, something that will enable the station to begin programming in July 2015, but this is not a permanent solution.

3. We have need of office space for a radio station professional and the student staff. Additionally, there is no available office space for a full-time faculty member or adjunct faculty, leaving no room for future department growth. The space occupied by the black-and-white film darkrooms could address these needs.
Executive summary.
Individual faculty members participate in a range of professional and public service activities. These range from local volunteer assignments in the Shoals community to involvement with national organizations. With a focus on professional speakers and First Amendment education, the Department of Communications has offered students in the unit, the campus community and the Shoals community the opportunity to attend speaking events addressing communication issues of public consequence. The department’s efforts expand our First Amendment Awareness mission but also show the community that the University of North Alabama and the Department of Communications are contributors to the quality of life in our area.

Please respond to each of the following instructions:

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

With support funding from Dr. and Mrs. R. L. Qualls, patrons of the academic unit, the department launched the Parker-Qualls Distinguished Lecture in Communications in Fall 2011. The event is free to the public, including the Florence-Shoals community and area high schools. Posters, newspaper ads and press releases
The first P-Q Lecture featured journalism historian Dr. W. Joseph Campbell, author of *Getting It Wrong: Ten of the Greatest Misreported Stories in American Journalism*. In 2012, Mr. Gene Policinski, chief operating officer, Newseum Institute and senior vice president, First Amendment Center was our distinguished lecturer. The 2013 lecture was presented by Mr. Kenneth S. Boone, president of Tallapoosa Publishers, which publishes five community newspapers, and a director of the Boone newspaper group. Mr. Boone also served as a journalism advisor and consultant in Bosnia in the Dayton Accord period. The 2014 lecture was delivered by Mr. H. Brandt Ayers, publisher of *The Anniston Star*, known for taking strong editorial stances against social injustices, most famously for its opposition to segregation during the civil rights movement of the 1960s. Under Ayers’ leadership, *The Anniston Star* has twice been recognized by Time magazine as one of the “best small newspapers in the United States.” The lectureship is not endowed but has been funded with a series of donations. The account balance is approximately $8,500; we expect an additional gift this year of up to $5,000. We have had conversations with the donors about endowing the lectureship in a gradual phase, and they appear to be open to this prospect.

See Appendix 19 for examples of event posters and programs.

Annually since 2011, the unit has sponsored department, campus and community recognition of the five freedoms guaranteed by the First Amendment. A permanent First Amendment display is located in the building lobby. The month of April is designated as First Amendment Awareness Month. Both the Board of Trustees for UNA and the City Council for Florence, Alabama, have issued proclamations in support of the First Amendment and the Department of Communications’ efforts to increase First Amendment Awareness. The department has been fortunate to receive two $5,000 grants in support of our First Amendment Programming. The first grant came from the *One For All Foundation* for the 2010 – 2011 academic year and the grant for the 2013-2014 academic year came from the American Society of News Editors and the McCormick Foundation. Additional funding came from the Alabama Press Association Journalism Education Foundation.

The first year we celebrated First Amendment Awareness Month, the COM 442 Public Relations Campaigns class facilitated the planting of a Liberty Tree. A marker identifies the tree as having been planted in recognition of the First Amendment. An international student, from Turkey, facilitated the planting and did other work. His enrollment in the class also provided a first hand discussion and comparison of rights in the United States and Turkey for the students in the class. Other events that first year included First Amendment displays in the Student Center that were provided by campus RSOs.
We have established a Wall of Pride to showcase promotional posters from our events. These are posted prominently in a hallway as a reminder to students, faculty and visitors that the unit is active in campus and community service.

One or more speakers since 2011 came to campus with a message connected with the First Amendment. The first two speakers, in 2011, were Mr. Barrett Shelton, owner and publisher of The Decatur Daily. Mr. Shelton’s company purchased the Florence Times-Daily in 2009 from the New York Times Company. Also that year, Dr. James Calvin Davis, professor of philosophy from Middlebury College, spoke on the role of the First Amendment and civility in society. The department arranged to have Dr. Davis present a lunch program on civility at First Presbyterian Church in Florence.

In 2012, Mr. Gene Policinski served as the P-Q distinguished lecturer and spoke during April’s recognition of First Amendment Awareness. Also speaking that month was journalist and author Hank Klibanoff, co-author of The Race Beat. That year, we hosted a group of nine visitors from Serbia; eight were university journalism students and one a Serbian representative from the U.S. Embassy. First Amendment Awareness Month reminded the Serbians of the importance of the five freedoms. Their presence on campus gave our students a chance to interact with journalism students from a country with no First Amendment rights and a recent history of war and genocide. We don’t always schedule our Parker-Qualls lectures to coincide with First Amendment Awareness Month. The decision has to do with speaker availability and campus timing.

Students in the COM 442 PR Campaigns class have added First Amendment Awareness Month as a project. They help organize and promote the events. Receptions have been held in the building lobby with snacks, T-shirts and First Amendment cards.

An external partner in our community First Amendment efforts has been the Tennessee Valley Art Association. TVAA operates the largest arts organization in the three-state area. To reach children with the First Amendment message, we have sponsored art camps (including a display of art at the museum, in a downtown Florence storefront, and in the Communications Building), we have made annual presentations at the children’s art camp about the First Amendment and we have funded camp tuition for participants. In December 2013, we participated in the TVAA’s “Trees of Christmas” program. The Tennessee Valley Museum of Art hosts about one dozen 16-foot Christmas trees that are decorated by area groups. The Department of Communications’ tree promoted the First Amendment. The tree was well-received by museum officials and the public. The Florence Times-Daily used a picture of the tree in their news coverage of the event. See Appendix 16 for a look at the card ornament that covered the tree and the completed tree.
In April 2014, public relations students held a “Liberty Lunch” to offer a free lunch to anyone willing to give up their First Amendment rights for an hour. This was the first time we’ve held this event on campus—we know it has been done elsewhere—we were pleased with the student response. It was easy to accept a free lunch (pizza and a soda) but very quickly the students started to reflect on what they’d given up.

The United Nations annually recognizes May 3 as World Press Freedom Day. Most Americans aren’t aware of this recognition. The department chair, through Fulbright Award travel and other international projects, is aware of global recognition of World Press Freedom Day. We have tried to raise department and campus awareness of World Press Freedom Day. The event comes at a difficult time—it is the very end of the semester—but we have created framed posters promoting the day and we have held receptions in our lobby for the campus community.

The department has produced a business card with the First Amendment printed on the card. The cards are distributed to every communications student and also to every student enrolled in a COM prefix class. The First Amendment cards are especially important in our general education public speaking class. Students are apprehensive about public speaking. We want them to reflect on the importance of speaking but also on the protected right to gather to listen to a public speaker (the right to assemble). Faculty also test students on the First Amendment, either the literal 45-words of the amendment or at least ensuring that students can name the five freedoms.

First Amendment programming does not happen just in the month of April. We have sponsored two forums for the student newspaper staff to talk with the campus about the process of producing the paper and the news values that guide story selection. We want to support the student staff in producing a quality newspaper but we also want to educate students on their need to read and support newspapers and to consume news as an adult community member. We held a panel discussion and featured an evening speaker who talked about the Freedom of Information Act and its importance to a free society. Dr. Charles Davis, now dean at the Grady School at the University of Georgia, was our featured speaker. The panel included reporters and editors from the Times-Daily and the Decatur Daily and communication law professor, Dr. Jim Martin.

October 7, 2014, is AEJMC’s National News Engagement Day. We are committed to participate. In a partnership with The Flor-Ala, we will sponsor an evening speaker event, featuring Mr. Scott Morris, the new student media advisor. Mr. Morris has more than 30 years of news experience; he was most recently the Executive Editor of the Times-Daily. His comments about the importance of news coverage and consumption in a civil society will also introduce his values to our students. The staff of the Flor-Ala will be available to discuss their role as a campus news outlet.
Black History Month has become a recognition point for the department and campus. We certainly applaud efforts by our African American student organizations to present Black History Month programs. We are aware that many white students never attend the events. The department purchased and has held an annual screening of the documentary “The Black Press” to help students understand the racial divide that existed in American media. Other Black History month screenings have included “The Autobiography of Miss Jane Pittman,” “A Lesson Before Dying” and “Freedom Riders.” All of these films provide an appropriate connection to First Amendment Awareness and civil liberties. At the least, faculty encouraged students to attend and for students in COM 205 Communications in a Global Age, the films were part of a cluster of assignments. Students almost always attend at least one of the screenings. To facilitate attendance, after an initial evening screening, afternoon screenings were scheduled.

Mr. Robert Friedman, founder in 1992 of the non-profit Birmingham Black Radio Museum project (BBRM, 501c3 in 2004) presented, "The Role of Radio in the Struggle for Civil Rights in Birmingham" during Black History Month. The event reminded students of the importance of community media—especially at a time when community voices are being absorbed by corporate owners.

We assist Student Media in holding a Boot Camp for their new staff members. The event is held in our building and lab space. Journalism faculty interact with the new staff members prior to, during and after the Boot Camp. Student Media is not a direct part of the unit and we respect their autonomy. Faculty members serve on the Student Publications Board, the administrative group overseeing the student newspaper and yearbook. Faculty members on the board and a unit chair served on the last two search committees to hire a student media advisor.

In conjunction with a grant from the Alabama Press Association Education Foundation and the UNA Film Festival, the department co-sponsored a journalism/documentary production workshop for middle school students. The workshop was held on campus in the television studios. The event was held free of charge for the students who were recruited from two area middle schools.

Our student public relations RSO, Public Relations Individuals Dedicated to Excellence (PRIDE), began the Cinderella Project in 2011. Professor Lisa Darnell conceived the idea, and worked with PRIDE members and alums to coordinate the first event. A counselor or a teacher refers girls who might not attend their prom because they cannot afford a dress to the Cinderella Project. Cherry Tree Lane, a local dress shop, donated the majority of the dresses. The remainder of the dresses came from an agreement with Greek Life to allow community service hours/points for donating dresses and from individuals contacted by Cinderella Project committee members. In all cases, these high school students are economically disadvantaged. In many cases they reflect culturally diverse groups in our community. This positive
interaction with a group of UNA students may serve to encourage these students to consider attending college, and enhance recruitment for UNA specifically.

Professor Jason Flynn, the faculty member in the Film and Digital Media Production (F&DMP) concentration has actively recruited students who work with video production projects for community groups that emphasize diversity or diverse points of view. Jason draws as many students into the projects as possible, not just to improve their production skills, but to allow the students to learn about the organizations and their projects. We estimate that more than 50 students have participated in these projects. Because of his personal commitment to promoting diverse points of view, Prof. Flynn has single-handedly completed projects for student and campus groups when students were not available to assist.

In 2011, the department sponsored a Public Relations Council of Alabama Professionals Dinner, coordinated with our alumni and PRCA members from the North Alabama region. The event included an evening informational program and was an opportunity to bring alumni and other professionals to campus to see our facilities and meet our students.

2. Provide brochures and other publications that describe the unit’s professional and public service activities.

Samples of promotional materials—referenced already—are shown in Appendix 19. Posters were printed on 11 X 17 paper and were posted in the Communications Building, around the UNA campus and in the Shoals community. Most events include an event program. The department displays framed and signed posters from a number of events on our Wall of Fame in our main hallway.

The unit was awarded the 2014 President’s Diversity Award by the Office of Diversity and Institutional Equity of UNA. Many of the unit’s professional and public service activities that are shown by poster or document example in Appendix 19 are described in the text of the Diversity Award Nomination. The award is described by that office as follows:

This annual award recognizes significant achievements of faculty, staff, students, and academic or administrative units toward developing a more culturally diverse, competent, and inclusive university community.

Up to two awards of $500 each are given in recognition of projects or practices that best reflect the implementation of campus diversity goals. Faculty and staff award recipients will receive award in the form of a development grant. Awardees will be recognized at the Annual Campus Awards Gala, have their names published in the Faculty and Staff Newsletter and have their names added to an awards plaque, which is currently located on the second floor of the Guillot University Center.
The nomination letter for the department is given below.

**Diversity Award Nomination: Academic Unit, Department of Communications.**

The Department of Communications is the only UNA academic department with both a diversity plan posted on the department website and a department competency specifically addressing the awareness and importance of diversity. It is a perspective we have embraced as we have reshaped our offerings and educational expectations. The importance of recognizing diversity is contained in the syllabus of nearly every class.

We don’t have a perfect record in promoting diversity and inclusiveness. But for the past five years, this has been a priority and will stay a priority. Since our efforts began in 2009, we have hosted 10 major speaker presentations dealing with diversity, civility and First Amendment rights as evening events—outside of regular class times, with an average student and community attendance of more than 100 persons for each event. As part of the department’s efforts to realign its curriculum, in Spring 2011, the department adopted a diversity statement that established a diversity perspective and loosely created department diversity goals.

Even before this diversity statement, during the 2009 – 2010 academic year the department realigned its curriculum with the student learning outcomes of the Accrediting Council for Journalism and Mass Communication (ACEJMC). This led us to examine classes, student assignments and educational goals. From our self-reflection and the accrediting council, we have established Twelve **COMpetencies** as learning outcomes for students of our program. Four of these **COMpetencies** ask that students take a broader view of the world—the U.S. world and the global world—and embrace a bigger view of people, places and human rights. We proudly display these objectives on our department’s website and throughout our building. These efforts by the Department of Communications to recognize and promote diversity and diversity awareness on the UNA campus enhance retention of students by helping to create a more inclusive, safer environment for all students. We are also preparing these students for the modern world where they will live, work and conduct their affairs.

The department’s educational goal is to help individuals and institutions serve the community through developing effective presentation and interaction, skills through critical thinking, and applied communication skills that lead to thoughtful decision-making about information content and methods of dissemination. A responsible communicator should be a champion of and for diverse groups in society. The challenge is to ensure that students’ educational experiences make them aware of differences that exist in society—differences that reflect a diverse society and differences that exist due to financial, technological and cultural factors as well as personal characteristics and life situations. The Department of Communications has aggressively pursued
efforts to positively influence not only students in the major but any student enrolled in a service course—such as public speaking and indirectly, we hope to impact students who write for student media or go on to work in media careers. The department follows the diversity objectives outlined by the Accrediting Council on Education in Journalism and Mass Communication. The department chair is the recipient of a competitively selected Association for Education in Journalism and Mass Communication (AEJMC) Journalism Leadership in Diversity Fellowship (JLID).

The department has maintained a successful record of employing faculty and staff from diverse cultural backgrounds and experiences. Our newest colleague, a U.S. born citizen, is of Egyptian ancestry and has spent the past five years teaching and researching in the Middle East. Communications faculty have lived and worked in or visited more than 40 countries, literally from A—Albania to Z—Zimbabwe. Among the faculty is a two-time Fulbright Teaching and Research award winner; his first Fulbright took place in Zambia, in Sub-Saharan Africa. His second Fulbright was in Montenegro, just a few years after the Balkan atrocities. The faculty reflects gender and cultural diversity, currently representing African-American, Asian, Caucasian, and Native American heritage. Women represent 60 percent of the Department’s full-time faculty and staff. Of our adjunct faculty for the 2013-2014 academic year, 5 of 8 offer gender diversity, two of whom are women of color. We seek to add diversity to our faculty when there are full-time openings or part-time openings. This spring we interviewed two faculty candidates who offered ethnic diversity.

Efforts to recognize and promote diversity and diversity awareness should naturally exist—but in practice they often do not. There is sometimes a lack of discussion or shared vision as to what diversity means and how awareness can be promoted. One measure of diversity is establishing and supporting fundamental freedoms for all people. We recognize the five freedoms identified in the First Amendment as fundamental societal freedoms. The department received a $5,000 grant from the One For All Foundation for the 2010 – 2011 academic year and a second grant for the 2013-2014 academic year in support of First Amendment education. The UNA Board of Trustees passed a resolution and the Mayor and City Council of Florence issued a proclamation in 2011 in support of April as First Amendment Awareness Month. Our building presents the First Amendment in wall displays, and classes emphasize the freedoms of the First Amendment, including our public speaking class.

We have a consistent record in promoting diversity. In 2010 we installed a permanent First Amendment display in our building. We’ve hosted other displays in the GUC. Our speakers have stressed the importance of civility, diversity in society, recognition of First Amendment rights and the responsibility of the press to insure transparency in society. A Liberty Tree has been planted as a permanent symbol of First Amendment rights. Our efforts have not stopped with the UNA campus. We have sponsored art workshops for students from Florence, Hibbett, Mars Hill, Muscle Shoals, Sheffield and Tuscumbia middle-schools. Students used their artistic creativity to represent the First
Amendment freedoms. An art exhibit emerged; the exhibition was displayed in the Tennessee Valley Museum of Art over a three-week period, and for three weeks on the UNA campus.

First Amendment awareness continued in the 2011-2012 and 2012-2013 academic years with speakers, screenings and campus events. Hank Klibanoff, author of *The Race Beat*, came to campus as a distinguished lecturer in April 2012. With student reader volunteers from our concentration in theatre, the department co-sponsored a reading of the play “The Laramie Project” in April 2012 that focused on the death of Wyoming student Matthew Shepard and the subjects of homosexuality and individual freedom. For the 2012-2013 academic year, we received two First Amendment education grants from the Alabama Press Association Foundation to support these activities.

Projects funded by the 2013-2014 grant included a First Amendment Tree display at the Tennessee Valley Art Association in December. In April 2014, Dr. Mohamad Elmasry spoke about his personal experience of the Arab Spring while living in Cairo, Egypt. Other activities included screening the critically-acclaimed documentary film *Shadows of Liberty* which examined how mega-corporations influence news content, screenings of four other relevant films, and an “Eat Free or Live Free” lunch where participating students were given a free lunch in exchange for giving up their First Amendment rights for one hour.

Each year that we have recognized the importance of the First Amendment, we have worked to reach the entire UNA campus community and our surrounding Shoals community. We recognize that it is not enough to hold insular importance of the First Amendment and the five distinct freedoms it guarantees. Beginning in Fall 2010, we added First Amendment instruction to all sections of our COM 201 Fundamentals of Speech course, which is a General Education course required of all UNA students. Students sometimes fear speaking in public but we remind them that the First Amendment guarantees freedom of religion, freedom of speech, freedom of the press, freedom to assemble and freedom to petition government for redress of grievances. All students, in every class in the Department of Communications, receive a small card with the 45 words of the First Amendment. Faculty either require students to at least know the five freedoms—or, in most cases—require that the students know the 45 words of the amendment.

In 2009 – 2010, the department hosted its first *visiting international journalist*, supported by the Voice of America. We have hosted a journalist each academic year, with two journalists on campus for the 2012 – 2013 academic year. Four journalists have come from Serbia and one from Macedonia. We have helped the journalists “plug in” to our community where they have been enriching resources to our students and community members.

The department hosted *a group of Serbian students* who traveled to the U.S. for an introduction to U.S. media and student media. The U.S. Embassy in Belgrade, Serbia organized the program. Eight journalists and a representative
from the Embassy visited the UNA campus for five days in Spring 2012. The event included discussions and social interactions with UNA students and faculty.

Because the United States protects our speech and press rights with the First Amendment, Americans often fail to recognize May 3, World Press Freedom Day. May 3, 2014, will be our fourth consecutive year to celebrate World Press Freedom Day.

We have worked hard to ensure that many courses include a diversity focused lecture, discussion or assignment. Examples:

- COM 201 Fundamentals of Speech addresses cultural and diversity issues in discussing audience analysis.
- COM 205 Communication in a Global Age, offered as a General Education course and required of all Communications majors, places U.S. Media in a global perspective.
- COM 220 Basic Reporting uses the book The Race Beat in all sections to help students understand civil rights and the struggles reporters faced when covering the story in the 1960s.
- COM 263 Media and Modern Mythology examines the role of mythology on a global scale.
- COM 306 Interpersonal Communication frequently discusses the cultural impact on communication.
- COM 314 Communication Theory and the Public Interest includes an extensive unit on socialization and stereotypes including racial, geographical, professional, gender, religious and sexual preference; how media content influences perceptions, attitudes and behaviors on a cultural level; and the role of digital technology in developing countries, in political change, and in self-actualization among peoples who had limited opportunities for information/education.
- COM 374 Public Relations Cases incorporates international and intercultural case studies.
- COM 386 Gender Communication (also offered as WS 386 in Women’s Studies) focuses on helping students understand gender roles in the communication process. For some students, this means overcoming gender stereotypes.
- COM 400W Communication Law and Ethics examines free speech and diversity issues relative to defamation, broadcast regulation, and the role of television news media during the civil rights movement.
- COM 455 Media History includes a specific look at the Black Press and Hispanic Press, as well as the importance of the First Amendment in establishing media freedoms.
- COM 464 Global Media Systems examines the role of media around the world, including in authoritarian countries, where there is little or no press freedom.
- COM 470 Media Management and Diversity includes discussion of the importance of multiple audience groups who are served by media and the
need to ensure that the newsroom reflects the composition of the community.

For the past three years, the department has recognized Black History Month with documentary screenings that highlight the importance of the First Amendment in protecting rights. In 2012, we screened “The Black Press: Soldiers without Swords” and in 2013, we screened “Freedom Riders.” This year’s celebration expanded as we presented a guest speaker on the role of Black radio in the Civil Rights movement in Birmingham in addition to two screenings of movies based on books by Ernest Gaines. At one of these screenings attendees were confronted with signs like those prevalent during the time of segregation designating “Black Only” or “White Only” facilities to emphasize the points being made in the movie. All of these events were open to the UNA campus and the Shoals community. We estimate that at least 30 people who were from outside our department and courses attended the events.

The department established two scholarships in support of diversity, a Minority Scholarship and the Bobbie Hurt Scholarship (for a female recipient), both were created in 2011.

Dr. Pat Sanders organized a student field trip to the Freedom Forum/First Amendment Center in Nashville, TN, in Spring 2012, leading student Amber Rosado to make a contact at the center and to later be selected as a Diversity Media Fellowship Recipient, where she initially interned for a media company in Pennsylvania and was ultimately hired in a full-time position by the firm. Amber also received our first Minority Student Scholarship.

Female students and students of color have been selected to serve as student interns at the annual conference of the National Association of Television Program Executives annual conference each year since 2009. It’s notable that UNA has an opportunity to place students in this internship position, instead of being edged out by larger schools.

Two faculty, Dr. Beth Garfrerick and Dr. Pat Sanders led more than a dozen students on a Study Abroad trip to China in May 2013, where they studied a multidisciplinary introduction to culture, customs, public relations, and communications practices in China. Dr. Garfrerick and three of the Communications students who participated in the trip to China last year will be joined by two additional Communications students on another study abroad experience to China in May 2014.

See Appendix 24 to view a photo of the diversity award.

3. Describe the unit’s contact with alumni, professionals and professional organizations to keep curriculum and instruction current and to promote the exchange
of ideas. (Alumni and professional involvement in the assessment process will be discussed in Standard 9.

Faculty have attended the Alabama Press Association meeting and the annual conferences of the Alabama Broadcasters Associations (the department is a member) and faculty are members of the Public Relations Council for Alabama. Among academic memberships, our faculty participate as members of AEJMC, ASJMC, BEA, ICA, NCA, NATPE, PRSA, PRSSA, RTDNA, SPJ, SSCA and UFVA. Faculty do not attend every annual conference but they use their memberships, readings and professional contacts to gather curriculum and instruction ideas.

Broadcast faculty attend the annual meeting of the Broadcast Education Association, held in conjunction with the National Association of Broadcasters. The NAB meeting provides a time for faculty to review technology and interact with broadcast professionals. The NAB meetings in 2013 and 2014 were attended to support the unit’s successful submission of a low power FM application.

In 2011, the department sponsored a Public Relations Council of Alabama Professionals Dinner, coordinated with our alumni and PRCA members from the North Alabama region. The event included an evening informational program and was an opportunity to bring alumni and other professionals to campus to see our facilities and meet our students.

Through the department’s First Amendment Awareness month and the P-Q Distinguished Lecture, we have brought speaking events and programs to campus. Alumni and media professionals have attended these events.

The Spring 2013 meeting of the Alabama Press Association Journalism Foundation was held on the UNA campus. Newspaper publishers devoted time to a town hall speaking event and had lunch with a group of six students.

More than anyone else on the faculty, Dr. Patricia Sanders has arranged a regular series of student field trips and professional speakers for her classes. Between 2008 – 2014, students in COM 470 Media Management & Diversity, COM 441 Creative Audio, COM 317 Media Convergence, COM 241 Radio Production & Performance have been involved in one or more of the following field trips or heard from the following speakers:

- Field trips: WHNT TV, Huntsville, Alabama; WAFF TV, Huntsville, Alabama; WAAY TV, Huntsville, Alabama; WZZK Radio, Birmingham, Alabama; WQLT Radio, Florence, Alabama; Freedom Forum Institute, Nashville, Tennessee; AL.com, Huntsville, Alabama.
- Professional speakers: Stan Pylant, General Manager, WHNT TV; Mark Peeples, professional voice-over and radio talent; Sharon Brook, General Sales Manager,
Big River Broadcasting; Tanya Ott, Vice President, Georgia Public Radio; Sharon Tinsley, Executive Director, Alabama Broadcasters Association.

The Department of Communication joined the Alabama Broadcasters Association in 2013. The department chair attended the annual ABA conferences in 2013 and 2014.

4. List examples of professional and public service activities undertaken by members of the faculty in the past six years (before the self-study year). Please do not refer team members to faculty vitae for this information. Do not include service to the unit or institution; this information should be presented in Standard 4.

Lisa Darnell, MA & APR, Assistant Professor
- Member Florence Middle School’s CIP Committee, 2011-2013.
- Publicity Committee Chair for Kilby School, 2009-2011.
- Member, APR Readiness Review Panel, 2011.
- Publicity committee for Woodmont Baptist Church Sanctuary Choir, 2009-2010.
- Director Pre-K Choir, Woodmont Baptist Church, 2009-present.
- Sunday School Teacher, Woodmont Baptist Church, 3 year-olds, 2008-2009.
- Member Sanctuary Choir, Woodmont Baptist Church, 2008-present.
- Mission Friends Leader, Woodmont Baptist Church, 2011-present.
- Speakers’ Committee Chair-PRCA Annual Conference 2012.
- Member-At-Large, North Alabama Chapter of PRCA, 2011-present.
- Interim co-President NAPRCA, April-June, 2014.
- Panelist for PRCA annual conference 2014.
- Member Fundraising Committee for Flo-Orch, 2013-2014.
- Fundraising Committee Chair for Flo-Orch, 2012-2013.
- Advisor for Baptist Campus Ministries, 2011-present.

Dr. Mohamad Elmasry, Assistant Professor
- Panel on “Ideology, Mass Media, Popular Culture & the Public Sphere in Egypt: Explaining the Outbreak of Fascism,” As part of “What Went Wrong? Egypt’s Failed Democratic Transition” event at the University of Denver’s Center for Middle East Studies, Denver, CO, September 12, 2014.
• “Egyptian Media, The Campaign to Eliminate the Muslim Brotherhood, and the dark return of authoritarianism.” University of Denver, Center for Middle East Studies, Denver, CO, May 19, 2014.
• “The Role of Media in Egypt’s Coup.” University of Tennessee at Chattanooga. (As part of the Democracy and Human Rights in Egypt conference), Chattanooga, TN, April 14, 2014.
• “Islamist Groups in Egypt.” University of Denver, Professor Joseph Szyliowicz’s “Democracy in the Middle East” class. Denver, CO, April 8, 2014.
• “The Egyptian Media Environment in the Lead-Up to June 30” (As part of The Status of Human Rights, Democracy, and the Rule of Law in Egypt), Chicago, IL, December 8, 2013.
• “Egyptian Media Discourse Before, During, and After the Military Coup” (As part of Restoring Democracy and Freedom in Egypt). NOVA Community College, Annandale, VA, December 6, 2013.
• “Portrayals of Islam and Muslim in U.S. Media.” University of Northwestern (Saint Paul Minnesota). Professor Doug Trouten’s “Religion Writing” class. Via Skype, November 20, 2013.
• “Crisis in Egypt: A Legislative Forum.” Minnesotans Against the Coup, Minneapolis, MN, August 28, 2013.
Jason Flynn, MFA, Assistant Professor  
- Judge. Islander Film Festival. Corpus Christi, TX. 2010.  
- Producer/Director/DP/Cam/Editor. Leukemia & Lymphoma Society’s “Shoals Light the Night Walk” Web PSA. HD. 2012.  
- Producer/Director/Editor. “Vest for Life” Web PSA. HD. 2011.  
- UFVA Nominating Committee. 2010-2012.  

Beth Garfrerick, Assistant Professor  
- Provided pro bono public relations consulting to the Alabama Music Hall of Fame, FAME Girls’ Ranch and Colbert-Lauderdale Attention Homes via UNA public relations campaigns class. Since January 2012.  
- Facilitated student professional involvement at Public Relations Council of Alabama, the North Alabama Chapter of PRCA and the Huntsville Advertising Federation events, since 2010.  
- Reviewer for American Journalism, a publication of the American Journalism Historians Association, Winter, 2006 to 2011.

Bill Huddleston, Professor  
- Elected to the Executive Committee for Storytelling in Higher Education Interest Group, 2012-2014.  
- Member of Research Grant Committee of the National Storytelling Network, 2012-2014.  
- Vice President of Storytelling in Higher Education Interest Group, 2011-2013.  
• Reviewed an article for *Storytelling, Self, Society*—Reflections on Place and Space in Shanghai’s Urban Neighborhoods, 2012.
• Reviewed an article for *Storytelling, Self, Society*—Performance and Expansion of Global Storytelling, 2012.
• Reviewed an article for *Storytelling, Self, Society*—Intercultural Storytelling in the United States and Morocco, 2012.
• Faculty Development: Participated in a week workshop on Storytelling hosted by Donald Davis on Orcracoke Island, 2012.
• Attend the National Story Telling Conference in Cincinnati, OH June 28-July 1, 2012.
• Appointed to the Research Grant Committee of the National Storytelling Network 2012.
• Attended the International Storytelling Festival in Jonesborough, TN October 7-9, 2011.
• Member of Executive Council of Storytelling in Higher Education Executive Committee, 2011-2014.
• Member, editorial advisory board for *American Journalism*, 2008-2011.
• Reviewed an Article for *American Journalism*—Reporters and Willing Propagandists, 2011.
• Presented an invited presentation to Northwest Shoals Learning and Retirement Community on “Nonverbal Communication, 2013.
• Presented an invited presentation to Sigma Chi Fraternity on “Organizational Structure”, 2013.

**Dr. Jim Martin, Professor**

• External evaluator for tenure and promotion committees: North Dakota State University, Fargo (2008); Auburn University (2008); Medill School of Journalism, Media, Integrated Marketing Communications, Northwestern University (2014).
• Presented a copyediting and proofreading workshop to the editorial staff of the *TimesDaily*, October, 2010.
• Volunteer worker, Walnut Grove Volunteer Fire Department monthly fish fry, 2009-2012.
• Supply preacher for area churches of Christ. Has spoken at 17 different churches since 2008.

**Ms. Stephanie Montgomery, Instructor**

• National Health Literacy organization. Working on a joint project to improve literacy rates in specific demographic regions through University of Memphis, 2014.
• University of Memphis student 2009 – present. Currently conducting research on communication between physician and caregiver for end-of-life treatment. Preparing research paper for submission to Qualitative Health journal and
National Communication Association (NCA) 2014. Also preparing for a panel session at NCA on gender communication with a focus on the ‘BroBible’ website.

- “Communicating Like a Pro.” Presentation for the Shoals Chapter of International Association of Administrative Professionals, Florence, AL, October 2011.

**Dr. Janet McMullen, Associate Professor**


Quoted as professional resource in the following articles:


Speaking engagements: Selected Examples:

- “Media and Our Self-Concept.” Session at the “We Are” College Women’s conference, First Baptist Church, Florence, AL, April 19, 2014.
- “Managing the Media Buffet.” Session for parents and teens at Woodmont Baptist Church Parenting Conference, September 13 and 14, 2011.

**Dr. Greg Pitts, Professor and Department Chair**

- Guest Speaker: Speaker to two separate groups of senior adults through programs sponsored by the University of North Alabama and Northwest Shoals Community College, 2010 and 2011.
- Community volunteer with the Tennessee Valley Art Association: Volunteer at fundraising events, art exhibitions and plays.
- Prepared and submitted, on behalf of the TVAA, an application for LPFM construction permit to Federal Communications Commission. The CP has been granted. We are developing a program to put the station on the air.
- Elder, First Presbyterian Church, Florence, Alabama, 2011 to present.
- Director of Faculty and Student Programs, National Association of Television Programming Executives (NATPE) Educational Foundation, June 2002 – present. Responsible for administration of three competitively selected NATPE programs to advance faculty teaching and research and promote career opportunities for students: Faculty Fellowship Program, Faculty Development Grant Program and Student Intern Program.
- Academic Consultant to the Department of Journalism and Mass Communication at American University Central Asia, Bishkek, Kyrgyzstan.
• Elected by my peers to serve as District Four Board of Directors Representative, Broadcast Education Association. Spring 2006 – Spring 2008. Served one term; I did not seek reelection.
• Member, Educational Foundation, Kasoma Media Trust, Lusaka, Zambia, 2002 – present.

Dr. Patricia Sanders, Assistant Professor
• Voice-over work for religious presentation at local church.
• Voice-over project for the Thomas Group—a consulting firm who used the video promotional purposes across the United States.
• Voicemail systems for Occidental Chemical Company and Northwest Alabama.
• Group discussion for Times Daily Community Conversation on race and diversity.
• Voiced and appeared in United Way video.
• Emcee Debutante Ball – sorority-based program that recognizes young, African American 11th and 12th grade girls.
• Emcee Beautillion Ball – community recognition program for African American males in 11th and 12th grades.
• Moderator for Gubernatorial Candidates Forum on UNA Campus. Hosted by SGA and Shoals Chamber of Commerce, 2011.
• Judge for College Broadcasters Incorporated Student Awards for Public Service Announcements, 2012.
• United Way Trustee, 2009-present.
• Mt. Carmel Church Youth Group-Taught a session on public speaking, February 2012.

5. Describe the role of professional and public service in promotion and tenure decisions. Describe travel funding or other support by the unit for faculty involvement in academic and professional associations and related activities.

According to the UNA Faculty Handbook, service is one of the three areas for review in matters of tenure and promotion. The Guidelines for Promotion and the Department of Communications Performance Guidelines echo this message.

From The Faculty Handbook: (Appendix 14.)

3. Effectiveness in Rendering Service. The individual is evaluated upon evidence such as recognition in the professional field; consultant services of high professional quality in business, cultural, educational, governmental, and industrial endeavors; activities in learned and professional societies; contributions to university development and growth; effective performance on committees and administrative assignments; and contributions to the improvement of student life. Evidence of service outside the university should
Ideally be related to the faculty member’s profession or should contribute to promoting the University. Other contributions to the community are encouraged; however, such efforts should not constitute a majority of the evidence for effective service.

From the Department of Communications Performance Guidelines: (Appendix 11.)

Effectiveness in Rendering Service. The individual is judged upon recognition in the professional field; consultation of high professional quality in business, cultural, educational, governmental, and industrial endeavors; activities in learned and professional societies; potential for continuing professional growth; contribution to total university development and growth; performance on committee assignments; performance on administrative assignments; and contributions to the improvement of student life.

Tenure and Promotion are two separate processes at UNA. As is true with teaching and research, after tenure has been granted to an individual, the review for promotion essentially asks, “What have you done since you were tenured?” It is appropriate to look at an individual’s career contributions but the expectation is that service and effectiveness in teaching and research will continue after tenure is awarded.

In the history of the department, the budget was once divided among all faculty, according to a formula reflecting faculty rank and tenure-status. This resulted in faculty having access to a funding pool that could be used for anything, including attending a conference strictly as an attendee and not as a paper presenter. Beginning in the 2011 – 2012 fiscal year, budget control remained within the department. A travel policy was formed—headed by a senior faculty member—to oversee faculty funding. The goal has been to fund travel events, in whole or in part, through the department but to also encourage faculty to be a conference program participant, rather than an attendee. Recent travel funding has been at the $800 per trip rate. In the two previous fiscal years, the funding was $700 per event. Other departments on campus report giving their faculty a one-time travel allocation of only $500. Travel funding in the unit is not scarce. The goal—need—is for faculty to pursue higher caliber events.

As mentioned previously, academic memberships and or participation includes: AEJMC, ASJMC, BEA, ICA, NCA, NATPE, PRSA, PRSSA, RTDNA, SPJ, SSCA and UFVA. Membership fees discourage some people from fully participating. The unit does not pay for memberships but after working on the self-study, the department chair would like to find support funding to encourage faculty to be dues-paying members of a second or third organization of their choice.
6. Describe the unit’s support of scholastic (high school) journalism, including workshops, visiting lectures, critiques of student work, etc.

High school journalism in our immediate area is almost nonexistent. None of the public or private high schools in Lauderdale or Colbert Counties publishes a school newspaper. Florence City Schools has launched a Florence Fine Arts Academy within the high school. We are scheduling a summer 2015 multimedia/video summer course that may interest students in our department and UNA. Under a program available for high school sophomores through seniors, we would offer college credit through UNA’s Early College Program. This isn’t a journalism class, and part of our motive is student enrollment. But it is a chance to engage with high school students through the Early College Program and introduce them to other classes, our facilities and curriculum offerings.

We have invited students from area high schools to attend Black History Month screenings and First Amendment Awareness Month events. We know some have attended but it has been a very small number. Annual participation is less than 10 students. Through the Tennessee Valley Art Association, we have reached some students with awareness of our department through our sponsorship of arts programs. These programs are summer activities that are designed to engage students during the months away from school. The students attending summer workshops are not necessarily interested in pursuing an arts career. Rather, they (and their parents) are looking for summer educational engagement.

7. Describe the unit’s methods for communicating with alumni, such as newsletters or other publications. Attach copies of publications during the previous academic year. (These documents can be placed in the appendices binder.)

Communication with alumni has historically been controlled by the university’s central administration through an Office of Alumni Relations. Alumni are reached four times per year through a printed alumni magazine. Like most such publications, it tells the stories of campus and graduate successes. Included in these stories are the successes of communication graduates. For example, graduate Jay Hurt was featured in the magazine as an Outstanding Alumni; he was also honored at the University’s Homecoming event in 2012. Mr. Hurt is the NBC News Channel Washington Bureau Chief. The university has historically maintained centralized control over alumni. As noted elsewhere in the self-study, UNA is finally waking up to the reality that our alumni are important to our future: as parents with children who might attend UNA, as employers with internships and entry-level jobs, and certainly as donors to build our programs.

The donor relationship includes not only financial commitments, but also professional engagement with faculty to ensure an adequate curriculum. When we consider our alumni relations in the context of a small community, where every day
we see a graduate or former student, there is regular and recurring alumni contact but it is not organized and it does not offer a consistent message about our department and program. Alumni relations is an institutional weakness and unit weakness. We need to do more.

Alumni visit our building during the George Lindsey/UNA Film Festival, held in March of each year. Department members are part of the festival steering committee. Past graduates—from several different concentrations—attend some of the screenings, see our facilities and interact with faculty.

The department had a failed start to develop an alumni newsletter in Fall 2012. We are on-track with the newsletter. The team members will receive a copy on arrival. We maintain a database of email addresses for anyone associated with the unit and/or the Department of Communications.

Where we have been successful in contacting our alumni is through social media. Faculty members have contacts among our graduates through Facebook and LinkedIn. Two public relations faculty and a film and digital media faculty member have done an extraordinary job using Facebook to interact with current students and graduates, including graduates from 20 or more years ago. We know we are most successful with efforts to connect with recent graduates but we are moving aggressively to build improved relationships with graduates from previous years. For example, in conjunction with the College of Arts and Sciences, we are participating in a Refreshments on the Lawn event on Saturday, October 4, from 12 until 3 PM, for A&S graduates at UNA’s 2014 Homecoming. The Communications Building will be open that afternoon for tours.

8. Describe the involvement of alumni in the unit’s educational and public-service programs (placement, internships, fund-raising, curriculum development, etc.) and in advisory or visitors’ boards.

Alumni have been very helpful in placing students in internships and entry-level jobs. Public relations students regularly interact with alumni (and other professionals) by attending the monthly meetings of the North Alabama Chapter of the Public Relations Council of Alabama. The chapter meets in Huntsville, about 65 miles away.

With approval from the Office of Advancement, we have authority to launch our Academic Outreach and Engagement Council. Advancement has suggested that we use our upcoming newsletter to begin to identify graduates who are interested in membership. New A&S Dean, Dr. Carmen Burkhalter, is especially supportive of alumni involvement efforts. Our goal is to have a virtual meeting in April or May, 2015 of the AOEC, and the first face-to-face meeting in October of 2015.
Dr. Jim Martin, when he teaches COM 356 Advanced Reporting, regularly brings alumni back to campus as guest speakers but this is a limited outreach. Similarly, other faculty, including Dr. Beth Garfrerick (public relations), Ms. Lisa Darnell (public relations) and Dr. Pat Sanders (broadcasting) have brought alumni speakers back to campus for interaction with students.
Part II, Standard 9. Assessment of Learning Outcomes

“Live Free or Eat Free” 1st Amendment Month Activity, April 2014

Please attach the unit’s written plan for assessment of student learning outcomes. This plan must include the dates of its adoption and of implementation of its components.

Executive summary.
Three direct measures are used to assess student learning outcomes: a senior examination, aggregate internship evaluations and a university directed Quality Enhancement Plan. Three indirect measures assist with learning outcomes assessment: course and curriculum review; student résumés, cover letters and pitches; and an online portfolio requirement. Students are active in student media competitions. New software through the Career Planning and Development Office will assist with tracking student employment and career success.

Please respond to each of the following instructions:

1. Provide the unit’s definition of goals for learning that students must achieve. If this definition is incorporated into the plan for assessment, a page reference will suffice.

The Twelve COMpetencies are the means by which the Department of Communications expresses the ACEJMC values and competencies. Each competency is linked to specific courses in the core. The department completed an audit of courses in the unit common core and identified the values and competencies that were part of the instruction in each course.

The attached grid shows the courses in the common core and the competencies and values that are included in the courses. As noted earlier, COM 205 Communications in a Global Age is a workhorse for the program. It serves as our introductory course and provides exposure to a variety of topics that are reflected in the competencies and values. We realize that student retention of materials from any one class may be limited but the common core includes thematic redundancy.
Twelve COMpetencies and the Common Core.

Developed during the 2009 – 2010 academic year and modified in subsequent years.

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<tr>
<td>COM 303W Communications Research</td>
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<td>E</td>
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<td>COM 420 Portfolio</td>
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<td>COM 499 Internship</td>
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<td>E</td>
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</tbody>
</table>

E = Embedded within the course and usually identified specifically in a course objective.

*COM 243 Aural & Visual Production (3 hours) replaced COM 233 Multimedia Communication (1 hr.), effective Fall 2013. The one credit course did not meet the educational needs.
MISSION STATEMENT of the DEPARTMENT OF COMMUNICATIONS


The mission of the Mass Communication Program in the Department of Communications at the University of North Alabama is to prepare students for professional careers in the public, private or government communications media and to assume communications leadership roles in these organizations. A cornerstone in this mission is to train students to gather, evaluate and convey information. The program values hands-on learning as well as theoretical learning, all grounded in ethical decision-making to reflect the importance of a free press and the free flow of information in a democratic society.

Course grades are an indication of student performance in a particular class with a specific instructor. Of greater concern is whether the course assignments, graduation requirements, and the mix of faculty teaching these classes ensure that students are learning and retaining the curricular materials. Our assessment goal is to determine the effectiveness of the course mix and the faculty instruction in motivating and enabling students to retain the information and demonstrate knowledge and understanding gained.

We endorse the professional values and competencies formulated by the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC). To help our students and faculty understand these values and competencies, they are presented as the Twelve COMpetencies and are displayed in our building and integrated into course instruction.

Introducing the Twelve COMpetencies are these statements:
“Students attend college to earn a degree but we also want to produce educated and responsible citizens.”
No matter the area of study, students in the Department of Communications will be presented with certain core educational values and competencies in the classes they complete.

Displayed prominently in the Communications Building are these COMpetencies:
Twelve COMpetencies

*Graduates of our program will be able to:*

1. Understand and apply U.S. principles and laws of *freedom of speech and press* as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;

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

3. Demonstrate an understanding of gender, race ethnicity, sexual orientation and, as appropriate, other forms of *diversity* in domestic society in relation to mass communications;

4. Demonstrate an understanding of the diversity of peoples and cultures and of the significance and *impact of mass communications* in a global society;

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

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

7. *Think* critically, creatively and independently;

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

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

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

11. Apply basic *numerical and statistical concepts*;

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

We will utilize six assessment measures to evaluate our curriculum.

**Curricular Assessment Measures**

**Senior Assessment Examination (Direct measure).**

**Assessment Process:**

The department wants students to master key mass communication program topics that align with the Twelve COMpetencies, from knowing the First Amendment to demonstrating how to interpret descriptive research data to technological awareness. We administer an assessment examination to seniors completing the COM 420 Communication Portfolio Preparation capstone class. The exam measures students’ grasp of knowledge and their degree of understanding of the values and competencies of our program. Students in the COM 420 class are told their final class grade does not depend on their exam score but their scores help us determine
whether we are doing a good job educating them. They do not receive a study guide to prepare for the exam.

**Frequency:**
Administered each fall and spring to students enrolled in COM 420. Data analyzed each academic year.

**Aggregate Internship Evaluations (Direct measure).**
All mass communication students complete an internship for academic credit before graduation. To provide continuity in the experience and evaluation, the unit adopted standardized guidelines for the student experience, including establishing deadlines for student and supervisor evaluation reports. We desired consistency in the assignment requirements for the student interns and intern supervisors. Most student internships are completed in summer. The summer faculty internship supervisor gathers feedback from each professional supervisor. The faculty internship supervisor reviews the internship evaluations on an aggregate basis. The aggregate analysis reveals both the level of student preparedness and student performance in the professional work setting.

**Frequency:**
Completed every two years from students enrolled in COM 499 for summer terms, beginning with summer 2013 and summer 2014 data.

**Quality Enhancement Plan (QEP) (Direct measure).**
The Commission on Colleges of the Southern Association of Colleges and Schools (SACS) reaccredits the University of North Alabama every 10 years. The most recent accreditation review was completed in 2012. SACS conducted its on-site review for UNA in late February and early March of 2012, reporting no findings, recommendations or need for follow-up. Such a report is achieved by only about 2 percent of colleges and universities undergoing similar reviews.

As part of the preparation for the SACS review, UNA adopted a Quality Enhancement Plan (QEP), *Building Success through Discovery*, focusing on engaging students in undergraduate research, defined as specific reading, data and information collection, analysis, and presentation skills (written or oral) required to successfully participate in problem-solving within any given discipline and career. Over the course of this multi-year project, the University seeks to infuse undergraduate research into all academic programs and to encourage all undergraduates to participate in research.

Thus, as a part of the QEP implementation process, students will acquire an understanding of the research process in their discipline, be expected to apply these skills, and consequently, increase their ability to analyze, think critically, and make informed decisions. In the Department of Communications, we recognized this as
our mass communication mission: to teach students to gather, evaluate and convey information. Thus, the QEP is a direct assessment measure for the unit.

The formal assessment process to determine overall effectiveness of the program includes using a campus-wide rubric for assessing all QEP-related assignments. The QEP student learning outcomes are integrated into academic programs and courses at three levels: Level I – 100-, 200- or 300-level classes; Level II – 200-, 300- or 400-level classes; and Level III – 300- or 400-level classes. The QEP initiative was introduced to academic units in 2012. A QEP committee developed the rubric, with consultations from all academic areas. Academic units were asked to identify a common class at Level I, Level II and Level III that would be part of the QEP for the ten-year initiative. We have designated the following courses for QEP Assessment: COM 215 Media Writing (Level I), COM 303W Communications Research (Level II) and COM 400W Communication Law and Ethics (Level III). All three classes are required of all students. All three classes include information gathering, analysis and writing.

**Frequency:**
Administered each year by the University QEP Director.

**Course and Curriculum Review (Indirect measure).**
From the first discussions proposing to establish a unit worthy of accreditation review, we have annually examined our courses and curriculum offerings. We began with our Twelve COMpetencies and established that we offered courses that addressed these competencies and values. The unit will continue the examination to include a review of course syllabi to ensure consistency across multiple sections and a curriculum review reflecting professional changes that need to be addressed in coursework.

**Frequency:**
This is an ongoing review.

**Student résumés (Indirect measure).**
The student résumé, cover letter and the student *pitch* are indirect measures of our students’ education, experience development and preparation for employment. Students complete COM 420 Communication Portfolio Preparation where they begin to understand how to present themselves to an employer in order to find a job and to understand what it means to work professionally. The résumé and cover letter demonstrate student experience, professional skills and responsibility. The student *pitch* is the student’s oral ability to offer a professional summary or elevator speech, or perhaps to answer to the most basic interview question, “So tell me about yourself.” These indirect measures afford a view of career preparation and competencies.
Frequency:
Completed every fall and spring semester through COM 420.

Online Portfolio (Indirect measure).
Students prepare an online portfolio that includes their online résumé and professional work samples reflecting their educational area. Beginning with the Spring 2013 semester, students enrolling in the COM 420 Communication Portfolio Preparation class were encouraged to create online portfolios to present their résumé and work samples. Effective with the Fall 2013 term, this became a course requirement. ACEJMC identifies this as a direct assessment measure. We view this as indirect because we are not yet employing outside assessors (alumni and media professionals) to review the portfolios.

Frequency:
Completed every fall and spring semester through COM 420.

2. Describe the involvement of journalism and mass communication professionals, including alumni, in the assessment process.

   Journalism and mass communication professionals, including alumni, have been involved in a direct assessment approach through the evaluation of student interns. Public relations seniors interact with alumni through meetings of the Public Relations Council of Alabama’s North Alabama Chapter.

3. Describe the collection and reporting of data from both direct and indirect assessment measures and how the unit used its analysis of the data to improve curriculum, instruction, etc. Provide copies of any end-of-year assessment reports. Provide any end-of-year assessment reports. If there are multiple reports from the six-year period, summarize the findings and make the reports available in the appendices or in the workroom.

   Six assessment measures were identified in the assessment plan.

   Senior Assessment Examination (Direct measure).

   The Senior Assessment Examination was created by faculty in the Department of Communications to cover subjects/topics completed by students under an older curriculum and by students under the revised BA/BS in Mass Communication and the BA/BS in Communication Arts. The examination contains response items ranging from true/false to multiple-choice to forced-choice selections. Students enrolled in the COM 420 Communication Portfolio Preparation class complete the assessment exam at the end of the semester of enrollment. The students however might not be in their final semester of enrollment.
Results:
The scores from the examination, beginning with Spring 2011 through Spring 2013, are shown below. Questions from the examination were linked to the competencies and values. The percentages reported reflect the number of students who correctly answered questions on the assessment examination. An early concern was the appropriate strategy to motivate the students to perform to their best ability on the assessment.

<table>
<thead>
<tr>
<th></th>
<th>Spring 2011 N=21</th>
<th>Fall 2011 and Spring 2012 N=29</th>
<th>Fall 2012 and Spring 2013 N=22</th>
</tr>
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<tbody>
<tr>
<td>Freedom of Speech &amp; Press</td>
<td>48%</td>
<td>55%</td>
<td>73%</td>
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<tr>
<td>History</td>
<td>44%</td>
<td>48%</td>
<td>59%</td>
</tr>
<tr>
<td>Diversity</td>
<td>44%</td>
<td>52%</td>
<td>64%</td>
</tr>
<tr>
<td>Global Impact</td>
<td>57%</td>
<td>59%</td>
<td>68%</td>
</tr>
<tr>
<td>Theories</td>
<td>62%</td>
<td>62%</td>
<td>64%</td>
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<tr>
<td>Ethics</td>
<td>62%</td>
<td>59%</td>
<td>59%</td>
</tr>
<tr>
<td>Think!</td>
<td>57%</td>
<td>59%</td>
<td>59%</td>
</tr>
<tr>
<td>Evaluate Information</td>
<td>52%</td>
<td>59%</td>
<td>64%</td>
</tr>
<tr>
<td>Write</td>
<td>52%</td>
<td>55%</td>
<td>68%</td>
</tr>
<tr>
<td>Self-evaluation</td>
<td>48%</td>
<td>52%</td>
<td>68%</td>
</tr>
<tr>
<td>Numbers &amp; Statistics</td>
<td>52%</td>
<td>55%</td>
<td>64%</td>
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<tr>
<td>Tools &amp; Technology</td>
<td>71%</td>
<td>76%</td>
<td>77%</td>
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During the Spring 2013 term, Department Chair Dr. Greg Pitts was part of a program review team (for a non-accredited program) that included Dr. Tom Weir (currently Interim Director, Journalism and Mass Communications and Associate Professor, School of Journalism and Mass Communications, the University of South Carolina). An ensuing conversation about ACEJMC accreditation and assessment led Dr. Weir to offer to share the University of South Carolina senior exam with the University of North Alabama. The South Carolina exam has been used successfully as part of their program assessment and has been reviewed as part of their accreditation process. When used at UNA, one question was omitted from exam scoring—it appeared to be program specific, leaving 49 questions.

Two sections of COM 420 Communication Portfolio Preparation were taught in Spring 2013. One section received the previous UNA-created exam. The other
section received the University of South Carolina exam. Spring 2013 scores from the UNA exam are shown above. Scores from the USC exam are shown below. The USC exam was used exclusively for assessment beginning in Fall 2013 and Spring 2014. Students reported they “felt pretty good” or “very good” about their exam performance on the USC exam.

<table>
<thead>
<tr>
<th></th>
<th>Spring 2013</th>
<th>Fall 2013 and Spring 2014</th>
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</thead>
<tbody>
<tr>
<td>Freedom of Speech &amp; Press</td>
<td>74%</td>
<td>75%</td>
</tr>
<tr>
<td>History</td>
<td>65%</td>
<td>61%</td>
</tr>
<tr>
<td>Diversity</td>
<td>70%</td>
<td>69%</td>
</tr>
<tr>
<td>Global Impact</td>
<td>70%</td>
<td>64%</td>
</tr>
<tr>
<td>Theories</td>
<td>74%</td>
<td>69%</td>
</tr>
<tr>
<td>Ethics</td>
<td>61%</td>
<td>61%</td>
</tr>
<tr>
<td>Think!</td>
<td>66%</td>
<td>69%</td>
</tr>
<tr>
<td>Evaluate Information</td>
<td>70%</td>
<td>64%</td>
</tr>
<tr>
<td>Write</td>
<td>70%</td>
<td>72%</td>
</tr>
<tr>
<td>Self-evaluation</td>
<td>66%</td>
<td>61%</td>
</tr>
<tr>
<td>Numbers &amp; Statistics</td>
<td>61%</td>
<td>64%</td>
</tr>
<tr>
<td>Tools &amp; Technology</td>
<td>78%</td>
<td>83%</td>
</tr>
</tbody>
</table>

Students exhibited similar scores on the two exams. None of the students are obtaining A-level scores in any of the sections. Students are gradually showing score improvements but we aren’t ready to attribute a reason for the improvement.

**Actions:**

We are working to improve student performance while reminding students that their score will not prevent graduation or impact their final grade in COM 420 Communication Portfolio Preparation.

To close the loop on this portion of assessment, our plan is to revisit the exit exam. We have changed some key faculty members who are teaching core classes. We believe the instructors are delivering the appropriate content in the courses but we want to ensure that the questions on the exit exam reflect the approaches used by the current course instructors. For example, neither exit exam offers a good question series to assess diversity and global impact.

Our plan is to review both the UNA exam and the USC exam. We will use our Twelve COMpetencies and courses to create a revised exit exam reflecting current teaching practices and question pools. More importantly, we will redouble our efforts to cover particular topics in some of our classes. When we started this assessment process it came with no tradition in the unit. We needed a direct measure; this seemed to be the best approach.
The exam delivery procedure needs fresh thinking. We want students to put their best effort into answering the exam questions. For Fall 2014, our goal will be to administer the exam in a timely fashion and to provide the students in the course with their actual scores—though the score is not part of their course grade. Perhaps knowing there will be a chance to see their correct and incorrect answers will place greater incentive for the students to strive for a higher score. For Fall 2014, we will use the USC exam and then begin the exam restructuring process for Spring 2015.

**Aggregate Internship Evaluations (Direct measure).**

**Results:**
Internship supervisors are pleased with the performance of our students. They rate personality and “soft skills” very highly. Our students have generally been raised in family circumstances where good manners, dependability and respect for authority are important. Supervisors report these characteristics are exhibited in the workplace. Internship supervisors are asked to provide a midterm and a final student evaluation; most supervisors comply. The supervisors’ final evaluations of the students ask that the supervisors consider six broadly defined areas and score the intern on a scale of 4 = excellent, 3 = good, 2 = fair, 1 = poor, 0 = no basis for judgment. Here are mean supervisor scores from summer 2013 and summer 2014 evaluations. These scores represent placements with television stations, hospitals or health care firms, tourism offices, daily and weekly newspapers and a marketing communications firm.

- **Writing skill** (n = 18) __4.00__
- **Ability to express self in speech, either informal or formal** (n = 18) __3.89__
- **Knowledge of area covered in internship** (n = 18) __3.89__
- **Ability to use work equipment** (n = 18) __4.00__
- **Knowledge of terms and words used on the job** (n = 17) __3.94__
- **Awareness of practical needs of your business** (n = 18) __3.83__

**Actions:**
Students score well in the areas assessed. Where the use of internships as a direct assessment measure is lacking is our failure to ask the internship supervisors to assess students according to our Twelve COMpetencies. From anecdotal communication with intern supervisors, we’ve encountered an unwillingness or hesitancy in assessing the values and competencies because they aren’t viewed as directly applicable to the internship or the supervisors find it difficult to evaluate the students on these measures.

For the summer 2015 internships, we propose to add our Twelve COMpetencies to the intern evaluation and to include a statement similar to this:
The Department of Communications wants our students to possess and demonstrate knowledge, understanding, or application of twelve core educational values and competencies. Think about the student you’ve supervised during this internship experience. Look at the competencies and values listed below. Indicate for us the extent to which you think these are present in our student’s behavior, knowledge, attitudes and professional skills. Use a scale ranging from zero to five, where zero indicates something is not present or not observable or measurable to you and where five indicates a highly visible or observable and demonstrated value or competency.

Quality Enhancement Plan (QEP) (Direct measure).

Results:
According to the QEP initiative, success will be evaluated by assessing each student’s mastery of four learning outcomes:
1. Formulate a clear research question, thesis statement, research problem, or hypothesis;
2. Collect information or data relevant to the research problem;
3. Evaluate and analyze information to effectively address the research problem; and
4. Present findings or results using a discipline-specific medium.

There are no score reports yet. Measurements from Spring 2014 classes are being reported to the QEP director, Dr. Lisa Keys-Mathews. Faculty in Communications met with Dr. Mathews in Spring 2014 to review the rubric. Following the conclusion of the spring semester, faculty were asked to use the rubric to report student scores. She will meet with faculty in mid-fall 2014 to review the initial results. The rubric is customizable to the course being evaluated. Thus the multiple sections of COM 215 are evaluated using the same measurement rubric. The two sections of COM 303W Communications Research, taught by different instructors, are evaluated by a single rubric. The third class that is part of the QEP assessment is COM 400W Communication Law and Ethics. Likewise, both instructors use the same rubric to evaluate student performance.

Actions:
Student performance scores are not available but the QEP initiative has helped with what and how we teach, and who teaches certain classes. We expect to have data by the time the site team arrives; it will be provided as an additional supplement. This assessment approach is mandated for the University’s next SACS reaffirmation in 2022. We view this as a direct measure; it assesses seven of the twelve values and competencies. These include writing skills, some elements of competency with numbers and statistics, the ability to evaluate information, self-evaluation, creative and critical thinking, communication theories and ethics.
Course and Curriculum Review (Indirect measure).
We regularly meet to discuss the curriculum and concentrations in formal and informal settings. The 2010 – 2011 BA/BS programs of study have continued to improve. At the suggestion of Dr. Trevor Brown and after faculty review, we dropped a concentration called Media Studies. We merged Print Journalism and Broadcast Journalism into Journalism: Multimedia. We replaced a one-credit COM 233 Multimedia class with a three-credits COM 243 Aural-Visual Production class. We revised and added COM 390 PR Writing to the PR concentration. Faculty have adopted and (for the most part) they’ve done a good job distributing evaluation rubrics to the students. We realized that one of our new faculty in film and digital media needs to understand the accreditation process and course objective structuring.

Actions:
A site team will review our work with a Fall 2014 visit and provide program feedback. We will take curricular actions in response to the team’s findings.

Student résumés, cover letters and pitches (Indirect measure).

One hundred percent of the students completing COM 420 Communication Portfolio Preparation completed the requirement to submit a final cover letter, final résumé, and complete the pitch. The assessment approach included a review of the printed materials after the semester concluded to review the mix of part-time work and internship experience. During the semester, the course instructor interacted with students to listen to their pitch outside of the classroom. The résumé, cover letter and pitch made us aware of several things about our prospective graduates. Student resumes suggest they are acquiring relevant skills for the job market through courses or internships. Students are becoming more effective in marketing themselves to potential employers. We find evidence of certain competencies, though we know that a student will not likely indicate to an employer a greater knowledge of global media impact or communication theories. Students cite or explain in their pitch or on their résumé their writing accomplishments, knowledge of technology, and a range of completed courses that support critical thinking and intellectual curiosity.

Online Portfolios (Indirect measure).

Results:
The online portfolio is a required assignment in the portfolio class. Every student in the Spring 2014 sections of COM 420 was given the assignment of putting together at least a limited online portfolio. We consider this to be an indirect assessment measure because the online portfolio is reviewed within the COM 420 class confine
and not by external reviewers. All but one student in the Spring 2014 COM 420 class completed some sort of online portfolio.

**Actions:**
The quality of materials available for inclusion in the online portfolio varies considerably. We need to engage all faculty in helping students find work samples that are retained for use in the portfolio. We need to engage alumni and media professionals in the review of our students. This assignment should become a direct assessment measure where professionals will use a scoring rubric to evaluate our seniors/graduates.

**Closing the Loop on Assessment—Some more thoughts**

Program changes come through evolving faculty interests, new faculty joining the unit, university-advocated or mandated change, and certainly the discipline or media industry changes. We must keep up with the changing industry but also anticipate the careers that will develop in the future. This academic program review has been a needed time to ask ourselves how we are doing.

A unit weakness is our status as a regional comprehensive university, without a rich history of resources, and with unit faculty and leadership who may desire to be visionary but fall short on implementation. It becomes difficult to catch our breath and reflect on the next steps as the program has charged forward with initiatives that we believe are improving what we are doing. Our program has matured since that first 2009 – 2010 academic year when a new (and perhaps naïve) department chair joined the program. We have improved our mass communication unit. This self-study concerns the mass communication unit but the full department has advanced through these efforts. We believe we produce better mass communication graduates but our communication arts graduates are also better equipped to begin professional careers. Our students have more and better resources with which to complete their assignments. We hope the site-team members agree with our perspective that we are a better program than a few years ago.

4. **If campus media operations are under unit control, discuss awards they have won in local, regional or national competitions in the past six years.**

Campus media are not under the control of the Department of Communications, though we share the joy of student awards because many are our majors or minors. We have an especially close working relationship with the student newspaper. Staff members generally come from our program. The former student media advisor, under whom these awards were received, is a graduate of our program and she taught for us as an adjunct faculty member until taking a position as managing producer at al.com. The new student media advisor is the former executive editor
of the Florence Times-Daily. He has been an effective mentor for our students and graduates. All students listed are majors or minors within the unit.

Society of Professional Journalists
MARK OF EXCELLENCE 2013 (presented in 2014)
Editorial Writing: Josh Skaggs (finalist)

Southeast Journalism Conference 2013 (presented in 2014)
BEST OF THE SOUTH
8th place Best College Newspaper Overall
6th place Opinion-Editorial: Blythe Steelman
5th place Journalism Research Paper: Corinne Beckinger
ON-SITE COMPETITION
1st place Page Design: Kali Daniel

Society of Professional Journalists
MARK OF EXCELLENCE 2012 (presented in 2013)
NATIONAL WINNER:
1st place General News Reporting
REGION 3 WINNERS:
1st place Best All-Around Newspaper
1st place General News Reporting
1st place Editorial Writing
1st place Photo Illustration
2nd Place General Column Writing

Associated Collegiate Press
BEST OF SHOW 2012
10th place

Southeast Journalism Conference
BEST OF THE SOUTH
1st place Special Events Reporting
ON-SITE COMPETITION
1st place Copy Editing
2nd place Media History

The Center for Strategic Communication, our student-driven journalism, public relations and video production unit is becoming a reality. The Center will help students produce works that may be submitted for competitive review. It is another means to give students professional experiences that will enhance their résumés and help them earn money to pay for school. We believe the center will also fill campus and community needs for communication assistance.
5. Discuss awards won by the unit’s students in local, regional or national competitions in the past six years. If campus media operations are not under unit control, please list only awards won by the unit’s majors.

As noted, campus media are not under our control. Public relations students, guided by the concentration’s two faculty (Darnell and Garfrerick) have been active in submitting award entries.

University of North Alabama student winners from the Public Relations Council of Alabama Student Competition:

**2010 Award Winners**

**Medallion Award**
Leah Beth Downs  
Brandi Norman  
Kathryn Robinson  
Allison Looney  
Ethan Voce  
Will Hodges

**Award of Excellence**
Chelsea Mitchell  
Lerrin Sutton  
Sarah Robbins (two awards)  
Will Hodges (four awards)  
Michelle Worley  
Brandi Norman  
Haley Howle  
Candace Pike  
Laine Roberson  
Ashley Halbrooks  
Allison Looney  
Kathryn Robinson

**Certificate of Merit**
Lerrin Sutton  
Ashley Halbrooks  
Amanda Terry  
Jessica Clayton (two awards)  
Will Hodges

**2011-UNA Medallion Award winners**

**Medallion Award**
Whitney Dugger

**Award of Excellence**
Whitney Dugger (two awards)  
Heath Borden  
Matt Liles (two awards)  
Stephanie Sims  
Jake Brasfield  
Jamie Brooks  
Kelli Coffman  
Mary Cox  
John Robert Fulmer  
Amiracle Fuqua  
Shani Hamilton  
Eli Harper  
Craig Hurst  
Jenna Kelly  
Mallory King  
Colleen Radford  
April Rogers  
Cedric Walls  
Mareca Watson  
Chelsea Yarbrough

**Certificate of Merit**
Jake Brasfield  
Matt Liles  
Craig Hurst  
Eli Harper (four awards)  
Colleen Radford  
Jacob Lovell
2012-UNA Medallion Winners
Jessica Addison
Jamie Brooks
Kendall Brown
Chelsea Bryant
Beth Champion
Jordan Graben
Traci Hite
Corine Jackson
Jordan Jaggers
Alison Lee
Jessica Rich
Victoria Shin
Jennie Sun

Kodi Chandler
Corine Jackson

Certificate of Merit
Dustin Varner (four awards)
Will Riley (5 awards)

2013-UNA Medallion Winners
Awards of Merit
Dustin Varner (two awards)
Will Riley (two awards)

2014-UNA Student Medallion Winners
Award of Excellence
Haley Wright
Kristie Barnes
Katie Dansby (two awards)

Certificate of Merit
Kris Lard (three awards)
Christian Stovall (two awards)
Kristie Barnes
Katie Dansby

Student Emily Matthews (Class of 2010), was named the Public Relations Council of Alabama's 2010 Student of the Year.

Student Zach Searcy received a competitively awarded $2,000 scholarship from the Alabama Broadcasters Association in 2013.

Marcy Anne Sykes, of Iuka, Miss., (Class of 2015), is the 2014 recipient of the North Alabama Chapter of the Public Relations Council of Alabama’s Michael K. Simmons Memorial Scholarship.

Student Anna Leigh Rossi received a competitively awarded $2,000 scholarship from the Alabama Broadcasters Association in 2014.

6. List by specialty each member of the graduating class of three years ago and those graduates’ current jobs. If practical, please give a total number of “unknowns” rather than including them in the list.

Our graduating class from three years ago (2011 – 2012) is small. Our mass communication program was new. We have provided graduate names and employment history for Fall 2010 – Summer 2013.
**Fall 2010 – Summer 2012**

<table>
<thead>
<tr>
<th>Concentration:</th>
<th>Name:</th>
<th>Employer:</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCOM BRJN</td>
<td>Meighan K. Adams</td>
<td>Catering Manager and Sales, Springhill Suites, Huntsville</td>
</tr>
<tr>
<td>MCOM ICOM/PR</td>
<td>Chelsea R. Bryant</td>
<td>Gifts Officer, Huntsville Hospital Foundation</td>
</tr>
<tr>
<td>MCOM MEDS</td>
<td>James D. Byars</td>
<td>Director of Broadcasting, University of South Alabama</td>
</tr>
<tr>
<td>MCOM ICOM/PR</td>
<td>Kelly L. Frith</td>
<td>Customer Service and Administration, Network Sales and Service, Huntsville, AL</td>
</tr>
<tr>
<td>MCOM ICOM/PR</td>
<td>Devin M. Kennamer</td>
<td>Director of Marketing, GradesFirst, Birmingham</td>
</tr>
<tr>
<td>MCOM BRJN</td>
<td>Andrew K. Parker</td>
<td>Vice Pres of Business Development at DBAT Atlanta</td>
</tr>
<tr>
<td>MCOM BRJN</td>
<td>Cayla R. Smith</td>
<td>Bank Teller, Redstone Federal Credit Union</td>
</tr>
</tbody>
</table>

**Fall 2012 – Summer 2013**

<table>
<thead>
<tr>
<th>Concentration:</th>
<th>Name:</th>
<th>Employer:</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCOM ICOM/PR</td>
<td>Cynthia M. Billups</td>
<td>Customer Care Representative, Walgreens Call Center, Muscle Shoals, AL</td>
</tr>
<tr>
<td>MCOM ICOM/PR</td>
<td>Corine Jackson Bostick</td>
<td>Agency Executive Assistant, NACOLG (Northwest AL Council of Local Governments)</td>
</tr>
<tr>
<td>MCOM ICOM/PR</td>
<td>Tosha Page Brewer</td>
<td>Marketing Specialist, Listerhill Credit Union</td>
</tr>
<tr>
<td>MCOM ICOM/PR</td>
<td>Ashley Marshall Clark</td>
<td>Now in Atlanta after leaving Christian Brothers Univ, in Memphis to marry and join husband in new city.</td>
</tr>
<tr>
<td>MCOM ICOM/PR</td>
<td>Kaitlin M. Collignon</td>
<td>Admissions Counselor, Martin Methodist University, Pulaski, Tenn.</td>
</tr>
<tr>
<td>MCOM ICOM/PR</td>
<td>Mary J. Daniel</td>
<td>Mktg Coordinator, NAI Chase Commercial Real Estate</td>
</tr>
<tr>
<td>MCOM PR</td>
<td>Katherine Hardiman Greene</td>
<td>Left Cystic Fibrosis Foundation in B’ham. Has recently moved to Athens, AL. Job hunting.</td>
</tr>
<tr>
<td>MCOM PR</td>
<td>Jennifer Halcomb</td>
<td>Marketing Producer, WAFF-TV</td>
</tr>
<tr>
<td>MCOM JOUR</td>
<td>Ann M. Harkey</td>
<td>Marketing Producer, WAFF-TV</td>
</tr>
<tr>
<td>MCOM PR</td>
<td>Danielle Howard</td>
<td>Spaces Management, Apartment and Condo Building and Rental, Tuscaloosa, AL</td>
</tr>
<tr>
<td>MCOM BRJN</td>
<td>Ashley N. Kelsoe</td>
<td>Cellular sales, AT&amp;T</td>
</tr>
<tr>
<td>MCOM ICOM/PR</td>
<td>David McCready</td>
<td>Fastenal Company of Muscle Shoals, sales, south Huntsville market.</td>
</tr>
<tr>
<td>MCOM ICOM/PR</td>
<td>Elizabeth Champion Moldanado</td>
<td>Owner, Champion Inspirations, LLC—a graphics &amp; marketing firm. Now in LA with husband.</td>
</tr>
<tr>
<td>MCOM BRJN</td>
<td>Grace Oaks</td>
<td>Grand Opening Trainer at Chick-fil-A Corporate, Greater Nashville Area</td>
</tr>
<tr>
<td>MCOM ICOM/PR</td>
<td>Chelsea L. Pogue</td>
<td>Accounting Assistant, Valley Credit Union Fall 2012</td>
</tr>
<tr>
<td>MCOM ICOM/PR</td>
<td>Ashlyn N. Pounders</td>
<td>Sales &amp; Marketing Representative at Massey Drugs, Southeastern Diabetes Education Services</td>
</tr>
<tr>
<td>MCOM PR</td>
<td>Will Riley</td>
<td>Lead Recruiter and Brand Strategist at Fireseeds, Birmingham</td>
</tr>
<tr>
<td>MCOM PR</td>
<td>Zachary R. Rose</td>
<td>Assistant Payments Manager at Listerhill Credit Union</td>
</tr>
<tr>
<td>MCOM ICOM/PR</td>
<td>Ariel M. Stearnes</td>
<td>MIS Management, Birmingham, AL</td>
</tr>
<tr>
<td>MCOM PR</td>
<td>Dustin Varner</td>
<td>Creative Strategist at Iron Tribe Fitness, Birmingham</td>
</tr>
<tr>
<td>MCOM PR</td>
<td>Rachel Witt</td>
<td>Quorum Health Resources, Nashville, TN</td>
</tr>
</tbody>
</table>
7. List graduates who have established distinguished careers in journalism and mass communications.

Here are some of our graduates and their careers. These are graduates from the Department of Communications but they are not necessarily graduates of the academic degree under accreditation review.

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Middle/Maiden</th>
<th>Occupation</th>
<th>Organization</th>
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<tbody>
<tr>
<td>Addison</td>
<td>Jessica</td>
<td></td>
<td>2nd Lt., US Army</td>
<td>Alabama Army National Guard - Medical Detachment and Alabama Army National Guard</td>
</tr>
<tr>
<td>Balch</td>
<td>Ashley</td>
<td></td>
<td>Assistant General Manager</td>
<td>Huntsville Havoc</td>
</tr>
<tr>
<td>Belanger</td>
<td>Evan</td>
<td></td>
<td>Higher Education Beat</td>
<td>Birmingham News/ Al.com</td>
</tr>
<tr>
<td>Belanger</td>
<td>Sarah</td>
<td></td>
<td>Freelance food/ Travel photographer</td>
<td>Southern Progress Magazines</td>
</tr>
<tr>
<td>Berry</td>
<td>Lucy</td>
<td></td>
<td>Business Reporter</td>
<td>Al.com</td>
</tr>
<tr>
<td>Bowman</td>
<td>Bliss</td>
<td></td>
<td>Digital Media/ Content Manager</td>
<td>WAAF TV, Channel 48</td>
</tr>
<tr>
<td>Boyd</td>
<td>Suzanne</td>
<td>Yeager</td>
<td>Senior Account Executive</td>
<td>GMR Marketing</td>
</tr>
<tr>
<td>Brown</td>
<td>Kendall</td>
<td></td>
<td>Director of Guest Relations/ Volunteer Services</td>
<td>Amanda Darty DMD Family and Cosmetic Dentistry</td>
</tr>
<tr>
<td>Carter</td>
<td>Veronica</td>
<td></td>
<td>Director of Ticket Operations and Special Events</td>
<td>Crestwood Medical Center</td>
</tr>
<tr>
<td>Coffman</td>
<td>Kelli</td>
<td></td>
<td>Admissions Counselor</td>
<td>Martin Methodist University</td>
</tr>
<tr>
<td>Daniel</td>
<td>Mary</td>
<td></td>
<td>Sports Producer and Executive Assistant</td>
<td>Big River Broadcasting</td>
</tr>
<tr>
<td>Diggins</td>
<td>Jaleesa</td>
<td></td>
<td>Physician Relations Coordinator</td>
<td>Crestwood Hospital</td>
</tr>
<tr>
<td>Duckworth</td>
<td>Jessica</td>
<td>Rich</td>
<td>Director of Communications</td>
<td>Small Business Network</td>
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<tr>
<td>Edmiston</td>
<td>Corinne</td>
<td>Beckinger</td>
<td>Post Graduation, accepted position</td>
<td>Alpha Tao Omega Fraternity</td>
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<tr>
<td>Estep</td>
<td>Lori</td>
<td></td>
<td>Director of Public Relations</td>
<td>Heritage University</td>
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<tr>
<td>Glasscock</td>
<td>Nancy</td>
<td></td>
<td>Reporter</td>
<td>Decatur Daily</td>
</tr>
<tr>
<td>Golden</td>
<td>Whitney</td>
<td></td>
<td>Event Specialist</td>
<td>American Heart Association/ American Stroke Association</td>
</tr>
<tr>
<td>Gourgeot</td>
<td>Matthew</td>
<td></td>
<td>Area Manager</td>
<td>Hibu</td>
</tr>
<tr>
<td>Graves</td>
<td>Justin</td>
<td></td>
<td>Sports Writer</td>
<td>Decatur Daily</td>
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<tr>
<td>Graves</td>
<td>Ashley</td>
<td></td>
<td>Freelance Journalist</td>
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<tr>
<td>Gray</td>
<td>Georgia</td>
<td></td>
<td>Sponsorship and Event Marketing Consultant</td>
<td>Chick-Fil-A</td>
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<tr>
<td>Name</td>
<td>First</td>
<td>Last</td>
<td>Position</td>
<td>Company/Institution</td>
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<tr>
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<tr>
<td>Grier</td>
<td>Mary</td>
<td>Cox</td>
<td>Education Specialist</td>
<td>Huntsville Hospital Health System</td>
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<tr>
<td>Guasti</td>
<td>Abbe</td>
<td></td>
<td>Director of Communications</td>
<td>Randolf School</td>
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<tr>
<td>Gurley</td>
<td>Katie</td>
<td></td>
<td>Media Buyer and Producer</td>
<td>TotalCom Marketing Communications</td>
</tr>
<tr>
<td>Guy</td>
<td>Jamie</td>
<td>Brooks</td>
<td>Executive Administrative Assistant</td>
<td>Huntsville Hospital Health System</td>
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<tr>
<td>Hartley</td>
<td>Jessica</td>
<td></td>
<td>Sales and Service Advisor</td>
<td>BBVA Compass</td>
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<tr>
<td>Heatherly</td>
<td>Michelle</td>
<td></td>
<td>Community Relations Director</td>
<td>WAY-FM Media Group</td>
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<tr>
<td>Hite</td>
<td>Traci</td>
<td></td>
<td>Event Coordinator</td>
<td>Von Braun Center</td>
</tr>
<tr>
<td>Hodges</td>
<td>Will</td>
<td></td>
<td>Account Director</td>
<td>Brunswick Group</td>
</tr>
<tr>
<td>Holmes</td>
<td>Sarah</td>
<td>Nichols</td>
<td>Associate Attorney</td>
<td>Jester and Holmes</td>
</tr>
<tr>
<td>Howard</td>
<td>Mary</td>
<td>Rickabaugh</td>
<td>Morning Producer</td>
<td>WRCB Channel 3 Eyewitness News</td>
</tr>
<tr>
<td>Hurt</td>
<td>Jay</td>
<td></td>
<td>Operations Manager</td>
<td>NBC/Universal</td>
</tr>
<tr>
<td>Jaggers</td>
<td>Jordan</td>
<td></td>
<td>Executive Team Leader</td>
<td>Target Corporation</td>
</tr>
<tr>
<td>Johnson</td>
<td>Kihanna</td>
<td></td>
<td>Programming Assistant</td>
<td>WTTO/WABM TV, Sinclair Broadcasting</td>
</tr>
<tr>
<td>Johnson</td>
<td>Mary Beth</td>
<td></td>
<td>Recruiter</td>
<td>Snelling Professional Services</td>
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<tr>
<td>Karki</td>
<td>Priyanka</td>
<td></td>
<td>Actress and model</td>
<td>Nepal and London</td>
</tr>
<tr>
<td>Kennamer</td>
<td>Devin</td>
<td></td>
<td>Director of Marketing</td>
<td>Gradesfirst</td>
</tr>
<tr>
<td>Kennedy</td>
<td>Sierra</td>
<td></td>
<td>Public Relations and Communications Specialist</td>
<td>Dixie Chopper/Textron Corp.</td>
</tr>
<tr>
<td>Lard</td>
<td>Kris</td>
<td></td>
<td>Junior Designer</td>
<td>Indie Shopography by Emily Thompson</td>
</tr>
<tr>
<td>McClure</td>
<td>Lyndsie</td>
<td></td>
<td>Wholesale and Retail Sales Manager</td>
<td>Alabama Chanin</td>
</tr>
<tr>
<td>McFall</td>
<td>Josh</td>
<td></td>
<td>Director of Education and Digital Media</td>
<td>Alabama Association of Realtors</td>
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<tr>
<td>McNutt</td>
<td>Leah Beth</td>
<td>Downs</td>
<td>Development Coordinator</td>
<td>School of Medicine at University of Alabama at Birmingham</td>
</tr>
<tr>
<td>Merrida</td>
<td>Aftan</td>
<td></td>
<td>Broadcast Coordinator</td>
<td>GroupM, Comm investment &amp; management company</td>
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<tr>
<td>Midkiff</td>
<td>Gretchen</td>
<td></td>
<td>Marketing and Sales Manager</td>
<td>Medieval Times</td>
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<tr>
<td>Minor</td>
<td>Jamie</td>
<td></td>
<td>HR recruiter</td>
<td>Ajilon Professional Staffing</td>
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<tr>
<td>Montgomery</td>
<td>Stephanie</td>
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<td>University Instructor</td>
<td>University of North Alabama</td>
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<tr>
<td>Morgan</td>
<td>Lauren</td>
<td></td>
<td>Morning Producer</td>
<td>WHNT TV News Channel</td>
</tr>
<tr>
<td>Nelson</td>
<td>Pete</td>
<td></td>
<td>Official Mascot</td>
<td>Tennessee Titans</td>
</tr>
<tr>
<td>Nguyen</td>
<td>Tram</td>
<td></td>
<td>Communications Officer</td>
<td>Marie Stopes International</td>
</tr>
<tr>
<td>Name</td>
<td>First Name</td>
<td>Position</td>
<td>Organization</td>
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<tr>
<td>Niedergeses</td>
<td>Kristi</td>
<td>Community Relations Director</td>
<td>Southern Care Hospice</td>
<td></td>
</tr>
<tr>
<td>Oliver</td>
<td>Bethany</td>
<td>Coordinator of Volunteerism and Student Engagement</td>
<td>University of North Alabama</td>
<td></td>
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<tr>
<td>Realmuto</td>
<td>Kyle</td>
<td>Freelance Stage Manager, Liberovision Operator, Production Coordinator</td>
<td>Tennis Channel</td>
<td></td>
</tr>
<tr>
<td>Riggs</td>
<td>Kayla</td>
<td>Marketing, Communication and Membership Coordinator</td>
<td>Morgan County Economic Development Association</td>
<td></td>
</tr>
<tr>
<td>Riley</td>
<td>Will</td>
<td>Brand Strategist</td>
<td>Fireseeds</td>
<td></td>
</tr>
<tr>
<td>Robinson</td>
<td>Sonia</td>
<td>VP of Sales and Marketing</td>
<td>Appleton Learning</td>
<td></td>
</tr>
<tr>
<td>Rosado</td>
<td>Amber</td>
<td>Reporter</td>
<td>Daily American (newspaper)</td>
<td></td>
</tr>
<tr>
<td>Roth</td>
<td>April</td>
<td>University Professor</td>
<td>James Madison University</td>
<td></td>
</tr>
<tr>
<td>Rowe</td>
<td>Jena</td>
<td>PR Editor</td>
<td>NASA Marshall Star at Analytical Services, Inc.</td>
<td></td>
</tr>
<tr>
<td>Schmidt</td>
<td>Eric</td>
<td>Co-Creator at Oops, Wrong Person, Executive Producer/Producer</td>
<td>Good for You!</td>
<td></td>
</tr>
<tr>
<td>Schmitt</td>
<td>Whitney</td>
<td>Production Specialist</td>
<td>Dynetics</td>
<td></td>
</tr>
<tr>
<td>Searchy</td>
<td>Zachary</td>
<td>Digital and Social Media Coordinator</td>
<td>Books-a-Million Corporate</td>
<td></td>
</tr>
<tr>
<td>Shields</td>
<td>Brandon</td>
<td>Sports Editor</td>
<td>Jackson Sun (Tennessee)</td>
<td></td>
</tr>
<tr>
<td>Shimizu</td>
<td>Saki</td>
<td>Travel agency coordinator</td>
<td>Japanese travel firm operating in Cambodia</td>
<td></td>
</tr>
<tr>
<td>Singleton</td>
<td>Kelli</td>
<td>Managing Editor</td>
<td>Franklin County Times</td>
<td></td>
</tr>
<tr>
<td>Skaggs</td>
<td>Josh</td>
<td>Senior Marketing Specialist</td>
<td>Technology, Media &amp; Telecom at Deloitte</td>
<td></td>
</tr>
<tr>
<td>Smith</td>
<td>Larry</td>
<td>Technology Coordinator</td>
<td>Lawrence County Schools</td>
<td></td>
</tr>
<tr>
<td>Smith</td>
<td>Jennifer</td>
<td>Assistant Director of Career Planning</td>
<td>University of North Alabama</td>
<td></td>
</tr>
<tr>
<td>Smith</td>
<td>Chris</td>
<td>Creative Content Producer</td>
<td>Nashville Predators Hockey Team</td>
<td></td>
</tr>
<tr>
<td>Stancil</td>
<td>Heather</td>
<td>Office Manager / Ministry Assistant</td>
<td>Underwood Baptist Church</td>
<td></td>
</tr>
<tr>
<td>Steelman</td>
<td>Byalthe</td>
<td>Graduate student, Communications</td>
<td>Clemson University</td>
<td></td>
</tr>
<tr>
<td>Sun</td>
<td>Jennie</td>
<td>Marketing Manager</td>
<td>Dorothy McDaniel's Flower Market</td>
<td></td>
</tr>
<tr>
<td>Terry</td>
<td>Amanda</td>
<td>Employer Development Coordinator</td>
<td>Career Planning &amp; Development, UNA</td>
<td></td>
</tr>
<tr>
<td>Terry</td>
<td>Breken</td>
<td>Shoals Bureau Chief/Reporter</td>
<td>WAAY TV Channel 31</td>
<td></td>
</tr>
<tr>
<td>Tidwell</td>
<td>J.R.</td>
<td>Sports reporter</td>
<td>Moulton Advertiser</td>
<td></td>
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</tbody>
</table>
8. Describe the program used to track graduates to assess their experience in the professions and to improve curriculum and instruction. Discuss measures used to determine graduates’ satisfaction with the educational experiences provided by the unit. Describe maintenance of records of alumni employment histories and other alumni records.

The Department of Communications, the Office of Career Planning and Development (CP&D) and the UNA Alumni Relations Office all maintain records of graduates. What has been missing is a central system that allows individuals in the three groups to contribute to a central database. CP&D collects information at a graduation ceremony rehearsal. Students not participating in the rehearsal or graduation ceremony are contacted electronically; they do not always reply. The information collected is forwarded to the Office of Institutional Research, Planning, and Assessment (OIRPA).

The Office of Institutional Research, Planning, and Assessment (OIRPA) has as its primary mission the collection of data (from both internal and external sources); timely analysis, distribution, and presentation of this information for use in assessment and planning at UNA; and providing pertinent information for use in decision-making and policy formulation.

The OIRPA coordinates and implements oversight of institutional effectiveness for the entire campus. This includes creating university-wide assessment reports, analyzing assessment data, providing ad hoc data reports for departments, and working effectively with university-wide committees to develop and maintain
assessment plans. What is missing from the OIRPA mission is a graduates’ satisfaction measurement. The most recent satisfaction measurement was a General Education Assessment and how graduates believed it helped with employment preparation. This report was part of UNA’s SACS review in 2012. The Department of Communications has not measured graduates’ satisfaction but is planning to do so this academic year.

CP&D employs software provider, Simplicity Software, to provide UNA with a Career Management Software system that is branded as Lion Jobs. To improve graduate tracking, CP&D has added these software modules: the Career Outcomes Module, a Faculty Module (to allow faculty to update employment data as they learn of graduates’ placements) and the Experiential Learning Module, to track student internships.

The Alumni Relations Office maintains an omnibus database of all UNA graduates. Graduates are listed by year of graduation and by degree areas. As noted early in this report, the University of North Alabama has offered coursework over a 30+ year’s period in speech communication, communication arts, journalism, broadcast journalism, radio-television-film and public relations. The department or unit offering the coursework has been modified over the years. Alumni Relations has shared with the department this mixed database of graduates. The unit has spent more time tracking recent graduates and their career outcomes but the database has been helpful in understanding the potential of alumni contacts for alumni support and fundraising.

The Department of Communications maintains an Excel database with graduate information. Faculty are often our best source for news of our graduates. As we learn of their career progress, we enter the information into the department’s database. Beyond the database, we need more frequent engagement with these graduates.