



# Tele Radial Communication Department

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## **Self-Study Report** for Accreditation in Journalism and Mass Communications

Undergraduate site visit during 2021-22

*Interim Director*  
Prof. José Luis Soto Colón

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# Self-Study Report for Accreditation in Journalism and Mass Communications

Undergraduate site visit during 2021-2022

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

**Name of Institution:** University of Puerto Rico at Arecibo

**Name of Journalism/Mass Communications Unit:** Department of Tele Radial Communication

**Address:** P.O. Box 4010, Arecibo, Puerto Rico 00613-4010

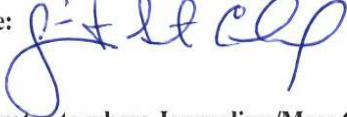
**Date of Scheduled Accrediting Visit:** October 30 to November 3, 2021

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:** Prof. José Luis Soto Colón


**Title:** Interim Director

**Signature:** 

**Administrator to whom Journalism/Mass Communications administrator reports:**

**Name:** Dr. Weyna Quinones

**Title:** Dean for Academic Affairs

**Signature:** 

## Part I: General Information

**Name of Institution:** University of Puerto Rico at Arecibo

**Name of Unit:** Department of Tele Radial Communication

**Year of Visit:** 2021

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

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

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

- Private
- Public
- Other (specify)

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

The University of Puerto Rico at Arecibo is part of the University of Puerto Rico's system, which is licensed by the Education Council of Puerto Rico and accredited by the MSCHE.

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

- Yes
- No

Self-Study Report for Accreditation in 2021-22

If yes, give the date of the last accrediting visit: **2013**

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

The unit was first accredited in 2013

**6. Provide the unit's mission statement. Statement should give date of adoption and/or last revision.**

The mission statement of the Department of Tele Radial Communication was revised in 2019. It states the following:

“Develop in students the capacity to understand fundamental concepts and basic principles that govern the communication industry and its professions. One of those basic principles is a firm compromise with freedom of speech, access to information and rejection to censorship”

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

Semesters of 15 weeks  
Quarters of N/A weeks  
Summer sessions of 4 weeks  
Intersessions of N/A weeks

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

x Bachelor's degree  
N/A Master's degree  
N/A Ph.D. degree

**9. List the specific undergraduate degrees as well as the majors or sequences being reviewed by ACEJMC.**

Bachelor's degree in Tele Radial Communication with six areas of emphasis: News, Strategic Communication, Photography, Multimedia, Digital Cinema, and Media Production and Direction.

**10. Credit hours required by the university for an undergraduate degree:**

123 credit hours (semester-hour credits).

**11. Give the number of credit hours' students may earn for internship experience.**

3 credit hours.

**12. List each professional Journalism or Mass Communications sequence or specialty offered and give the name of the person in charge.**

Name of Sequence or Specialty	Person in Charge
Tele Radial Communication Sequence	Prof. José Luis Soto Colón

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

3,117 students

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

<b>Name of Sequence or Specialty</b>	<b>Undergraduate majors in</b>
Tele Radial Communication Sequence	342
<b>Total</b>	342

**15. Number of students in each section of all skills courses (newswriting, reporting, editing, photography, advertising copy, broadcast news, public relations writing, etc.).**

<b>Enrollment for Spring 2020-21</b>			
<b>Course Code</b>	<b>Section</b>	<b>Course Name</b>	<b>Enrollment</b>
COMU3005	L25	COMMUNIC FUNDAMENT PRINCIP	30
COMU3005	M55	COMMUNIC FUNDAMENT PRINCIP	12
COMU3007	ME5	HIST DEVELOP RADIO TELEVIS	15
COMU3016	M10	PUBLIC RELATIONS PRINCIPLE	15
COMU3019	M45	LANGUAGE AND ANAL CINEMAT	13
COMU3021	J10	DIGITAL PHOTOGRAPHY I	10
COMU3021	J55	DIGITAL PHOTOGRAPHY I	14
COMU3021	W25	DIGITAL PHOTOGRAPHY I	8
COMU3021	WC0	DIGITAL PHOTOGRAPHY I	14
COMU3022	L25	DIGITAL PHOTOGRAPHY II	7
COMU3022	LC0	DIGITAL PHOTOGRAPHY II	6
COMU3043	MB5	TV PRINCIPLES	26
COMU3043	ME5	TV PRINCIPLES	15
COMU3046	JE5	TV PRINCIPLES LAB	8
COMU3046	ME5	TV PRINCIPLES LAB	15
COMU3046	W10	TV PRINCIPLES LAB	15
COMU3106	VD0	GRAPHIC DESIGN FOR COMU	15
COMU3115	H40	GOB REGUL RADIO	25

<b>Course Code</b>	<b>Section</b>	<b>Course Name</b>	<b>Enrollment</b>
COMU3115	M10	GOB REGUL RADIO	30
COMU3117	LB5	MULTIMEDIA PRODUCTION	14
COMU3117	MB5	MULTIMEDIA PRODUCTION	6
COMU3121	VC0	PHOTOGRAPHY FOR DIGITAL CINEMA	11
COMU3123	VE0	PHOTOGRAPHY FOR DIGITAL CINEMA	11
COMU3127	ME5	DESIGN/PROD MULTIMEDIA II	13
COMU3135	LE5	JOURNALISM GENRES - NEW PLATFORMS	11
COMU3201	M10	SCRIPT WRITING	16
COMU3201	VC0	SCRIPT WRITING	12
COMU3202	V00	SCRIPT WRITING LAB	15
COMU3202	WE5	SCRIPT WRITING LAB	15
COMU3211	LB0	BASIC SKILLS IN RADIO BROA	16
COMU3211	WB0	BASIC SKILLS IN RADIO BROA	12
COMU3212	L00	BAS SKILL IN RAD BROAD LAB	7
COMU3212	LD0	BAS SKILL IN RAD BROAD LAB	7
COMU3212	MB0	BAS SKILL IN RAD BROAD LAB	8
COMU3212	ME5	BAS SKILL IN RAD BROAD LAB	6
COMU4005	M55	TELEVISION ADVERTISING	6
COMU4007	M40	INTRODUCTION TO ADVERTISIN	14
COMU4025	WB5	PROD RADIO TELEV NEWS PROG	10
COMU4027	L25	AUDIO FOR MEDIA	16
COMU4027	M10	AUDIO FOR MEDIA	9
COMU4028	M70	PROD/DIRECT DOCUMENTARIES	10
COMU4031	LC0	DIGITAL FILM PRODUCTION WORKSHOP	11
COMU4035	ME5	RADIO TELEV PROGRAMMING	29
COMU4041	M25	ADVANCED TELEVISION AND RADIO PRODUCTION WORKSHOP	16
COMU4043	M35	LABORATORY OF ADVANCED TELEVISION AND RADIO PRODUCTION WORKSHOP	16
COMU4055	L25	BROADCAST JOURNALISM	15
COMU4065	M25	ADVERTISING AND PUBLIC	10

Course Code	Section	Course Name	Enrollment
COMU4075	M25	COMMUNICATION SEMINAR	15
COMU4133	LE5	LABORATORY OF DIGITAL FILMMAKING WORKSHOP	11
COMU4155	L70	ADV. EDIT. AND POST-PROD	11
COMU4155	ME5	ADV. EDIT. AND POST-PROD	12
COMU4335	SB2	PRACTICUM/SEMINAR	8
COMU4335	SB3	PRACTICUM/SEMINAR	8
COMU4335	SB4	PRACTICUM/SEMINAR	10
COMU4335	SB5	PRACTICUM/SEMINAR	10
COMU4335	SB6	PRACTICUM/SEMINAR	9
COMU4335	SB7	PRACTICUM/SEMINAR	9
COMU4335	SB8	PRACTICUM/SEMINAR	11
COMU4335	SB9	PRACTICUM/SEMINAR	9
PUCO4086	M10	ADVERTISING PHOTOGRAPHY	8

Enrollment for Fall 2021-22			
Course Code	Section	Course Name	Enrollment
COMU3005	L40	COMMUNIC FUNDAMENT PRINCIP	18
COMU3005	M10	COMMUNIC FUNDAMENT PRINCIP	19
COMU3007	LB0	HIST DEVELOP RADIO TELEVIS	25
COMU3007	M25	HIST DEVELOP RADIO TELEVIS	18
COMU3007	ME5	HIST DEVELOP RADIO TELEVIS	19
COMU3015	M10	INTERM PHOTOGRAPH I	14
COMU3016	M10	PUBLIC RELATIONS PRINCIPLE	12
COMU3017	L25	WRITING ADVERTISING TEXTS	10
COMU3019	M45	LANGUAGE AND ANAL CINEMAT	8
COMU3021	J10	DIGITAL PHOTOGRAPHY I	15
COMU3021	LC0	DIGITAL PHOTOGRAPHY I	16
COMU3021	W25	DIGITAL PHOTOGRAPHY I	14



<b>Course Code</b>	<b>Section</b>	<b>Course Name</b>	<b>Enrollment</b>
COMU3021	WC0	DIGITAL PHOTOGRAPHY I	12
COMU3043	M25	TV PRINCIPLES	13
COMU3043	MB5	TV PRINCIPLES	12
COMU3046	J25	TV PRINCIPLES LAB	16
COMU3046	ME5	TV PRINCIPLES LAB	12
COMU3105	M40	MEDIA MANAGEMENT	17
COMU3106	VD0	GRAPHIC DESIGN FOR COMU	15
COMU3115	H40	GOB REGUL RADIO	19
COMU3115	M10	GOB REGUL RADIO	17
COMU3127	MA0	DESIGN/PROD MULTIMEDIA II	8
COMU3127	ME5	DESIGN/PROD MULTIMEDIA II	7
COMU3201	J10	SCRIPT WRITING	14
COMU3201	M10	SCRIPT WRITING	15
COMU3202	J40	SCRIPT WRITING LAB	10
COMU3202	M40	SCRIPT WRITING LAB	9
COMU3202	W40	SCRIPT WRITING LAB	10
COMU3211	LB0	BASIC SKILLS IN RADIO BROA	18
COMU3211	WB0	BASIC SKILLS IN RADIO BROA	19
COMU3212	L00	BAS SKILL IN RAD BROAD LAB	9
COMU3212	LD0	BAS SKILL IN RAD BROAD LAB	9
COMU3212	MB0	BAS SKILL IN RAD BROAD LAB	10
COMU3212	ME5	BAS SKILL IN RAD BROAD LAB	11
COMU4006	M25	RADIO ADVERTISING	8
COMU4007	L10	INTRODUCTION TO ADVERTISIN	18
COMU4025	WB5	PROD RADIO TELEV NEWS PROG	7
COMU4027	L25	AUDIO FOR MEDIA	10
COMU4027	M10	AUDIO FOR MEDIA	9
COMU4028	ME5	PROD/DIRECT DOCUMENTARIES	17
COMU4035	M25	RADIO TELEV PROGRAMMING	23

Course Code	Section	Course Name	Enrollment
COMU4035	MB5	RADIO TELEV PROGRAMMING	26
COMU4055	H25	BROADCAST JOURNALISM	13
COMU4055	L25	BROADCAST JOURNALISM	8
COMU4065	M25	ADVERTISING AND PUBLIC	18
COMU4075	M40	COMMUNICATION SEMINAR	10
COMU4075	V00	COMMUNICATION SEMINAR	10
COMU4155	L70	ADV. EDIT. AND POST-PROD	12
COMU4155	MB5	ADV. EDIT. AND POST-PROD	15
COMU4155	ME5	ADV. EDIT. AND POST-PROD	13
COMU4335	SB1	PRACTICUM/SEMINAR	8
COMU4335	SB2	PRACTICUM/SEMINAR	4
COMU4335	SB3	PRACTICUM/SEMINAR	8
COMU4335	SB4	PRACTICUM/SEMINAR	10

**16. Total expenditures planned by the unit for the 2021–2022 academic year:**

Amount expected to be spent this year on full-time faculty salaries: \$664,578.00

Total expenditures for the 2021-2022 Academic year: \$1,010,626.00

Amount to be spent on full-time faculty salaries: \$664,578.00

Comparision buget by the unit 2019 - 2022		
2019-20	\$1,185,632.00	
2020-21	\$1,287,495.00	-0.98%
2021-22	\$1,010,626.00	-1.27%

**17. List name and rank of all full-time faculty in the accredited unit in fall 2021.**

Dr. Juan Luciano	Professor
Prof. Ingrid Garriga	Professor
Dr. Otilio González	Professor
Prof. Emmanuel Gutiérrez	Professor
Prof. José Fonseca	Professor

Prof. José Ortega	Associate Professor
Dr. Anilyn Diaz	Professor
Prof. Rosamary Berrios	Professor
Dr. Mildred Vélez	Professor
Prof. José Soto Colón	Instructor

**18. List names of part-time/adjunct faculty teaching at least one course in fall 2021.**

Dr. Sarah Platt  
 Prof. Nitza Luna  
 Prof. Carlos Figueroa  
 Prof. Marisel Surillo  
 Prof. Edgar Pérez  
 Prof. Nestor Reyes  
 Prof. José Blanco

\* All Professors offered courses in spring 2020-21.

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

Academic Year	Total Graduates	Number in Compliance	Percent
2020-21	91	91	100%
2019-2020	81	81	100%
2018-2019	96	96	100%
2017-2018	78	78	100%

\*72 or more semester hours outside of journalism and mass communications

**20. Schools on the quarter system:**

Academic Year	Total Graduates	Number in Compliance	Percent
2020-2021	N/A	N/A	N/A
2019-2020	N/A	N/A	N/A

## Part II: Supplementary Information

1. Complete and attach here in the main body of the self-study report the following tables:

Table 1, “Students”, “Seniors”, “Juniors”, “Sophomores”, “Freshman”

Table 2, “Full-Time Faculty”

Table 3, “Part-Time Faculty”

**Table 1, Students**

### Semester Fall 2021-22

Undergraduate Programs of Study	Number of Students				Total Students	Degrees Conferred 2020-21	
	Pre-Majors, if any*	Frsh.	Soph.	Jr.		Sr.	Bachelor's
1. Tele Radial Comm.		117	57	64	161	342	91
<b>Total students</b>		<b>117</b>	<b>57</b>	<b>64</b>	<b>161</b>	<b>342</b>	<b>91</b>

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

Students select their emphasis areas on their third year of study. At this moment 277 students have no emphasis area. The other students in their third, fourth and fifth year of study are divided in these areas of emphasis:

**Semester Fall 2021-22**

<b>Area of Emphasis</b>	<b>Number of Students</b>
Digital Cinema	10
Strategic Communications	11
Photography	3
Multimedia	6
News	13
Media Production and Direction	22
<b>Students with No Emphasis Selected Yet</b>	<b>277</b>

**Table 2, Full-Time Faculty**

**Semester Fall 2021-22**

	<b>Years Full-Time Professional Experience</b>	<b>Years Full-Time College Teaching</b>	<b>Years on this Faculty</b>	<b>Years at Present Rank</b>	<b>Highest Earned Degree</b>	<b>Tenured (y/n)</b>	<b>Credit Hours % of Time Taught per Semester</b>	<b>Tch.</b>	<b>Rsch.</b>	<b>Svc.</b>
<b>Unit Administrator</b>										
José Soto Colón	10	3	5	4	Ph.D. (candidate)	Y	12 - 6	10	10	80
<b>Professors</b>										
Ingrid Garriga	15	40	37	23	M.A.	Y	16	70	20	10
Otilio González	15	16	31	14	Ph.D.	Y	15	70	20	10
Emanuel Gutiérrez	8	24	24	7	M.M.TECH	Y	21	80	10	10
Rosamary Berríos	1	19	19	8	M.F.A.	Y	19	70	20	10
Anilyn Díaz	10	22	22	7.5	Ph.D.	Y	15	60	30	10
José Fonseca	15	26	24	8	Ph.D.	Y	18	60	30	10
Mildred Vélez	8	14	14	4	Ph.D.	Y	15	60	30	10
Juan Luciano	15	37	37	22	Ph.D.	Y	6-9	70	10	20
<b>Associate Professors</b>										
José Ortega	8	21	26	7	M.A.	Y	18	80	10	10

**Table 3, Part-Time Faculty**

**Semester Fall 2021-22**

Name and Rank	Years Full-Time Professional Experience	Years Teaching Experience	Highest Earned Degree	Now Working Full-Time as Professional (y/n)	Working Toward Degree (y/n)	Credit Hrs. Teaching this Semester	Teaching Responsibilities:			
							In charge of course	Lectures	Assists in lab	Assists teacher in charge
Nitza Luna <i>Instructor</i>	34	34	M.S.	N	N	3	x	x	N/A	N/A
Carlos Figueroa <i>Instructor</i>	13	13	M.A.	Y	N	3	x	x	N/A	N/A
Edgar Pérez <i>Instructor</i>	37	5	M.A.	N	N	6	x	x	N/A	N/A
Néstor Reyes <i>Instructor</i>	7	5	M.F.A.	N	N	6	x	x	N/A	N/A
Sarah Platt <i>Assitant Profesor</i>	13	13	Ph.D.	N	N	3	x	x	N/A	N/A
Marisel Surillo <i>Instructor</i>	5	1	M.A.	Y	N	3	x	x	N/A	N/A
José Blanco <i>Instructor</i>	10	1	M.A.	Y	N	3	x	x	N/A	N/A

**2. Describe the history of the unit in no more than 500 words.**

The Department of Tele Radial Communication was founded in the winter semester of the 1982-1983 academic year as an associate degree program under the guidance of Professor Miguel Rivera. Up until that time, communication programs were offered only in the San Juan metropolitan area. In the fall of the 1983-1984 academic year, Professors Ingrid Garriga and Juan Luciano were hired in order to expand the program and create a bachelor's degree. The program started to attract students from the north, central and western parts of Puerto Rico who were unable to move to the San Juan metropolitan area to study. From an initial amount of 20 students registered, the program grew to a rate of 60 students per academic year. Thus, efforts to propose a bachelor's degree were reinforced. Nonetheless, the uniqueness of the Tele Radial Communication program along with the major component in production, made the proposal a success.

The Bachelor of Arts in Tele Radial Communication started in 1987. The admission rate increased from 30 students in the associate degree to around 60 students in the bachelor's program. Professor Otilio Gonzalez was hired to teach the journalism courses. Laboratories in television, radio, and photography were remodeled. The new bachelor's program was a success and soon students who had moved to other institutions to continue studies after the associate degree, transferred back to the program.

As the different sequences of the bachelor's degree were put into effect, other professors were hired: José Fonseca and Anilyn Díaz for television production, Denise Coutin for journalism, José Ortega and Emanuel Gutiérrez for radio production, Rosamary Berríos for photography, and Mildred Velez for advertising and basic courses. Recently, Sarah Platt joined our faculty for the journalism emphasis area. Other professors are recruited as part-time faculty for specific courses, such as photography, graphic design, editing, cinema, television and radio production.

Various curricular revisions have been made to the program, including the most recent revision in 2013, which incorporates six areas of emphasis. This revision was carried out because the media industry in Puerto Rico has undergone constant changes and accordingly, we felt the need to be prepared for them. These areas include: News, Production and Direction, Strategic Communication, Digital Cinema, Photography, and Multimedia.

The uniqueness of the Tele Radial program is the fact that even when we are aware of the major changes facing the mass media industry, students learn the basics of the television and radio profession along with preparation in related disciplines and skills necessary for today's workplace environment. Thus, students have greater opportunities when they reach the job market.

The Department of Tele Radial Communication of the University of Puerto Rico at Arecibo has undergone 36 years of constant improvements, but its prestige as a major force in the training of media students outside the island's metropolitan area, has been a success. Today, the graduate employment rate is remarkable. The retention numbers are among the highest in the UPR system and most importantly, the prestige of our program is marked by Emmy awards, Emmy nominations and recognition from the Association of Puerto Rico Radio Broadcasters, the National Association of Hispanic Journalists, the Overseas Press Club and the Association of Advertising Agencies of Puerto Rico. The enrollment index has increased from 30 students in 1984 to 342 students in 2021, which represents a major milestone in the department's history.



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

The Department of Tele Radial Communication is a unit within the University of Puerto Rico at Arecibo that is comprised of thirteen academic departments. The University of Puerto Rico at Arecibo forms part of a system made up of eleven campuses along the island of Puerto Rico. An administrative organism known as the Government Board, which operates along with a President and a Central Administration component, governs the eleven units. The Central Administration determines budgetary considerations.

The unit develops its strategic plans aligned to the systemic strategic plan and the necessary proposals to reinforce the media laboratories and facilities of the Department. Constant evaluation of courses, professors and technicians is part of the Department's organizational culture. Efforts to provide students with experiences beyond the classroom are in place with student associations agendas. This is one of the reasons the Department has more student organizations than others on campus. These associations include the video and film group PAIECA (Producciones Asociadas Independientes de Estudiantes de Comunicación de Arecibo), the web blog Tinta Digital, the local student chapter of the National Association of Hispanic Journalists, the Public Relations Collective, the Ansel Adams Photography Association, the Film Association, and the unique student radio web station, UPRA WEB RADIO.

Evaluation of concerning the future of the Department are always part of faculty meetings. The Department understands that the nature of the mass media industry requires constant revision of techniques, skills and equipment. The Department has a Laboratory Committee that foresees changes and makes recommendations to deal with these issues.

(See Standard 1 for more information)

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

No recent changes have been reported.

**5. If the unit was previously accredited, summarize each deficiency noted in the most recent accreditation report that the site team said should be addressed (Part 3 of site team 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 the standard(s), the reasons cited, and how these problems have been addressed.**

During the previous visit, minor deficiencies were stated. Among them were the lack of computers in professors' offices. This problem was resolved following the 2013 visit and at present, all full-time faculty members have computers at their desk.

The visit also stated that the unit needed a graphic design course. As part of the unit's program revision, a graphic design class was created and is now part of the program. It belongs to the emphasis area of Multimedia, although some students take this course as an elective. It is also a popular course among non-communication students.

The need to digitalize the television facilities was another point that was noted during the previous visit. At present, Studio B has professional equipment. A studio for the student-operated UPRA WEB RADIO was also incorporated, and a radio edition room is now part of the radio facilities too.

The Multimedia Laboratory now has new computers and programs, along with new equipment. Initiatives to maintain the latest equipment and programs require proposals addressed to the University's Technological Fee Program. This technological fee is assigned by institutional priorities. The accreditation of the program was established as an institutional priority for the 2020-21 academic year.

The major change since the last accreditation visit is the Photography Laboratory. The Department now has a computer lab for the digital photography and graphic design courses. This studio represents a major change for the curriculum in Photography.

**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 self-study was conducted under leadership of the Accreditation Coordinator, they were appointed with a 3-credit hour compensation. This role was shared by Professors Mildred Vélez and Rosamary Berríos. The Director of the Department of Tele Radial Communication along with the Accreditation Coordinators assigned the self-study standards to full-time faculty members:

Standard 1	Dr. Anilyn Díaz
Standard 2	Dr. Otilio González
Standard 3	Prof. José Fonseca
Standard 4	Prof. Emanuel Gutiérrez
Standard 5	Dr. Sarah Platt
Standard 6	Dr. Mildred Vélez
Standard 7	Prof. José Ortega
Standard 8	Prof. Rosamary Berríos
Standard 9	Dr. Otilio González

For each standard, information was collected with the help of faculty members, student associations, laboratory technicians, and university staff. Other offices also assisted in the data collection process, such as: the Office of Planning and Institutional Studies (OPEI), the Admissions Office, the Registrar 's Office, and the Budget Office.

The Department of Tele Radial Communication holds a significantly prestigious position among other communication programs in Puerto Rico. Even when other programs in our system suffer from low admissions, our program has a high demand among first year students. Sixty-five students were accepted to the program from high-school and seventy-five entered the program as transfers, for a total of 140 students.

What best describes this self-study is the fact that there is a strong motivation among students, faculty members, and staff who our program and provide an educational force with high standards, quality, and communication values.

**7. Provide the web links to undergraduate catalogs and other publications that describe the mission and scope of the unit, its curriculum, administrative and graduation requirements.**

<http://upra.edu/academicos/catalogo/>

**8. Covid-19 Update**

The University of Puerto Rico implemented temporary measures to safeguard the continuity of the academic offerings during the COVID-19 Pandemic.

After the transition from face to face to technology assisted courses, that was implemented in March 2020, the Spring Semester of the academic year 2019-2020 ended as scheduled on May 21 without further interruptions. The Fall Semester of the academic year 2020-2021 initiated on August 11 and ended on December 16 as scheduled. The Spring Semester of the academic year 2020-2021 also initiated as scheduled on January 19, 2021 and ended on May 19, 2021. The Fall semester 2021-2022 initiated on August 16, 2021 in face-to-face modality.

In order to cope with the transition during the Pandemic, the UPR Arecibo Distance Education Program (DEP) offered the certification *Technology Assisted Courses Design* to the faculty on March 2020 and May 2020. The twenty hours' certification included four workshops: (1) Basic Moodle; (2) Intermediate Moodle; (3) Advanced Moodle; and (4) Intensive Moodle. Each faculty member was responsible for attending the workshops and preparing a course to be evaluated by the DEP and the Curriculum Committee of the Academic Departments. The certification was successfully offered from May 25-29, 2020. A total of 10 professors of the Tele-Radial Communication completed the certification. The Center for Information Technology (CIT) coordinated the activities related to the administration of the Moodle Platform. The CIT provided continuous assistance to professors and students.

The DET has been continuously posting updated videos and tutorials to support faculty and students. Software and simulators were acquired and are available for laboratory courses experiences. Online tutoring services for students are in place. A technology equipment loan

program coordinated by the Library is in place for faculty and students. Most student services are offered online or by phone, but a protocol is in place for assisting students in the campus if required. The institution is continuously taking actions to support faculty, students and non-teaching staff in order to successfully continue the face to face operation.

### **Technological resources acquired with Cares Act**

The University of Puerto Rico at Arecibo assigned an incentive of \$ 1,161.50 to students for scholarship funds under the CARES Act. A total of \$ 3,650,55.68 has been disbursed according to the total enrollment and entitled students.

Under the second part of the Cares Act, laptops were acquired to provide for those faculty members who need them to carry out their educational activities. In addition, nearly to \$55,000 were assigned for purchasing laboratory software's and equipment.

## Part II, Standard 1: Mission, Governance and Administration

### Executive Summary

The University of Puerto Rico at Arecibo (UPRA) is one of 11 units that form the University of Puerto Rico (UPR) public education system, which is the nation's main teaching and research center. Specifically, UPRA is a liberal arts campus with one sole faculty of studies comprised by a variety of undergraduate academic programs. The Department of Tele Radial Communication is one of the academic departments at UPRA. It has a Director who reports directly to the Dean of Academic Affairs.

Every five years, UPRA develops an Institutional Strategic Plan. Strategic planning at UPRA is a dynamic process and involves the collaboration of its constituents. All the goals drafted in the 2015-2020 Institutional Strategic Plan *Faro 2025*, provide the basis for all academic and administrative endeavors. The process to operationalize the strategic plan occurs every academic year, and it begins by identifying the academic and administrative priorities (Administrative Board Certification No. 2005-2006-14) that will be aligned with institutional resources. The plan is aligned with the Institutional Mission as a reference for academic and administrative excellence, while promoting improved service and supporting both UPR and academic department accreditations. The *Institutional Strategic Plan: Faro 2025* also emphasizes particular goals of each sector at UPRA, including the Department of Tele Radial Communication and all of its administrative and service structures. This plan takes the unit's Mission and Vision, which are bases and guides for our overall operation, to achieve departmental goals.

The Department of Tele Radial Communication has a work committee structure that encompasses several areas, and a faculty who actively participate and organize the governance of due committees. Since the last ACEJMC accreditation visit, both the unit's administrative structure and committees regulating administrative, faculty, and combined work, have remained the same.

**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 main authority at UPR is President, Dr. Mayra Olavarria, appointed in 2021 by the UPR Government Board. The UPR system has a total of 11 campuses, each led by a Chancellor. Specifically, UPRA, is regulated by a Chancellor and an organization comprised of three deanships: Academic Affairs, Student Affairs, and Administrative Affairs.

UPR governance is participative and occurs on different levels of involvement through different sectors and organizational bodies, as observed in the previously mentioned organigram. Inclusive consultations are carried out by the university's community to recommend candidates to positions through the Academic Senate of each campus, including Arecibo.

The unit's governance is led by a Director, who is followed by faculty organized by ranks, for Radio/TV/Photography Laboratory Technicians, and an Administrative Assistant. The unit's Director responds to the Dean for Academic Affairs, who meets all directors on a monthly basis, to inform the status of administrative and departmental processes, as well as other reasons such as:

achievements, opportunities, new policies to be followed, and academic and administrative requirements to be completed before due dates.

The Department's Director employs different channels to communicate his/her messages, either formally through letters directed to employee mailboxes, mailing lists to the institutional email, and in some cases, more informally, through text messages, in order to facilitate communication.

An updated list of the members and the tasks of the executive team at UPRA, as well as the Unit Director will be available in the reading room.

### *EXECUTIVE LEADERSHIP TEAM*

*Chancellor: Dr. Carlos A. Andújar-Rojas*

According to Article 19 included in the UPR Regulatory Handbook, Chancellors will be nominated by the President and the Government Council, following the consulting process established in Article 40 of this Policy. Besides the duties and attributions that may arise from due Policy, Chancellors have the obligation of guiding and supervising university staff, as well as teaching, technical, research and administrative functions; assign budgets according to departmental, faculty and other recommendations; represent his/her unit in official acts, ceremonies and academic functions; preside over the Academic Senate, the Administrative Council and faculty meetings; name and contract staff and other employees stated in Article 7 of the University Law; submit a yearly report of unit activities to the President and the Government Council; and meet with the President at least once a month to discuss UPR system affairs.

*Dean for Academic Affairs: Dr. Weyna Quiñones-Castillo*

The Dean for Academic Affairs supervises academic department directors and affairs related to faculty, contracts, and academic curriculum. He/she is appointed by the Chancellor and reports to the Chancellor's Office. This person assists weekly meeting and works with other deans; supervises budget assignment for research, facilitates departmental accreditations processes, and coordinates admissions and newly admitted student registers.

*Interim Dean for Student Affairs: Dr. José Colón-Rodríguez*

The Dean for Student Affairs supervises operations carried out by staff in charge of monitoring student services, both on an individual level as well as that of artistic, athletic and professional groups. The Deanship also supervises the registry office, admissions and student financial aid. And in many cases, as happens with UPRA, campus promotion and academic programs are also monitored and supervised by this Deanship.

*Dean for Administrative Affairs: Dr. Inocencio Rodríguez-González*

This Dean acts as a general campus manager of administrative affairs. Departments and staff service offices, such as Human Resources, Finance, Accounting, Information Technology, Security, Infrastructure, Maintenance, among others, are supervised by this Deanship. This person also coordinates strategic developmental plans related to campus structure and

infrastructure, coordinates auctions for remodeling and the purchase of equipment. This Dean is in charge of the engineering and basic resource savings, such as running water and electricity, the protection of physical resources in case of emergency, or other situations that may affect general health and wellbeing on campus.

*Interim Director Department: Prof. José Soto-Colón*

The Director reports to both the Dean for Academic Affairs and the Chancellor. In the case of the Department of Tele Radial Communication, the Director supervises nine full-time tenured faculty members, one non-tenured full-time faculty member, seven part-time faculty members, one part-time administrative assistant, and four lab technicians (one of which is also a part-time faculty member). The Director requests a budget and manages resources assigned to the unit. In addition, he/she meets with the Dean and the Chancellor, as well as other potential companies who may sell or rent technical equipment for content production according to areas of emphasis; and analyses opportunities for external funding. The Director also programs courses, the calendar of welcoming activities for new admissions students to the unit and recruiting events in coordination with the Deanship for Student Affairs. He/she also teaches two courses; recruits new staff and coordinates special changes to student admissions and courses; delegates academic counseling duties, graduation record revisions, coordinates intramural student practices, and participates in assessment meetings related to academic programs.

**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 new strategic plan of the Department of Tele Radial Communication was approved in 2019 and extends until 2024. (See attachment at the end of Standard 1).

The Plan is aligned with the unit's Mission and Vision and supports the strengthening of future communications professionals. The three core ideas emphasized are: academic research and creation, community service, and dissemination of knowledge in the diverse fields of mass communication. According to changes in mass media industries, media convergence in the digital era and over 30 years of uninterrupted service on behalf of our unit, the present panorama makes it necessary to examine these goals attentively in order to maintain clear objectives and general operational goals, while also promoting creativity and innovative and competitive forms of teaching for future content production for mass media and related industries.

The goals and departmental objectives reflect a balance between general outcomes and specific duties, which are included as follows:

- Offer innovated and up to date academic programs in the field of Communication that are aligned with market employment demands that satisfy the needs of the Puerto Rican community.
- Evaluate available alternatives in order to begin a graduate course offer in Communication through agreements with higher education centers.

- Guarantee a vigorous curricular offer comprised of diverse and innovative courses that combine the general education component with professional formation courses offered at the unit.
- Promote the discussion of ethical topics and issues, and those related to social responsibility, in courses, co-curricular and extra-curricular events supported by the unit.
- Strengthen the relation between the University, mass media and media professionals through collaboration agreements that include the offering of continuous educational workshops, practicum and internship coordination, and the development of informative campaigns and other events.
- Promote and support faculty and student participation in academic research and creation activities related to the diverse fields within Communication.
- Promote research integration as part of Communication courses.
- Strengthen student and faculty participation in community service events, such as audiovisual production counseling, and community guidance about the role of mass media and the importance of safeguarding freedom of speech.
- Support faculty when publishing books, articles in peer reviewed journals and other publications; in congress, conference and seminar presentations; in the exhibition of due work and productions, and other dissemination initiatives.
- Recruit and retain students from Puerto Rico and abroad who hold competitive academic indexes and are interested in the study of Communication.
- Coordinate diverse activities directed at increasing retention indexes of students enrolled in Communication.
- Recruit and attract faculty members with terminal degrees, who reflect a vocation for teaching, proved research and creation skills, and a genuine compromise with the university and community services.

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

The University of Puerto Rico at Arecibo and the Department of Tele Radial Communication are both regulated by the UPR General Policy amended in 2015. Due Policy clearly establishes recruiting and contracting policies, designations, employee duties, as well as the expected level of transparency and consulting in all administrative processes.

The General UPR Regulatory Handbook also establishes what the composition for each governing body should be, including the Academic Senate and Administrative Council of each campus. The work policies of the Departmental Staff Committees, which are extremely important when recruiting, evaluating and recommending faculty for tenure tracks and promotions, are also contained in this document. The Policy includes a section where academic concepts are defined, and academic freedom is explained in depth. The document may be accessed here:



<https://www.upr.edu/cayey/wp-content/uploads/sites/10/2016/08/REGLAMENTO-GENERAL.pdf>.

Parallel to the General UPR Policy is the General UPR Student Policy available at: <http://www.upr.edu/mdocs-posts/reglamento-general-de-estudiantes/> as well as each individual campus version. Student participation in administrative and academic governance bodies is a priority for our unit and is safeguarded in these policies. All official policies have been revised, discussed and approved by each one of the governing bodies, which include the General Student Council, Academic Senate, and the Administrative Board of each UPR campus.

Information and clear guides related to faculty obligations and responsibilities in the Personnel and Student Policies have been attended in UPRA by two important governing bodies and a center for the development of faculty: The Academic Senate, the Committee for Faculty Staff (CPF) and the Center for Faculty Development. Specifically, the CPF has created manuals and other documents that include procedures for tenure-track assignments, licenses, promotions, special financial aid, and other services, including Senate certifications, accessible here: <http://upra.edu/academicos/facultad/>.

Non-teaching staff with work permanence are grouped and protected under the collective agreement, *Hermandad de Empleados Exentos No Docentes* (HEEND). Other campus employees, such as maintenance workers, are grouped into particular organizations, such as the Workers Syndicate. In UPRA, the two faculty associations are: Puerto Rican Association of University Professors- Arecibo Chapter and Learning Personnel Association of Arecibo.

Students, on the other hand, are represented by the General Student Council of UPRA and are also represented in the National Student Council of the UPR system, and in each one of the academic departments, including our unit. During the accreditation and reaccreditation processes of the academic programs, as well as during departmental meetings, due representatives are invited; students participate in recruiting activities and in the planning of events in the university and the community.

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

The faculty of our unit met ten times during the previous academic year 2020-2021 in departmental meetings held the following days:

- August 6, 2020
- August 27, 2020
- September 3, 2020
- November 12, 2020
- January 14, 2021
- January 29, 2021
- March 2, 2021

- April 8, 2021
- April 16, 2021

The Departmental Personnel Committee met five times during the previous academic year 2020-2021:

- January 28, 2020
- August 11, 2020
- December 1, 2020
- February 26, 2021
- August 10, 2021

**5. List faculty committees and chairs. List any ad hoc committees in operation at the time of the self-study.**

At the time of the self-study, the list of academic and administrative work committees in which faculty of the Department participate in, is ample.

Some of the most active departmental committees are:

- **Departmental Personnel Committee:**

Prof. Rosamary Berríos, President  
 Prof. José Soto, Interim director  
 Dr. Anilyn Díaz  
 Prof. Emanuel Gutiérrez  
 Dr. Otilio González

- **Planning and Budget Committee:**

Prof. José Ortega, President  
 Dr. Juan Luciano  
 Prof. Rosamary Berríos  
 Dr. José Fonseca  
 Prof. Emanuel Gutiérrez

- **Assessment Committee:**

Dr. Otilio González, Coordinator  
 Dr. Mildred Vélez  
 Dr. Anilyn Díaz  
 Dr. José Fonseca  
 Prof. Emanuel Gutiérrez  
 Prof. Rosamary Berrios  
 Dr. Juan Luciano  
 Prof. Ingrid Garriga

Prof. José Ortega  
Prof. José Soto, Interim Director

- **Curriculum Committee:**

Prof. Emanuel Gutiérrez, President  
Dr. Juan Luciano  
Dr. Mildred Vélez  
Dr. Otilio González  
Dr. Anilyn Díaz  
Dr. José Fonseca  
Prof. Rosamary Berrios  
Prof. Ingrid Garriga  
Prof. José Ortega  
Prof. José Soto, Interim Director

Besides work committees, many faculty members serve as mentors for student associations, divided among areas of emphasis and the different academic offerings of the Department (see standard 6 for more details).

## **6. Describe the faculty's contributions to the administration and governance of the university.**

Given the practical nature of the majority of courses offered as part of the unit's curriculum, faculty dedicate daily hours to working directly and indirectly for the University. During the period evaluated in this self-study, faculty members with full and part-time work loads presided or took upon important administrative roles on campus, among the following:

- Chancellor – Dr. Otilio González, 2014-2017
- Liaison with press and community - Dr. Anilyn Díaz, 2014-2017 / Prof. José Soto, 2017-2020
- Assistant to the President – Dr. Otilio González, 2013-2014
- Special Assistant to the Chancellor – Prof. José Soto, 2018 to present

Moreover, our faculty participate and continue occupying positions as committee chairs, subcommittee roles within the Academic Senate, in committees appointed by deans, in pilot committees regarding UPRA accreditations, or in other major committees regarding interdepartmental events on campus, such as international congresses. Likewise, faculty serve in committees through electoral procedures or special nominations in diverse administrative or curricular committees on campus or at the Presidential level, such as editorial councils of journals and consulting committees for the selection of chancellors, among others. For example:

- Senate – Dr. Anilyn Díaz, 2018 to present
- Faculty staff committee – Dr. Midred Vélez, 2018- 2019

- Member of Research and Creation Committee – Prof. Rosamary Berrios, 2016-2018 / Dr. Juan Luciano, 2018 to present
- Member committee accrediting Middle State – Prof. Rosamary Berrios, 2016-2017
- Coalition LGBTTQ+ – Prof. José Fonseca, 2018 to present
- Members of the Spanish Congress committee – Dr. Anilyn Díaz, Dr. Juan Luciano, 2019-2020
- Member Institutional Planning committee – Prof. José Ortega, 2014 to present

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

Article 25 of the UPR General Policy and each one of its sections establishes the organization, functions and attributions of each academic department. The Policy clearly states that each department will have a Director. In UPRA the Director is appointed by the Chancellor" (Section 25.3.1) in accordance the faculty and complying with the general dispositions regarding consultations, established in Article 40 of the Policy. In the Department of Tele Radial Communication, chancellors have always consulted the departmental faculty with regards to their interests, recommendations or appointments to the position of Director, as discussed in departmental meetings. The Chancellor evaluates these recommendations or self-nominations and makes a decision which is then made public to all the university community.

In case of absence or need to travel outside the country, the director appoints a faculty member of the unit as interim director. UPRA does not limit the number of years when renovating the director's position.

The evaluation procedure of the department director is stipulated in the Guide for the Evaluation of Administrative Officials of the UPRA (Cert. 2010-2011-21 AS amended) which guides the process including the respective evaluation rubrics. Section 6 of the certification establishes a formative evaluation process for Directors upon two years of performance in the position, along with a summative evaluation at the end of four years.

Also, an administrative evaluation of faculty members in management positions is conducted annually by the Dean for Academic Affairs (Cert. 2011-2012-6). The certification also includes the evaluation rubric required. This evaluation is part of the faculty evaluation system, which requires administrative, student, and peer assessments.

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

As is expected in any organizational relation, the Department of Tele Radial Communication seeks to channel complaints and reclaims of faculty and non-faculty members, as well as students, alumni and the community, in the most immediate manner. Complaint processes follow a protocol that varies according to the university community component and is made available through printed announcement or via Cartero El Lobo, the main email system at UPRA. In spite of the differences each situation may present, in all cases it is recommended to follow hierarchical channels in order to canalize complaints, concerns or doubts.

For example, in the case of teaching and non-teaching staff, if the issue concerns one or more-unit employees, the recommended procedure is to put the complaint in writing or voice the concern

directly through a meeting with the Department Director. If this step is ineffective or if the Director establishes the need to do so, the case will be referred to the corresponding dean, depending on the situation. In other cases, the Office of Human Resources or the Chancellor's Office will deal with the case.

The university administration has developed protocols that describe the due process that students must carry out to attend to their situations and are available to the public online at: [http://cartero.upra.edu/images/pdf/comu\\_univ\\_arecibo\\_protocolo\\_situación\\_en\\_cursos\\_prim\\_se\\_m2122\\_c11\\_agosto2021.pdf](http://cartero.upra.edu/images/pdf/comu_univ_arecibo_protocolo_situación_en_cursos_prim_se_m2122_c11_agosto2021.pdf). The expiration protocols are grouped by topic and include the following:

- **Admissions and Recruitment**
  - UPR Policies and Admissions Norms for Undergraduate Students
  - Access, Retention and Graduation Indexes
  - General Policy of the University of Puerto Rico; June 29, 2015, amended until September 15, 2014.
  - UPRA Student Policy
  - Code of Student Conduct
  - Academic Relations between Faculty and Students
  
- **Athletes**
  - *Justas*
  - Equity in Athletics Disclosure Act
  
- **Confidentiality**
  - FERPA Law – Family Educational Rights and Privacy Act
  
- **Persons with Disabilities**
  - Reasonable Modification and Academic Services for Students with Disabilities
  - Letter of Rights for Persons with Disabilities (Law Num. 238)
  - Right to Education for Persons with Disabilities (Law 51)
  - Guarantee Access to Information to Persons with Disabilities (Law Num. 229)
  - Institutional Policy of Affirmative Action regarding No Discrimination to Persons with Disabilities
  - Student Attorney Office
  
- **Other issues**
  - Policy and Academic Eligibility for receiving financial aid (Academic Satisfactory Progress)
  - Letter of Consideration and Rights of Pregnant Students
  - Leaves of Absence

In the same way as a complaint, concern or doubt of teaching and non-teaching staff, students' feedback is canalized according to hierarchy. For example, if a student has a problem with a peer, the Deanship of Student Affairs deals with the situation and refers the case to the Department of Counseling or to the corresponding unit. If a student has a complaint about a teaching or non-teaching employee, he or she may contact the Director of the department of his or her program, or the Student Attorney Office.

In every case, the Director communicates directly and privately with the person involved and if necessary, discusses the complaints, doubts or recommendations with faculty during departmental meetings (ordinary or extraordinary) or in case of urgency, to the corresponding deans or administrators.

The Office of Planning and Institutional Studies created an online and confidential tool available on UPRA's webpage (<http://upra.edu>) called *Exprésate* (<http://upra.edu/estudiantiles/expresate/>). Here, all sectors of the university community are able to express their complaints and concerns and UPRA is able to channel them while also collecting recommendations regarding processes to be improved on campus. Data collected is confidential, however the Office of Planning stores evidence under strict security measures regulated by internal protocol.

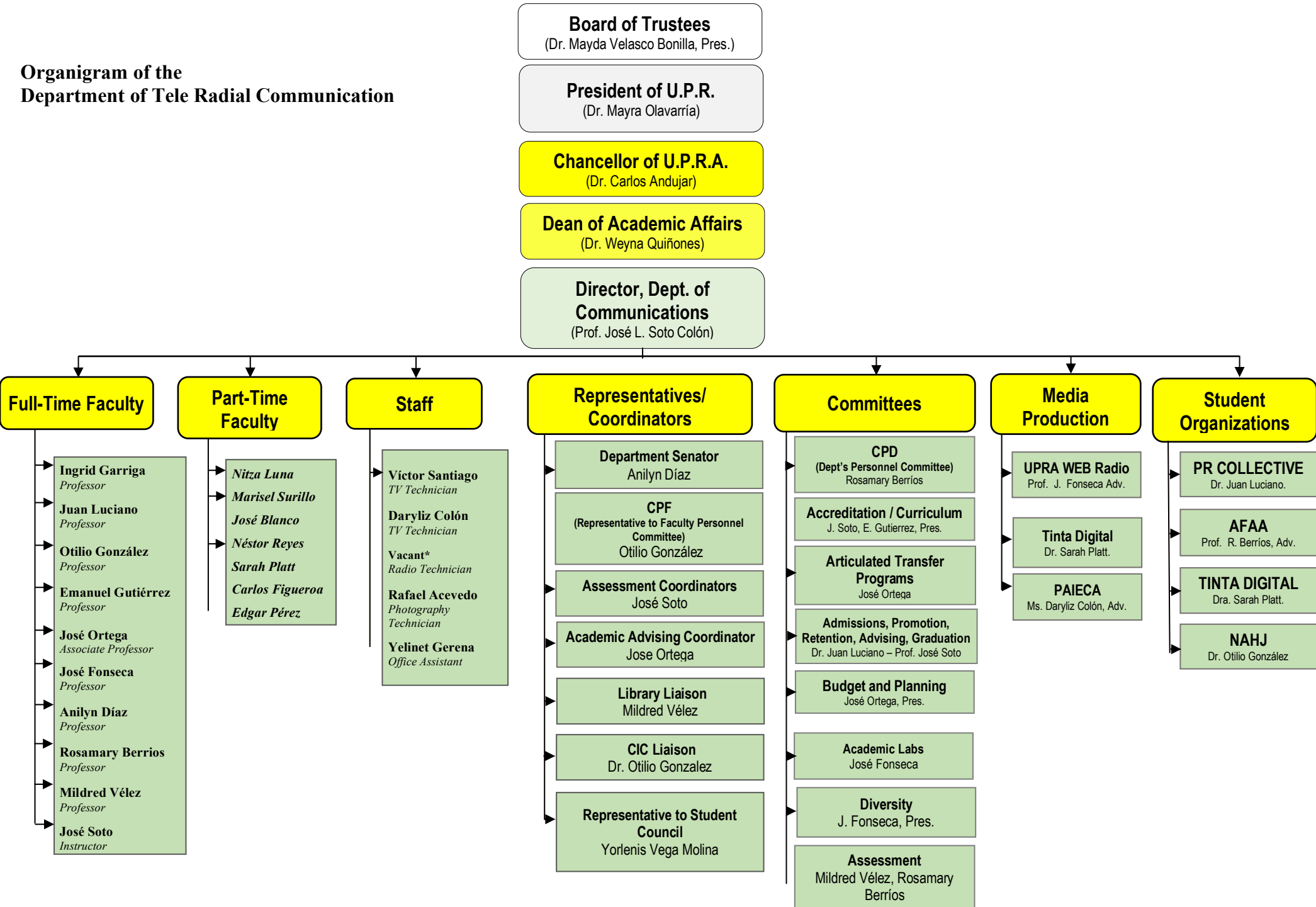
In cases of formal complaints or worries regarding harassment or discrimination, protocol and action policies for all members of the university community is announced at the beginning of every semester via institutional mailing lists sent by the President's Office (Cartero UPR) or the Chancellor's Office at UPRA (Cartero El Lobo). Both UPR and UPRA as all higher education institutions, are, according to the Higher Education Opportunity Act (HEOA) of the federal government, obliged to disseminate all information to aid current and potential students and the community, as well as orientation regarding harassment and discrimination and other topics. These protocols and policies are available online on UPRA's *Student Right to Know Act* webpage: <http://upra.edu/srtk/>

**ATTACHMENTS**

**ORGANIGRAM OF THE DEPARTMENT OF  
TELE RADIAL COMMUNICATION**

**STRATEGIC PLAN**

# Organigram of the Department of Tele Radial Communication





**University of Puerto Rico in Arecibo**  
**Department of Tele Radial Communication**  
**Strategic Plan 2019-2024**

Goal	Objectives	Activities	Timeframe	People in charge
<b>1. Offer academic programs that promote the integral development of its students through a combination of general education courses and Communication courses, both in the form of theoretical and skills courses, with vibrant laboratory and field experiences.</b>	<b>1.1</b> Evaluate the program to ensure that it addresses the skills, competencies, values and attitudes identified in the Policy of General education of our institution, as well as the learning outcomes indicators of ACEJMC.	<b>1.1.a.</b> Participate in the evaluation of UPRA’s general education component	To be determined by the Academic Senate	Curriculum Committee; Assessment Committee
	<b>1.2</b> Evaluate the existing program with its six areas of emphasis, as part of the ongoing process of curriculum review, to ensure that it responds to the needs of the Puerto Rican community in a world evermore interconnected, and considers the needs of the communication media and the allied and professional related industries.	<b>1.1.b.</b> Evaluate the sequence of Mass Communication core courses	2020-2021: Evaluation 2021-2022: Seek approvals of the Academic Senate, Adm. Board 2023: Begin implementation	Department Director and Curriculum committee
	<b>1.3</b> Maintain the accreditation of the Department by the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC).	<b>1.2.a.</b> Evaluate the recruitment, retention and completion rates for each of the areas of emphasis	2020-2021: Evaluation 2021-2022: Seek approvals of the Academic Senate, Adm. Board 2023: Begin implementation	Director; Curriculum committee; faculty of each area of emphasis
	<b>1.4</b> Assess the advantages of offering a	<b>1.2.b.</b> Evaluate the skills required for each of the areas	2020-2021: Evaluation 2021-2022: Seek approvals of the Academic Senate, Adm. Board 2023: Begin implementation	Curriculum committee; faculty of each area of emphasis
	<b>1.3.a.</b> Complete process of assessment and self-study	<b>1.3.a.</b> Complete process of assessment and self-study	2019-20: Self-study; visit 2020-21: Follow up 2021-24: Reports; statistics	Accreditation coordinator; accreditation committee
	<b>1.3.b.</b> Complete the process of the visit and the reaccreditation process	<b>1.3.b.</b> Complete the process of the visit and the reaccreditation process		
	<b>1.3.c.</b> Comply with all requirements by ACEJMC	<b>1.3.c.</b> Comply with all requirements by ACEJMC		
	<b>1.4.a.</b> Revise the existing proposal	<b>1.4.a.</b> Revise the existing proposal	2020: Revision of proposal and writing of syllabi	Special committee



**University of Puerto Rico in Arecibo**  
**Department of Tele Radial Communication**  
**Strategic Plan 2019-2024**

Goal	Objectives	Activities	Timeframe	People in charge
	graduate program in media content online	<b>1.4.b.</b> Write the corresponding syllabi <b>1.4.c.</b> Submit to the Academic Senate for Evaluation	2021: Submit to Academic Senate	
<b>2. Stimulate in the student the capacity for life-long learning, the responsibility for his/her own growth, and awareness of his/her potential as a contributing member to the development of our country and of the international community.</b>	<b>2.1</b> Offer updated theoretical and skills courses.	<b>2.1.a.</b> Continue the revision and updating of all Mass Comm courses and the required GenEd courses	2020-2021: Evaluation 2021-2022: Seek approvals of the Academic Senate, Adm. Board 2023: Begin implementation	Department Director and Curriculum committee
	<b>2.2</b> Revise and implement the plan of assessment to incorporate the new areas of emphasis and strengthen the process of learning assessment in communication to emphasize the analysis of results and the implementation of corrective measures.	<b>2.2.a.</b> Adopt all measures needed to successfully implement the revised assessment plan	2019-24 As determined by Assessment Plan	Assessment Committee
	<b>2.3</b> Enhance the opportunities for students to apply the knowledge acquired in internships and in controlled environments of supervised practice to facilitate their transition into the workforce, graduate programs or entrepreneurship in Communications.	<b>2.3.a.</b> Continue the promotion and offering of Internship opportunities for students	2019-24	Faculty
		<b>2.3.b.</b> Promote the development of intensive workshops and special projects in entrepreneurship in Media	2019-20: Evaluate options 2020-21: Implement new strategies	Special Committee
	<b>2.4</b> Support student organizations at the Department.	<b>2.4.a.</b> Promote student participation in the Department's organizations	2019-24	Director; student organizations; faculty
		<b>2.4.b.</b> Develop strategies aimed at a more cohesive structure for support of student organizations	2019-24	Director; student organizations; faculty

**University of Puerto Rico in Arecibo**  
**Department of Tele Radial Communication**  
**Strategic Plan 2019-2024**

Goal	Objectives	Activities	Timeframe	People in charge
	2.5 Identify potential courses to be offered in alternative modes of teaching-learning, including distance learning and communities of learning	2.5.a. Identify at least 2 core courses and 2 electives in Mass Comm to be created as hybrid or online courses (this would be in addition to the existing traditional course)	2019-20: Course ID 2020-21: Course preparation and approvals 2021-22: Initial offer	Faculty
		2.5.b. Evaluate the curricula to identify communities of learning with language courses in the first year of studies.		
3. Recruit, retain, and graduate outstanding students.	3.1 Update and implement promotion and recruitment strategies for the Department.	3.1.a. Update the Department's website	2019-24	Director
		3.1.b. Increment visits to potential students in specialized high schools across the Island		
	3.2 Adopt strategies to improve the Department's retention and graduation rates.	3.2.a. Continue the implementation of the freshmen orientation cycles	2019-24	Director
	3.3 Strengthen services of academic counseling for our active students.	3.3.a. Publish and distribute the revised guidelines	2019-20	Academic counselors
		3.3.b. Evaluate the effectiveness of the counseling process		
	3.4 Continue implementing our Plan of Diversity.	3.4.a. Invite and present at least two guest speakers every year at UPRA focusing on topics of inclusion and diversity	2019-24	Diversity committee
		3.4.b. Continue sponsoring special programming at UPRA Web Radio		

**University of Puerto Rico in Arecibo**  
**Department of Tele Radial Communication**  
**Strategic Plan 2019-2024**

Goal	Objectives	Activities	Timeframe	People in charge
	3.5 Adopt mechanisms to maintain constant communication with Alumni of the department's program.	3.5.a. Redefine the Department's social media strategies	2019-24	Director; Office assistant
		3.5.b. Promote participation in Alumni institutional studies		
4. Promote and/or facilitate research, the development of productions and other creative and dissemination initiatives, and community services among faculty and students.	4.1 Increase the participation of the faculty in research and creative activities, as well as adequate dissemination of the initiative results.	4.1.a. Evaluate and implement mechanisms aimed at promoting participation of faculty in externally funded research and creation/dissemination activities.	2019-20	Director; faculty
	4.2 Establish courses, workshops, and activities to foster academic research in students.	4.2.a. Revise the research requirements across the curriculum to ensure that a balance in strategies takes place in the program, regardless of areas of emphasis	2020-2021: Evaluation 2021-2022: Begin implementation	Department Director and Curriculum committee
	4.3 Support the dissemination of students' productions at a national and international level.	4.3.a. Adopt mechanisms to support an increased participation of students' productions and works	2019-24	Director; Faculty
	4.4 Motivate the teaching and non teaching personnel to develop and participate in activities for the external community.	4.4.a. Continue supporting faculty and staff involvement in community-based activities	2019-24	Director

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Goal	Objectives	Activities	Timeframe	People in charge
		4.4.b. Adopt courses where community-based projects will take place (one should be a core course and the other an emphasis course)		
	4.5 Promote searching for funds and external resources.	4.5.a. Support faculty who is writing proposals for seed money or external funds	2019-24	Director; Liaison with CIC
5. Recruit and retain the most outstanding human resources available for teaching and direct students' services.	5.1 Update the Department's human resource plan that includes recruitment, tenure, promotions, and professional advancement of faculty and non-teaching personnel.	5.1.a. Evaluate the attrition effects of the current measures adopted by UPR in our Department.	2019-24	Personnel Committee
		5.1.b. Identify trends in media, in student interests and retirement plans of faculty, to update the Department's Recruitment Plan. Efforts must be made to ensure a continued diversity in recruitment of faculty and non-faculty staff.		

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Goal	Objectives	Activities	Timeframe	People in charge
	5.2 Support the teaching personnel interested in completing their doctoral or terminal degrees.	5.2.a. Promote that faculty without terminal degrees complete their academic degrees.	2019-24	Personnel Committee
	5.3. Promote the participation of professors and students in professional communication organizations and the teaching of communication.	5.3.a. Strongly promote participation in professional organizations in Mass Communications professions and teaching of Mass Media.	2019-24	Director; Personnel Committee
<b>6. Ensure that the physical resources of the department comply with the criteria of adequacy and sufficiency to offer the courses of the department and the students' curricular activities.</b>	6.1 Maintain and update the Department's laboratories, classrooms and offices.	6.1.a. Update the Department's facilities plan and implement the mechanisms identified.	2019-20: Revision 2020-24 Implementation	Director; Planning and budget committee
	6.2 Continue with the update of technologies in the laboratories.	6.2.a. Adopt mechanisms for the periodic update of equipment in the laboratories	2019-20: Revision 2020-24 Implementation	Director; Planning and budget committee
	6.3 Obtained the necessary equipment and programs to offer practical courses of Communication Tele Radial.	6.3.a. Television / film studio A: equipment will be updated in two stages. <i>Stage 1:</i> Control room and edition suites. <i>Stage 2:</i> Studio equipment.	2020-21	Director; TV Technicians and faculty
		6.3.b. Television/ film studio B: <i>Stage 1:</i> Acquisition of Cyclorama. <i>Stage 2:</i> Acquisition of new sets of lights and exterior cameras.	2022-23	
		6.3.c. Radio studios: <i>Stage 1:</i> Update equipment for UPRA	2020-22	Director; Radio technicians and faculty

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Goal	Objectives	Activities	Timeframe	People in charge
		Web Radio. <i>Stage 2:</i> Update equipment for sound studios. <i>Stage 3:</i> Reinforcement of computers and programs.		
		<b>6.3.d.</b> Multimedia/ news studios: acquire new computers and, reinforcement of computers and update programs.	2020-21	Director; Multimedia and news faculty
		<b>6.3.e.</b> Photography studios: Acquisition of professional lighting equipment. Acquire new computers and Reinforcement of computers and update programs.	2020-21	Director; Photography technician and Faculty
	<b>6.4</b> Keep updated the Communications collection at the Library.	<b>6.4.a.</b> Continue the update of the physical collection in the library	2019-24	Faculty; Library liaison
	<b>6.3.b.</b> Continue the renewal of the virtual Collection			

## Part II, Standard 2: Curriculum and Instruction

### Executive Summary

The Bachelor in Television and Radio Communication Technology of the Department of Tele Radial Communication at the University of Puerto Rico at Arecibo (Television and Radio Communication Department) has updated its curricular offering to combine more effectively, general education courses, core courses in Tele Radial Communication, and courses in six areas of emphasis: (1) Production and Direction (for Radio and Television), (2) Digital Cinema, (3) Journalism (News Production), (4) Multimedia (Production), (5) Strategic Communication (Advertising and Public Relations), and (6) Photography. Although the name of the program may suggest a very specific offer, the program has been revised to align its offering to technological changes and the requirements of the media industry and communication professions.

**1. Use the following format to provide an outline of the curriculum required for the major and for each of the unit's specializations. Add lines for courses and categories as needed.**

**Number of hours/units required for graduation:** 123 semester credits, including: (a) 39 semester credits in Communication courses (27 semester credits in core courses for all students enrolled in the program and 12 semester credits courses in areas of emphasis); (b) 72 credits in courses outside the Department of Tele-Radial Communication and (c) 12 credits in free elective courses.

**Number of hours/units required for major degree:** 39 semester credits (including 27 semester credits in core courses for all students enrolled in the program and 12 credits in courses in areas of emphasis). The 27 semester credits in core courses are:

1. COMU 3005 – Fundamentals of Communication (3 credits)
2. COMU 3007 – History and Development of Radio and Television (3 credits)
3. COMU 3021 – Digital Photography I (3 credits)
4. COMU 3201/3202 – Scriptwriting/Scriptwriting Practice (2 credit course and 1 credit lab)
5. COMU 3211/3212 – Principles of Radio/ Principles of Radio Lab. (2 credit course/1 credit lab)
6. COMU 3043/3046 – Television Principles/Television Principles Laboratory (2 credit course/1 credit lab)
7. COMU 3115 – Ethical and Legal Aspects of Television and Radio Communication (3 credits)
8. COMU 4035 – Radio and Television Programming (3 credits)
9. COMU 4335 – Practicum / Seminar (3 credits)

**The additional required courses in each area of emphasis are:**

#### **Production and Direction (12 credits)**

- ❖ COMU 4027 – Audio for the Media (3 credits)
- ❖ COMU 4041/4043 – Advanced Television and Radio Production Workshop / Laboratory of Advanced Television and Radio Production Workshop (1 credit course and 2 credit lab)



- ❖ COMU 4155 – Advanced Editing and Postproduction (3 credits)
- ❖ COMU 4028 – Production and Direction of Documentaries (3 credits)

**Strategic Communications (12 credits)**

- ❖ COMU 3016 – Public Relations Principles (3 credits)
- ❖ COMU 4007 - Principles of Publicity (3 credits)
- ❖ COMU 4055 – Principles of Journalism, Written News for Radio and Television (3 credits)
- ❖ COMU 4065 – Advertising and Public Relations Campaigns (3 credits)

**Journalism (12 credits)**

- ❖ COMU 4055 – Principles of Journalism, Written News for Radio and Television (3 credits)
- ❖ COMU 3135 – Journalism Genres: New Platforms (3 credits)
- ❖ Students choose between COMU 4041/4043 – Advanced Television and Radio Production Workshop/Laboratory of Advanced Television and Radio Production Workshop (1 credit course and 2 credit lab); or COMU 3117 – Multimedia Production (3 credits)
- ❖ COMU 4025 – Broadcast Journalism (3 credits)

**Digital Cinema (12 credits)**

- ❖ COMU 3019 –Language and Analysis of Cinematography (3 credits)
- ❖ COMU 3121/3123 – Photography for Digital Cinema/Laboratory of Photography for Digital Cinema (2 credit course and 1 credit lab)
- ❖ COMU 4155 – Advanced Editing and Postproduction (3 credits)
- ❖ COMU 4131/4133 – Digital Filmmaking Workshop/Laboratory of Digital Filmmaking Workshop (2 credit course and 1 credit lab)

**Multimedia (12 credits)**

- ❖ COMU 3106 – Graphic Design for Communication (3 credits)
- ❖ COMU 3117 – Multimedia Production (3 credits)
- ❖ COMU 3127 – Design and Production of Multimedia II (3 credits)
- ❖ COMU 4155 – Advanced Editing and Postproduction (3 credits)

**Photography (12 credits)**

- ❖ COMU 3015 – Intermediate Photography (3 credits)
- ❖ COMU 3022 – Digital Photography II (3 credits)
- ❖ PUCO 4086 – Advertising Photography (3 credits)
- ❖ COMU 3117 – Multimedia Production (3 credits)

**Elective course or courses that must be taken within the sequence**

- 12 credits in free elective courses

**Elective courses that must be taken within the program - None**

**Required outside of the accredited unit**

- The 72 required courses include:
  - ❖ **27 credits** in Arts and Social Sciences:
    - 15 credits in Humanities

- 12 credits in Social Sciences
- ❖ **24 credits** in language requirements
- ❖ **12 credits** in Natural Sciences and Mathematics/Statistics
  - 6 credits in Mathematics/ Statistics
  - 6 credits in Natural Sciences
- ❖ **9 credits** in other general education courses
  - 3 credits MERC 3115 – Basic Marketing
  - 3 credits SICI 3028 – Applied Programming
  - 3 credits in a general education course (must not be a COMU or PUCO course).

**2. Explain how requirements for the major do not exceed the maximum credit hours allowable under the 72-credit hour rule and how students comply with the minimum of 72 hours they must take outside Journalism and Mass Communications. If a minor is required, include these details.**

Each student must earn 72 credits outside Communications before graduation. These courses are disclosed in the catalogue and in the curriculum sequence. They are outlined as following: **27 credits** in Arts and Sciences (15 credits in Humanities, 12 credits in Social Sciences; **24 credits** in language requirements (12 credits in Spanish and 12 credits in English); **12 credits** in Natural Sciences and Mathematics/Statistics; **9 credits** in other general education courses (3 credits in Computer Science, 3 credits in Marketing and 3 credits from a list of general education courses, which can be any course not offered by the Department of Tele Radial Communication. (See <http://upra.edu/academicos/educacion-general/>).

Prior to graduation, each student record is carefully evaluated by the Office of the Registrar and the Program to ensure compliance with graduation requirements, including the requirement of credits earned outside Communication.

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

The following table 2.1 relates Program courses with ACEJMC competencies:

**Table 2.1: Alignment of Program courses with ACEJMC Competencies**

Course	Legal	History; Media	Diversity	Globalization	Theories image/info	Ethics	Critical Thinking	Research	Writing	Evaluation	Numbers	Technologies
COMU 3005: Fundamentals of Communication	X	X	X	X	X	X	X	X	X			
COMU 3007: History and Development of Radio and Television	X	X	X	X		X		X	X			
COMU 3015: Intermediate Photography			X		X		X			X		X
COMU 3016: Public Relations Principles			X			X	X	X	X	X		
COMU 3019: Language and Analysis of Cinematography		X			X							
COMU 3021: Digital Photography I		X			X	X	X			X		X
COMU 3043 / 3046: Television Principles (with Lab.)			X		X	X	X	X	X	X		X

Course	Legal	History; Media	Diversity	Globalization	Theories image/info	Ethics	Critical Thinking	Research	Writing	Evaluation	Numbers	Technologies
COMU 3115: Ethical and Legal Aspects of Television and Radio Communication	X	X	X	X		X	X	X	X			
Course	Legal	History; Media	Diversity	Globalization	Theories image/info	Ethics	Critical Thinking	Research	Writing	Evaluation	Numbers	Technologies
COMU 3117: Multimedia Production	X	X	X	X	X	X	X					X
COMU 3127: Design and Production of Multimedia II	X	X	X	X	X	X	X					X
COMU 3201 / 3202: Scriptwriting / Scriptwriting Practice		X	X		X		X	X	X	X		
COMU 3211 / 3212: Principles of Radio (with Lab.)	X		X				X	X				
COMU 4007: Principles of Publicity			X	X	X		X	X			X	
COMU 4025: Broadcast Journalism	X	X	X	X	X	X	X	X	X	X	X	X

Course	Legal	History; Media	Diversity	Globalization	Theories image/info	Ethics	Critical Thinking	Research	Writing	Evaluation	Numbers	Technologies
COMU 4027: Audio for the Media	X	X		X			X				X	X
COMU 4028: Production and Direction of Documentaries							X	X	X			X
COMU 4035: Radio and Television Programming			X	X		X	X	X	X	X	X	
Course	Legal	History; Media	Diversity	Globalization	Theories image/info	Ethics	Critical Thinking	Research	Writing	Evaluation	Numbers	Technologies
COMU 4041 / 4043: Advanced Television and Radio Production Workshop (with Lab.)		X	X	X		X	X	X	X	X	X	X
COMU 4055: Principles of Journalism, Written News for Radio and Television	X	X	X	X	X	X	X	X	X	X		
COMU 4065: Advertising and Public Relations' Campaigns		X					X	X	X	X		
COMU 4335: Practicum / Seminar	X	X	X	X	X	X	X	X	X	X	X	X

Course	Legal	History; Media	Diversity	Globalization	Theories image/info	Ethics	Critical Thinking	Research	Writing	Evaluation	Numbers	Technologies
COMU 3105: Communications Media Management		X	X	X		X	X	X	X	X		X
COMU 3135: Journalism Genres – New Platforms			X		X	X	X	X	X	X	X	X
PUCO 4086: Advertising Photography					X					X		X
COMU 4155: Advanced Editing and Postproduction						X	X			X		X
Course	Legal	History; Media	Diversity	Globalization	Theories image/info	Ethics	Critical Thinking	Research	Writing	Evaluation	Numbers	Technologies
COMU 3106: Graphic Design for Communication					X							X
COMU 3022: Digital Photography II					X	X	X			X		X
COMU 3121: Photography for Digital Cinema					X							X
COMU 4131 / 4133: Digital Filmmaking Workshop (with lab)		X	X	X		X	X		X	X		X

Course	Legal	History; Media	Diversity	Globalization	Theories image/info	Ethics	Critical Thinking	Research	Writing	Evaluation	Numbers	Technologies
COMU 3025: Black and White Photography Analog		X			X	X	X	X		X		X
COMU 4075: Communication Seminar	X		X	X		X	X	X		X		
COMU 3017: Advertising Copywriting			X		X		X	X	X	X		X
COMU 4005: Television Advertising			X	X	X	X	X	X	X	X	X	X
COMU 4006: Radio Advertising		X				X	X	X	X	X		X

The following sub section describes how each of ACEJMC's competencies is incorporated into the curriculum.

- **Understand and apply the principles and laws of freedom of speech and press, for the country in which the institution that invites ACEJMC is located, 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.**

All students are required to pass COMU 3115 – Ethical and Legal Aspects of Television and Radio Communication. This course encompasses two major areas: Media Law and Media Ethics. The legal area of this course includes free speech and privacy, as well as constitutional rights. Media law statutes and regulations and cases, both from the United States Supreme Court and the Puerto Rico Supreme Court, are discussed stemming from the following topics: freedom of speech and the press in Puerto Rico, the United States and around the world (overview), basic legal research, prior restraint, defamation, invasion of privacy and access to information (documents, government meetings, judicial proceedings). Also, students learn about selected regulations for the electronic (mostly from the Federal Communications Commission). Finally, students become familiarized with key concepts pertaining to copyright and media, including fair use and moral right of authors, royalties and issues related to commercial speech.

Knowledge acquired by students is evaluated through exams, quizzes, ongoing discussions, oral presentations and a term papers. Also, assessment of these topics is conducted in selected semesters, and results are included in the assessment reports (area of assessment: freedom of speech; legal and ethics aspect). More information on this assessment can be found in Standard 9. Besides this required course, as can be observed in Table 2.1, the legal aspects of media are discussed in at least 9 courses, as reported by faculty or expressed in the course syllabi.

It must be noted that students are also required to earn twelve (12) credits in Social Sciences courses, where they may choose, CIPO 3011 (Principles of Political Science), among others.

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

All students are required to pass COMU 3007 – History and Development of Radio and Television. This course discusses the history of global and Puerto Rican media, as well as the roles of media institutions and professions. Among the requirements for this course, students must conduct interviews with media professionals from their selected field of interest in Communications.

All students are also required to pass COMU 3005 – Fundamentals of Communication. This course exposes students, among other key issues, to the social and economic aspects of mass media and related professions. Also, as can be observed in Table 2.1, at least 16 courses in the curriculum cover these competencies either directly or indirectly.

Student learning is evaluated by using a series of methods, including exams, quizzes, oral reports and term papers. Faculty members who teach these courses meet occasionally to discuss optimal teaching and evaluating strategies.

Effective roles of media professionals are continually discussed in the areas of emphasis. Also, co-curricular activities are held at UPRA frequently during the academic year. Just to provide an



example, the Department coordinates its traditional “Week of Communications”, where professionals from different areas of Communications are invited to UPRA to discuss their roles and challenges with our students. (See Standard 8).

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

Students are exposed to the concept of diversity from their initial course, COMU 3005 – Fundamentals of Communication. Concepts related to respect and tolerance for diversity are also discussed in several ways (as stated in the Department’s Diversity Policy) across the curriculum. Table 2.1 shows that in fourteen courses diversity is either included in the syllabus, or in teaching/learning activities. However, this topic is more comprehensively addressed in the course COMU 4035 – Radio and Television Programming. This component is part of the assessment plan (area of assessment: diversity).

All students are also required to pass COMU 4035 – Radio and Television Programming. For almost ten years this course has been the key component of our program’s curriculum for assessing the application of diversity elements in our students, with a particular emphasis on diversity in programming content in media.

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

The University of Puerto Rico at Arecibo has a general education component that includes 10 skills and competencies required for every bachelor’s degree program. The general education component includes understanding of the diversity of peoples and cultures and the importance of globalization. The Department of Tele Radial Communication has adopted, as part of its requirements in the Social Sciences and Humanities, the courses identified by the Departments of Humanities and Social Sciences that are in compliance with this general education component. (2005-06-17 UPRA Academic Senate Certification)

- **Understand concepts and theories in the use and presentation of images and information.**

The learning philosophy at the Department of Tele Radial Communications is based on the effective integration of both theory and practice as evidenced in groups or individual projects. The curricular sequence interprets this philosophy as follows:

Each student in our program must take the following courses that focus on theories and concepts of image and information: COMU 3005 – Fundamentals of Communications, COMU 3201/02 – Scriptwriting/Scriptwriting Practice, and COMU 3021 – Digital Photography I. In these courses, students are initially exposed to theories of image and information. Also, students are required to take a significant number of language requirements. Subsequently, all students must enroll in COMU 3211/12 – Principles of Radio and 3043/46 – Television Principles/ Television Principles Laboratory, where these concepts are emphasized and applied in student productions. Once students move to an area of emphasis, a series of other concepts and theories, in the use and presentation of images and information, are taught in courses, and the application of these

advanced concepts are conducted in courses in those particular areas of emphasis. This area is part of the assessment plan and is measured in the course COMU 3021 – Digital Photography I (area of assessment: fundamental skills of visual images).

In each area of emphasis, there are a series of intermediate and advanced courses where students learn theories and concepts in the use and presentation of images and information pertaining to each area, and there are advanced courses where students must apply basic, intermediate, and advanced concepts in student projects.

Finally, all students must enroll in COMU 4335 – Practicum/ Seminar, and apply the knowledge acquired in real working settings.

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

During the first year of their program, students must enroll in COMU 3005- Fundamentals of Communication. One of the components of this course is an introduction to ethics in media. Then, students enroll in COMU 3115 – Ethical and Legal Aspects of Television and Radio Communication, where ethical aspects of mass media are discussed more in depth, as well as the relation between media ethics and media law. Ethical aspects in this course emphasize three major components:

- Ethics and news (including access to information, coverage, sources and protection of sources, respect for news subjects, the treatment of minors, the right to privacy, and interviews). Special emphasis is placed on journalism codes of ethics.
- Ethics and production (including objectionable content in media, respect for subjects in reality television, and live radio interviews, children programming, transmission of objectionable content, respect for audiences, among others). Key cases are analyzed.
- Ethics and commercial content (including key ethics in advertising and in public relations issues and cases). Special emphasis is placed on advertising and public relations code of ethics.

Then, students discuss more specific ethical implications of media professions in the courses related to their areas of emphasis. The following table shows a list of ethical subjects and topics discussed in the curriculum.

**Table 2.2: Selected ethical topics covered in courses across the curriculum**

<b>Course</b>	<b>Selected topics</b>
<b>COMU 3211/3212</b> Principles of Radio (Course and Lab.)	Ethical aspects while interviewing subjects
<b>COMU 3043/3046</b> Television Principles (Course and Lab.)	Context and images
<b>COMU 4201</b> Scriptwriting	Plagiarism
<b>COMU 4055</b> Principles of Journalism,	Ethics in interviewing; context in news; plagiarism
<b>COMU 4025</b> Broadcast Journalism (News Production)	Ethics in newsgathering
<b>COMU 3135</b> Journalism Genres New Platforms	News ethics in digital media
<b>COMU 4035</b> Radio and Television Programming	Ethics and diversity; ethics in program selection and programming
<b>COMU 3117</b> Multimedia Production	Ethics in the creation of projects for multimedia platforms
<b>COMU 3021</b> Digital Photography I	Image manipulation in digital photography programs
<b>COMU 4007</b> Principles of Publicity	Ethics in advertising (social media, content creation, campaigns)
<b>COMU 3016</b> Public Relations Principles	Ethics in public relations; ethics in crisis management
<b>COMU 4005</b> Television Advertising; <b>COMU 4006</b> Radio Advertising	Ethics in producing advertising content for radio and television

It is important to mention that this list is presented solely as an example of ethical issues, as the topic is ongoing across the curriculum.

- **Think critically, creatively and independently.**

Students from the Department of Tele Radial Communication are well known for their ability to think critically, creatively and independently. Students are continually required to assess

production problems and come up with creative solutions to those problems. Notably, this is one of the aspects that is continually distinguished by Media supervisors of our students enrolled in COMU 4335 – Practicum/ Seminar. This course is part of our assessment plan (area of assessment: media and professions).

Some examples of the academic individual/group activities where students are able to develop their creativity and problem-solving abilities include image production courses, where content is developed from conceptualization to production to evaluation; News courses, where students must participate in the research and writing of print, multimedia and radio/ TV news stories; and courses pertaining to Strategic Communication, where students must analyze companies or clients and apply their Communication strategies.

- **Conduct research and evaluate information by methods appropriate to the communications professions in which they work.**

Every graduating student is expected to understand research methods most frequently used in mass media. This is a key component of the program’s competencies. Also, UPRA’s Policy of General Education includes information gathering skills, such as: the search, handling, and evaluation of traditional and technological sources of information. (2005-06-17 UPRA Academic Senate Certification).

These skills are divided as follows: (A) for all students: academic research, marketing research and audience research; and (B) for students in certain areas of emphasis, skills are (1) News: news gathering and research; (2) Strategic Communications and Multimedia: consumer/ clients’ needs assessment.

- A. For all students: students must take COMU 3005 – Fundamentals of Communication, and COMU 3007 – History and Development of Radio and Television during their freshman year. These courses incorporate workshops on academic research for the undergraduate level and use information resource and databases, provided by faculty rank librarians. Students are required to write term papers on topics related to mass media. Assessment of this course is conducted in selected semester and results are part of the assessment plan (area of assessment: research).

All students must also enroll in a statistics course, where statistical concepts are discussed. Emphasis is placed on the analysis of quantitative data. Analysis of selected qualitative data is discussed in COMU 4035 – Radio and Television Programming, where students learn strategies for focus groups and other audience research strategies.

Also, all students learn basic research strategies for creating proposals for audiovisual productions. These concepts are first learned by students in required COMU 3201 – Scriptwriting; and then concepts are applied in COMU 3211/3212 – Principles of Radio (course and lab) and COMU 3043/3046 - Television Production (course and lab), where students are required to write content proposals.

- B. For students of specific areas of emphasis, different research strategies are included in the required courses for each area.

- **Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.**

The bachelor's degree in Tele Radial Communication is the academic program with the largest number of required writing courses at UPRA. In all, students are required to earn twenty-four language requirements, which are mentioned in the first part of this standard.

Different courses also emphasize writing for the communications professions. For example, each student must pass COMU 3005 – Fundamentals of Communications and COMU 3007 – History and Development of Radio and Television. In each course, students are required to write term papers where rubrics consider the following elements: writing, coherence, clarity, and capacity for synthesis. Also, each student is required to take COMU 3201- Scriptwriting and its corresponding lab, where appropriate broadcasting and cinematic writing styles and forms are studied and practiced.

Students from the areas of News and Strategic Communications are also required to take COMU 4055 – Principles of Journalism, Written News for Radio and Television, where they learn the basics of newswriting for diverse media.

Students also take courses in their areas of emphasis that have writing requirements adjusted to the styles and forms of the different communications professions. For example, in the COMU 4025 course – Broadcast Journalism, students conceptualize, investigate and produce broadcast news programs. Information on the assessment of writing skills is provided in Standard 9.

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

Self-evaluation and peer revision are important components of the courses offered at COMU. Students are continually required to engage in the self-evaluation of their projects. Also, students are encouraged to evaluate their peers' work through the use of rubrics prepared by faculty. Broadcast Journalism, Principles of Journalism and Advertising and Public Relations Campaigns are some examples of courses that employ these strategies.

- **Apply basic numerical and statistical concepts.**

Each student must earn six credits of basic numerical and statistical concepts. Options are provided for students.

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

The Department of Tele Radial Communication is a technology-based program, and students are expected to learn diverse technologies necessary required for the different jobs in media industries.

Evaluation of the effective acquisition of tools and technologies takes place on two levels. In the introductory courses, faculty assesses that students effectively operate the equipment/software.

In courses in areas of emphasis, on the other hand, faculty members evaluate the effective application of technologies in diverse production scenarios. The program relies on strategies across the curriculum to learn and apply different tools and technologies.

In summary, the curriculum of the Department of Tele Radial Communication is aligned with the competencies of ACEJMC. Courses include exposition of the topics; student projects are provided that assess the acquisition of these competencies, and periodic assessment of graduating seniors' perceptions confirm the information provided. The transition to a curriculum with areas of emphasis retained this alignment of competencies.

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

Faculty members from the Department of Tele Radial Communication remain up to date in the professional expectations of digital, technological, and multimedia competencies by the continuous needs' assessment of media, industries and professions, by personal involvement in professional organizations, and by active participation as content producers.

Faculty members use two strategies for the continuous needs' assessment mentioned in the previous paragraph. First, by contact with Practicum/ Internship supervisors, and second, by meetings with media professionals, including alumni and guests.

Members of the Faculty also remain active in professional organizations where the expectations of current digital, technological and multimedia competencies are continually discussed. Also, a number of faculty members remain active as content producers and/or media advisers. In Standard 8, the involvement of our faculty in these organizations and as media content producers/advisers is discussed.

Changes in the areas of digital, technological and multimedia competencies usually require course modification and the acquisition of new technology. The Department has usually managed to achieve the changes, either with support from the administration, through the acquisition of software programs and other innovative strategies.

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

There are 10 full-time faculty members at the Department. Also, approximately six-part time faculty members are hired per semester, depending on the needs of the Department. Full time and part time faculty are expected to meet and seek opportunities to work together in the implementation of measures aimed at achieving consistency in learning objectives, workload, and standards in courses with multiple sections.

It is important to mention that there are usually few courses with multiple sections offered by different faculty members. The following is the list of such courses:

- ❖ COMU 3021 – Digital Photography I
- ❖ COMU 3043/3046 - Television Principles (Course and Lab.)

- ❖ COMU 3211/3212 – Principles of Radio (Course and Lab.)
- ❖ COMU 3201/3202 - Scriptwriting (Course and Lab.)
- ❖ COMU 4055 – Principles of Journalism, Written News for Radio and Television
- ❖ COMU 3005 – Fundamentals of Communication
- ❖ COMU 3007 – History and Development of Radio and Television
- ❖ COMU 4335 – Practicum/ Seminar

The faculty members teaching multiple sections of the same course meet during the semester to ensure that content remains the same and objectives are consistent throughout sections. In the case of Digital Photography and COMU 3201/02 – Scriptwriting, the professors teaching the courses jointly prepare lessons and activities for students. Likewise, faculty teaching COMU 3211/12 – Principles of Radio, work hand in hand with the design of laboratories and activities. As for the other courses, meetings take place as needed between the professors teaching the different sections of a single course to ensure that consistency is achieved.

COMU 4335 - Practicum/ Seminar provides for a different option. To ensure equivalencies, the Department appoints one or two practicum coordinators, who schedule meetings with the faculty teaching the sections of the course in the semester, as well as mechanisms for assessment and evaluation.

**6. Describe the methods used to select sites for internships for credit in the major; to supervise internship and work experience programs; to evaluate and grade students' performance in these programs; and to award credit for internships or work experiences. Provide the unit's internship policy online, questionnaires and other instruments used to monitor and evaluate internships and work experiences. Provide examples of recent internship sites.**

Students must complete their supervised practicum (COMU 4335) in their senior year in centers related to their selected area of emphasis in Communication. A student may choose to make his/her practicum in related fields, but the faculty in charge of the section must carefully evaluate the academic record to assess preparedness for the practicum in the preferred area. Students have the option of registering in a summer or semester internship during their academic years of study (INTD 4995).

### **Work experience options at UPRA**

Students must enroll and pass COMU 4335 – Practicum/ Seminar prior to graduation. This course requires students to experience a real work experience in a selected center for 150 hours. In addition, students must earn 15 seminar hours. This is a transition-to-work segment of the course, which includes workshops on career planning, writing the resume and job-searching strategies, opportunities for graduate studies, and entrepreneurship in Media.

Students may also enroll in INTD 4995 - Institutional Plan Coop, which allows students to obtain work experience during summer or regular semesters. Students enrolled in this course must complete 160 hours in a media-related center during the term of the internship.

### Methods used to select sites for internships for credit in the major

Both for COMU 4335 and INTD 4995, sites selected by students must be approved by the faculty member in charge of the section, considering the following criteria:

- (a) previous experience with the site as an effective center
- (b) whether the center has a policy for college internships or practicums
- (c) whether the center has a qualified full-time employee willing and able to directly supervise the student

Also, the faculty in charge of the section considers the objectives of each practicing student and determines whether they can be met by the site. Methods employed by internship supervisors are detailed in Table 2.3.

**Table 2.3: Methods employed by internship supervisors**

Semester	COMU 4335	INTD 4995 *elective course
Prior to the internship (for COMU 4335 it must be in the student's senior year):	Group meetings to provide advising on site selection, writing objectives, resume building, interviews.	-The student may consult the link <a href="http://upra.edu/plan-coop-institucional/">http://upra.edu/plan-coop-institucional/</a> to obtain general information. -One-to-one meeting with the faculty member.
Throughout the semester:	-Periodic group meetings to assess progress. -Individual meetings to evaluate performance and to discuss progress in compliance with objectives.	Individual meetings to evaluate performance and to discuss progress in compliance with objectives.
Midway through the semester:	Visits by the corresponding faculty member to the practice center to assess performance and supervise students.	Visits by the corresponding faculty member to the internship center to assess performance and supervise students.
At the end of the semester:	Individual student presentations.	Written report submitted by each intern to the faculty in charge of the section.
	Portfolio with evidence demonstrating compliance with objectives defined for the Practicum; evaluation of the center; Attendance report (for center and total of seminars; evaluations and self-evaluations.	Portfolio with evidence demonstrating compliance with objectives defined for the internship.



## Methods used to award credit for internships

For the Practicum (COMU 4335), students are required to evidence 150 contact hours at the center. These hours are certified by the center. Students are also required to evidence compliance with the objectives defined at the beginning of the semester. Students must submit a portfolio and conduct an oral presentation. Practicum Policy, Manual for Internships, evaluation questionnaires and other instruments will be available for inspection during the ACEJMC visit to our campus.

For internships, students are required to submit a written report with main activities and achievements, evaluations, and other information. Please see <http://upra.edu/plan-coop-institucional/>, for information, questionnaires, and other instruments.

## Examples of recent internship (Practicum) sites

The following list includes recent practicum centers (COMU 4335) for academic years 2018-19, 2019-20 and 2020-21:

- **Advertising agencies:** Young and Rubicam (<http://www.yrprdigital.com/>) ; Expert Marketing Communication (<http://www.expertmarketingpr.net/>).
- **Photographic centers/ studios:** Abnel Glz Photographic Studio (<https://abnelphoto.com/>).
- **Media production centers:** Axis Sally Film Production P.R; iPose Media; Ricky Sound; Sombrero Media; Producciones Alfonsina, Cinetrix (<https://www.cinetrixpr.com/>); Piso 13 (<https://www.facebook.com/subealpisol3>); Producciones Cabeza (<http://www.produccionescabeza.com>).
- **Newspapers and Magazines:** GFR Media (<https://www.gfrmedia.com/es>); Revista En Salud ; (<http://ensalud.net/EnSalud/>); Revista Cultural del Instituto de Cultura Puertorriqueña (<https://www.icp.pr.gov/editorial>).
- **Websites:** Qué palo deportes (<https://www.quepalo.com/>); Tinta Digital (<http://tintadigital.upra.edu/>); Piso 13 (<https://es-la.facebook.com/subealpisol3/>) ; La Isla Oeste (<https://laislaoste.com/>)
- **Offices of Public Relations/ corporate communications:** Tourism Office- Municipality of Barceloneta; Athletic Department UPRA- Photography; Public Relations Office, City Hall (Isabela, Hatillo, Arcibo, Barceloneta); Observatory of Arcibo; MIDA- Marketing, Industry, and Food Distribution; University of Puerto Rico;
- **Public Relations agencies:** Milena Marrero, Inc.; MAP (<https://www.mariangelaperez.com/acerca-map/>); Wanda Troche; Prod.; Rocafort (<https://www.empresasosvaldorocafort.com/>) ; Eferrer; Perfect Partners; Pepe Dueño; Intellectual Media Group; Santa Cruz Communications.
- **Radio Stations:** Super K 106 (<http://www.superk106.com/>); Noti-Uno 630 (<https://www.notiuno.com/>); Radio Isla (<http://www.radioisla1320.com/>); Radio Once (<http://www.radioonce.com/>) ; SBS- La Mega (<https://lamegafm.lamusica.com/>); Radio Redentor (<https://www.redentor104fm.com/>); EDGL Radio Grito in Lares; Top 98 (<http://topradio98.com/>).
- **Television Stations:** Mega TV (<https://mega.tv/senales-puerto-rico>); WKAQ TV Telemundo (<https://www.telemundopr.com/>); WAPA TV (<https://www.wapa.tv/>); WIPR TV (<https://www.wipr.pr/tv/>); WLII TV Univisión de P.R.

(<https://www.univision.com/local/puerto-rico-wlii>), Tele Cinco (<https://www.abc.pr> ); TeleOnce (<https://teleonce.com>)

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**Update of Standard 2 –Immediate response to Commonwealth’s lockdown and effective adaptation to online teaching and learning:** Covid-19 forced a lock down of the University of Puerto Rico (UPR), after Governor Wanda Vázquez Garced declared a complete lock down in Puerto Rico on 12 March 2020. (See Executive Order 2020-20: <https://redi.upr.edu/handle/11722/2604> ).

The lock down was followed by a two-week preparation period granted by UPR President, Jorge Haddock, in which faculty was required to adapt the conclusion of all assigned courses to virtual classrooms. The academic semester continued then online, mostly based on virtual classroom. (See Dr. Jorge Haddock’s 15 March letter to the UPR Community: [https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEWjk9fvw3tvzAhU\\_TDABHQG5BR0QFnoECAwQAQ&url=https%3A%2F%2Fwww.upr.edu%2F%3Fmdocs-file%3D26112&usg=AOvVaw1RUW15eAIUn0O8g-Yog\\_vD](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEWjk9fvw3tvzAhU_TDABHQG5BR0QFnoECAwQAQ&url=https%3A%2F%2Fwww.upr.edu%2F%3Fmdocs-file%3D26112&usg=AOvVaw1RUW15eAIUn0O8g-Yog_vD) ).

During Summer 2020, faculty at UPRA was invited to participate in training to strengthen its online courses or to create new online courses, all based on UPR Arcibo’s online course platform using Moodle. This initiative included training and financial support. During the Summer, President Haddock informed that Fall 2020 would be offered online, with potential offerings of laboratories as exceptions. However, continuous fluctuations in the number of COVID cases in Puerto Rico extended partial lockdown measures, which included all academic activities.

During this period, the entire academic offering of the Department of Tele Radial Communications (TRC) was adapted to be offered in online environments. Thirty three TRC courses were offered using UPRA’s Moodle platform and one using PED (UPRA’s platform for entirely online or hybrid courses). TRC faculty informed that, besides Moodle, they used the following online platforms or systems for virtual meetings and classes:

- Google Meet, Hangout or Classroom: 12 (70.6%)
- Zoom – 9 (52.9%)
- MS Teams – 5 (29.4%)
- Other – 5 (29.4%)<sup>1</sup>

The production laboratories were the most challenging aspect of moving the academic offering to online platforms. Over seventy percent of our full time and part time faculty teach production laboratory courses or courses that incorporate production technologies. When asked, faculty mentioned how they modified the technology-based components of their courses for their online offering. The following table includes the answers provided by the faculty:

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<sup>1</sup> Faculty mentioned What’sApp, email, Youtube and Facebook groups.

Actions taken by TRC Faculty	No. Fac./ % Fac.
I have substituted units or skills for videos, readings and other explanatory material	10 (76.9%)
I have requested the acquisition of software that will allow me to substitute laboratories for remote experiences.	9 (69.2%)
I have adapted the course to schedules and equipment that students have available in their homes, or that are easily accessible (such as "open source" software for editing or cell phones for recordings.	9 (69.2%)
I have substituted units or skills for distance demonstration courses, in which I as an instructor will be in front of a camera or computer explaining the use and operation of equipment or techniques.	8 (61.5%)
I have limited the number of face-to-face meetings required in the course to the maximum.	4 (30.8%)
Other <sup>2</sup>	3 (23.1%)

Only 28.6% of faculty offered parts of their laboratories on site, either at UPRA or on assigned locations). Faculty who offered meetings in site were required to follow strict protocols.

Regardless of the challenges, TRC faculty remains convinced that the courses offered online were in equivalence with the courses offered at the Institution prior to the lock down. To the following question: How do you think the changes adopted in the courses and laboratories (including the hours you will dedicate this semester to virtual and face-to-face laboratories, subject to allowing the reopening of the laboratories) equate with the offer of courses in other semesters? Please, select the option that in general terms gives an approximation of the offer of courses that it offers regularly), the answers were as follows:

- Completely or almost completely (At least 90% of content and skills) - 29.4%
- Substantially (75-89%) - 41.2%
- Partially (60-74%) - 5.9%
- I cannot conclude that at least 60% of the content established in the course syllabus is covered - 5.9%

<sup>2</sup> Faculty mentioned What'sApp, email, Youtube and Facebook groups.

<sup>2</sup> Faculty that selected this option noted the following strategies:

"I have purchased equipment to streamline the process and demonstrate it"; "I have allowed students without equipment to use cell phones to do photography work for digital cinema."; "I have limited production to individual projects or in groups of 3 or fewer students who work mostly remotely"; "UPRA WEB RADIO".

- Prefer not to answer - 17.6%

All TRC faculty indicated that they continued to do office hours and they used the following strategies for contact with their students:

- Email 17(100%)
- Videoconferences 14 (82.4%)
- Social media 4 (23.5%)
- Phone calls 10 (58.8%)
- Others 3 (17.6%)<sup>3</sup>

Faculty from TRC participating in the institutional training initiative coordinated by UPR's Distance Education Project includes the following full time faculty members: Dr. Mildred Vélez Morales, Dr. Juan Luciano Nieves, Dr. Anilyn Díaz Hernández, Dr. Otilio González Cortés, Dr. José A. Fonseca , Delgado, Dr. Sarah V. Platt Lugo, Prof. Rosamary Berríos, Prof. José L. Soto, Prof. Ingrid Garriga, Prof. José Ortega and Prof. Emanuel Gutiérrez. And the following part time faculty members: Prof. Joeric Medina, Prof. Maritere Vélez Negrón, Prof. Néstor Reyes Colón, Prof. Carlos Figueroa, Prof. Nitzza Luna, Prof. Marisel Surillo, and Prof. Edgar A Pérez.

This initiative included creating new courses in Moodle, placing content, creating assignments, promoting interactivity and examinations. Besides the institutional training, 88.2% of TRC faculty indicates that they participated in other forms of training to help them offer their courses online. They include the following:

- |  |            |
|--|------------|
| • Private training paid by the faculty member  | 5 (33.3%)  |
| • Additional training offered by UPR           | 3 (20%)    |
| • Tutorials of technology and software         | 6 (40%)    |
| • Demonstrational Videos in Youtube and others | 14 (93.3%) |
| • Readings, manuals and other documents        | 9 (60%)    |
| • Other options                                | 1 (6.7%)   |

Beyond lectures and laboratories, TRC faculty embraced online technology for other applications. Three quarters of the faculty (76.5%) indicated that they participated in online meetings in the past few months with other faculty members to take decisions of changes or modifications to their courses or laboratories to adapt them to technology assistant mode. Also, faculty used videoconferences, social media, emails and other alternatives to offer office hours, counseling and student group advices.

The 2021-2022 academic year initiated in a face to face modality.

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<sup>3</sup> Faculty selecting "Others" said they use WhatsApp as one of the alternatives for office hours.

## Part II, Standard 3: Diversity and Inclusiveness

### Executive Summary

The Department of Tele Radial Communication focuses its diversity and inclusiveness efforts on issues related to gender, sexual preference, race, and ethnicity. However, differences with regards to religious beliefs, socioeconomic conditions, nationality, age, political ideology, marital status, as well as those related to people with disabilities, or any other condition are also considered. The Department adopted a Diversity policy in February 2010. A Diversity committee was selected at the Department and a Diversity Plan was developed. In accordance with the Plan, co-curricular activities fostering diversity and inclusiveness take place on a regular basis. Objectives in courses have been revised to include issues related to diversity and inclusiveness. The Department is part of the University of Puerto Rico at Arecibo, a Hispanic serving Institution serving the northern-central region of Puerto Rico with a student body formed entirely of Hispanic students and a faculty that represents that student body and the general population of the region served.

### 1. Complete and attach the following tables:

Table 4, “Area Population”

Table 5, “Undergraduate Student Populations”

Table 6, “Faculty Populations”

Table 7, “Full-time Faculty Recruitment”

Table 8, “Part-time/Adjunct Faculty Recruitment”

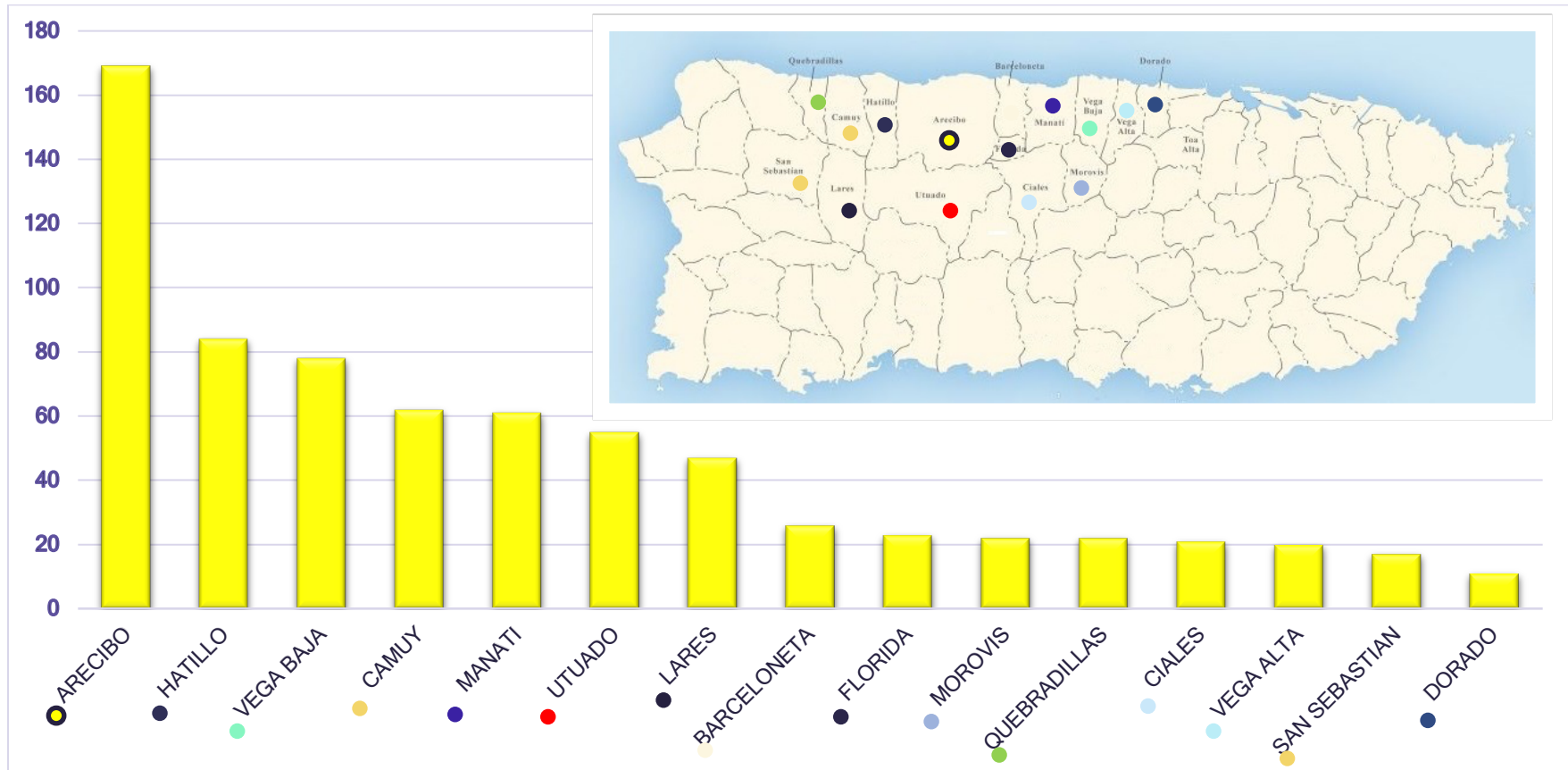
Ethnic fusion is evident in Puerto Rico and is fostered by a multicultural heritage and traditions that contribute to the development of a modern-day Puerto Rican society. “The subject of cultural diversity in Puerto Rico is based on discussing nation, race, folklore, music, tradition, and Caribbean ethnicity”.<sup>4</sup> All these elements are framed in three races combined within a historical setting and considering sociopolitical facts observed in past centuries. It is difficult for Puerto Ricans to speak and define their diversity as seen in the United States (see report presented by the Federal Census of the United States in Puerto Rico in 2020), due to the ethnicity and history of the island.

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<sup>4</sup> Duany, J. (2002). *The Puerto Rican Nation on the move*. Chapel Hill, The University of North Carolina, USA.

Figure 1: Distribution of students enrolled in UPRA according to their hometown municipality

*Academic Year 2017 - 2018*



Note: Only the 15 most common municipalities are included.

**Table 4: Area Population**

All students currently enrolled at the Department of Tele Radial Communication live in Puerto Rico. Occasionally, out-of-state, or foreign students enroll in the program. The Department admits students from all the 78 municipalities of Puerto Rico. Nevertheless, most of our students come from 15 municipalities from the northern-central region of Puerto Rico. These municipalities are:

**Municipalities from the northern-central region of Puerto Rico**

<b>Municipality</b>	<b>Census 2010</b>	<b>Estimated 2017</b>	<b>Estimated 2020</b>
<b>Arecibo</b>	96,440	86,066	87,754
<b>Barceloneta</b>	24,816	24,240	22,657
<b>Camuy</b>	35,159	31,732	32,827
<b>Ciales</b>	18,782	16,627	16,984
<b>Dorado</b>	38,165	37,026	35,879
<b>Florida</b>	12,680	11,775	11,692
<b>Hatillo</b>	41,953	40,111	38,486
<b>Lares</b>	30,753	25,772	28,105
<b>Manatí</b>	44,113	39,103	39,492
<b>Morovis</b>	32,610	31,092	28,727
<b>Quebradillas</b>	25,919	23,734	23,638
<b>San Sebastián</b>	42,430	37,306	39,345
<b>Utua</b>	33,149	28,791	28,287
<b>Vega Alta</b>	39,951	37,566	35,3955
<b>Vega Baja</b>	59,662	52,436	54,414

*The combined population of these municipalities, according to the 2017 estimate, is 523,777, which represents nearly 16% of Puerto Rico's population (3,195,153<sup>5</sup> in 2018) as can be observed above.*

*\*The estimated population in Puerto Rico for (2010) 3,725,789 and in (2020) 3,285,874 (-439,915/-11.8%).*

<sup>5</sup> Annual Estimates of the Resident Population: April 1, 2010, to July 1, 2018

Source: U.S. Census Bureau, Population Division

Release Date: Summer 2021

\*By: Instituto de Statistics de Puerto Rico.

\*Source: 2010 and 2020 Denial Census (P.L. 94-171) Redistricting Data Summary Files, U.S. Census Bureau.

**Table 5: Undergraduate Student Populations**

**Table: 5.b UPRA’s Student Populations, Academic years 2014– 2021**

<b>Academic Year</b>	<b>Group</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>% of total in unit</b>	<b>% of group in institution</b>
2014-15	Hispanic/Latino	1,562	2,229	3,791	100%	100%
2015-16	Hispanic/Latino	1,650	2,273	3,923	100%	100%
2016-17	Hispanic/Latino	1,708	2,442	4,150	100%	100%
2017-18	Hispanic/Latino	1,563	2,236	3,799	100%	100%
2018-19	Hispanic/Latino	1,464	2,196	3,660	100%	100%
2020-21	Hispanic/Latino	1,326	2,088	3,414	100%	100%

Source: Office of Planning and Institutional Studies (OPEI).

**Table: 5.b Department of Tele Radial Communication Student Populations, Academic years 2014– 2021**

<b>Academic Year</b>	<b>Group</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>% of total in unit</b>	<b>% of group in institution</b>
2014-15	Hispanic/Latino	150	250	400	100%	100%
2015-16	Hispanic/Latino	164	233	397	100%	100%
2016-17	Hispanic/Latino	172	261	433	100%	100%
2017-18	Hispanic/Latino	183	271	454	100%	100%
2018-19	Hispanic/Latino	168	274	442	100%	100%
2019-20	Hispanic/Latino	160	280	440	100%	100%
2020-21	Hispanic/Latino	145	254	399	100%	100%
2021-22	Hispanic/Latino	120	221	341	100%	100%



**Table 5.c Student Population at the University of Puerto Rico at Arecibo  
Applicants, Capacity, Students Admitted, and Students Enrolled at UPRA  
Academic years 2014-2021**

Academic Year	Applicants	Capacity	Students Admitted	Students Enrolled	Students Enrolled/ Space available	Students Enrolled/ Students Admitted
2014-15	3,495	1,063	1,011	914	86%	90%
2015-16	3,367	1,030	1,074	946	92%	88%
2016-17	3,648	950	1,064	937	99%	88%
2017-18	3,432	953	816	732	77%	90%
2018-19	3,022	894	933	806	90%	86%
2019-20	2,706	838	918	726	87%	79%
2020-21	2,489	819	926	762	93%	89%
2021-22	2,476	700	887	706	101%	80%

**Table 6. Full-time and Part-time Faculty Populations**

**Table 6.a: Full-Time Faculty, Academic year 2018 – 2020**

Academic Year	Group	Male	% of total faculty	Female	% of total faculty	Total
2018-20	Hispanic/Latino (any race)	5	50.0%	5	50.0%	10

**Table 6.b: Part-Time Faculty, Academic Year 2018 – 2020**

Academic Year	Group	Male	% of total faculty	Female	% of total faculty	Total
2018-20	Hispanic/Latino (any race)	5	56.0%	4	34.0%	9

**2. Attach to this report 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. Describe how the unit assesses its progress toward achieving the plan’s objectives.**

The Department of Tele Radial Communication approved its Diversity Policy in February 2010 and established a Diversity Committee. The policy states:

*“The Department of Tele-Radial Communication is part of the University of Puerto Rico at Arecibo, an institution with equal opportunity employment. The Department values everyone by their ability, effort and talent. It does not discriminate against race, gender, religious or political ideology, sexual orientation, nationality, age, marital status, social origin or disability, or any other condition when working at the Department, to not exclude promotion, recruitment, and retention of students and employees. For the Department, diversity is vital to achieve tolerance and acceptance of people who are part of the Department and the University of Puerto Rico.*

*The Department is also committed to promoting the diversity of race, gender, religious belief, political ideology, sexual orientation, nationality, age, marital status, social origin or disability in production and broadcasting for radio and television. To comply, various strategies are analyzed that allow producers and programmers to integrate multiple ideas and minimize stereotypes and promote dialogue for equality in social life.*

*The Department integrated these strategies across the academic curriculum of its program, through the teaching of acceptance of diversity and tolerance, including all members of the Puerto Rican society. In addition, considering the migratory wave between Puerto Rico and United States, as well as the exchange of programming, the faculty looks carefully at the meaning of diversity in the United States and in other parts of the world.*

*Finally, the Department is committed to the inviolability of the dignity of all human beings, according to the Universal Declaration of Human Rights of the United Nations and the Constitution of the Commonwealth of Puerto Rico.*

Also, in 2010 the Diversity Plan was approved (see attachment at the end of Standard 3). The curricular component of the Plan was implemented through the revision of objectives of selected courses and the implementation of several activities that address diversity (including respect and tolerance for differences in gender, sexual preferences, ethnic origin, religious beliefs, and political point of view). As part of the Plan, the Director of the Department, and the Committee, implement a "zero tolerance" institutional rule with regards to discrimination by reason of race, gender, age and origin in the recruitment of teaching and non-teaching personnel, as mandated by Commonwealth statutes and University regulations. Also, the Department is committed to the recruitment, promotion and retention of the best faculty and staff, regardless of gender, sexual preferences, ethnic origin, religious beliefs, and political point of view. (Evidence will be provided in the Reading Room).

Moreover, the Plan calls for the active recruitment efforts of diverse students within the northern region of Puerto Rico. The Department of Tele Radial Communication, in collaboration with the Admissions Office, visits public and private high schools in the northern-central region of Puerto Rico and directly explains to prospective students the opportunities within the Department, including our Diversity Policy. Also, the unit offers hands-on experience in radio, TV, and journalism to high school students. This experience provides students with the opportunity to understand the program and at the same time promote and recruit students from economically disadvantaged areas.

The Department coordinates and promotes a few activities in support of diversity. One of the most remarkable support projects from the unit is the mentoring to the group against homophobia. This

group works with the gay and lesbian community on campus, and it is directed to raise awareness in all the university community. In 2019, a group of students, professors and personnel from the Human Resources Office established the first LGBTTTQ+ Coalition. The Coalition celebrated a symposium in April 2019, with a multidisciplinary participation and representation from the university community and external guests. Participation from government, community-based, and advocate organizations provided important information on different topics pertaining to the LGBTTTQ+ community in Puerto Rico. (Evidence will be available in the Reading Room)

The Department invites guest speakers and lecturers that represent a diverse multicultural experience and the importance of all-inclusiveness in terms of gender, race, ethnicity and sexual orientation to students and faculty (see question 12).

**3. 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.**

In accordance with the Diversity Plan, during curriculum and assessment meetings the faculty discuss different strategies to enhance students’ understanding of issues and perspectives that are inclusive in terms of gender, race, ethnicity and preference, or sexual orientation. In curricular terms, every student is exposed to the basic concepts of tolerance and respect for diversity in mass media throughout the initial course COMU 3005 – Fundamentals of Communications.

Then, the topics are elaborated across the curriculum, with a more detailed emphasis in the following courses:

- COMU 4055: Principles of Journalism, Written News for Radio and Television
- COMU 3115: Legal and Ethic Aspects of Television and Radio Communication
- COMU 4025: Broadcast Journalism
- COMU 4005: Television Advertising
- COMU 4041: Advanced Television and Radio Production Workshop
- COMU 3212: Laboratory for Principles of Radio

Finally, COMU 4035 – Radio and Television Programming, has been selected as the course where students must evidence knowledge of diversity concepts through selected projects (see Standard 9).

The following table shows some of the activities included in courses related to diversity, gender, sexual preferences, ethnic origin, religious beliefs, and political point of view.

**Courses related to diversity, gender, sexual preferences, ethnic origin, religious beliefs, and political.**

Course	Activity
<b>COMU 4005</b> Television Advertising	Students must produce 30 second Public Service Announcements (PSAs) for TV on ethnic diversity.
<b>COMU 4035</b> Radio and Television Programming	Students must conduct content analyses of local and international TV programs.
<b>COMU 4041</b> Advanced Television and Radio Production Workshop	Students must produce TV and radio programs, and documentaries on cultural affairs and issues.

<b>COMU 4055</b> Principles of Journalism, Written News for Radio and Television	Students must research and write stories on social issues and may select topics regarding diversity.
<b>COMU 3212</b> Laboratory for Principles of Radio	Students must produce radio programs which include topics on cultural affairs and diversity.
<b>COMU 4006</b> Radio Advertising	Students must produce a 30-second PSA for radio, and may select topics regarding ethnic diversity, differences of gender and preference or sexual orientation, and violence towards women.
<b>COMU 4028</b> Production and Direction of Documentaries	Students must produce TV documentaries, and may select topics regarding diversity, such as one about the University of Puerto Rico's Student Strike, and another on the gay community.
<b>COMU 3005</b> Fundamentals of Communication	To generate understanding and tolerance about diversity issues related to the media and its content; to manage inclusive language in class exercises, and in oral and writing assignments; to participate in events related to cultural inclusiveness, such as the Workshop Guide for Inclusive Language; and to participate in events such as the Commemoration of the International Day of the Working Women.
<b>COMU 4025</b> Broadcast Journalism	Students engage in discussions on information handling, such as the risks of transmitting the journalist prejudice in the news, the need to avoid criminalization of poverty when highlighting news of people from public housing and the so called "special communities," the importance of being prudent while identifying the race, ethnicity, origin, political or religious preferences of the sources and the people involved in the news, and the need to not trivialize news regarding violence by reason of gender or sexual preference.
<b>COMU 3115</b> Ethical and Legal Aspects of Television and Radio Communication	Students engage in discussions on ethics in radio and TV, considering some aspects of diversity related to recruitment of administrative staff (and related FCC rules), talent, xenophobia, respect towards the diversity of listeners when defining the contents of the program, and the importance of mass media professionals' sensibility when dealing with subjects of diversity.

**4. Describe the unit's curricular instruction in issues and perspectives related to mass communications across diverse cultures in a global society.**

Every syllabus of the unit courses must include a general diversity objective, which in most cases reads as follows:

*Demonstrate respect, acceptance, attention, and value to the existing differences among student groups and mass media, such as ethnic, gender, sexual preference, religious or political, and socioeconomic differences, among others, that may exist within a globalized society.*

Additionally, policy establishes that the following Institutional Policy Against Sexual Harassment must also be included in every course syllabus:

*The University of Puerto Rico prohibits discrimination based on sex, sexual orientation, and gender identity in any of its forms, including sexual harassment. According to the Institutional Policy Against Sexual Harassment of the University of Puerto Rico, Certification Num. 130, 2014-*

2015 from the Board of Governors, any student subjected to acts constituting sexual harassment, may turn to the Office of the Student Ombudsperson, the Office of the Dean of Students, and/or the Coordinator of the Office of Compliance with Title IX for an orientation and/or to process a formal complaint.

Several courses offered at the Department of Tele Radial Communication include topics and activities aimed at creating awareness about diversity issues within a global society. Also, the Department promotes international experiences abroad for students and faculty. This includes the active participation of student organizations in international activities that promote the importance of cultural and global awareness in Colombia, Europe, and the United States. Students also have the option of participating in student-exchange programs with higher education institutions in Spain, Latin America, and the United States.

Co-curricular activities also seek to promote diversity and inclusiveness in international mass media and respect for diverse cultures in a global society. For example, our online radio station, UPRA Web Radio (Operation of campus media), operating since 2010, combines diverse programming that address issues related to sexual preferences, ethnic origin, religious and political beliefs, as well as multicultural themes. The station’s programming is intended to show respect, acceptance, attention, and value towards the differences that may exist within student groups and mass media, such as ethnic, gender, sexual orientation, religious, socio economic, among other differences, within a globalized society. UPRA Web Radio relates to UPRA Web Tube, which is the station’s YouTube channel, where the audience will find music videos, documentaries, live broadcasts, special programs, university news coverage, and the archiving of radio programs, among others. Now, this channel has 802 subscribers and 44,625 views programming regarding diversity and global perspectives issues (<http://upra.edu/uprawebradio/>):

**UPRA WEB RADIO PROGRAMMING LOG**  
**diversity, gender, sexual preferences, ethnic origin,**  
**religious beliefs, and political**

UPRA WEB RADIO PROGRAMMING LOG		
RADIAL PRODUCTION	DESCRIPTION	DURATION
UPRA WEB RADIO PROGRAMMING FALL 2015		
Special Program: Easter Resurrection	Religion	1 hour
Interview by Tinta Digital to Alexandra Lúgaro	Politics	1 hour
UPRA WEB RADIO PROGRAMMING SPRING 2015		
V International Literature Congress	Education & Literature	30 minutes
“A lomo de tigre”	Social Work	1 hour
UPRA WEB RADIO PROGRAMING FALL 2016		
Bridge to Borikén	Culture/ Travel	1 hour

“Trovadores del mundo”	Culture/ Music	1 hour
<b>UPRA WEB RADIO PROGRAMING SPRING 2016</b>		
“Abriendo tus sueños”	Girl Scouts Community Project	1 hour
“Matices”	LGBTQ+ Community Gender/ In memory of those who died in the Pulse nightclub massacre in Orlando	1 hour
<b>UPRA WEB RADIO PROGRAMING SPRING 2017</b>		
“Ideal con sostén”	Woman Empowerment	1 hour
Mi Vida por Ella	Overcoming Hurricane María	1 hour
<b>UPRA WEB RADIO PROGRAMING FALL 2017</b>		
Interview	Humanity/ Health	1 hour
Puerto Rico Radio Show	Radio/ Networking	1 hour
<b>UPRA WEB RADIO PROGRAMING SPRING 2018</b>		
Different	LGBTQ+ Community Gender	1 hour
Baby on Board	Maternity, Social, Health	1 hour
Women and gender-perspective sports	Sports/ Gender Perspective	1 hour
<b>UPRA WEB RADIO PROGRAMING FALL 2018</b>		
Radio Mil	Health, STD’s	1 hour
	Mental Health & Gender Violence	1 hour
	Education & Health	1 hour
	Religion	1 hour
	Education & Investigation	1 hour
	Nature & Prevention	1 hour
“Notas del Saco”	LGBTQ+ Community Politics Education	30 minutes
	Education, Social Economics, Gender	30 minutes
	Education, Gender equality, Arts.	1 hour
<b>UPRA WEB RADIO PROGRAMING SPRING 2019</b>		
Voices	Gender equality, International Women’s Day	1 hour
	Diversity, Acceptance LGBTQ+ Arts, Voice Festival	1 hour
	Diversity, Acceptance LGBTQ+ Arts, Voice Festival	1 hour
1st LGBTQ+ UPRA Coalition Encounter	Rights and Laws, Identity, Mass Media, Church, Family, Film, Literature	6 hours

UPRA WEB RADIO PROGRAMING FALL 2019		
Con la muerte en los tacones	Health, STD's	1 hour
	Mental Health & Gender Violence	1 hour
Simposio campus libre de violencia sexual-	Education & Health	1 hour
	Education & Investigation	1 hour
	Nature & Prevention	1 hour
El Soponcio <i>Queer</i>	LGBTQ+ Community Politics Education	10 hours
	Education, Social Economics, Gender	5 hours
	Education, Gender equality, Arts.	5 hours
UPRA WEB RADIO PROGRAMING SPRING 2020		
Una historia que contar	Mental Health & Gender Violence	1 hour
	Diversity, Acceptance LGBTQ+ Arts, Voice Festival	2 hours
Notas del Saco	Education, Social Economics, Gender	2 hours
Voces		
UPRA WEB RADIO PROGRAMING FALL 2020		
Una historia que contar	Mental Health & Gender Violence	3 hours
	Education & Health	1 hour
Notas del Saco	Education & Investigation	2 hours
	Education, Gender equality, Arts.	3 hours
UPRA WEB RADIO PROGRAMING SPRING 2021		
Cultura en Digital <i>The Big Brain Bunch</i>	Gender equality, International Women's Day	2 hours
	Diversity, Acceptance LGBTQ+ Arts, Voice Festival	1 hour
	Women's Rights	6 hours
<i>LGBTQ+ UPRA Coalition SPECIAL</i>	Rights and Laws, Identity, Mass Media, Church, Family, Film, Literature	2 hours

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

The University of Puerto Rico at Arecibo is a public corporation subject to the antidiscrimination norms in the workplace that apply to all the government agencies in Puerto Rico, particularly the Executive Order Num. 11246 of the Commonwealth of Puerto Rico of September 24, 1965, which prohibits discrimination against employees or employment applicants because of race, color, religion, gender, or ethnic reasons.

In 2005, the University of Puerto Rico approved a policy against discrimination that expands the prohibitions for discrimination. This policy established the following:

*The University of Puerto Rico prohibits discrimination in education, employment, and provision of service because of race, color, sex, age, origin or social condition, ancestries, civil status, religion ideas or beliefs or political ideas or beliefs, gender, sexual preference, nationality, ethnic origin, veteran or armed forces' condition, or physical disability. This antidiscrimination policy is extended to all the functions and activities of the University of Puerto Rico and institutional units that integrate its system, such as employment and the selection of employees, educational programs, services, admissions, and financial aid, among others (See Certification 58, 2004-05 of the Board of Trustees).*

The University of Puerto Rico maintains a procedure to prevent sexual harassment in the workplace (Procedure to Take Informal or Formal Action on Sexual Harassment or Discrimination for Sexual Motives - Circular Letter Num. 88-07, as amended, available at the reading room). It also maintains politics of affirmative action of no discrimination against persons with disabilities and veterans (see letters of the President of the University, Antonio Garcia Padilla of November 7, 2003, and women employment Circular Letter No. 99-03, Statement of Policy of Affirmative Action for the Employment of Women) in force.

To support students with disabilities, UPRA maintains the Office of Services to Students with Impediments, assigned to the Chancellor's Office. This office coordinates the efforts to facilitate integral educational services to people with disabilities protected under Commonwealth and federal laws and regulations. This program offers the following services:

- Counseling on rights and benefits
- Advanced enrollment
- Coordination of reasonable accommodation as necessary
- Administration of Needs Questionnaire
- Referrals to the service offices at UPRA, as necessary
- Referrals to the Vocational Rehab Office, if necessary
- Opportunity to integrate to university life through the Disabled Students Association
- Technological Services Room in the library

In Puerto Rico, domestic violence is a major concern. UPRA supports a domestic violence prevention program coordinated by different groups, such as Feminist Collective, in which the community participates through different activities to raise awareness on this subject.



The Department of Tele Radial Communication also supports the Group against Homophobia, which works directly with educational and awareness efforts of the Gay and Lesbian community on campus. In 2019, a group of students, faculty and non-teaching staff established the first LGBTTTQ+ Coalition. The Coalition celebrated its first symposium in April 2019, with multidisciplinary participation and representation from the university community and external guests. Participation from government, community-based, and advocate organizations provided important information and different topics about the LGBTTTQ+ community in Puerto Rico.

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

Recruitment and student enrollment at the Department of Tele Radial Communication reflect the same composition of the community population it serves.

As shown in the above Table 5 Undergraduate Student Populations, 100% of the student population at UPRA is identified as Hispanic-Latino. Likewise, a similar number of students at our department is identified as Hispanic-Latino. This data is constant, and the University is identified as an institution directed to serve Hispanic students. Consistently, the Department has offered an attractive program for students of the region that are interested in studying Tele Radial Communication.

As a system of higher education, the University of Puerto Rico is not an open-access university. It is the most competitive institution in Puerto Rico. The University of Puerto Rico at Arecibo shares the admission criteria of the UPR system. Each year the Department defines the capacity to admit new students.

Admission to our program considers the availability of spaces to be granted for admission. A summary of the capacity identified by the Department each year from 2014-21, for all relation between the students enrolled and the defined capacity are summarized in the following table:

**Table 5: Undergraduate Student Populations**

Academic Year	New Admissions	Total Applicants	Total Admitted	Capacity	Enrolled/ Admitted	Admitted/ Capacity
2013-14	61	164	71	80	86%	76%
2014-15	75	230	89	65	84%	115%
2015-16	70	197	77	75	91%	93%
2016-17	69	227	85	75	81%	92%
2017-18	67	228	73	85	92%	79%
2018-19	57	175	64	65	89%	88%
2019-20	80	200	63	65	79%	97%
2020-21	62	176	55	60	89%	92%
2021-22	73	160	60	50	82%	120%

**7. 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.**

Admission to the Department of Tele Radial Communication does not vary from the University of Puerto Rico’s general admission requirements. Minority students represent all students within the unit (Hispanic: 99%-100%).

**8. 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.**

Essentially, all students of the Department are minority students, under commonly used definitions of the term “minority” at US institutions of higher education. Therefore, efforts to retain minority students are then the same for all students. The University of Puerto Rico at Arecibo has the following retention programs: (a) Student Support Services Program; (b) Student counseling and Psychology services; (c) other institutional initiatives; and (d) the unit’s special projects.

The Student Support Services Program is financially sponsored by the U.S. Department of Education’s Title IV TRIO program and has been used as a model in various universities throughout Puerto Rico. By applying specific criteria, the Program identifies new freshmen students at risk of desertion (prior to enrollment) and offers them summer preparatory workshops, specialized counseling, academic and curricular workshops, and activities during their freshman year of college studies.

The following table includes the total number of students who participated in the preparatory workshops, as well as the total students of Communication who participated in the Program:

**Table 5: Student Support Services Program at University of Puerto Rico at Arecibo**

<b>Academic Year</b>	<b>Participants in Student Support Services Program (UPRA)</b>	<b>Participants from Department of Tele Radial Communication</b>
<b>2014-15</b>	165	10
<b>2015-16</b>	173	26
<b>2016-17</b>	166	12
<b>2017-18</b>	153	16
<b>2018-19</b>	178	13
<b>2019-20</b>	230	27

The Department of Counseling and Psychological Services offers a course on adaptation to university life for all new admissions students. This unit offers direct services regarding academic, vocational, and personal counseling, as well as psychological services.

The University of Puerto Rico at Arecibo carries out other retention initiatives, including orientation to new students, Title V sponsored programs aimed at increasing retention such as learning communities, a Learning Commons Center which offers tutoring, an early alert mechanism to identify students that are at risk of being suspended or not completing their university studies, among others.

The Department of Tele Radial Communication also coordinates internal initiatives to improve retention rates, including academic advising, social activities, and mentoring, among others. More detail with regards to retention efforts is discussed in Standard 6.

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

As presented in the tables below, female faculty is represented equally in the Department. Actually, there are four full-time regular female professors and five full-time male professors. The recruitment efforts of the Department are in compliance with its Diversity Plan. The Department is continuously receiving curriculum vita from those interested in being qualified for faculty positions. This is a continuous process and is open to the public in general. Periodically, a standardized process is in place to fill vacant positions. The process is initiated by the Chancellor and executed by the Deanship for Academic affairs. The Academic Departments are asked to send a list of the positions for which professors are needed. An official communication is disseminated in the press and the institutional website in order to achieve a pool of candidates.

**Full-Time Faculty, Academic year 2021-2022**

Academic Year	Group	Male	% of total faculty	Female	% of total faculty	Total
2021-2022	Hispanic/Latino (any race)	6	60.0%	4	40.0%	10

**Full-Time Faculty, Academic year 2020-2021**

Academic Year	Group	Male	% of total faculty	Female	% of total faculty	Total
2020-2021	Hispanic/Latino (any race)	6	60.0%	4	40.0%	10

**Full-Time Faculty, Academic year 2019 – 2020**

Academic Year	Group	Male	% of total faculty	Female	% of total faculty	Total
2019-20	Hispanic/Latino (any race)	5	50.0%	5	50.0%	10

**Table 7. Full-Time Faculty Recruitment**

The Tele Radial Communication Department has creatively implemented strategies to successfully serve our entire offer, and to meet this objective every year we update the departmental recruitment plan, which is integrated into the Study on the process of Recruitment of Institutional Teaching Staff. These plans fulfill our institutional mission, which documents the need for places to attract resources to guarantee academic excellence.

**Table 7.1 - Full-Time Faculty, Academic years 2018 – 2021**

Academic Year	Group	Male	% of total faculty	Female	% of total faculty	Total
2019-20	Hispanic/Latino (any race)	5	50.0%	5	50.0%	10
2020-21	Hispanic/Latino (any race)	6	60.0%	4	40.0%	10
2021-22	Hispanic/Latino	6	60.0%	4	40.0%	10

**Table 7.2 - Full-time Faculty Recruitment: Academic years 2016-2021**

Openings	2019	2020	2021
Total applicants in hiring pool	3	2	2
Females in hiring pool	1	0	0
Female finalists considered	1	1	1
Offers made to females	1	1	0
Offers accepted by females	1	1	0
Minorities in hiring pool	0	0	0
Minority finalists considered	0	0	0
Offers made to minorities	0	0	0
Offers accepted by minorities	0	0	0
International faculty in hiring pool	0	0	0
International faculty considered	0	0	0
Offers made to international faculty	0	0	0
Offers accepted by international faculty	0	0	0

**Table 8. Part-Time/Adjunct Faculty Recruitment**

The table below summarizes offers made to pool candidates to fill positions in the last three years:

**Part-Time Faculty Academic year: 2019 – 2021**

Academic Year	Group	Male	% of total faculty	Female	% of total faculty	Total
2018-19	Hispanic/Latino (any race)	5	62.5%	3	37.5%	8
2019-20	Hispanic/Latino (any race)	5	62.5%	3	37.5%	8
2020-21	Hispanic/Latino (any race)	5	56.0%	4	44.0%	9

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

**Part-time/adjunct Faculty Recruitment: Academic years 2016-2021**

Openings	2019	2020	2021
Total applicants in hiring pool	1	1	0
Females in hiring pool	1	1	0
Female finalists considered	1	1	0
Offers made to females	1	1	0
Offers accepted by females	1	1	0
Minorities in hiring pool	0	0	0
Minority finalists considered	0	0	0
Offers made to minorities	1	1	0
Offers accepted by minorities	1	1	0
International faculty in hiring pool	0	0	0
International faculty considered	0	0	0
Offers made to international faculty	0	0	0
Offers accepted by international faculty	0	0	0

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

The criteria established for the in the Candidates for Promotion in Rank at the University of Puerto Rico Article 45, Section 45.3 and the certifications included for be used in the evaluation of the performance of teachers through a process that be fair and objective.

In January 2021, Dr. Mildred Velez Morales obtains her tenure in the teaching position, also the same year obtain her promotion in rank as Associate Professor in July 2021. Dr. Anilyn Diaz Hernandez and Professor Rosa M. Berrios Hernandez obtain their promotion in rank as Professor July 2020.

As mentioned earlier, our entire faculty and professional staff is Hispanic. Therefore, efforts to provide an environment that supports retention progress and success of minority faculty and staff cover every member of the Department of Tele Radial Communication.

The Department has four full time female teaching faculty. The most senior member of the faculty is Prof. Ingrid Garriga, who joined the Department in 1984 and has been working with us uninterruptedly for 35 years. Professor Garriga was one of the founders of the Women and Gender Office at the University and is a constant voice in demanding better conditions for women and the environment. Dr. Anilyn Díaz, who received the Presidential Scholarship to complete her doctoral degree, is a TV producer who is currently our Academic Senator. Furthermore, Prof. Rosamary Berrios is a multimedia artist who is the President of the Personnel Committee.

Dr. Mildred Vélez (Strategic Communications) was granted a tenured faculty position and received the Presidential Scholarship to complete her doctoral degree. Dr. Sarah Platt (Digital Journalism) oversees the management of the Departmental news blog, Tinta Digital. On the other hand, part-time faculty include two recognized media professionals: Nitza Luna (photographer) and Maritere Velez (filmmaker, scriptwriter, and actress.) One of the Department Lab technicians is Ms. Darilyz Colón, a TV Lab Technician with over 20 years' experience in the Department, who works as part of her responsibilities, as the advisor of the student video and film. The Department's Administrative Assistant, Ms. Yelinet Gerena, is a recent addition to the Department. For the second semester 2019-20 the department hired a Marisel Surillo for the photography basic course.

**11. 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.**

The Department of Tele Radial Communication constantly receives resumes or curriculum vitae from academics and/or media professionals seeking part-time positions. When there is a course need, the Director and the Departmental Personnel Committee invite relevant candidates from the pool to be interviewed and discuss qualifications with the Departmental Personnel Committee to fill available positions.

**12. 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.**

**Academic Year 2015-2016**

**Female Guest Speakers:**

- Dr. Margarita Villamil - Vice President of Student Affairs at UPR. Subject area/expertise: Student opportunities at UPR.
- Alexandra Lúgaro - Lawyer/former independent candidate for the governorship of Puerto Rico. Subject area/expertise: Politics in Puerto Rico.

**Male Guest Speakers:**

- Nelson Del Castillo - Journalist. Subject area/expertise: The role of the journalists in Puerto Rican society.
- Jacobo Morales – Senior Writer/Filmmaker and Oscar nominee. Subject area/expertise: Film direction in Puerto Rico.
- Prof. Vicente Castro - Director, producer and screenwriter. Subject area/expertise: the role of the LGBTTQ+ community in the media industry, especially TV Movies.

**Academic Year 2016-2017**

**Male Guest Speakers:**

- Dr. Federico Subervi - Media Expert, writer and journalist. Subject area/expertise: Mass media communication and globalization in radio and TV.
- Dr. Luis Fernando Coss - Journalist and writer. Subject area/expertise: Journalism in Puerto Rico.

**Academic Year 2017-2018**

**Guest speakers from the LGBTTQ+ community:**

- Miss Catalina Tyrrell - Ms. Drag Queen 2017. Subject area/expertise: Transvestites in Puerto Rico society.
- Mr. Albert Rodríguez - Actor and gay activist. Subject area/expertise: New acting roles in Puerto Rico.

**Female Guest Speakers:**

- Prof. Caridad Sorondo - Producer, Activist and documentarist. Subject area/expertise: Television program inclusion in Puerto Rico.
- Sara Rosario Velez – President of Puerto Rico’s Olympic Committee
- Adriana Sánchez Parés – Secretary of the Department of Sports and Recreation in Puerto Rico
- Enid Rodriguez Nogueras – Doctor. Subject area/expertise: Sports Sociology

- Xiomara Molero – Leader. Subject area/expertise: Female Volleyball League of Puerto Rico

### **Male Guest Speakers:**

- Juan Dalmau - Lawyer, Senator (Pro-Independence Party (PIP)). Subject area/expertise: Puerto Rico laws for minorities.

### **Academic Year 2018-2019**

### **Female Guest Speakers:**

- Leonor Suárez - Director, screenwriter, reporter at Univision Digital Entertainment USA. Subject area/expertise: Women in documentaries.
- Hilda García - Vice-President of Univision Digital Entertainment USA. Subject area/expertise: Women in documentaries.
- Zoé Laboy Alvarado - Senator for the Pro-Statehood Party (PNP). Subject area/expertise: Sexual Violence on UPR Campuses.
- Ada Alvarez Conde – Journalist “Periodismo con Perspectiva de Género”

### **Male Guest Speakers:**

- Prof. Luis Molina Casanova - Movie director "Vivimos para esa noche". Subject area/expertise: Historic and religious movies.
- Alejandro García Padilla - Former Governor of Puerto Rico. Subject area/expertise: Personal experience in the government.
- Prof. Juan M. Mercado - Lawyer. Subject area/expertise: Law and rights of the LGBTTTQ+ community.

### **Guest speakers from the LGBTTTQ+ community:**

- Zulma Oliveras Vega - Counselor and Coordinator of *Paz para la Mujer*. Subject area/expertise: Social Empowerment for the LGBTTTQ+ Community.
- Johanne Vélez - President Advisory Council, President of Calidad de Vida, President LGBTTTQ+ Advisory Committee of Fortaleza. Subject area/expertise: New laws protecting the LGBTTTQ+ community in Puerto Rico.
- Alberto Valentín Camacho - Advisory Council, Calidad de Vida. Subject area/expertise: new laws protecting the LGBTTTQ+ community in Puerto Rico.
- Prof. Jesús Ramírez - President LGBTTTQ+ at UPRA. Subject area/expertise: The LGBTTTQ+ Coalition at UPRA.
- Justin “Kerry” Santiago – Activist “Foro Informativo sobre la Transexualidad”
- Ivana Fred – Activist “Foro Informativo sobre la Transexualidad”



### **Academic Year 2019-2020**

- Sra. Treicy Soto Benavides, Vicepresident of Programming and Production Telemundo Network, La televisión en Tiempos de Pandemia.

### **Academic Year 2020-2021**

#### **Female Guest Speakers:**

- Dra. Rosa Matos, Oficial de Igualdad de Oportunidades en el Empleo de la UPR en Arecibo
- Dra. Matilde Delgado Reina Universidad Autónoma de Barcelona Facultad de Comunicación y Publicidad, Visión Globalizada ante la programación de Nuevos Contenidos
- Tamar Ruiz López, Professional Counselors, El Manejo del Miedo y La Ansiedad Facilitadores de Salud Mental del Proyecto Conéctate de ASSMCA

#### **Male Guest Speakers:**

- Prof. Jesús Ramírez - President LGBTTQ+ at UPRA. Subject area/expertise: The LGBTTQ+ Coalition at UPRA.
- Jovaniel Navarro Pérez, Professional Counselors, El Manejo del Miedo y La Ansiedad Facilitadores de Salud Mental del Proyecto Conéctate de ASSMCA.

#### **Guest speakers from the LGBTTQ+ community:**

- Prof. Jesús Ramírez - President LGBTTQ+ at UPRA. Subject area/expertise: The LGBTTQ+ Coalition at UPRA.
- Dra. Rosa Matos, Oficial de Igualdad de Oportunidades en el Empleo de la UPR en Arecibo
- UPRA COMU students Luis Joel Méndez y Norman Ariel Toro.

## ATTACHMENT

- DEPARTMENTAL DIVERSITY PLAN

## Departmental Diversity Plan

### Introduction

The Department of Tele Radial Communication approved a policy of Diversity in a meeting held on February 12, 2010, which establishes the following:

*“The Department of Tele Radial Communication is part of the University of Puerto Rico - Arecibo, an institution with equal opportunity employment. The Department values everyone by their ability, effort and talent. It does not discriminate against race, gender, religious belief, political ideology, sexual orientation, nationality, age, marital status, social origin or disability or any other condition when working at the Department, not to exclude promotion, recruitment and retention of students and employees. For the Department, the dissemination of diversity is vital to achieve tolerance and acceptance of people who are part of the Department and the University of Puerto Rico. The Department is also committed to promoting the diversity of race, gender, religious belief, political ideology, sexual orientation, nationality, age, marital status, social origin or disability in production and broadcasting for radio and television. To comply, various strategies are analyzed that allow producers and programmers to integrate multiple ideas and minimize stereotypes and promote dialogue for equality in social life.*

*The Department integrated these strategies across the academic curriculum of its programs, through the teaching of acceptance of diversity and tolerance, including all members of the Puerto Rican society. In addition, considering the migratory wave between Puerto Rico and United States, as well as the exchange of programming, the faculty looks carefully at the meaning of diversity in the United States and in other parts of the world.*

*Finally, the Department is committed to the inviolability of the dignity of all human beings, according to the Universal Declaration of human rights of the United Nations and the Constitution of the Commonwealth of Puerto Rico.*

To implement this policy, the Department approved a Diversity Plan in a meeting held on November 10th, 2010. The plan included here, is divided into five areas: Four regarding content, and one regarding implementation. The first areas are: Students and teaching /non-teaching personnel and matters related to promotion, recruitment and retention. Areas three and four consider responsibility through curricular and co-curricular strategies executed by the Department as a guide for future Social Communication professionals. The fifth area outlines the mechanisms to implement due plan.

### Objectives, activities and expected results:

- I. **Objective:** Recruit and retain students who reflect diversity in present day Puerto Rican society
  - a. The Admissions Committee, alongside the Director of the Department, will maintain an appropriate balance with regards to the students of the unit, which in

turn reflects a balanced distribution of the Puerto Rican community in terms of gender, socio-economic status, race, and ethnicity.

- b. The Promotion Committee will design and implement promotional strategies to seek diversity among the student body.
- c. The faculty of the Department will support the plan of institutional retention, which handles issues related to minority-group student retention.
- d. The faculty of the Department will support the efforts of the Office of Law 51, which provides support for reasonable accommodation under the Federal ADA.

**Projected Result:** Graduate students from the Department of Tele Radial Communication will reflect diversity prevailing in Puerto Rican society in terms of race, gender, religious belief, political ideology, sexual orientation, nationality, social origin, disability, or any other condition.

II. **Objectives:** Recruit and retain a teaching and non-teaching staff that reflects the diversity in Puerto Rican society.

- a. Both the Director of the Department and the Personnel Department Committee will continue executing the implementation of the "zero tolerance" institutional rules regarding discrimination by reason of race, gender, age, origin or condition in the recruitment of teaching and non-teaching personnel.
- b. The Personnel Departmental Committee will review the recruitment profile and identify strategies to promote diversity in a way that the Department will continue recruiting teaching personnel to reflect the diversity of Puerto Rican society.

**Projected Result:** The faculty and the non-teaching personnel of the Department of Tele Radial Communication will reflect the prevailing diversity in Puerto Rican society in terms of race, gender, religion, ideology, sexual orientation, nationality, age, marital status, social origin, or physical or emotional disabilities.

III. **Objective:** Evaluate and modify - if necessary - the curriculum of the academic program to explore the study of diversity in mass media, its endorsement and the analysis of the negative effects arising from the rejection of diversity reflected in mass media in society.

- a. The Curriculum Committee will conclude the identification of courses in which aspects are attended with regards to biodiversity, as defined in the Policy of Diversity.
- b. The faculty will review syllabi to integrate concepts of diversity in Tele Radial programming and production, with emphasis on:
  - i. The exclusion of stereotypes and prejudice in the production, programming and endorsement of programs and advertising for mass media on racial or ethnic grounds, gender, sexual preference, age, economic status, or physical or mental disabilities.

- ii. The treatment given to information - in registry and news production – when addressing issues and events related to racism, sexism, classism, homophobia, xenophobia, discrimination by age or disability, domestic violence, and other related subjects.
- c. Faculty members teaching course COMU 4035, *Tele-Radial Programming*, will give special emphasis to the issue of diversity in media content, and participate in assessment initiatives identified by the Departmental Assessment Committee.
- d. The Department Assessment Committee will identify strategies to assess knowledge and attitudes acquired by students with regards to diversity in mass media.

**Projected Result:** The students who complete their degree at our Department shall identify those issues related to diversity and will master the tools to work in mass media free of prejudice and stereotypes, whereas diversity of audiences is representative of social diversity.

IV. **Objective:** Promoting the values of diversity in curricular and co-curricular activities under the program.

- a. The Director of the Department shall take appropriate measures to ensure that at least one yearly activity directly addresses aspects related to diversity in programming, content, or media personnel.
  - i. The Director shall send invitations to professional entities of mass communications in the north-central region.
- b. The faculty will support the efforts of outreach and research groups as the Committee of Women's Affairs and Gender when coordinating events related to gender diversity.
- c. The Department will support activities that discuss claims of under-represented groups, such as the gay, lesbian and transgender communities.
- d. The Department will support faculty members who conduct research and presentations on diversity in the media.

**Projected Result:** The students, professors, non-teaching personnel and mass media professionals of the north-central zone will have the opportunity to come together in activities where the main subject will be the promotion of diversity and the implementation of strategies to avoid hate speech and intolerance in society.

V. **Objective:** Establish mechanisms to achieve a successful implementation of the activities defined in the plan.

- a. The creation of a permanent committee on diversity to define the work agenda to promote diversity in the Department and ensure compliance with this plan.
- b. The functions of this committee are the following:

- i. Promote diversity among the student body, faculty, non-teaching personnel, curriculum, and extracurricular and co-curricular activities at the Department of Tele Radial Communication.
  - ii. Advise the Department Director about issues related to diversity.
- c. Evaluate the effectiveness of the decisions made by the Department to promote diversity in the areas of personnel, student body and curriculum.
- d. The Director of the Department shall appoint - and will be part of - a Diversity Committee, consisting of four members: two members of the teaching personnel (at least one of them will be a full-time faculty), a non-teaching employee and a Communication student chosen from the Honors Program. The Director shall take effective measures to ensure that members of the Committee represent the racial diversity that is sought between students and faculty in the Department.
- e. The Committee shall meet at least three times a year: at the beginning of the academic year to identify activities included in the plan as a priority for that year; halfway through the academic year, to carry out a formative evaluation and take actions focused to comply with each activity, and a meeting at the end of the academic year, to assess the effectiveness of all actions taken.
  - i. The Committee will determine the dates of implementation and suggest any changes or modifications to this Diversity Plan to the entire faculty.

**Projected Result:** The Diversity Committee shall file an annual report to the Department summarizing the results of the implemented activities that are part of this plan.

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

### **Executive Summary:**

The Department of Tele Radial Communication of the University of Puerto Rico at Arecibo (UPRA) has maintained a consistent level of full-time and part-time faculty since our last team visit. The Department currently has 9 full-time faculty members of which 8 are tenured, averaging 15 to 37 years of teaching experience, and supported with 7 part-time instructors. Most of the faculty holds a PhD or terminal degree in their field of research and teaching. The faculty is predominantly of Hispanic/Latino minority denomination. The Department has a well-rounded and diverse professional/academic faculty that encompass 6 areas of emphasis. The full-time and part-time faculty has not changed greatly, while tenured faculty has remained consistent since our last site team visit. On the other hand, the Department has more specialized doctoral degrees since the last visit. Our faculty has been consistently promoted throughout the years since the last visit. Most of the core courses are being taught by tenured and full-time faculty. Moreover, faculty members have researched, produced, published, won awards, and improved their teaching skills.

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

The Department of Tele Radial Communication has a faculty of 9 full-time professors (7 professors, 1 associate professors, and 1 instructor) who have been working for UPRA from 5 to 35 years. Columns 2 and 3 of Table 4.1 reflect the rank of full-time faculty and years of service at UPRA.

Most of the full-time faculty (80%) have either a PhD or a terminal degree in the areas in which they teach, and they all have a minimum of a master's degree in Communications or related fields, as well as professional experience in those areas, as shown in Column 4. Faculty members have completed graduate studies in accredited institutions of higher learning in Puerto Rico, United States, Latin America and Europe. Column 6 of the Table lists the universities attended by full-time faculty members.

The tenured faculty at the unit reflect the diversity in gender and ethnicity that prevails in the north-central region of Puerto Rico. Columns 7 and 8 of Table 4.1 reflect this diversity. Please refer to Standard 3 for more information.

**Table 4.1: Full-time Faculty**

<b>Name</b>	<b>Rank</b>	<b>Year he/she began in UPR-Arecibo</b>	<b>Professional Experience</b>	<b>Specialty Degrees</b>	<b>University</b>	<b>Gender</b>	<b>Race</b>
Soto, José L.	Instructor	2016	Public Relations, Media Production and Social Media	PhD (candidate) Communication Projects MA Digital Journalism	UNIBER-UNINI (Mexico) Universidad del Sagrado Corazón, San Juan (PR)	Male	Hispanic/Latino
Vélez, Mildred	Associate Professor	2006	Strategic Communication, Public Relations and Advertising	PhD Strategic Communication M.A. Public Communication	Universidad de las Artes, Ciencias y Comunicación (UNIACC) Santiago, (Chile) UPR Río Piedras, (PR)	Female	Hispanic/Latino
Berrios, Rosamary	Professor	2002	Photographer Visual Artist	MFA in Visual Arts (terminal degree)	Universidad Nacional Autónoma de México, (Mexico)	Female	Hispanic/Latino
Díaz, Anilyn	Professor	2000	Media and Culture; Cultural Events and Music Production	PhD Cultural Communication MA in Public Communication	University of Massachusetts Amherst, MA UPR Río Piedras, (PR)	Female	Hispanic/Latino
Fonseca, José	Professor	2000	Television / Radio Producer; Media Programming	PhD Audiovisual Communication and Advertising MA TV - Radio Management and Programming	Universidad Autónoma de Barcelona (Spain) City University of New York (NY)	Male	Hispanic/Latino



Gutiérrez, Emanuel F.	Professor	1997	Music Technology and Production, Electronics, Multimedia Producer, Sound Design-Music for Film	MM Music Technology (Tonmeister) and Multimedia (terminal degree) <sup>6</sup>	New York University, (NY)	Male	Hispanic/ Latino
Ortega, José	Associate Professor	1997	Radio and TV Production, Educational Technology	M.A. Educational Technology	Universidad del Sagrado Corazón San Juan, (PR)	Male	Hispanic/ Latino
González, Otilio	Professor	1990	Media Law, Journalist, Lawyer	PhD Communication  JD	University of Florida Gainesville, (FL)  UPR Río Piedras, (PR)	Male	Hispanic/ Latino
Garriga, Ingrid	Professor	1984	Scriptwriting/Corporate Communication	M.A. Human Communication	Fairfield University, Boston, (MA)	Female	Hispanic/ Latino
Luciano, Juan	Professor	1984	Organizational Communication, Public Relations, Advertising, TV Production	PhD Organizational Communication  M.A. Communication Mass Media and Public Relations	Wayne State University Detroit, (MI)  University of Illinois, (IL)	Male	Hispanic/ Latino

The average tenured faculty years of service in the Department range from 15 to 37 years of experience in mass communications, the main field which is taught and researched. At this moment, most of the full-time faculty (80%) have a PhD or a Terminal degree in

<sup>6</sup> The faculty has obtained other graduate and PhD degrees that are not related to the Mass Communication criteria.

their research and teaching areas. A 100% of the faculty is considered minority under the Hispanic/Latino denomination. Also, there is a balanced 40% female and 60% male full-time faculty ratio. The following Table 4.2 gives a more detailed summary of the areas of study, professional experiences, teaching, research, and other areas of interest of the faculty.

**Table 4.2: Full-time Faculty Professional Profiles**

<b>Name</b>	<b>Area of Study</b>	<b>Professional Experience</b>	<b>Teaching</b>	<b>Scholarly Activities</b>
Soto, José L.	Digital Journalism, Communication Theory, Social Media	Digital Journalism, Public Relations, Social Media Coach, Events and Music Productions	Television Production, Radio Productions, Fundamentals of Communication and History of Communications	Radio and TV productions, research in social media programming and event production.
Berrios, Rosamary	Visual Arts	Photographer & Visual Artist	Photography (Basic and Advanced), Cinema Studies	Photographic expositions and research in creativity
Díaz, Anilyn	Communication Theory, Television Production	Media and Culture; Cultural Events and Music Production	Television Production, Fundamentals of Communication, Documentary Production, Advanced Video Editing	Research in culture and ethnicity in media; television productions
Fonseca, José	Television Production; Television Programming and Management	Television/Radio Producer, Media Programming	Television Production, Media Programming, Media Management	Research in TV programming and Television and Film productions
Garriga, Ingrid	Sociology of Communication	Corporate Communication	Script Writing, Advertising Copywriting	Research on genre

Name	Area of Study	Professional Experience	Teaching	Scholarly Activities
González, Otilio	Media law and Regulations; Broadcast news	Media Law, Journalist;	News Production, Media Law and Ethics	Research on electronic media regulation and TV news production
Gutiérrez, Emanuel	Audio/Sound/Music Production, Multimedia Production; Metaphysics	Music Technology and Production, Multimedia Producer; Electronics, Sound Design; Music for Film; Metaphysics	Audio for Media, Digital Media and Multimedia Production	Audio and multimedia Productions, Sound Entrainment; Metaphysics and the use of Mass Media for religious or spiritual purposes
Luciano, Juan	Public Relations	Organizational Communication, Public Relations, Advertising; TV Production	Public Relations, PR Campaigns, Television Advertising Production	Marketing and strategic communications research; conferences and seminars
Ortega, José	Educational Technology	Radio and TV Production, Educational Technology	Radio Production, Educational Technologies	Audio and audiovisual production
Vélez, Mildred	Communication Theory, Advertising	Strategic Communication, Public Relations and Advertising	Fundamentals of Communication, Advertising	Research in television advertising and Communication Strategies

The full-time faculty has a diverse professional and academic background, spanning from Mass Media, Corporate Communication, Radio Broadcast, TV Production, Multimedia, Music Technology (Audio), Photography, Public Relations, Advertising, Journalism, Film, Educational Technology, Media Law, Digital Graphics and Visual Arts, as is observed in Table 4.2. The Fulltime Instructor and Department Chair is in the final stage of obtaining his PhD in Communication Projects. At the current moment 44% of the full-time faculty members are female and 56% male.

Regarding part-time faculty, there are currently 4 faculty members with terminal degrees and 6 with master’s degrees in their teaching. One faculty member is currently completing a PhD this semester. Part-time faculty is also 100% minority Hispanic/Latino. As mentioned before, part-time faculty hold a variety of specialties, skills and experiences. The following Tables, 4.3 and 4.4 show the current Academic and Professional Profiles of Part-Time Faculty.

**Table 4.3: Part-Time Faculty Academic Profiles**

<b>Name</b>	<b>Rank</b>	<b>Year that began in UPR-Arecibo</b>	<b>Specialty Degrees</b>	<b>University</b>	<b>Gender</b>	<b>Race</b>
Platt, Sarah	Assistant Professor	2014	PhD Public Communication M.A. Journalism	Universidad de Navarra, Pamplona, (Spain)  Barcelona & Columbia University, (Spain)	Female	Hispanic/Latino
Luna, Nitza	Instructor	2001	MFA Photography	Brooks Institute of Photography Santa Barbara, (CA)	Female	Hispanic/Latino

Name	Rank	Year that began in UPR-Arecibo	Specialty Degrees	University	Gender	Race
Figueroa, Carlos	Instructor	2014	M.A. Digital Graphic Design	Atlantic University College (PR)	Male	Hispanic/Latino
Perez, Edgar	Instructor	2016	M.A. Radio and Television	San Francisco State University (CA)	Male	Hispanic/Latino
Surillo, Marisel	Instructor	2020	PhD History of PR and the Caribbean MAE Art History	Centro de estudios Avanzados de PR y el Caribe Caribbean University	Female	Hispanic/Latino
Blanco, Jose	Instructor	2020	MA Communication Digital Journalism	Sagrado Corazón University	Male	Hispanic/Latino
Reyes, Nestor	Instructor	2017	MFA Photography	Inter-American University (PR)	Male	Hispanic/Latino

**Table 4.4: Part-time Faculty Professional Profiles**

<b>Name</b>	<b>Area of Study</b>	<b>Professional Experience</b>	<b>Teaching</b>	<b>Scholarly Activities</b>
Platt, Sarah	Public Communication and Journalism	Journalist, Editor, Blogger, Professor	Journalism, Mass Communication courses English & Spanish research & writing	Research, Article and Book Publication, International Conferences and Presentations
Luna, Nitza	Photography	Photographer	Photography	Photography Exhibits
Figueroa, Carlos	Graphic Design	Graphic Artist, Multimedia Producer, Event Producer	Graphic Design	Graphic Artist and Art Consultant
Perez, Edgar	TV Production	TV Producer	TV Production	TV producer live University events
Reyes, Nestor	Photography	Photographer & Film Producer	Postproduction for TV & Film	Postproduction Consultant, Photographer, Special Effects.
Surillo, Marisel	Photography	Photographer	Photography	Photography Exhibits
Blanco, Jose	Digital Journalism	Editor & TV Producer	Postproduction for TV & Film	-----

**2. Describe how the unit selects full-time and part-time faculty and instructional staff. Provide in digital format examples of published advertisements for faculty openings in the past six years (before the self-study year) that show required and preferred qualifications of candidates.**

The qualifications are established by the Department according to the need outlined in the recruitment policy (the recruitment policy will be available in the reading room). Faculty is considered tenured, tenure-track, non-tenured (temporary, substitute or special appointment) or part-time. The UPR General Regulations states that, throughout its various units and at each level of the system, the institution shall provide the necessary mechanisms for the recruitment and promotion of academic staff so that they are made based on competence, considering the merits of the candidates, so that the most suitable candidate is chosen.<sup>7</sup>

In addition, the recruiting priorities are always determined by the Department's Personnel Committee (CPD) and usually outlined in the Department's Recruiting Policies.

In the past, recruitment criteria efforts have been published in national newspapers or in official human resource job posting emails sent to the 11 universities of the UPR system around the island of Puerto Rico. The process of hiring tenure-track faculty members starts when the Department's Personnel Committee (CPF) identifies a need for recruitment. Once approved by the Chancellor, the hiring requires the Office of Human Resources to publish a call with a specific deadline. The evaluation of applications is conducted by the Department's Personnel Committee (CPF). Currently, the University requires all tenure candidates to have a Doctoral or terminal degree as established in its regulations. The criteria for faculty recruitment are the following:<sup>8</sup>

- Quality of academic record and quality of the universities where he/she studied.
- Command of the subject to be taught and ability to integrate with related areas.
- Experience in teaching and application of knowledge in a field.
- Published works and lectures.
- Identification with the philosophy and objectives of the University.
- Ability to conduct scientific research or creative work.

The hiring of full-time teaching personnel in temporary or substitute contracts follows a procedure like the one defined for part-time faculty, although the focus is placed on seeking professors that can teach more than one area and that are willing to work in both academic and administrative tasks. Priority is given to candidates with terminal degrees, professional experience, and teaching experience in higher education.

The hiring of part-time faculty is carried out together with the Human Resources Office upon the request of the Department Director, after consulting the Department's Personnel Committee. These contracts vary each semester and always consider the Department's needs, the academic background, and the professional experience of the available candidates. To facilitate the hiring process, the Department maintains an ongoing file of available candidates for future consideration. Many of these also come from local TV/radio stations, newspapers and other practicum/seminar

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<sup>7</sup>Article 29 of the General Regulations of the University of Puerto Rico.

<sup>8</sup>Article 43 of the General Regulations of the University of Puerto Rico.

or internship centers with whom the Department keeps a close affiliation. A master's degree is required to be considered for employment. As previously mentioned, prior teaching experience in higher educational is preferred.

**3. Describe the unit's expectations of faculty members in teaching, research, creative and professional activity and service, and its process for the award of tenure, promotion, reappointment, and salary. (Provide digital access to relevant faculty handbook sections and any supplementary promotion and tenure criteria and procedures adopted by the unit. Please provide specific page numbers.)**

Full-time faculty at UPRA are expected to offer a minimum of 12 credits per semester, to participate in academic advising, departmental and institutional committees, and become involved in the decision-making process of both the Department and the Institution. Also, faculty is expected to show innovation in their fields of expertise, to participate in the academic planning of the Department and to engage in academic research and other scholarly activities, as well as community service. The General Regulations of the University of Puerto Rico defines the following ten (10) responsibilities and attributions of the teaching faculty:

1. Work for the effective development of the objectives of the Department, of UPRA and of the University of Puerto Rico.
2. Assist the meetings of the teaching staff of both the Department and UPRA.
3. Participate in the presentation and discussion of issues that affect the direction and development of the Department and of UPRA and make recommendations to the corresponding organizations.
4. Ensure respect towards intellectual uprightness, the search of truth and the discrepancy of opinions.
5. Participate in the consultation processes of UPRA.
6. Participate in the different election processes applicable to the Department and to UPRA.
7. Keep up to date in his/her area of expertise and remain aware of the present pedagogical and cultural currents.
8. Participate in training and professional improvement programs that are offered by the Department and by UPRA.
9. Participate and cooperate in the faculty evaluation processes.
10. Participate in the academic planning of the Department.

The Administrative Board at UPRA has defined the aspects considered indispensable in the teaching function. These aspects are used as criteria to grant tenure and promotions to the teaching personnel. These are the following:

- Teaching Proficiency
- Academic research and dissemination and other scholarly activities
- Professional Development
- Service to UPRA and the Department
- Community service
- Years of Service



In 2009, the Department of Tele Radial Communication approved a Research and Community Service Policy. This policy is discussed further in Standards 5 and 8.

View Certification Number 2012-2013-13 as Amended AS:

[http://docs.upra.edu/academico/facultad/manual\\_hoja\\_cotejo\\_oct2018.pdf](http://docs.upra.edu/academico/facultad/manual_hoja_cotejo_oct2018.pdf)

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

UPRA has various ways to help and promote its faculty. The Center for Faculty Development at UPRA provides faculty to attend seminars, workshops and lectures every semester to enhance their skills in technology, teaching, online tools and assessment techniques, among other topics.

UPRA has a requirement for all its employees to complete a total 20 hours of ethics every two years. These mandatory lectures, workshops and online resources are held in and outside the classroom to promote faculty reflection on ethical issues.

UPRA also offers occasional Master Lectures to the entire faculty body. These conferences are held in a formal ceremony during which distinguished academics from around the world are invited as guest speakers to offer a master lecture.

In addition, thanks to an alliance with NYU (New York University), UPRA has been actively sending professors to the Faculty Resource Network (FRN) seminars. This program is an award-winning professional development initiative that sponsors programs for faculty members from a consortium of over 50 colleges and universities, which are designed to improve the quality of teaching and learning at its member and affiliate institutions. Here, faculty members are selected to attend workshops to improve their research, teaching, creative, social-cultural consciousness skills, and technology skills. Among the members that have attended are Dr. Mildred Velez, Prof. Rosamary Berrios, Dr. Sarah Platt and Dr. Juan Luciano. For more information, please refer to Standard 5.

Another initiative is the Communications Week, an event celebrated by the Department every year during the month of April. During this weeklong event, faculty and students attend a series seminars, workshops and lectures offered by industry leaders and professionals in the areas of: Strategic Communication, TV/Radio Production, News Production, Journalism, Photography, Advertising, Public Relations, Radio Broadcast, Film Production, Cinema, Multimedia, Post-production, among others.

Another interesting fact is that UPRA and each one of its departments offers multiple seminars and workshops to the community in general throughout the semester. Faculty members are encouraged to attend, and many do since it is part of the promotion process.

UPRA supports faculty members to attend seminars, workshops, certifications, courses, and degrees in other universities to promote their professional development. All these activities are encouraged and commended in Departmental meetings.

*\*\*In the past two years some of these activities changed due to the COVID-19 pandemic with summer trainings for the faculty in the processes of online teaching and online teaching tools.*

*Also, a variety of online workshops, webinars and seminars were added during the past three semesters via online training.*

**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 General Regulations of the University of Puerto Rico lists the distribution of faculty workload per week as follows:

**Table 4.5: Faculty workload**

Function	Weekly hours
Teaching	12
Office hours for individual assistance to students (this includes academic counseling)	6
Office hours for course preparation and other needs related to the job (this includes effective preparation for teaching courses, research, preparation and correction of exams, and administrative work)	15
Attend departmental, faculty and administrative meetings, as well as other related activities	4.5
<b>Total</b>	<b>37.5</b>

Source: General Bylaws of the UPR, Articles 63 – 66

The teaching load for the faculty is determined by the General Bylaws of the UPR, in Article 69, Section 69.1, and by UPRA's Academic Senate Certification Number 2005-06-29. As established by the institution, a full-time teaching workload at UPR is composed of 12 credits. The faculty may opt to teach additional courses above the 12 credits, up to a maximum of 22 credits, if available, but no professor may exceed four different subject matters. An additional compensation is paid to faculty exceeding the regular 12 credit hour workload. Faculty members may also receive release time or compensation for research, academic or administrative duties such as:

Department Chair	6 credits	release time
Accrediting Coordinator	3 credits	compensation
Academic Advising	3 credits	compensation
UPRA Web Radio	3 credits	compensation
Practicum Seminar Coordinator	3 credits	compensation

The faculty teaching load is assigned by the Department Director according to the academic preparation and professional experience of each faculty member.<sup>9</sup> Seniority in the program is also considered.

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

**Percentage of core and required courses taught by full-time faculty:**

Traditionally, full-time faculty (tenured, tenure-track and fixed-term full-time faculty) teach most core and required courses. Frequently, part-time faculty is hired to teach sections of courses that another full-time faculty is teaching. The following table shows the percentage of sections taught by full-time faculty over the past 12 semesters (3 years). (This includes the previous numbers for our postponed ACEJMC visit plus the recent updates).

**Table 4.6: Percentage of courses taught by full-time permanent faculty**

<i>Semester Academic Year</i>	<i>Total Classes in a Semester</i>	<i>Classes Taught by Permanent Faculty</i>	<i>% Taught by Permanent Faculty</i>
<i>Second 2021-22</i>	-	-	-
<i>First 2021-22</i>	57	47	82%
<i>Second 2020-21</i>	72	48	66%
<i>First 2020-21</i>	81	52	64%
<i>Second 2019-20</i>	71	48	67%
<i>First 2019-20</i>	83	56	67%
<i>Second 2018-19</i>	80	56	70%
<i>First 2018-19</i>	74	51	69%
<i>Second 2017-18</i>	93	70	76%
<i>First 2017-18</i>	90	62	69%

<sup>9</sup>See UPRA Academic Senate Certification Number 2005-06-29 and UPR-Arecibo Academic Senate Certification 2006-07-41.

<i>Second 2016-17</i>	86	59	68%
<i>First 2016-17</i>	96	63	66%

The data presented in the following table above was obtained from faculty contracts and administrative schedule rosters (PADIS) and other reports. As can be seen in the fourth column, the full-time faculty has been teaching an average of 64% of all courses offered during the last 6 years, with a low of 64% the first semester of 2020-21, and a high of 82% this current first semester 2021-22.

**7. Describe the unit’s processes and criteria for evaluating the performance of full-time and part-time faculty and instructional staff. Use a digital format to provide any course evaluation forms, peer review forms or other documents used in evaluations.**

The following table shows the instruments used to evaluate the performance of full-time and part-time faculty members at the University of Puerto Rico - Arecibo.

**Table 4.7: Instruments used to evaluate performance of Faculty members.**

<b>Essential functions</b>	<b>Evaluation instrument</b>
Classroom teaching	<ul style="list-style-type: none"> <li>• Peer evaluation in the classroom</li> <li>UPRA Academic Senate Certification No. 2006-07-29</li> <li>• Student evaluations</li> </ul>
Student advising and counseling activities	<ul style="list-style-type: none"> <li>• Administrative Evaluation</li> <li>UPRA Academic Senate Certification No. 2006-07-30</li> </ul>
Scholarly and professional activities	<ul style="list-style-type: none"> <li>• Portfolio for tenure and/or promotion</li> <li>• Annual reports</li> </ul>
Community and college service activities	<ul style="list-style-type: none"> <li>• Portfolio for promotion consideration</li> <li>• Annual reports</li> </ul>
Administrative activities	<ul style="list-style-type: none"> <li>• Administrative evaluation</li> <li>• UPRA Academic Senate Certification Num. 2006-07-30</li> </ul>
Media and industry interaction	<ul style="list-style-type: none"> <li>• Annual reports</li> </ul>
Special research programs and projects	<ul style="list-style-type: none"> <li>• UPRA Academic Senate Certification Num. 2006-07-30</li> </ul>

Travel to off-campus location	• Portfolio for promotion consideration
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The above items are used for faculty promotions. The faculty member prepares a large portfolio when determined by the Office of Human Resources, every 3 to 5 years depending on the current rank and years of service. This portfolio is later evaluated by the Department’s Personnel Committee (CPD) and then submitted to the Institutional Personnel Committee (CPF). From there it is evaluated on a third occasion by the administrative board before being approved and authorized by the University.

**8. List selected 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. (Five citations each year are sufficient, but the unit has the option of providing a full list in a separate digital file.)**

Academic Year	<u>Academic achievements in the last 6 years:</u> Mentions, Recognitions, Awards, Certificates, Proposals, Changes to the Curriculum / Courses, Academic Publications, Prize-winning Productions, etc.
2021-22	<p><b>José Fonseca</b></p> <p>PhD in Audiovisual Communication and Advertising and International Doctoral Research Component at the Department of Audiovisual Communication and Advertising in the Universitat Autònoma de Barcelona.</p> <p>Research and Publication- “La Televisión en Puerto Rico: contexto, historia, estructura y análisis de la oferta de contenidos de las cadenas de televisión en abierto en los inicios del siglo XXI”-2021 Comprehensive Research of Media Content.</p>
	<p><b>Sarah Platt</b></p> <p>In March 2020, my paper and article on Latin American chronicle for the UPRA Spanish International Congress (canceled due to the Covid-19 pandemic) was accepted.</p>
	<p><b>Emanuel Gutiérrez</b></p> <p>Published book – Cuentos para Lidiar – Colección Completa</p> <p>Received a Recognition for Collaboration with <i>Emprende 840</i>.</p>

	<p><b>Otilio González</b></p> <p>Author: Los medios de comunicación, la transparencia y el acceso a la información pública en Puerto Rico, in: Antología de Comunicación Política en Puerto Rico (TBP). 2022</p> <p>Judge, Association of Journalists of Puerto Rico Annual Awards – Print media entries (Summer 2021).</p> <hr/> <p><b>Anilyn Diaz</b></p> <p>Subervi-Vélez, F. &amp; Díaz-Hernández, A. (Eds.) (Forthcoming in 2022). “Anthology of Political Communication in Puerto Rico”. Editorial Lucinia C.E.</p> <p>(Forthcoming in 2022). “Assessing the Intersections of Media, Gender, Race, and Ethnicity in Puerto Rico”. Oxford Encyclopedia of Media, Race and Ethnicity.</p> <p>Retis, J., Román-Velázquez, P. &amp; Díaz-Hernández, A. (Forthcoming). “Colonial Crisis Exposed: Comparative discourse analysis of US and UK mainstream digital media coverage on recent natural disasters in the Caribbean.” / Submitted for evaluation</p> <p>Díaz-Hernández, A. (Forthcoming). “From Telecom to Broadcasting in Puerto Rico: The Legacy of Empire.” Submitted for evaluation</p> <hr/> <p><b>José Fonseca</b></p> <p>XCL TV-Advisor in development, conceptualization, production stages and budgets. Development proposals for tv programs, series, radio and theatre.</p>
<p><b>2020-21</b></p>	<p><b>Sarah Platt</b></p> <p>Virtual workshop "Writing memories" with Silverio Pérez and Ana Teresa Toro (March)</p> <p>Affiliated to the Association of University Professors (APPU) (March)</p> <p>Certified as a virtual educator by PED, UPRA (March)</p> <p>Participated in a virtual workshop "Close up nobody is normal", chronicles of characters with Julio Villanueva Chang (April)</p> <p>Offered a virtual workshop on the gender of the interview to students of the Association of Communication and Scientific Journalism of the Mayagüez University Campus (April)</p>

	<p>Participated in the Hortensia Zavala Scholarship Evaluation Subcommittee for UPRA News Production students (April)</p> <p>Collaborated at the University of La Plata in Argentina to edit an ad honorem article and at the University of Los Andes in Venezuela to publish with them (June). She submitted an article on a Latin American chronicle to the Contexto magazine of the 2nd institution.</p>
	<p><b>Otilio González</b></p> <p>Judge, Association of Journalists of Puerto Rico Annual Awards – Multimedia entries (Summer 2020).</p> <p>Developed online courses: Legal and Ethical Aspects (2020); Journalism (2021)</p>
	<p><b>Emanuel Gutiérrez</b></p> <p>Published book – ¡Despierta!</p>
	<p><b>Anilyn Diaz</b></p> <p>Díaz-Hernández, A. (July, 2021). “Emotiva la danza en dúo de piano y cuatro”. Fundación Nacional para la Cultura Popular, July 7. <a href="https://prpop.org/2021/07/emotiva-la-danza-en-duo-de-piano-y-cuatro/">https://prpop.org/2021/07/emotiva-la-danza-en-duo-de-piano-y-cuatro/</a></p> <p>Díaz-Hernández, A. (May, 2021). “‘In The Heights’ llega a casa”. Fundación Nacional para la Cultura Popular, May 23. <a href="https://prpop.org/2021/05/in-the-heights-llega-a-casa/">https://prpop.org/2021/05/in-the-heights-llega-a-casa/</a></p> <p>Díaz-Hernández, A. (May, 2021). “Presentan nueva edición de ‘Boricua Jazz’”. Fundación Nacional para la Cultura Popular, May 3. <a href="https://prpop.org/2021/05/presentan-nueva-edicion-de-boricua-jazz">https://prpop.org/2021/05/presentan-nueva-edicion-de-boricua-jazz</a></p>
	<p><b>Anilyn Diaz</b></p> <p>Press and Information Center Coordinator, Fundación Nacional para la Cultura Popular [The Center was dedicated to assist in the local and international media coverage on Puerto Rico’s uprising during the summer of 2019.]</p>

	<p>Díaz-Hernández, A. (August, 2020). “Frutos a pesar de la pandemia”. Fundación Nacional para la Cultura Popular, August 30. <a href="https://prpop.org/2020/08/frutos-a-pegar-de-la-pandemia/">https://prpop.org/2020/08/frutos-a-pegar-de-la-pandemia/</a></p> <p>Díaz-Hernández, A. (February, 2020). “‘Movimiento’ de Puerto Rico para el mundo”. Fundación Nacional para la Cultura Popular, February 11. <a href="https://prpop.org/2020/02/movimiento-de-puerto-rico-para-elmundo/">https://prpop.org/2020/02/movimiento-de-puerto-rico-para-elmundo/</a></p> <p>Díaz-Hernández, A. (January, 2020). “Desastroza comunicación de emergencia”. 80grados, January 24. <a href="https://www.80grados.net/desastrosa-comunicacion-de-emergencia/">https://www.80grados.net/desastrosa-comunicacion-de-emergencia/</a></p> <p>Díaz-Hernández, A. (January, 2020). “Yolandita domina en la SanSe”. Fundación Nacional para la Cultura Popular, January 17. <a href="https://prpop.org/2020/01/yolandita-domina-en-la-sanse/">https://prpop.org/2020/01/yolandita-domina-en-la-sanse/</a></p>
	<p><b>Otilio González</b></p> <p>Certified in distant learning UPRA (2019-20)</p> <p>Mentor, NAHJ UPRA (includes the following student-run media initiatives: Notas del Saco, Noticias Punto a Punto, A Cuentagotas) and a high school journalism initiative in 2019-20</p> <p>Certifications:</p> <p>Protección legal de obras de arte: Primera enmienda, derechos de autor y restitución (Jul 2020)</p> <p>Daños: Imagen propia, impericia, discrimen e indemnización (2020)</p> <p>Nueva Ley para la Protección de secretos comerciales e industriales de Puerto Rico (2020)</p> <p>Ley de Protección del Consumidor de Servicios Telefónicos (2020)</p>
<p><b>2019-20</b></p>	<p><b>Mildred Velez</b></p> <p>Publication in the Forum Magazine volume XXVI 2018-2019. Always beautiful, always perfect: beauty stereotypes in advertising. (p.161). VolXXVI.pdf (upra.edu)</p> <p>Course module COMU 3007 History and Development of Radio and Television, on the Moodle platform, July 2020. Approved by the PED. In courses.upra.edu</p> <p>Module of the course COMU 3005 Fundamentos de Comunicación, in the Moodle platform, July 2020. In courses.upra.edu</p>



	<p>Module of the course COMU 4007 Principles of Advertising, in the Moodle platform, July 2020. In courses.upra.edu</p> <p>Update of the Academic Counseling Guide for students admitted to the Baccalaureate Program in Tele-Radial Communication, 2019. Available at: Guia_de_Consejeria_Academica_2019.pdf (upra.edu)</p> <p>Speaker at the XX Congress of Academic Research and Creation at UPR Ponce, April 2019. Topic "Always beautiful, always perfect: Beauty stereotypes in advertising"</p>
	<p><b>Sarah Platt</b></p> <p>Ofrecí taller-conferencia sobre cobertura de noticias sobre violencia de género y lenguaje inclusivo para la Asociación de Profesores Puertorriqueños (APPU)- marzo 2019</p> <p>Cierre Semana COMU- presentación libro Cezanne Cardona en Guajira Bodeguita Cubana, junto a la Dra Anilyn Díaz- abril 2019</p> <p>Organicé con Tinta Digital una conferencia con Ada Álvarez sobre violencia de género- abril 2019</p> <p>Organicé y lideré exhibición de fotos “Invisibles” sobre diversidad, en Guajira Bodeguita Cubana con Tinta Digital - abril 2019</p> <p>Fui invitada a ser mentora de los estudiantes participantes del Buró de Noticias Asociación de Periodistas Puertorriqueños (ASPPRO)- agosto 2019</p> <p>Organicé junto a Tinta Digital la presentación del libro “Bitácora de una transmisión radial de Sandra Rodríguez Cotto- octubre 2019</p> <p>En junio 2020 llevé a cabo una revisión/edición de un artículo académico sometido a la Universidad de Almería (España).</p>
	<p><b>Emanuel Gutiérrez</b></p> <p>Published book – Wake Up!</p> <p>Graduated from Performance Coach University</p>
	<p><b>Prof. Emanuel Gutiérrez</b></p> <p>Special Recognition and Dedication in “41st Voice Festival” for 15 years of contribution and service. April 11, 2019</p>
	<p><b>Dr. Mildred Vélez</b></p> <p>Guest speaker at the XX Congress of Academic Research and Creation UPR Ponce, April 26, 2019 “<i>Siempre bella, siempre perfecta: estereotipos de belleza en la publicidad</i>”.</p>

	<p>Article published in FORUM journal, May 2019 “<i>Siempre bella, siempre perfecta: estereotipos de belleza en la publicidad</i>”.</p> <p>Obtained her PhD in Communications at UNIACC, June 2018.</p> <p>Doctoral thesis Publication, UPRA Library, UPR Río Piedras Library and UNIACC (Chile), 2018.</p>
	<p><b>Prof. José Fonseca</b></p> <p>2019 NATAS Suncoast Chapter Students Production Emmy Award “<i>Historias de María: Tiempo de Pensar</i>”, as part of the COMU 4028 course (Production and Direction of a Documentaries). A group of students at our Department won the Best Documentary award in the public service community category.</p>
<p><b>2018-19</b></p>	<p><b>Otilio González</b></p> <p>Writer: Proposal for the establishment of a Master’s degree in Content Creation for Digital Media for UPRA (Submitted) (2018)</p> <p>Gonzalez, O. (2018) Foro: Acceso a la Información en Puerto Rico 2018. Participated in special forum, Universidad del Turabo, Caguas PR).</p>
	<p><b>Mildred Velez</b></p> <p>Proyecto de Tesis Doctoral titulado “Representación de los Estereotipos de belleza femenina y su apropiación por las mujeres empleadas de la Universidad de Puerto Rico: el caso de la Revista Imagen”. Presentado 5 de junio de 2018 ante el tribunal examinador de tesis de la UNIACC y publicado en la biblioteca de la mencionada universidad. También en UPR Río Piedras y Arecibo. Primo de Ex Libris - REPRESENTACIÓN DE LOS ESTEREOTIPOS DE BELLEZA FEMENINA Y SU APROPIACIÓN POR LAS MUJERES EMPLEADAS DE LA UNIVERSIDAD DE PUERTO RICO (exlibrisgroup.com)</p>
	<p><b>Dr. Sarah Platt</b></p> <p>Article published in FORUM journal, May 2019 "Marcela Turati: periodista, activista y feminista mexicana".</p> <p>Smart Phone Filmmaking with Dr. Rosanne Limoncelli. Selected faculty participant. Faculty Resource Network Summer Seminar, New York University (NYU). June 2019.</p>

	<p>Solution-Oriented Journalism: The Full Story with Tina Rosenberg &amp; Liza Gross Selected to participate in this workshop held during Festival Gabriel García Márquez 2018 and organized by Fundación de Nuevo Periodismo Iberoamericano (FNPI) in Medellín, Colombia. October 2018.</p> <p>Editing Opinion, the New York Times Style with Boris Muñoz. Selected to participate in this workshop held during Festival Gabriel García Márquez 2018 and organized by Fundación de Nuevo Periodismo Iberoamericano (FNPI) in Medellín, Colombia. October 2018.</p> <p>Social Media and Literacy in the Classroom: New Pathways to Learning. Selected faculty participant. Faculty Resource Network Summer Seminar, New York University (NYU). June 2018.</p> <p>Dow Jones News Fund Multimedia Training Academy. University of Texas at El Paso. Selected among 12 professors in the United States to participate in this weeklong journalism boot camp. El Paso, TX. (June 2018).</p>
<p>Academic Year</p>	<p><u>achievements in the last 6 years:</u></p> <p>Mentions, Recognitions, Awards, Certificates, Proposals, Changes to the Curriculum / Courses, Academic Publications, Prize-winning Productions, etc.</p>
<p>2017-18</p>	<p><b>Prof. José Fonseca</b></p> <p>Presentation (in conjunction) with academics at the Meeting of Communication Researchers at UPR Río Piedras, on successful strategies to improve organizational communication in the universities of Puerto Rico.</p> <p>Co-presenter, at its launch, of the book Redes (on the history of telecommunications regulation in Puerto Rico by Dr. L. Rosario Albert) at the Museum of Contemporary Art in San Juan.</p> <p>XI Congress of Research and Academic Creation, "From Research to Action: Invisible Populations". Opening Congress Presenter: "Professional Perspective of the Communications Industry in Puerto Rico. Before, during and after Hurricane Maria", May 17 - 18, 2018, UPR Carolina.</p> <p>Article published in FORUM journal 2016-2017 (Mecanismos de la construcción de la identidad cultural a través de la ficción televisiva - El caso de Televisión de Puerto Rico y XCL-TV).</p> <p>Curriculum committee - Activation of COMU course 4075 Communication Seminar.</p> <hr/> <p><b>Prof. Emanuel Gutiérrez</b></p> <p>The Metaphysics of Manifestation. Publication 2018.</p>

	<p><b>Otilio Gonzalez</b> Gonzalez, O., Diaz, A., Colon, L. (2017) Transforming Organizational Communications in Institutions of Higher Learning; The case of UPR Arecibo. Presented at Communications Congress, University of Puerto Rico - Rio Piedras, San Juan PR)</p>
	<p><b>Prof. Maritere Vélez</b> Nomination for best foreign comedy (Preach). NFMLA, Los Angeles.</p>
	<p><b>Prof. Rosamary Berrios</b> Curator “La cultura loiceña en tiempos de las fiestas a Santiago Apostol”. Exhibition room in Historic park “Cueva María de la Cruz”, Loiza P.R.</p>
	<p><b>Dr. Juan Luciano</b> Faculty Resource Network Fellow. “Global climate change seminar”. American College of Greece. Atenas, Greece.</p>
<p><b>Academic Year</b></p>	<p><b><u>Academic achievements in the last 6 years:</u></b> Mentions, Recognitions, Awards, Certificates, Proposals, Changes to the Curriculum / Courses, Academic Publications, Prize-winning Productions, etc.</p>
<p><b>2016-17</b></p>	<p><b>Prof. Rosamary Berrios</b> UPRA research symposium. Artistic Proposal (Album de florista).</p>
	<p><b>Dr. Mildred Vélez (served as mentor)</b> Cúspide Award – Best Print Ad (Advertising Agencies Association of Puerto Rico Contest)</p>
	<p><b>Dr. Otilio González</b> Launch of a new virtual catalog for urban art in Arecibo. Drafting of the proposal for the establishment of a master’s degree in Digital Content at the UPRA Award of the Arecibo 500-year Medal, as part of the 500-year celebration of the city, for contributions as Chancellor.</p>
	<p><b>Prof. Emanuel Gutiérrez</b> Publication of the book: “El Camino”. Obtained a PhD in Metaphysical Sciences</p>

	<p><b>Prof. José Fonseca</b></p> <p>Presenter: “The Structure and Content Offering in Puerto Rican Television: An Analysis of Television Programming in the Open Networks Telemundo, Televisión, TuTV and Univisión 2002-2006”. March 7 – 9, 2017 University of Puerto Rico in Rio Piedras.</p> <p>V International Congress: Writing, Individual and Society in Spain, Las Americas and Puerto Rico. Presenter: April 16 – 17, 2015 University of Puerto Rico in Arecibo.</p> <p>FORUM VOL XXV: “Mechanisms of the construction of cultural identity through television fiction: The case of Televisión de Puerto Rico and XCL-TV”. 2016-2017.</p>
<p><b>Academic Year</b></p>	<p><b><u>Academic achievements in the last 6 years:</u></b></p> <p><b>Mentions, Recognitions, Awards, Certificates, Proposals, Changes to the Curriculum / Courses, Academic Publications, Prize-winning Productions, etc.</b></p>
<p><b>2015-16</b></p>	<p><b>Dr. Mildred Vélez</b></p> <p>Presidential Scholarship for doctoral studies. Granted by the vice presidency of Academic Affairs of the University of Puerto Rico. August 2015.</p> <p>Faculty Resource Network Fellow, New York University. June 5-10, 2016</p>
	<p><b>Prof. Rosamary Berrios</b></p> <p>Syllabary creation COMU 3025 Analog Photography in Black and White</p> <p>Faculty Resource Network Fellow, New York University. June 5-10, 2016</p>
	<p><b>Dr. Juan Luciano</b></p> <p>Syllabary creation COMU 4075 - Communication Seminar</p> <p>Faculty Resource Network, New York University. June 5-10, 2016</p>

**Dr. Sarah Platt**

Creation of Blog – Tinta Digital (Student Works)

Mentor of health journalism workshop - “Voces Coalición de vacunación y promoción de la salud”, -Convention Center de San Juan.

Critique in the Digital Era with A.O. Scott (The New York Times). Selected to participate in this workshop held during Festival Gabriel García Márquez 2016 and organized by Fundación de Nuevo Periodismo Iberoamericano (FNPI) in Medellín, Colombia. September 2016

Forum with Deans and Journalism Program Directors. Selected to participate in this event held during Festival Gabriel García Márquez 2016 and organized by Fundación de Nuevo Periodismo Iberoamericano (FNPI) in Medellín, Colombia. September 2016

Ethnicity and Media with Dr. Arlene Dávila. Selected faculty participant. Faculty Resource Network Summer Seminar, New York University (NYU). June 2016

Storytelling Journalism with Juan Cruz (El País, Spain). Selected to participate in this workshop organized by Fundación de Nuevo Periodismo Iberoamericano (FNPI) and Congreso Internacional de la Lengua Española (CILE) in San Juan, PR. March 2016

International Radio and Television Society (IRTS) Faculty Seminar Agenda. Selected faculty participant. New York, NY. (June 2017).

Academic Year	<u>Academic achievements in the last 6 years:</u> Mentions, Recognitions, Awards, Certificates, Proposals, Changes to the Curriculum / Courses, Academic Publications, Prize-winning Productions, etc.
<b>2014-15</b>	<p><b>Prof. Emanuel Gutierrez</b> Website launch of: <a href="http://www.lacienciadelsonido.com">www.lacienciadelsonido.com</a></p>
	<p><b>Dr. Juan Luciano and Dr. Mildred Vélez</b> Faculty Resource Network Congress. Condado Plaza Hotel, November 2014.</p>
	<p><b>Dr. Juan Luciano</b> Work is underway to establish a student exchange program with Florida Memorial University in Miami, Florida.</p>
	<p><b>Dr. Anilyn Diaz</b> Served as mentor - Student participation in the recording of the documentary: "<i>500 Years of Arecibo</i>".</p>
	<p><b>Dr. Mildred Vélez</b> Convention of Association of Broadcasters of Puerto Rico. Engineers College of Puerto Rico.</p>

Academic Year	<u>Academic achievements in the last 6 years:</u> Mentions, Recognitions, Awards, Certificates, Proposals, Changes to the Curriculum / Courses, Academic Publications, Prize-winning Productions, etc.
<b>2013-14</b>	<p><b>Prof. Emanuel Gutierrez</b> Independent publication of the book: "<i>The Science of Sound</i>" - 2nd Edition. Independent Publishing Seminar provided to faculty and students. University of Puerto Rico at Arecibo Curriculum committee - Curricular Proposal for Minor Change to UPRA's Bachelor Program in Tele Radial Communication. Submitted to the Vice-Presidency of Academic Affairs and approved in July 2013.</p>

	<p><b>Prof. José Fonseca</b></p> <p>LASA2015/International Congress of the Latin American Studies Association  Presenter: “The State of Spanish-Language &amp; Latino-Oriented Media”.</p> <p>Presenter: “Perspectives for Assessing the Sates of Media in PR: Studies in Journalism, Television Programming, Music Events Production and New Media”. 2013, University of Texas in San Antonio.</p>
	<p><b>Prof. Emanuel Gutierrez</b></p> <p>Syllabary creation COMU 3127 - Design and Production of Multimedia II (approved course)</p> <p>Syllabary creation COMU 4155 - Advanced Editing and Postproduction (approved course)</p>
	<p><b>Prof. Rosamary Berrios</b></p> <p>Syllabary creation COMU 4028 - Documentary Production and Direction (approved course)</p> <p>Syllabary creation COMU 3019 - Language and Cinema Analysis (approved course)</p> <p>Syllabary creation COMU 3022 - Digital Photography II (approved course)</p>



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

### **Executive summary**

The emphasis of the Department of Tele Radial Communication is the formation of professionals who will work mainly in mass media and communication organizations in Puerto Rico and abroad. Our program is interdisciplinary and combines both theoretical knowledge with practical hands-on skills needed in media organizations today. The Department offers a varied program that considers media industries, their relationship to popular culture and society, and the present demands and challenges concerning the field of Communication. Furthermore, the program emphasizes the development of critical and intellectual thinking skills, professional writing abilities and effective oral communication, as well as technical knowledge related to the diverse fields of Communication. It is the Department's goal to incorporate research, development, and professional activities as important aspects of today's communication efforts. Research methodology is covered in previously determined courses and students must prepare proposals and other projects that include research. On the other hand, faculty members are very active in the production of videos, movies, and TV series, as well as musical productions, photo exhibits and radio programs, public relations campaigns, among other creative projects. They also place a special regard for research-oriented activities, which include publications in academic journals and other outlets, as well as presentations in congresses and conferences, both in Puerto Rico, the United States, and abroad. Faculty members are also active members of academic and professional organizations.

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.**

The University of Puerto Rico at Arecibo's mission establishes that the Institution dedicates its functions primarily to teaching, although a strong research and community service component is significantly enforced and fostered. In the University's Strategic Plan, the mechanisms followed to increase faculty and student participation in research activities and the development and dissemination of information, are stated in detail. The Institution defines the following objectives outlined in Goal II of the Strategic Plan Faro 2025 as follows:

*Promote a university culture of university research and creative work*

- 2.1 Increase faculty and student participation in research and creation activities in all disciplines.
- 2.2 Encourage faculty to publish and disseminate their academic research in peer-reviewed journals and activities in Puerto Rico and abroad.
- 2.3 Foster the development of alliances and agreements with researchers from other universities or institutions, for academic research projects or projects that could bring in external funding.
- 2.4 Support research projects designed to attract external funding.
- 2.5 Promote the regular publication of UPRA's academic journals

The Department of Tele Radial Communication has offered continuous support to research, development and community services. The following is established in the unit's mission:

*Search to bolster the professions and fields related to Tele Radial Communication. We actively become involved in academic and development research, in community services and in the dissemination of knowledge related to the diverse branches of mass media.*

In order to achieve this, the Department's Strategic Plan outlines the following goals and objectives:

*Goal 2: Promote a university culture of research and creative work for both professors and students who forge leaders in new knowledge, foster collaboration agreements between researchers and institutions and support fundraising.*

### **Objectives:**

- 2.1 Develop and support the dissemination of scientific research and creative projects in conferences, forums, Peer-reviewed journals and applicable publications.
- 2.2 Promote alliances and collaboration agreements between UPRA researchers and creators and others universities and institutions.
- 2.3 Support research and creation projects aimed at raising funds.
- 2.4 Promote student research and student creation activities under the teacher mentoring
- 2.5 Foster a culture of appraisal in research and creation.

A Research and Community Service Policy was approved in February of 2009, which establishes the following:

*The Department of Tele Radial Communication of the University of Puerto Rico at Arecibo is convinced that without putting the traditional and theoretical curriculum at stake, the study of Communication as an academic and professional field is assisted with research development and experimental views on innovative design and production techniques, as well as development activities with an emphasis on communitarian efforts. Moreover, the Department supports, recognizes, and values both faculty members and students who become involved in research, development, and community services.*

Research in Communication encompasses a great variety of fields and specialized areas of interest. This includes -but is not limited to- traditional qualitative and quantitative research methods related to: the impact of Communication in society, the history and development of mass media, the evolution of communication-related professions, the impact and development of new platforms and technology, the legal and ethical study of communication, audience analysis, consumer behavior, further marketing studies, among other topics.

Due research areas are focused on three perspectives:

- Teaching and the application of methods and research skills in courses offered by the unit's program
- Research initiatives executed and developed by faculty members

- The dissemination of research findings
- 

In terms of development, the Department's efforts are almost as broad, interdisciplinary, and diverse as the research initiatives before mentioned. These include scriptwriting, journalistic publications, multimedia production, photographic exhibits, video graphics, radio and sound production, and other audiovisual projects in the form of informative, entertainment and experimental content for radio, TV, motion pictures, and other mass media and Communication platforms.

**2. Define the group of faculty members 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).**

This group includes both full and part-time faculty. The full-time faculty group included in this section is formed by nine (9) professors whose ranks are divided as follows: four (4) full professors, three (3) associate professors, and two (2) assistant professors. Seven (7) part-time non-tenured faculty members were also considered in this section.

Four full-time faculty members included held managerial or chair positions during the past six years:

- Dr. Juan Luciano, Dr. Otilio González, Dr. Anilyn Díaz and Prof. Emanuel Gutiérrez.
- Dr. Juan Luciano: Department Director, 2010-2018 (January) and 2018-2020 (August).
- Dr. Otilio González: Chancellor (2014-2017), Assistant to the President (2013)
- Dr. Anilyn Díaz: Press Official and Community Service (2014-2017)
- Prof. Emanuel Gutiérrez: Department Interim Director, 2018 (January-August)

**Faculty members who have obtained their Ph. Ds within the last six years**

José A. Fonseca, Full Professor  
 Ph. D, Audiovisual Communication and Advertising, 2021 /  
 Autonomous University of Barcelona (UAB) Barcelona, Spain. Dissertation: Television in Puerto Rico: Context, History, Structure, and Content Offer Analysis of Open Network TV Content in the XXI Century

Mildred Vélez, Assistant Professor  
 Ph. D, Communication, 2018 / University of Arts, Science and Communication (UNIACC) Santiago, Chile.  
 Dissertation: *The Representation of Female Beauty Stereotypes and their appropriation by Female Employees of the University of Puerto Rico: The Case of Imagen Magazine.*

Anilyn Díaz, Associate Professor  
 Ph. D, Communication, 2015 / University of Massachusetts- Amherst  
 Dissertation: *The Colonial Legacies of "Fiesta Island": A Critical Study of Live- Music Events Production in Puerto Rico.*

As for **part-time faculty**, only the work of faculty members who remain teaching at the Department is included here. It is important to mention that although the primary role of faculty is centered around full-time teaching, a considerable number of professors engage in research initiatives, participate in national and international congresses, and are actively involved in the dissemination of their research findings through publications and other means. The development of other creative and media projects produced by faculty is also substantial and includes: the broadcasting of television productions in local channels, independent music productions, artistic exhibitions, film festivals, documentaries, among others. Faculty members currently enrolled in doctoral programs have also encouraged the discussion of topics pertaining to the study of mass media by using their courses as discussion forums to disseminate academic articles within the student community.

Faculty members hold diverse academic backgrounds and trainings. Most have completed top degrees in academic institutions that promote both theoretical approaches with practical audiovisual media techniques and have been recognized and accredited in Puerto Rico, Europe, and Latin America. Within full-time faculty, 44% hold a Ph. D, while the remaining 55% hold master or terminal degrees in Communication or related fields.

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

Overall Faculty Scholarship Productivity

Scholarship, Research, Creative and Professional Activities	Total from Unit*	Individuals				
		Full Professors (4)	Associate Professors (4)	Assistant Professors (2)	Other Faculty**	Totals
Awards and Honors	3	1	2	0	0	3
Grants Received Internal	1	0	0	1	0	1
Grants Received External	11	5	1	5	0	11
Scholarly Books, Sole- or Co-authored	0	0	0	0	0	0
Textbooks, Sole- or Co-authored	0	0	0	0	0	0
Books Edited	4	2	0	2	0	4
Book Chapters	1	1	0	0	0	1
Investigation	5	2	2	1	0	5
Articles in Refereed Journals	7	0	4	3	0	7
Refereed Conference Papers	12	0	5	7	0	12
Invited Academic Papers	15	3	10	1	1	15
Encyclopedia Entries	0	0	0	0	0	0
Book Reviews	0	0	0	0	0	0
Articles in Non-refereed Publications	7	0	2	5	0	7
Juried Creative Works	2	0	2	0	0	2
Non-juried Creative Works	44	2	6	0	36	44

Scholarship, Research, Creative and Professional Activities	Total from Unit*	Individuals				
		Full Professors (4)	Associate Professors (4)	Assistant Professors (2)	Other Faculty**	Totals
Other (please specify)	2	1 (Proponent Master's Degree)	1 (Radio interviews)	0	0	2

\*Co-authored work should be counted as a single publication in the unit totals. However, if, for example, two members of the faculty are co-authors on the same journal article, it would be reported as a publication for both authors. \*\*Includes all full-time faculty who do not hold listed ranks, such as instructors and others on term appointments. Many faculties in this category may hold teaching appointments without significant scholarship, research or creative requirements.

**4. List in a digital file list the scholarly, research, creative and professional activities of each member of the full-time faculty in the past six years. Limit to 10 per faculty member through the six-year period. The unit has the option of providing a complete list in a separate digital file. (Full-time faculty refers to those defined as such by the unit).**

### **Juan Luciano-Nieves**

#### Academic Events

- ❖ Attendant - Student Emmy Suncoast East, Miami, Florida (2019)
- ❖ Attendant - Emmy Suncoast East Coast Gala, Orlando, Florida (2018)
- ❖ Fellow - Faculty Resource Network Fellow, Athens, Greece (2017) (*Global Climate Change Seminar*, American College of Greece)
- ❖ Fellow - Faculty Resource Network Fellow, New York (2016) (*More Connected, More Disconnected Seminar*-New York University)
- ❖ Fellow- Faculty Resource Network Fellow New York 2014 Grant Proposal Seminar New York University
- ❖ Fellow - 2014 National Association of Television, Miami, Florida (2014 Producers Executives Convention, NATPE)

### **Otilio González-Cortés**

#### Publications

- Author of- *Mass Media, Transparency and Access to Public Information in Puerto Rico*, chapter in the book: *Anthology of Political Communication in Puerto Rico* (edited by Dr. Federico Subervi Vélez and Dr. Anilyn Díaz Hernández).
- Author of - *The Early Years*, 1<sup>st</sup> chapter in institutional book of the UPR at Arecibo. 50 years of the UPR Arecibo's founding, University of Puerto Rico at Arecibo (2017 Expected publishing date: pending).

#### Presentations

- Gonzalez, O. (2018) Forum: Access to Información in Puerto Rico (2018). This special forum was organized as part of the International Day of Access to Information (UNESCO) celebrated at Universidad del Turabo, Caguas PR.
- Co-Authored - *Transforming Organizational Communications in Institutions of Higher Learning: The Case of UPR Arecibo*. I National Communications Congress, University of Puerto Rico at Río Piedras (2017).
- *The Influence of Mass Media in the Politics and Identity of Puerto Rico*. International Communications Association (ICA): Communication Across the Life Span, San Juan (2015).

#### Academic Consulting

- Proponent - New Master's Degree Program in Digital Media Content, University of Puerto Rico at Arecibo (2017)

#### Other creative work

- *Urban Art Virtual Catalogue*, a complete interactive online catalogue of urban art in Arecibo. Website Developer: <http://arturbano.upra.edu>, Arecibo, P.R. (2017).

#### Award or distinction

- Jury Member of the National Journalism Prize- Association of Puerto Rican Journalists (ASPPRO) in 2021 (Written Press) and 2020 (Multimedia).

- Medal - Arecibo 500 Awarded to distinguished residents of Arecibo as a part of its 500 years of history, Arecibo, P.R. (2015)

### **Rosamary Berrios-Hernández**

#### Invited academic papers

- ❖ *Álbum de Florista* (Photo Book of Florist). Research and Creation Symposium, University of Puerto Rico at Arecibo (2015).
- ❖ *Memoria en Tierra* (Memory from Earth). Sixteenth Research and Creation Congress, University of Puerto Rico at Ponce (2015).

#### Creative work

- ❖ Video Art Production for *Santiago de las mujeres* (Documentary work in progress). Loíza, P.R. (2015-present)
- ❖ National Exhibition - Arsenal Museum of the Spanish Marine, P.R. (2014)
- ❖ National Exhibition - Arsenal Museum of the Spanish Marine, P.R. (2013)
- ❖ Exhibition - Sixteenth Research and Creation Congress, University of Puerto Rico at Ponce (2015)
- ❖ Exhibition - *La cultura loiceña en tiempos de las Fiestas a Santiago Apóstol*, Museo de las Américas, San Juan, PR (2018)
- ❖ Exhibition - *La cultura loiceña en tiempos de las Fiestas a Santiago Apóstol*. Parque histórico de la Cueva María de la Cruz, Loíza, PR (2017)

#### Panels, lectures and other presentations

- ❖ Panelist - Cinema in Puerto Rico Festival of the Word 2016, Museum of Art and History of Puerto Rico (2016)

### **Emanuel Gutiérrez**

#### Independent Publications (Amazon)

- Cuentos para Lidiar: La Colección Completa (2021)
- ¡Despierta! (2020)/ Wake Up! (2019)
- *Cuentos para lidiar* (<http://www.cuentosparalidiar.com/>), 2019
- *El camino...de vuelta a tu ser.* (<http://emanuelgutierrez.com/>), 2016

#### Other academic titles:

- UMS Arcata, California. Ph.D Thesis: *The Metaphysics of Manifestation*, 2018.
- UMS Arcata, California. MA. Thesis: *The Role of the Ego in Spiritual Enlightenment*, 2016

#### Creative work

- Musical production. (Grammy Nomination) *Andrés Jimenez, Omar Santiago, Mapeyé en Canarias*, 2016



## Anilyn Díaz-Hernández

### Publications

- ❖ Subervi-Vélez, F. & Díaz-Hernández, A. (Eds.) (Forthcoming in 2022). “Anthology of Political Communication in Puerto Rico”. *Editorial Lucinia C.E.*
- ❖ Díaz-Hernández, A. (Forthcoming in 2022). “Assessing the Intersections of Media, Gender, Race, and Ethnicity in Puerto Rico”. *Oxford Encyclopedia of Media, Race and Ethnicity*.
- ❖ Retis, J., Román-Velázquez, P. & Díaz-Hernández, A. (Forthcoming). “Colonial Crisis Exposed: Comparative discourse analysis of US and UK mainstream digital media coverage on recent natural disasters in the Caribbean.” / Submitted for evaluation
- ❖ Díaz-Hernández, A. (Forthcoming). “From Telecom to Broadcasting in Puerto Rico: The Legacy of Empire.” / Submitted for evaluation
- ❖ Co-author - *Impecable Mongil a las puertas del ocho puertas*. Fundación Nacional para la Cultura Popular (<http://www.prpop.org/2018/06>) (2018)

### Papers presented

- ❖ “Assessing Race and Ethnicity in Local Media in Puerto Rico.” Paper presented at the **International Communication Association’s 2021 (Virtual) Conference**, May 27-30, 2021. <https://cdn.ymaws.com/www.icahdq.org/resource/resmgr/conference/2021/ica21-printprogram.pdf>
- ❖ “Intersecciones de medios de comunicación, género, raza y etnicidad en Puerto Rico.”
- ❖ Paper presented at the **Research and Creation Symposium** (Simposio de Investigación y Creación) organized by the UPR-Arecibo’s Center for Academic Research and Creation (Centro de Investigación y Creación), Arecibo, Puerto Rico, May 7, 2021.
- ❖ *Estrategias exitosas para la transformación de la comunicación organizacional multimedia: el caso de la UPR Arecibo* (Successful strategies to transform multimedia organizational communication: The Case of UPR Arecibo). National Congress of Communication, University of Puerto Rico at Río Piedras (2017)
- ❖ *Contesting Empire: Media and Culture in Puerto Rico*. The Lifelong Span of US Media Empire Panel, International Communications Association Conference (ICA) in San Juan (2015)
- ❖ *Política y políticas culturales en la industria del entretenimiento de Puerto Rico* (Politics and Cultural Policy in the Entertainment Industry in Puerto Rico). Structural Policies of the Media and Communication Division, International Communications Association Conference (ICA) in San Juan (2015)

### Panels and presentations

- ❖ Book Presenter- *Levittown Mon Amour* by Cezanne Cardona. Presented at Guajira Bodeguita Cubana, Arecibo (2019).
- ❖ Book Presenter - *From El Nuevo Día to Digital Journalism: Development and Challenges* by Fernando Coss, Presented at University of Puerto Rico at Arecibo (2017).

- ❖ Panelist - *Activism and Community Engagement*, University of MASS-Amherst's Graduate Alumni Reunion (2016).
- ❖ Panelist - *The Day We Became Immigrants: Thoughts on Puerto Rican Migration in the 21st Century*, University of MASS-Amherst's Center for Latin American (2015).

#### Newspaper & Internet Sites Articles

- ❖ Díaz-Hernández, A. (July, 2021). "Emotiva la danza en dúo de piano y cuatro". *Fundación Nacional para la Cultura Popular*, July 7. <https://prpop.org/2021/07/emotiva-la-danza-en-duo-de-piano-y-cuatro/>
- ❖ Díaz-Hernández, A. (May, 2021). "'In The Heights' llega a casa". *Fundación Nacional para la Cultura Popular*, May 23. <https://prpop.org/2021/05/in-the-heights-llega-a-casa/>
- ❖ Díaz-Hernández, A. (May, 2021). "Presentan nueva edición de 'Boricua Jazz'". *Fundación Nacional para la Cultura Popular*, May 3. <https://prpop.org/2021/05/presentan-nueva-edicion-de-boricua-jazz/>
- ❖ Díaz-Hernández, A. (August, 2020). "Frutos a pesar de la pandemia". *Fundación Nacional para la Cultura Popular*, August 30. <https://prpop.org/2020/08/frutos-a-pegar-de-la-pandemia/>
- ❖ Díaz-Hernández, A. (February, 2020). "'Movimiento' de Puerto Rico para el mundo". *Fundación Nacional para la Cultura Popular*, February 11. <https://prpop.org/2020/02/movimiento-de-puerto-rico-para-el-mundo/>
- ❖ Díaz-Hernández, A. (January, 2020). "Desastroza comunicación de emergencia". *80grados*, January 24. <https://www.80grados.net/desastrosa-comunicacion-de-emergencia/>
- ❖ Díaz-Hernández, A. (January, 2020). "Yolandita domina en la SanSe". *Fundación Nacional para la Cultura Popular*, January 17. <https://prpop.org/2020/01/yolandita-domina-en-la-sanse/>
- ❖ Díaz-Hernández, A. (October, 2019). "Flamante Kany en su Gran Cierre". *Fundación Nacional para la Cultura Popular*, October 22. <https://prpop.org/2019/10/flamante-kany-en-su-gran-cierre/>
- ❖ Díaz-Hernández, A. (September, 2019). "Corozo: Directo a la corteza metálica del rock latino". *Fundación Nacional para la Cultura Popular*, September 9. <https://prpop.org/2019/09/corozo-directo-a-la-corteza-metalica-del-rock-latino/>
- ❖ Díaz-Hernández, A. (September, 2019). "Firme la unidad Dominico-Boricua". *Fundación Nacional para la Cultura Popular*, September 2. <https://prpop.org/2019/09/firme-la-unidad-dominico-boricua/>
- ❖ Díaz-Hernández, A. (August, 2019). "Del meme a una revolución del Siglo 21". *80grados*, August 9. <http://www.80grados.net/del-meme-a-una-revolucion-del-siglo-21/>
- ❖ Díaz-Hernández, A. (July, 2019). "Daddy Yankee: Del avión a las calles". *Fundación Nacional para la Cultura Popular*, July 22. <https://prpop.org/2019/07/daddy-yankee-del-avion-a-las-calles/>

#### Radio interviews

- ❖ 106.5FM- SuperK 106 - *Economic Crisis and Major Student and Workers' Strike at the UPR Arecibo* (2017)

#### Academic Events

- ❖ Fellow - Faculty Resource Network Fellow New York. Winter Seminar, Sacred Heart University, San Juan (2019)

### **Mildred Vélez-Morales**

#### Publications

- Forum Journal Vol. XXVI ISSN 2577-1663: 2018-2019. *Siempre bella, siempre perfecta: estereotipos de belleza en la publicidad* (Always beautiful, always perfect: beauty stereotypes in advertising)
- Library University of Puerto Rico at Arecibo. Thesis Ph.D *Representation of stereotypes of the female beauty and their appropriation by female employees of the University of Puerto Rico: The case of Imagen Magazine*, 2018
- Library Communication School, University of Puerto Rico at Río Piedras. Thesis Ph.D *Representation of stereotypes of the female beauty and their appropriation by female employees of the University of Puerto Rico: The case of Imagen Magazine*, 2018
- School of Administration, University of Arts, Science and Communication (UNIACC) Santiago, Chile. Thesis Ph.D *Representation of stereotypes of the female beauty and their appropriation by female employees of the University of Puerto Rico: The case of Imagen Magazine*, 2018

#### Presentation

- Speaker - XX Academic Research and Creation Congress. University of Puerto Rico at Ponce. *Always beautiful, always perfect: beauty stereotypes in advertising*, 2019.

#### Academic Events

- Fellow - Faculty Resource Network Fellow, New York (*More Connected, More Disconnected*. Seminar-New York University) (2016)

#### Internal grants

- Presidential Scholarship for Doctoral Studies. Granted by the Vice Presidency of Academic Affairs of the University of Puerto Rico (2015)

### **José Fonseca-Delgado**

#### Publications

- ❖ *La programación televisiva como proceso comunicativo, práctica profesional y campo de investigación académica* (Television Programming as a Communicative Process, Professional Practice and Field of Academic Research). (2019-2020). Forum Journal. University of Puerto Rico at Arecibo. Vol. XXVII. ISSN: 2577-1663.
- ❖ *Tiempo de Pensar: Historias de María*, <http://copu.uprrp.edu/tiempo-de-pensar-historias-demaria/> (2018). Intersecciones Journal No.2 University of Puerto Rico at Río Piedras.
- ❖ *Mi vida por ella*”. <http://copu.uprrp.edu/mi-vida-por-ella/> (2018). Intersecciones Journal No.2 University of Puerto Rico at Río Piedras.

- ❖ *Análisis de las páginas web de las estaciones de radio que emiten online.* (2017). Forum Journal, Vol. XXIV: 2017-2018 ISSN 2577-1663.
- ❖ *Mecanismos de la construcción de la identidad cultural a través de la ficción televisiva: El caso de Televisión de Puerto Rico y XCL-TV.* (2016). Forum Journal, Vol. XXV: 2016-2017 ISSN 2577-1663.

#### Presentations

- ❖ XI Congress of Research and Creation: From Investigation to Action: Invisible Populations, *The Professional Perspective of the Communications Industry in Puerto Rico. Before, During and After Hurricane Maria*, University of Puerto Rico at Carolina (2018)
- ❖ I National Congress of Communication. *The Structure and Content Offer on Puerto Rican TV: An analysis of TV Programming on Telemundo, Televisión, TuTV y Univisión 2002-2006*, University of Puerto Rico at Río Piedras (2017)
- ❖ V International Congress: Escritura, Individuo y Sociedad en España, Las Américas y Puerto Rico. University of Puerto Rico at Arecibo (2015)

#### Creative work and Awards

- ❖ Executive Producer - “Stories of Hurricane María: Mi vida por ella” (Natas Suncoast, Emmy nominee best documentary, 2018)
- ❖ Executive Producer - *Tiempo de Pensar* (Natas Suncoast student production award, 2018) Best Caribbean Short, XI International Audiovisual Festival, Pontificia Universidad Católica Madre y Maestra (PUCMM) Dominican Republic
- ❖ XCL-TV/Producer - *Aquí no ha pasado nada* (Direct TV), 2016
- ❖ XCL-TV/Producer - *La nena se casa en Navidad* (Telemundo Puerto Rico), 2016

### **Sarah V. Platt**

#### Academic Publications- Articles

- *Marcela Turati: Journalist, Activist and Mexican Feminist.* (May 2019). Forum Journal. University of Puerto Rico at Arecibo. Vol. XXVI. ISSN: 2577-1663
- *How Censorship in China has Transformed Attitudes and Practices of Local Journalists who Work on Digital Platforms.* ([http://copu.uprrp.edu/escuela\\_com/wordpress/wp-content/uploads/2018/05/EC-Intersecciones-01.4.pdf](http://copu.uprrp.edu/escuela_com/wordpress/wp-content/uploads/2018/05/EC-Intersecciones-01.4.pdf)). Intersecciones Journal. University of Puerto Rico at Río Piedras.
- “Citizen Journalism at its Best: The Case of the Cuban Blogger Yoani Sanchez and her Blog, Generation Y”. (December 2016). Latin American Center. Aarhus University, Denmark. ISSN: 1600-0110.
- *Reconstructing Narrative in Film: The Case of Jim Jarmusch* (March 2015). V International Literature. Congress: Writing, Individual and Society in Spain, the Americas, and Puerto Rico. University of Puerto Rico, Arecibo Campus.
- “Musical expression as a vehicle of transformation and socio-political change and how new media has become an agent of diffusion: the case of Calle 13” (December 2014). Diálogos Latinoamericanos. Latin American Center. Aarhus University, Denmark. ISSN: 1600-0110.
- “The role of new media in the expression of political ideology and social criticism of the urban music Puerto Rican group, Calle 13” (May 2013). School of

Communications, Universidad de Santiago de Compostela. XIII International Congress IBERCOM: Communication, culture and spheres of power, Santiago de Compostela, Spain. ISBN 84-695-7564-3.

- Editor and Coordinator - UPRA's 50<sup>th</sup> Anniversary Book, University of Puerto Rico at Arecibo (<http://tintadigital.upra.edu/?cat=90>) (2017).

#### Books

- Platt, S. (In Process). Crónicas de travesía. Travel Chronicles from Three Different Continents.
- Platt, S. (2014). Morphologie. Un blog transformado en libro sobre periodismo, cultura, viajes y algo más. First Edition. Charleston: CreateSpace. ISBN: 9781501010217.
- Platt, S. (2014). La vida, la obra y el pensamiento del escritor y periodista, Ryszard Kapuściński (1932-2007). Second Edition. Charleston: CreateSpace. ISBN: 9781502350862
- Platt, S. (2013). La vida, el pensamiento y la obra de Ryszard Kapuściński (1932-2007). First Edition. Cuadernos Artesanos de Latina, no. 37. Universidad de La Laguna. F. Draco Androcopias, S.L.: Tenerife, Spain. ISBN 13: 978-84-15698-13-5.

#### Articles in non-refereed publications

- Diálogo UPR- *Una reflexión sobre la Historia, los muros y <el Otro>*, April 2017.
- Fundación de Nuevo Periodismo Iberoamericano (FNPI)- *Una reafirmación de la hermandad hispana se celebra por primera vez en Puerto Rico*, April 2016.
- Fundación de Nuevo Periodismo Iberoamericano - Co-author of *Los sabores de la ruina*, April 2016.

#### Presentations

- "The Latin American Chronicle: A Hybrid Genre between Information and Literature". (March 2020)- VI International Congress. University of Puerto Rico at Arecibo. Congress was cancelled due to the Covid-19 pandemic.
- VIII Colloquium on the History of Women. University of Puerto Rico at Utuado. *Yayoi Kusama: A Japanese Avant-garde who Silenced Her Obsessions Through Art*, 2019.
- 1st Colloquium about Men & Masculinities. University of Puerto Rico at Río Piedras. *Notions of Gender, Urban Music & Pop Culture: How the Bad Bunny Phenomenon is redefining Masculinity*, 2018.

#### Academic Events and Invitations

- Invited by the Association of Communications and Scientific Journalism of the University of Puerto Rico in Mayagüez to teach an online workshop on audiovisual journalism and effective interviewing skills. (March 2021).
- Invited by Asociación Puertorriqueña de Profesoras y Profesores Universitarios, Capítulo de Arecibo (APPU) to give a presentation on domestic violence and news for faculty members and students at UPRA. (March 2019).

- Lecturer for internship students at the Department of Tele-Radial Communication at UPRA. Held presentations related to resumé creation and Canva.com.
- Facultad de Periodismo, Universidad Iberoamericana, Mexico City  
Invited by Dr. Sergio Blanco to teach a class on narrative journalism and chronicles. (August 2017).
- Chongqing International School, Chongqing, China- Invited by Tomasz Solak to give a presentation to faculty members on the Multiple Intelligence Theory and Efficient Educational Models Around the World. (June, 2016).
- Fellow - Faculty Resource Network Fellow, New York (*Smart Phone Filmmaking with Dr. Rosanne Limoncelli*) (2019)
- Fellow - Faculty Resource Network Fellow, New York (*Social Media and Literacy in the Classroom: New Pathways to Learning*) (2018)
- Fellow - Faculty Resource Network Fellow, New York (*Ethnicity and Media with Dr. Arlene Dávila*) (2016)

**5. Describe the institution’s policy regarding sabbaticals, leaves of absence with or without pay, etc. List faculty who have taken sabbaticals or leaves during the past six years. Give one-sentence descriptions detailing the academic achievements of each sabbatical.**

The General Policy of the University of Puerto Rico establishes in Articles 50, 51 and 52, the conditions that regulate sabbatical licenses and leaves of absence with or without pay. Article 92 found in the General Policy as well as the HEEND (Brotherhood of Exempt Non-Faculty employees) agreement apply to non-faculty employees.

**A. Eligibility**

**SABBATICALS**

*Faculty members*

Tenured faculty members who have provided five (5) or more years of service are eligible to enjoy the privilege of a sabbatical license. After this period and upon reintegrating him or herself to service, the person will no longer be eligible to obtain another sabbatical until after completing a period of at least five (5) years of service. Due to the shortage of funds, at this time, sabbaticals are not available at the institution.

**EXTRAORDINARY LICENSES WITH PAY**

An extraordinary license with pay may be awarded for institutional interests to tenured or tenure-track faculty members.

*Non-faculty employees*

A license with pay may be awarded to conduct graduate studies under exceptional circumstances according to the convenience of the institution to non-faculty employees with regular positions and three (3) or more satisfactory service years.

## **B. Purposes**

### SABBATICALS

#### *Faculty members*

Sabbatical licenses will only be considered when aligned with the University's interests and with the purpose of offering faculty members the opportunity to improve professionally or culturally through activities such as: artistic and literary creation, research, cultural travel and formal study- all within the range of the institution's financial possibilities

### EXTRAORDINARY LICENSES WITH PAY

#### *Faculty members*

An extraordinary license with pay may be awarded for the following purposes: the completion of special projects, formal graduate studies in Puerto Rico or abroad, artistic/literary/research labor, participation in international/educational/scientific/literary/sport/cultural events in representation of Puerto Rico or the University.

#### *Non-Faculty members*

A license with pay for academic purposes will be awarded in the interest of the University and with the purpose of offering non-faculty members, who are capable and interested in professionally improving him or herself through, the opportunity to complete studies.

#### *In order to participate in the political process*

The University's administration will award a license with pay to faculty and non-faculty members in order to participate in the political process according to the terms and conditions established in the General Policy and the HEEND Agreement.

## **C. Duration**

### SABBATICALS

Sabbatical licenses will only be awarded for half an academic year, one full academic year, or twelve (12) months, except in the case of licenses for cultural travel. Sabbatical licenses for cultural travel will not exceed a semester or summer term.

### EXTRAORDINARY LICENSE WITH PAY

Extraordinary licenses may be awarded for one summer term, half an academic year, one full academic year, or twelve (12) months.

## **D. Institutional Interest**

To be awarded a sabbatical or extraordinary license with pay does not represent a right and will be determined by the benefits that will be provided for the University and the financial and budget conditions of the institutional unit.

## **E. Procedure**

1. The applicant will complete Part I of the Sabbatical License Application or Extraordinary License with Pay Application (Model RP-JA-04-002) in the original version plus two copies.
2. The applicant will turn in the application together with complementary documents to the unit chair. The application must be completed within the dates established by the units and the Administrative Council according to their Work Plan and Ordinary Meeting Calendar.
3. The chair will then consult with the Personal Committee and evaluate the application before giving their recommendation to the Faculty Dean or Administrative Dean, establishing an order according to the priorities required by each faculty. He or she must make sure the applicant holds all the criteria as no application that does not comply with the requirements, will be accepted.
4. The Faculty Dean or Administrative Dean, together with the Faculty Member Committee will submit the application with their recommendation to the Administrative Council Secretary and send a copy to the Human Resources office, who will keep a copy on file.
5. The Administrative Council Secretary will notify the application (RP-JA-04-002) to the Extraordinary Licenses Section of the Human Resources Office.
6. Human Resources will then evaluate the information and certify the data to the Administrative Council Secretary.
7. The Administrative Council will act accordingly.
8. The Administrative Council Secretary will certify and notify the agreement to the personnel, the Deans and the Human Resources Office.
9. Previous to the license start date, the beneficiary must go to the Human Resources Office in order to make all due formalities and procedures related to the sabbatical or extraordinary license with pay contracts.
10. The beneficiary must return to their work at the end date of the license and complete the Notification of Designation, service contracts, additional compensation or change (Model T-002) must comply with the conditions and responsibilities required once a sabbatical or extraordinary license with pay is accepted and signed.
11. The beneficiary will submit a progress report with the activities completed during the license to the Chancellor at the end of the first semester or within the first half of the license period, as well as a final report within sixty (60) days from the ending date. For this reason, he or she must submit all documents first to the Department chair in order to be evaluated and properly certified. Second, the Department chair will refer the beneficiary to be evaluated and certified by the Faculty Dean, who will refer the final consideration to the Administrative Council.

## **F. Non-Paid Leaves of Absence**

The General Policy of the University of Puerto Rico establishes the conditions that regulate leaves of absence without pay in Articles 52, 53, 54, 55 and 58 (for faculty members), and Articles 91 and 93 (for non-faculty members). Both applicants and supervisors are responsible for examining the corresponding and regulating dispositions. Applications that do not comply



with the requisites will not be accepted. One faculty member at the Department, Dr. Anilyn Díaz, received a leave of absence for personal purposes.

### Eligibility

#### *Faculty Members*

A non-paid leave of absence may be awarded to any tenured or tenure-track faculty member with no less than 3 (three) years of satisfactory service. In exceptional cases and taking the institutional interests into consideration, a license may be awarded to a faculty member who wishes to complete graduate studies and is on tenure-track with no less than 1 (one) year of satisfactory service.

#### *Non-Faculty Members*

A non-paid leave of absence may be awarded to a non-faculty member who is a permanent employee or is in probatory period and has completed at least three (3) years of uninterrupted service at the institution.

### Purposes

A non-paid leave of absence may be awarded for the following reasons:

#### *Faculty Members*

- ❖ Teaching or studying in another academic institution
- ❖ Serve other government agencies or academic organizations, as well as academic or cultural organizations or means
- ❖ Participate in a political process
- ❖ Health Reasons
- ❖ Research

#### *Non-Faculty Members*

- ❖ To lend services to other government institutions or private entities related to graduate studies
- ❖ Teaching or studying in academic institutions
- ❖ Personal reasons
- ❖ Military
- ❖ To participate in a political process
- ❖ Health Reasons

### **G. Duration**

1. For teaching purposes, personal reasons or when serving other academic or cultural organizations, leaves of absence may be awarded for a period of up to one (1) year. These licenses can be renewed if the total duration of the awarded license does not exceed a two (2) year period.

2. For graduate study purposes a leave of absence may be awarded generally within a maximum period of two (2) years in the case of a Master's degree (either for the license of the financial aid), and three (3) years in the case of a doctoral degree, including the thesis preparation in both cases. In some exceptional cases where the normal study or research program requires a longer duration, a leave of absence or financial aid may be awarded for an additional term needed in order to complete the degree.
3. In the case of applicants who wish to occupy public interest positions a leave of absence may be awarded and renewed annually according to the Administrative Council, for a period no longer than eight (8) years, when the purpose is that a faculty member must occupy a public service or public interest position of managerial or executive nature, or one that required a great deal of complexity or specialization that is compatible with the institution's interests. These requisites are apparent in the following positions: Governor, Governor's Secretary, Judge for the Judicial Branch of Puerto Rico, Governor Assistant, Agency Chair, or President of a private, superior and accredited educational institution.
4. For personal reasons a leave of absence may be awarded for a maximum of twelve (12) months subject to renewal, and in cases that are justified, the license may be extended for another twelve (12) months.
5. A military license or leave of absence without pay may be awarded for the required period to employees who belong to the National Guard of Puerto Rico and are called by the Governor to complete active and state military service, when required by public safety in situations of disasters caused by nature or any emergency situation, according to the Military Code. In the case of a national emergency, faculty members who are called upon to lend military services will be awarded a license for the period of due mandatory military service. The license will be awarded to any employee who lends active military service for the Armed Forces of the United States of America, according to the Federal Selective Service Law, during the period of time established by the initial oath.
6. A leave of absence without pay may be awarded to employees interested in participating in a political process. The duration of the license will take place during the period of incumbency, beginning in January of the following year of the general elections or the start date of the political position.
7. A leave of absence without pay may also be awarded to employees for health reasons after the accumulation of days conceded by a sickness or ordinary license is depleted, according to the benefits outlined in Law Number 44 (22 May 1996), Law of License Granting and license bank. The total duration of these licenses without pay may not exceed two (2) years.
8. Research (only for faculty members). This leave of absence without pay may only be awarded for a summer term, an academic semester, full academic year, or twelve (12) months.

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

The University has a Center for Research and Creation that coordinates faculty to develop proposals for funding. Travel funding for scholarship is assigned to each department depending on the budget the institution has for the academic year.

### *Institutional Financial Aid and other forms of support*

#### *1. Presidential Scholarship*

The Presidential Scholarship Program of the University of Puerto Rico included in Certification 72 (2006-2007) of the Administration Council was founded with the purpose of encouraging and stimulating professors and researchers to complete terminal degrees within their disciplines. Full or partial financial aid is awarded to applicants in order for them to complete doctoral studies or another terminal title equivalent to a Ph. D in fields that can further train and qualify them to teach or conduct research. Professor José Fonseca, Dr. Anilyn Díaz and Dr. Mildred Vélez received the Presidential Scholarship for part of their doctoral studies.

#### *2. The Center for Research and Creative Endeavors*

The Center for Research and Creative Endeavors (CIC, by its Spanish acronym) mission is to provide both faculty and students the necessary mechanisms to strengthen their intellectual and creative capacities. The CIC serves as the primary support source of research and creative work at UPRA by providing guidance and oversight for the institution's researchers and authors. The Center is divided into two components: The Sponsored Projects Component and the Institutional Research and Creative Activities Component. The Sponsored Projects Component of CIC is in charge of pre-award services, monitoring and guidance of both the award management (post-award) and the award closing.

#### Pre-award services include:

- ❖ Dissemination of funding opportunities and information.
- ❖ Assisting with the proposal development.
- ❖ Reviewing and approving proposals to be submitted by the institution.
- ❖ Managing the proposal submission process.
- ❖ Negotiating, accepting, and activating an award.

#### Monitoring and guidance of award management include:

- ❖ Monitoring expenses for allow ability, allocability, reasonableness, and compliance with university policies.
- ❖ Guidance through requesting funds and reporting to the sponsor on project expenses process.
- ❖ Monitoring spending against budget, noting certain trends such as overspending or under spending.
- ❖ Assistance in the preparation and submission of time and effort reports.

- ❖ Assistance in the completion of the required programmatic and financial reports.
- ❖ Assuring that in the award closing process all requirements have been satisfied, including collection of interim and final progress reports, invention reporting, equipment reporting, and salary certifications, among others.

### 3. *Center for the Professional Development of Faculty Members*

At the University of Puerto Rico at Arecibo, the Center for the Professional Development of Faculty Members (CDPD) is managed and coordinated by the Associate Deanship of Academic Affairs. It was created in 2006 as a way to organize and offer initiatives directed towards the professional improvement of our institutional faculty. The CDPD satisfies the development requirements defined by the institutional mission, the strategic plan Faro 2025 and UPRA's agenda to enforce the latest academic culture, experimentation, renovation and innovation in terms of research and creative projects. Its main objective is outlined as follows:

- Offer a professional development program related to teaching and research for faculty members. This program will organize workshops, conferences, panels and symposiums in order to enrich teaching and research for this population.

### 4. *Faculty Resource Network*

The University has a collaboration agreement with New York University for their Summer and Winter Seminars for faculty with the Faculty Resource Network program.

### 7. **List faculty who have taken advantage of those programs during the past six years.**

#### Rosamary Berríos

Summer Seminar: *Innovative Thinking Practices*  
New York University  
June 2016

#### Dr. Juan Luciano

Winter Seminar: *Global Climate Change Seminar*  
American College of Greece. Athens, Greece. January 2017

Summer Seminar: *More Connected, More Disconnected*  
New York University. June 2016

Summer Seminar: *Grant Proposal Seminar*  
New York University. June 2014

#### José Fonseca

Summer Seminar: *The Color of Race in the Americas: Post-Racial Mythologies*  
New York University. June 2014

#### Sarah V. Platt

Summer Seminar: *Smart Phone Filmmaking with Dr. Rosanne Limoncelli*

New York University. June 2019

Summer Seminar: *Social Media and Literacy in the Classroom: New Pathways to Learning*. New York University. June 2018.

Summer Seminar: *Ethnicity and Media with Dr. Arlene Dávila*. New York University. June 2016.

Mildred Vélez

Summer Seminar: *More Connected, More Disconnected Seminar*  
New York University  
June 2016

Anilyn Díaz

Winter Seminar: *Performance as Resistance*  
Universidad del Sagrado Corazón  
January 2019

## Part II, Standard 6: Student Services

### Executive summary

Both the Department of Tele Radial Communication and the University of Puerto Rico believe that offering quality student services is a fundamental component of student recruitment and retention objectives. Retention presents special challenges, considering that many students benefit from Pell Grant funds; that a high number of our students are first generation college students; and the social-economic problems that prevail in the region force many students to abandon their studies before completing an academic career. For these reasons, both the Department and the University have developed a culture of assessment which allows to measure levels of effectiveness and student satisfaction in multiple areas. By performing this assessment process, the Department and UPRA are able to identify and correct possible weaknesses that may lead to student desertion. The Department of Tele Radial Communication takes active steps towards achieving quality student services. Student satisfaction is measured through course content and availability of faculty, as well as academic laboratories and curricular activity effectiveness. Additionally, the unit maintains ongoing communication between the administration and the students. This allows for prompt assistance to student claims. The Department also promotes a close and continuous student-professor relationship that translates into effective academic and professional counseling.

**Table 9. Student Aid for 2017-18 and 2018-19**

<b>**SCHOLARSHIPS AWARDED TO UNDERGRADUATE STUDENTS AT THE UNIT</b>		
	<b>2017 - 2018</b>	<b>2018 – 2019</b>
Total amount of scholarship dollars from funds controlled by institution	\$17,687,496.40	\$18,542,064.13
Number of students receiving scholarships from funds controlled by institution	5,932	6,263
Median individual scholarship from funds controlled by institution	2,966	3,131.5
Total amount of scholarship dollars from funds controlled by unit	<u>0</u>	<u>0</u>
Number of students receiving scholarships from funds controlled by unit	<u>0</u>	<u>0</u>
Median individual scholarship from funds controlled by unit	<u>0</u>	<u>0</u>
<b>UNDERGRADUATE ASSISTANTSHIPS OR WORK-STUDY APPOINTMENTS</b>		
Number of students holding appointments	396	307
Range of stipends	200 hrs. annually (100 hours per semester) \$7.25 per hour = \$1,450 stipend per year	200 hrs. annually (100 hours per semester) \$7.25 per hour = \$1,450 stipend per

(Data provided by the Financial Aid Office).

\*\*More updated information will be available in the reading room.

**2. Describe how the unit informs students of the requirements of the degree and the major, advises them on effective and timely ways to meet the requirements, and monitors their compliance with the requirements, including the 72-hour rule. Provide digital files of advising guides, manuals, newsletters or other internal communication with students. Provide a print copy in the workroom. Describe availability and accessibility of faculty to students.**

- a. Students receive a variety of information from different sources; firstly, access to the University's webpage where they can view the institution's catalogue, academic counseling manual, and other contents of interest.
- b. New admissions students attend a week of counseling at UPRA. During this event, Communication advisors meet with new admissions students and provide general counseling and information related to the program, its requirements and admission criteria, and other norms applicable to all students enrolled.
- c. Each year during the first academic semester, the Department of Tele Radial Communication celebrates "The New Faces of COMU", a welcoming event for new admissions students in which they receive information regarding the counseling process and are able to meet faculty, employees and alumni who share work experiences with them.
- d. There is an Academic Coordinator at our Department, who is also a faculty member. The Coordinator attends institutional meetings with other Academic Coordinators and assists students and faculty members who also provide academic counseling during office hours. The General Regulations of the University of Puerto Rico require that each full-time professor provide six office hours a week dedicated to direct contact with students. During these hours each professor is also available to provide individual academic advising to students. The Department Director and staff at the Registrar's office also share this role.
- e. The Department has adopted academic counseling guides for its students, which indicate the requirements of the general education program, communication core and elective courses, and free elective courses. The guides place emphasis on the need to follow the approved curricular sequence. At the same time, each student is provided with a curricular course map that clearly illustrates the courses they need to take each semester in order to effectively complete their degree. Both the academic counseling guide and the curricular map are available in print form and also online (<http://upra.edu/comunicaciones/consejeria.html>).
- f. Students have access to an online platform called "Portal UPR" ([https://portal.upr.edu/upra/portal.php?a=rea\\_login](https://portal.upr.edu/upra/portal.php?a=rea_login)), which allows them to monitor academic progress, grades, approved courses, among others. Both the Academic Coordinator and the Director have access to the same contents through "Portal SIS". This facilitates academic evaluations of student records.

g. Since the beginning of the pandemic Covid 19, the academic counseling of the students of the Department of Tele Radial Communication sends a form to the students digitally via email. However, in some cases, it is done by appointment.

**3. 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.**

The academic counseling process is extended for the four-year duration of the study program. One of the main evaluation tools employed is the \*Graduate Questionnaire of the Department of Tele Radial Communication, administered yearly to students who are completing their last year of studies. In due questionnaire, a series of specific questions are asked regarding student counseling. As can be observed in the following table, students remain satisfied in terms of faculty participation in academic counseling and other related aspects. The questionnaire allows students to evaluate each item and assign a score between 5 (highest value) and 1 (lowest value).

In addition, the institution offers in the Department of Counseling and Psychological Services, a professional counselor for TRD students, who confidentially respond to the needs of the students. The following are the services it offers: Educational Counseling, Career and Vocational Counseling, Personal Counseling, and Psychological Services.

Departmental Graduate Questionnaire Student Satisfaction Regarding Counseling					
Assertion	2020-21	2019-20	2018-19	2017-18	2016-17
Faculty participate in academic counseling	87.5%	73.4%	81.2%	87.5%	71.4%
Faculty members of the Department offer office hours and clear doubts that may arise from courses	77.0%	67.4%	75.3%	75%	71.4%
Student complaints regarding issues at the Department of Tele Radial Communication and managed accordingly and in due time	47.9%	55.1%	65.2%	68.7%	66.6%

(Percentages represent the sum of students who assigned scores between 4 and 5). Data collected from the Graduate Questionnaire of the Department of Tele Radial Communication 2016-2021).

\*A copy of the graduate questionnaire will be available in the reading room.



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

The Department of Tele Radial Communication has four (4) student associations focused on diverse fields of interest and two (2) campus media operations.

##### *Associations*

- **PAIECA – (Independent Associate Production of Communication Students at Arecibo)** is the oldest student association of the Department, founded in 1998, which also comprises a student-run media production center that produces film units, short documentaries and other productions. Television technician Darilyz Colón is its mentor. Some productions created by this group have been acknowledged and awarded at film and television events. Some of PAIECA's productions are:
  - *No me olvides*, 2019 (short film)
  - *Adsum*, 2018 (short film awarded: Cine Campus Award 2018 for best editing and Rincon Film Festival 2019 for best horror daytime).
  - *Entra, escoge y comenta*, 2016 (interactive TV show)
  
- **PR Collective** – This student organization is focused on public relations and advertising. Their main objective is to replicate the duties of a real strategic communication agency. With a strong social responsibility commitment, PR Collective collaborates with various University offices in the organization of activities, media tours, promotion and web efforts. They also collaborate with non-profit organizations and develop relationships with both advertising and public relations agencies. Some of their activities during 2018-2019 were the following:
  - Promotional video for the Department of Information Technology Management and Administrative Processes at UPRA
  - Coordinated ExpresARTE (2nd edition), a fundraising event in support of the Escuela de Bellas Artes de Arecibo's art workshop. There were also food stands, art sellers and the display of products sold by students who have started their own businesses. UPRA students who are musicians also participated and students from Escuela de Bellas Artes de Arecibo danced on stage.
  - Coordinated the event "Social Media Ethics".
  - Coordinated the event "The New Faces of COMU", in which all new admissions students meet and greet faculty, employees, and become acquainted with student associations. Also, alumni are invited to share academic and work experiences.
  
- **NAHJ (National Association of Hispanic Journalism) UPRA Chapter** – This student association was founded in the year 2018 and is incorporated to NAHJ in the United States. Its objectives are focused on creating awareness about the value of good journalism, which must educate, inform and audit. Dr. Otilio González is the mentor and some activities organized during 2018-2019 are the following:

- “*Notas del saco*” - a weekly news program broadcasted by UPRA Web Radio and Facebook.
  - “*Aullido noticioso*” - a university community news blog, including in depth reportage and sports journalism.
  - Public advising project for school newspapers - an initiative to encourage journalism projects in high schools in the north-central region.
  - Organized the event "Journalism: Transformations in the Digital Era" (April 2019)
- **AFAA – (Ansel Adams Photography Association)** is a photography student association founded in 2012 and Professor Rosamary Berrios is its mentor. The objective of AFAA is to organize and celebrate activities related to professional photography. It supports students’ interests in photography through exhibitions, conferences, and workshops in and outside UPRA. Some of the activities of the year 2018-19 are:
    - *100 Years of the Statue of Liberty in Arecibo's Replica*. Intermediate Student Photography Collective in Casa Trina, Arecibo (2019).
    - Photography Student Collective as part of Arte 360 events in Casa Ulanga, Arecibo (2018).
    - Flower Album Performance and Instant Photography at Espacio Alternativo Poquesí, Arecibo (2018).
    - Urban Art Catalogue, Mural Photography as part of "Arecibo es color" (2017).

#### *Operation of campus media*

- **Tinta Digital** – (<http://tintadigital.upra.edu/>) is both a student association and a webpage dedicated to journalism and news, which was founded in October 2014 and whose mentor is Dr. Sarah Platt. This association and media operational workshop represents a platform where students produce multimedia content and articles on current events, interviews, reportage and opinion columns regarding social themes. Some recent activities are the following (see webpage for more information: <http://tintadigital.upra.edu/?p=17715>):
  - "Gender Perspective Journalism" Conference (2019).
  - *Levittown Mon Amour* by author Cezanne Cardona book presentation (2019)
  - "Invisibles" student photo exhibition (2018)

Some recently published articles (<http://tintadigital.upra.edu/>)

- *Sube a escena El Principito en Escuela de Bellas Artes de Arecibo* (May 27, 2019)
- *Proyecto de Agroturismo en Jayuya Sobrevive Pese a Críticas* (May 20, 2019)
- *La re-apertura del cementerio de Lares no fue lo que se esperaba* (May 17, 2019)
- *Transformism in Puerto Rico: A work of art* (May 15, 2019)

- **UPRA Web Radio** – is a web radio station launched in 2010. (<http://upra.edu/uprawebradio/>). This radio station has allowed students interested in radio production to obtain a hands-on practice in live and live on tape broadcast settings. It also serves as a platform where students’ class projects are aired to the general public. Professor Jose José Fonseca is the current mentor for this initiative.

The programming schedule is done by students of the Tele Radial Programming course (COMU 4035). The main focus is on educational and informational programming, although it occasionally features entertainment content. The radio station broadcasts 100 or more hours of live programming every semester.

This radio station is open to the University community and allows the collaboration of other academic programs on campus to produce their own webcasts (see Standard 8 for more information). The following list includes some of the most important programs produced by UPRA Radio in 2018-2019:

- “*Voces*” - a magazine program broadcasted bi-weekly
  - “*The Queer Symposium*” - LGBTTQ+ oriented program aired bi-weekly
  - “*Notas del saco*” - local news program aired every Thursday
  - “*Jauria Deportiva*”- sports analysis and debate program aired every Thursday
  - “*Geek Corner*” - videogame, film and pop culture analysis program aired every Tuesday
- **UPRA Web Tube** is the YouTube channel of UPRA Web Radio, a radio station of the University of Puerto Rico in Arecibo, run by the Department of Tele Radial Communication (see Standard 8 for more information). Some of its most important projects are:
    - *Tiempo de Pensar* documentary (7,089 views)
    - *Historias de María: Mi Vida Por Ella*. Nominated for an Emmy Award by The National Academy of Television Arts & Sciences (14,368 views)

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

The Department of Tele Radial Communication has defined various strategies to help graduating students make an effective transition from the university, to either work or graduate studies. Although the Department does not have a job placement office, a number of strategies are integrated as part of the Practicum/ Seminar course (COMU 4335), which must be completed by each student prior to graduation. This course requires that students comply with 150 contact hours in a media or work center. Also, students must comply with a minimum of 15 seminar hours designed to also help them transition from their university life to the employment market. For example, some of the required seminars in this course are, resume and cover-letter writing, successful job interviews strategies, job searching techniques, advising with regards to graduate studies in Communications and, due to the major economic crisis in Puerto Rico, we have also incorporated entrepreneurship in media.

Through networking with media professionals who work as Practicum supervisors, alumni and/or representatives of media organizations, the Department is able to continually place or recommend students for job placement in different media centers.

After catastrophic Hurricane Maria in September of 2017, many media-oriented jobs were affected, and emigration rates increased. The estimated population index according to the 2018 Census reflects a population loss of 3.9% (<https://censo.estadisticas.pr/Comunicado-de-prensa/2018-12-19t162540>) on the island. The economic situation in Puerto Rico was already critical considering the imposition of cuts led by the Fiscal Supervision Board, created in 2016, which worsened after the Hurricane. This weakened the mass communication industry and therefore, also complicated student employment placings. Even though two years have passed since Hurricane Maria, Puerto Rico has been unable to fully recover and continues to be in economic recession, which has elevated unemployment rates to 9.2%, according to statistics offered by the Department of Labor and Human Resources of the Government of Puerto Rico. This means that, in spite of the delicate financial situation, students have been placed in mass media jobs, which represents an achievement for the unit.

As mentioned previously, the Practicum/ Seminar (COMU 4335) course is completed by students during the last semester of the study program and is a great opportunity for candidates to obtain a working position in their practicum centers. The following table shows percentages of practicing students who were hired at their centers.

<b>**Estimated number of students of COMU 4335 - Practicum/Seminar who were hired by their practice center 2016-17 to 2018-19</b>			
<b>Academic Years</b>	<b>Enrolled in COMU 4335</b>	<b>Hired by their Practice Center</b>	<b>Percent</b>
2016-17	57	22	39%
2017-18	71	27	38%
2018-19	92	36	39%
<b>Total</b>	<b>220</b>	<b>85</b>	<b>39%</b>

\*\*More updated information will be available in the reading room.

**6. Discuss the processes in place to collect, maintain and analyze enrollment, retention and graduation rates within the major, and in comparison, to university' rates. Discuss the findings of the analysis. Provide the URL where the unit shares its most recent retention and graduation data with the public.**

The University of Puerto Rico is not an open-access university. It upholds as the most competitive institution in Puerto Rico. The University of Puerto Rico at Arecibo shares the admission criteria of the UPR system. The UPR system has an official website where prospective students can log in to complete the Systemic Admission Form. Certification No. 25-2003-2004 BT establishes the policy and admission standards for new students. At the same time, a General Admission Index is

defined, which is based on a formula that considers students' high school grade point average (based on a 4.0 scale) and University admission test scored (administered by the College Entrance Examination Board).

**Number of Students who applied, maximum capacity allowed, and admissions in the UPRA**

Academic Year	**Applicants	Capacity	Students Admitted	Students Enrolled	Admission/ Capacity	Mat/Adm
2016-17	3,648	950	1,064	937	99%	88%
2017-18	3,432	953	816	732	77%	90%
2018-19	3,022	894	933	806	90%	86%
2019-20	2,706	838	918	726	87%	79%
2020-21	2,489	819	926	762	93%	89%
2021-22	2,476	700	887	706	101%	80%

\*\* First alternative applicants.

(Data provided by the Office of Planning and Institutional Studies (OPEI).

Each year the Department of Tele Radial Communication defines the capacity to admit new students according to space availability and applicant qualifications.

A yearly summary of the capacity identified by the Department of Tele Radial Communication during 2016-19, for all applicants, as well as the total of students admitted, and the total of students enrolled is included in the following table. A relation between the enrollment of new admissions students and students admitted, plus a relation between the students enrolled and the defined capacity are summarized as follows:

**Applicants, Capacity, Admitted, and Admissions of the Department of Tele Radial Communication**

Academic Year	New Admissions	Total Number of Applicants	Total Number of Students Admitted	Capacity	Students Enrolled	Capacity	Admitted Capacity
2016-17	69	227	85	75	81%	92%	113%
2017-18	67	228	73	85	92%	79%	86%
2018-19	57	175	64	65	89%	88%	98%
Academic Year	New Admissions	Total Number of Applicants	Total Number of Students Admitted	Capacity	Students Enrolled	Capacity	Admitted Capacity
2019-20	63	100	80	65	79%	97%	122%

<b>2020-21</b>	55	91	62	60	89%	92%	103%
<b>2021-22</b>	60	91	73	50	82%	120%	146%

(Data provided by the Office of Planning and Institutional Studies (OPEI) and Admissions office.

The traditional relation between the applicants versus the capacity defined by the Communication program reflects that the Department admits one (1) student for every 3.5 applicants. These numbers show that the Department maintains its reputation as an attractive program, and students maintain satisfactory admission indexes.

As for retention, the Tele Radial Communications Department has a plan that is updated annually in coordination with the Institutional Coordinator of Student Retention, who is part of the Office of the Dean of Student Affairs and receives support from the Office of Planning and Institutional Studies. We use as a guide the Institutional Student Retention Policy (<http://upra.edu/estudiantiles/retencion/#1478542222615-fec3802f-d716>) that seeks to minimize the loss of students, which negatively affects the retention rate.

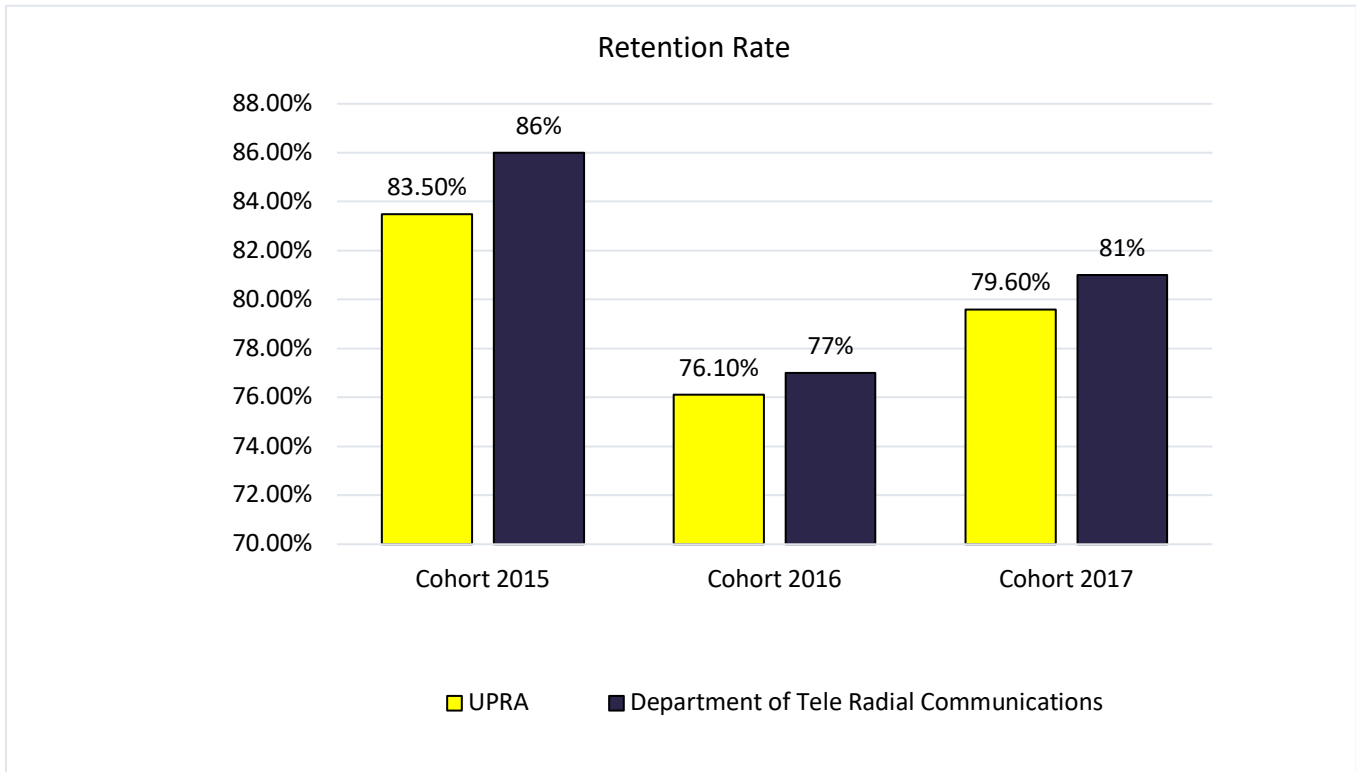
According to the Office of Planning and Institutional Studies (OPEI), which is the unit in charge of collecting and maintaining admission, retention and graduation rates for each academic program of the University of Puerto Rico at Arecibo, there are several causes affecting student retention. Recent studies of student retention of the University of Puerto Rico at Arecibo reveal that the most relevant withdrawal is involuntary.

The Office of Student Retention continuously strives to identify strategies and promote activities that help increase retention rates, which include constant monitoring of newly enrolled students, announcements about deadlines, academic progress, tutorials, conferences, evaluations, counseling, etc.

Students admitted to the Department of Tele Radial Communication seek to remain in the program and make the effort to carry on with their studies. The retention rate of the Department of Tele Radial Communication refers to the percentage of newly admitted students, who return during their sophomore year to continue their studies at the Department. The retention rate in the Department considers students who remain studying in the institution but reclassify to another program or have transferred to another campus within the UPR system, as losses.

The retention rate of the Communication Program has been steady throughout the years, maintaining 77% to 86%. Data reflects that it continues to be higher than the general retention rate at UPRA, and most other academic programs. The following chart summarizes and compares the freshman and sophomore retention rate of the bachelor program during the cohort 2015 to 2017, as well as the general UPRA rate.

**Comparative Retention Rate Chart: UPRA and Department of Tele Radial Communication**



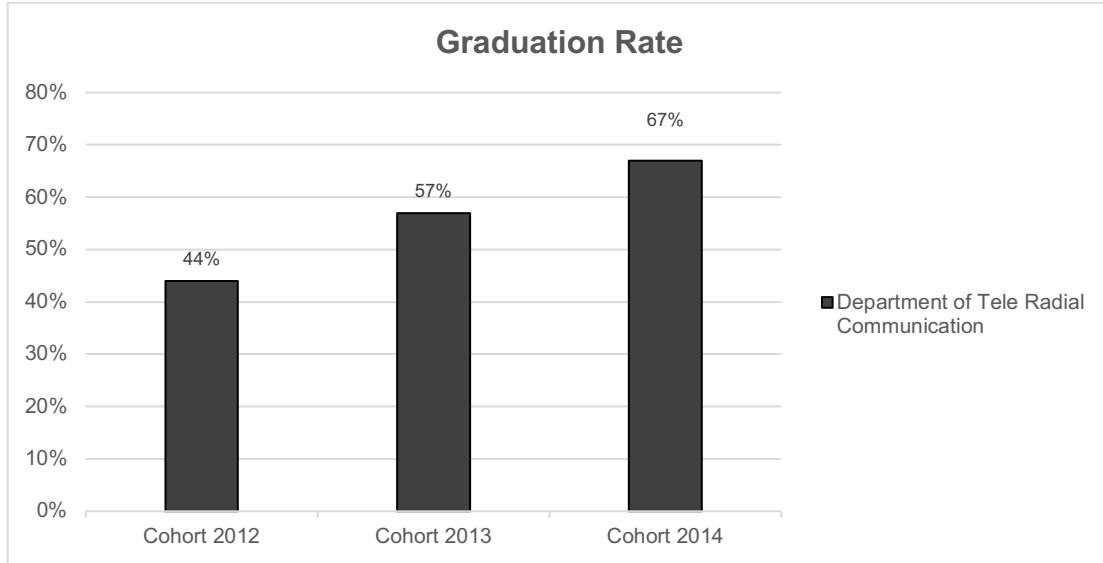
(Data provided by the Office of Planning and Institutional Studies (OPEI)).

As can be observed in the chart, the results of the retention and graduation rates of the Department of Tele Radial Communication compare favorably to the institution’s retention and graduation rates. UPRA’s graduation rate refers to the percent of full-time students admitted who complete their academic level within the 150% of the established time. The graduation rate of the Department of Tele Radial Communication is calculated considering the new admissions student cohort and the number of students who complete their bachelor’s degree in Communication within a six (6) year period, according to federal requirements.

Academic Year	Total Admission 1st semester	Total Admission 2nd semester	Degrees Awarded	Retention Rates	Graduation Rates
2018-19	442	439	96	(2017 Cohort) 81%	(2012 Cohort) 44%
2019-20	440	423	81	(2018 Cohort) 89%	(2013 Cohort) 57%
2020-21	399	365	91	(2019 Cohort) 78%	(2014 Cohort) 67%

(Data provided by the Office of Planning and Institutional Studies (OPEI) and Department of the Tele-Radial Communication).

## Graduation Rate for the Department of the Tele-Radial Communication



(Data provided by the Office of Planning and Institutional Studies (OPEI)).

The graduation rate at UPRA is slightly higher than that of the Department of Tele Radial Communication due to the fact student reclassifications to other academic departments are considered as losses for the unit, but not the institution. However, both the 2012 cohort and the graduation rate of the Department of Tele Radial Communication increased and almost equals UPRA's.



## Part II, Standard 7: Resources, Facilities and Equipment

Please respond to each of the following instructions:

1. Complete and attach Table 10, “Budget”.

**Table 10.1: Budget**

Budget Item	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Administrative Salaries	N/A (Included in clerical/teaching salaries)				
Teaching salaries Full time*	\$641,166.00	\$697,522.00	\$562,380.00	\$600,220.00	\$664,578.00
Teaching salaries Part time*	\$69,041.00	\$61,163.00	\$82,649.00	82,509.00	85,500.00
Special Lectures*	N/A				
Clerical Salaries*	\$146,167.00	\$144,480.00	\$145,214.00	\$149,122.00	\$283,439.00
Technical Staff Salaries*	N/A (included in clerical salaries)				
Equipment	0	0	0	\$6,000.00	\$3,000.00
Maintenance of Equipment	0	0	0	0	0
Supplies	0	0	0	0	0
Library Resources	\$1,000.00	\$2,000.00	\$2,000.00	\$2,000.00	\$1,000.00
Databases	(assigned to library)				
Travel	\$500.00	\$500.00	\$1,200.00	0	0
Research	N/A (assigned to CIC)				
Other (please list) Fringe benefits for all Department employees (teaching, clerical, technical) including: Social Security, Medicare, Worker’s States Insurance, Christmas Bonus and Licenses	\$275,885.00	\$284,791.00	\$289,308.00	\$330,229.00	\$314,146.00
<b>Total Annual Budget for the Department of Communication</b>	\$1,140,694.00	\$1,199,420.00	\$1,185,632.00	\$1,287,495.00	\$1,010,626.00

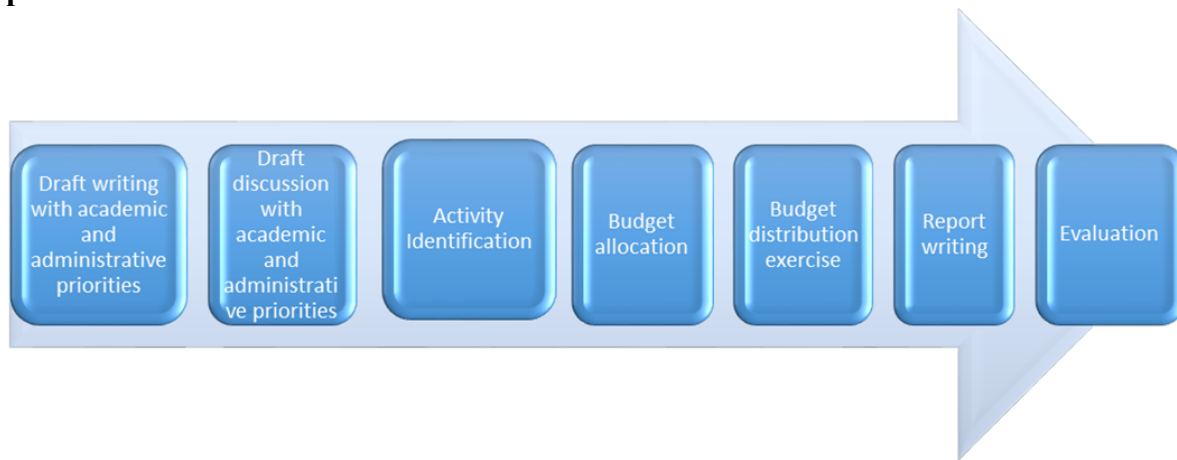
\*Data provided by the Budget Office

Additional resources are assigned yearly according to the institutional priorities to the academic departments through the following fees: technology, laboratory and maintenance.

**Table 10.2: technology, laboratory and maintenance fees**

Budget year	Fees
SS 2017-2018	\$ 9,000.00
PS 2018-2019	\$ 64,545.50
PS 2019-2020	\$ 22,000.00
PS 2020-2021	\$ 25,495.00
<b>Total</b>	<b>\$ 11,400.00</b>

**2. Describe the process through which the unit develops its budget, including preparation of the budget request and spending plan, review and approval, and the role of faculty in the process.**



The 2005-06-15 Certification of the Administrative Board defines the procedure applied when identifying academic and administrative priorities - including the creation of committees that foster university community participation-- and also the subsequent assignment and budget distribution that allows due procedures to be carried out at the University of Puerto Rico at Arecibo. The following graphic summarizes the procedure adopted through due certification.

The procedure begins with writing an outline with academic and administrative priorities for the next fiscal year, which considers goals, objectives and activities outlined in the Institutional Strategic Plan. It will also consider the activities that arise from the institutional assessment results and frame them within UPRA’s mission and goals. This step is managed by the Office of Planning and Institutional Studies (OPEI) in collaboration with the Institutional Committee of Strategic Planning (CIPE).

Later, deans work together to outline activities that will allow each priority to be met. Once the activities are defined, the Committee for the Budget Assignment Analysis and Distribution, which is formed by university community members, faculty, non-teaching employees and one student representative, will evaluate the document, measure the budget impact of each event, and then attend related issues with the budget assignment, including origin of funds and amounts. Both the Budget Office and the Committee for the Budget Assignment Analysis and Distribution are in charge of this step. The Budget Office then allocates the budget distribution for each activity.

At the end of the fiscal year, the Committee for the Analysis of Budget Assignment and Distribution submits a report in which the assignment and budget distribution either allows or limits achieving the academic or administrative priority. This report is sent to the Chancellor and the Committee of Strategic Planning at the end of the fiscal year. Lastly, the Strategic Planning Committee considers the documents presented by the Committee as part of the evaluation process of institutional compliance with academic and administrative priorities for the prior year. The process reinitiates every fiscal year.

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

The departmental assignment of resources is aligned with the identification of academic and administrative priorities, a process which is carried out by the unit’s Director with support of faculty and non-teaching staff. The Director then identifies priorities included in the strategic plan for the next fiscal year, as well as special needs with regards to purchasing or changing materials and equipment, and laboratory improvement. The complete process must align with the budgetary petition procedure described in the previous question. Later, these priorities are submitted through a petition to the Dean for Academic Affairs who monitors the process as part of the institutional budget assignment. Some of these initiatives resulted in grants are the following:

- Equipment for the Digital Photography Lab (2020)
- Digital equipment for TV B Studio (2021)
- Digital equipment for TV A Studio (2021)
- Remodeling and restructuring space in the Photography Studio, Analogy-Photo Lab and Technician’s Office (2019)

The Finance Circular Letter Number 18-10 establishes new costs for university credits and other service fees at UPR. The fees are in accordance with Certification 89, 2017-2018 of the UPR Governing Board that approved the UPR Fiscal Plan for the 2019-2023 fiscal years.

Concept	2019	2020	2021	2022	2023
Academic Section Maintenance Fee	\$47.00	\$75.00	\$100.00	\$100.00	\$100.00
Technology Fee per Academic Section	\$25.00	\$25.00	\$25.00	\$50.00	\$50.00
Laboratories (up to 3 each one)	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00
Bachelor Graduation Fee	\$80.00	\$80.00	\$80.00	\$80.00	\$50.00
Master’s Graduation Fee	\$100.00	\$100.000	\$100.00	\$100.00	\$100.00
Doctoral Graduation Fee	\$150.00	\$150.00	\$150.00	\$150.00	\$150.00
Thesis Fee (zero credits)	\$67.00	\$67.00	\$67.00	\$67.00	\$67.00
Unregistered Student per Academic Section	\$67.00	\$67.00	\$67.00	\$67.00	\$67.00

Late Admissions Fee	\$30.00	\$30.00	\$30.00	\$30.00	\$30.00
Re-Admission	\$35.00	\$35.00	\$35.00	\$35.00	\$35.00
Transfers to other institutions	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00
Transfers between UPR units	\$25.00	\$25.00	\$25.00	\$25.00	\$25.00
Transcriptions or Certifications	\$5.00	\$5.00	\$5.00	\$5.00	\$5.00
Duplicates	\$5.00	\$5.00	\$5.00	\$5.00	\$5.00
Bachelor Diploma	\$25.00	\$25.00	\$25.00	\$25.00	\$25.00
Master's Diploma	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00
Doctoral Diploma	\$75.00	\$75.00	\$75.00	\$75.00	\$75.00
Department Change or Reclassification	\$20.00	\$20.00	\$20.00	\$20.00	\$20.00
Special Permission	\$30.00	\$30.00	\$30.00	\$30.00	\$30.00
ID Card	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00
Late Admissions	\$20.00	\$20.00	\$20.00	\$20.00	\$20.00
Other Charges	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00
<i>New Charges</i>					
Partial Withdrawal Charge	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00
Complete Withdrawal Charge	\$15.00	\$15.00	\$15.00	\$15.00	\$15.00
Course Repetition	\$20.00	\$20.00	\$20.00	\$20.00	\$20.00

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

UPRA offers 14 bachelors and 3 associate degree programs. Among these, only two can be considered comparable if the following components are taken into consideration: budget, admissions (students in program), faculty, classrooms and labs. These two programs are the bachelor's degrees in computer sciences and Management of Information Technology and Administrative Processes (GTEC).

	Tele Radial Communication	Computer Sciences	GTEC
<b>1. Assigned Budget (2021-22)</b>	\$1,101,845.00	\$ 551,565.00	\$ 509,404.00
<b>2. Enrollment</b>	342	179	87
<b>3. Faculty</b>	9	7	8
<b>4. Classrooms</b>	3	3	3
<b>5. Academic Labs</b>	7	2	3

\*Data provided by the Office of Planning and Institutional Studies (OPEI)

Although there is quite a difference in the student faculty ratio between the Department of Tele Radial Communication and the two departments mentioned, seven part-time professors with loads varying from 8 to 10 credits complement the academic offer.

**5. Describe the unit’s classrooms, offices, computer labs or other building spaces, as well as technology support services. If the unit administers university media or student publications, include a description of equipment and facilities devoted to those operations.**

The Department of Tele Radial Communication covers an area of 8 faculty offices and manages 3 classrooms and 7 production labs. The information is detailed as following:

**Offices:** The Department has offices located on the third level of the Administration building. It shares the space of 2,698 square feet with the Department of Business Administration. Among the spaces assigned to the unit, there is: 1 office for the Director, 1 office for the Secretary, 6 double offices for faculty, 1 meeting room, and 1 office for academic counseling and research.

**Classrooms:** The Department only has three assigned classrooms (AC 110 located in the Academic building, A107 located in the Administration building, and ANX 203 located in the Annexes), we also use additional classrooms in the Academic building. These classrooms are equipped with projectors, internet, AC and boards.

**Production Labs**

**The Department operates six laboratories:**

**TV A Studio:** This lab includes a television studio and a control room equipped with digital technology. Other features included are: 4 post-production areas and an office for a TV technician, who supervises the daily operations in the studio. The main equipment includes:

***TV A Studio Main Equipment***

<b>Lightning Equipment</b>	1 Strand lighting Dimmer CD80
	1 Strand lighting Control Panel 200
	12 Freshnelites
	8 Scopes
	4 Backlights
	24 lines for lights
<b>Control Room and Studio Equipment</b>	1 Switcher Echolab Overture SD 1
	1 Kaleido Alto - Miranda
	1 Densité - Miranda
	3 Camera control unit MA 400 Ikegami
	3 Cameras HC-D57W Ikegami
	3 Digital Video Cassettes DVCAM DSR-1500A/1500AP Sony
	1 Compix Media INC. Model CG Plus Kit
	1 Dell Precision 690, Installed Nonlinear editing, Adobe Premier, Photoshop, Nonlinear editing AVID.
	1 Audio Com MS-2002
	2 CD Rewritable Recorder Tascams CD-RW900SL
	1 Audio Console Tascam DM-3200
	3 Video Monitors JVC TM-1011
	2 Video Monitors JVC TM-H150C
1 Video Monitor Sony KDL-52S5100	
<b>Equipment and Editing Program Rooms</b>	4 iMac 7,1
	3 Panasonic MDV VTR AG-DV2500
	1 JVC MDV VTR BR-DV3000
	4 DVD Recorders Pioneer DVR-320
	4 Final Cut Express 4

***TV B Studio:*** This lab was the second to be installed as a TV studio in our Department. TVB is equipped with a studio, cabin, and an office for a technician who is in charge of the studio and equipment storage area. The studio booth is located on the second floor and is accessible through a stairway. There is a special elevator to transport persons with disabilities, located in the entrance of the studio, because it is on a lower floor than the rest of the office in the main corridor. This studio was digitally equipped in 2017 and includes:

***TV B Studio Equipment***

<b>Lightning Equipment</b>	<ul style="list-style-type: none"> <li>Lightning System with 1 Dimmer Pack and a 12-channel Strand Lightning control panel.</li> </ul>
	<ul style="list-style-type: none"> <li>24-channel analoguous control panel (2 scenes);</li> </ul>
	<ul style="list-style-type: none"> <li>12 TV lamps (6 Scoops, 6 Fresnel);</li> </ul>
<b>Control Room and Studio Equipment</b>	<ul style="list-style-type: none"> <li>Tricaster Switcher 460, 3 CCU, 3 Studio Cameras JVC PRO HD AVCHD (Studio Kit), 3 Teleprompter Monitors</li> </ul>
	<ul style="list-style-type: none"> <li>Character Generator</li> </ul>
	<ul style="list-style-type: none"> <li>Teleprompter, Synchronism Generator, Base Time Corrector, Waveform Monitor; Vector scope, 4:3 Preview and Program Monitors</li> </ul>
	<ul style="list-style-type: none"> <li>Multi-Screen Newtek and playback/recorder, Newtek XD850</li> </ul>
	<ul style="list-style-type: none"> <li>HP PRO BOOK graphic computer</li> </ul>
	<ul style="list-style-type: none"> <li>Sound system which includes:</li> </ul>
	<ul style="list-style-type: none"> <li>Digital Behringer X32 Console – 32 Control Fader Panel, 32 Channels, 8 Subgroups, 2 speakers in the Control Room, 2 speakers in the Studio</li> </ul>
	<ul style="list-style-type: none"> <li>2 amplifiers, iMac Computer, 3 cord-free Lavalier microphones</li> </ul>
	<ul style="list-style-type: none"> <li>2 CD Players, Peripheral for XLR connection</li> </ul>
	<ul style="list-style-type: none"> <li>3 Cameras</li> </ul>
<ul style="list-style-type: none"> <li>1 LCD Program Monitor in the Studio and 1 monitor for video projection</li> </ul>	
<b>ENG Equipment</b>	<ul style="list-style-type: none"> <li>Cameras for exteriors: 3 JVC 5100 Cameras</li> </ul>
	<ul style="list-style-type: none"> <li>Tripods: 3 Bogen 501 Tripods</li> </ul>
	<ul style="list-style-type: none"> <li>Exterior lighting systems for exteriors: 3 Lowel light cases</li> </ul>
	<ul style="list-style-type: none"> <li>Others</li> </ul>

**Multimedia Laboratory:** This lab is equipped with 15 computers. This is where writing and Multimedia courses are offered (Script Writing, Advertising Writing, Advertising, News Production, Multimedia Production I and II).

<p><b>Computer Lab</b></p> <p>This lab is equipped with 20 computers, a color printer, scanner and multimedia programming.</p>	20 Computers (PC) high speed network, Windows 7
	EZ News
	Adobe Web Collection
	<ul style="list-style-type: none"> <li>• Photoshop</li> </ul>
	<ul style="list-style-type: none"> <li>• Flash</li> </ul>
	<ul style="list-style-type: none"> <li>• Illustrator</li> </ul>
	<ul style="list-style-type: none"> <li>• Dreamweaver</li> </ul>
	<ul style="list-style-type: none"> <li>• Audition</li> </ul>
	<ul style="list-style-type: none"> <li>• Premiere</li> </ul>
	<ul style="list-style-type: none"> <li>• After Effects</li> </ul>
	Smartboard
	LCD Multimedia Projector (Ceiling Mounted)
	Wall-mounted Speakers
	Laser Printer
Scanner	

**Radio Studios:** Three Radio Production Studios

***Equipment of Radio Production Studios***

<p><b>Studio 1</b></p> <p>Sound Editing Suite</p>	<ul style="list-style-type: none"> <li>• Radio Broadcasting Control Panel (12 channels / analogous / Audio arts R5)</li> </ul>
	<ul style="list-style-type: none"> <li>• 2 Makie Monitors (Tapco 58)</li> </ul>
	<ul style="list-style-type: none"> <li>• 1 iMac (Intel Core Duo 2)</li> </ul>
	<ul style="list-style-type: none"> <li>• Pro Tools 12.5 (sound editing program)</li> </ul>



	<ul style="list-style-type: none"> <li>• Pro Sonus (interface)</li> </ul>
	<ul style="list-style-type: none"> <li>• AudioTechnica AT 2020 Microphone</li> </ul>
<p style="text-align: center;"><b>Studio 2</b> Sound Editing Lab</p>	<ul style="list-style-type: none"> <li>• 10 iMac's (Intel Core Duo 2)</li> </ul>
	<ul style="list-style-type: none"> <li>• Pro Tools 12.5 (sound editing program)</li> </ul>
	<ul style="list-style-type: none"> <li>• Video Projector</li> </ul>
	<ul style="list-style-type: none"> <li>• Monitor</li> </ul>
	<ul style="list-style-type: none"> <li>• Board</li> </ul>
<p style="text-align: center;"><b>Studio 3</b> Complete Radio Studio (Booth and Control Cabin)</p>	<ul style="list-style-type: none"> <li>• Axia IQ Radio Console (Telos/Six lines/Telephone interface)</li> </ul>
	<ul style="list-style-type: none"> <li>• Apple Mac Pro (2019)</li> </ul>
	<ul style="list-style-type: none"> <li>• Mackie HR 824 Audio Monitors</li> </ul>
	<ul style="list-style-type: none"> <li>• LCD Video Monitor</li> </ul>
	<ul style="list-style-type: none"> <li>• 3 Electro Voice RE20 Microphones</li> </ul>
	<ul style="list-style-type: none"> <li>• Pro Tools 12.5</li> </ul>
	<ul style="list-style-type: none"> <li>• Dell PC station</li> </ul>

**Photography Lab:** In 2014, the Digital Photography Lab was established. Various photography courses of our Department are offered here, including: Digital Photography I (COMU 3021), Digital Photography II (COMU 3022), Intermediate Photography (COMU 3015), and Advertising Photography (PUCO 4086).

The following courses are also offered in the lab: Production and Direction of Documentaries (COMU 4028) and Graphic Design for Communication (COMU 3106).

<p style="text-align: center;"><b>Digital Photography Laboratory</b></p> <p>This lab is equipped with 15 computers, a color printer, scanner and multimedia programming.</p>	15 Apple iMac's
	1 LCD Multimedia Projector (Ceiling Mounted)
	Adobe Web Collection
	<ul style="list-style-type: none"> <li>• Photoshop</li> </ul>

	• Flash
	• Illustrator
	• Dreamweaver
	• Audition
	• Premiere
	• After Effects
	1 White Board
	Wall-mounted Speakers
	Laser Printer
	Cameras (12 Cannon T3, 2 Cannon 7D and 1 5D Mark IV).

The Department also continues the production of analogous areas, which include: the photography studio and a room to enlarge and develop images. Radio and photography technicians have a space to work here too. The photography lab is equipped with 10 Besseler 23C enlargers, which allow students to enlarge 35mm negatives. Also, two developing stations with 8' x 10' trays, paper driers and containers to collect used photographic chemistry.

The film developing area is equipped with a developing station, drier for the film "Photographic Appreciation", composition interest center, among other elements available to students.

Students can practice studio photography, use studio lights, the photometer and digital cameras for portraits, studio photography and other products.

This lab has up to date MSDS security documents, which allow for proper chemical waste and an AC extraction system inspection, according to government standards and policy.

### **UPRA Web Radio**

UPRA Web Radio (UWR) is an online radio station that serves the university community by broadcasting educational and entertainment content. The project was launched in 2010 and continues operating to the present as an institutional project appointed to the Department of Tele Radial Communication.

The station also provides technical support to curricular radio production courses by broadcasting over 60 hours of inedited programming developed by students enrolled in: Principles of Radio/Principles of Radio Lab (COMU 3211/3212), and Advanced Television and Radio Production Workshop/Laboratory of Advanced Television and Radio Production Workshop (COMU 4041/4043).

UWR facilities are now located in the Department's radio studio on the first level of the Administration building.

## **Other service installments of the Department:**

### **Library:**

This institutional dependency supports the teaching-learning process of the academic programs at UPRA. Information resources are selected, preserved and easily accessible in order to promote academic use. Faculty members also use this space to organize and promote academic activities related to research and creation.

### **Some rooms and services provided are:**

- Circulation - The collection with the greatest amount of bibliographical resources. Here, students, faculty and members of the external community, are able to loan books.
- Reserve - Contains the bibliographical resources that professors and librarians have separated for student use as a complement for courses.
- Juvenile Collection - was established in 1984 with the purpose of serving all the university community by placing a special emphasis on Elementary Education program students.
- Research Classrooms for Faculty - This area is dedicated to research and is equipped with 11 workstations. Members of the university community are able to borrow due installations.
- Arecibo Region Collection and Historical Archive of UPRA - Selects, organizes and preserves the bibliographical, historical and cultural heritage of Arecibo and nearby towns that form the district. Special collections such as those dedicated to Francisco Matos Paoli and Librada Ramos, are deposited here.
- Magazine and Newspaper Room - The most up to date information regarding diverse fields of study, including over 3,600 magazine and newspaper titles are found here. Online and print information resources in microchips and CD's.
- Reference Room - Includes the main library resources. Users can consult atlases, dictionaries, general encyclopedias, plus specialized catalogues, bibliographies, almanacs, and other information resources. There is also an available online Horizon catalogue, internet access, among other features.
- Database Area - Is equipped with 20 computers connected to internet and several databases, including: ProQuest, Ebscohost, Wilson Web, InfoTrack, ADendi (El Nuevo Día online) and Micro Juris (Laws of Puerto Rico).
- Visual Disability Room - Provides specialized services to the visual disabilities' community. The Project for Technological Assistance for People with Disabilities allows students to achieve their academic goals by increasing independence, productivity and empowering skills.
- Multimedia Area - Is divided among the following areas: Conference Room, Exhibitions Room, Projection Room, Video-tech, Music Collection and the Information Skills Program.

- Cinema Room - Established in 2017, this room is sponsored by the Caribbean Cinemas company, leader in the Caribbean film industry. Diverse audiovisual, academic and civic presentations are carried out here. Dr. Emanuel Gutiérrez from the Department of Tele Radial Communication collaborated in the acoustic analysis of this room.
- The Learning Commons at UPRA opened its doors on November 6th, 2018 with the objective of adjusting to multiple styles and learning levels. Thanks to the collaborative support of administrative staff, faculty, librarians, tutors, and others, students are now able to expand their processes, products, learning areas and knowledge. The final result is expected to produce a generation of novice, motivated and participative learners who will work progressively in an avantgarde learning environment.

**Some of the services provided at the Learning Commons are the following:**

- ✓ Technical, educational and library support
- ✓ Tutoring and mentoring (both in-person and online)
- ✓ Databases and Virtual Reference
- ✓ Independent and Group Spaces
- ✓ Innovative academic project exhibits
- ✓ Instructional design for hyper-connected learning environments
- ✓ Sound studio and Streaming Broadcast
- ✓ Training room with a capacity for 28 persons
- ✓ Wi-Fi Connection
- ✓ LoboCoop Café

**6. Describe the unit's most urgent needs for resources, if any, and the plan to address these needs.**

At present, the Department of Tele Radial Communication has all the adequate resources needed to comply with its mission of providing excellence in education through a plan to purchase equipment for the laboratories called the "Plan Puesta al Día".

The UPR administration has always supported the Department of Tele Radial Communication financially as has been evidenced in question 3.

## Part II, Standard 8: Professional and Public Service

### Executive Summary

The Department has different initiatives that promote the unit's integration with the community. Internal and external community participation is observed through services that students carry out as part of their courses, media immersion experiences (operation of campus media) and collaboration efforts with institutional and departmental events, as well as those organized by student associations. Faculty and other personnel actively participate in public service events that serve and impact the external community and the entire region.

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.**

Professional and public service is an essential component of the Department of Tele Radial Communication. This was officially recognized when the Research and Community Service Policy was approved on February 12, 2009.

*According to the Research and Community Service Policy of the Department of Tele Radial Communication, the following criteria is examined:*

*Community Service: Faculty, students and administrative staff of the Department of Tele Radial Communication actively participate in diverse community service activities, which include professional improvement in the mass media industry and consulting to governmental and non-governmental entities aimed at providing orientation to communities regarding communication topics and other similar events.*

*The Department of Tele Radial Communication is in charge of integrating academic research and other academic events, as well as community service through the bachelor's program. Moreover, the unit encourages both students and professors to actively participate in these events and support faculty members in their research and community projects.*

The professional and public service that is carried out by faculty, personnel and students is observed through media immersion experiences (operation of campus media), through courses and student associations.

**Operation of Campus Media:** The Department leads different production efforts carried out by students who promote the unit's integration with the community through community service. These multimedia platforms and projects that foster investigative journalism and other community efforts led by faculty members are: UPRA Web Radio, UPRA Web Tube and Tinta Digital.

**UPRA Web Radio** is a web radio station operated by the Department of Tele Radial Communication that can be accessed through the following website: <http://upra.edu/uprawebradio/>

The station is administered by the unit with a compensation to a faculty member. The coordinator obtains a 25% discharge for supervising students involved in the project. The station broadcasts music, social interest and general community service programs. Generally, social topics are discussed in benefit of communities located in the central-north region of the island. The project also serves as a platform for students to propose their own radio programs and is not limited to student involvement. The programming is interactive and the station's services are supported by the public, experts, the educational community and other collaborators. Its mission supports the idea that contemporary radio should be inclusive, interactive, interdisciplinary and visible.

UPRA Web's content encourages the development of an online cultural radio station free from socio-geographic barriers and geared towards the production of unique content related to the region and country within a universal culture. Its collaborators and producers hold a solid humanitarian and conceptual background as well as the technical skills required for this professional field.

Each semester, the station broadcasts 100 hours or more of live programming, including, music, talk shows and interview programs throughout the months of September-December, and January-May. UPRA Web Radio has evolved from being an emerging radio station to positioning itself as an important communication platform, not only on a local level, but also as a national media student initiative. Among its diverse programming during the 2018-2019 year, also discussed in Standard 3 and 6, are the following:

### **Regular Programming 2019-2020**

- *Puya Coffee* - A free-style program broadcasted once a week (21 hours).
- *Venus and Mars*- Program that discusses situations affecting couples (14 hours).
- *"Notas del saco"* - A news program focused on current affairs in Arecibo and UPRA. Broadcasted once a week (12 hours).
- *We are Late* - A magazine program related to current events. Broadcasted twice weekly (7 horas).
- *"Radio Mil"* - Information Magazine Program (4 hours).
- *"De boca en boca"* - Showbiz and Celebrity News Program (3 hours).
- *The Queer Spell* - A program dedicated to the LGBTQ+ community and broadcasted twice weekly (6 hours).
- *Radioactive Wave* - Current Affairs with a Juvenile Touch (30 minutes).
- *Baby on Board* - A program about maternity, social topics and health (1 hour).

### **Special Programs 2019**

- *Puerto Rico Radio Show* - Activity organized by the Association of Radio Broadcasters and aired live from Dorado Beach Hotel (6 hours).
- *Death on High heels* - Program about domestic violence prevention (40 minutes).
- *Assembly Intervention* - Institutional activity coverage (1 hour).
- *Professor Marta Quiñones' Intervention* - Interview program (1 hour).
- *Symposium: Campus free from sexual violence* - (3 hours).
- *Communication Week Opening and Dedication to Weather Reporters in Puerto Rico* - (1 hour).
- *Fashion and Communication Workshop* - (2 hours).
- *The Old and the New School Chat* (2 hours).

- *1st Encounter for the LGBTTQ+ Community Representation and Visibility - Event Coverage* (5 hours).

### Special Programs 2018

- *One Year from María* - Interviews to Victims (1 hour).
- *On the Other Side of Fear* - Social Themes. Aired every Tuesday in October (1 hour).
- *Magisterial Lesson* - Institutional event coverage (1 hour 30 min.).
- *UPRA Open House* - Institutional event coverage (5 hours).
- *Freshmen on Air* - Guest Interviews COMU 3007, Prof. Fonseca (1 hour).
- *Intelligent Shades* - Guest Interviews COMU 3007, Prof. Fonseca (1 hour).
- *Presentation of Candidates to be Chancellor* - Coverage (1 hour 30 min.).

These productions reflect critical and constructive spirit regarding social themes that take into account cultural manifestations of our region, country and the world. Programming can be heard, and videos may be watched on the UPRA Web Tube platform. (Other yearly programming details are available in the Reading Room).

**UPRA Web Tube** is the YouTube channel of UPRA WEB Radio. <https://www.youtube.com/channel/UCb6M-UOhDVO3FMOyJZ713eQ>

In this channel you may find videos of radio programs, music videos, documentaries, live broadcasts, coverage of university activities, among others. Some of the most important projects published on the channel are the documentaries produced as part of the course Production and Direction of Documentaries COMU 4028 - *Historias de Maria: Mi Vida Por Ella* ("Histories about Maria: My Life for Her") Nominated for an Emmy Award by The National Academy of Television Arts & Sciences, with 11k views. In this channel, you will find exclusive videos related to the programming.

### Radio and TV Collaborations

Live productions carried out as part of Radio and TV courses - both basic and advanced - as well as student association initiatives, are available via streaming and form part of the operation of campus media programming. Faculty, university staff and the external community form a special collaboration that highlight UPRA's mission. Collaborative efforts also include faculty members of other units, as is observed in the program *The Queer Spell*, an initiative of Communication students and Professor Jesús Ramírez from the English Department at UPRA. Other collaborations include:

- *"Notas del saco"* – 30-minute news program produced by students of the National Association of Hispanic Journalists (NAHJ) Arecibo Chapter, since 2018. Their programs are also broadcasted on Facebook Live and form part of the regular programming of UPRA Web Radio and UPRA Web Tube.
- *History and Art in Arecibo* – Figure segment broadcasted on UPRA Web Tube in the summer of 2019, together with *Arte 360 Magazine*. Both projects reflect the self-management movement of the Arecibo region, which promotes emerging talent, the development of a sustainable economy and a vibrant culture fostered by local businesses.

- “*Matices*” – is a TV program and digital content broadcasted through live streaming from the UPRA Theater on December 5, 2016 as part of a tribute to Jonathan Camuy, alumni of the Department of Tele Radial Communication who was a fatal victim of the Orlando "Pulse" Massacre. The program formed part of the course Advance Workshop for Radio and TV of our unit and led by Professor and Producer, José A. Fonseca. The program was also supported by the Department, TV technicians, the Deanship of Student Affairs, the administration at UPRA and other sponsors. ([https://www.facebook.com/pg/maticesupra/videos/?ref=page\\_internal](https://www.facebook.com/pg/maticesupra/videos/?ref=page_internal)). Through music, drama, painting and cultural integration, this TV program offered attractive content directed towards new distribution platforms. The night it was aired, 1770 audience members viewed the program on Facebook Live, while 2,400 persons shared the link. This represents a great success for our unit that shows how audiences can be involved directly through new platforms of distribution. The project was intended to create public consciousness as well as the promotion of human, sexual and functional diversity.
- “*Lobo 360*” is a live program organized by the course COMU 3046 – *Television Principles Laboratory* and aired alongside public figures who are well known in the local mass media industry and participated alongside students as co-animators and technicians. Among these figures are: Yizette Cifredo, José Santana, Miriam Polo, Saritza Alvarado, Alessandra Correa and Milly Cangiano. During this occasion, the UPRA Theatre was filled to capacity with audience members who enjoyed two hours of continuous entertainment.

## **Tinta Digital**

Tinta Digital (<http://tintadigital.upra.edu/>) is an initiative launched during the 2014-2015 year during a journalism course led by Dr. Sarah V. Platt, Assistant Professor at our unit. The idea behind the project is that journalism students should have an institutional media platform where they are able to practice their writing and research skills, as well as publish and disseminate their multimedia projects. Student collaborators support "intentional journalism" efforts inspired by the late Polish journalist, Ryszard Kapuscinski, as part of their professional and formative progress as journalists in the making.

Later on, the event agenda expanded and Tinta Digital began organizing forums, conferences and radio interviews to public figures in politics, as well as social & community leaders, activists, journalists, and other guest speakers in collaboration with UPRA Web Radio. Other journalism events organized, include: coverage of the News Bureau for the Association of Puerto Rican Journalists (ASPPRO) in the summer of 2019; coverage of the most recent elections from the WKAQ 580 AM radio station in November of 2016; university sport events coverage of the LAI (Athletic Inter-University League); coverage of other institutional events; photojournalism essay of the UPR strike in 2016; among others.

Some recently published articles (Fall 2019)

- *Oppression towards Women*, October 2, 2019, by Gabriela Valentín.
- *Opinion: Return to the Past in Order to Not Forget*, October 2, 2019, by Axel Torres.



- *Talent and Feminism in Cultural Event in Vega Baja* - September 16, 2019, by Naisha Rivas.
- *César Andreu Iglesias Tribute* - August 2, 2019, by Alondra N. Zambrana.
- *Sala Museum: A Hidden Treasure in UPRA* - September 24, 2019, by Santia Marrero.
- Book Honoring the 50-year anniversary of UPRA's Founding - Was a project that emerges as an initiative of UPRA's ex chancellor, Dr. Otilio González, in 2016. The book is intended to be a tribute to the Arecibo community and the content was written and researched by both students and faculty at UPRA. The articles contained may be accessed here: <http://tintadigital.upra.edu/?cat=90>

### **Trips and International Collaborations of Tinta Digital**

In September of 2016, Tinta Digital participated as a student association for the first time in Festival Gabo, a journalism festival organized every year in Medellín (Colombia) by the Fundación Gabriel García Márquez por el Nuevo Periodismo Iberoamericano (FNPI), where journalists, writers, film producers and others mass media workers meet and organize forums, talks, presentations, exhibitions, among other initiatives. Some members of Tinta Digital were selected among hundreds of applicants to participate in journalism workshops offered here. The trip also allowed students to experience cultural immersion and become familiar with marginal communities, where they led workshops to underprivileged children and adults as part of an alliance established with World Vision Colombia. In October of 2018, Tinta Digital travelled once again to Festival Gabo, to participate in workshops, community efforts, and other events, while also producing coverage for the website.

Students who form part of Tinta Digital have also led and presented educational workshops to different populations, such as: Boy Scouts, middle and high school students in public schools, among others.

### **Student Associations**

Student associations are an important component of the Department in terms of the development of a healthy and productive life for students, as well as the opportunity to create collaborations with peers that allow them to grow both academically and professionally. In Standard 6, the main focus of each association is discussed, as well as the year each association was founded and the mentors of each group. Many of the events organized by student associations are presented during the Communication Week and offered to both the university and the external communities. A complete list of the contributions to professional and public service of each association will be made available in the Reading Room.

Some recognitions and events organized by student association, are:

#### **PAIECA**

- *VIII International EL HERALDO Short Film Festival*, October 14 – 19, 2019. “*No me olvides*” was officially selected to participate in this festival celebrated in Honduras.
- *International Film Festival, Fine Arts Cinemas, Caribbean Cinemas*. “*No me olvides*” was officially selected to participate in this festival celebrated in San Juan, PR.
- *RIFF 12th Annual 2019 Rincón International Film Festival*. April 10 - 14, 2019, "ADSUM" Short Film Presentation, Rincón, PR.

- *Premier of Short film “Adsum”*, Film Room, UPRA Library, 2018.
- *Asian Film Screening. Una nueva visión* presented October 15, 16 and 19, 2014. Film Room, UPRA Library.

#### **AFAA**

- *“Live Broadcast” Conference (Facebook Live, Periscope) and its uses in photojournalism* Juan R. Acosta, Noticel Photojournalist. TVB Studio, UPRA, 2019.
- *“Flower Album” Performance and Instant Photography* at Poquesí Alternative Space, Arecibo, 2018.
- *Photography Documentation: Urban Art Catalogue*, as part of mural project "Arecibo es color" Arecibo, 2017.
- *AFAA Initiation*, Nursing Auditorium, UPRA, 2016.
- *Conference on Film Photography Direction* presented by “Chago” Benet, a well-known film director in Puerto Rico. Conference Room, UPRA Library, 2016.

#### **Tinta Digital**

- *Book Presentation and Conference: “Bitácora de una transmisión radial”*, with journalist Sandra Rodríguez Cotto. Multimedia Room, UPRA, 2019.
- *Informative Forum about Transsexuality*, Sala de Proyecciones UPRA Library, 2018.
- *“Invisibles”* A Photo Exhibit about Marginality. La Guajira Bodeguita Cubana, Arecibo, PR, 2018.
- *First Anniversary Tinta Digital*. Three Guest Speakers, Three Communication Fields: Journalism, Photography and Multimedia. Gerardo Alvarado, El Nuevo Día newspaper reporter; Gretchen Ruiz, photographer and cultural gestator (Pitirre Proyectos); Eduardo Moreno, UPRA alumni who is a webmaster. Nursing Amphitheatre, UPRA, 2016.
- *Proyección Colombia*. Multimedia Exhibit of Tinta Digital’s trip to Colombia as part of Festival Gabo. UPRA Library, 2016.

#### **National Association of Hispanic Journalists (NAHJ) Arecibo Chapter**

This student association was founded in the year 2012-13 and, after a brief hiatus, reactivated in 2017-18. It is linked to the National Association of Hispanic Journalists. The UPRA chapter coordinates workshops and seminars, and provides opportunities for internships and scholarships with NAHJ. The Chapter has also been involved in promoting journalism in high schools. Dr. Otilio González is the mentor of the Chapter. The association runs three student-run media outlets:

- “Notas del saco” - a weekly news program aired by UPRA Web Radio and Facebook. See: <https://www.facebook.com/uprawebradio/videos/264040398643087>
- “A Cuentagotas” – an online news magazine. See: <https://revistaacg.com/tag/upra/>
- “Noticias Punto a Punto” – a weekly TV news program aired on Facebook. See: <https://www.facebook.com/NotiPuntoaPunto/>

#### **PR COLLECTIVE**

- Thanksgiving Campaign for the Homeless, 2019
- Campaign: #PorDaliana. Fundraising event in benefit of a student from the Department of Tele Radial Communication who was diagnosed with kidney cancer and had to undergo high-cost medical procedures. UPRA, 2018.

- Conference. Alexandra Fuentes and her experience in the world of mass media and communication, Library Conference Room UPRA, 2016.

### **Communication Week**

Communication Week is an emblematic event celebrated by the Department, which represents an opportunity for all the university community to interact with different mass media professionals. Year after year, the Department dedicates an entire week to the discussion of topics of interest related to mass media figures and alumni who excel in this field. Student associations, on campus media operation, courses and areas of emphasis develop a varied and balanced program that allows students to meet and interact with global communication tendencies.

Activities celebrated during the Communication Week (April 1-5, 2019) dedicated to weather reporters: Deborah Martorell, Roberto Cortés and Ada Monzón.

- ❖ *Conference: The Old and New Schools: Notes about TV Production*
  - Javier Cruz, Univision Digital Producer
  - Mercy Jiménez, Univision Producer
  - Zaily Pérez, Story Producer Master Chef Latino
  - Alexis Román, Web Producer Department Content 360/WAPA
- ❖ *Conference: “Journalism in the Cyber Age”*
  - Daileen Joan Rodríguez, La Isla Oeste Journalist
  - Juan R. Acosta and José Hernández Falcón, Journalists
- ❖ *Presentation of Documentary: “Karol G: La guerrera del género” (Univision)*
  - Leonor Suárez (Director and Writer)
  - Javier Cruz, Producer
  - Hilda García, Vice President Digital Entertainment Univision
- ❖ *LGBTQ Film Presentation: “Moonlight”*
  - Film Association at UPRA
- ❖ *Long Distance Conference: “Challenges for TV News Production in Puerto Rico”*
  - Jenny Suárez, Executive Producer Noticentro
- ❖ *Book Presentation: “Memorias de un pueblo pobre en lucha”*
  - Author: Carlos “Taso” Zenón
- ❖ *Workshop: “Gender Perspective Journalism”*
  - Ada Álvarez Conde, Journalist and Activist
- ❖ *Photography Book Presentation “Arecibo del Ayer”*
  - Prof. Cynthia Velázquez, Historian
- ❖ *“Advertising in Social Media” Conference*
  - Advertising Agency VMLY&R

- ❖ “*Radio in the Digital Era*”
  - Raúl Santiago, SuperK 106 (President, Association of Radio Broadcasters of PR)
  - Manuel A. Santiago, Radio Once
  
- ❖ *Covers: Multimedia Work Exhibit*
  - Student display of work produced in Multimedia courses led by Prof. Emanuel Gutiérrez

### **Courses that contribute to public service**

The course COMU 4065 – *Advertising and Public Relations Campaigns* is a workshop that integrates communication and student leadership qualities, which are fundamental in decision-making related to Public Relations and Advertising. Community problems and public service campaigns are some of the topics discussed in collaborative projects with the community. Following, you may find some of the non-profit and public service events organized with external clients during the most recent year:

- ***COVID orientation campaign*** aimed at young university students. During the pandemic, the need arose to guide students about the COVID-19 virus and how education and various infection prevention strategies are key to help stop the spread of the virus in the community. (2020)
  
- ***Media campaign in Networks for women entrepreneurs: Mujeres de mi tierra.*** A series of activities was organized for women who have a business or are thinking of starting one. Talks and workshops were offered in order to offer them the necessary *tools to achieve their goals.* (2020)
  
- ***Opioids Campaign “The Last Pill”*** – An awareness campaign geared towards young people with the message that opioids kill. It includes links to health organizations in Puerto Rico, media coverage, radio commercials, graphic designs for billboards (sponsored by B-Media) all over the island and the launch of a webpage. The campaign was adopted by the President’s Office of the University of Puerto Rico and will be presented throughout all UPR campuses. (2019).
  
- ***“No me olvides”*** – Is a short film produced by the student association PAIECA (Associated Independent Productions of Communication Students in Arecibo) which deals with the loss of a close relative (a grandfather). It is a highly emotional piece that helps viewers understand that family love transcends death. (2019).
  
- ***Fritulareña Campaign*** – A small eatery in the mountainside town of Lares was selected as the recipient of this campaign. The business was established by a widow with scarce education who was starting her first entrepreneurial project. The purpose of the campaign was to help a local business that otherwise would not have any budget for a media campaign. The strategies were focused on the diverse Puerto Rican offerings (homemade fritters) that Fritulareña has. A strong media campaign where the owner was placed next

to local television chefs proved to be a success. Students learned the meaning of supporting small local businesses, especially one owned by a woman. (2018).

- ***Arrecife 360 Environmental Campaign*** – In a joint effort with a local seaside joint in Arrecife (Arrecife 360), the COMU 4065 – *Advertising and Public Relations Campaigns* course designed a strategy to attract customers based on the environmental philosophy of the business. Arrecife 360 asked students to develop a campaign focusing on their environmental practices. The campaign designed a university tour where Arrecife 360 had the opportunity to share their beliefs with the public. A closing event in their place included an environmental fair, music and environmental promotion (2018).
- ***Expresarte*** – Here the aim was incorporating a strategy to support young entrepreneurs in various artisan businesses. The Public Relations course decided to launch a fair called “Expresarte” (Art expressions) where students and local young artisans exposed and sold their products. The event also included local singers and musicians, local painters, dancers and poets. (2018) The event was so successful that the same student producers replicated it as part of the student organization Public Relations Collective the following semester.
- ***Hurricane Maria Relief Campaign*** – After the University opened following the Hurricane Maria disaster, courses changed their focus for obvious reasons. Students in the *Advertising and Public Relations Campaigns* course (COMU 4065) decided they needed to help other affected students in a creative way. Three students served as symbols of the community to launch a humane media campaign. These were: a nursing student who lost all of her belongings because her apartment was destroyed due to the strong winds, a Communication student who also lost everything because of severe flooding, and an anonymous hurricane hero that helped his father build a bridge. A media tour of these students produced a support network for them, and other students affected. A collection of items was part of the campaign. Probably the best part of the campaign was when a major food company sponsored the efforts. A closing event with nearly 100 students affected was organized, and food and toiletries were distributed to them in a motivational activity (2017).

COMU 4028 – *Production and Direction of Documentaries* offers an active lab component to promote diversity of current affairs that allows for reflection and offers different perspectives that foster public and community service. This interaction allows both students and professors access to a learning experience based on communities and social problems. Recently, students in this course in collaboration with other departmental courses (COMU 4065 *Advertising and Public Relations Campaigns* and COMU 3017 *Advertising Copywriting*) produced a documentary about the use of opioids (*Opioids in Puerto Rico: A Chronic Health Problem*) and a full campaign called: “*The Last Pill*”.

The documentary roots from the testimony of a mother who lost her only son to opioids and discusses informational topics about opioids and how university students have access to these drugs.

**Other documentaries produced as part of this course are:** “*Tiempo de Pensar, Historias de Maria*” (2018), and “*Mi vida por ella*” (2018). Both have been nominated to national and

international festivals and have also won awards and nominations, such as: Student Production Award Nominee (2019) and Suncoast Regional Emmy Award Nominee 2018. The Manuel Zeno Gandía Cooperative, a neighboring institution of UPRA, promotes these projects and will screen the documentary “*Historias de María: Mi vida por ella*” in all of its branches of credit and savings throughout the island.

In 2009, the course COMU 3017 – *Advertising Copywriting*, produced several public service commercials for UPRA Web Radio that dealt with topics such as: depression, environmental pollution, animal abuse, among others.

On the other hand, COMU 4007 – *Principles of Publicity*, carried out a public service campaign directed at elementary, middle and high schools, as well as the UPRA university community (2017) in which the topic of inadequate social media use was presented. Another event organized dealt with the importance of organ donation (2016). This campaign was organized in the Student Center at UPRA and personnel at LifeLink Foundation were invited to give talks and collect inscriptions among persons interested in organ donation. As part of the event, a public service ad was produced to highlight the importance of donating organs, which was published on the LifeLink Foundation website and also through UPRA Web Radio.

In the course COMU 3005 – *Fundamentals of Communication*, students participated in several community efforts, such as the online catalogue Arte Urbano, where both students enrolled in due course and student associations participated (<http://arteurbano.upra.edu/>).

**2. In a digital file, list examples of professional and public service activities undertaken by members of the faculty in the past six years (before the self-study year). Limit to five examples per faculty member. The unit has the option of providing a complete list in a separate digital file. Do not include service to the unit or institution; this information should be presented in Standard 1.**

Faculty actively participate in public and professional service initiatives that sometimes transcend geographical limits. Following, you may find an alphabetical list of events coordinated or undertaken by each faculty member at our unit:

**Prof. Rosamary Berríos**

- Curator of the African art and objects collection of the sociologist Ineke Cunnigham, Loíza PR, 2021.
- Moderator Multidisciplinary project: Mirror country of the artist Natalia Sánchez. Ulanga House, Arecibo, 2021.
- Field activity-Life around Caño Tiburones. Photo session with community leaders, Barrio Islote, Arecibo 2021.
- Panelist, *Trayectorias: Relatos de mujeres exitosas*, Universidad Carlos Albizu, San Juan, 2019.
- Curator, Art Exhibition: *La cultura loiceña en tiempos de las Fiestas a Santiago Apóstol*, Museo de las Américas, San Juan, 2018.
- Participating Artist, *Art Exhibition: Arte 360*, Espacio alternativo, La Buena Vida, Arecibo, 2018.

- Curator, Art Exhibition: *La cultura loiceña en tiempos de las Fiestas a Santiago Apóstol*, Sala de exposiciones del Parque Histórico de la Cueva María de la CruzLoíza, 2017.
- Panelist, *La mujer loiceña en el documental Santiago de las Mujeres*, Universidad Carlos Albizu, San Juan, 2017.

#### **Dr. Anilyn Díaz**

- Judge (for different categories and entries from different regions at the United States) for NATAS/Emmy Awards, 2017-Present.
- Board of Trustees for the Fundación Nacional para la Cultura Popular, (National Foundation of Popular Culture) Vice President, Event Producer & Collaborating Author, Member, 2016-Present.
- Alumni Advisory Board of the Department of Communication at UMASS Amherst, Member since 2016-Present.
- Board of Trustees for the American Civil Liberties Union (ACLU – Puerto Rico Chapter) member, 2015-Present.
- Board of Trustees for the Coro Polifónico Juvenil de Campanas, President and Member, 2014-present.

#### **Prof. José Fonseca**

- Judge NATAS Suncoast, 2021 Category: College Multimedia Journalist , College Video Essay, College Photographer , College Talent - News or Sports. 2021.
- Producer, Audiovisual documentation of the different activities in the *Arte 360* community project in Arecibo, P.R. 2019.
- Orientation to high school students at 10, 11 and 12 grades in Colegio Cristo de los Milagros, Caguas, P.R. 2018.
- International researcher internship for doctoral thesis project: Television in Puerto Rico: Context, history, structure and analysis of the content offer of free-to-air television networks at the beginning of the 21st century 2017-2020. University of the Sacred Heart, Santurce, PR.
- Producer, *Virgen de la Guadalupe*, a celebration in the municipality of Gurabo, P.R. 2017.
- Producer, *Grito de Lares*, a special opportunity to development community play with the participation of 100 collaborators. Lares, P.R. 2015 and 2016.

#### **Dr. Otilio González**

- Facilitator; writer and handler of press releases and media information. Assist in the dissemination of activities coordinated by grass roots organizations in Arecibo, P.R 2018-2019.
- Director of the Project. Design, develop and launch a website that compiles street art in Arecibo. Site is available at <http://arturbano.upra.edu/>. Arecibo, P.R. 2017-2019.
- Co presenter, *Forum of strategies to provide effective organizational and community information by institutions of higher education*. San Juan, P.R. 2017.
- Researcher/ Writer, Chapter One of History of the University of Puerto Rico – Arecibo as part of the publishing of a book on the 50<sup>th</sup> Anniversary of UPRA, 2016.
- Support numerous institutional activities in Arecibo, including cultural and scientific events, academic forums on the history of Arecibo, among others. Also participated in the coordination of services and involvement in the commemoration of the 500 years of Arecibo, 2015-16.

### **Prof. Emanuel Gutiérrez**

- Coordinator, World Radio Day activity. UPRA, 2018.
- Panelist, Talk of *Musical Technology and Media Production*. Capitán Correa School, 2018
- Video production and conference on the importance of education. School Soles del Jardín, Quebradillas, P.R. 2018.
- Audio Mastering work, concert *Esparciendo Luz gracias a Mita*, Mita congregation, 2017.
- Independent publications workshop, University of Puerto Rico at Arecibo, P.R. 2014.

### **Dr. Juan Luciano**

- Lecturer XXV International Congress of Hispanic Literature and Studies (Lima, Peru, March 4-6, 2020) with the presentation: "We are more and we are not afraid, #RickyRenuncia: Protests in the digital age, Puerto Rico 2019." 2020.
- Public Relations Coordinator. Local poet Yeidi Altieri, 2018.
- Coordinator. Animal rescue organization Rabito Contento's Annual Event, 2018.
- Coordinator for the collection of goods for affected students of Hurricane Maria, 2017.
- Judge. Public speaking contest, Association of Cooperatives of the North, Arecibo Country Club, 2015 and 2016.
- Coordinator of Christmas Event. Santa Teresita Foster Home for Kids in Arecibo, 2016.

### **Prof. José Ortega**

- Producer radio commercial. Laboratorio Clínico del Mar, 2019
- Radio production workshop. Girl Scouts Arecibo Chapter, 2014-2018

### **Dr. Sarah Platt**

- Participant Virtual Workshop "Writing of memories" with Silverio Pérez and Ana Teresa Toro, 2021.
- Affiliated to the Association of University Professors (APPU). 2021
- Competitor. Virtual workshop "Nobody is normal up close", chronicles of characters with Julio Villanueva Chang, 2021
- Lecturer Virtual Workshop, The genre of the interview. Taught to students of the Association of Communication and Scientific Journalism of the UPR-University Campus of Mayagüez, 2021.
- Hortensia Zavala Scholarship Evaluation Sub Committee participant for UPRA News Production students, 2021.
- School of Journalism, Universidad Iberoamericana, Mexico City. Invited by Dr. Sergio Blanco to teach a class on narrative journalism and chronicles, 2017.
- Chongqing International School, Chongqing, China. Invited by Prof. Tomasz Solak to give a presentation to faculty members on the Multiple Intelligence Theory and Efficient Educational Models Around the World, 2016.
- Conference. *Freedom of speech and Cuban journalist*. Rotary Club of Arecibo, P.R., 2015.



- Yoga Teacher Training Course. Siddhi Yoga Institute, Dharamsala, India (2015).
- Conference. *Effective communication and team building*. Francisco Lugo Rosa School, San Sebastián, P.R, 2014.

#### **Dr. Mildred Vélez**

- Lecturer. How to improve advertising on social networks for a Public Relations Campaign for women entrepreneurs. Virtual conference, 2020.
- Academic Program Evaluator. Board of Postsecondary Institutions, Puerto Rico Board of Education San Juan, P.R. 2019
- Judge. State competitions of the Marketing Student Association - Education Department,
  - American University at Bayamón, P.R. 2019
- Lecturer. *Successful advertising*. Advertising and sales program, María Cadilla High School, Arecibo, P.R. 2018
- Lecturer. *Successful advertising*. Advertising and sales program, María Cadilla High School, Arecibo, P.R. 2017
- Lecturer. Advertising strategies workshops. Marketing program, María Cadilla High School Arecibo, P.R. 2016

### **3. Describe the unit's contact with alumni, professionals and professional organizations to keep curriculum and instruction, whether online or on-site, current and to promote the exchange of ideas. Contact may include alumni and professional involvement in advisory boards, curriculum development, guest speaking, placement, internships, and fundraising. Provide advisory board members' names and contact information.**

The Department of Tele Radial Communication maintains contact with alumni mainly through social media outlets, such as Facebook. Also, the supervised practicum and internship experiences are ways of connecting with alumni who hold executive positions in mass media and help keep the Department up to date with technological and theoretical changes in the industry. Every semester, alumni participate as guest speakers in different forums organized by the Department, such as visits to classes and events pertaining to the Week of Communication.

On the other hand, since 2012, the Department has an Advisory Board comprised of mass media representatives, alumni and other professionals in related fields. The Advisory Board gives valuable feedback to the faculty concerning trends and changes in media communication. Some members, with a strong technical background, provide us with important information on new technologies and digital media. Due to the particularity of board members, the group has decided to communicate through digital methods such as email, social media and phone messages. Periodically, there is a group meeting, although digital gatherings have proved to be more effective.

#### **Members of the Advisory Board**

- ❖ Oscar Salinas – President Advisory Board
  - Former Technical Director UNIVISION and WIPR
  - Freelance Technical Director WAPA and TELEMUNDO
  - [osalinasmori@gmail.com](mailto:osalinasmori@gmail.com)

- ❖ María Angela Pérez – President Maria Angela Perez Consulting
  - Strategic Communication
  - [perezmariaangela@gmail.com](mailto:perezmariaangela@gmail.com)
- ❖ Helga Garcia – President Perfect Partners
  - Public Relations and Strategic Communication
  - [informacion@perfectpartnerspr.com](mailto:informacion@perfectpartnerspr.com)
- ❖ Manolo Santiago – President Radio Once (Radio Station)
  - [mss64radio@gmail.com](mailto:mss64radio@gmail.com)
- ❖ Hector Santiago Santos – President Super K 106 (Radio Station)
  - [superk106@gmail.com](mailto:superk106@gmail.com)
- ❖ Vicente Castro – President XCL-TV (Television, Radio and Theater Production)
  - Theater Professor
  - [vicentecastro45@yahoo.com](mailto:vicentecastro45@yahoo.com)
- ❖ Jorge Luis Ramos – President XCL-TV (Television, Radio Actor)
  - [Jorgeluisramos1961@gmail.com](mailto:Jorgeluisramos1961@gmail.com)
- ❖ Roberto González Homs – Freelance Photojournalist based in Virginia -
  - Winner of 11 EMMY awards for his reportage pieces for Telemundo.
  - [rgon84@gmail.com](mailto:rgon84@gmail.com)
- ❖ Sara Vázquez – Digital Editor UNO Radio Group
  - Professor at University of Sacred Heart, San Juan, PR.
  - [savazquez.perez@gmail.com](mailto:savazquez.perez@gmail.com)
- ❖ Gia Morales
  - President Ecowords
  - [gia@ecowordspr.com](mailto:gia@ecowordspr.com)
- ❖ José Candray
  - President En Salud Magazine
  - [josecandray@ensalud.net](mailto:josecandray@ensalud.net)
- ❖ Iliá Arroyo- President Partners in media, TV Producer (COPUR)
  - Olympic Committee of Puerto Rico
  - [iliaarroyo@partnersinmedia.net](mailto:iliaarroyo@partnersinmedia.net)

Through faculty members, the Department maintains itself active among professional organizations, such as the Association of Radio Broadcasters of Puerto Rico, Emmy Suncoast Chapter, Association of Public Relationists, Association of Advertising Agencies of Puerto Rico, the Overseas Press Club, the National Association of Hispanic Journalists, the Association of Puerto Rican Journalists (ASPPRO), among others.

**4. Describe the unit’s methods for communicating with alumni, such as newsletters or other publications. Provide the web link for communication during the previous academic year or provide print copies in the workroom.**

The Department of Tele Radial Communication has an online presence in both the University of Puerto Rico at Arecibo’s official page and social media, such as Facebook. In fact, the Department has an official page on Facebook where contact with alumni is frequent and through which invitations to conferences and other events are shared. There are other non-official pages through which alumni are easily contacted.

The official webpages are:

<http://upra.edu/>

<http://upra.edu/comunicaciones/>

<https://es-la.facebook.com/pg/comuupra/posts/>

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

The Department has been available to support middle and high school projects that address issues related to journalism and the media. Professor José Ortega from the Department's faculty coordinated the photojournalism project for the Arecibo area. This project was promoted by the Puerto Rico Department of Education in the island's schools. The project lasted several months and lasted until the end of 2013. For this initiative, several students were recruited, who offered workshops and served as mentors. Dr. Mildred Vélez also participated in the initiative and was in charge of the last workshop of the cycle: The Writing and the journalistic style offered on November 8, 2013.

The students of the blog "Tinta Digital" with the advice of Dr. Sarah Platt, have also conducted workshops for the students of the Epifanio Estrada Middle School of the Municipality of Aguada. The activity was titled: “Ink for the New Generation” given from February 26 to March 5, 2016. The student mentors had the opportunity to strengthen ties with the community through a series of workshops on skills used in journalism, which was divided into three themes: journalistic writing, photography and social networks. The our unit library and department photography studio housed more than 25 participating eighth and ninth grade students. On the other hand, Prof. José Luis Soto coordinated and gave Photojournalism workshops, aimed at school dropouts in rural schools: Domingo Aponte Collazo and Ramón de Jesús Sierra from the Municipality of Lares. The activities took place from February 12 to March 17, 2017.

## Part II, Standard 9: Assessment of Learning Outcomes

### Executive Summary:

The Department of Tele Radial Communication (Television and Radio Communication Department) (*hereinafter* COMU *or* the department) emphasizes the application of concepts learned through individual and group exercises. This facilitates the continuous assessment of the students' learning process. COMU's Assessment Plan was originally adopted in 2008. Since then, it has undergone several revisions. Its assessment is based in six areas: (a) Media and Professions; (b) Fundamental skills of visual images; (c) Research for media professions; (d) Diversity in media; (e) Writing, presentation and dissemination of content in media; and (f) Freedom of speech and Ethics in media. The assessment relies on direct and indirect measures, including assessment of student learning and assessment of student perceptions and satisfaction. As a direct result of its assessment processes, COMU has been able to identify strengths and opportunities for improvement and to take corrective actions.

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

Learning assessment is an important aspect of the academic work at COMU. The Assessment Plan was approved in 2008 and has been revised in 2011, 2012, 2014, 2018 and recently modified in 2021. The Assessment plan is aligned with COMU's expected learning outcomes, ACEJMC skills and competencies and the University of Puerto Rico in Arecibo's (UPRA) General Education Policy. The Assessment Plan is included as an attachment to this Standard.

- 2. Provide the unit's definition of goals for learning that students must achieve. If this definition is incorporated into the plan for assessment, a page reference will suffice.**

COMU has identified 19 learning outcomes for all students of the Bachelor in Television and Radio Communication Technology, regardless of their areas of emphasis. The list of skills, knowledge, abilities and competencies is incorporated in the Assessment plan, attached to this standard.

The following Table 9.1 shows an alignment of areas of assessment and learning outcomes with both ACEJMC's skills and competencies and UPRA's General Education Policy. Details regarding the alignment of ACEJMC competences that have been incorporated to the curriculum are discussed in Standard 2, question number 3.

**Table 9.1: Alignment of Assessment Areas, Learning Outcomes, ACEJMC Competencies and UPRA’s Gen Ed Skills**

<b>Assessment Area</b>	<b>ACEJMC Skills</b>	<b>COMU Learning Outcomes</b>	<b>UPRA’s General Education Policy</b>
<p><i>Media and Professions</i></p>	<ul style="list-style-type: none"> <li>❖ Apply current tools and technologies appropriate for the communication professions in which they work, and to understand the digital world.</li> <li>❖ Demonstrate an understanding of the history and role of professionals and institutions in shaping communications.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Knowledge and understanding of the main social communication theories and tendencies within the study of mass media.</li> <li>❖ Knowledge and understanding of the history and development of mass media.</li> <li>❖ Understanding of the impact of new technologies in mass media.</li> <li>❖ Skillfulness in the management of information systems, technology and programs commonly used in mass media.</li> <li>❖ Comprehension and ability to operate basic equipment required for the production of radio and television programs</li> <li>❖ Effective oral communication skills</li> <li>❖ Knowledge of roles and responsibilities of professions related to mass media and communications.</li> <li>❖ Familiar with entrepreneurship and business development opportunities in communication-related fields.</li> <li>❖ General knowledge of humanities and fields related to natural and social</li> </ul>	<ul style="list-style-type: none"> <li>➤ Ethical, moral and spiritual values include the development of values and attitudes that allow the formulation of ethical opinions and decision-making based on analyses that examine the values of each situation.</li> <li>➤ Encourage the development of responsible citizens who are conscious of their civic duty.</li> </ul>

Assessment Area	ACEJMC Skills	COMU Learning Outcomes	UPRA's General Education Policy
<p><i><b>Fundamental Skills of Visual Images and Information</b></i></p>	<ul style="list-style-type: none"> <li>❖ Understand concepts and apply theories in the use and presentation of images and information.</li> <li>❖ Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.</li> <li>❖ Think critically, creatively and independently.</li> </ul>	<p>sciences.</p> <ul style="list-style-type: none"> <li>❖ Understanding and application of the elements and basic principles of image composition.</li> <li>❖ Know the foundations and tendencies of design and audiovisual production.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Aesthetic and cultural values: include the development of values and attitudes that allow aesthetic appreciation of cultural-linguistic productions. These allow students to identify aesthetic standards; formulate critical opinions and values, as well as develop artistic sensibility.</li> </ul>
<p><i><b>Research</b></i></p>	<ul style="list-style-type: none"> <li>❖ Conduct research and evaluate information by methods appropriate to the communication professions in which they work;</li> <li>❖ Apply basic numerical and statistical concepts.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Adequate knowledge of frequently used research methods in mass media.</li> <li>❖ Knowledge of basic marketing strategies.</li> <li>❖ Capacity to analyze events and synthesize in order to process information from several mass media outlets.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Information skills, which include the search, management and evaluation of information coming from traditional and technological sources.</li> <li>➤ Quantitative and qualitative reasoning skills. This includes reading, analysis, interpretation and synthesizing quantitative data that allows general formulations and the use and application of mathematical models to understand and explain the physical universe.</li> </ul>

Assessment Area	ACEJMC Skills	COMU Learning Outcomes	UPRA's General Education Policy
<i>Diversity</i>	<ul style="list-style-type: none"> <li>❖ Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications.</li> <li>❖ Demonstrate an understanding of the diversity of peoples and cultures, and of the significance and impact of mass communication in a global society.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Capable of showing respect, acceptance and value the cultural, ethnic, religious, socio-economic, political and other differences among audiences, exceptional populations, and others.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Self-knowledge includes becoming acquainted with personal challenges, strengths and the possibilities to reach both individual and collective goals.</li> </ul>
<i>Writing and Information Management</i>	<ul style="list-style-type: none"> <li>❖ Write correctly and clearly in forms and styles appropriate for the communication professions, audiences, and purposes they serve.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Application of writing principles, formats and techniques for different professions in mass media.</li> <li>❖ Fluency in oral and written Spanish.</li> <li>❖ Adequate management of oral and written English.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Written and oral communication skills in both English and Spanish. This includes comprehension and thought expression through logical thinking in the professional and social spheres, in a way which facilitates knowledge acquisition for decision making and personal life enrichment.</li> <li>➤ Logic and critical reasoning skills. This includes the ability to distinguish opinions, facts, fallacies, and inferences. These skills provide tools needed for reflection; to emit the self</li> </ul>

Assessment Area	ACEJMC Skills	COMU Learning Outcomes	UPRA's General Education Policy
			and justified opinions; solve problems and make responsible decisions.
<i>Freedom of Speech: Ethics</i>	<ul style="list-style-type: none"> <li>❖ Understand and apply the principles and laws of freedom of speech and press for the country in which the institution that invites ACEJMC is located, as well as receive instruction 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.</li> <li>❖ Demonstrate an understanding of professional ethical principles and work ethics in the pursuit of truth, accuracy, fairness and diversity.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Knowledge of the basic legal and ethical principles that impact mass media professionals.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Ethical, moral and spiritual values include the development of values and attitudes that allow the formulation of ethical opinions and decision-making based on analyses that examine the values of each situation.</li> <li>➤ Encourage the development of responsible citizens who are conscious of their civic duty.</li> </ul>



**3. Describe the collection and reporting of data from both direct and indirect assessment measures and how the unit used its analysis of the data to improve curriculum, instruction, etc. Provide copies of any end-of-year assessment reports. If there are multiple reports from the six-year period, summarize the findings and make the reports available online.**

The continuity of the assessment process never stopped and the Department continued the collection and reporting of data. The results of the direct and indirect assessment measures of our assessment processes, since the last visit, have allowed us to evaluate strengths and weaknesses of our program. The assessment processes evolved as a result of the formal evaluation of the learning process, interests of a new student generation, faculty initiatives, alumni feedback, the evolution of mass media industries.

The Assessment Plan was modified to focus on six areas of assessment (with their respective assessment strategies). In 2021, assessment of writing skills was revised. The main direct measures of assessment used for each area (with its corresponding course where the measure is applied) are listed in Table 9.2. Indirect measures are listed in Table 9.3.

**Table 9.2: Direct Measures of Assessment**

Area	Direct measure	Course
Media and Professions	Supervised Practicum Portfolios and questionnaires	COMU 4335 - Practicum/ Seminar
Fundamental skills of visual images	Image Composition Exercise; Video exercises	COMU 3021 – Digital Photography I COMU 3043/3046 - Television Production
Research for media professions	Monography	COMU 3005 – Fundamentals of Communication COMU 3007 – History and Development of Radio and Television
Diversity in media	Reflexive Essay on Diversity	COMU 4035 – Radio and Television Programming
Writing, presentation and dissemination of content in media	<i>Rubrics for: Script; News writing; Writing for web projects; Writing the Documentary proposal</i>	COMU 3201/3202 - Scriptwriting COMU 4055 – Int. to Journalism COMU 3117 – Multimedia Production COMU 4028 – Production and Direction of Documentaries
Freedom of speech and Ethics in media	Analysis of Ethical and Legal Situations	COMU 3115 - Legal and Ethical Aspects of Media

**Table 9.3: Measures of Indirect Assessment**

<b>Indirect measure</b>	<b>Office in charge of data collection</b>
Departmental Questionnaire for graduating seniors	<i>Assessment Committee</i>
Student Awards	<i>Assessment Committee</i>
UPRA’s Institutional Questionnaires (Freshmen, Juniors/Sophomores, Seniors, Alumni)	<i>Office of Planning and Institutional Researchm (UPRA)</i>

As mentioned, periodicity and continuity of direct measures have proven to be challenging, but the Assessment Committee has continued to collect and analyze the data and discuss various corrective measures, as shown in Table 9.4.

**Table 9.4: Periodicity of direct measures**

<b>Academic Year</b>	<b>Practicum Portfolio</b>	<b>Image Composition Exercise</b>	<b>Webpage Design Exercise</b>	<b>Analysis of Ethical and Legal Situations</b>	<b>Monography</b>	<b>Reflexive Essay about Diversity</b>	<b>Writing and Information Management</b>
2015-16	✓	✓		✓	✓	✓	
2016-17	✓				✓	✓	
2017-18	✓				✓	✓	
2018-19	✓	✓	✓	✓	✓	✓	✓
2019-20	✓	✓			✓	✓	
2020-21	✓	✓		✓	✓	✓	✓

Documents and assessment reports during the last six years include collection of data, courses, employed tools, corrective measures, among others. This report will be made available during the ACEJMC visit. A summary of the most recent assessment results and how their interpretation and analysis impact the curriculum are included as follows.

**Supervised Practicum Portfolio**

Every student must pass COMU 4335- Practicum/Seminar prior to graduation. The course requires that students engage in a practicum in their areas of study and he/she must complete a course portfolio. The portfolio evaluation is carried out by taking the following criteria into consideration: development and compliance of practicum objectives, amount of hours worked, evaluation of the supervisor at the practicum center and any observations that the professor makes in the practice center. Also, assistance to seminars, meetings and the submission of required documents for the portfolio are taken into consideration.

For assessment purposes, in the category Media and Professions, any student who has obtained a minimum score of 80% in his/her portfolio is considered to have mastered all skills. During the 2018-2019 year, results showed that out of 39 analyzed portfolios, 92% demonstrated mastery of all criteria.

Results are discussed by the faculty at the Department, and relevant observations from media supervisors are included in the assessment discussions. Some of the corrective actions adopted after evaluation of portfolios include the following:

- (1) Practicum is authorized only in the selected and completed area of emphasis of each student.
- (2) Seminars reinforce stress management, job search strategies, opportunities for graduate studies, and possible opportunities in entrepreneurship in Media.
- (3) Practicums can be authorized online to reflect the varying media available.
- (4) Convergence and transitions in digital media have consistently appeared as areas of interest of supervisors as reflected in the portfolios. The department has continued to strengthen these concepts across the curriculum.

Although according to what has been evidenced in this assessment exercise we are able to conclude that our graduation candidates are prepared for the professional demands required in the mass media industry, we feel that the results are more anecdotic and less quantitative than we would desire, so the Assessment Committee has adopted as a corrective measure beginning in 2020-21 the need to fully uniform the instrument used by Practicum evaluators in order to gather more information for its assessment process in this area.

### Image Composition Exercise

In COMU 3021- Digital Photography, fundamental skills regarding image and visual information are covered. The direct assessment measure consists of an exercise that allows students to apply basic image composition elements, after taking workshops on basic camera operation and image composition. Minimum Passing Score (*Punto de ejecución mínima* or PEM) identified by the faculty teaching Photography is 70%. Results are summarized in Table 9.5.

**Table 9.5: General results of exercise used for assessment of image composition (2020-21)**

Academic Year	% PEM	Corrective measures
2018-19	78%	The composition elements that presented less dominance are identified. More hours are spent practicing and discussing examples, while emphasizing a clear understanding of the instructions for completing this exercise.
2019-20	74%	More time was dedicated to the skill, showing more examples of each element of the composition and placing greater emphasis on the elements of greater difficulty: Asymmetric Balance and Contrast. It should be noted that in the middle of the semester it was necessary to switch to remote mode due to the pandemic. Camera skills had been

Academic Year	% PEM	Corrective measures
		fully discussed and the use of any photographic device was allowed to perform the task.
2020-21	90%	Corrective measures were carried out as planned. Like the previous semester, more time was devoted to skill, showing more examples of each element of the composition and placing greater emphasis on the elements of greater difficulty: Asymmetric Balance and contrast. A significant increase in skill mastery was observed.

Results are discussed with faculty of the Introductory Television production courses for follow up.

### Monography

This assessment tool is completed as part of the basic course COMU 3005- Fundamentals of Communication. It measures undergraduate research skills, the ability to write clearly and correctly, analyze and manage information logically and critically, the use of appropriate language of the profession, among other criteria. The monography in COMU 3005 measures various aspects of research such as:

1. references - identification of effective sources of information; uses updated and diverse bibliography, clear reference is made to the citations contained in the work demonstrating respect for intellectual property
2. writing and grammar / written communication skills -correct structure for the type of work, the topic is as requested and well worked; coherence and order in the paragraphs, use correct structure in the writing of the sentences
3. information management - maintains precision and clarity in connecting ideas, correct citation structure, assertions are adequately supported, uses appropriate vocabulary
4. logical and critical reasoning skills - shows different levels of thinking, formulates generalizations, interprets data, reaches logical conclusions, offers recommendations

Minimum Passing Score (*Punto de ejecución mínima* or PEM) identified by the faculty teaching COMU 3005 is 80%. Final results for 2020-21 show 90% of students obtained a minimum passing score. Results are included in Table 9.6.

**Table 9.6: General results of Monography 2020-21, used for assessment of research skills**

100-90	89-80	79-70	69-60
74%	16%	5%	%%

The last data collected during the 2018-2019 year show that 84% of students mastered the required skills (with 16% showing deficiencies in the management of citations and bibliography). Comparison of results suggest that the corrective measures which have been implemented have been beneficial and should continue be enforced.

## Reflective Essay on Diversity

Is developed in the core course COMU 4035- Tele Radial Programming, which is offered during the fourth year of studies. Students write an essay in which they work on a content analysis in their favorite Radio / TV program or series, in which they must explain the diversity between the characters and their situations, based on the following criteria: stereotypes, prejudices, and diversity gender, race, socioeconomic class or tolerance towards the gay community. Data collected during the 2018-2019 year shows that a significant majority mastered the skills and obtained an excellent or satisfactory grade. Throughout the years, students have shown great interest for this topic due to the fact it is relevant in our society and our Department has incorporated it through the curriculum in compliance with our general objectives. Results for 2020-21, when Minimum Passing Score (*Punto de ejecución mínima* or PEM) identified by the faculty teaching Programming is 80%, showed very positive results. Results for 2020-21 are summarized in Table 9.7.

**Table 9.7: Itemized results of Reflective essay on diversity 2020-21**

Criteria	% PEM
Inclusive writing	96.15
Character development	96.15
General stereotypes	96.15
Personal prejudices	84.5
Erroneous interpretations	96.15
Recognition on diversity in genre	96.5
Racism	96.5
Xenophobia	88.5
Stereotypes based on socio economical aspects	96.15
Tolerance to Gay community	96.15

## Rubric for Exercises assessing Writing skills

Writing skills assessment was revised in 2020-21 to work with strategies at three levels:

- First level: Evaluation of the following skills: structure, coherence, content, correction in ESPA 3208 (Writing and Style), using a rubric to evaluate a reflective essay.
- Second level: Evaluation of the following skills: Structure and rhythm, coherence, correction, development of themes and development of characters in the writing of the script for film or television, in COMU 3201 (Scripts writing) using a rubric to evaluate the script selected in advance by the faculty in charge of the course.
- Third level: Evaluation of the application of the skills already worked in levels 1 and 2 in specific exercises of each area. It is expected to be applied in three courses that are included in Table 9.8.

**Table 9.8: Assessment of writing skills**

Course	Area of emphasis	Instrument
COMU 4055 – Int. to Journalism	News Strategic Communication	Rubric for news writing exercise. The following is evaluated: (1) structure (includes the entry of the news or report, as well as the body of the information); (2) coherence (Shows logical sequence between sentences or between paragraphs. Shows syntactic coherence. Sentences make logical sense. Use transitions and connectors appropriately); (3) correctness (The text does not contain grammatical or spelling errors or contains very few, not significant); and (4) content (Analyzes the topic deeply. Presents thematic unit and progression of ideas. Includes writing of research results, selection and treatment of direct and indirect citations, presentation of subtopics. It also includes writing titles, fittings and multimedia content, if applicable).
COMU 3017 – Multimedia 1	Multimedia Photography	Text development exercise rubric accompanied by audiovisual content as an introduction to a portfolio exercise in Wordpress
COMU 4028 - Documentaries	RTV Digital cinema	Rubric to assess skills in writing proposals

Results will be available site visit. For summary purposes, Table 9.9 presents the average results of the most recent assessment of news writing exercise, where the Minimum passing score was 4 (on a scale of 5 to 0).

**Table 9.9: Itemized results of News Stories, used as part of the assessment of writing skills (2020-21)**

Criteria	News 1		News 2		News 3	
	Avg.	% PEM	Avg.	% PEM	Avg.	% PEM
<b>Structure</b>						
Lead	3.4	35.7	4	71.4	4	78.6
Body	3.8	64.3	3.9	64.3	4.3	92.9
<b>Coherence</b>						
Coherence and logical order	4	57.1	4.2	71.4	4.7	100
Title and other elements	4.2	85.7	4.8	100	3.6	42.9
<b>Content</b>						
Research	4	71.4	4	64.3	5	100

Criteria	News 1		News 2		News 3	
	Avg.	% PEM	Avg.	% PEM	Avg.	% PEM
Content writing	3.7	71.4	3.9	57.1	4.3	92.9
Background information; exposition	4.1	78.6	3.9	64.3	4.6	92.9
Quotes	3.4	35.7	3.9	64.3	4.1	92.9
Objectivity and justice	4.5	71.4	4.6	92.9	5	100
<b>Correction</b>						
Grammar; ortography	3.7	71.4	3.8	64.3	3.7	57.1

### Analysis of Ethical and Legal Situations

Is developed as part of the COMU 3115- Ethical and Legal Aspects of TV and Radio Communication course. It works with hypothetical situations presented in order to identify legal and ethical aspects, including prior restraint, defamation, privacy, access to information, broadcast rules and copyright. A summary of the results from 2020-21 is included in Table 9.10.

**Table 9.10: Itemized results of assessment of legal issues (2020-21)**

Criteria		% Answering correctly	Assessment
Prior restraint "A"	Hypothetical situation of a private person who is mistakenly identified in a news story as the author of a crime and he seeks in court to stop the transmission of the report, which would constitute prior censorship	66.7%	Students demonstrate that they understand what constitutes prior restraint when it is the direct action of an executive source but show doubts when faced with a situation in which the judiciary intervenes. Corrective action: The reading of cases that address this will be corroborated by means of a reading check quiz on
Prior restraint "B"	Hypothetical situation presenting the possibility that a journalist relies on a confidential source to transmit news that is expected to cause unrest in the population, so the government tries to get the Court to order its non-	80%	

Criteria		% Answering correctly	Assessment
	publication, which would constitute prior censorship.		the technological platform and will be reevaluated in the next semester.
Defamation "A"	Hypothetical situation about a private figure incorrectly identified and accused of a crime in a news story. Students were to identify that it was only necessary to demonstrate negligence against the journalist and the medium for the defamation lawsuit	84.21%	Students demonstrate that they understand what constitutes defamation in the case of private figures, as well as defenses such as "officiality of the source." As in 2018, they show greater doubts when considering public figures (due to the application of the "real malice" standard. Between 2018 and 2020, several discussions were held about these doubts and the origin seems to be that the course incorporates elements legal and ethical communication situations. When information recording situations arise with public figures that are apparently unethical - although they do not constitute sufficient justification for a civil action for defamation, a high percentage of students seem inclined to substitute a strictly legal assessment for an ethical appreciation. Corrective action: It is required to emphasize the distinction between ethical and legal aspects through the discussion of hypothetical situations in the
Defamation "B"	Hypothetical situation about an allegedly defamatory news item that is based on an official document from the Puerto Rico Police. Students were expected to identify this as a defense in libel cases.	100%	
Defamation "C"	Hypothetical situation in which a news story is published with information against a public figure, accompanied by photos of the public figure in a public place. It was expected that students could identify that the situation that originated the news was true so that a defamation lawsuit could not proceed.	54%	



Criteria		% Answering correctly	Assessment
			technological support platform.
Privacy "A"	Situation that seeks to identify that students understand the exception to news in the Law of Right to Self Image of Puerto Rico.	55.56%	Students demonstrate that they understand what constitutes the modality of illegal appropriation of own image within the field of the right to privacy. However, they show doubts when addressing the exceptions to that law. Corrective action: Emphasis on exceptions -- - especially news and public events - during the discussion of the Law in class.
Privacy "B"	Situation that seeks to investigate the knowledge of students about the use of photos of public figures for commercial advertisements.	81%	
Privacy "C"	Situation that seeks to investigate if students understand the scope of the law of the right to self-image of Puerto Rico and what was decided by the Supreme Court of Puerto Rico in the case of <i>Vigoreaux v. Quiznos</i> related to the use of photos of public figures for commercial purposes without the consent of the public figure.	68.42%	
Access to public information "A"	Status of document request under FOIA in a municipal office. The students were expected to identify that the request would not proceed because it was made by the wrong mechanism.	70%	Students demonstrate that they understand the issues related to access to information. Corrective action is not required.
Access to public information "B"	Situation in which students identified the correct mechanism to request information from a public entity in Puerto Rico.	93%	
Broadcasting: Access to political candidates "A"	Situation on access of candidates for federal positions to radio and television stations during election time.	46.45%	Students evidenced that they do not understand what the Law provides on access to radio and television stations for candidates for political office. It is required to review the strategies used for teaching and learning in this area.
Broadcasting: Access to political candidates "B"	Situation regarding access of candidates who are not candidates for federal positions to radio and television stations.	45.45%	

Criteria		% Answering correctly	Assessment
Objectionable speech in Media "A"	Situation about profane language on radio in the block between 6:00 am and 10:00 pm	50%	Students evidenced that they do not understand the FCC rules on profane and indecent language on radio and television. Additional material will be incorporated in the class and on the digital support platform
Objectionable speech in Media "B"	Situation on indecent content on TV at 9:00 pm	35.71%	
Payola "A"	Situation on payola	92.31%	Students demonstrate that they understand what the Payola Law provides. Corrective action is not required.
Payola "B"	Situation on payola	81.82%	
Copyright "A"	Situation on fair use in news	76.19	Students evidenced that they understand the basic concepts of copyright as measured in this Assessment. No corrective action is required but other copyright concepts will be included for the next Assessment.
Copyright "B"	Situation on unauthorized use of music in commercial productions	95.24	
Copyright "C"	Situation on parodies and fair use	90.48	

**Indirect measures**

The Department relies on three main indirect measures for its assessment process: (a) an annual survey of our graduating seniors, conducted by the Assessment Committee, (b) student awards, and (c) results from the institutional surveys conducted by the Office of Planning and Institutional Research.

**Departmental Questionnaire for graduating senior.** During their last semester of studies, students of Tele Radial Communication participate in satisfaction survey in which we want to identify three aspects: (a) students’ perception of what they learned during their studies in Tele Radial Communication,(b) their satisfaction with the services they received and (c) their plans for the future. Participation rate varies by year, as can be seen in Table 9.11, which summarizes results of five recent surveys.

**Table 9.11 Participation in main indirect measure: Graduating seniors’ Survey**

2015-16	2017-18	2018-19	2019-20	2020-21
19	32	69	49	48

Results for this study show regularly solid levels of satisfaction with the academic component. Table 9.12 summarizes the results regarding satisfaction with the courses:

**Table 9.12: Partial results of Seniors' Survey**

#	Item	% Totally agree/ Agree				
		2015-16	2017-18	2018-19	2019-20	2020-21
1	The writing courses that I took in the Spanish Department prepared me to properly handle written Spanish.	100	100	97.1	100	93.75
2	The writing courses that I took in the Tele Radial Communication Department prepared me to properly handle written Spanish	92	96.9	100*	95.9	97.92
4	The English courses I took prepared me to adequately handle written English.	100	100	95.4	93.8	81.25
5	The English courses prepared me adequately in conversational English skills.	92	96.9	100	98	89.59
6	I feel that I have acquired an adequate knowledge of the theories of social communication.	84.2	100	95.4	100	97.92
8	I understand the origins, evolution and development of the mass media.	84.2	100	100	100	97.92
9	I understand the most significant challenges for production and programming created by media convergence motivated by new technologies in traditional mass communication media.	84.2	100	100	100	100
10	I understand the transitions from analog to digital format experienced by various mass media. / I understand the impact that the digitization of mass media has had, including transitions from analog to digital format and convergence.	100	90.6	95.4	100	100

#	Item	% Totally agree/ Agree				
		2015-16	2017-18	2018-19	2019-20	2020-21
11	I understand what “diversity” means in the context of the study of Tele Radio Communication and the social role of the media as agents of change.	84.2	100	100	97.7	100

Results of the survey are discussed annually at meetings of the Assessment Committee. Addition information on satisfaction with courses is provided in Table 9.12.

**Table 9.12: Additional results from Seniors’ Survey**

#	Item	% Totally agree/ Agree				
		2015-16	2017-18	2018-19	2019-20	2020-21
25	In my program I learned the main laws that govern the mass media, and the legal consequences of various acts that mass communication professionals can commit.	100	100	98.5	100	100
26	In my program, I leaned to identify the most relevant ethical principles for the profession that I am interested in following in the field of Communication, as well as the recommendations to address these moral dilemmas made by professional organizations that group practitioners of this profession. (For example, Journalism, Photojournalism, Advertising, Public Relations, Programming).	100	100	98.6	96	100
28	The Communication and Computer courses, as well as the Media opportunities offered in the Department, make me proficient in the management of information, technology and programming systems commonly used in the mass media.	100	96.9	98.5	98	97.92
29	Required Marketing courses and specific Communication Department courses (at least one) offered me the necessary tools to identify primary audiences, product positioning and production of promotional messages.	94.7	96.	98.6	97.9	97.92
30	Specific courses from the Spanish and the Communication Department (at least one) allowed me to know and practice basic speaking skills for Media.	100	100	100	98	95.83

#	Item	% Totally agree/ Agree				
		2015-16	2017-18	2018-19	2019-20	2020-21
31	I took enough courses in Humanities, Social Sciences and Natural Sciences, which allow me to understand the history of civilization, the development of modern currents of thought and the study of society and the current individual, and the predominant ideas in the natural sciences, which provides me with a broad framework to understand Puerto Rican and universal audiences.	100	100	100	95.9	97.92
32	I took courses in my Program that allowed me to develop the ability to analyze events in Puerto Rico and the World, and to summarize these events so that we can inform audiences in various media.	100	100	100	100	100
33	<b>The Mathematics and Statistics courses allowed me to develop basic numerical concepts and statistical concepts, including data analysis and presentation of results.</b>	73.7	96.9	84.1	81.7	72.92

End-of-year assessment reports, other information about these results, as well as results regarding satisfaction with services received and plans of participating students, will be made available to the visiting team.

### Student Awards

Through courses and student associations our students develop projects that are sent to diverse local, national and international competitions. Each year, a number of our students earn awards and recognitions. Beyond the obvious gains to participating students, at a departmental level, these awards allow us to measure learning quality while also encouraging students to obtain their goals. A list with some of these awards is provided in Table 9.14 of this standard.

### UPRA's Institutional surveys

UPRA's Office of Planning and Institutional Research (OPIR) is continually gathering information from our students. Among these research efforts, OPIR conducts periodic institutional surveys from which data can be segregated by academic department. The graduate questionnaire reports of 2014, 2015 and 2016 carried out by the Office of Planning and Institutional Research (OPIR) revealed that 92.3% of Communications students evaluated their undergraduate education as "excellent" or "good", which allows them to compete in the job market. Findings also reveal that 100% of our students would recommend the bachelor in Tele Radial Communication to others. It is worth stating that this assessment tool has confronted difficulties due to the amount of graduates

who actually complete the questionnaire. The following Table 9.13 summarizes UPRA’s indirect measures that provide data for COMU’s assessment process.

**Table 9.13: Indirect Departmental Measures**

Academic Year	New Admissions Student Profile	Satisfaction Questionnaire for Sophomores and Juniors	Graduate Questionnaire	Alumni Questionnaire
2015-16	✓	✓	✓	✓
2016-17	✓	✓	✓	✓
2017-18	✓	✓	✓	✓
2018-19	✓	✓		
2019-20			✓	
2020-21				

As mentioned earlier, the indirect departmental measures are carried out every year. Also, OPIR collects information on retention and graduation rates per academic program and other relevant information.

**Process and results:** The Department of Tele Radial Communication’s Assessment Committee meets periodically to define strategies aligned with the assessment plan, to collect data and assess results, and to consider corrective actions when needed. A member of the Committee also represents the Department of Tele Radial Communication at the Institutional Assessment Committee when it convenes. Notably, every year the Institutional Assessment Committee celebrates the "Assessment Day", an event in which academic departments report the results of implemented measures and shares assessment strategies and tools with the university community.

Results from previous assessment phases generated two cycles of change that initiated with a curricular revision in 2013. The first cycle (in which curricular changes were implemented) resulted in the reorganization of existing courses, creation of new courses and the adoption of six areas of emphasis. (See Standard 2). Other changes have included course content modification and curricular modifications. New technology has been purchased and laboratories have been modified with the objective of strengthening the different areas of study within the program.

**4. Describe the involvement of journalism and mass communication professionals, including alumni, in the assessment process.**

The course COMU 4335 – Practicum/Seminar is the primary mechanism to collect data from graduating seniors and communication professionals who supervise student practitioners/interns. As part of this practice, immediate supervisors at the practice centers must evaluate performance

of the student-practitioner and render valuable information for our communications program. As part of the Practicum, faculty in charge of the course sections visit the practice centers and hold meetings with the immediate supervisors to discuss issues related to the formation of the student, skills and abilities of the student, and suggestions to the program.

The Department has an Advisory Board formed by representatives of diverse mass media, which meets from time to time and advises the Department regarding transformations within the media industry. The Board might make suggestions for possible topics and offerings, which could be useful for the Assessment process. However, during the past few semesters the Board has not met formally on a periodic basis. Participation of media professionals for assessment purposes has relied mostly on visits of faculty members to practice centers and contact with supervisors, and co-curricular activities on campus.

The Department coordinates co-curricular activities that also seek to involve representatives of media and related professions, in which we discuss issues related to program operations and student education. This includes conferences, visits, workshops, etc.

**5. In a digital file, list the major awards won by the unit’s students in local, regional or national competitions in the past six years. Limit to five a year.**

A detailed list of all prizes will be available in the reading room. During previous years the Department of Tele Radial Communication has won awards and recognitions, including the following awards mentioned in Table 9.14.

**Table 9.14: Major awards won by students**

Major awards won	Name
2020-21	
Winner - NAHJ Facebook Student Project 2021	Monica Cappas
NATAs Suncoast Student Production Awards- Video Essay	Jan Castro
Finalist - SPJ Mark of Excellence Awards 2020 - COVID 19: Newspaper, Magazine and Online Coverage (Small)	Luis J. Méndez
NATAs Suncoast Student Productions Awards- Fiction Long Form	Kenny O. Perez, Paola Torres, Sara Lugardo, Karla Cordero, Brian Rodríguez, Joanmarie Ballester, Kristal Rosario, Luis Guzmán, Ashley Vélez, Stephanie Chaparro, Xavier Seda, Channiel Feliciano, Isabel Álvarez, Pedro Y. Vargas, Angelica Díaz
Miami Herald – Ida B. Wells Society for Investigative Reporting Intern 2021	Luis J. Méndez

Major awards won	Name
The Suncoast Student Scholarship in Broadcasting and Television 2021	Jonaylene Maldonado
NAHJ Student Project	Monica Cappas
2019-20	
<b>2020 Suncoast Student Production Awards Arts and Entertainment</b>	ARTE 360 Edward Moya, Nashaly Avilés, Tatiana Class, Angel Nieves, Sabrina Lebrón, Ignacio A. Alers, Elaine Vélez, Ezequiel Soto, Alondra López, Paola Pagán, Amanda Galloza, Zaelys A. Pellicier, Jeisamar Rivera y Karelys Rivera.
<b>2020 Suncoast Student Production Awards Photography</b>	José Mercado “Vision Josenadie”
<b>2020 Suncoast Student Scholarship</b>	Gabriel Zayas, Joanmarie Ballester, Karelis Rivera, Yarilis Ramos
Official Selection in the El Heraldo International Festival of Short Films – Short Film, Honduras, 2019	“No me Olvides” produced by the student association PAIECA
NATAS Suncoast -Students Production Award	<i>Historias de María, 2019</i>
The NATAS Suncoast Chapter Scholarship in Broadcasting and Television.	Paola Torres Dávila
<b>2020 Asociación de Bancos de Puerto Rico</b> Servicio Público Primer Lugar	Arislyn Toledo, Giovannie Ortiz, y Jeremy Hernández



Major awards won	Name
Official Selection in the International Film Festival Fine Arts 2019 - Caribbean Cinemas. Short Film	"No me olvides" produced by the student association PAIECA was selected to be presented in San Juan, 2019.
2018-19-	
NATAS Suncoast Nominated – National Televisión Arts and Science, Best documentary, 2018.	<i>Mi vida por ella.</i>
Student selection to participate in News Bureau of the annual convention of the Association of Journalists of Puerto Rico	Ann J. Cruz, Kiara Coll, Zaelys Pellecier, Paola Rodríguez, Alondra Ramos
Best horror short- Rincon Film Festival 2018	<i>ADSUM</i>
1st Place Music Video-Cine Campus 2018	<i>Sin decirte nada</i>
1st Short Documentary-Cine Campus – 2018	<i>Tiempo de pensar</i>
Students selected to participate in the National Hispanic Journalists Convention (NAHJ) "Excellence in Journalism" project. San Antonio, Texas, 2019	Joseph Martínez, Luis J. Mendez
University Short Film Festival- Cine Campus, 2018 (3rd place Music Video – Local jury award Best Edition in a short film	"Sin decirte nada" "Adsum" - Produced by the student association PAIECA.

Major awards won	Name
2017-18	
Student selection to participate in News Bureau of the annual convention of the Association of Journalists of Puerto Rico	Ilian Y. Morales, Luis J. Méndez, Taiyana K. Rosado, Julissa M. Rodríguez
Cuspide Award (Advertising Agencies Association of Puerto Rico Contest), 2017	

**6. In a digital file, list by specialty each member of the graduating class of 2015 and those graduates' current jobs. If practical, give a total number of "unknowns" rather than including them in the list. Describe the program used to track graduates to assess their experience in the profession and to improve curriculum and instruction.**

Information about the graduating class of 2015 is included in a digital file with this self-study.<sup>10</sup> The most recent contact made with the class of 2015 was mainly through Facebook. We managed to contact 64 students out of a total of 79. This represents 81% of that year's class. The list of students contacted will be available during the site visit.

**Class of 2015<sup>11</sup>**  
**Tele-Radial Communication Department**  
**University of Puerto Rico at Arecibo**

<b><u>NAME</u></b>	<b><u>Current JOB (As of 2019)</u></b>	<b><u>EMPLOYER</u></b>
Edward Abreu Torres	Entertainer	Universal Orlando
Rafael Acevedo	Assistant to the President	Super K106 Radio
Karla Adorno	Digital Account Executive	Badillo, Saarchi & Saatchi Advertising
Glorimar Arocho Jimenez	Warehouse Clerk	Amazon, USA
Adriana M. Arroyo	<b><u>Unknown</u></b>	
Edwin Javier Bonilla	Radio Production Assistant	La Mega 106.9 FM
Héctor Iván Cabrera	News producer	Telenoticias – Telemundo

<sup>11</sup> For the purposes of this self-study (originally prepared for a visit scheduled for 2019) this list of the graduating class of 2015 is included. We are in the process of completing the list for the graduating class of 2018. It will be available as a digital file to the visiting.

<b><u>NAME</u></b>	<b><u>Current JOB (As of 2019)</u></b>	<b><u>EMPLOYER</u></b>
Frankie Casals	Talent	Spanish Broadcasting System (SBS)
Ixamaliz Cordero	Freelance Social Media	Various
Linette Cordero	Morning Stocker	Monards Store
Nahomy Crz Mrn	Former Log Editor	Univision, New Jersey
Hilda Cruz	Housewife	
Alixmael Cruz	Freelance Movie Assistant	Various
Karla Cruz	Merchandiser	Walt Disney World
Gabriela Berlyd De Leon Rosario	Marketing & Public Relations	Mars Caribbean/ Royal
Idalise Delgado	Freelance Movie & TV	Various
Christian Delgado	<b><u>Unknown</u></b>	
Andrea Karina Diaz	Sales Representative	ATT
Yanabel Faris	Freelance Writer	Red Venture, NC
Yashira Nahyr Frndz	Clerk	Burger King
Tahis M. García	Public Affairs Coordinator	Mayaguez Medical Center
Sofia Garcia	<b><u>Unknown</u></b>	
Nahir Garcia	Master Control	Notiuno Radio Station
Sarai Gomez	Housewife	
John Gonzalez	<b><u>Unknown</u></b>	
Verónica González Flores	Housewife	
Gabriela Guadalupe	Content Producer	Bella Group
Christopher Chris Guzman	Flight Attendant Freelance Public Relations	Jet Blue Airlines Ecowords
Stephanie Hernandez Aviles	Human Resource Official	MSSS
Ivelisse Jimenez	Policewoman	Puerto Rico Police Dept.
Inibelle Jordán Torres	Freelance Social Media	Various
Lisette Letriz	Supervising Senior Promotional Producer	WAPA TV Sports/ WAPA América
Jeanette L. López	News Producer	Univision PR

<b><u>NAME</u></b>	<b><u>Current JOB (As of 2019)</u></b>	<b><u>EMPLOYER</u></b>
Christina López Díaz	Stilt Walker/Performer DPI / VIP Tour Guide	Universal Orlando/ WDW Resort
Jean C. Lorenzo	Editor	Telemundo, PR
Vilmarie Maestre	Social Media and Journalist	En Salud Magazine
Carlos Julian Maldonado	Director	Tourism Office, Barceloneta
Jose Manuel Vazquez	Actor/Director	Local and international films
Sergio Marín	Radio Personality	Hot 102 FM
Edwin Miranda	<b><u>Unknown</u></b>	
Estanys Miranda Cuevas	<b><u>Unknown</u></b>	
Stephanie Monserrate	Front Office Manager	HYATT house Miami Airport
Ramon Montalvo	News Editor	WAPA TV
Yoldalise Mora	Market Research/Account Ex.	Gaither International
Raymond D. Morán Ponce	Editor & Cameraman	Zura Film
Edith Moreu	Housewife	
Lillybeth Muniz	Community Relations Officer	Puerto Rico's Senate
Frances Narváez	Internet Producer	WAPA TV
Kiaraliz Negrón Acevedo	<b><u>Unknown</u></b>	
Tatiana Ortiz	<b><u>Unknown</u></b>	
Jennifer Pantoja	Massive Sales Administrator	Claro Celular
David Perez	Photographer	Cabrera Hermanos Co.
Rafael Perez	Photographer	Discovery Cove
Geovanny Polo	Photojournalist	WAPA TV
Valeria S. Quiles	<b><u>Unknown</u></b>	
Rossenie Quintana	Clerk	Banco Popular
Katherine Reynoso	<b><u>Unknown</u></b>	
Jomary Rivera	<b><u>Unknown</u></b>	
Daniel Rivera	Entertainer	Religious groups

<b><u>NAME</u></b>	<b><u>Current JOB (As of 2019)</u></b>	<b><u>EMPLOYER</u></b>
Raul Rivera Reyes	Radio Operator	Yunque 93 FM
Juan Rivera Ortega	<b><u>Unknown</u></b>	
Janira Rivera Rodriguez	<b><u>Unknown</u></b>	
Frankie Robles	Postal Service clerk	US Postal Service
Desireé Marie Rodríguez	Administrative Assistant	La Milagrosa Catholic School
Cesar Rodriguez Nieves	<b><u>Unknown</u></b>	
Luis Roman Maldonado	<b><u>Unknown</u></b>	
Kevin Roman	<b><u>Unknown</u></b>	
Isaac Rosado Santos	Internet Producer	WAPA TV
Ibsen RM	Freelance Photographer	
Lisette Ruiz Garcia	Owner	Local Beauty Saloon
Desire Salva	Jewelry Store Manager	Sawgrass Mall - Florida
Rubelisse Suazo Montesino	Production Assistant	Sanco Productions
Yaniel Torres Reyes	Flight Attendant & New Hire Trainer	American Eagle
Astrid Torres Caamano	Clerk	Epcot - Orlando
Gabriel Torres	Movie Freelance	Various
Stephanie Vazquez	<b><u>Unknown</u></b>	
Jillianie Dahil	Marketing/Advertising Executive	Sajo//McCann Agency
Zahiryn Y. Vélez Hernández	Graphic Artist and Social Media	Smile Again Learning Center

The Department of Tele Radial Communication has an online presence in both the University of Puerto Rico at Arecibo's official page and social media, such as Facebook. In fact, the Department has an official page on Facebook where contact with alumni is frequent and through which invitations to conferences and other events are shared.

The official webpages are:

<http://upra.edu/>

<http://upra.edu/comunicaciones/index.html>

<https://es-la.facebook.com/pg/comuupra/posts/>

After graduation, students are invited to complete the Graduate Questionnaire, a survey which measures satisfaction in relation to their learning process in the unit, and its application in the

workplace. These surveys are coordinated by UPRA's Office of Planning and Institutional Research. The Department has elaborated some of the questions that are believed to be essential. This relation continues immediately after graduation when the Department assists students with matters such as reference letters, job recommendations and the creation of an electronic portfolio.

# ATTACHMENT

- Assessment Plan

**University of Puerto Rico at Arecibo**  
**Department of Tele Radial Communication**

**Assessment Plan**

**Introduction**

Learning assessment is an important aspect of the academic work produced at the Department of Tele Radial Communication of the University of Puerto Rico at Arecibo. The Assessment Plan was approved in 2008 and was revised in 2011 and 2012.

In 2013, we modified our curriculum significantly. Now the bachelor's degree in Tele-Radial Communication includes six areas of emphasis: Strategic Communication, Digital Cinema, Photography, Production and Direction, News, and Multimedia. An area of emphasis is a specialized minor that includes a 12-credit approval in specific courses in the chosen field (Certification 69 (2013-2014)). It is also worth stating that many of these courses were already offered at the Department as free electives. These have been grouped into areas and other courses have been created to complete the credits. As a result of the curricular changes, the Department's Assessment Plan was revised in 2014, significantly revised in 2018 and recently modified in 2021.

- A. 2014 Revision** - The Department continued its systematic approach to assessing student learning. The approach begins by establishing six areas of assessment: (a) Media and Professions; (b) Fundamental skills of visual images; (c) Research for media professions; (d) Diversity in media; (e) Writing, presentation, and dissemination of content in media; and (f) Freedom of speech and Ethics in media. The revised assessment plan during this year continued utilizing strategies that proved to be effective. Those that presented continuous challenges in their implementation and analysis, were modified. The recommendations stated in the Report of On-Site Evaluation during ACEJMC's visit in 2012-13 were also considered. The following aspects were integrated in the objectives across the curricula: Diversity, Ethics, and Globalization.
  
- B. 2018 Revision** - Taking into consideration the curricular changes of 2013, the Departmental Assessment Plan revision integrated specific skills of each area of emphasis. The courses, instruments, and competences were identified.
  
- C. 2021 Modification** – The Assessment Committee revised its strategies for assessing writing skills.

**Student Learning Outcomes**

The Department of Tele Radial Communication aligns the departmental competences to ACEJMC's skills and competencies and to the institution's General Education Policy.



**A. LEARNING OUTCOMES: SKILLS, KNOWLEDGE, ABILITIES AND COMPETENCIES FOR STUDENTS COMPLETING A BACHELOR DEGREE IN TELE RADIAL COMMUNICATION**

1. Fluency in oral and written Spanish.
2. Adequate management of oral and written English.
3. Knowledge and understanding of the main social communication theories and tendencies within the study of mass media.
4. Knowledge and understanding of the history and development of mass media.
5. Understanding of the impact of new technologies in mass media.
6. Adequate knowledge of frequently used research methods in mass media.
7. Understanding and application of the elements and basic principles of image composition.
8. Understanding and application of the principles and tendencies of audiovisual design and production.
9. Knowledge of the basic legal and ethical principles that impact mass media professionals.
10. Application of writing principles, formats and techniques for different professions in mass media.
11. Skillfulness in the management of information systems, technology and programs commonly used in mass media.
12. Comprehension and ability to operate basic equipment required for the production of radio and television programs
13. Knowledge of basic marketing strategies.
14. Effective oral communication skills
15. General knowledge of humanities and fields related to natural and social sciences.
16. Capacity to analyze events and synthesize in order to process information from several mass media outlets.
17. Knowledge of roles and responsibilities of professions related to mass media and communications.
18. Capable of showing respect, acceptance and value the cultural, ethnic, religious, socio-economic, political and other differences among audiences, exceptional populations, and others.
19. Familiar with entrepreneurship and business development opportunities in communication-related fields.

**B. GENERAL EDUCATION POLICY OF UPRA.**

The General Education Policy of the University of Puerto Rico at Arecibo requires students to develop the following skills and knowledge throughout the curricula of the different academic programs offered at the institution:

1. **Written and oral communication skills in both English and Spanish:** this includes comprehension and thought expression through logical thinking in the professional and social spheres, in a way which facilitates knowledge acquisition for decision making and personal life enrichment.
2. **Quantitative and qualitative reasoning skills:** this includes reading, analysis, interpretation and synthesizing quantitative data that allows general formulations and the use and application of mathematical models to understand and explain the physical universe.
3. **Logic and critical reasoning skills:** this includes the ability to distinguish opinions, facts, fallacies, and inferences. These skills provide tools needed for reflection; to emit the self and justified opinions; solve problems and make responsible decisions.
4. **Information skills:** includes the search, management and evaluation of information coming from traditional and technological sources.
5. **Collaborative work skills:** includes the knowledge and use of skills required to work effectively in teams.
6. **Historical and socio-cultural knowledge:** includes a national and international vision of history, culture, appreciation, and respect for human diversity.
7. **Environmental consciousness:** includes respect for ecological diversity, knowledge of problems that affect it, and the commitment to protecting and promoting the environment.
8. **Ethical, moral and spiritual values:** includes the development of values and attitudes that allow the formulation of ethical opinions and decision-making based on analyses that examine the values of each situation. Encourages the development of responsible citizens who are conscious of their civic duty.
9. **Aesthetic and cultural values:** includes the development of values and attitudes that allow aesthetic appreciation of cultural-linguistic productions. These allow students to identify aesthetic standards; formulate critical opinions and values, as well as develop artistic sensibility.
10. **Self-knowledge:** includes becoming acquainted with personal challenges, strengths and the possibilities to reach individual and collective goals.

### C. ACEJMC Professional Values and Competencies

1. Understand and apply the principles and laws of freedom of speech and press for the country in which the institution that invited ACEJMC is located, as well as received instructions in an 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 communication in a global society.
5. Understand concept 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 current tools and technologies appropriate for the communications professions in which they work and to understand the digital work.

## Curriculum Map and Direct and Indirect Measures

The learning assessment committee of the Department approved a plan organized into six areas of assessment that include direct and indirect measures in core courses for the bachelor's in Tele Radial Communication and its areas of emphasis:

- Media and Professions
- Fundamental skills of visual images
- Research for media professions
- Diversity in media
- Writing, presentation and dissemination of content in media
- Freedom of speech and Ethics in media

### A. Direct Measures of Assessment

<b>Assessment 1: <u>Media and Professions</u></b>		
Initial exposition	Content and activities	Assessment strategy
Fundamentals of Communications, History and Development of Media	Core courses, Courses in areas of emphases	COMU 4335 Practicum/ Seminar (Portfolio)  Description: As part of this course, each student puts together a portfolio that includes, among other aspects, an analysis of his/her practicum center. The evaluation of these portfolios, plus visits to each practicum center and periodic meetings with practicing students, allow the professor in charge of the course to measure students' learning progress.

<b>Assessment 2: <u>Fundamental Skills of Visual Images</u></b>		
Initial exposition	Content and activities	Assessment strategies
COMU 3021 Digital Photography I	Television production, courses in areas of emphases	A. <i>COMU 3021 Digital Photography I</i> (Image Composition Exercise)  <b>Description of A:</b> A rubric allows the measurement of framing skills, composition and creativity through exercises that identify and apply elements of photographic framing.
		B. <i>COMU 3127 Multimedia II</i> (Webpage Design Exercise)  <b>Description of B:</b> The functionality, aesthetics and content of the webpage is measured through a rubric.

<b>Assessment 3: <u>Research</u></b>		
<b>Initial exposition</b>	<b>Content and activities</b>	<b>Assessment strategy</b>
Fundamentals of Communications, History and Development of Media	Scripts, Radio, Television, Statistics, Programming, Courses in areas of emphases; Marketing	<i>COMU 3005 Fundamentals of Communication (Monographs)</i>
		<b>Description:</b> Research paper development. Monography about a theme related to communications. Students are evaluated through a rubric that allows the measuring of general undergraduate research aspects.

<b>Assessment 4: <u>Diversity</u></b>		
<b>Initial exposition</b>	<b>Content and activities</b>	<b>Assessment strategy</b>
Fundamentals of Communications	Across the curricula Media Programming	<i>COMU 4035 Reflexive essay</i>
		<b>Description:</b> Reflexive essay about topics related to diversity, which include discrimination because of gender, origin, race, color, disability, sexual preference, or political/religious belief.

<b>Assessment 5: <u>Writing and Information Management</u></b>		
<b>Initial exposition</b>	<b>Content and activities</b>	<b>Assessment Strategy</b>
ESPA 3208 Writing and Style in Spanish	Several core courses, including COMU 3201 Scripts	<i>ESPA 3208 Essay</i> <b>Description:</b> Assessment of essay using rubric
		<i>COMU 3201 Final Script</i> <b>Description:</b> Assessment of final script using rubric
	Several courses in the areas of emphasis, including COMU 4055 News, COMU 3017 Multimedia, COMU 4028 Documentaries	<i>COMU 4055 News story</i> <b>Description:</b> Assesment of news story using a rubric written (for students of News and Strategic Comm.)
		<i>COMU 3017 Multimedia Introductory page</i> <b>Description:</b> Assesment of introductory page in final multimedia project using a rubric (for students of Multimedia and Photography)
		<i>COMU 4028 Documentaries Proposal</i> <b>Description:</b> Assesment of proposal for documentary (for students of RTV and Film.)

<b>Assessment 6: <u>Freedom of speech and Ethics</u></b>		
<b>Initial exposition</b>	<b>Content and activities</b>	<b>Assessment strategy</b>
Fundamentals of Communications	Law and Ethics; Core courses; Courses in areas of emphasis	<i>COMU 3115 Ethical and Legal Aspects of Television and Radio Communication (Analysis of ethical and legal situations)</i>
		<b>Description:</b> Hypothetical situations are presented in order to identify legal and ethical

		aspects that apply. These include previous censorship and self-control, defamation and invasion of privacy, source protection, and access to information/taping subjects in private and public locations.
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## B. Indirect Measures of Assessment

**Strategy 1:** Departmental Graduating seniors' Questionnaire

**Description:** As part of the Graduate Questionnaire given out during the last academic semester, questions that measure knowledge acquired throughout the bachelor are included.

**Strategy 2:** Student Awards and Recognitions

**Description:** Prizes, rewards and distinctions of national and international prestige where students with projects developed for courses or student associations have participated.

## C. Indirect Institutional Measures (UPRA)

- **At the time of admission and entry**

**New admissions student profile.** During orientation week, students at UPRA complete a questionnaire designed for new admissions students. This instrument seeks to become familiar with expectations and priorities of new admissions students. Results are shared and discussed among directors, faculty, and the Academic Senate.

- **During university years**

**Study to measure satisfaction among sophomore and junior students.** The Office of Planning and Institutional Research (OPIR) carries out different measures directed at second and third-year student perceptions about aspects related to general education at UPRA and student satisfaction with services received. As a way of tracking results, OPEI may carry out qualitative research to further understand aspects that surveys exclude. The results of these studies are shared and used by the institutional and departmental management for decision-making.

- **During senior year previous to graduation**

**Graduating seniors' study.** Every year, OPEI carries out a graduate study with all graduating students at UPRA in which student satisfaction with regards to education quality and student services is measured, as well as co-curricular and extra-curricular activity participation. The questionnaire is thoroughly shared among management and faculty, and results are generally segregated by study program.

- **After Graduation**

**Alumni Questionnaire.** Each year, OPEI conducts a study with the alumni population to measure perception and satisfaction in terms of how UPRA has allowed them to reach individual academic goals. Participation indexes have increased during the past years, although this still represents an indirect measure which the Department can use to share and discuss data.

Annual Action Plan: The Department of Tele Radial Communication continues working to identify new strategies and priorities in order to continue with the academic excellence that characterizes us.