

Self-Study Report

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



UF

College of Journalism
and Communications
UNIVERSITY of FLORIDA

Self-Study Report

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2011-2017

Fall 2017

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Timeline of UF College of Journalism and Communications Milestones

2010-2017

2010

- Division of Media Properties created to bring seven stations under central leadership
- Noticias WUFT Spanish language news broadcast begins
- GatorVision moves its operations to Weimer Hall, partnering with UF Athletic Association

2011

- WRUF-TV 24 Hour Weather and Sports Station debuts

2012

- Innovation News Center (INC) launches, providing training in electronic and digital news
- College launches its first graduate online program, Web Design

2013

- Diane McFarlin appointed the sixth Dean of the College
- Professional Advising and Teaching Hub (PATH) opens

2014

- College-wide curriculum redesign launched
- Florida Public Radio Emergency Network developed
- frank annual conference launched
- First director of grants development hired
- College receives funding to hire research scholars under UF Pre-eminence program

2015

- The Agency launches, providing immersion opportunities for Advertising and PR students

2016

- STEM Translational Communication program receives “Center” designation
- Hatch content incubator launched
- Sports and media specialization offered through Journalism Department
- Media Effects and Technology Lab opens for research projects
- Diversity and Inclusion Task Force formed and full faculty workshop held

2017

- STEM Translational Communication Center awarded \$3.04 million grant by NIH
- College hires first full-time Spanish language news manager to expand programming
- Journal of Public Interest Communications, the College’s first academic journal, launches
- College granted 15 new faculty positions by the University including 10 lecturers and 5 tenure-track assistant professors

Self-Study Report

for Accreditation in Journalism and Mass Communications

Undergraduate site visit during 2017-2018

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

Name of Institution: University of Florida

Name of Journalism/Mass Communications Unit: College of Journalism and
Communications

Address: P.O. Box 118400, Gainesville, FL 32611

Date of Scheduled Accrediting Visit: January 28-31, 2018

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: Diane McFarlin

Title: Dean, College of Journalism and Communications

Signature:

Administrator to whom journalism/mass communications administrator reports:

Name: Joseph Glover

Title: Provost and Senior Vice President for Academic Affairs

Signature:

PART I

GENERAL INFORMATION



General Information

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

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

Name of Institution: University of Florida

Name of Unit: College of Journalism and Communications

Year of Visit: 2018

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

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

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

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

- Private
- Public
- Other (specify)

Question 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; private institutions may cite charters or other authorizing documents.

The University of Florida (UF) Board of Trustees is the public body corporate of the university. It sets policy for the institution and serves as the institution's legal owner and final authority. The UF Board of Trustees holds the institution's resources in trust and is responsible for their efficient and effective use. The UF Board of Trustees consists of six citizen members appointed by the Governor and five citizen members appointed by the Board of Governors. The Chair of the Faculty Senate and the President of the Student Body are also voting members.

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

Yes

No

If yes, give the date of the last accrediting visit: January 29-February 1, 2012

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

1950

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

The following is the mission statement for both the undergraduate and graduate programs in the College of Journalism and Communications and was adopted in Spring 2017:

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

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

Semesters of 16 weeks

Summer sessions of 6 and 12 weeks

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

Bachelor's degree

Master's degree

Ph.D. degree

Question 9. List the specific undergraduate and professional master's degrees as well as the majors or sequences being reviewed by ACEJMC. *Indicate online degrees.

B.S. Advertising, on-campus only

B.S. Journalism, Journalism Track, on-campus only

B.S. Journalism, Sports and Media Track, on-campus only

B.S. Public Relations, on-campus and online

B. S. Telecommunication, Management and Strategy Track, on-campus only

B. S. Telecommunication, Media and Society, on-campus and online

B. S. Telecommunication, News, on-campus only

B. S. Telecommunication, Production, on-campus only

In 2018, ACEJMC is conducting a review of only the undergraduate programs.

Question 10. Credit hours required by the university for an undergraduate degree. (Specify semester-hour or quarter-hour credit.)

124 semester hours

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

Students can earn 1-6 credits for an internship in any given semester, depending on the department. A student can earn up to 6 credits total. The following is from the current 2017-18 undergraduate catalog:

"Students can earn credits by completing professional internships. Grades for internships must be S/U. Internship credit can be repeated with change of assignment for a maximum of six credits. Any internship credit beyond the six, such as through the Honors office, will not count toward a student's 124-credit total needed for the degree. Retroactive credit for internships cannot be granted."

Question 12. List each professional journalism or mass communications sequence or specialty in the undergraduate program and give the name of the person in charge.

Name of Sequence or Specialty	Person in Charge
Department of Advertising	Tom Kelleher, Chair
Department of Journalism	Ted Spiker, Chair
Department of Public Relations	Marcia DiStaso, Chair (starting July 2017) John Wright, Interim Chair (June 2016-June 2017)
Department of Telecommunication	David Ostroff, Chair

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

As of the beginning of Fall 2017, 39,240 undergraduate students were enrolled in the University of Florida, and 2,519 students were enrolled in CJC undergraduate degree programs.

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

Name of Sequence or Specialty	Undergraduate Majors (Spring 2017)	Undergraduate Majors (Fall 2017)
Advertising	615	599
Journalism	412	460
Journalism (Sports and Media)	23	40
Public Relations	614	614
Public Relations (Online)	29	65
Telecommunication (Management)	37	32
Telecommunication (Media and Society)	143	136
Telecommunication (News)	222	213
Telecommunication (Production)	300	278
Telecommunications (Online)	84	82
Totals	2,479	2,519

Question 15. Number of graduate students enrolled in Spring 2017 on-site:

The College is not pursuing reaccreditation of its graduate program at this time.

Question 16. Number of students in each section of all skills courses (newswriting, reporting, editing, photography, advertising copy, broadcast news, public relations writing, etc.). List enrollment by section for the term during which the visit will occur and the preceding term. Attach separate pages if necessary. Include a separate list for online skills courses, which also must meet the 20-1 ratio. (The Council has ruled that campaigns courses are exempt from the 20-1 ratio.)

Enrollment in Advertising and Mass Communication Skills Courses

FALL 2016

Course	Section	Enrollment
ADV4101 Copy and Visualization	02D2	18
ADV4101 Copy and Visualization	04BH	19
ADV4101 Copy and Visualization	0618	20
ADV4101 Copy and Visualization	8306	19
ADV4101 Copy and Visualization	8883	20
MMC2100 Writing for Mass Communication	042A	20
MMC2100 Writing for Mass Communication	1A18	20
MMC2100 Writing for Mass Communication	17E3	20
MMC2100 Writing for Mass Communication	2693	11
MMC2100 Writing for Mass Communication	2694	8

SPRING 2017

Course	Section	Enrollment
ADV4101 Copy and Visualization	0064	18
ADV4101 Copy and Visualization	1H04	18
ADV4101 Copy and Visualization	1H05	11
ADV4101 Copy and Visualization	1374	9
ADV4101 Copy and Visualization	5106	18
ADV4101 Copy and Visualization	5374	13
MMC2100 Writing for Mass Communication	0089	18
MMC2100 Writing for Mass Communication	0817	0
MMC2100 Writing for Mass Communication	094F	20
MMC2100 Writing for Mass Communication	094G	17
MMC2100 Writing for Mass Communication	2A29	17
MMC2100 Writing for Mass Communication	2H67	18
MMC2100 Writing for Mass Communication	208G	9

Enrollment in Journalism Skills Courses

FALL 2016

Course	Section	Enrollment
JOU 3101 Reporting	4977	16
JOU 3101 Reporting	4980	20
JOU 3101 Reporting	4982	18
JOU 3101 Reporting	4995	18
JOU 3101 Reporting	5016	14
JOU 3101 Reporting	5022	20
JOU 3101 Reporting	5025	15
JOU 3101 Reporting	7443	9
JOU 3109 Multimedia Writing	1A00	19
JOU 3109 Multimedia Writing	1A01	21
JOU 3109 Multimedia Writing	1A04	19
JOU 3109 Multimedia Writing	1A05	17
JOU 3109 Multimedia Writing	1A09	17
JOU 3109 Multimedia Writing	1A10	20
JOU 3109 Multimedia Writing	1A11	20
JOU 3109 Multimedia Writing	1A13	20
JOU 3109 Multimedia Writing	1A15	19
JOU 3109 Multimedia Writing	1C57	19
JOU 3109 Multimedia Writing	1C65	18
JOU 3213 Design	192D	14
JOU 3305 Data Journalism	18DC	25
JOU 3601 Photographic Journalism	2930	17
JOU 3601 Photographic Journalism	2939	15
JOU 4214 Advanced Design	1426	6
JOU 4201 News Center Practicum	1C12	6
JOU 4201 News Center Practicum	1D22	12
JOU 4201 News Center Practicum	1D38	13
JOU 4201 News Center Practicum	1H44	13
JOU 4201 News Center Practicum	1H50	5
JOU 4202 Advanced News Center Practicum	O5AD	2
JOU 4202 Advanced News Center Practicum	O5A4	2
JOU 4202 Advanced News Center Practicum	O5CE	2
JOU 4202 Advanced News Center Practicum	O5DH	1
JOU 4202 Advanced News Center Practicum	O5D3	1
JOU 4308 Magazine and Feature Writing	1336	9
JOU 4308 Magazine and Feature Writing		
JOU 4311 Advanced Magazine Writing	17C2	9
JOU 4447 Applied Magazines	5057	5

Part I: General Information

JOU 4311 Advanced Magazine Writing	17C2	9
JOU 4447 Applied Magazines	5057	5
JOU 4604 Advanced Photo 1	5059	6
JOU 4930 Nature Journalism	0029	10
JOU 4930 Audience Engagement	0425	20
JOU 4930 Hearst Project	047E	7
JOU 4930 Data Literacy	047F	10
JOU 4930 Health Media Innovation	047G	6
JOU 4930 Entertainment Writing	0476	9
JOU 4930 Video Storytelling	048B	3
JOU 4930 Intro to Wen Apps	049A	22
JOU 4930 Solutions Journalism	17D3	6
JOU 4930 Innovative Storytelling	19H1	13

SPRING 2017

Course	Section	Name	Enrollment
JOU 3101	08FE	Reporting	20
JOU 3101	08FF	Reporting	19
JOU 3101	1G48	Reporting	20
JOU 3101	1993	Reporting	21
JOU 3101	2285	Reporting	20
JOU 3101	2652	Reporting	21
JOU 3101	2653	Reporting	20
JOU 3101	2655	Reporting	19
JOU 3101	2657	Reporting	20
JOU 3109	003G	Multimedia Writing	20
JOU 3109	06A1	Multimedia Writing	17
JOU 3109	06A3	Multimedia Writing	16
JOU 3109	06BA	Multimedia Writing	16
JOU 3109	06BB	Multimedia Writing	20
JOU 3109	06B5	Multimedia Writing	18
JOU 3109	06CG	Multimedia Writing	19
JOU 3109	06C2	Multimedia Writing	17
JOU 3109	12HB	Multimedia Writing	18
JOU 3109	16D5	Multimedia Writing	16
JOU 3109	16GD	Multimedia Writing	15
JOU 4111	11A0	Advanced Reporting	13
JOU 4201	1C93	News Center Practicum	10
JOU 4201	1C86	News Center Practicum	10
JOU 4202	1F85	Adv News Center Practicum	2

JOU 4202	1G19	Adv News Center Practicum	2
JOU 4308	1B18	Magazine & Feature Writing	16
JOU 4308	2676	Magazine & Feature Writing	15
JOU 4313	5129	Sports Reporting	7
JOU 4447	8717	Applied Magazines	13
JOU 4603	3119	Speiclaized Photo	10
JOU 4605	1648	Advanced Photo 2	7
JOU 4930	015A	Dataviz and Mapping	10
JOU 4930	08B2	360 Video	15
JOU 4930	.08CH	Play by Play	6
JOU 4930	O8E5	Adv Social Media	9
JOU 4930	1G51	Data Literacy	12
JOU 4930	1211	Adv Web Apps	9
JOU 4930	122D	Hearst Projects	9
JOU 4930	14CA	Innovative Storytelling	9
JOU 4930	2444	Audience Engagement	17

Enrollment in Public Relations Skills Courses

FALL 2016

Course	Section	Enrollment
*PUR4100 Public Relations Writing	203G	20
PUR4100 Public Relations Writing	2E22	19
PUR4100 Public Relations Writing	4071	20
PUR4100 Public Relations Writing	4072	14

SPRING 2017

Course	Section	Enrollment
PUR4100 Public Relations Writing	03DG	19
PUR4100 Public Relations Writing	04C2	18
*PUR4100 Public Relations Writing	1557	20
PUR4100 Public Relations Writing	1A88	20
*PUR4100 Public Relations Writing	2A36	1

*Indicates an online section

Enrollment in Telecommunication Skills Courses

FALL 2016

Course	Section	Enrollment
RTV 2100 Writing for the Electronic Media	124F	20
*RTV 2100 Writing for the Electronic Media	21E6	13
RTV 2100 Writing for the Electronic Media	2231	20
RTV 2100 Writing for the Electronic Media	2231	20
RTV 2100 Writing for the Electronic Media	4471	18
RTV 2100 Writing for the Electronic Media	4474	18
RTV 2100 Writing for the Electronic Media	4475	20
RTV 2100 Writing for the Electronic Media	5166	19
RTV 3101 Advanced Writing for the Electronic Media	03D2	21
RTV 3101 Advanced Writing for the Electronic Media	03D4	20
RTV 3303 Electronic News Media 1	4487	14
RTV 3303 Electronic News Media 1	6904	13
RTV 3304 Radio News 2	1732	6
RTV 3305 Investigative Reporting	3D03	4
RTV 3305 Investigative Reporting	4488	18
RTV 3320 Electronic Field Production	09E3	19
RTV 3320 Electronic Field Production	09E5	19
RTV 3511 Fundamentals of Production	0505	16
RTV 3511 Fundamentals of Production	09AA	16
RTV 3511 Fundamentals of Production	1583	15
RTV 3511 Fundamentals of Production	4483	14
RTV 4301 TV News 1	5196	26
RTV 4681 TV News 2	06C9	17
RTV 4929c Senior Advanced Production Workshop	0625	20
RTV 4929c Senior Advanced Production Workshop	1218	14
RTV 4929c Senior Advanced Production Workshop	1984	13
	1G53	3

SPRING 2017

Course	Section	Enrollment
RTV 2100 Writing for the Electronic Media	01C8	20
RTV 2100 Writing for the Electronic Media	01DB	19
*RTV 2100 Writing for the Electronic Media	24DD	14
*RTV 2100 Writing for the Electronic Media	2D03	12
RTV 2100 Writing for the Electronic Media	3577	17
RTV 2100 Writing for the Electronic Media	5648	20
RTV 2100 Writing for the Electronic Media	5649	20

RTV 3101 Advanced Writing for the Electronic Media	2384	20
RTV 3101 Advanced Writing for the Electronic Media	4325	21
RTV 3101 Advanced Writing for the Electronic Media	7408	20
RTV 3303 Electronic News Media 1	4994	17
RTV 3303 Electronic News Media 1	7823	12
RTV 3304 Radio News 2	5101	4
RTV 3305 Investigative Reporting	1832	20
RTV 3305 Investigative Reporting	1B56	19
RTV 3320 Electronic Field Production	245H	13
RTV 3320 Electronic Field Production	3320	19
RTV 3320 Electronic Field Production	4335	21
RTV 3511 Fundamentals of Production	0240	15
RTV 3511 Fundamentals of Production	3648	15
RTV 3511 Fundamentals of Production	4328	16
RTV 3511 Fundamentals of Production	7423	13
RTV 4301 TV News 1	4331	21
RTV 4681 TV News 2	4343	17
RTV 4929c Senior Advanced Production Workshop	1045	22
RTV 4929c Senior Advanced Production Workshop	1742	6
RTV 4929c Senior Advanced Production Workshop	4991	10
RTV 4929c Senior Advanced Production Workshop	5070	15

*Indicates an online section

Question 17. Total expenditures from all sources planned by the unit for the 2017 - 2018 academic year: \$26 million

Give percentage increase or decrease in three years: +33%

Amount expected to be spent this year on full-time faculty salaries: \$7,405,884

Question 18. List name and rank of all full-time faculty.

(Full-time faculty refers to those defined as such by the university.) Identify those not teaching because of leaves, sabbaticals, etc.

Semester or Quarter: Fall, 2017

Unit Administrator
Diane McFarlin, Dean
Spiro Kiouisis, Exec. Assoc. Dean
Debbie Treise, Sr. Assoc. Dean
Michael Weigold, Assoc. Dean
Richard Drake, Asst. In.
Yulia Strekalova
DEPARTMENT OF ADVERTISING
Professors
Tom Kelleher, Chair
Jon Morris
Janice Krieger
Associate Professors
Robyn Goodman
Cynthia Morton
Assistant Professors
Huan Chen
Carla Fisher
Eunice Kim
Jordan Alpert
DEPARTMENT OF JOURNALISM
Professors
Ted Spiker, Chair
Sandra Chance
Sri Kalyanaraman
John Kaplan
Mindy McAdams
Kim Walsh-Childers
Frank LoMonte
Wayne Wanta
Clay Calvert
Associate Professors
John Freeman
Norm Lewis
Ron Rodgers
Bernell Tripp

Assistant Professor
Frank Waddell
Lecturers/Instructors
Mike Foley, Master Lect
Matt Sheehan, Lect.
Herb Lowe, Lect.
Dave Carlson, Assoc. In.
DEPARTMENT OF PUBLIC RELATIONS
Professors
Ann Christiano
Mary Ann Ferguson
Linda Hon
Kathleen Kelly
Associate Professor
Marcia DiStaso, Chair
Carma Bylund
Rita Men
Moon Lee
Lecturers
Deanna Pelfrey, Senior Lecturer
Kay Tappan, lecturer
Pat Ford
DEPARTMENT OF TELECOMMUNICATION
Professors
Dave Ostroff, Chair
Sylvia Chan-Olmsted
Churchill Roberts
James Babanikos
John Wright
Associate Professors
Amy Coffey
Michael Leslie
Tim Sorel
Assistant Professors
Jasmine McNealy
Yu-Hao Lee
Lecturers/Instructors
Eric Esterline, Lecturer
Houston Wells, Lecturer
Mark Leeps, Asst. In.

*Note that there are 19 additional College staff who effectively serve in a teaching capacity, but are officially classified as part of the Division of Media Properties, assigned to immersion activities such as The Agency, or departmentally affiliated. They are not reflected in this table, but significantly contribute to the educational experience of our students.

**Kathleen Kelly and Amy Jo Coffey will be on sabbatical.

Semester or Quarter: Spring, 2018

Unit Administrator
Diane McFarlin, Dean
Spiro Kiouisis, Exec. Assoc. Dean
Debbie Treise, Sr. Assoc. Dean
Michael Weigold, Assoc. Dean
Richard Drake, Asst. In.
Yulia Strekalova
Jim Harrison
DEPARTMENT OF ADVERTISING
Professors
Tom Kelleher, Chair
Jon Morris
Janice Krieger
Associate Professors
Robyn Goodman
Cynthia Morton
Assistant Professors
Huan Chen
Carla Fisher
Eunice Kim
Jordan Alpert
Lecturers/Instructors
Bienvenido Torres
DEPARTMENT OF JOURNALISM
Professors
Ted Spiker, Chair
Sandra Chance
Sri Kalyanaraman
John Kaplan
Mindy McAdams
Kim Walsh-Childers
Frank LoMonte
Wayne Wanta
Clay Calvert
Associate Professors
John Freeman

Norm Lewis
Ron Rodgers
Bernell Tripp
Assistant Professor
Frank Waddell
Lecturers/Instructors
Mike Foley
Matt Sheehan
Herb Lowe
Dave Carlson
Cynthia Barnett
DEPARTMENT OF PUBLIC RELATIONS
Professors
Ann Christiano
Mary Ann Ferguson
Linda Hon
Kathleen Kelly
Associate Professor
Marcia DiStaso, Chair
Carma Bylund
Rita Men
Moon Lee
Lecturers
Deanna Pelfrey, Senior Lecturer
Kay Tappan, lecturer
Pat Ford
DEPARTMENT OF TELECOMMUNICATION
Professors
Dave Ostroff, Chair
Sylvia Chan-Olmsted
Churchill Roberts
James Babanikos
John Wright
Associate Professors
Amy Coffey
Michael Leslie
Tim Sorel
Assistant Professors
Jasmine McNealy
Yu-Hao Lee
Lecturers/Instructors
Eric Esterline, Lecturer
Houston Wells, Lecturer
Mark Leeps, Asst. In.
Andrew Selepak

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**Kathleen Kelly and Amy Jo Coffey will be on sabbatical.

Question 19. List names of part-time/adjunct faculty teaching at least one course in fall 2017. Also list names of part-time faculty teaching spring 2017. (If your school has its accreditation visit in spring 2018, please provide the spring 2018 adjunct list in the updated information.)

FALL 2017

Name Title and Affiliation	
Courtney McCurry Allen Talent, DDO Artists Agency; Brand Ambassador, Priceless One Management; Talent, The Block Agency	Theresa Collington Former Digital Executive Producer, WTSP-TV Tampa
Kathryn Allred Designer, Social Media and Web for churches and other organizations	Darlena Cunha Writer, Various National Publications
Richard Anguiano Copy Editor, <i>The New York Times</i> Wire Service	Daron Andrew Dean Photojournalist, M.F.A.
James Baer Graphic Designer, UF Foundation	Judith Higgins Donohue Former New England Public Affairs Manager, Hewlett-Packard
Ellen Baisley – Nodine M.A.E. Educational Technology and Curriculum Design	Karen Dooley Director, Development and Alumni Communications, College of Medicine, University of Florida
Cynthia Barnett Author, <i>Rain: A Natural and Cultural History</i> (nominated for the National Book Award and PEN/E.O. Wilson Literary Science Writing Award)	Timothy Drachlis Former editor, <i>Newsday</i>
James Bates TV Announcer, ACC Network	Amy Haywood Dutton Writer, researcher and educator specializing in journalism and media law, Ph.D.
Christopher Bona Independent Communications Consultant and Public Relations Strategist, Chicago, IL	Robert Engle President, Engle & Co, Washington, D.C. (public relations, government and investor relations strategies)
Dr. Jennifer Braddock Adjunct Professor, Various Institutions	Jennifer Ford Senior Graphic Designer, UF Online
Dr. Mato Brautovic Professor of Journalism, University of Dubrovnik, Croatia	Patrick Ford Senior Advisor, Burston-Marsteller; Professional in Residence at UF College of Journalism and Communications
Tatiana Budelman Associate Manager, Communications and External Affairs, Colgate-Palmolive Co.	Regina Giacusa, J.D. Attorney, Member of the Entertainment, Arts, and Sports section of Florida Bar Association
Jerald Butler Former Director of Programming, Division of Media Properties; Radio Programming Consultant	Paul Gordon Principal Consultant, Gordon Sales Consulting
Lisa Buyer President and CEO, The Buyer Group	Gary Green Deputy News Editor and Digital News Director, CJC Innovation News Center; former Senior Multimedia Journalist, Orlando Sentinel
Eric Castillo Assistant Dean and Campus Director, Springfield College	Robert Grupp President, Grupp Global Partners LLC, management consultancy
Kathy Chambers Director of Media Services, CJC Division of Media Properties; former News Producer, Dispatch Broadcast Group	Lillian Guevara-Castro Former Assistant City Editor, <i>Gainesville Sun</i>
Kelly Chernin Ph.D., Journal Manager, Journal of Public Interest Communications	Gregory Hamilton Editor, <i>Gainesville Sun</i>
Adriana Cherry CEO & Founder of Enter the Biz Digital Marketing Solutions	Lisa Hope Digital Marketing Strategist, Frankel Media Group; Program Director, Master's in Digital Strategy
Lawrence Clark Former Partner, 3Guys Communications; Independent Communications Counselor	Robert Hughes Various positions in Advertising, Media, and Marketing, Georgia Power
Dr. Gladys Cleland Retired Professor, SUNY and Freelance Production Assistant	Nicole Irving Publisher, <i>Giggle Magazine</i>

Part I: General Information

Sarah Jackson Director of Communications, Institute for Public Relations	Katrice McIntosh Knight Division Director, College of Journalism and Communications, UF
Richard Kalehoff II Curriculum Lead/Senior Content Developer, Udacity	David Montez Former Research Analyst and Program Manager
Michelle Kimball Writer, researcher and educator specializing in journalism and media law, Ph.D.	David Moore Managing Editor for Content, Kwikturn Media
Andrea Kneeland Billups Former Writer, <i>People</i>	Jonathan Mueller Senior Art Director, BBDO
Sarabdeep Kaur Kochhar Director of Strategic Engagement, APCO Worldwide; Director of Research, Institute for Public Relations	Michael Munroe Video Producer II, UF-IFAS Communications
Alyson Landry Larson Special Projects Producer, Division of Multimedia Properties, College of Journalism and Communications	Robin O'Callaghan Senior Instructional Designer, Teaching, Learning and Technology Services, Winona State University; Co-Coordinator, Minnesota Online Quality Initiative, Minnesota State Colleges and Universities
Heather Laude Creative Manager, Advantus Corp.	Steve Orlando National Media Strategist, University of Florida
Ophir Lehavy Managed the marketing and communications programs for the CPA Exam, serving on the senior management team. Former Director of Marketing, Jewish Federation of Princeton Mercer Bucks	Robert Padovano Instructor, First-Year Florida; Faculty Advisor, Preview
Jonathan Levy Assistant News Director, WCJB-TV	Kara Page Associate Director, Distance Education, College of Journalism and Communications; Ad Society Advisor
Kristina Libby Co-founder SoCu, former Consumer Marketing Lead at Microsoft	Jessica Pelasky Freelance web designer
Ronnie Lovler Former Journalist, CNN, CBS Radio, NPR, AP	Jared Preusz Social Media Manager & Digital Marketing Professional, Digital Media Solutions Group, Salt Lake City, UT
Ethan Magoc News Editor, CJC Innovation News Center; formerly Social Media Content Editor, Pittsburgh Post-Gazette	Emily Ramsey Web & Graphic Designer; former Application User Interface Designer, Blue Cross & Blue Shield of Mississippi
Megan Mallicoat Writer and Editor, Various Publications	Dr. William Renkus Adjunct Instructor, Several Area Institutions
Spencer Mann Retired Spokesman, Alachua County District Attorney's Office	Gary Ritzenthaler UF Instructor, Ph.D., Mass Communication
Robert Marino Associate Professor, College of Central Florida	Tiffany Robbert Student Services Coordinator, University of Florida
Jessica Marsh Adjunct Instructor, Department of Humanities and Languages, Santa Fe College	Jon Roosenraad Professor Emeritus, College of Journalism and Communications, University of Florida
Dr. Renee Martin-Kratzer Adjunct Professor, Various Institutions	James Martin Ross Managing Editor, Ocala Star Banner
Kelsi Matwick Lecturer at Embry-Riddle Aeronautical University, Language Consultant, Ph.D., Linguistics	Melanie Ross Chief Communications Officer, University of Florida Health
Keri Matwick Lecturer at Embry-Riddle Aeronautical University, Language Consultant, Ph.D., Linguistics	Joseph Rucker Adjunct Instructor, Jacksonville Art Institute; Production Assistant, Division of Media Properties
Joy Mayer Audience Engagement Strategist, M.A.M.C.	Bryan Ruiz Industry manager, Food, Beverage and Restaurants, Google; CEO, Artzee Designs; Former Account Executive in Digital media Sales at Sony Pictures Entertainment
Tina Marie McCorkindale President/CEO, Institute for Public relations; Graduate Instructor, West Virginia University	Jorie Scholnik Career Counselor, UF Career Resource Center
Sean McCrory Executive Editor, Messenger Post Media	Diana Schuh Freelance Writer
Colleen McEdwards Former Anchor, CNN International; Former Reporter, Canadian Broadcasting Corporation	Andrew Selepak Program Director for MAMC in Web Design and Online Communication, UF College of Journalism and Communications

Part I: General Information

Richard Franklin Shaw M.A.M.C.
Dr. Walter Starr Station Manager, WGMA FM 99.5 & 99.7
Michael Stone Web Editor/News Manager at WUFT; freelance writer and photographer
Tyrone Stude Graphic Designer, The Dali Museum and Creative Circle
Dr. Anne Sugar Various positions in news and research at NPR, Colorado Public Radio, and elsewhere; Adjunct instructor at several universities
Thomas Leon Thompson Professional photographer
Bienvenido Torres III Visiting Lecturer/Creative Director, College of Journalism and Communications; Marketing Intern, Trendy Entertainment

Efren Vasquez Administrative Services, Accounting and Sales, EP&S Mining Equipment
Ryan Caesar Vasquez Multimedia News Manager, Innovation News Center, CJC; former <i>All Things Considered</i> Reporter, Alabama Public Radio
Cynthia Villafranca Senior Specialist, Measurement and Analytics/Communication and Outreach, Southwest Airlines
Robert Williams Former News Director, WCJB-TV
Lauren Yockey Multimedia and Website Coordinator, Northwest Florida State College
Kenneth Zaron Web Application Developer at University of Florida IFAS
Iman Kamal Zawahry Independent Filmmaker

SPRING 2017

Name Title and Affiliation
Kathryn Allred Designer, Social Media and Web for churches and other organizations
Richard Anguiano Copy Editor, <i>The New York Times</i> Wire Service
James Baer Graphic Designer, UF Foundation
Cynthia Barnett Author, <i>Rain: A Natural and Cultural History</i> (nominated for the National Book Award and PEN/E.O. Wilson Literary Science Writing Award)
James Bates TV Announcer, ACC Network
Kimberly Bauldree Independent Filmmaker and Freelance Videographer
Amelia Bell Marketing Communications Manager, RTI Surgical
Dennis Black Senior Producer, GatorVision
Dr. Ginger Blackstone Producer and Assistant News Director, CNN and local stations in Alabama, Arkansas and Tennessee
Dr. Jennifer Braddock Adjunct Professor, Various Institutions
Dr. Mato Brautovic Professor of Journalism, University of Dubrovnik, Croatia
Jerald Butler Former Director of Programming, Division of Media Properties; Radio Programming Consultant

Lisa Buyer President and CEO, The Buyer Group
Lawrence Clark Former Partner, 3Guys Communications; Independent Communications Counselor
Dr. Gladys Cleland Retired Professor, SUNY and Freelance Production Assistant
Jason Cole Reporter, <i>Bleacher Report</i>
Theresa Collington Former Digital Executive Producer, WTSP-TV Tampa
Suzette Cook Writer and Editor, Various Publications
Darlana Cunha Writer, Various National Publications
Judith Higgins Donohue Former New England Public Affairs Manager, Hewlett-Packard
Karen Dooley UF Health
Timothy Drachlis Former editor, <i>Newsday</i>
Robert Engle President, Engle & Co, Washington, D.C. (public relations, government and investor relations strategies)
Jason Farmand Owner, Design Studio in Orlando
Patrick Fleming Videographer, Editor and Producer for several television news departments
Jennifer Ford Senior Graphic Designer, UF Online

Part I: General Information

Dr. Lloren Foster Former Director, UF Multicultural Affairs
Regina Giacusa, J.D. Attorney, member of the Entertainment, Arts, and Sports section of Florida Bar Association
Robert Grupp President, Grupp Global Partners LLC , management consultancy
Lillian Guevara- Castro Former Assistant City Editor, <i>Gainesville Sun</i>
Michelle Hinson Sales Director, PR Measurement, CyberAlert
Robert Hughes Various positions in Advertising, Media, and Marketing, Georgia Power
Nicole Irving Publisher, <i>Giggle Magazine</i>
Dr. Jihye Kim Assistant Professor, University of Kentucky
Andrea Kneeland Billups Former Writer, <i>People</i>
Michael LaForgia Pulitzer Prize Winner, <i>Tampa Bay Times</i>
Heather Laude Director of Communications, Sports management companies in Jacksonville, Florida
Ophir Lehavy Managed the marketing and communications programs for the CPA Exam, serving on the senior management team. Former Director of Marketing, Jewish Federation of Princeton Mercer Bucks
Jonathan Levy Assistant News Director, WCJB-TV
Kristina Libby Co-founder SoCu, former Consumer Marketing Lead at Microsoft
Ronnie Lovler Former Journalist, CNN, CBS Radio, NPR, AP
Megan Mallicoat Writer and Editor, Various Publications
Spencer Mann Retired Spokesman, Alachua County District Attorney's Office
Robert Marino Associate Professor, College of Central Florida
Dr. Renee Martin-Kratzer Adjunct Professor, Various Institutions
Sean McCrory Executive Editor, Messenger Post Media
Colleen McEdwards Former Anchor, CNN International ; Former Reporter, Canadian Broadcasting Corporation
Myra Monroe Former Anchor, WCJB-TV; Former TV news manager, Division of Media Properties

David Montez Former research analyst and program manager
David Moore Managing Editor for Content, Kwikturn Media
Michael Munroe Video Producer, II UF-IFAS Communications
Robert Padovano Instructor, First -Year Florida; Faculty Advisor, Preview
Jessica Pelasky Freelance web designer
Jared Preusz Social Media Manager & Digital Marketing Professional, Digital Media Solutions Group, Salt Lake City, UT
Emily Ramsey Web & Graphic Designer, former Application User Interface Designer, Blue Cross & Blue Shield of Mississippi
Dr. William Renkus Adjunct Instructor, Several Area Institutions
Joseph Rucker Adjunct Instructor, Jacksonville Art Institute; Production Assistant, Division of Media Properties
Jorie Scholnik Career Counselor, UF Career Resource Center
David Snyder Anchor, WCJB-TV Gainesville
Dr. Walter Starr Station Manager, WGMA FM 99.5 & 99.7
Tyrone Stude Graphic Designer, The Dali Museum and Creative Circle
Dr. Anne Sugar Various positions in news and research at NPR, Colorado Public Radio, and elsewhere; Adjunct instructor at several universities
Robert Williams Former News Director, WCJB-TV
Kenneth Zaron Web Application Developer at University of Florida IFAS
Grant Zemont Senior Engagement Manager, Rego Consulting
Iman Zawhary Independent Filmmaker

Question 20. Schools on the semester system:

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

Students Earning 72 or More Semester Hours Outside of CJC

	Total Graduates	Number	Percent
2016-2017	654	654	100
2015-2016	620	620	100

PART II

SUPPLEMENTARY INFORMATION



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

Table 1: Students, enrollment and degrees conferred

Table 2: Full-time Faculty, Fall 2017

Table 3: Part-time Faculty, Spring 2017 and Fall 2017

Table 1 Students

Undergraduate Programs of Study	Fresh.	Soph.	Jr.	Sr.	Total Students	Degrees Conferred
						2016-2017
ADV	35	87	181	312	615	174
JM	25	83	115	189	412	98
JM-SAM	4	6	11	2	23	0
PUR	30	94	193	297	614	171
PUR-ONL	0	4	17	8	29	0
TEL-MAN	2	6	9	20	37	10
TEL-MES	9	13	43	78	143	45
TEL-NEWS	10	54	56	102	222	59
TEL-PRD	12	37	84	167	300	59
TEL-OMS	0	9	32	43	84	38
Total Students	127	393	741	1,218	2,479	654

ADV=Advertising

JM=Journalism

JM-SAM=Journalism (Sports and Media) Studies

PUR=Public Relations

PUR-ONL=Public Relations Online

TEL-MAN=Telecommunication Management

TEL-MES=Telecommunication Media Studies

TEL-NEWS=Telecommunication News

TEL-PRD=Telecommunication Production

TEL-OMS=Telecommunication Online Media

Table 2 Full-Time Faculty

Semester or Quarter: Fall, 2017	Yrs full-time prof. exper.	Yrs full-time college teaching	yrs. on this faculty	yrs. at present rank	highest earned degree	tenured (y/n)	teaching load: weekly teaching hours	% of time		
								tchg	rsch	svc
Unit Administrator										
Diane McFarlin, Dean	41	0	5	5	BA	N	0	0%	0%	100%
Spiro Kiousis, Exec. Assoc. Dean	1	17	15	7	PhD	Y	3	25%	20%	55%
Debbie Treise, Sr. Assoc. Dean	18	38	25	15	PhD	Y	3	25%	20%	55%
Michael Weigold, Assoc. Dean	4	28	28	12	PhD	Y	3	25%	20%	55%
Richard Drake, Asst. In.	32	0	32	32	BA	N	3	0%	0%	0%
Yulia Strekalova	7	1	1	1	PhD	N	0	10%	40%	50%
DEPARTMENT OF ADVERTISING										
Professors										
Tom Kelleher, Chair	2	18	3	6	PhD	Y	3	33%	20%	47%
Jon Morris	10	38	31	21	PhD	Y	6	50%	35%	15%
Janice Krieger	1	17	4	1	PhD	Y	3	33%	20%	47%
Associate Professors										
Robyn Goodman	2	17	17	12	PhD	Y	6	50%	35%	15%
Cynthia Morton	7	19	19	13	PhD	Y	6	50%	35%	15%
Assistant Professors										
Huan Chen	0	8	3	7	PhD	N	6	50%	35%	15%
Carla Fisher	3	9	2	9	PhD	N	6	50%	35%	15%
Eunice Kim	0	5	4	4	PhD	N	6	50%	35%	15%
Jordan Alpert	10	1	1	1	PhD	N	3	25%	60%	15%
DEPARTMENT OF JOURNALISM										
Professors										
Ted Spiker, Chair	8	17	16	2	MS	Y	6	25%	20%	55%
Sandra Chance	18	24	24	10	JD	Y	3	25%	5%	10%
Sri Kalyanaraman	3	15	3	3	PhD	Y	3	50%	30%	20%
John Kaplan	12	19	18	13	MA	Y	6	60%	20%	20%
Mindy McAdams	17	18	18	18	MA	Y	6	60%	20%	20%
Kim Walsh-Childers	7	28	28	14	PhD	Y	6	60%	20%	20%
Frank LoMonte	23	0	0	0	PhD					
Wayne Wanta	6	33	9	16	PhD	Y	6	60%	20%	20%
Clay Calvert	4	20	7	10	PhD	Y	3	50%	30%	20%
Associate Professors										
John Freeman	6	36	26	22	MA	Y	9	60%	20%	20%
Norm Lewis	30	9	9	4	PhD	Y	8	60%	20%	20%
Ron Rodgers	22	12	12	7	PhD	Y	6	60%	20%	20%
Bernell Tripp	5	25	25	19	PhD	Y	6	60%	20%	20%
Assistant Professor										
Frank Waddell	0		2	2	PhD	N	6	60%	20%	20%
Lecturers/Instructors										
Mike Foley, Master Lect	30	14	14	14	MA	N	7	75%	0%	25%
Matt Sheehan, Lect.	12	7	7	7	MBA	N	3	50%	0%	50%
Herb Lowe, Lect.	22	8	1	1	MBA	N	6	70%	0%	30%
Dave Carlson, Assoc. In.	23	24	24	15	BA	N	3	40%	0%	60%

PART II: Supplementary Information

DEPARTMENT OF PUBLIC RELATIONS										
Professors										
Ann Christiano	23	7	7	7	MA	Y	6	50%	0%	50%
Mary Ann Ferguson	16	39	35	25	PhD	Y	6	50%	35%	15%
Linda Hon	8	26	23	12	PhD	Y	6	25%	35%	40%
Kathleen Kelly	17	26	14	21	PhD	Y	0	0%	100%	0%
Associate Professor										
Marcia DiStaso, Chair	16	10	1	1	PhD	Y	3	25%	20%	55%
Carma Bylund	16	3		7	PhD	Y	3	25%	60%	15%
Rita Men	1	5	2		PhD	Y	6	50%	35%	15%
Moon Lee	0	16	8	10	PhD	Y	6	50%	35%	15%
Lecturers										
Deanna Pelfrey, Senior Lecturer	26	10	10	1	MA	N	6	75%	0%	25%
Kay Tappan, lecturer	4	5	4	4	MA	N	6	75%	0%	25%
Pat Ford	41				BA	N	6	50%	0%	50%
DEPARTMENT OF TELECOMMUNICATION										
Professors										
Dave Ostroff, Chair	6	38	32	27	PhD	Y	3	50%	25%	25%
Sylvia Chan-Olmsted	8	26	22	12	PhD	Y	6	50%	35%	15%
Churchill Roberts	4	46	19	33	PhD	Y	6	50%	35%	15%
James Babanikos	5	34	24	18	PhD	Y	6	50%	35%	15%
John Wright	6	41	35	35	PhD	Y	6	50%	35%	15%
Associate Professors										
Amy Coffey	9	14	10	4	PhD		6	50%	35%	15%
Michael Leslie	1	33	28	22	PhD	Y	6	50%	35%	15%
Tim Sorel	23	11	11	4	MBA		7	50%	35%	15%
Assistant Professors										
Jasmine McNealy	9	2	2	2	PhD	N	6	50%	45%	5%
Yu-Hao Lee	4	2	2	2	PhD	N	6	50%	45%	5%
Lecturers/Instructors										
Eric Esterline, Lecturer	15	2	2	2	MA	N	6	85%	0%	15%
Houston Wells, Lecturer	16	3	3	3	MA	N	10	85%	0%	15%
Mark Leeps, Asst. In.	15	14	14	14	MA	N		85%	0%	15%

*Note that there are 19 additional College staff who effectively serve in a teaching capacity, but are officially classified as part of the Division of Media Properties, assigned to immersion activities such as The Agency, or who are departmentally affiliated. They are not reflected in this table, but significantly contribute to the educational experience of our students.

**Kathleen Kelly and Amy Jo Coffey will be on sabbatical.

Table 2 Full-Time Faculty

Semester or Quarter: Spring, 2018	Yrs full- time prof. exper.	Yrs full-time college teaching	yrs. on this faculty	yrs. at present rank	highest earned degree	tenured (y/n)	teaching load: weekly teaching hours	% of time		
								tchg	rsch	svc
Unit Administrator										
Diane McFarlin, Dean	41	0	5	5	BA	N	0	0%	0%	100%
Spiro Kiousis, Exec. Assoc. Dean	1	17	15	7	PhD	Y	3	25%	20%	55%
Debbie Treise, Sr. Assoc. Dean	18	38	25	15	PhD	Y	3	25%	20%	55%
Michael Weigold, Assoc. Dean	4	28	28	12	PhD	Y	3	25%	20%	55%
Richard Drake, Asst. In.	32	0	32	32	BA	N	3	0%	0%	0%
Yulia Strekalova	7	1	1	1	PhD	N	0	10%	40%	50%
Jim Harrison	25	0	0	7	BFA	N	8	20%	0%	80%
DEPARTMENT OF ADVERTISING										
Professors										
Tom Kelleher, Chair	2	18	3	6	PhD	Y	3	33%	20%	47%
Jon Morris	10	38	31	21	PhD	Y	6	50%	35%	15%
Janice Krieger	1	17	4	1	PhD	Y	3	33%	20%	47%
Associate Professors										
Robyn Goodman	2	17	17	12	PhD	Y	6	50%	35%	15%
Cynthia Morton	7	19	19	13	PhD	Y	6	50%	35%	15%
Assistant Professors										
Huan Chen	0	8	3	7	PhD	N	6	50%	35%	15%
Carla Fisher	3	9	2	9	PhD	N	6	50%	35%	15%
Eunice Kim	0	5	4	4	PhD	N	6	50%	35%	15%
Jordan Alpert	10	1	1	1	PhD	N	3	25%	60%	15%
Lecturers/Instructors										
Bienvenido Torres	10	2	2	0	BA	N	12	75%	0%	25%
DEPARTMENT OF JOURNALISM										
Professors										
Ted Spiker, Chair	8	17	16	2	MS	Y	6	25%	20%	55%
Sandra Chance	18	24	24	10	JD	Y	3	25%	5%	10%
Sri Kalyanaraman	3	15	3	3	PhD	Y	3	50%	30%	20%
John Kaplan	12	19	18	13	MA	Y	6	60%	20%	20%
Mindy McAdams	17	18	18	18	MA	Y	6	60%	20%	20%
Kim Walsh-Childers	7	28	28	14	PhD	Y	6	60%	20%	20%
Frank LoMonte	23	0	0	0	PhD					
Wayne Wanta	6	33	9	16	PhD	Y	6	60%	20%	20%
Clay Calvert	4	20	7	10	PhD	Y	3	50%	30%	20%
Associate Professors										
John Freeman	6	36	26	22	MA	Y	9	60%	20%	20%
Norm Lewis	30	9	9	4	PhD	Y	8	60%	20%	20%
Ron Rodgers	22	12	12	7	PhD	Y	6	60%	20%	20%
Bernell Tripp	5	25	25	19	PhD	Y	6	60%	20%	20%
Assistant Professor										
Frank Waddell	0		2	2	PhD	N	6	60%	20%	20%
Lecturers/Instructors										
Mike Foley	30	14	14	14	MA	N	7	75%	0%	25%
Matt Sheehan	12	7	7	7	MBA	N	3	50%	0%	50%
Herb Lowe	22	8	1	1	MBA	N	6	70%	0%	30%
Dave Carlson	23	24	24	15	BA	N	3	40%	0%	60%
Cynthia Barnett	28	0	3	0	MA	N	3	50%	0%	50%

PART II: Supplementary Information

DEPARTMENT OF PUBLIC RELATIONS										
Professors										
Ann Christiano	23	7	7	7	MA	Y	6	50%	0%	50%
Mary Ann Ferguson	16	39	35	25	PhD	Y	6	50%	35%	15%
Linda Hon	8	26	23	12	PhD	Y	6	25%	35%	40%
Kathleen Kelly	17	26	14	21	PhD	Y	0	0%	100%	0%
Associate Professor										
Marcia DiStaso, Chair	16	10	1	1	PhD	Y	3	25%	20%	55%
Carma Bylund	16	3		7	PhD	Y	3	25%	60%	15%
Rita Men	1	5	2		PhD	Y	6	50%	35%	15%
Moon Lee	0	16	8	10	PhD	Y	6	50%	35%	15%
Lecturers										
Deanna Pelfrey, Senior Lecturer	26	10	10	1	MA	N	6	75%	0%	25%
Kay Tappan, lecturer	4	5	4	4	MA	N	6	75%	0%	25%
Pat Ford	41				BA	N	6	50%	0%	50%
DEPARTMENT OF TELECOMMUNICATION										
Professors										
Dave Ostroff, Chair	6	38	32	27	PhD	Y	3	50%	25%	25%
Sylvia Chan-Olmsted	8	26	22	12	PhD	Y	6	50%	35%	15%
Churchill Roberts	4	46	19	33	PhD	Y	6	50%	35%	15%
James Babanikos	5	34	24	18	PhD	Y	6	50%	35%	15%
John Wright	6	41	35	35	PhD	Y	6	50%	35%	15%
Associate Professors										
Amy Coffey	9	14	10	4	PhD		6	50%	35%	15%
Michael Leslie	1	33	28	22	PhD	Y	6	50%	35%	15%
Tim Sorel	23	11	11	4	MBA		7	50%	35%	15%
Assistant Professors										
Jasmine McNealy	9	2	2	2	PhD	N	6	50%	45%	5%
Yu-Hao Lee	4	2	2	2	PhD	N	6	50%	45%	5%
Lecturers/Instructors										
Eric Esterline, Lecturer	15	2	2	2	MA	N	6	85%	0%	15%
Houston Wells, Lecturer	16	3	3	3	MA	N	10	85%	0%	15%
Mark Leeps, Asst. In.	15	14	14	14	MA	N		85%	0%	15%
Andrew Selepak	3	6.5	0	0	PhD	N	12	75%	0%	25%

*Note that there are 19 additional College staff who effectively serve in a teaching capacity, but are officially classified as part of the Division of Media Properties, assigned to immersion activities such as The Agency, or departmentally affiliated. They are not reflected in this table, but significantly contribute to the educational experience of our students.

**Kathleen Kelly and Amy Jo Coffey will be on sabbatical.

Table 3 Part-Time Faculty

Name and rank	Yrs full-time prof. exper.	Years teaching	Highest earned degree	Now working full-time as pro.	Working toward degree	Credit hours teaching	In charge of course	Lectures	Assists in lab	Teacher in Charge
Advertising, Spring 2017										
Lawrence Clark, Adjunct	31	5	MBA	N	N	6	ADV3008, Advertising Strategy	Y	N	Y
Robert Padovano, Adjunct	13	5	MA	N	N	3	ADV3502, Advertising Sales	Y	N	Y
James Baer, Adjunct	23	9	BS	Y	N	3	ADV4101, Copy & Visualization	Y	Y	Y
Tyrone Stude, Adjunct	11	6	MFA	Y	N	6	ADV4101, Copy & Visualization	Y	N	Y
Walter J. Starr, Adjunct	15	7	PhD	Y	N	9	ADV4300, Media Planning (1 section) ADV4800, Advertising Campaigns (2 sections)	Y	N	Y
Robert Marino, Adjunct	18	13	MA	Y	N	9	MMC2100, Writing for Mass Communications	Y	Y	Y
Sean Mccrory, Adjunct	26	3	BS	Y	N	3	MMC2100, Writing for Mass Communications	N	Y	N
David Moore, Adjunct	20	5	BS	Y	N	3	MMC2100, Writing for Mass Communications	N	Y	N
Richard Anguiano, Adjunct	10	1	BA	Y	N	3	MMC2100, Writing for Mass Communications	N	Y	N
Erin Jester, Adjunct						3	MMC2100, Writing for Mass Communications	N	Y	N
Tiffany Robbert, Adjunct	8	1	MA	Y	N	3	MMC3203, Ethics & Problems in Mass Communications	Y	N	Y
Megan Mallicoat, Adjunct	9	4	Ph.D	N	N	6	MMC3203, Ethics & Problems in Mass Coummunications	Y	N	Y
Jihye Kim, Adjunct	3	4	Ph.D	N	N	6	ADV4300, Media Planning and ADV4400 International Advertising	Y	N	Y

PART II: Supplementary Information

Name and rank	Yrs full-time prof. exper.	Years teaching	Highest earned degree	Now working full-time as pro.	Working toward degree	Credit hours teaching	In charge of course	Lectures	Assists in lab	Teacher in Charge
Advertising, Fall 2017										
Lawrence Clark, Adjunct	31	5	MBA	N	N	6	ADV3008, Advertising Strategy	Y	N	Y
Robert Padovano, Adjunct	13	5	MA	N	N	6	ADV3502, Advertising Sales and ADV440, International Advertising	Y	N	Y
James Baer, Adjunct	23	9	BS	Y	N	3	ADV4101, Copy & Visualization	Y	Y	Y
Tyrone Stude, Adjunct	11	6	MFA	Y	N	3	ADV4101, Copy & Visualization	Y	N	Y
Walter J. Starr, Adjunct	15	7	PhD	Y	N	6	ADV4300, Media Planning. ADV4800, Advertising Campaigns	Y	N	Y
Robert Marino, Adjunct	18	13	MA	Y	N	9	MMC2100, Writing for Mass Communications	Y	Y	Y
Sean Mccrory, Adjunct	26	3	BS	Y	N	3	MMC2100, Writing for Mass Communications	N	Y	N
David Moore, Adjunct	20	5	BS	Y	N	3	MMC2100, Writing for Mass Communications	N	Y	N
Richard Anguiano, Adjunct	10	1	BA	Y	N	3	MMC2100, Writing for Mass Communications	N	Y	N
Tiffany Robbert, Adjunct	8	1	MA	Y	N	3	MMC3203, Ethics & Problems in Mass Communications	Y	N	Y
Megan Mallicoat, Adjunct	9	4	Ph.D	N	N	6	MMC3203, Ethics & Problems in Mass Communications	Y	N	Y
Kara Page, Adjunct	7	3	MA	Y	N	3	ADV3008, Advertising Strategy	Y	N	Y
Benny Torres, Adjunct	8	3	BS	N	N	9	ADV4101, Copy & Visualization. ADV4102, Advanced Copywriting. ADV4930, Topics: An Agency	Y	Y	Y

PART II: Supplementary Information

Name and rank	Yrs full-time prof. exper.	Years teaching	Highest earned degree	Now working full-time as pro.	Working toward degree	Credit hours teaching	In charge of course	Lectures	Assists in lab	Teacher in Charge
Journalism, Spring 2017										
Barnett, Cynthia, Adjunct	29	3	MA	Yes	No	3	JOU 4930-Environmental Journalism	Yes	No	Yes
James Bates, Adjunct	20	0	BS	Yes	No	3	JOU-4930 Sports On air-PxP	Yes	No	Yes
Jennifer Braddock, Adjunct	11	7	PhD	No	NO	6	Two sections of MMC 4302-World Communications	Yes	No	Yes
Jason Cole, Adjunct	30	10	BA	Yes	NO	3	JOU 4313-Sports Reporting	Yes	No	Yes
Suzette Cook, Adjunct	15	15	MA	Yes	No	6	Lab section of JOU 3109-Multimedia Writing & MMC Personal Branding	No	Yes	Yes
Darlana Cunha, Adjunct	12	2	MA	Yes	NO	9	MMC 3614-Media & Politics; JOU 3109-Multimedia Writing Lecturer	Yes	No	Yes
Karen Dooley, Adjunct	32	11	MA	Yes	No	3	Lab section of JOU 3109-Multimedia Writing	No	Yes	Yes
Timothy Drachlis, Adjunct	32	19	MS	Yes	No	6	Two lab sections of JOU 3101-Reporting	No	Yes	Yes
Jason Farmand, Adjunct	9	6	MA	Yes	No	3	JOU 3213-Design	Yes	No	Yes
Lillian Guevara-Castro	28	6	BA	Yes	No	6	Lab section of JOU 3101-Reporting & JOU 3109-Multimedia Writing	No	Yes	Yes
Nicole Irving, Adjunct	15	4	BA	Yes	No	3	JOU 4447-Applied Magazines	Yes	No	Yes
Michelle Kimball, Adjunct	17	17	PhD	Yes	No	3	MMC 4200-Law of Mass Comm UFO section	Yes	No	Yes
Andrea Kneeland, Adjunct	20	10	MA	Yes	No	9	MMC 2604-Mass Media & You; JOU 4930-Political Reporting; JOU 4308-Magazine and Feature Writing	Yes	No	Yes
Michael LaForgia, Adjunct	11	3	BA	Yes	No	3	JOU 3110-Fact Finding	Yes	No	Yes
Megan Mallicoat, Adjunct	7	2	PhD	No	No	3	MMC 2121-Writing Fundamentals	Yes	No	Yes
Spencer Mann, Adjunct	33	2	BS	Yes	No	3	JOU 3109-Multimedia Writing lab	No	Yes	Yes
Jessica Marsh, Adjunct	2	2	MA	No	No	3	Lab section of JOU 3109-Multimedia Writing	No	Yes	Yes
Renee Martin-Kratzer, Adjunct	25	24	PhD	Yes	No	6	MMC 2121-Writing Fundamentals	Yes	No	Yes

PART II: Supplementary Information

Name and rank	Yrs full-time prof. exper.	Years teaching	Highest earned degree	Now working full-time as pro.	Working toward degree	Credit hours teaching	In charge of course	Lectures	Assists in lab	Teacher in Charge
Joy Mayer, Adjunct	23	14	MA	Yes	No	1	JOU 4930-Audience Engagement	Yes	No	Yes
Nicole Neal, Adjunct	20	3	MS	Yes	No	3	JOU 4308-Magazine Writing	Yes	No	Yes
Stephen Orlando, Adjunct	29	13	MA	Yes	No	3	MMC 2604-Mass Media & You	Yes	No	Yes
Adam Playford, Adjunct	10	1	BA	Yes	No	3	JOU 3110-Fact Finding	Yes	No	Yes
Gary Ritzenthaler, Adjunct	24	10	MA	Yes	No	3	MMC 3260-Communications on the Internet	Yes	No	Yes
Jon Roosenraad, Adjunct	48	48	PhD	No	No	6	Two lab sections of JOU 3101-Reporting	No	Yes	Yes
James Ross, Adjunct	29	10	BS	Yes	No	3	Lab section of JOU 3101-Reporting	No	Yes	Yes
Melanie Ross, Adjunct	27	13	MS	Yes	No	3	Lab section of JOU 3101-Reporting	No	Yes	Yes
Diana Schuh, Adjunct	32	12	MS	No	No	3	Lab section of JOU 3101-Reporting	No	Yes	Yes
Michael Stone, Adjunct	10	5	MS	Yes	No	12	JOU 2040-Writing Mechanics; two labs of JOU 3109-Multimedia Writing & JOU 4201	Yes	Yes	Yes
Thomas Thompson, Adjunct	48		BA	Yes	No	3	JOU 4603-Specialized Photo Journalism	Yes	No	Yes
Cyd Zeigler, Jr., Adjunct	20	2	BA	Yes	No	3	JOU 4930-Sports and Social Issues	Yes	No	Yes

Journalism, Fall 2017										
Ellen Baisley-Nodine, Adjunct	20	0	MA	Yes	No	3	Lab section of JOU 3109-Multimedia Writing	No	Yes	Yes
James Bates, Adjunct	20	0	BS	Yes	No	3	JOU-4930 Sports On air-PxP	Yes	No	Yes
Jennifer Braddock, Adjunct	11	7	PhD	No	NO	6	Two sections of MMC 4302-World Communications	Yes	No	Yes
Kelly Chernin, Adjunct	2	2	PhD	No	NO	6	Two lab sections of JOU 3109-Multimedia Writing	No	Yes	Yes
Darlena Cunha, Adjunct	12	2	MA	Yes	NO	6	MMC 3614-Media & Politics; JOU 3109-Multimedia Writing Lecturer	Yes	No	Yes
Daron Dean, Adjunct	15	7	MA	Yes	No	3	JOU 4604-Advanced Photo Journalism	Yes	No	Yes
Karen Dooley, Adjunct	32	11	MA	Yes	No	3	Lab section of JOU 3109-Multimedia Writing	No	Yes	Yes

PART II: Supplementary Information

Name and rank	Yrs full-time prof. exper.	Years teaching	Highest earned degree	Now working full-time as pro.	Working toward degree	Credit hours teaching	In charge of course	Lectures	Assists in lab	Teacher in Charge
Timothy Drachlis, Adjunct	32	19	MS	Yes	No	6	Lab section of JOU 3101-Reporting & Advanced News Center Practicum	Yes	Yes	Yes
Gary Green, Adjunct	21	3	MA	Yes	No	3	JOU 4930-Video Storytelling	Yes	No	Yes
Lillian Guevara-Castro	28	6	BA	Yes	No	3	Lab section of JOU 3101-Reporting	No	Yes	Yes
Nicole Irving, Adjunct	15	4	BA	Yes	No	4	JOU 447-Applied Magazines & MMC 3030-Personal Branding	Yes	No	Yes
Andrea Kneeland, Adjunct	20	10	MA	Yes	No	9	MMC 2604-Mass Media & You; JOU 4930-Political Reporting; JOU 4308-Magazine and Feature Writing	Yes	No	Yes
Spencer Mann, Adjunct	33	2	BS	Yes	No	3	JOU 3110-Applied Fact Finding	Yes	No	Yes
Jessica Marsh, Adjunct	2	2	MA	No	No	3	Lab section of JOU 3109-Multimedia Writing	No	Yes	Yes
Renee Martin-Kratzer, Adjunct	25	24	PhD	Yes	No	3	MMC 2121-Writing Fundamentals	No	No	Yes
Kelsi Matwick, Adjunct	17	9	PhD	Yes	No	3	JOU 4930-Food, Media & Culture	Yes	No	Yes
Keri Matwick, Adjunct	17	9	PhD	Yes	No	3	JOU 4930-Food, Media & Culture	Yes	No	Yes
Joy Mayer, Adjunct	23	14	MA	Yes	No	1	JOU 4930-Audience Engagement	Yes	No	Yes
Stephen Orlando, Adjunct	29	13	MA	Yes	No	3	MMC 2604-Mass Media & You	Yes	No	Yes
Gary Ritzenthaler, Adjunct	24	10	MA	Yes	No	3	MMC 3260-Communications on the Internet	Yes	No	Yes
Jon Roosenraad, Adjunct	48	48	PhD	No	No	6	Two lab sections of JOU 3101-Reporting	No	Yes	Yes
James Ross, Adjunct	29	10	BS	Yes	No	3	Lab section of JOU 3101-Reporting	No	Yes	Yes
Melanie Ross, Adjunct	27	13	MS	Yes	No	3	Lab section of JOU 3101-Reporting	No	Yes	Yes
Diana Schuh, Adjunct	32	12	MS	No	No	3	Lab section of JOU 3101-Reporting	NO	Yes	Yes
Richard Shaw, Adjunct	29	18	MA	Yes	No	3	JOU 3213-Design	Yes	No	Yes
Michael Stone, Adjunct	10	5	MS	Yes	No	7	JOU 2040-Writing Mechanics; two labs of JOU 3109-Multimedia Writing; JOU 4201-News Center Practicum	Yes	Yes	Yes
Thomas Thompson, Adjunct	48		BA	Yes	No	3	JOU 4603-Specialized Photo Journalism	Yes	No	Yes

PART II: Supplementary Information

Name and rank	Yrs full-time prof. exper.	Years teaching	Highest earned degree	Now working full-time as pro.	Working toward degree	Credit hours teaching	In charge of course	Lectures	Assists in lab	Teacher in Charge
Public Relations, Spring 2017										
Robert Engle, Adjunct	37	3	MLA	Yes	No	12	PUR3000	No	Yes	Yes
Amelia Bell, Adjunct	6	3	MA	Yes	No	3	PUR4100	No	Yes	Yes
Lawrence Clark, Adjunct	44	5	MBA	Yes	No	9	PUR4100	No	Yes	Yes
Judith Donohue, Adjunct	32	5	MA	Not since 2009	No	3	PUR3500	No	Yes	Yes
Tina McCorkindale, Adjunct	14	16	PhD	Yes	No	3	PUR3801	No	Yes	Yes
Darlena Cunha, Adjunct	10	1	MA	Yes	No	3	PUR4203	No	Yes	Yes
Celeste Martinez, Adjunct	10	2	BA	Yes	No	3	PUR3622	No	Yes	Yes

Public Relations, Fall 2017										
Robert Engle, Adjunct	37	3	MLA	Yes	No	9	PUR3500	Yes	No	Yes
Lisa Buyer, Adjunct	28	4	BS	Yes	No	3	PUR3622	Yes	No	Yes
Lawrence Clark, Adjunct	44	5	MBA	Yes	No	6	PUR4100	Yes	No	Yes
Judith Donohue, Adjunct	32	5	MA	Not since 2009	No	3	PUR3500	Yes	No	Yes
Tina McCorkindale, Adjunct	14	16	PhD	Yes	No	3	PUR3801	Yes	No	Yes

Telecommunication, Spring 2017										
Katherine Allred, Adjunct	5	3	MS	Y	No	3	MMC3420 Con and Aud Analytics	No	No	Y
Mato Brautovic, Adjunct	15	12	PhD	Y	No	6	RTV3106 Interactive Media RTV4591 App Mobile Technology	Y	N	Y
Kathy Chambers, Adjunct	13	3	MA	Y	No	3	RTV3632 Electronic News	No	No	y
Theresa Collington, Adjunct	25	12	MA	Y	N	3	RTV4594 AD Interactive Reporting	Y	N	Y
Robert Engle, Adjunct	37	3.5	MA	Half time	N	3	MMC3420 Con and Aud Analytics	Y	N	Y
Regina Giacusa, Adjunct	8	5	JD	Y	N	6	MMC 3210 Sports Media Law and Ethics	y	N	Y
Paul Gordon, Adjunct	30	5	BA	Retired	N	3	RTV 4930 Media Sales	Y	N	Y
Katrice Graham, Adjunct	13	9	PhD	Y	N	1	MMC1009 Intro to Media & Comm	Y		Y
Jon Levy, Adjunct	10	3	MA	Y	N	3	RTV3303 Electronic News Media 1	Y	N	Y

PART II: Supplementary Information

Name and rank	Yrs full-time prof. exper.	Years teaching	Highest earned degree	Now working full-time as pro.	Working toward degree	Credit hours teaching	In charge of course	Lectures	Assists in lab	Teacher in Charge
Long, Angela 1297-1994	30	7	MS	Y	N	3	RTV 4930 Media Ethics in the Digital Age	Y	N	Y
Ronnie Lovler, Adjunct	35	10	MA	N	N	6	RTV2100 Writing for Electronic Media	N	Y	N
Michael Munroe, Adjunct	38	4	MS	Y	N	3	RTV3511 Fundamentals of Production	N	Y	N
Bill Renkus, Adjunct	10	9	PhD	N	N	6	RTV3001 Intro to Media Industries	Y	N	Y
Annie Sugar, Adjunct	15	11	PhD	Y	N	6	RTV3411 Race Gender & Class Media RTV2100 Writing Electronic Media	Y	Y	Y
Ryan Vasquez, Adjunct	10	6	MA	Y	N	3	RTV3304 Radio News 2	Y	Y	Y
Robert Williams, Adjunct	30	2	BS	Retired	Y	3	RTV 3305 Investigative Reporting	Y	Y	Y
Iman Zawahry, Adjunct	8	3	MFA	Y	N	12	RTV3320 Electronic Field Prod.	N	Y	N
							RTV 4930 Islam and Popular Culture	Y	N	Y
							RTV4905 Collab Narrative Film	N	N	Y
							RTV4905 Chompics	N	N	Y

Telecommunication, Fall 2017										
Katherine Allred, Adjunct	5	3	MS	Y	No	3	MMC3420 Con and Aud Analytics	No	No	Y
Mato Brautovic, Adjunct	15	12	PhD	Y	No	6	RTV3106 Interactive Media RTV4591 App Mobile Technology	Y	N	Y
Kathy Chambers, Adjunct	13	3	MA	Y	No	3	RTV3632 Electronic News	No	No	y
Theresa Collington, Adjunct	25	12	MA	Y	N	3	RTV4594 AD Interactive Reporting	Y	N	Y
Thanos Dimadis, Adjunct	12	3	MA	Y	N	3	MMC3420 Con and Aud Analytics	Y	N	Y
Robert Engle, Adjunct	37	3.5	MA	Half time	N	3	MMC3420 Con and Aud Analytics	Y	N	Y
Regina Giacusa, Adjunct	8	5	JD	Y	N	6	MMC 3210 Sports Media Law and Ethics	y	N	Y
Paul Gordon, Adjunct	30	5		Retired	N	3	RTV 4930 Media Sales	Y	N	Y
Katrice Graham, Adjunct	13	9	PhD	Y	N	1	MMC1009 Intro to Media & Comm	Y	Y	Y
Jon Levy, Adjunct	10	3	MA	Y	N	3	RTV3303 Electronic News Media 1	Y	N	Y
Ronnie Lovler, Adjunct	35	10	MA	N	N	6	RTV2100 Writing for Electronic Media	N	Y	N
Michael Munroe, Adjunct	38	4	MS	Y	N	3	RTV3511 Fundamentals of Production	N	Y	N

PART II: Supplementary Information

Name and rank	Yrs full-time prof. exper.	Years teaching	Highest earned degree	Now working full-time as pro.	Working toward degree	Credit hours teaching	In charge of course	Lectures	Assists in lab	Teacher in Charge
Bill Renkus, Adjunct	10	9	PhD	N	N	6	RTV3001 Intro to Media Industries	Y	N	Y
Annie Sugar, Adjunct	15	11	PhD	Y	N	6	RTV3411 Race Gender & Class Media RTV2100 Writing Electronic Media	Y	Y	Y
Ryan Vasquez, Adjunct	10	6	MA	Y	N	3	RTV3304 Radio News 2	Y	Y	Y
Robert Williams, Adjunct	30	2	BS	Retired	Y	3	RTV 3305 Investigative Reporting	Y	Y	Y
Iman Zawahry, Adjunct	8	3	MFA	Y	N	12	RTV3320 Electronic Field Prod. RTV4929C Collab Narrative Film RTV4905 Collab Narrative Film RTV4905 Chompics	Y	Y	Y

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

In 2016, the University of Florida's College of Journalism and Communications celebrated 100 years of journalism at the University of Florida. In 2018, we will mark the 50th anniversary of the College.

Through the leadership of six deans, the College has grown to a premier journalism and communications program with one of the largest enrollments in the country. More than 2,700 undergraduate students are enrolled in our four majors – advertising, journalism, public relations and telecommunication – with more than 350 engaged in graduate and advanced studies. The College supports 57 full-time faculty members and 19 “teaching hospital” professionals who work alongside students to develop professional skills. UF recently agreed to expand the College's faculty by 15 total positions, divided between lecturers and assistant professors.

In the last seven years, there have been many noteworthy achievements and program additions. In 2010, the Division of Multimedia Properties was established to expand on the public and commercial broadcast stations housed in Weimer Hall. In 2012, a new, state-of-the-art newsroom – the Innovation News Center (INC) – was built and three separate news operations were combined into one. The INC provides hundreds of journalism and telecommunication students opportunities for hands-on training in television, radio and digital news reporting. In 2010, the College launched *Noticias WUFT*, a weekly Spanish-language radio program for the north central Florida community. In 2017, a full-time news manager was hired to help expand Spanish-language programming.

In 2013, Diane McFarlin, a College alumna and former publisher of the *Sarasota Herald-Tribune*, became the College's sixth dean. Dean McFarlin brought a passion for progressive journalism education and an eagerness to advance communication scholarship. Under her leadership, enrollment has increased, the curriculum was reviewed and updated, and annual contributions to the College more than doubled. Also that year, student services were consolidated and the professional advising staff doubled. In 2014, she found funding to hire a director of Grant Development; grants awarded increased by fifteen-fold in three years.

In 2014, as part of the University's preeminence initiative, the College was provided funds to hire two prominent scholars, Dr. Sriram Kalyanaraman and Dr. Janice Krieger, who have both created centers of research in their time at UF. In 2016, the STEM Translation Communication Center (STCC), headed by Dr. Krieger, received a \$3.04 million, five-year grant from the National Institutes of Health (NIH).

Dr. Carma Bylund was also hired in 2017 as part of the preeminence program. She will be spearheading STCC efforts on provider-patient communication and cancer communication training, and will be working in collaboration with the UF Health Cancer Center. Including scholars already on faculty, UF is now believed to have one of the largest contingents of cancer communication scholars in the nation.

In 2015, the College built and launched [The Agency](#), a strategic communication firm led by professionals and run by students, which provides new immersion opportunities for public relations and advertising majors. Also that year, we received an allocation from the Florida Legislature to house and develop the [Florida Public Radio Emergency Network](#) to provide severe weather and emergency information to public stations throughout Florida. During Hurricane Irma, tens of thousands engaged with our coverage on air and through our app as outlined in Standard 8.

The College, in 2016-17, won more than [100 news awards](#), including 15 in the prestigious Hearst Journalism Awards. The Hearst awards included first in TV Reporting, and Best Story of the Year in the National Championships, and two first-place finishes and ten top-10 finishes in the Intercollegiate Awards. Additionally, the College won awards from the Radio Television Digital News Association Regional Edward R. Murrow competition, the Society of Professional Journalists National Mark of Excellence, the Public Radio News Directors, the Florida Associated Press College and Professional Broadcasters, the National Broadcasting Society, the Television Academy, and the national Bateman Public Relations Competition.

Faculty members in UF's College of Journalism and Communications have a strong history of conducting and publishing research in journalism and communication fields, and the last six years continued and expanded that tradition. Between 2011 and 2017, faculty published 562 refereed articles, book chapters, monographs, and books, averaging 87 refereed paper presentations, and 94 publications per year. These efforts continue to elevate the exceptional reputation of the College that their predecessors built over the decades.

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

The College is one of 16 academic colleges at UF, a major public, comprehensive, land-grant research university, and a member of the American Association of Universities. UF was recently named by *U.S. News and World Reports* as one of the nation's "Top 10" public universities. The College of Journalism and Communications is one of the eight "educational and general" UF colleges directly supervised by UF's provost and vice president for academic affairs.

Based in Gainesville, Florida, located in the north central part of the state, UF offers more than 100 majors and is one of the few universities in the nation that includes on its main campus both a health-sciences complex (with its related hospital facilities) and the headquarters of its agricultural facilities. As the major land-grant university for the State of Florida, UF has a presence in all 67

The College includes four academic departments: Advertising, Journalism, Public Relations, and Telecommunication; the Brechner Center for Freedom of Information; the Innovation News Center (INC); The Agency (a strategic communication agency); STEM Translational Communication Center; the AhA Co-Lab collaboration space; the Media Effects and Technology Lab (METL); Hatch content and product incubator; the Knight Division for Scholarships, Career Services and Multicultural Affairs; the Marion B. Brechner First Amendment Project; and the Professional Advising and Teaching Hub (PATH). The college also houses the Institute for Public Relations and the Florida Scholastic Press Association.

The College's Division of Multimedia Properties includes seven units: a full-power PBS affiliate (WUFT-TV); a local news, weather, and Gator sports television station (WRUF-TV); a 100,000-watt public NPR-affiliated FM station (WUFT-FM); and its repeater station (WJUF-FM); WUFT Classic (streamed online and over the air); and two commercial stations, ESPN affiliate WRUF AM/FM and Country 103.7. The College houses GatorVision, the University Athletic Association's official home for UF Gator sports production, the SEC Network, and the Florida Public Radio Emergency Network. The Division includes GHQ, a multiplatform audio entertainment and news lab run by students. It also provides a steady lineup of news programming, including hourly, daily and weekly news broadcasts in English and Spanish – all involving students.

The College offers Bachelor of Science degrees in advertising, journalism (focusing on online and multimedia), public relations, and telecommunication (including tracks in broadcast news, media and society, management and strategy, and production). In addition, the College offers three master's programs – a Professional Master's, a Research and Theory Master's, and a Master's of Advertising – and a Ph.D. program. Both Master's and Ph.D. degrees are in mass communications. The research and theory master's includes tracks in advertising, journalism, public relations, and nonproduction areas of telecommunication as well as specialties like international communication and science-health communication.

The College also offers online master's degrees in Audience Analytics, Global Strategic Communication, Public Relations and Communication Management, Social Media, Web Design and Online Communication, Digital Strategy, and Political Communication. Online certificate programs are available in Cross Media Sales, and Web Conversion.

Full-time employees for the College in the 2016-17 academic year include:

- 53 faculty members, including 7 assistant professors, 12 associate professors, 22 professors, 1 master lecturer, 5 lecturers, 2 visiting lecturers, 1 Eminent scholar, 2 “assistants in”, one of whom teaches, and 1 “associate in” who teaches.
- 19 employees with “teaching staff” responsibilities.
- 24 full-time and three half-time staff members whose major responsibilities support the College's academic mission. In addition, the College has one OPS staff member and a fiscal staff member whose assignment is split between the College and the Division of Multimedia Properties.
- 36.76 staff members whose major responsibilities support the professional functions of the College's public broadcasting and low-power television stations (plus 33 students on payroll), and 13 staff members whose major responsibilities support the professional functions of the College's commercial radio stations (plus 18 students on the payroll).

Overall College Revenues for 2016-2017:

- State of Florida budget for academic programs: \$12,113,189 (includes faculty/staff salaries, fringe benefits, and operating expense monies)
- Public station membership and underwriting: \$2,538,496
- Endowment earnings: \$2,195,072
- Distance education revenues: \$2,003,729
- Grants from the Corporation for Public Broadcasting: \$1,164,927
- Commercial station advertising: \$785,250
- Start-up funding from the provost: \$750,000
- Grants from the Florida Department of Education: \$573,717
- WUFT Television production revenue: \$466,189
- UF Online: \$404,620
- Non endowment gifts: \$389,760
- Other entrepreneurial activities: \$355,130
- Student material, supplies and equipment fees: \$229,938
- The Agency: \$213,100

During the last seven years, the College made strides in many areas addressed by ACEJMC, including the revision and development of new curriculum, attention to diversity, increasing assessment, improving student services, addressing faculty recruitment and retention, continuing a tradition of public service, growth in research and grant productivity, and diversifying and growing revenue streams. Through the development of our strategic plan we have identified ways to continue and expand our efforts in thought leadership, social good and storytelling, and have focused on growth of enrollment, entrepreneurial activities, and accelerated fundraising.

Our challenges have included faculty hiring, low state tuition, and increasingly limited space. However, through a process of strategic planning, enrollment growth, special allocations from the University, entrepreneurial ventures, and accelerated fundraising, we have built a trend line of growth and have developed a plan for making more improvements in the next seven years.

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

In addition to Dean Diane McFarlin's appointment, several changes in administration occurred between 2010 and 2017. Dr. Spiro Kiouis was appointed executive associate dean, and Dr. Debbie Treise's position was expanded to senior associate dean for graduate studies and research after previously only overseeing graduate studies. Dr. Michael Weigold maintained his position of associate dean for undergraduate affairs and enrollment management but also became the College's director for distance education.

Dr. Janice Krieger was hired from The Ohio State University under the university's preeminent scholars program to lead our STEM Translational Communication program as director. That program has been conferred center status. After Professor Sandi Chance decided to return to faculty, the College hired Frank LoMonte from the Student Press Law Center in Washington, D.C., to serve as director of the Joseph L. Brechner Center for Freedom of Information.

Since the last accreditation cycle, Dr. Juan-Carlos Molleda was named chair of public relations, then left UF to become dean of the School of Journalism and Communication at the University of Oregon. Former Dean Dr. John Wright served as interim chair of the department for a year and the College hired Dr. Marcia DiStaso from Pennsylvania State University, starting in July 2017. After Dr. John Sutherland retired as chair of the Advertising Department, emeritus faculty member Dr. Joe Pisani served as interim chair in advertising. Dr. Tom Kelleher became chair of advertising in 2014. After Dr. Wayne Wanta returned to faculty, Professor Ted Spiker became chair of journalism. Dr. Dave Ostroff continues to lead the telecommunication program. Dr. Linda Hon, who previously served as executive associate dean, assumed the role of directing a research project on digital social advocacy and now leads the efforts of developing the research program in Public Interest Communications, partnering with Ann Christiano who serves as the endowed chair in this program, which is the only one of its kind in the U.S.

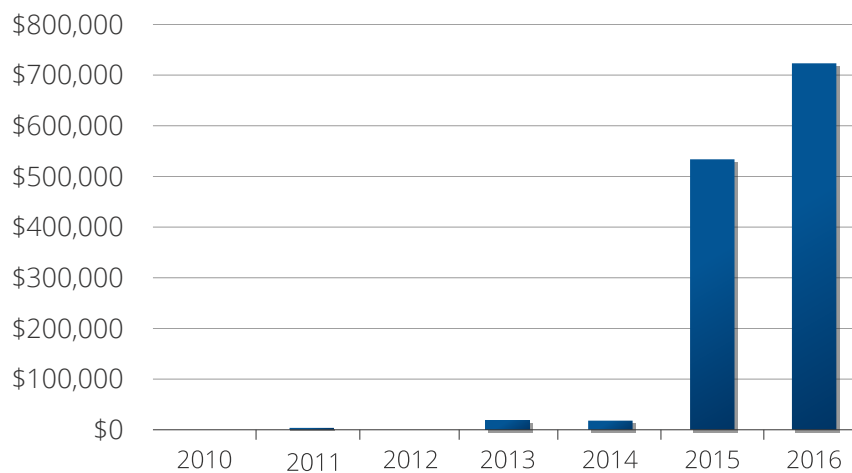
In an effort to provide more faculty support, the College added significant leadership positions to the staff ranks. Randy Bennett, executive director of external relations, oversees communication and partnerships for the College. Jeff Pole serves as the director of finance with fiscal oversight for both the academic program and venues for immersion such as the Division of Multimedia Properties and The Agency. Randy Wright continues to serve as executive director of the Division of Multimedia Properties. Among the first leadership appointments made by Dean McFarlin was the creation of the position of director of the Innovation News Center (INC). Faculty member Matt Sheehan initially served in that role and the College recently hired Mira Lowe from CNN to head the news operation. Sheehan now directs the Hatch content and product incubator. Yulia Strekalova was hired as the College's director of grant development and also serves as a research assistant professor.

See CJC Organizational Chart in Appendix 1C.

Research Investment

The College's commitment to research led to several new programs and developments. In 2014, the College hired its first director of grants development to accelerate and enhance the submission of grant proposals. Between 2014-16, grant proposal totals doubled, and the number of awards increased more than 30 percent. The actual dollars awarded to the College increased 15-fold as a result of these efforts.

Total Grant Dollars Awarded to CJC



As part of the University of Florida's preeminence initiative, three accomplished scholars were hired to build new programs at the College. Dr. Janice Krieger, formerly of the Ohio State University, built the STEM Translational Communication Center (STCC). Dr. Sriram Kalyanaraman joined the College from the University of North Carolina to create a facility for experimental media psychology and media effects research, particularly in social change messaging, using immersive technology such as virtual reality and augmented reality. In August 2017, Dr. Carma Bylund, a distinguished cancer communication scholar, joined the College faculty from the Hamad Medical Corporation in Doha, Qatar. She will be spearheading STCC efforts on provider-patient communication and cancer communication training and will be engaged actively with the UF Health Cancer Center. These hires are resulting in tangible advances for the College.

The STEM Center opened in 2014. In 2016, the Media Effects and Technology Lab (METL) opened with research focused on climate change, diversity, healthy eating and chronic pain.

To help broaden the exposure for CJC research, the College in 2016 launched the *Research and Insights* newsletter, a monthly publication highlighting key research from CJC faculty distributed to 18,000 alumni, academics and industry professionals.

In 2017, as part of our program to advance scholarship in public interest communications, the College launched its first academic journal – the [Journal of Public Interest Communications](#). The journal is open access and will be published quarterly.

Other new research investments over the past five years have included upgrades to our research lab, subsidized income for doctoral students, and financial awards for doctoral student dissertation research.

Expanding Student Immersion Opportunities

The College has long been known for its immersion venues, beginning with the launch of WRUF-AM 90 years ago. This partners students with professionals in real-world settings and in technologically solid facilities.

In 2012, three separate newsrooms were combined into one multi-platform news operation, the Innovation News Center (INC). The College's WUFT-TV invested more than \$4.4 million in state of Florida funds awarded to the television station to build the new facility. More than 500 students report and edit stories for broadcast and digital over the course of the academic year with the help of seven news professionals. In 2017, CNN Senior Editor Mira Lowe joined the news operation as its new director. In the most recent academic year, INC students won 15 Hearst Journalism Awards, including three first-place finishes and seven top-10 finishes.

Also in 2017, the College hired its first news manager for the seven-year-old Spanish-language Noticias WUFT. The news manager is a veteran of both CNN en Español and Univision and is charged with expanding Spanish-language programming and curriculum. And in 2016, the College invested in a new sports studio integrating ESPN sports programming with social media messaging.

In 2015, the College opened The Agency, a strategic communication agency serving regional and national clients, with a focus on millennials. Three professionals – an executive director, director of research and creative director – were hired to guide some 100 advertising and public relations students in working with paying clients. Within The Agency, students also manage MAVY, a research service based on an online panel of millennials. And in 2016, students created NexGen in The Agency, a digital studio for clients.

The College is increasingly focused on creative and experimental storytelling. In 2016, we created [Hatch](#), a content and product incubator. Students across and outside the College have an opportunity to experiment with digital technology to engage audiences in new ways. The former Innovation News Center director was tapped to run the incubator.

In partnership with Futuri, a leading media technology company, the College's media properties established GHQ, a research and development project designed to impact the multi-billion dollar radio industry's need to experiment with and secure effective methods of engaging millennials as loyal listeners. GHQ is a true multiplatform project with students driving the operation with media properties professional staff and Futuri industry leadership serving as mentors.

The College also offers immersive learning opportunities for consumer and audience research for both graduate and undergraduate students through various research projects with industry partners and the Division of Media Properties. Under the supervision of Dr. Sylvia Chan-Olmsted, director of media consumer research, about 5-10 graduate students and 15-20 undergraduate students work on research projects that address today's industry issues concerning consumer and audience behaviors. The students were able to participate in all phases of the studies from design to presentation. Past audience research projects with industry partners include an online privacy study with Google Europe, digital sports consumption study with S20 European Sports Sponsorship Association, and mobile app usability study for GHQ. Interested students are put in positions to serve many of the research functions at the Division of Media properties, including providing analytics reporting, audience interviews, and media consumer surveys. The industry research projects not only provide students with an immersive learning environment for market/consumer research but also offer professional service to the industry in the forms of research insights that inform audience targeting and engagement, as well as content development and market strategies for the Division of Multimedia Properties.

Enhanced Commitment to Diversity and Inclusion

As detailed in Standard 3, the College has committed resources to enhance our diversity and inclusion activities. We invited two other UF colleges to partner with us in recruiting an Assistant Dean of Inclusion to develop programs that will enhance diversity and help underrepresented groups flourish at CJC. We facilitated the forming of a student task force on diversity and inclusion and, in August 2016, we dedicated our annual College retreat to training and discussions about diversity and inclusion.

Thought Leadership

A major goal of the College is to increase our reputation nationally as a center of thought leadership. We created a monthly newsletter that summarizes new research from the College and is distributed to nearly 8,000 alumni, industry executives, and academics. We also actively help our faculty get published in non-academic journals and forums such as *The Conversation*. These efforts have led to faculty and staff being quoted by mainstream media 53 times since 2016, and appearing in mainstream publications 56 times since 2015.

In addition, with help from foundation and alumni donations, we created several ongoing events to stimulate new ideas and provide forums for interaction between innovators and accomplished professionals with our students and faculty.

The largest event sponsored by the College is *frank*, an annual gathering of approximately 300 social change communicators and movement builders. As part of our public interest communications program, the *frank* gathering features industry executives sharing best practices in communicating to diverse audiences and moving them to action for social good. More than 200 students volunteer to participate in the event each year. In 2016, we added *frank Scholar*, a day for social change communication scholars to discuss their research and brainstorm on ideas for new scholarship. We also launched the quarterly *Journal for Public Interest Communications*, the first academic journal dedicated to the theory and science of strategic communication for social change.

Other recently added programs include:

The Innovators Series: With funding from the Knight Foundation, we brought six emerging innovators and entrepreneurs to the College to speak publicly and work directly with faculty on new curriculum ideas and with students on entrepreneurship and creative storytelling approaches. Speakers included Melissa Bell of VOX, Mark Little of Storyful, Matt Thompson of *The Atlantic*, Sachin Kamdar of Parse.ly, Rafat Ali of Skift, and Maria Balinska of *The Conversation*.

Great Storytellers: This series is intended to expose our students to accomplished storytellers across disciplines and media. Our guests included authors Michael Connelly and James Patterson and Pulitzer Prize-winning journalist and author Debbie Cenziper.

Becoming a Woman of Influence: Launched in 2015, this annual event brings accomplished female executives, most of whom are alumni, to campus to provide advice to students on navigating their careers, particularly in male-dominated organizations and industries. Guests have included the head of an investment fund, the president of a New York media agency, a senior executive with a national insurance company, and the president of a community college.

Curriculum Revision

In 2013, the College created a task force to review current curriculum. The task force's charge was to make the curriculum increasingly relevant, ensure we are teaching core competencies efficiently, reduce duplication across departments, and attract more non-majors to our classes.

Among the changes emerging from this review were two courses that are now offered across all four majors. *VIC 3001 Sight, Sound and Motion*, a four-credit visual/digital course, is now required for all students and replaces separate visual introduction courses offered by individual departments. All students are also required to take the three-credit course *MMC 3203 Ethics and Problems in Mass Communication*, replacing ethics courses being offered separately by each department. We also added courses in data and digital media.

In addition, individual departments adopted revisions to their curriculum after an extensive review.

The **Department of Advertising** in 2017 completed a review of the undergraduate curriculum and has proposed catalog revisions that will entail two tracks:

- One track will emphasize skills necessary for entry-level positions in an advertising agency and will be designed to provide a foundation for advancement to positions of leadership in these organizations. This track will teach students the concepts and skills needed for careers in account management, account planning, media planning, research, art direction and copywriting.
- The second track will focus more on the skill set required to engage media audiences using strategic, persuasive communication. It will introduce students to concepts and applications needed to gain proficiency in brand storytelling, audience and media analytics, advertising sales, and message persuasion. This track prepares students for careers in a broad array of industries and organizations.

In the **Journalism Department**, changes included:

- A new common capstone required of all majors where students will work in teams with different skill sets.
- A new required 1-credit class in data literacy.
- A required two-course sequence for all students to develop an area of specialty (photo, data, coding, writing, etc.).
- A new multimedia reporting and writing class as part of students' newsroom experience.
- A new Sports and Media specialization, with 20+ credits of sports media, journalism, and communication classes.
- Five new courses in coding and digital journalism.

The Department of Public Relations' program aims to prepare students for careers as PR technicians who promote and manage the reputational image of an individual, organization or event while providing the skills necessary to advance into management positions. The program emphasizes writing and critical thinking skills.

Accordingly, the 2016-17 undergraduate course catalogue showed a slight change in public relations major requirements. The core requirement increased from 38 to 39 semester hours. A one-hour freshman-level course, *MMC 1009 Introduction to Media and Communications*, was added to the required list. The professional elective requirement decreased from 14 to 13 semester hours to keep the total at 52 semester hours. Ten, not 11, semester hours are required from the first group of electives.

The new course was designed to introduce students to the tools, resources, and academic and extra-curricular activities offered by the College of Journalism and Communications. It prepares new students for success at the university and in their later careers. Katrice Graham, director of the college's Knight Division for Scholarship, Career Services and Multicultural Affairs, is the instructor.

In 2015-16, the **Telecommunication Department** undertook significant curriculum revisions in the Management and Production tracks. These included:

- New courses including Electronic Field Production 2, Social Media and Society, Applications of Mobile Technology, Understanding Audiences, Innovation in Media, and Digital Games in Communication.
- New degree requirements including adding a second Electronic Field Production class to the Production track; requiring the Understanding Audiences course for the Management and Strategy course; and increasing the number of "Operations Block" requirements to two courses.

The department is now undergoing a major examination of its news curriculum, which has not been significantly changed since the early 2000s. A group of faculty and Innovation News Center (INC) staff is meeting to consider the changes, with the goal of having curriculum recommendations and strategic plans ready for faculty consideration early in the fall.

Question 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 these standard(s), the reasons cited, and how these problems have been addressed.

The College was judged in compliance on all nine standards during the most recent accreditation visit in 2011-2012. Nonetheless, the site team did cite some areas where improvement could be made and the College has taken steps to address them.

The first was the impact of the budget reductions on faculty size and morale. Since the last accreditation, the College invested resources through a combination of start-up funds from Dean McFarlin, monies generated through our distance learning programs, enrollment growth, accrued funds, and university resources to replenish and enhance our faculty ranks. In addition, a number of support staff were added to assist faculty and reduce their burdens, including advising, grant support, and fiscal oversight. Because our enrollment growth has outpaced our faculty growth, we remain at a faculty deficit. However, in August 2017, the College was awarded 15 new faculty lines by the University through a competitive process. This means that we will be able to hire 10 lecturers and five tenure track scholar/teachers by August 2018, a process that began in August 2017.

A second area of concern was that the percentage of courses taught by full-time faculty has declined. Like many of our peers, we struggle in this area because our resources have not kept up with our student growth. However, the College has taken proactive steps to hire more full-time, non-tenure-track faculty who can handle higher teaching loads to reduce the imbalance. At the same time, we believe that the professional expertise we have brought in with this cadre of adjunct faculty is a “value added.” We do provide, through each academic unit, rigorous oversight in assigning course instructors, pulling from a talented pool of professionals and graduate students in the Gainesville community and other parts of the nation through our online offerings. Moreover, the academic units typically have full-time faculty who are “course coordinators” for multiple sections of classes to ensure consistency and quality. This is reflected in the positive evaluation scores received by all CJC instructors. The College also holds an annual adjunct faculty orientation each Fall to discuss best practices and address concerns of these important members of our instructional team. Further, our 19 staff members who are not officially designated as part of the full-time faculty, still fill a significant teaching role. Finally, the upcoming round of hiring of 15 lecturers and assistant professors will greatly improve the full-time faculty to adjunct faculty ratio.

A third area of concern was ongoing development of the assessment plan to demonstrate impact. During the period under review, our assessment plans have become more comprehensive and rigorous. All academic units are now in a constant state of assessment, modification, and improvement, based on academic assessment plans, student learning outcomes, direct measures, and indirect measures that meet the expectations of ACEJMC and our SACS accreditation standards. The dramatic updates in much of our curricula offer strong evidence of this.

A final area of concern centered on the need for shared governance to percolate down to the departments and the need for more consistency to measure it. The College has addressed this by working with the College Faculty Senate to encourage regular communication and consultation with academic departments. The administration has also worked closely with the Senate to update the Constitution, and tenure and promotion criteria. We used data from faculty surveys on leadership and climate to improve governance, and maintain high levels of transparency regarding decision-making and allocation of resources. Beyond the Faculty Senate, the College has appointed various task forces that dealt with major issues affecting the College since the last accreditation. For example, a College-wide curriculum task force was appointed during the 2013-2014 academic year that produced a core curriculum for all undergraduate students emphasizing writing, multimedia, research, and ethics. Another task force revamped our graduate curriculum to produce the recently launched professional master's program. Finally, the 2020 Task Force led a major strategic planning process that produced a strategic plan to guide our future.

Question 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 writing of the self-study was led by the dean and executive associate dean in consultation with other senior administrators in the College, including the associate dean for graduate affairs and research, the associate dean for undergraduate education and director of distance education, the department chairs, the executive director of the Division of Multimedia properties, the director of finance, the director of development, and the director of external relations. A large group of support staff was involved in developing the initial draft. The dean's student advisory council and other members of student leadership were also consulted.

Faculty were informed at multiple points about progress throughout the self-study year at meetings of the College Faculty Senate and All-Faculty meetings. An initial overview was presented to faculty at a Fall meeting along with email correspondence. Another update was provided during the Spring semester of the self-study year as the rough draft was assembled. Updates were also given to the College Faculty Senate on at least a monthly basis. After feedback was incorporated throughout the summer, the College unveiled the self-study report in August 2017. Each unit was asked to discuss it as an item during meetings in September 2017. The self-study was submitted in November 2017.

Several strengths were identified during this process, but we will focus on the top three.

The first was affirmation of the College's teaching-hospital approach to teaching, research, and service that crosses all four academic disciplines. Our venues for immersion and experiential learning best exemplify this model. For example, students in the Innovation News Center (INC) produce cutting-edge multimedia news content across traditional and digital platforms under the supervision of faculty and professional staff for our seven media properties. The Agency has advertising and public relations students working on accounts for local, regional, and national clients under the tutelage of three full-time professionals in an integrated communication setting. It also completes work with pro-bono clients to positively impact the community and other constituencies we serve. In both venues, research was conducted by faculty members that has been published in refereed academic journals and used for practical application in the development of news and communication campaigns. Our STEM translation communication program conducts research projects attracting millions of dollars in extramural funding. The center is currently working to advance theory in health communication which is applied to produce public service announcements developed by our multimedia properties.

A second major strength was focusing our College's four core disciplines on the expansion of interdisciplinary initiatives. After redesigning our interdisciplinary curriculum, we saw tangible proof of the success of our approach. Some examples include the Department of Journalism's resurgence in top student performance in the Hearst Competition, the Department of Public Relations' continued dominance in student performance in the Bateman Competition, the Department of Advertising's faculty winning major achievement awards from the American Academy of Advertising, and the Department of Telecommunication's performance in the Hearst Competition (fourth overall in 2017 and a student first-place winner). Other successes in national student competitions included awards from the National Broadcasting Society and Broadcast Education Association.

A third major strength is our emphasis on storytelling across our various programs and initiatives. Story building and storytelling have always been central to what defines us, across all of our disciplines. What differentiates us is the integration of progressive science into our teaching and our immersion experiences. For example, we have extended our storytelling portfolio to include experimental research with immersive technology in our Media Effects and Technology Lab (METL), and innovative and creative storytelling practice in Hatch, our content and product "incubator." METL is a state-of-the-art facility, funded largely from a UF preeminence grant and designed by Preeminence Scholar Dr. Sri Kalyanaraman. The lab is dedicated to investigating interactions between people and technology across multiple platforms using the latest virtual reality (VR), eye-tracking, facial expression and physiological monitoring technology. Funded by the John S. and James L. Knight Foundation, *The Innovators Series* brought six of the brightest industry leaders, thinkers and storytellers, including luminaries such as Vox co-founder Melissa Bell, and Matt Thompson, deputy editor of *The Atlantic*, to the College to talk with students and faculty about entrepreneurship, change, and engagement in the tumultuous modern media landscape. We also launched the *Great Storytellers* series to cast a spotlight on some of our most successful practitioners of the craft.

In addition to these major strengths, two major limitations that emerged are faculty resources and space constraints. Since our last reaccreditation in 2012, our faculty size was relatively stable, ranging from 53 to 57 full-time faculty currently, but our enrollment increased from 2,692 to 2,833. Fortunately, we were able to fill some of the gaps with excellent full-time staff who have instructional responsibilities in our venues for immersion such as the INC news managers and The Agency's leadership team. The balance of teaching responsibility was borne by our graduate students and adjuncts. However, we have reached the tipping point in terms of our capacity and this is a high priority that we are actively addressing.

The university's method to calculate faculty-student ratio, also used by *U.S. News and World Report*, counts T/P faculty and lecturers as one FTE. Administrators and adjuncts count as .33 FTE. Faculty without an undergraduate teaching assignment do not count, nor do graduate student teachers. A detailed breakdown by departments are shown in below.

Our College-wide student-to-full-time-faculty ratio is currently 36.2 to 1. (A total of 2,519 students divided by 69.63 FTE.) However, our skills classes are limited to 20 students. Once the 15 new hires are made, with the same number of students, the student-faculty ratio will drop to 29.8 to 1. We recognize that this student faculty ratio is higher than we desire and we will continue to work to increase funding for additional faculty positions through our entrepreneurial activities, development efforts, and university allocations.

Fall 2017 Faculty to Undergraduate Student Ratio by CJC Department

Advertising

FTE = 1: Alpert, Chen, Fisher, Goodman, Kim, Morris, Morton, = 7
 FTE = .33: Weigold, Treise, Kelleher = (.33 * 3) = 1 plus 12 Adjuncts = (.33 * 12) = 4, total
 .33 = 5 (Excluded Krieger)
 Total FTE = 7 + 5 = 12
 SF Ratio = 599/12 = 50 to 1

Journalism

FTE = 1: Calvert, Chance, Foley, Freeman, Kaplan, Lewis, Lowe, McAdams, Rogers, Tripp, Waddell, Walsh Childers, Wanta = 13
 FTE = .33: Spiker, Carlson, Sheehan, LaMonte = (.33) = 1.33 Adjuncts = .33 * 30 = 10 (Excluded Kalyanaraman)
 Total FTE = 24.33
 SF Ratio = 500/24.33 = 20.6 to 1

Public Relations

FTE = 1: Christiano, Ferguson, Ford, Kelly, Lee, Men, Pelfrey, Tappan = 8
 FTE = .33: Kiouis, DiStaso = .66 plus 11 adjuncts = 3.63 (Excluded: Byland, Hon)
 Total FTE 12.3
 SF Ratio = 679/12.3 = 55.2 to 1

Telecommunication

FTE = 1: Babanikos, Coffey, Chan-Olmstead, Esterline, Lee, Leslie, McNealy, Roberts, Sorel, Wells, Wright = 11
 FTE = .33: Ostroff plus 25 adjuncts plus 4 staff with teaching assignments = .33 * 30 = 10
 Total FTE = 21
 SF Ratio = 741/21 = 35.3 to 1

Additionally, space is at a premium as we have rebuilt our faculty ranks, expanded our programs, and immersion opportunities, increased enrollments, and added key staff positions. At one point during the self-study year, we were considering relocating a major staff unit to other buildings on campus but were able to find an internal solution. As we prepare to add 15 new faculty, we have engaged with an internal building planning group from the university to come up with solutions in Weimer Hall. We will work proactively with central administration to address this concern.

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

Listed below are the relevant URLs for the mission and scope, curriculum, and administrative and graduation requirements.

Mission Statement and Goals	https://www.jou.ufl.edu/home/about/mission-statement/
Diversity Statement	https://www.jou.ufl.edu/home/about/diversity-statement/
Strategic Plan	https://www.jou.ufl.edu/wp-content/uploads/2012/07/CJC-2020-Plan-for-Web-042017.pdf
Constitution and Bylaws	https://www.jou.ufl.edu/wp-content/uploads/2015/09/CJC-Constitution_Bylaws-FINAL-APPROVED-4-20-17.pdf
Organizational Chart	https://www.jou.ufl.edu/wp-content/uploads/2015/09/Organizational-Chart-Updated-1-8-2016.pdf
Curriculum	
Advertising	https://catalog.ufl.edu/ugrad/current/journalism/majors/advertising.aspx
Journalism	https://catalog.ufl.edu/ugrad/current/journalism/Majors/journalism.aspx
Public Relations	https://catalog.ufl.edu/ugrad/current/journalism/majors/public-relations.aspx
Telecom	https://catalog.ufl.edu/ugrad/current/journalism/majors/telecommunication.aspx
Degree Requirements	https://catalog.ufl.edu/ugrad/current/journalism/school_pages/degrees.aspx
Academic Learning Compact	https://catalog.ufl.edu/ugrad/current/journalism/alc/journalism.aspx

Standard 1 Mission, Governance and Administration

Executive Summary

During the period under review, the College of Journalism and Communications experienced leadership changes in its two top positions – the Dean (Diane McFarlin) and Executive Associate Dean (Spiro Kioussis) – and maintained leadership in the Senior Associate Dean for Research and Graduate Studies (Debbie Treise) and Associate Dean for Undergraduate Affairs (Mike Weigold) roles. There were three changes in department chairs and significant other reorganization of the leadership structure, including hiring of some new key support positions. We also added a number of strategic positions including a director of grants development, a head of financial affairs, and an executive director of external relations, all of whom are able to offer vital support to key functions of the College.

The College created the *2020 Strategic Plan*, a long-range document charts the course for the College (See Page 62.) That plan, developed through the faculty governance process, emphasizes metrics to measure goals and ways to accomplish them. It evolved out of a series of regularly scheduled faculty and committee meetings as outlined below. It was based in light of the strategic plan adopted by the College in 2011.

Question 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 responsibilities of the administrators of the College are described below. All administrators and other members of College leadership are expected to work collaboratively with the dean and each other to carry out their responsibilities.

Dean: Diane McFarlin (Reports to Provost Joe Glover)

- Exercises overall administration of the College.
- Maintains effective liaison with the university administration, the State University System, Board of Trustees, and members of the Legislature to encourage maximum support for the College and its activities.
- Promotes high morale within the faculty, staff, alumni, donors, and student publics of the College.
- Exercises oversight of the State and Foundation budgets of the College and supervises work of the college Director of Finance.
- Supervises associate deans in charge of graduate students and research, undergraduate students, and the directors in charge of the Brechner Center for Freedom of Information, the Marion B. Brechner First Amendment Project, the Division of Multimedia Properties, the Knight Division for Scholarships, Career Services and Multicultural Affairs, and The Agency.
- Provides for the maximum integration of students within these activities.

- Leads fund-raising activities of the College, supervises work of the college development officer and administers endowments.
- Serves as liaison with professionals in all communication fields and with academic administrators across UF and at other schools or colleges of mass communication to enhance the reputation of the College.
- Coordinates all activities related to alumni relations and promotes the reputation of the College with all external publics.
- Supervises external communications.
- Prepares administrative reports, including annual reports to professional and accrediting associations and the university administration.

Executive Associate Dean: Spiro Kiouis (Reports to Dean McFarlin)

- Serves as second-ranked administrator with supervisory authority over directors and department chairs, and assists the dean in overall administration of the College and in carrying out the duties and responsibilities of his/her office.
- Assists the dean and dean's administrative assistant in coordinating all matters related to academic affairs, including tenure and promotion, Sustained Performance Evaluations, Salary Plan for Professors, sabbatical and Faculty Enhancement Opportunity selection, and other UF awards related to academic affairs.
- Supervises the work of department chairs and their respective academic programs.
- Acts as the dean designate for implementation and ongoing evaluation of shared governance procedures in the College. In this role, the executive associate dean works closely with the chair of the Faculty Senate and elected senators (internal/unit departmental representative and those elected to UF Faculty Senate) to ensure the College develops and sustains procedures that are in compliance with UF procedures.
- Coordinates elections to College committees and assignment to committees not elected by the faculty, including dean's committees.
- Serves as an ex-officio member of College committees related to faculty development.
- Supervises dean's office staff in coordinating facility issues related to Weimer Hall classrooms.
- Supervises dean's office staff in coordination of special events involving faculty and students.
- Handles all matters related to conflict resolution not resolved by other deans, department chairs, or the college Human Resources Coordinator, including faculty grievances.
- Serves as the college's EEO officer and assists dean in implementation of diversity initiatives in the College related to faculty and students.

Associate Dean for Graduate Studies and Research: Debbie Treise (Reports to Dean McFarlin)

- Promotes the graduate programs, including the preparation of materials, website, processing requests for information, and recruiting students.
- Administers the program, including oversight of the processing of applications, supervision of student records, handling of drop/add.
- Recommends candidates for graduate research and teaching assistantships and oversees all graduate student appointments.

- Schedules courses and instructors, working in cooperation with the department chairs.
- Coordinates the work of the Graduate Committee.
- Works with graduate coordinators, in the various master's specializations.
- Encourages research and grant activity among college faculty.
- Supervises and assists in the search for new grants.
- Coordinates all efforts of departments and groups of faculty working together on research projects.

Associate Dean for Undergraduate Education and Enrollment Management: Michael Weigold (Reports to Dean McFarlin)

- Serves as college liaison with UF central administration for all matters related to undergraduate education and is the contact person for the associate provost for undergraduate affairs and the Associate Deans Council.
- Supervises all enrollment management functions in the College, including providing enrollment data and data analysis for four departments and graduate programs to deans and chairs on a regular basis and as requested by the dean.
- Chairs College Curriculum and Teaching and Undergraduate Affairs Committees and is the administrative liaison for the University Curriculum Committee and General Education Committee; and all other UF committees related to undergraduate affairs, as appropriate.
- Handles recruitment of undergraduate students, including coordination of all "Preview" activities and materials.
- Handles transfer student admissions and advising sessions.
- Supervises advising in the College and is coordinator of the Office of Undergraduate Affairs.
- Serves as resource person to answer any academic questions regarding student records.
- Supervises the director of the Knight Division for Scholarships, Career Services and Multicultural Affairs.
- Coordinates updates and changes to the *Undergraduate Catalog*.
- Works with department chairs to continually correct and refine audits for students on different catalog years.

Department Chairs: (Report to Executive Associate Dean Kiousis)

Tom Kelleher, Advertising

Ted Spiker, Journalism

Marcia DiStaso, Public Relations

David Ostroff, Telecommunication

- Leads the department by establishing priorities for human and financial resources and setting the agenda for activities.
- Runs the department office in an efficient and effective manner.
- Recommends the hiring of personnel.
- Schedules classes and instructors in an effective, efficient, and inclusive manner.
- Initiates curriculum study and change.
- Evaluates all personnel, recommends the fair allocation of merit pay.
- Assigns personnel to teaching, research, and service functions.

- Maintains effective liaison with professionals and alumni in the field, especially with professional societies, advisory groups, and visiting lecturers.
- Supervises internships.
- Provides effective liaison with administration of the College in making known the needs and views of the department.

Executive Director, Division of Multimedia Properties: Randy Wright (Reports to Dean McFarlin)

- Leads the College's Division of Multimedia Properties including complete oversight of the following media properties: WRUF-AM, WRUF-FM, WRUF-TV, WUFT-TV, WUFT-FM, WJUF-FM, and associated websites.
- Provides strategic vision and leadership to the College to ensure proper positioning of the multimedia properties in the North Florida market.
- Leads the senior management team ensuring top performance by the multimedia properties and staff.
- Ensures compliance with all Federal Communications Commission regulations by the multimedia properties.
- Works to ensure the multimedia properties are meeting the academic mission of the College and maximizing the number of student experiences that are available through the radio and television stations and associated websites.
- Works to create unique external partnerships and alliances to better position the multimedia properties, College, and UF.
- Serves as primary public ambassador for the multimedia properties representing the University and College to community and industry groups. Provides oversight and coordination of the multimedia/convergence newsroom construction project.
- Oversees Florida Public Radio Emergency Network (FPREN) operations.
- Oversees Technology Advancement Group (TAG) operations.

Director of Distance Education: Michael Weigold (Reports to Dean McFarlin)

- Works with department chairs and deans to develop curriculum and facilitate delivery of online on-book and self-funded courses, certificate programs, and undergraduate and graduate degrees.
- Supervises instructional designer and manages staff support related to all aspects of distance education.

Director of Finance: Jeffrey Pole (Reports to Dean McFarlin)

- Serves as chief financial officer for the College of Journalism and Communications. Responsible for the financial integrity of the College of Journalism and Communications.
- Maintains a system of accounts to provide monthly financial reports.
- Performs long-range strategic planning for financial and administrative affairs for academic units, media properties and other businesses managed by the College. Oversees development and management of Capital Plan. Tracks expenditures and works with fund administrators and department personnel to ensure compliance with UF/UFF directives and procedures.
- Responsible for and establishes controls/processes to ensure compliance in all functional areas.

Executive Director of External Relations: Randy Bennett (Reports to Dean McFarlin)

- Establishes the communication and marketing strategy for the college. Oversees all communications from CJC to students, faculty, alumni, media, and other external audiences. Manages the personnel and operations of the Communication Department.
- Connects with leaders of businesses and institutions in the media and communication industries and related sectors, such as technology, and develops programs for ongoing engagement of these leaders. Connects faculty and staff with business leaders who have an interest in working with the College and/or the Division of Media Properties. Explores career and internship opportunities.
- Establishes strategic partnerships that bring revenue or in-kind support to the College and its programs and subsidiary businesses. Explores and negotiate collaborations and partnerships with external organizations, including media companies, other colleges at UF and other Universities. Helps identify and secure industry sponsorships of research, workshops and events. Works with the Senior Development Officer to identify business leaders who are potential donors.

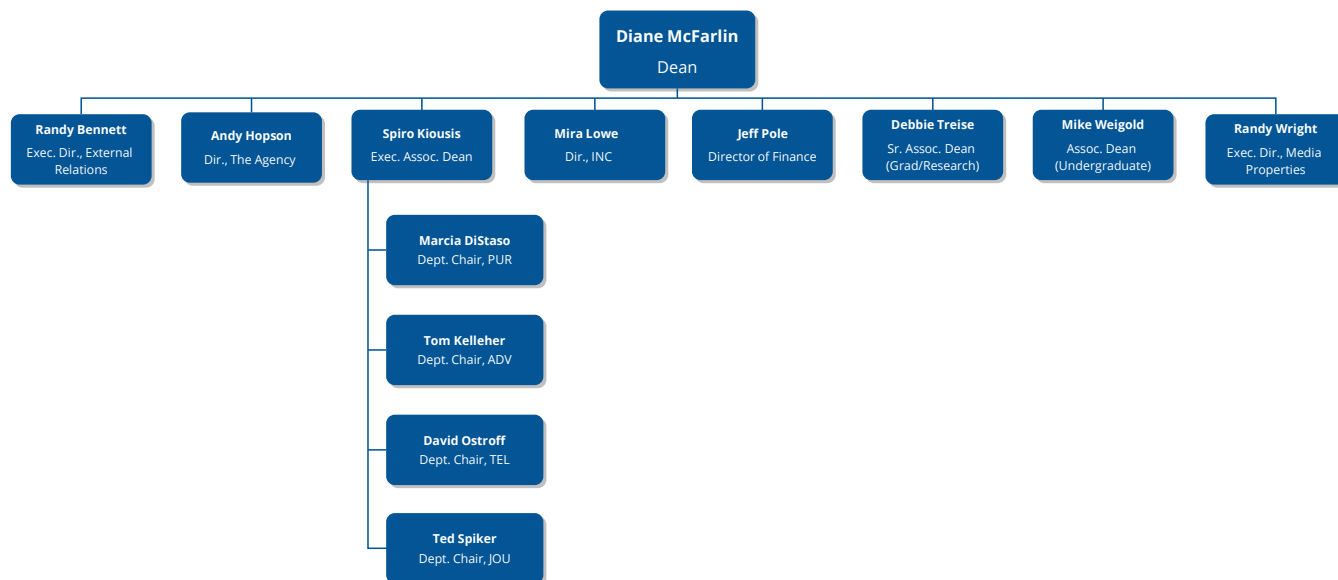
Director of INC, Mira Lowe (Reports to Dean McFarlin)

- Oversees production of the news, weather and sports content created in the Innovation News Center (INC) and related digital assets/platforms.
- Supervises six full-time, professional news managers; works with the supervisor of *Noticias WUFT* and the director of WRUF-TV.
- Participates in the College's efforts to develop digital businesses and oversight of external commercial news partnerships and alliances.
- Assists in the teaching, mentoring and oversight of student reporters, photographers, videographers, producers, editors, etc.
- Works with the College's academic departments to provide educational opportunities for CJC students.

Executive Director, The Agency, Andy Hopson (Reports to Dean McFarlin)

- Oversees operations of The Agency, the college's strategic communications agency, with a goal of making it sustainable in support of students. Primary steward of the College's student-staffed advertising, public relations, and digital communications service operation.
- Responsible for the development of policies and procedures, the calculation of an operational budget, and the mentorship of student staffers.
- Cultivates and secures clients not only from the University of Florida and the Gainesville community, but also throughout the United States and around the world.
- Acts as a liaison to faculty and other scholars to ensure that the agency's work is grounded in sound research and best practice. Ensures that the agency capitalizes on the unique resources available to it, including access to preeminent scholars, teachers, and experts in the sister communications disciplines and related areas.
- Creates policies and procedures, including specific direction for hiring students, billing clients, and a creating a code of agency ethics. Oversees all the financial and budgetary functions of the agency, including annual budgeting, reporting, and forecasting of business operations and staffing.
- Establishes an executive advisory council of industry representatives who can lend direction, advice, and the power of their own national and international professional networks to the agency's success

The abbreviated leadership chart below includes the positions detailed above. The College's extended leadership structure is depicted in Appendix 1C.



The deans and chairs usually meet weekly to discuss issues important to the College. The executive associate dean and dean seek input from the chairs and other deans regarding agenda items. The [agendas and minutes](#) are posted on the College website.

Question 2. Describe the unit's process for strategic or long-range planning. Provide 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 and how it is has encouraged and contributed to quality and innovation in the unit.

The College's *2020 Strategic Plan* began in April 2017. The plan is designed to focus the College's investments, resources and energies in six key areas, all designed to provide additional educational and career opportunities for students and increase the prominence of the College.

The 2020 development process was launched with a college-wide retreat in Fall 2015 to discuss long-term goals and outcomes. A 12-member, cross-discipline task force was formed to draft a "strawman" plan to share with faculty and staff. Several college-wide meetings were held to get input on the draft. In addition, the task force met separately with faculty in their department meetings. An outline of strategic goals based on those discussions was approved by faculty in February 2016 (see page 62 and online). Before that, the College followed the strategic plan adopted by the College in 2011 (see page 73 and online <http://my.jou.ufl.edu/wp-content/uploads/2011/06/College-Strategic-Plan-October-2011.pdf>). On an annual basis, the senior leadership and faculty of the College review the strategic plan, mission statement, and College constitution and other governance documents to ensure alignment with current and future directions of our unit.

Question 3. Describe the unit's policies and procedures for faculty governance. Provide the Web link or make available in the site team workroom a 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.

UF uses a model of shared governance whereby faculty and administration have clear delegation of roles and responsibilities and participate in joint decision making. The [UF Senate](#) serves as the university-wide faculty body for shared governance and typically includes two to three members from the College with the number proportional to the number of eligible faculty in the unit.

At the College level, the College Faculty Senate and special task forces embody groups where shared governance resides. Shared governance at the College level means that the faculty has final determination on matters such as curriculum, criteria for tenure and promotion, evaluation of students, and recommendations regarding accreditation. Faculty make recommendations on certain matters, including, but not limited to, the College budget and technology decisions that impact teaching and research. The faculty also must have an opportunity for consultation with the dean (or her designee) on other matters connected with the priorities and policies of the College and their implementation. Consultation implies that faculty members have input into the decision-making process and are informed of the nature and rationale for the decision before they are made. Faculty are also very involved in the hiring search process as detailed in Appendix 4B (Procedures for Conducting Faculty Searches and Hiring.)

The Faculty Senate typically meets once a week or biweekly during the academic year. The dean or executive associate dean (or both) attends the meetings, makes reports as needed, and serves to answer questions and follow up on requests. Minutes are taken by a senator on a rotating basis and, when approved, posted online.

Since its formation, the Senate has collaborated with the college administration and elected faculty committees to develop and implement a number of initiatives including revising the College Constitution, Faculty Standards and Criteria guidelines for tenure and promotion, strategic planning, etc.

The chair of the Faculty Senate typically calls all-faculty meetings once or twice a semester. The faculty determines the agenda and the chair of the Faculty Senate chairs the meeting. Minutes are taken by a faculty member and, when approved, are posted online. These meetings are coordinated with the dean to complement faculty meetings called by the dean throughout the semester. The Faculty Senate, in conjunction with the executive associate dean, also handles the election of college faculty to the UF Faculty Senate.

Faculty members share in the governance of the College in a number of other ways. For example, faculty have participated in a variety of important initiatives through Task Forces called by the dean. One of the key elements of shared governance that faculty members determine is curriculum. All changes in requirements, new course proposals, and other curriculum developments are first approved by faculty in the relevant department. Proposals next go to the College Curriculum Committee, consisting of the department chairs and faculty representatives for each department. The College's associate dean for undergraduate affairs and enrollment management chairs this committee. Once approved by the Curriculum Committee, proposals go to the entire faculty for approval by majority vote. Curriculum changes also must be approved by the University Curriculum Committee before final approval by the state governing body.

Students are also involved as key stakeholders in the governance of the College. There is student representation on some standing committees such as the Graduate Committee. The dean has continued the tradition of the previous administration and meets regularly with the Dean's Student Advisory Council which consists of student representation from across the college. This group was instrumental in the formation of The Agency, curriculum redesign, and the decision to pursue an Assistant Dean of Inclusion. The dean also formed a Graduate Student Advisory Council and regularly meets with them to discuss and develop priorities for the master's and doctoral programs. The dean or executive associate dean also regularly attends at least one meeting of every major student group in the college to seek input on the governance of the college.

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

The College Constitution specifies that the faculty must meet at least once a semester. However, the faculty typically meets at least twice each Fall and Spring semester. These meetings are called by either the dean or the chair of the Faculty Senate. For the dean-called meetings, the dean formulates the agenda and announces the meeting. For the Senate-called meetings, the chair of the Faculty Senate develops the agenda and announces the meeting. In addition, the College's Kick-Off Meeting each August generally lasts all day although the afternoon session often has been allocated to departmental meetings. The dates of the dean-called faculty meetings during the 2016-17 academic year were as follows:

- All Faculty met together six times during the 2016-2017 academic year.
- Dean-called faculty meetings: August 16, 2016, December 12, 2016, April 20, 2017.
- Dean's Annual Financial Review, held every December.
- Dean's State of the College Address, held every April.
- Faculty Senate-called faculty meetings: December 12, 2016, April 12, 2017, April 20, 2017.
- Departments hold faculty meetings two or more times per semester. In addition, one meeting each semester is a joint faculty and Department Advisory Council meeting.

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

The list of [College committees](#) and names of members is available online.

The committees are divided into two groups: university mandated committees and faculty standing committees. The university mandated committees include Tenure and Promotion, Sustained Performance Evaluation, Sabbatical/ Faculty Enhancement Opportunity, Professional Development Leave, and UF Senate. Eligibility requirements, election procedures and policies related to the university-mandated committees are stipulated in the [UF Faculty Contract](#).

Within the College, members of the Tenure and Promotion, Sabbatical/Faculty Enhancement Opportunity, and Professional Development Leave Committees are elected by the faculty and the committee elects its own chair. Members of the Sustained Performance Evaluation Committee are the full professors who have completed the second year of their term on the Tenure and Promotion Committee; this committee also elects its own chair. These committees act in an advisory capacity to the dean who makes the final recommendations on tenure and promotion, sabbaticals, FEOs, and professional development leaves to the Office of the Provost. The College's representatives for the UF Faculty Senate are nominated and elected by the faculty.

The Tenure and Promotion Committee responsibilities for the College are discussed in the [Faculty Standards and Criteria](#) document.

The faculty standing committees include Budget and Long Range Planning, Curriculum and Teaching, Faculty Development and Welfare, Graduate, Research, Technology, and Undergraduate Affairs. Members of these committees are elected by the faculty in a faculty meeting after an election committee made up of representatives from the Faculty Senate and the executive associate dean prepares a slate. Several committees elect their own chair: Budget and Long-Range Planning, Faculty Development and Welfare, Graduate, and Technology. Other committees are chaired by the appropriate administrator (Curriculum and Teaching and Undergraduate Affairs: associate dean for undergraduate affairs and enrollment management; Graduate: associate dean for graduate studies; Research: associate dean for research).

All committee responsibilities are described in the [College Constitution](#).

Departmental Committees

The **Department of Advertising** has three standing committees: 1) Salary Equity & Merit Pay, 2) Student Evaluation & Assessment, and 3) Mentoring. Other committees are ad hoc and formed when necessary.

The **Department of Journalism** has a standing committee on curriculum and teaching, which recently examined the curriculum, made recommendations, and implemented a revised curriculum. It also has the following committees: budget, mentoring, professional outreach, and salary equity. The department also has ad hoc committees as necessary.

Committees in the **Department of Public Relations** are primarily ad hoc and formed as necessary, as in the case of the department chair search this past year, and some matters are assigned to a committee of the whole. The exception is the Salary Equity Committee, as required by the College.

Committees in the **Department of Telecommunication** are primarily ad hoc and formed as necessary, and in some cases issues assigned to a committee of the whole. The exception is the Salary Equity Committee, as required by the College. In addition, faculty members in the respective tracks meet on an ad hoc basis to address issues specific to those tracks, including curriculum, equipment and facilities, and student awards.

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

The College's faculty contribute to administration and governance of the University in many ways. The College has two senators who serve on the UF Faculty Senate (currently Churchill Roberts from Telecommunication and Clay Calvert from Journalism). "The Faculty Senate is the legislative body of the University of Florida providing a forum for mutual exchange of ideas between senior officers and faculty."

The faculty serve on various important university committees. For example, one faculty member from Public Relations chaired the UF Faculty Senate's Faculty Welfare Council for two years (Deanna Pelfrey). Another faculty member from Journalism (Dave Carlson) is chair of the UF Faculty Information Technology Committee and member of the eLearning Advisory Committee. The executive associate dean serves on a committee for faculty affairs. The associate dean for graduate studies and research serves on the Council of Graduate Deans and the Council of Research Deans. The associate dean for undergraduate affairs is a member of the University Curriculum Committee, which reviews and approves all undergraduate curriculum and catalog requests at the university. In addition, he serves on the Advisory Council for Undergraduate Affairs (ACUA), which is responsible for advising the Office of Undergraduate Affairs on all aspects of the undergraduate experience. The ACUA may discuss specific topics of importance to the university and/or colleges as a means of offering guidance and best practices to assist and enhance the work of the OUA.

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

The College's normal process for the selection of department chairs includes formation of a faculty search committee, which acts in an advisory capacity and recommends an un-ranked list of at least two finalists, preferably three, to the dean. Appointments of administrators are normally for three-year terms, with the possibility of renewal. However, technically, all unit administrators in the Florida State University System have one-year contracts. Department chairs are selected internally unless funding for a new position is available, in which case a national/international search is conducted.

Of the department chairs appointed since the last Self-Study Report, only Dr. John Wright was selected internally as an interim in Public Relations. The others were hired after a national/international search (Kelleher in Advertising, Molleda and DiStaso in Public Relations, and Spiker in Journalism). Emeritus faculty member Joe Pisani was interim chair in Advertising for one year during the review period.

The dean appoints associate/assistant deans following a process that parallels the hiring/appointing of department chairs, except that search committees for a national/international search include faculty members from each of the four departments. If the candidates are internal, the dean consults widely with relevant faculty and other administrators. Since the last accreditation, the most recent associate dean appointments were Spiro Kiouis (executive associate dean) and Debbie Treise (combining graduate studies and research).

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

Faculty members with complaints and concerns meet first with their department chair. Faculty members have the opportunity to express concerns and complaints to the department chair through individual meetings, email correspondence, department meetings, and in their annual self-evaluations. Faculty concerns normally are resolved through discussions with the chair. Issues that may affect more than one faculty member are discussed with the dean and/or executive associate dean, in faculty meetings, and in meetings with the affected faculty. Faculty members with concerns and complaints that department chairs cannot address/resolve are referred to the executive associate dean or dean. Faculty members also may file formal grievances through processes established by the University and the [United Faculty of Florida](#) through collective bargaining agreement in Article 28.

The College Faculty Senate's responsibilities include providing an official faculty body for representing the College faculty on issues of concern with the university administration, and in consultation with the administration, developing a process for resolution of conflict between the faculty and administration. Faculty members are encouraged to bring issues forward to their departmental representatives or the chair of the Faculty Senate. The chair regularly meets with the dean and/or executive associate dean to encourage communication, a collaborative approach for problem solving, and productive Senate and faculty meetings. The dean's office regularly reports data back to the Senate about questions that have been raised.

Staff members with complaints meet first with their immediate supervisor. If this meeting does not resolve the matter or if the complaint involves the immediate

supervisor, the staff member proceeds to the next appropriate administrator overseeing the area of employment. Staff members also may file formal grievances through processes established by the University. The College's Human Resource Manager also assist to resolve issues and grievances that may arise.

Student Complaints and Concerns Undergraduate students with complaints that cannot be resolved at the instructor level usually discuss the matter with the respective department chair. Graduate students discuss their concerns with the associate dean for graduate studies. If this meeting does not resolve the issue or prove satisfactory, undergraduate students are referred to the associate dean for undergraduate affairs and enrollment management and graduate students are referred to the executive associate dean. If the matter involves a grade complaint, the student is referred to the chair of the Student Evaluation Committee, who guides the grade appeal process discussed below. Students also are referred to the executive associate dean if they are dissatisfied with findings of the Evaluation Committee. Students also may address complaints to the Office of the University Ombudsman.

Student Grade Appeals

1. Student notifies instructor with dated email she/he is appealing a grade within 10 business days of final grades being released. Notification should include basis of the appeal (bias, departure from syllabus, etc.) and what specific assessment is being appealed (participation grade, exam grade, etc.). The student should indicate what grade they believed they should have earned on the assessment.
2. Student meets (if possible) to discuss grade disagreement with instructor. Meeting should occur as soon as possible (January following a fall grade appeal, September or sooner following a spring grade appeal). If circumstances prevent a meeting, appeal can go to step 3.
3. If instructor and student do not agree on the appeal and remedy, student should notify the department chair within 30 days of meeting with instructor. Chair should be notified in dated email, followed by a meeting between the student and the chair.
4. Chair contacts faculty member regarding student meeting, updates faculty member on student appeal, and determines whether the faculty member intends to change the grade.
5. If still not resolved to the satisfaction of the student and the faculty member, chair forwards the student petition to the Associate Dean for Undergraduate Affairs. The dean will form a committee of three full-time faculty. Faculty may be from any department but may not include the course instructor. The chair notifies the faculty member that a college committee has been formed.
6. Committee reviews evidence for appeal from both instructor and student. Committee may contact either party for more information.
7. Committee recommendation to change or not change the grade is made in writing to the department chair.
8. Department chair conveys committee decision to the faculty member. Faculty member indicates whether she/he intends to modify the student grade.
9. Chair conveys outcomes of the process to the student, Associate Dean, and Ombuds (if necessary)

Basis of an Appeal

1. The burden of proof that a grade is inappropriate is borne by the student and the default presumption is that the grade is appropriate. A student must provide evidence substantiating a grade appeal claim.
2. A grade may not be challenged on the basis of subjective assessment (difference of opinion about the quality of the work)
3. Appropriate bases for a grade appeal include:
 - a. Bias or mistreatment of the student in comparison to other students
 - b. A significant deviation from the syllabus of the class (dropping an exam, increased weighting of a project from what was described in the syllabus, the introduction of a new assessment not mentioned in the syllabus)
 - c. A failure of the faculty member to follow UF policy, for example, UF's attendance policies exemptions for religious observances.

Sexual Harassment and Hostile Work Environment Complaints All complaints, whether from faculty, staff, or students, involving allegations of sexual harassment or hostile work environment are handled by the same process. All sexual harassment and hostile work environment complaints are referred to staff members in UF's Division of Human Resources for investigation and resolution. Reports of the investigations are sent to the dean for appropriate action. A complete description of these policies can be found at <http://hr.ufl.edu/manager-resources/policies-2/sexual-harassment/>.

UF expects all employees to complete sexual harassment training and receive UF training compliance certification. New hires are expected to meet this training compliance requirement within the first 30 days of employment and provide certificate of training completion to appropriate department personnel. Current employees who have not previously met the compliance requirement through seminar or mini-conference attendance are required to complete the compliance requirement through online training.

CJC Strategic Plan

In Fall 2016, the process for fleshing out the strategic goals was launched. Faculty and staff were invited to meetings to brainstorm on tactics related to the six strategic goals and strategies. A draft of the strategic plan was discussed at three separate CJC Faculty Senate meetings and two all-faculty meetings. Following is the strategic plan approved in April 2017. For the strategic plan in place during the review period, see page 73.

UF | College of Journalism and Communications UNIVERSITY of FLORIDA

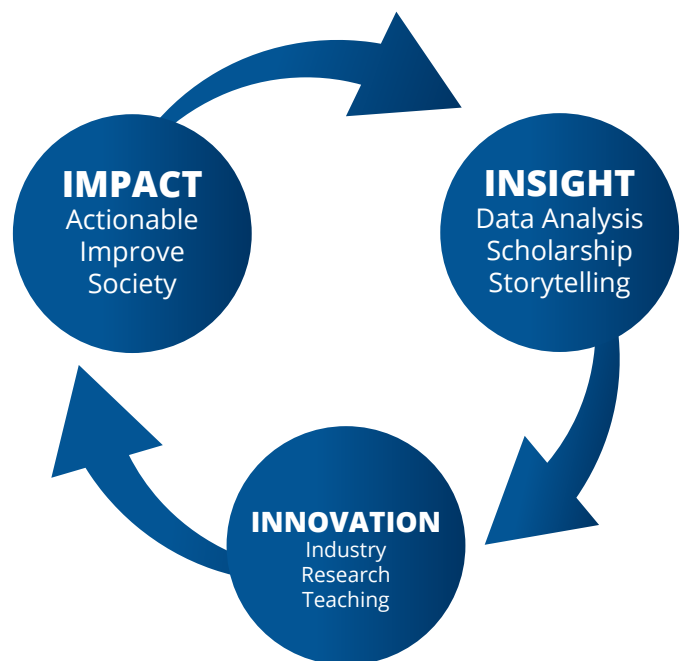
Mission

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

The Vision

The College of Journalism and Communications is the only academic community at the intersection of rigorous storytelling and data sciences, consumer-facing communication industry excellence, and social impact.

Through world-class accomplishment within—and deliberate exchange among—these three perspectives, the College of Journalism and Communications seeks to create a “virtuous communications cycle” that continuously improves communication for a more informed, articulate, and empathetic world.



Values

- Highest standards of academic excellence
- Commitment to the well-being and betterment of society and its institutions
- Preparing students to achieve life goals
- A culture of collaboration, cooperation, entrepreneurship, and risk-taking
- Embracing diversity in ethnicity, race, gender, and other characteristics among faculty, staff, and students
- Courage, honesty, and integrity in professional and academic endeavors

Guiding Principles

- Dedication to ethics, legal and social responsibilities
- Interdisciplinary teaching and initiatives with specialized expertise
- Grounding in forward-thinking scholarship—scientific and creative
- Integrated theoretical and practical education and experience
- Faculty and staff with a diverse mix of academic and professional backgrounds
- Global reach and impact
- Commitment to thought leadership in communication education and industry
- Nurturing of faculty and staff welfare and accomplishment

2020 Goals and Strategies

1) Strengthen CJC's Reputation for Academic Excellence in Media and Communication Science (UF Goals 1, 3, and 4)

Primary audiences: Academic community, Prospective faculty, Ph.D. students, UF Administration, Industry, Funders

Rationale: A preeminent university depends on internationally recognized scholarship and the discovery of meaningful new knowledge. Success is indicated in peer-reviewed publication, awards, and recognition among programs in journalism and communications. To achieve preeminence, however, the College will build prominent partnerships across campus and across the globe, secure significant investment from external sources, and earn recognition for the impact of the College's scholarship well beyond familiar communities of scholars in peer programs. When top students look at the College's Ph.D. program, they should see scholars standing among the best in the world. When researchers at UF and beyond look for communication research partners, they automatically should think of the College. When the world's most influential media report on topics related to the College's areas of research, they should call on College faculty as experts.

Strategies

1) Build a stronger research culture at the College

The College will strengthen its research culture by institutionalizing the sharing of research and regular meetings between research faculty and College leadership. We will also explore opportunities to establish more undergraduate research opportunities.

Key Milestone: Establish 1 – 2 meetings per semester between scholars and leadership
Timeline: Fall 2017

2) Recruit top tier faculty and graduate students, particularly those with specialties or interest in key areas of focus and expertise.

We will reaffirm our commitment to current areas of research focus: Health and Science Communication, Media Effects, Communication and Technology, Law and Policy and History, Media Industry and Consumers, Strategic Communication and International Communication and explore new areas of focus that could elevate the College. We will invest more to promote our graduate programs domestically and overseas and actively recruit at academic conferences, particularly for diverse set of candidates.

Key Milestone: Develop marketing plan to recruit international students to our master's and doctoral programs.
Timeline: Spring 2018

3) Encourage current faculty to publish in high-impact journals and to focus and collaborate on scholarship around key areas of research

The College will provide additional rewards/incentives to conduct research in strategic areas of focus, create additional curriculum around strategic areas of focus, publish in high-impact journals and publish collaboratively with other UF institutions or other universities.

Key Milestone: Increase average number of journal articles across faculty by 20 percent

Timeline: Spring 2019

4) Build greater exposure for the College and its faculty and staff and position the College as a thought leader.

The College will invest in capabilities for ongoing translation of research findings and insights, connect with alumni to promote availability of experts and insights and pursue grants and donations to fund speaker programs.

Key Milestone: Increase College mentions in mainstream media by 20 percent

Timeline: Fall 2018

Metrics: Improved Academic Analytics ranking, articles published in high-impact, peer-reviewed journals, citations, funding, service on journal editorial boards, increased university, industry, and academic engagement/partnerships, solicitations for speaking and/or publishing at prestigious events, recruiting and retention of diverse, high-quality faculty, and Ph.D. job placement.

2) Establish CJC as a Leader in the Recruitment, Retention, and Placement of Multicultural Faculty, Staff, and Students (UF Goal 1)

Primary audiences: Academic community, current and prospective faculty, current and prospective undergraduate and graduate students, Industry.

Rationale: The College must prepare students for success by reflecting society and the workplace that students will find themselves soon entering. The College is committed to providing experiences that are an exemplar of the quickly evolving diverse population of the United States and the increased globalization of communication industries. A College environment that embraces and measurably demonstrates diversity in all of its forms among faculty, staff, and students can be tapped for creative problem solving, strengthening collaborative skills, and encouraging academic discovery. Being a pacesetter in the academic preparation of diverse scholars and career-ready practitioners will position the College as unique among its peers and authenticate the promise of higher education as a beacon of equality and inclusivity.

Strategies

1) Expand the Knight Division Multicultural Affairs function to attract new students from all backgrounds and create an environment welcoming to a multicultural population.

The College intends to provide greater resources to our multicultural affairs function to help guide strategies and programs, introduce more opportunities for cultural awareness, more aggressively promote our programs and work with individual units to craft their own diversity and inclusion policies consistent with the College's overall policy.

Key milestone: Hire a director of inclusion (to be shared with two other colleges)
Timeline: Fall 2017

2) Design a recruitment process that addresses and mitigates bias and ensures a broad and diverse pool of high-caliber faculty and graduate students.

The College will actively review faculty hiring criteria, recruitment and interview processes to ensure they are free of bias and that promotion of job openings is targeted at multicultural markets. For the recruitment of graduate students, the College will pursue more opportunities to meet in person with diverse groups of students (e.g. at conferences, on-campus visitations), look for funding for additional Ph.D. lines focused on relevant multicultural research and build awareness of our pool of diverse graduate students among peer institutions.

Key milestone: Review and recruitment process and implement process changes
Timeline: Fall 2017

3) Create processes and mechanisms to make the environment and culture more welcoming for diverse students and faculty

The College will conduct regular climate surveys to assess improvements, improve its mentoring for junior multicultural faculty, establish a more unbiased and incentivized faculty evaluation process, provide regular diversity and inclusion training, help subsidize low-income student immersion opportunities, establish relationships with external programs (e.g. African Studies program) to bring a more diverse set of undergraduates to our College.

Key milestone: Establish mentoring system for multicultural faculty

Timeline: Spring 2018

4) Integrate diversity and inclusion into curriculum and immersion experiences

Expand curriculum focused on diversity and inclusion, expose students to different races and cultures through intentional class groupings and assignments that build awareness of different races and cultures, recruit visiting lecturers and guest speakers that reflect diversity and can address race and cultural issues.

Key milestone: Incorporate classroom and immersion assignments that expose students to different cultures.

Timeline: Fall 2018

Metrics: Expansion of faculty/staff/student multicultural presence, recruitment and retention of diverse faculty, recruiting and academic success of diverse, high-quality Ph.D. students, meaningful improvement in climate survey results, audits of curriculum and classroom approaches to addressing diversity.

3) Strengthen professional skills development to ensure we are providing the greatest opportunity for student career placement.

Primary audiences: Prospective students, Undergrad and Grad students, Industry

Rationale: The pace of change in the media environment is accelerating, resulting in a continual evolution of career opportunities and desired skills. Employers will seek out those candidates that have the necessary foundational, emerging and analytical skills. As media become more cost conscious, many are eliminating in-house training programs, requiring them to look outside for employee prospects who have up-to-date expertise and the greatest understanding of consumer behavior. With CJC's evolving curriculum and world-class immersion opportunities, we are well positioned to be a leading source for communication industry talent.

Strategies

1) Continue to invest in current immersion opportunities and infrastructure to ensure students have access to high-caliber professionals and state-of-the-art facilities.

The College will explore strategies to engage more students in immersion programs and ease the transition from classroom to real-world venues. We will invite more faculty and professionals to participate alongside professional staff in immersion venues. And we will be purposeful in assignments and pairings to ensure exposure to multiple cultures (see Diversity and Inclusion section)

Key milestone: Increase student participation in immersion venues by 30 percent
Timeline: Fall 2018

2) Identify opportunities for new skills development in the classroom and ensure smoother transitions between academics and immersion.

We will conduct annual curriculum audits to ensure up-to-date skills and theory are being taught, establish online courses to accelerate skills development curriculum, encourage more cross-departmental curriculum development; identify more cross-pollination opportunities, provide more hands-on experience in course work earlier in students' academic career and establish regular communications/meetings between faculty and venue leaders.

Key milestone: Establish regular discussions between faculty and venue staff to ensure classroom and practice are in sync
Timeline: Spring 2018

3) Create opportunities for faculty and staff to learn new skills

The College will incentivize faculty to upgrade or learn new, relevant skills and support site visits for faculty/staff/students to media operations, newsrooms and tech companies to observe and learn practices and policies. We will explore rotating faculty through in-house or industry immersion experiences to increase collaboration and insights among industry, curriculum, and research.

Key milestone: Establish program to arrange regular site visits to media companies
Timeline: Fall 2018

Metrics: Boost immersion experiences to 100%, increase job placement at graduation to 70%, industry rating of strength of our program, increase internship rate, rate of curriculum change.

4) Improve Student Career Preparation, Readiness, and Competitive Standing (UF Goals 2, 6)

Primary Audiences: Prospective Students, Undergrads/Grads, Industry

Rationale: A significant hallmark of a college's performance is the success of its alumni. The College must demonstrate an unwavering commitment to successfully preparing students for careers in communication industries as well as applied research and academe. This paramount obligation serves the two essential goals of attracting and retaining top-quality students while increasing the relevance of the College to communication industries and the organizations that hire and retain communication specialists and services. Ensuring professional excellence among all students in the College broadens the gateway to externally-supported programming, collaboration, and research. Strategically and purposefully, linking innovative and relevant curriculum, a full range of immersion opportunities, and enhanced initiatives for career readiness optimizes the College's ability to ensure the highest levels of professional achievement among all of its students.

Strategies

1) Create and resource a standalone career preparation unit that will interact with undergraduate and graduate students from enrollment through placement.

The College will pursue funding to increase staff focused on professional development of students, establish more systematic internship and career pipelines with potential employers and focus on improvement of "soft skills", including personal branding/advocacy and interviewing and communication skills.

Key milestone: Acquire funding to support additional career preparation staff
Timeline: Fall 2018

2) Establish more personalized advice for students from internal and external mentors.

The College will establish a career roadmap for all students starting in freshman year and reviewed on an annual basis, create a state-of-the-art mechanism and process for mentoring and to connect prospective employers, particularly alumni, with qualified students and train academic advisers on career coaching.

Key milestone: Establish a formalized mentorship program

Timeline: Fall 2018

Metrics: Career placement rates, career advancement, prestige of employers, employer solicitations and participation, internship placement levels, alumni engagement.

5) Establish CJC's Preeminence in Storytelling Grounded in Research (UF Goal 2)

Primary Audiences: Prospective Students, Undergraduates/Graduates, Industry, Prospective Faculty

Rationale: As the media and communication ecosystem rapidly evolves, communicators must understand how to best reach their audiences or stakeholders to increase knowledge, change attitudes, or affect behavior. All communication disciplines are embracing the power of storytelling—the interplay of media, message, and form—to inform, persuade, or connect with audiences and stakeholders most effectively. The College can be a leader in effective messaging by understanding the science and art behind compelling and persuasive narratives across a range of media and platforms.

Strategies

1) Focus on the science of storytelling as a key differentiator for the College

The College will pursue funds for an endowed chair to coordinate, develop, and advocate for the College's storytelling research, curriculum, and communication; recruit world-renowned thought leaders and practitioners to both teach and advance thinking around storytelling and become a clearinghouse of related research from other disciplines.

Key milestone: Acquire funding for endowed chair

Timeline: Spring 2019

2) Conduct collaborative research and advance thought leadership on the science and art of storytelling and best practices.

The College will conduct engagement research focused on how to engage audiences, how well media are meeting consumer needs, elements of effective story building and effective messaging based on the interplay of information and technology.

Key milestone: Hold cross-disciplinary summit on effective storytelling

Timeline: Spring 2019

3) Integrate into the curriculum principles and techniques for interdisciplinary and multi-platform storytelling and audience engagement, based on science, data analytics, and best practices.

The College will explore enhancing the curriculum with courses on storytelling theories and elements of good stories, entrepreneurship to spur creative thinking about storytelling, using analytics to improve storytelling.

Key milestone: Establish plan for storytelling integration
Timeline: Spring 2018

Metrics: Student career placement, citations and recognition, engagement with industry luminaries, solicitations for speaking and/or publishing, peer-reviewed original research.

6) Invest in Communication Research, Curriculum, and Practice Focused on Advancing Human Values, Improving Quality of Life, and Sharing Knowledge for a Diverse Society

Primary Audiences: Prospective students, Funders, Industry, Academic partners

Rationale: The mission of a land-grant university, the networked opportunities of the digital era, and the imperatives of momentous social challenges – coupled with the idealism of the millennial generation – create the nexus for the College’s commitment to communication that improves the human condition. The College aspires to advance teaching, scholarship, and service that foster communication with meaningful and measurable social impact locally, within Florida, and on a global scale. Students should be prepared for careers that allow them to achieve their life goals while adding value to society. Given potential collaboration toward these ends with other disciplines on campus such as business, law, medicine, public health, arts, and agriculture, the College is uniquely positioned to be a global forerunner in the science and practice of communication that advances humanity.

Strategies

1) Build the field of public interest communication

The College will pursue funds to establish a Center to conduct and coordinate research, outreach, partnerships, funding, training, etc., on effective social change communication strategies and techniques. We will establish an academic journal for the field; define, build and expand the community of public interest professionals; expand undergraduate curriculum in public interest communication and establish an online master’s in public interest communication.

Key milestone: Establish Center for Public Interest Communications
Timeline: Fall 2020

2) Develop a program and capacity for solutions journalism

The College will connect our data journalism program to solutions journalism, use the community as a living laboratory and expand our environmental journalism program.

Key milestone: Create a class-wide solutions journalism project in data journalism program.

Timeline: Spring 2018

3) Engage other disciplines in collaborative and translational approach to address social change

The College will provide incentives to encourage cross-disciplinary research, create opportunities for students (inside and outside the college) and across disciplines, and recruit grad students synthesize ours and others research around social change

Key milestone: Integrate public interest communications research program into annual Frank gathering of social change communicators

Timeline: Spring 2018

Metrics: Funding levels, published research, solicitations for speaking and/or publishing, engagement with industry, community, and social change leaders.

Strategic Plan

College of Journalism and Communications

Approved by the Faculty: Sept. 26, 2003

Revisions approved: April 7, 2004; August 16, 2005; October 19, 2011

College Overview

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

The College is a national leader in the professional education of communication practitioners as well as teacher-scholars for the field. The College is nationally accredited by the Accrediting Council on Education in Journalism and Mass Communications. It offers B.S. degrees in advertising, journalism, public relations, and telecommunication and has approximately 2,200 majors in these four departments, including freshman through senior levels. The College's undergraduate curricula are concentrated at the junior and senior levels as is true of similar programs throughout the country. The College offers master's and doctoral degrees in mass communication and enrolls approximately 211 students at the graduate level. The graduate programs in mass communication are administered through the College's Division of Graduate Studies and Research.

The College's master's degree program began in the mid-1940s. Its doctoral program began in 1985 and is regarded as among the strongest in the field nationally—a tribute to faculty in the College who invested it from the beginning with high standards, high quality, and high expectations.

The graduate programs continue to evolve. In recent years we added a Master of Advertising degree and are adding a Master of Arts in Mass Communication specialization in multimedia journalism, 4/1 program in advertising sales, and distance education programs in Global Strategic Communications and Web Design and Online Communications.

The College also includes the Joseph L. Brechner Center for Freedom of Information; the Center for Media Innovation + Research; the Jerry Davis Interactive Media Laboratory; the Knight Division for Scholarships, Career Services and Multicultural Affairs; the Marion B. Brechner First Amendment Project; and six broadcasting facilities (the local PBS television station, WUFT-TV; the local National Public Radio affiliate, WUFT-FM and its sister station, WJUF-FM whose signal reaches the State's central Gulf Coast; two commercial radio stations, WRUF-AM/FM; and a low-power commercial television station, WRUF-TV).

What characteristics do we share with other top programs?

- Balanced curricula that include a mix of conceptually based courses and practical/applied (skills) courses, with support and opportunities for undergraduate and master's students to obtain internships;
- Faculty depth and expertise that includes a balance of strong academic background/credentials and strong professional experience. Sometimes one individual has both, but the key is that the faculty as a whole includes breadth and depth of both academic and practical background and experience;

- Faculty noted for effective teaching, as well as productive, quality research/creative activities, and involvement and leadership in scholarly and professional associations at the national/international levels;
- Sufficient size to offer complete curricula, with sufficient faculty expertise to maximize curricular quality;
- Professional accreditation by the Accrediting Council on Education in Journalism and Mass Communications;
- Budget adequate to provide high quality in administration, instruction, research/creative activities, facilities/equipment, and support services;
- A commitment to shared governance;
- Effective leadership, both position leadership (those holding administrative positions/titles) and leadership by influence (reputation of faculty and others among peers and key publics);
- Overall instructional student-faculty ratio (SFR) no higher than 35:1 (and generally lower, averaging approximately 29:1); instructional SFR in professional skills classes at a maximum of 20:1 (and often as low as 15:1);
- Sufficient quantity and quality of facilities and equipment to sustain high-quality teaching, research/creative activities, and service;
- Regular, systematic, and quality outreach to professionals practicing in the fields for which the programs prepare students;
- Undergraduate, master's, and doctoral students who compete successfully with students from other programs throughout the country in a range of activities at national and international levels (e.g., winning "top paper" or similar awards in nationally competitive research paper competitions; Hearst Competition for journalism students, Bateman Case Study competition in public relations, and ADDY competitions for advertising students);
- Alumni who include nationally known practitioners and leaders in their fields and in the academy;
- A commitment to preparing future journalism and communications professionals to work in a diverse, multicultural, global community;
- A faculty and student body inclusive across race, ethnicity, gender, and a curriculum that exposes students to issues of inclusiveness affecting journalism and communications;
- Ability to attract external funding, through philanthropy or contracts and grants.

Where does UF rank among Colleges of Journalism and Communications?

The College of Journalism and Communications at the University of Florida is among the top-ranked programs in the nation. In every national ranking of programs in the fields of journalism and communications over the years, all four of the College's undergraduate programs and the master's program have ranked consistently among the top 10. Their evaluations include rankings of colleges as a whole as well as rankings of individual academic specialties. Other top programs in journalism and communications at AAU institutions in the United States include, in alphabetical order, Illinois at Urbana-Champaign, Indiana, Michigan State, Minnesota, Missouri, North Carolina at Chapel Hill, Northwestern, Penn State, Syracuse, and Texas at Austin. It is noteworthy that the majority of the top programs in journalism and communications are at relatively comprehensive land-grant institutions. Many of these major universities see a natural link between the fundamental role and function of journalism and communications in a democratic society and the importance of fostering excellent programs in these fields as part of the essential mission of a land-grant institution. Also of note is that most of the top programs are structured as colleges/schools headed by a dean.

The College's graduate programs also are highly regarded. For example, in the only ranking of journalism and communications programs conducted by U. S. News & World Report (1996), the College's graduate programs in advertising, public relations, and telecommunication (radio/television) were ranked second nationally, and the journalism program was ranked sixth nationally. In our fields, these rankings generally are regarded also as reflecting rankings of the undergraduate programs. No other college in the nation had all of its programs ranked in the top six.

The College's doctoral program, which began in 1985, also has gained recognition as one of the top programs in the nation. A 2010 study published in the *Journal of Communication* analyzed the quality of 102 communication doctoral programs in the United States.¹ The results ranked the University of Florida's College of Journalism and Communications at number six among NRC programs. Our position placed us just behind programs at Stanford, the University of Texas at Austin, and the University of Illinois—Champaign, and ahead of prominent programs at Wisconsin-Madison, the University of Minnesota, and Northwestern University. The study assessed program quality by using objective and quantifiable indicators rather than subjective rankings that are common in other rankings, emphasizing the number and quality of programs that hired new Ph.D.s from each institution. Doctoral programs that ranked highest in quality were ones that had a larger number of graduates hired at the most prestigious schools.

Other overall college rankings have included those by such organizations as the Associated Press Managing Editors Association and the Radio Television Digital News Association, and media including *Madison Avenue* and *The Gannett Center Journal*. The top-ranking status of the College also has been validated by the support the College has received over many years from the major foundations that fund programs in journalism and communications, including The Freedom Forum (the former Gannett Foundation) and The John S. and James L. Knight Foundation. Since 1990, the Knight Foundation, for example, has awarded 16 endowed chairs, with grants of \$1.5 million each, only to elite journalism programs in the United States. One was given to UF's College of Journalism and Communications.

The College of Journalism and Communications is positioned to play a significant role as the University of Florida continues to enhance national recognition through top-10 rankings across disciplines. The College is, by its nature, interdisciplinary. The study of journalism and communications not only is essential for understanding and functioning in a democracy, it also is critical in today's global society. The media often convey information from across the intellectual and social spectrum. Teaching, scholarship, and outreach/service related to the roles and functions of journalism and communications are significant components of 21st century universities. The College is a leader in research in emerging media across all disciplines.

What are our Core Values and Principles?

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

- Shared governance among administrators and faculty members
- Excellence in education, scholarship, and service that enhances the reputation of the College

¹Barnett, G., Danowski, J., Feely, T. & Stalker, J. (2010). Measuring quality in communication doctoral education using network analysis of faculty-hiring patterns. *Journal of Communication*, 60, 388-411.

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

Goals and Strategies:

The overall goal of the College of Journalism and Communications is to enhance and deepen the reputation of the College as one of the nation's top-ranked programs in the graduate and undergraduate study of journalism and communications.

This Strategic Plan lists specific goals and strategies to meet this overall goal. This plan is intended to be a dynamic document that is continually revised and provides a basis for which the faculty and administration share in the pursuit of common goals and frequent re-examination of those goals. The plan is assessed by the faculty each semester and plays a role in allocation of resources as well as decisions regarding hiring and curriculum.

The goals and strategies of the College of Journalism and Communications Strategic Plan are listed in eight categories. The goals, first approved by the faculty on Sept. 26, 2003, and subsequently revised as stated above, appear below.

1. Shared Governance

Goal: The College's success depends on the ability of faculty members to formulate a vision for their units and to initiate strategies to realize unit goals. Faculty should share in developing these programs and should participate in shared governance of the College. The faculty and administration will work together in a culture of shared governance that endorses shared authority and responsibility for implementation of strategies to achieve the goals set forth in this plan.

Strategies

- A. Continue to increase shared governance, including significant faculty participation in governance regarding budgets, curriculum, development of grants, enrollment, hiring, tenure and promotion, and other similar decisions.
- B. Re-examine the College's constitution every two years and update as needed to reflect goals and strategies related to shared governance.
- C. Begin to extend shared governance to departmental levels by creating bylaws and implementing best practices.
- D. Improve meeting management skills of faculty by using agendas and minutes; ensure follow-up on actions by shared accountability to use time productively to advance stated goals and objectives.

2. Graduate Enrollment/Education

Goal: To maintain the College's position among the top master's and doctoral programs in the nation and to grow and enhance graduate enrollment and increase the proportion of graduate students in the overall college enrollment.

Strategies

- A. Maximize use of existing resources and seek additional resources to increase and refine recruiting and promotion efforts, possibly involving the College's communications director.
- B. Maintain the high quality and national and international diversity of the College's graduate student population as we grow graduate enrollment.
- C. Seek additional funding for assistantships and fellowships to remain competitive in recruiting the highest-quality doctoral students.
- D. Continue to conduct research and analyses to ascertain fields of master's and doctoral study in greatest demand.
- E. Complete planning and implementation of 4-1 programs where appropriate; develop systematic, effective, and ongoing methods of informing undergraduates of 4-1 opportunities in the College.
- F. Implement newly-developed specializations in emerging journalism technologies and media sales and management.
- G. Enhance interdisciplinary teams and reduce barriers to team work within the College and with units across the University. In particular, maintain and enhance emphasis on international/cross-cultural communication, science/health communication, media law, and political communication specializations. Reduce barriers to team and interdisciplinary teaching.
- H. Enhance graduate student involvement in the College's multimedia properties.

3. Research and Creative Activities

Goal: To continue to increase the quantity and quality of faculty and graduate student refereed research and juried creative activities at the national and international levels.

Strategies

- A. Continue to improve the research infrastructure within the College, including space, equipment, personnel, and funding.
- B. Increase the number and amount of externally funded research projects in the College.
- C. Hire new faculty at the associate and full professor levels to provide mentors for new faculty and graduate students and additional research leadership and prominence for the College.
- D. Further develop the reward system for faculty who are productive researchers and grant-seekers, including additional assigned time for research; increased professional development funds; additional "research summers" funding; summer funding for grant writing, and additional assignment of graduate research assistants.
- E. Encourage research and creative activities of the College in interdisciplinary areas that will take advantage of College and University strengths.
- F. Enhance the national/international research reputation of the College and University by evaluating how to best recognize practitioners and scholars who are using and conducting research on the use of innovative media.
- G. Continue to encourage faculty involvement in editorships of prestigious national and international journals and seek resources to support and reward faculty members who serve as editors.

4. Internationalization

Goal: To maintain and improve the quality of the College's efforts to prepare our students to function in a multicultural, diverse global community and enhance the internationalization of UF in teaching, research, and service.

Strategies

- A. Continue to integrate international/cross-cultural/social issues in courses by encouraging suggestions for further internationalization of the curriculum including the 4-1 graduate programs; continuing to host international speakers in courses to provide students international exposure; continuing to develop technological capabilities related to international digital conferencing; and continuing to develop and implement curricular activities and projects that allow students hands-on experience in functioning in a diverse global community.
- B. Expand study-abroad programs in which students attend classes at a UF international remote campus site or complete coursework while abroad through distance education.
- C. Encourage strategic partnering with international faculty members by supporting international exchanges and joint research endeavors.
- D. Continue to develop new professional certificate programs that will attract international students.
- E. Continue to pursue international grants and research projects emphasizing opportunities for interdisciplinary partnerships with colleges and units at UF.
- F. Continue to expand the international mission and activities of the Brechner Center for Freedom of Information. Attract additional resources to support the Center's goals to study, collect, and disseminate information about freedom of information laws and policies around the world.

- G. Enhance existing relationships with international programs and offices on campus by developing an outreach program that will make the College more visible in the international community. The program could include an annual international conference hosted by the College as well as seminars and certificate programs for international media professionals, students, and academics.
- H. Continue to build relationships with international media professionals in the state, nation, and world and develop international internship opportunities.
- I. Increase efforts to promote democracy and enhance understanding of the role of journalism and communications in the construction and consolidation of democratic societies.
- J. Conduct workshops to assist faculty members in integrating international perspectives into courses where appropriate.
- K. Continue to include international teaching and research as a factor in the hiring and evaluation of faculty members where appropriate.
- L. Develop opportunities for multi-lingual or bi-lingual media training.

5. Collaboration and Interdisciplinary Initiatives

Goal: To maintain and enhance collaborative efforts across departments and interdisciplinary programs and activities.

Strategies

- A. Develop strategies to increase awareness and understanding across campus of the role of the College and its mission, with a special emphasis on research/creative activities and accomplishments and how College of Journalism and Communications scholars contribute to interdisciplinary endeavors and other strategic priorities of the University.
- B. Maintain and enhance graduate programs in media law, political communication, international communication, innovative media technologies, and science/health communication.
- C. Enhance and facilitate development of specific interdepartmental programs such as media management and a converged newsroom. Create partnerships with other disciplines, including engineering and computer science (incorporate global positioning, video and audio, wireless Internet and streaming technology).
- D. Continue to develop partnerships with other disciplines in grant development and research projects. Specifically, the College should continue to partner with colleagues in other colleges, such as the College of Medicine and the College of Engineering, and should develop partnerships with other colleges/units, as appropriate and feasible, on journalism and communications perspectives as they relate to research priorities of the University.
- E. Provide leadership for the University and partner with faculty members in other disciplines for research and development in new information technologies.
- F. Partner with other disciplines within the University in a series of specialized course offerings aimed at long-term public service to increase awareness of advances in the sciences, for example, environmental reporting, medical/health reporting, the arts, economics, and history.
- G. Continue to establish interdisciplinary institutes on communications and democracy, incorporating key roles of advertising, journalism, public relations, and telecommunication in the democratic process both here and abroad. Pursue funding from foundations such as the Knight Foundation, the Pew Charitable Trusts, The Fulbright Commission, and government agencies such as the U.S. Agency for International Development and the U.S. State Department.

- H. Pursue creation of an annual interdisciplinary conference on Telecommunication Policy and Regulation in conjunction with the College of Business Administration and the Levin College of Law.

6. Professional Reputation/Stature

Goal: To remain a national leader and further enhance the national and international reputation of the College and University by continuing to provide cutting-edge professional undergraduate and graduate education, leadership, and service. By doing so, the College will continue to be a magnet for top students in Florida and the world and our students will continue to be the top choice for potential employers.

Strategies

- A. Complete development of the master's specialization in multimedia journalism, the converged newsroom, and the converged newsroom facility. Encourage participation by students from other relevant disciplines of the University in projects involving topics related to those disciplines.
- B. Continue to upgrade facilities for magazine and visual communications, including photojournalism curricula.
- C. Continue to upgrade computer labs, including introduction and maintenance of Macintosh computers to provide a dual-platform environment for all curricula.
- D. Establish a program to increase student contact with state media professionals in major media outlets, public relations firms, advertising agencies, and other communications fields in the high national profile media markets of South Florida, Tampa-St Petersburg, and Orlando.
- E. Continue to develop a process for more effective tracking of alumni to assist in job placement and in generating a diversity of internship opportunities.
- F. Continue to strengthen relationships with journalism and communications professionals, especially through department Advisory Councils, the College's Board of Advocates, the Brechner Center for Freedom of Information, and programs like the Hearst Visiting Professionals and The Freedom Forum Distinguished Visiting Professor. Increase overall efforts to bring nationally and internationally known media professionals and mass communication scholars to campus.
- G. Develop a process to conduct regular, systematic evaluations of national and international reputations of the College.

7. Innovation and Emerging Technologies

Goal: To be a respected member among the community of global leaders in education and scholarship in digital communications that advances the professional disciplines we serve.

Strategies

- A. Increase and enhance emphasis on emerging communication technologies at the graduate and undergraduate levels.
- B. Create graduate-level professional programs.
- C. Continue to improve and enhance technology infrastructure and computing facilities throughout the College to maintain our position on the cutting edge.

- D. Continue to assure that students are proficient in the use of software and technology used in professions.
- E. Help faculty members identify and take advantage of opportunities to receive training in the use and implementation of emerging software and technology.
- F. Reassess regularly the specifications for the computer requirement for students.
- G. Establish departmental responsibility for creating and implementing a method to constantly assess what technologies are being used currently in its profession and bringing that into the curriculum in real time.
- H. Determine the appropriate concepts and principles for use of technology through research and communicate those with industry professionals.
- I. Create content fluency across platforms.
- J. Create a student and alumni population that recognizes the need for life-long learning and has the skill base to assess and adapt to new technologies as they emerge.
- K. Fill the gap between research and theory on the strategy and practical application of new technologies.
- L. Teach content creation and audience reaction processes to students so they can acquire the skills to measure and evaluate their organizations' use of strategic technologies.
- M. Use the Center for Media Innovation + Research as an ongoing opportunity to provide an environment for students and faculty to experience and conduct research on emerging technologies.

8. Distance Education and Entrepreneurial Activities

Goal: To establish the College as a preeminent provider of distance education programs and entrepreneurial activities for mass communication and related fields.

Strategies

- A. Develop online programs that provide top quality instruction and training to students via distance education and entrepreneurial activities to complement and build on our in-residence programs within the state, region, nation, and world.
- B. Provide new teaching opportunities to our instructors via distance education and entrepreneurial activities to complement and build on our in-residence programs within the state, region, nation, and world.

Summary

The College seeks to maintain its position as one of the top journalism and communications programs in the nation. As the College grows in stature over the next few years, the College will remain committed to preparing exemplary professional practitioners and scholars for journalism and communications fields and to generating, translating, and disseminating new knowledge about these fields. The mission of the College aligns well with the directions of the University, especially with respect to the role and functions of journalism and communications within a global digital communications environment and advancement of the understanding and practice of journalism and communications for a diverse global community.

This plan outlines eight general goals and a number of strategies the College seeks to employ to meet those goals. Some can be achieved within the existing budgetary framework, but most will require additional resources. Some additional resources must be designated for faculty.

This includes funding for additional faculty lines and for current faculty to engage in teaching, research/creative activities, and service of the highest quality. The University Strategic Work Plan places particular emphasis on hiring and retaining high-quality faculty members, creating an environment that fosters cutting edge research, and, providing excellence in education to a diverse and global community of students. We share these commitments. The College of Journalism and Communications is already ranked among the nation's best. However, *our overall goal is to continue to increase faculty productivity and national and international visibility in critical areas of study and provide excellence in teaching at the undergraduate and graduate level.* Therefore, we must combine existing sources of funding with new allocations to accomplish the following:

- Add tenure-track faculty lines at the assistant and associate professor levels to further enhance the national/international reputation of the doctoral program, to grow graduate enrollment, and to enhance curricular offerings, research/creative activities productivity and national reputation, particularly in science/health communication, media law, political communication, emerging media technologies, and international communication.
- Add tenure-track faculty lines at the assistant professor level to accommodate a reasonable percentage of the high numbers of UF students seeking majors in the College and to meet demands for courses.
- Maintain and expand resources for faculty to remain on the cutting edge of innovation, particularly involving collaborative and interdisciplinary initiatives.
- Continue to provide funds for summer programs designed to facilitate research/creative activities and professional development of the faculty.
- Provide additional resources for faculty international activities, including teaching, research/creative activities, and international programs.
- Continue to develop the College's assessment plan, consistent with ACEJMC and SACS accreditation standards.

These goals can be achieved through the combined efforts of the faculty, staff, and administrators in the College of Journalism and Communications and in the various disciplines across the campus, as well as the administration of the University.

Standard 2 Curriculum and Instruction

Executive Summary

The College of Journalism and Communications is a national leader in preparing the next generation of communication professionals and scholars. During the past seven years, we focused on strategies to teach effective storytelling, based on progressive research, which will benefit society. Further, we worked to ensure that we are preparing our students for today's multimedia environment, having acquired real world experience through our "teaching hospital" approach. We renovated and built new facilities including the Innovation News Center (INC) in 2012 for students aspiring to careers in multimedia journalism, and The Agency in 2015 for those wanting to work in advertising and public relations. These facilities are crucial to creating an intersection of curriculum that focuses on storytelling, science, and social good.

The college substantially revised its curricula over the past seven years, with an emphasis on cross training our students to meet the challenges of the current and future media landscape. We created a flexible curriculum that reflects the complex state of the media today and that looks toward the future. In 2013-14, the College created a cross-College task force to look at ways to combine courses that overlapped across majors. Our goal was to not only improve efficiency, but also to allow students of different majors to interact and collaborate as a way of increasing diversity of viewpoints. The four departments voted to approve all of the task force's recommendations and now includes those courses in its degree plan, including combined classes in visual communication, media ethics, introduction to media, media entrepreneurship, and personal branding. We identified core competencies we wanted to emphasize, including increased skills and knowledge in:

- writing
- video, visual, and digital media
- critical thinking
- cross-discipline understanding
- research, analytics, and numeracy
- media literacy

We underwent an extensive and collaborative process to develop new courses around these core competencies and integrate them into the curriculum. While degree plans still have a departmental focus, the college has also created a common core of classes required of most majors. For example, most undergraduate students take *MMC 4200 Law of Mass Communication*, *VIC 3001 Sight, Sound and Motion*, *MMC 3203 Ethics and Problems in Mass Communication*, and *MMC 3420 Consumer and Audience Analytics*.

How the departments updated the curriculum

The college offers four undergraduate degrees in advertising, journalism, public relations, and telecommunication. Each department's faculty has designed one or more curricula tracks to meet the specific needs of its affiliated profession.

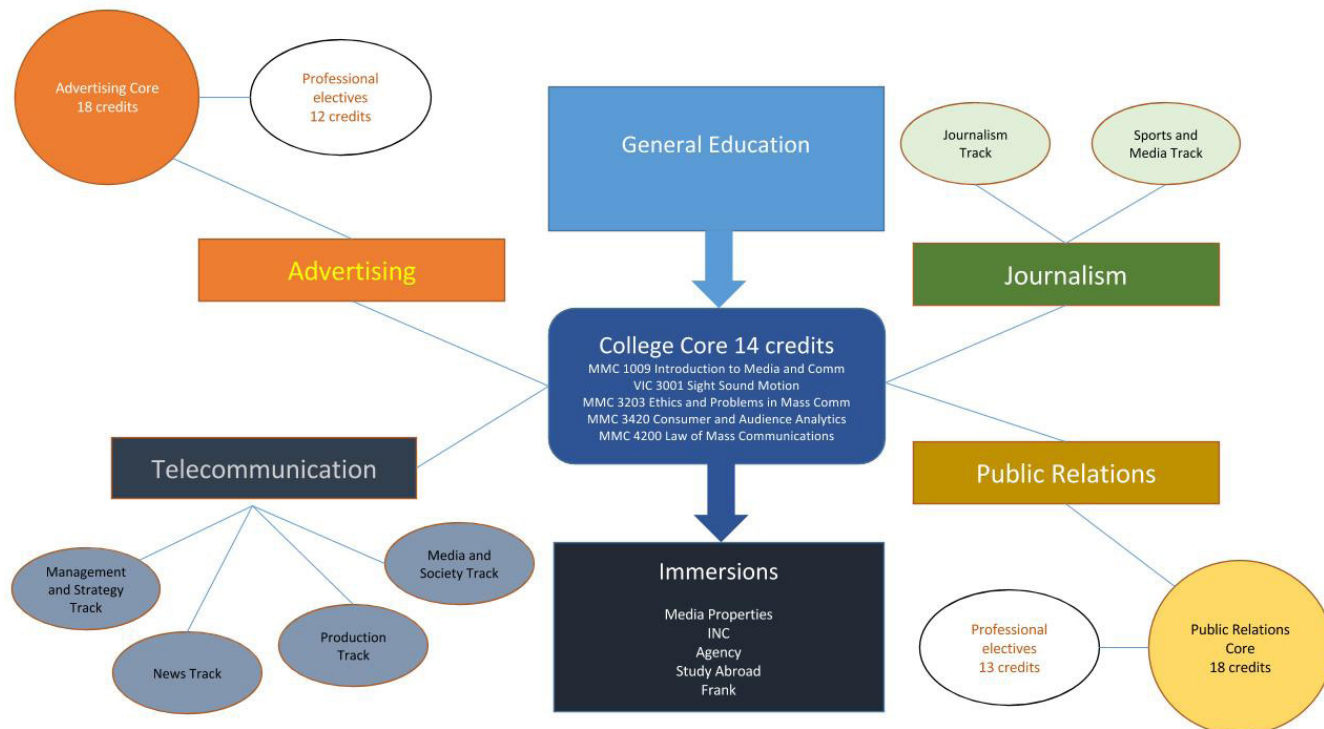
The **Department of Advertising** experienced a 25 percent increase in enrollment between 2014 and 2016. Approximately 200 of its 615 majors participate in Ad Society which has organized professional networking trips to Chicago, New York, Atlanta, Austin, and Miami in the past two years. Campaigns classes in the past year have served companies including Yamaha, Sallie Mae, Piesanos, and Tervis as clients.

The **Department of Journalism** recently launched a cross-discipline specialization in Sports and Media, started up two-course sequences in data journalism and coding for journalists, experimented with new courses in video storytelling, social media, environmental journalism, data journalism, web apps, health media innovations, and sports and social issues, among other topics. The faculty is revamping its curriculum to continue to be current, flexible and relevant to the next generation of media specialists.

The **Department of Public Relations** offers a curriculum that emphasizes writing and critical thinking skills, digital media communication, strategic perspectives and creativity, and effective storytelling for social change. The College hosts one of the most in-depth public relations programs in the country, with a balance between skills-based and conceptual courses and real-world opportunities. Students have immersion opportunities in The Agency, Alpha Productions, and the Bateman team.

The **Department of Telecommunication** offers four specializations: management and strategy, news, media and society, and production. Students in this program can benefit from access to the media properties housed within the College including two commercial radio stations, two public radio stations, one public television and one commercial weather television station. The media properties allow our students to produce professional products for television and the web, while gaining hands-on experience with state of the art equipment. All bachelor's degrees require 124 semester credit hours. (Plans for each major's curriculum are presented in Appendix 2A).

The College is in full compliance with ACEJMC's 72/52 rule. In the two academic years preceding the accreditation visit – 2015-16 and 2016-17 – 100 percent of the graduating majors completed 72 or more semester hours outside the College, and 100 percent had 65 or more semester hours in the liberal arts and sciences. (See Part I, General Information, Question 20).



Question 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 course and categories as needed.

The department degree plans are provided on page 111. A complete set of syllabi for all undergraduate and graduate courses offered by the College will be available in the visiting team’s workroom for the Summer 2017, Fall 2017 and Spring 2018 semesters. Sample syllabi are available in Appendix 2C. Copies of transcripts of 25 percent of the students who earned bachelor’s degrees in each of the College’s four majors in 2016-17 will be available in the Student Services Office.

The specific course requirements for each major and sequence are detailed on page 103 at the end of this standard.

Question 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 those details.

Students from all majors in the college are required to take 72 credits of non-CJC courses. Specific degree requirements and 8-semester plans for each major are included in the course catalog and are available on each student’s individualized audit, available online. All majors complete a specified outside concentration of 12 hours in an area of specialization chosen by the student, and general education classes that offer a broad exposure to the liberal arts and sciences.

Outside Concentration

All students must complete an outside concentration, defined as 12 credits of coursework in a department outside of the college. Nine of the twelve credits are from courses at the 3000 level or above. In lieu of an outside concentration, a student may complete an approved UF minor that is offered outside of the college.

General Education

All students in the college complete general education requirements that meet or exceed minimums established by the university. The courses, established by the State of Florida, include:

History:

AMH 2020 United States History since 1877 (3 credits)

English Composition:

ENC 1101 Expository and Argumentative Writing (3 credits)

ENC 1102 Argument and Persuasion (3 credits)

ENC 3254 Professional Communication (3 credits) (required of all majors except Journalism, which requires 3 additional credits of a course with an ENC prefix)

Behavioral or Social Science:

One course from *POS 2041 American Federal Government* or *PSY 2012 General Psychology* (3 credits)

Biological or Physical Science:

One physical science course (3 credits) and one biological science course (3 credits) from an approved list of state general education requirement courses

Humanities:

IUF 1000 What is the Good Life and two additional humanities class such as *THE 2000 Theater Appreciation*, *MUL 2010 Experiencing Music*, or *ARH 2000 Art Appreciation: American Diversity and Global Arts*

Math:

STA 2023 Introduction to Statistics 1 and one additional pure math class

Public Speaking:

One course from *SPC 2608 Introduction to Public Speaking* or *ORI 2000 Oral Performance of Literature* (3 credits)

Foreign Language or Quantitative Option:

Students must successfully demonstrate proficiency or complete college-level credits in a single foreign language (in addition to the university's foreign language requirement for admission). Competency in language can be demonstrated several ways, including completing two introductory courses in a language offered by UF (5 credits each class), taking a UF departmental proficiency test, or by passing the appropriate SAT-II, CLEP, AP, AJCE, or IB examination.

In lieu of demonstrating language proficiency, the student may choose a quantitative option. The option requires completing 8 credits of courses emphasizing numeracy, such as *ACG 2021 Introduction to Financial Accounting* (3 credits), *STA 2122 Statistics for Social Science* (3 credits), or *ISM 3004 Computing in the Business Environment* (4 credits)

Question 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.

This section describes how the competencies required by ACEJMC are introduced and reinforced in the curriculum. The following chart shows how individual courses address the core competencies.

Map of Core Competencies as Applied in the CJC Curriculum

		Principles of freedom of expression	History and role of media in society	Diverse society and audiences	Global cultural perspectives	Academically informed communication practices	Ethical principles for communication	Critical, creative and independent thinking	Research methods and analysis	Clear and precise writing	Accuracy, fairness and clarity	Data, numbers and statistics	Communication tools and technology
	College Core Classes	Blue		Blue	Green	Blue	Blue	Blue	Blue	Blue	Green	Blue	Blue
Advertising	Departmental Core Classes	Green	Blue	Blue	Green	Green	Blue	Blue	Blue	Blue	Green	Blue	Green
	Departmental Elective Classes	Green		Blue	Blue	Blue	Green	Green	Blue	Blue	Blue	Blue	Green
	Capstone Class			Green		Blue		Blue		Blue	Green	Blue	Green
	Departmental Core Classes	Blue					Blue	Blue	Blue	Blue	Blue	Blue	Blue
Journalism	Departmental Core Classes	Blue					Blue	Blue	Blue	Blue	Blue	Blue	Blue
	Departmental Elective Classes		Blue	Blue	Blue		Green	Blue	Blue	Blue	Blue	Blue	Blue
	Capstone Class		Green	Green			Blue	Blue	Blue	Blue	Blue	Blue	Blue
	Departmental Core Classes	Blue	Blue	Blue	Green	Green	Blue	Blue	Blue	Blue	Green	Blue	Blue
Public Relations	Departmental Core Classes	Blue	Blue	Blue	Green	Green	Blue	Blue	Blue	Blue	Green	Blue	Blue
	Departmental Elective Classes	Green	Green	Blue	Blue	Green	Blue	Blue	Blue	Blue	Green	Blue	Blue
	Capstone Class			Blue		Blue	Blue	Blue	Blue	Blue	Green	Blue	Green
	Departmental Core Classes	Blue	Blue	Blue	Green	Green	Blue	Blue	Green	Blue	Blue	Blue	Blue
Telecommunication	Departmental Core Classes	Blue			Green	Green	Blue	Blue	Blue	Blue	Blue	Blue	Blue
	Departmental Elective Classes			Green	Green	Green	Green	Green	Blue	Blue	Green	Blue	Blue
	Capstone Class	Green		Blue			Blue	Blue	Blue	Blue	Blue	Blue	Blue
	Key: Blue indicates a direct goal of the class Green indicates it is a secondary goal of the class												

Competency 1: 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 in the college, save those in the Department of Telecommunication, take *MMC 4200 Media Law*. Telecommunication students take a similar course with a broadcast media focus, *RTV 4700 Telecommunication Law and Regulation*. Among the course goals of *MMC 4200* are the following:

Students will:

- Know their rights and responsibilities in accordance with media law.
- Be able to describe the legal and historical foundations of the laws affecting media careers.
- Be able to find, analyze and interpret the rule of law in judicial opinions and both state and federal statutes.
- Be able to apply the rule of law to real-life situations.
- Be able to describe the primary justifications for the freedom of expression in constitutional jurisprudence
- Describe the point when expression moves from protected under the First Amendment to unprotected and subject to criminal or civil liability.
- Describe the legal means of establishing trademarks to protect brands from encroachment.
- Explain the importance of the freedom of expression within a Western, liberal democracy.
- Articulate their rights when gathering news while also respecting the rights of those around them.
- Recognize practical steps to avoid liability in a range of potentially tort-inducing situations.

Issues related to the competency, including freedom of the press, dissent, and laws that affect various categories of speech (commercial speech, obscenity, pornography, hate speech, etc.) are also modules of *ADV 3008 Principles of Advertising*, *MMC 2604 Mass Media and You*, *MMC 3203 Ethics and Problems in Mass Communication*, *PUR 3000 Intro to Public Relations*, *RTV 3000 Introduction to Telecommunication*, and *RTV 3411 Race, Gender and Class in the Media*.

Competency 2: Demonstrate an understanding of the history and role of professionals and institutions in shaping communications.

The upper-level introductory courses of three majors include modules relevant to introducing, reinforcing, and assessing the competency. For advertising majors, the relevant course is *ADV 3008 Principles of Advertising*. Public Relations majors rely on *PUR 3000 Principles of Public Relations*, and Telecommunication majors discover the history of their field in *RTV 3001 Introduction to Telecommunications*. Journalism majors are introduced to the history of their profession in two classes: *MMC 2604 Mass Media and You* and *JOU 4004 History of Journalism*.

Competencies 3 and 4: Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications; and demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.

All University of Florida students must complete a general education class that meets a UF diversity requirement. These courses provide instruction in the values, attitudes, and norms that create cultural differences within the United States and encourage students to recognize how social roles and status affect different groups in the United States. Students are expected to analyze and evaluate their own cultural norms and values in relation to those of other cultures, and to distinguish opportunities and constraints faced by other persons and groups.

Within the college, appreciation of diversity, both in the United States and globally, is an important focus of many courses. Global and national diversity concerns are covered in detail in *RTV 3411 Race, Gender, Class and the Media*. The course focuses on goals that include having students:

- Identify how cultural, social, and economic privilege can influence the media and media products.
- Learn about the media's influence over culture and stereotypes.
- Challenge various assumptions about barriers to diverse audience reach.
- Adapt professional practices and personal views to fit the needs of a diverse population.
- Develop sensitivity towards embracing differences in media coverage.
- Become an informed media consumer.

Diversity at many levels also represents an important component of courses such as *ADV 4400 International and Cross-Cultural Advertising*, *MMC 3203 Ethics and Problems in Mass Communication*, *MMC 3210 Sports Media Law and Ethics*, *PUR 4203 Ethics and Professional Responsibility*, *PUR 4404c International Public Relations*, *RTV 3001 Introduction to Telecommunication*, *RTV 3405 TV and Society*, *RTV 4930 Social Media and Society* and *RTV 4930 Islam, Media, and Pop Culture*.

Competency 5: Understand concepts and apply theories in the use and presentation of images and information.

All majors in the college are required to complete *VIC 3001 Sight, Sound and Motion*. This course ensures that students are able to:

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

A variety of other courses also reinforce this competency, including *ADV 4101 Copywriting and Visualization*, *ADV 4800 Advertising Campaigns*, *JOU 3213 Design*, *JOU 3220c Visual Journalism*, *JOU 3601 Photographic Journalism*, *JOU 4214 Advanced Design*, *JOU4604 Advanced Photographic Journalism 1*, *JOU 4605, Advanced Photographic Journalism 2* and *JOU 4930 Video Storytelling for the Web*.

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

All majors, save those in public relations, require *MMC 3203 Ethics and Problems in Mass Communication*. The course goals include having students demonstrate understanding of key principles and concepts of media ethics, recognize the most pressing moral issues facing media professionals, develop analytical skills to resolve dilemmas through a systematic ethical reasoning process, and apply ethical reasoning standards across multiple mass communication disciplines. Public Relations majors take a specialized course, *PUR 4203 Ethics and Professional Responsibility in Public Relations*. The course content includes enhancing awareness of the ethical responsibilities of public relations professionals and of the social responsibilities of corporations and other organizations; increasing students' ability to identify the moral dimensions of issues that arise in the practice of public relations; teaching students how to employ reason as a tool for dealing with moral issues; providing students with the knowledge and skills necessary to reach and justify ethical decisions; fostering students' sense of their personal and professional responsibility; and teaching leadership theories and principles for ethical leadership and corporate social responsibility.

Many other courses contain modules relevant to introducing, reinforcing, and assessing the competency, including *ADV 3008 Principles of Advertising*, *MMC 2604 Mass Media and You*, *JOU 4930 Sports Media and Social Change*, *MMC 3210 Sports Media Law and Ethics*, *MMC 4302 World Communication Systems*, *MMC 3614 Media and Politics*, and *RTV 3930 Digital Media and Ethics*.

Competency 7: Think critically, creatively and independently.

Many courses in the college emphasize critical and creative thinking skills. Among the most important are *ADV 4101 Copywriting and Visualization*, *ADV 3302 Great Ideas in Marketplace Communication*, *ADV 4930 Break the Internet*, *JOU 4201 Newspaper Editing*, *JOU 4202 Advanced Editing*, *JOU 4930 Advanced Web Apps*, *JOU 4950 Applied Online Journalism*, *MMC 3254 Media Entrepreneurship*, *PUR 3622 Social Media Management*, *RTV 3101 Advanced Writing for Electronic Media*, *RTV 3305 Investigative Reporting for Broadcast Journalists*, *RTV 3601 Performance in Telecommunication*, and *RTV 4929c Advanced Production Workshop: Directing Drama*.

Competency 8: Conduct research and evaluate information by methods appropriate to the communications professions in which they work.

All four majors require classes that involve students in conducting research and evaluating information by methods appropriate to their professions. These classes include: *ADV 3501 Advertising Research*, *ADV 4800 Advertising Campaigns*, *JOU 4930 Data Journalism*, *JOU 4930 Data Literacy*, *PUR 3500 Public Relations Research*, *PUR 4800 Public Relations Campaigns*, and *RTV 3305 Investigative Reporting for Broadcast Journalists*.

The research classes for Advertising and Public Relations are similar in teaching students techniques for formative research relevant for a messaging campaign. Classes such as *ADV 3501 Advertising Research* and *PUR 3500 Public Relations Research* teach students how to conduct secondary research, qualitative primary research (focus groups, depth interviews) and survey research.

All majors except Journalism require *MMC 3420 Consumer and Audience Analytics*. This class focuses on learning outcomes that encourage students to:

- Understand the characteristics, value, and use of big data and analytics.
- Understand the basic consumer/audience/data concepts that have analytics implications.
- Understand the characteristics, value, and use of major digital marketing/communications and media analytics.
- Understand the major analytics tools and process for developing competitive intelligence.
- Understand the basic modeling approaches/metrics for consumer/audience segmentation, targeting, positioning, and valuation.
- Understand how to best communicate the analytics results to others.

Competency 9: Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.

Majors in the college are required to take between 12 and 18 credit hours of courses that focus on writing excellence. The four departments require *ENC 1101 Expository and Argumentative Writing* and *ENC 1102 Argument and Persuasion*, or their equivalents. Three departments (excluding Journalism) require *ENC 3254 Specialized Writing in the Discipline*. The latter course has been customized by the Writing Center at UF for majors in Advertising, Public Relations, and Telecommunication. While Journalism does not require this class they do require a third English class.

The college also offers its own classes devoted to developing clear, correct, and compelling writing in the disciplines. Advertising majors are required to take *MMC 2100 Writing for Mass Communication*. This course emphasizes learning outcomes related to:

- Clarity, accuracy and timeliness of news-style writing.
- Creating immediacy and impact in online and breaking newswriting.
- Generating insight, narrative flair, and personal appeal in features-style writing.
- Writing broadcast news copy that stresses immediacy and basic news value.
- Creating public service announcements, advertising copy, and commercials that stress a unique selling point through emotional or rational appeal as well as PR material designed to garner public attention.

Journalism, Public Relations, Advertising, and Telecommunication news majors take additional focused writing classes. These include MMC 2121 Writing Fundamentals for *Communicators*, PUR 4100 *Public Relations Writing* and JOU 3101 *Reporting*. The reporting class at UF is justifiably famous for improving news writing skills through heavy penalties for fact, grammar, or spelling errors. Through 2017, Journalism and Public Relations majors are also required to take JOU 3109c *Multimedia Writing*. The revised Journalism curriculum will introduce a new course immersing majors in the Innovation News Center (INC). Students will pitch, research, and create news stories on a variety of platforms in the class.

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

In addition to the three English classes, all majors must pass *MMC 2121 Writing Fundamentals for Communicators*. This course emphasizes style and accuracy in writing and focuses on encouraging students to “Practice principles of good writing (not discipline-specific, but media-related), emphasizing the areas of mechanics, concision, clarity, professional tone, structure, organization, assimilating information, translating messages across platforms and creating social-media messages.”

Competency 11: Apply basic numerical and statistical concepts.

All college majors are required to take an introductory statistics course (it is, in fact, part of our critical tracking and most take *STA 2023 Introduction to Statistics*) and at least one basic math class. Students who choose not to complete a foreign language are required to complete 8 credits of numerically focused classes referred to as the quantitative option. Majors in advertising gain additional exposure to numerical and statistical concepts in the following required classes: *ADV 3500 Advertising Research*, *ADV 4300 Media Planning*, *ADV 4800 Advertising Campaigns*, and *MMC 3420 Consumer and Audience Analytics*. Public Relations students gain knowledge of these concepts in *PUR 3500 Public Relations Research*, *PUR 4800 Public Relations Campaigns*, and *MMC 3420 Audience Analytics*. Telecommunication management majors must also take the audience analytics class.

Competency 12: Apply current tools and technologies appropriate for the communications professions in which they work, and to understand the digital world.

Since our last accreditation, the college has created and offered a new digital literacy class, *VIC 3001 Sight, Sound and Motion*. The course is an introduction to the creation and effective use of digital messages and is required for all majors in the college. The learning objectives for the course are outlined under Competency 5.

In the Department of Advertising, other required courses relevant to introducing, reinforcing, and assessing the competency: *ADV 4101 Copywriting and Visualization*, *ADV 4300 Media Planning*, *ADV 4800 Advertising Campaigns*. The copywriting course makes extensive use of the Adobe Creative Suite, while the media course involves specialized media programs and spreadsheet tools. The advertising campaigns course makes use of tools such as Qualtrics and SPSS for data analysis and other research needs.

In the Department of Journalism, many other courses use these tools and software covered in *VIC 3001 Sight, Sound and Motion* as well as other digital tools, including *JOU 3213 Design*, *JOU 3601 Introduction to Photojournalism*, *JOU 4930 Visual Storytelling*, *JOU 4930 Innovative Storytelling*, and *JOU 3109 Multimedia Writing*, as well as advanced versions of these classes. In addition, the department has introduced four courses in data and coding that utilize basic and advanced digital skills, including software in data analysis and computer programming. These classes include *JOU 3305 Data Journalism*, *JOU 4930 Dataviz and Mapping*, *JOU 3363 Intro to Web Apps for Communicators* and *JOU 4364 Advanced Media Apps for Communicators*.

As a discipline which relies heavily on equipment and facilities, the Department of Telecommunication meets this competency by providing and maintaining an inventory of equipment, and by providing curricular experiences which allow students to learn the mechanical operation and appropriate uses of these resources. A complete equipment inventory is provided in Appendix 7B.

Telecommunication students can gain experience in tools and technologies in the academic department, in the Division of Media Properties, GatorVision, other University activities, such as Instructional Development, and through internships. Particularly in the case of broadcast news courses, and some sports courses, students use a mix of department and DMP resources.

In general, cameras and related equipment are replaced about every five years. Since students in the specific courses have paid a fee, the use of that equipment is limited to students in the courses. Additional equipment is available for other students and uses.

Equipment purchase recommendations are made by faculty teaching in the various relevant courses, often in partnership or consultation with the Technology Advancement Group (TAG). TAG also maintains and supervises editing equipment, primarily located in three rooms: one dedicated to production courses, one primarily for news and other courses, and one for photo equipment.

An inventory of cameras and related equipment as of the end of the Spring 2017, semester is provided in Appendix 7B. Equipment that has been purchased and will be added to the inventory beginning in Fall 2017 includes additional cameras for the new *RTV 3512 Electronic Field Production 2* course, as well as replacements for equipment in other courses.

To house and facilitate the growing demand for equipment from throughout the College, the equipment room was renovated and expanded in Summer 2016, using College private funding. Additional storage space, also paid through private funds, was added in Summer 2017.

The equipment room staff consists of one full-time employee, and two part-time student employees. A third is scheduled to be added in Fall 2017. The staff handles almost 2,000 check-ins/outs each semester. It is critical that equipment be thoroughly examined before and after student use to ensure that all elements are present and in proper working order. Short-term parking is available to facilitate student access, and the reconfigured equipment room was designed to allow the most efficient possible handling of equipment.

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

The **Department of Advertising** has noted that keeping attuned to digital and technological advances is an ongoing endeavor, requiring constant identification, trial, evaluation, and, when appropriate, adoption of new technologies across the curriculum. Advertising students are encouraged to engage in this process as well as faculty, including assignments and exercises that allow for trial and application of emerging technologies and practices followed by critical thinking about the results. Critical thinking about innovation not only leads to adoption of new tools and tactics, but also to a greater appreciation of core competencies and “traditional” advertising that still serve as foundations for effective practice. For instance:

- Instructors, faculty, and particularly graduate student teachers, regularly refresh courses and assignments to include new tools for both creative and strategic advertising dimensions.
- Professors challenge students to explain and defend evaluation metrics for social media when the sources of those metrics are not known third-party providers (e.g., relying on Facebook analytics to evaluate the purchase of Facebook advertising).
- Students regularly travel to major agencies and media companies to observe and learn about new developments (e.g., Facebook, NBC/Universal, Mindshare, Ogilvy, Omnicom’s Hearts & Science, BBDO, Droga5, etc.).
- Guest speakers, including many advisory council members, have introduced students to new tools for targeting consumers on mobile media using “big data” (e.g., Acxiom) analytics, competitive intelligence tools for direct digital marketing campaigns (e.g., Marketing Insights), SEO and inbound marketing metrics, programmatic media auctions, and affiliate marketing with CPA (Cost-Per-Action) pricing models.
- Professors work with the CJC librarian to provide access tools for digital media planning and advertising as resources for advertising courses.
- College curriculum updates in recent years include the development of courses in analytics and mobile app development, and these courses are now either required or encouraged as professional electives for advertising.
- Our current curriculum revision proposal includes new courses in digital media insights and branding.

The **Department of Journalism** has gone through three significant curriculum revisions since the last accreditation. In general, the department offers a base core, electives, and capstone experience. The core classes center around reporting and writing, fact-finding skills (public records), law and ethics, and visual communication. Students are encouraged to take courses in new technologies and experiment with a diverse set of course offerings. Students also work in the Innovation News Center as a part of their required curriculum.

In 2016-17, the department voted to amend its curriculum in order to achieve a number of goals, most notably to better prepare students to work in collaborative environments with more advanced skill sets. Among the main objectives were to have our students get deeper skills in current and future areas of study. The main changes that came out of the curriculum revision were:

- Elimination of the single-topic capstones (the department had nearly 10) and addition of a collaborative capstone, in which students with various skill sets come together to work on long-term journalism projects in teams of three.
- Addition of a mandatory two-course sequence in an area of specialty. This can be in data journalism, coding, photo, design, magazine-style writing, specialized reporting, and more. The point is that students will have a one-two sequence to develop an advanced skill set to prepare them for the collaborative capstones.
- Addition of an intermediate multimedia reporting course to develop both skills in beat reporting and in multimedia tools. This class will introduce students to the Innovation News Center and give them skills to build off the introductory reporting course. To make room, the department eliminated an intro class that comes before the reporting class.
- Addition of a 1-credit data literacy class to ensure that all journalism students are comfortable with using numbers in a media context. This is designed as a flipped class in which lectures are online and workshops are live.

Sports and Media specialization: In 2016, the department introduced a track in sports and media that includes courses from journalism and other departments in the College. This track allows for our sports-focused students to have a multi-discipline curriculum focused on all sides of sports journalism and communication.

Collaborative College curriculum: In 2013-14, the College created a cross-College task force to look at ways to combine courses that overlap across other majors – to not only improve efficiency, but also to allow students of different majors to interact and collaborate as a way of increasing diversity of viewpoints in the curriculum. The department voted to approve all of the task force’s recommendations and now includes those courses in its degree plan, including combined classes in visual communication, media ethics, introduction to media, media entrepreneurship, and personal branding.

Other curriculum points of note: The Department of Journalism has prioritized offering new classes as a way of helping students gain skills in new areas of technology and storytelling.

Most notably, Professors Mindy McAdams and Norm Lewis have led the way in their development of two-course sequences in coding and data. Their efforts have ensured that the department curriculum has stayed current, relevant, and flexible.

The new courses that have been offered include:

- Data Journalism
- Data Numeracy
- Intro to Web Apps (coding)
- Advanced Web Apps (coding)
- Social Media Management
- Data Visualization (Spring 2017)
- Audience Engagement
- Innovative Storytelling
- Video Storytelling
- Environmental Journalism
- Entertainment Reporting
- Health Media Innovations
- International Journalism
- Nature/Adventure Journalism
- Religion and News
- Solutions Journalism
- Mass Media and Health
- Sports and Social Issues
- Intro to Media Research
- Science Reporting
- International Humanitarian Communication
- Hearst Special Projects

In addition, Professor Norm Lewis was responsible for adapting and integrating our *JOU 4201 Editing* class into the Innovation News Center as a way to bridge curriculum and immersive experiences. That class, now named *JOU 4201 News Center Practicum*, is the main course that funnels through the INC. The new curriculum as outlined above will change the flow of students through the Innovation News Center, but this curriculum change was a fundamental shift in the way that students learn in a practical-setting environment in the department.

The **Public Relations Department** recognizes that maintaining pace with the digital and technological transformation the industry is facing can be challenging. Staying informed is an ongoing endeavor that requires a close eye to changes in the profession along with current trends in human interaction. Staying nimble in academia and in the profession can be difficult, so in some ways, we are all challenged to keep up with the changes happening around us. This highlights the importance of keeping up to date on new social media tools, new digital technologies and other technological advances. Public relations students and faculty are encouraged to stay as informed as possible and often readings, assignments and projects are included in the curriculum to encourage critical thinking and experience with different digital tools and technologies.

The current state of digital and technology in the department:

- We offer *PUR 3622 Social Media Management*, an online course that many of our majors (both in-residence and UF Online students) take.
- Each of our core public relations courses typically include at least one module that includes writing for social media, analyzing social media, or reviewing campaigns and/or case studies involving social or digital media.
- The faculty are currently discussing a curriculum review and early conversations have identified technology and digital media as areas of high importance for student skills, but a low focus in the existing program.

The **Department of Telecommunication** believes that skill in the use of technology and tools is a major objective of the curriculum. The department began instruction in web development in the mid-1990s, and our Production-track editing equipment was digital non-linear by the late 1990s.

In 2016 the University approved a new required Production course, *RTV 3320 Electronic Field Production 2*. We realized that our Production track has required fewer such courses than at peer universities and programs, and this is an attempt to bring our students to an equivalent level of instruction. We have also added a new option in our Advanced Production Workshop sequence: Narrative Filmmaking. The objective is to better prepare interested students in the production of scripted fiction story-telling. Also on the Production side, the department supports several student-operated experiences, notably ChomPics, in which students produce a variety of scripted dramas, comedies, and entertainment news. The department makes equipment and other resources available to these students, and pays an adjunct instructor to supervise and advise the students. Several of the ChomPics productions have won national awards.

In Fall 2016, the department began offering *MMC 3420 Consumer and the Audience Analytics*, a course required of students in our Management and Strategy track, an elective option in our Media and Society track, and required of students in Advertising and Public Relations. About 150 students, in six sections, will be enrolled in Fall 2017.

Several other courses were formally approved by the University to begin in Fall 2016, although several had been taught as Special Topics courses in prior years. These include:

- *MMC 3630 Social Media and Society*
- *RTV 3593 Multimedia Sports Reporting*
- *RTV 4590 Digital Games in Communications*
- *RTV 4591 Applications of Mobile Technology*
- *RTV 4811 Innovation in the Media Industry*

Students also can learn the tools and technologies of the telecommunication professions by enrolling in *RTV 3945 Multimedia Station Experience*, in which students work in the Division of Media Properties for academic credit. These experiences are varied, but include classroom-type instruction in basic video production, as well as more advanced activities, such as video production with GatorVision, and with the DMP's Creative Services Department. Eleven such experiences are offered in Fall 2017.

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

Response to this item varies by department and by courses within departments. A description for each department follows.

In the **Department of Advertising**, full-time faculty are regularly assigned to teach sections of core courses with multiple sections including *ADV 3001 Advertising Strategy*; *ADV 4101, Copywriting and Visualization*; and *ADV 4800 Advertising Campaigns*. These full-time faculty are actively engaged in departmental curriculum review and serve as de facto course leaders, assisting adjuncts and teaching assistants who teach other sections with syllabus development, course delivery, and assessment.

In recent semesters, many sections of *ADV 3500 Advertising Research* and *ADV 4300 Media Planning*, required staffing by adjuncts and graduate assistants, and when a full-time faculty member is not teaching at least one section of the course, the department chair reviews syllabi and meets with the instructors individually to discuss planning and challenges and successes related to fostering student learning outcomes. Before Ph.D. students are allowed to have sole responsibility for a section of a course, the department requires that they serve as a teaching assistant for one semester to a full-time faculty member teaching the course. Their assignment in this role includes attending lectures; preparing and delivering lectures; assisting in examination preparation; grading, including use of the university's examination scoring services; and assisting in office hours.

The department chair also conducts classroom observations and connects instructors with additional resources for improving student engagement, tools for advertising research and media planning with digital media, and tools for online teaching and learning.

The Department of Advertising also administers multiple sections of *MMC 2100 Writing for Mass Communication*, and *MMC 3203 Problems and Ethics in Mass Communication*. The department chair works directly with the lead lecturer for all sections of MMC 2100 to ensure consistency among all the lab sections. In addition to providing all the online lectures and materials for all sections, the lead MMC 2100 lecturer helps recruit and train lab instructors each term.

MMC 3203 Ethics and Problems in Mass Communication, was designed from the ground up by the department chair, who trains graduate assistants to lead their own sections of the online course in subsequent semesters. As with MMC 2100, the lead instructor (in this case the department chair), has developed and updates all the online lectures, a pool of quiz items, and rubrics for assignments and activities that are used consistently across all online sections. The department chair also works directly with adjuncts who teach both online and face-to-face sections.

Mentoring among faculty is an important strategy in ensuring instructional objectives are achieved in all sections. Faculty with experience teaching a particular course serve as mentors for faculty members or doctoral students preparing to teach the course for the first time.

Faculty share course syllabi, materials, and advice. The department has developed substantial packages of material for all courses with multiple sections. In addition, the department mentors doctoral students to prepare them to teach and to ensure consistency across course sections. Before doctoral students are allowed to have sole responsibility for a section of a course, the department requires that they serve as a teaching assistant for one semester to a full-time faculty member teaching the course. Their assignment in this role includes attending lectures; preparing and delivering lectures; assisting in examination preparation; grading, including use of the university's examination scoring services; and assisting in office hours.

The **Department of Journalism** has a variety of courses that work in this manner. Most courses with multiple sections have a faculty member who coordinates or supervises the course. He or she may hold periodic meetings with the instructors. Faculty members also may share teaching materials, lecture notes, etc., and periodically lecture in other sections of the course. Many of them are structured to have a course director who oversees lectures, with various faculty, adjuncts, or graduate students teaching lab sections.

JOU 3109 Multimedia Writing is coordinated by the course lecturer, a professor with expertise in teaching, who works closely with the instructors assigned to the 12 to 14 lab sections offered each semester. Most of these instructors are graduate students or adjuncts, so the course lecturer has an established structure to ensure that students are getting similar instruction in each lab section.

JOU 3101 Reporting is run in much the same way, with a designated course lecturer/coordinator. However, the lab instructors are full-time faculty or experienced adjunct instructors who have taught the course for years, so rigid course coordination is not required. The department is fortunate to have a highly qualified master lecturer who serves as course instructor and who is dedicated to ensuring that all students are treated equally in grading and lab-section expectations.

JOU 4201 News Center Practicum is run through the Innovation News Center with one course coordinator (a news manager in the INC) and graduate students and adjuncts as assistant editors/teaching assistants. They all follow the same course outline, though they work different shifts.

MMC 4200 Law of Mass Communication is housed in the department. In summer semesters, a section is taught by a graduate student. This student must first serve a term as an assistant to one of the full-time faculty members who regularly teach the course.

In the **Department of Public Relations**, full-time faculty are regularly assigned to teach sections of core courses with multiple sections, including *PUR 3000 Principles of Public Relations*, *PUR 3500 Public Relations Research*, *PUR 3801 Public Relations Strategy*, *PUR 4100 Public Relations Writing*, *PUR 4404C International Public Relations* and *PUR 4800 Public Relations Campaigns*. These full-time faculty are actively engaged in departmental curriculum review and serve as de facto course leaders, assisting adjuncts and teaching assistants who teach other sections with syllabus development, course delivery, and assessment. The department chair regularly reviews syllabi to ensure that course content is consistent with departmental objectives. Informal feedback from students also provides input into consistency across sections.

Faculty discuss “best practices” for courses in faculty meetings and informally provide mentoring for faculty members teaching a course for the first time. All syllabi are posted for new instructors to review, and faculty typically share exams, exercises and lecture notes. Sections of the same course often require the same textbook and have course exercises, worksheets and assignments in common. In addition, all Ph.D. students must serve as teaching assistants in a course under a full-time faculty member for a semester before they can be assigned to teach the course as instructor of record. These department policies and practices help provide overall consistency in achieving instructional objectives.

Faculty in the **Department of Telecommunication** teaching individual sections of a course consult on textbook selection and course topics. In those cases, in which the multiple sections are labs of a larger course (*RTV 2100 Writing for Electronic Media*, *RTV 3511 Fundamentals of Production*, *RTV 3303 Electronic News Media 1*; *RTV 4301 Electronic News Media 2*, and *RTV 3320 Electronic Field Production*), the faculty member responsible for the course selects course materials, writes the syllabus, and meets regularly with lab instructors.

The one exception to this policy is *RTV 4929C Advanced Television Production*, in which each section is specifically designed to offer different experiences to students (for example, sports production or corporate communication).

Question 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 for work experiences. Provide online the unit's internship policy, questionnaires and other instruments used to monitor and evaluate internships and work experiences. Provide examples of recent internship sites.

Internships are not required for any of the College's majors; however, all students are encouraged to acquire as much professional experience as possible before graduation. Various units within the College assist students in gaining internships and work experiences. In some cases, students find the internships through professional and personal contacts. Specific guidance on internships from each of the College's departments is found in Appendix 2A.

The College has had great success in encouraging students to complete a professional internship. Just under 77 percent of 2016 graduating seniors reported completing either a 6+ week or 150-hour internship during their time at the University of Florida, a figure that increased to 80 percent in the most recent survey. On a separate question, 86 percent of the 2016 class, and 93 percent of the 2017 class, thought their internship experience was “somewhat relevant,” “relevant,” or “very relevant” to the general field in which they planned to start their career.

The Knight Division for Scholarships, Career Services and Multicultural Affairs sponsors a Career and Internship Fair each fall and spring. The Division coordinates individual visits to the College by media organizations, advertising and public relations firms, and businesses seeking interns and employees. It regularly sends e-mail and Facebook announcements to College majors and faculty informing them of immediate internship and job openings. The Division lists internship and jobs on its website, which are accessible only to the College's students, faculty, and alumni. Internship listings are updated weekly. Employers can register with the Knight Division to post internship and job notices directly to the site.

The four academic departments also maintain listings of internship opportunities. The listings are qualified by department chairs as to their value as an educational experience. The listings are available to students seeking either for-credit or non-credit internships. Generally, the departments – either the department chair or his/her designee – coordinate, supervise, and evaluate internships for academic credit. Non-credit internships are handled by students and sponsoring organizations, although informal feedback from students may result in removing the sponsoring organization from internship listings.

In each department, the chair is responsible for approving internship sites and supervising internships for academic credit. For approval, the site must provide supervision and training from individuals with substantial professional experience. Responsibilities and duties must provide relevant experience to the student. Students' personal evaluations of their internship, including description of actual duties and responsibilities, are used to identify internship sites that do not meet department standards.

Each department has an internship course, all numbered 4940 (for example, ADV 4940 and JOU 4940). Credit for the course varies from one to three credits. The maximum credits they can earn for internships in a single semester are three. Registration in the internship course is departmentally controlled. Students are required to submit completed applications including a description of their responsibilities along with an agreement or letter signed by the internship supervisor. After the application is approved, the department enrolls the student in its internship course. Applications that do not meet internship standards are denied.

Internship sites are identified in many ways including contacts from organizations seeking interns, faculty contact with organizations soliciting participation in an internship program, inquiries to the Knight Division, the Career Resource Center, the Director of Development and Alumni Affairs, and the department chairs. Students may also utilize their own resources to locate internships.

Students submit weekly or monthly reports and a final report describing their activities. At the conclusion of the internship, the organizational supervisor submits a letter or form of evaluation to the department. All of the departments include an evaluation of interns based on ACEJMC values and competencies in supervisors' final reports. Grading for the internship course is S/U, Satisfactory or Unsatisfactory. Department chairs assign the grade after reviewing each student's reports and evaluations.

In the **Department of Advertising**, the internship approval process requires students to be a junior or senior and majoring in Advertising who has earned a 2.50 or higher overall GPA, earned a 2.50 or higher professional GPA, and completed specialized coursework in advertising appropriate to the internship. At a minimum, the specialized courses include MAR 3023 Principles of Marketing, ADV 3008 Principles of Advertising, and at least one other course relevant to the internship. Students identify potential internship sponsors.

During the internship, students submit a weekly report to account for internship activities. At the end of the internship, students are responsible for the submission of two final reports: (1) a personal summary report and (2) a supervisor's evaluation of performance. The summary report is a 1-2-page evaluation of the internship commenting on its value and its potential value to future interns. The supervisor is emailed a link to an online evaluation form near the end of the term.

The **Department of Journalism** informs students that doing an internship for credit requires department approval. The decision turns on two factors: the job description (for academic credit, students must have professional responsibilities) and the nature of the student supervisor (must be an industry professional). All internship applications are reviewed by the department chair. Students must supply a detailed job description, the name of the employer and, in some instances, an example of the work done by the employer. Interns are expected to file three progress reports during a semester. These can be e-mails listing daily assignments or an informal note describing experiences on the job. A summary report is due at the end of the internship. This helps the department evaluate the internship experience and is not shared with the employer. The summary should include what the experience was like, the things the intern did for the employer, and what sort of guidance and criticism the student received. An evaluation by the employer is required and is used to determine S/U grades.

In the **Department of Telecommunication**, students earn internship credits for work done outside of the college (including at other university units such as GatorVision, News and Public Affairs, and the Institute of Food and Agricultural Sciences) and earn immersion credits for work done for the Division of Multimedia Properties or The Agency. Where internship sites are not otherwise known, research is conducted, which may include personal contact to determine the nature of the site, the experience, and supervision the student will receive. Students may earn up to three credits for an internship. Grades are S/U. Students doing internships must complete a monthly and final written report as well as receive a satisfactory evaluation from their supervisor. The department sends the evaluation forms directly to the supervisor to help ensure the integrity of the process.

The **Department of Public Relations** describes an internship as an important part of career preparation. Students are informed that internship experience and writing skills are the two most important elements in finding a first job. Up to six hours of academic credit for internships is available by enrolling in *PUR4940 Public Relations Internship*. To qualify for academic credit, an internship must be an on-the-job learning experience in public relations. The intern must be supervised by a full-time employee of the sponsoring organization who is knowledgeable about public relations. No more than a total of six hours of internship credit may be earned for the Bachelor's of Science Degree in Public Relations.

A full description of department internship policies is found in Appendix 2A. A sample of internship placements for 2016-2017 is provided in Appendix 2B.

Required Curriculum By Major and Tracks

Advertising

Number of hours/units required for graduation: 124

Number of hours/units required for major degree: 52

Core Courses for All Students in Advertising (40 credits earned)

- 1) *ADV 3008 Principles of Advertising* (3 credits)
- 2) *ADV 3001 Advertising Strategy* (3 credits)
- 3) *ADV 4101 Copywriting and Visualization* (3 credits)
- 4) *ADV 4300 Media Planning* (3 credits)
- 5) *ADV 4800 Advertising Campaigns* (3 credits)
- 6) *MMC 1009 Introduction to Media and Communications* (3 credits)
- 7) *MMC 2100 Writing for Mass Communication* (3 credits)
- 8) *MMC 2121 Writing Fundamentals for Communicators* (3 credits)
- 9) *MMC 2604 Mass Media and You* (3 credits)
- 10) *MMC 3420 Consumer and Audience Analytics* (3 credits)
- 11) *MMC 4200 Law of Mass Communication* (3 credits)
- 12) *MMC 3203 Ethics and Problems in Mass Communication* (3 credits)
- 13) *VIC 3001 Sight, Sound and Motion* (4 credits)

Elective courses that must be taken within the program (12 credits earned)

- 1) *Professional electives (other courses within the college) (12 credits)*

Required outside of the accredited unit

- 1) *STA 2023 Introduction to Statistics 3 or STA2122 Stats for Soc. Science* (3 credits)
- 2) *MAR 3023 Principles of Marketing* (4 credits)
- 3) *ENC 1101 Expository and Argumentative Writing* (3 credits)
- 4) *ENC 1102 Argument and Persuasion* (3 credits)
- 5) *ECO 2013 Principles of Macroeconomics* (3 credits)
- 6) *POS 2041 American Federal Government 3 or PSY 2012 General Psychology* (3 credits)
- 7) *IUF 1000 What is the Good Life* (3 credits)
- 8) *ENC 3254 Professional Writing in the Discipline* (3 credits)
- 9) *AMH2020 United States since 1877* (3 credits)
- 10) *CPO2001 Comparative Politics or INR2001 International Relations or POS2112 State and Local Government* (3 credits)
- 11) *SPC2608 Public Speaking 3 or ORI2000 Oral Performance of Literature* (3 credits)
- 12) *Foreign language or quantitative option*
- 13) *Outside concentration (12 credits)*
- 14) *Remaining general education requirements (state general education humanities/international, math, physical, biological science)*

Journalism - Journalism Track

Number of hours/units required for graduation: 124

Number of hours/units required for major degree: 52

Core Courses (13 credits earned)

- 1) *JOU 3101 Reporting (3 credits)*
- 2) *MMC 2121 Writing Fundamentals for Communicators (3 credits)*
- 3) *MMC 4200 Law of Mass Communication (3 credits)*
- 4) *VIC 3001 Sight, Sound and Motion (4 credits)*

Core Courses that must be taken within the Journalism Track (19 credits earned)

- 1) *MMC 3030 Personal Branding for Communicators (1 credit)*
- 2) *MMC 3203 Ethics and Problems in Mass Communications (3 credits)*
- 3) *MMC 3254 Media Entrepreneurship (1 credit)*
- 4) *JOU 3110 Applied Fact Finding (3 credits)*
- 5) *JOU 3346L Multimedia Reporting (3 credits)*
- 6) *JOU 4950 Applied Journalism (3 credits)*
- 7) *MMC 1009 Introduction to Media and Communications (1 credit)*
- 8) *MMC 2450 Data Literacy for Communicators (1 credit)*
- 9) *MMC 2604 Mass Media and You (3 credits)*

Elective courses that must be taken within the program (14 credits earned)

- 1) Professional electives (other courses within the college) (14 credits)

Additional courses in track/sequence that all students in track/sequence must take: Degree/Emphasis (6 credits earned)

Students select a two-course sequence in at least one area of specialization.

- 1) *JOU 3213 Design and JOU 4214 Advanced Design (3 credits)*
- 2) *JOU 3305 Data Journalism and JOU 4930 Data Visualization (3 credits)*
- 3) *JOU 3363 Intro to Web Apps for Communicators and JOU 4364 Advanced Web Apps for Communicators (3 credits)*
- 4) *JOU 4111 Advanced Reporting and JOU 4123 Investigative Reporting (3 credits)*
- 5) *JOU 4201 News Center Practicum and JOU 4202 Advanced News Center Practicum (3 credits)*
- 6) *JOU 4308 Magazine and Feature Writing and JOU 4311 Advanced Magazine Writing or JOU 4447C Applied Magazines (3 credits)*
- 7) *JOU 4604 Advanced Photojournalism (1) and JOU 4605 Advanced Photojournalism (2) or JOU 4930 Video Storytelling (3 credits)*
- 8) *JOU 4930 Audience Engagement and JOU 4930 Advanced Social Media (3 credits)*
- 9) *Specialized reporting/writing course (1) and Specialized reporting/writing course (2) (6 credits)*

Required outside of the accredited unit

- 1) *STA 2023 Introduction to Statistics (3 credits)*
- 2) *ENC 1101 Expository and Argumentative Writing (3 credits)*

- 3) *ENC 1102 Argument and Persuasion (3 credits)*
- 4) *ECO 2013 Principles of Macroeconomics (3 credits)*
- 5) *POS 2112 American State and Local Government or INR 2001 Introduction to International Relations or CPO 2001 Comparative Politics (3 credits)*
- 6) *IUF 1000 What is the Good Life (3 credits)*
- 7) *SPC 2608 Introduction to Public Speaking or ORI 2000 Oral Performance of Literature (3 credits)*
- 8) *AMH2020 United States since 1877 (3 credits)*
- 9) *CPO2001 Comparative Politics or INR2001 International Relations or POS2112 State and Local Government (3 credits)*
- 10) *Foreign language or quantitative option*
- 11) *Outside concentration (12 credits)*
- 12) *Remaining general education requirements (state general education humanities/international, math, physical, biological science)*

Journalism – Sports and Media Track

Number of hours/units required for graduation: 124

Number of hours/units required for major degree: 52

Core Courses (13 credits earned)

- 1) *JOU 3101 Reporting (3 credits)*
- 2) *MMC 2121 Writing Fundamentals for Communicators (3 credits)*
- 3) *MMC 4200 Law of Mass Communication (3 credits)*
- 4) *VIC 3001 Sight, Sound and Motion (4 credits)*

Core Courses that must be taken within the Sports and Media Track (32 credits earned)

- 1) *MMC 2740 Introduction to Sports and Media (1 credit)*
- 2) *JOU 3109C Multimedia Writing (3 credits)*
- 3) *JOU 4930 Media Numeracy (1 credit)*
- 4) *PUR 3000 Principles of Public Relations (3 credits)*
- 5) *JOU 4201 Editing/News Center Practicum (sports specialization) (3 credits)*
- 6) *JOU 4313C Sports Reporting (3 credits)*
- 7) *JOU 4940 Internship (in sports and media) (3 credits)*
- 8) *MMC 3210 Sports Media Law and Ethics (3 credits)*
- 9) *MMC 3703 Sports Media and Society (3 credits)*
- 10) *PUR 3463 Sports Communication (3 credits)*
- 11) *RTV 3593 Multimedia Sports Reporting (3 credits)*
- 12) *RTV 4929C Sports Production (3 credits)*

Elective course or courses that must be taken within the track/sequence

Professional electives: 9 credits

Required outside of the accredited unit

- 1) STA 2023 Introduction to Statistics (3 credits)
- 2) ENC 1101 Expository and Argumentative Writing (3 credits)
- 3) ENC 1102 Argument and Persuasion (3 credits)
- 4) ECO 2013 Principles of Macroeconomics (3 credits)
- 5) POS 2112 American State and Local Government or INR 2001 Introduction to International Relations or CPO 2001 Comparative Politics (3 credits)
- 6) IUF 1000 What is the Good Life (3 credits)
- 7) SPC 2608 Introduction to Public Speaking or ORI 2000 Oral Performance of Literature (3 credits)
- 8) AMH2020 United States since 1877 (3 credits)
- 9) CPO2001 Comparative Politics or INR2001 International Relations or POS2112 State and Local Government (3 credits)
- 10) Foreign language or quantitative option
- 11) Outside concentration (12 credits)
- 12) Remaining general education requirements (state general education humanities/international, math, physical, biological science)

Public Relations

Number of hours/units required for graduation: 124

Number of hours/units required for major degree: 52

Core Courses for All Students in Public Relations (39 credits earned)

- 1) JOU 3101 Reporting (3 credits)
- 2) JOU 3109c Multimedia Writing (3 credits)
- 3) MMC 1009 Introduction to Media and Communications (1 credits)
- 4) MMC 2121 Writing Fundamentals for Communicators (3 credits)
- 5) MMC 3420 Audience Analytics (3 credits)
- 6) MMC 4200 Law of Mass Communications (3 credits)
- 7) PUR 3000 Principles of Public Relations (3 credits)
- 8) PUR 3500 Public Relations Research (3 credits)
- 9) PUR 3801 Public Relations Strategy (3 credits)
- 10) PUR 4100 Public Relations Writing (4 credits)
- 11) PUR 4404c International Public Relations (3 credits)
- 12) PUR 4800 Public Relations Campaigns (3 credits)
- 13) VIC 3001 Sight, Sound and Motion (4 credits)

Elective courses that must be taken within the program (13 credits earned)

- 1) Professional electives (other courses within the college) (13 credits)

Required outside of the accredited unit (30 credits earned)

- 1) STA 2023 Introduction to Statistics (3 credits)
- 2) ENC 1101 Expository and Argumentative Writing (3 credits)
- 3) ENC 1102 Argument and Persuasion (3 credits)
- 4) ECO 2013 Principles of Macroeconomics (3 credits)
- 5) AMH 2020 United States since 1877 (3 credits)

- 6) *IUF 1000 What is the Good Life (3 credits)*
- 7) *ENC 3254 Professional Writing in the Discipline (3 credits)*
- 8) *CPO2001 Comparative Politics or INR2001 International Relations or POS2112 State and Local Government (3 credits)*
- 9) *SPC2608 Public Speaking or ORI2000 Oral Performance of Literature (3 credits)*
- 10) *POS2041 American Federal Government or PSY2012 General Psychology (3 credits)*
- 11) *Foreign language or quantitative option*
- 12) *Outside concentration (12 credits)*
- 13) *Remaining general education requirements (state general education humanities/international, math, physical, biological science)*

Telecommunication – Management and Strategy Track

Number of hours/units required for graduation: 124

Number of hours/units required for major degree: 53

Core Courses for All Students in Telecommunication (20 credits earned)

- 1) *MMC 1009 Introduction to Media and Communication (1 credit)*
- 2) *MMC 3203 Mass Communications Ethics or RTV 4432 Ethics and Problems in Telecommunication (3 credits)*
- 3) *RTV 2100 Writing for Electronic Media (3 credits)*
- 4) *RTV 3001 Introduction to Media Industries and Professions (3 credits)*
- 5) *RTV 3405 Television and American Society (3 credits)*
- 6) *RTV 4700 Telecommunication Law and Regulation or MMC 4200 Law of Mass Communication (3 credits)*
- 7) *VIC 3001 Sight, Sound and Motion (4 credits)*

Core Courses that must be taken within the Management and Strategy Track (18 credits earned)

- 1) *ADV 3008 Principles of Advertising (3 credits)*
- 2) *JOU 3002 Understanding Audiences (3 credits)*
- 3) *RTV 4500 Telecommunication Programming (3 credits)*
- 4) *RTV 4506 Telecommunication Research or MMC 3420 Consumer/Audience Analytics (3 credits)*
- 5) *RTV 4800 Telecommunication Planning and Operations (3 credits)*
- 6) *MMC 2121 Fundamentals of Writing for Communicators (3 credits)*

Elective courses that must be taken within the Management and Strategy Track (15 credits earned)

Operations Block: choose 2

- 1) *MMC 3420 Consumer and Audience Analytics (3 credits)*
- 2) *RTV 4420 New Media Systems (3 credits)*
- 3) *RTV 4506 Telecommunication Research (3 credits)*

- 1) RTV 4590 *Digital Games in Communications* (3 credits)
- 2) RTV 4591 *Applications of Mobile Technology* (3 credits)
- 3) RTV 4811 *Innovation in Media* (3 credits)
- 4) RTV 4910 *Undergraduate Research* (3 credits)
- 5) RTV 4930 *Special Topics* (3 credits)

Professional Electives 9

Required outside of the accredited unit

- 1) STA 2023 *Introduction to Statistics* (3 credits)
- 2) ENC 1101 *Expository and Argumentative Writing* (3 credits)
- 3) ENC 1102 *Argument and Persuasion* (3 credits)
- 4) ECO 2013 *Principles of Macroeconomics* (3 credits)
- 5) POS 2112 *American State and Local Government* or INR 2001 *Introduction to International Relations* or CPO 2001 *Comparative Politics* (3 credits)
- 6) IUF 1000 *What is the Good Life* (3 credits)
- 7) ENC 3254 *Professional Writing in the Discipline* (3 credits)
- 8) AMH2020 *United States since 1877* (3 credits)
- 9) SPC2608 *Public Speaking* or ORI2000 *Oral Performance of Literature* (3 credits)
- 10) PSY2012 *General Psychology* or SYG2000 *Principles of Sociology* (3 credits)
- 11) POS2041 *American Federal Government* (3 credits)
- 12) Foreign language or quantitative option
- 13) Business outside concentration (12 credits)
- 14) Remaining general education requirements (state general education humanities/international, math, physical, biological science)

Telecommunication – Media and Society Track

Number of hours/units required for graduation: 124

Number of hours/units required for major degree: 52

Core Courses for All Students in Telecommunication (20 credits earned)

- 1) MMC 1009 *Introduction to Media and Communication* (1 credit)
- 2) MMC 3203 *Mass Communications Ethics* or RTV 4432 *Ethics and Problems in Telecommunication* (3 credits)
- 3) RTV 2100 *Writing for Electronic Media* (3 credits)
- 4) RTV 3001 *Introduction to Media Industries and Professions* (3 credits)
- 5) RTV 3405 *Television and American Society* (3 credits)
- 6) RTV 4700 *Telecommunication Law and Regulation* or MMC 4200 *Law of Mass Communication* (3 credits)
- 7) VIC 3001 *Sight, Sound and Motion* (4 credits)

Core Courses that must be taken within the Media and Society Track (6 credits earned)

- 1) RTV 4905 or RTV 4910 *Senior Project or Thesis* (3 credits)
- 2) MMC 2121 *Fundamentals of Writing for Communicators* (3 credits)

Elective courses that must be taken within the Media and Society Track

Media and Society Block (9 credits earned)

Choose 3

- 3) *JOU 4004 History of Journalism (3 credits)*
- 4) *MMC 3614 Media and Politics (3 credits)*
- 5) *MMC 3703 Sports and Society (3 credits)*
- 6) *MMC 4302 World Communication Systems (3 credits)*
- 7) *RTV 3411 Race, Gender, Class and the Media (3 credits)*

Specialization Electives (12 credits earned)

Choose 4

- 1) *ADV 3008 Principles of Advertising or PUR 3000 Principles of Public Relations (3 credits)*
- 2) *ADV 4400 International Advertising (3 credits)*
- 3) *JOU 4302 Public Opinion/Editorial Analysis (3 credits)*
- 4) *MMC 3260 Communication on the Internet or RTV 3106 Interactive Media (3 credits)*
- 5) *MMC 4200 Law of Mass Communication (3 credits)*
- 6) *PUR 4404C International Public Relations (3 credits)*
- 7) *RTV 4420 New Media Systems (3 credits)*
- 8) *RTV 4500 Telecommunication Programming (3 credits)*
- 9) *RTV 4506 Telecommunication Research (3 credits)*
- 10) *RTV 4700 Telecom Law and Regulation (3 credits)*
- 11) *RTV 4930 Special Study in Telecommunication (3 credits)*

Elective courses that must be taken within the track (5 credits earned)

- 1) Professional electives (other courses within the college) 5

Required outside of the accredited unit

- 1) *STA 2023 Introduction to Statistics (3 credits)*
- 2) *ENC 1101 Expository and Argumentative Writing (3 credits)*
- 3) *ENC 1102 Argument and Persuasion (3 credits)*
- 4) *ECO 2013 Principles of Macroeconomics (3 credits)*
- 5) *POS 2112 American State and Local Government or INR 2001 Introduction to International Relations or CPO 2001 Comparative Politics (3 credits)*
- 6) *IUF 1000 What is the Good Life (3 credits)*
- 7) *ENC 3254 Professional Writing in the Discipline (3 credits)*
- 8) *AMH2020 United States since 1877 (3 credits)*
- 9) *AMH2010 United States to 1877 (3 credits)*
- 10) *SPC2608 Public Speaking or ORI2000 Oral Performance of Literature (3 credits)*
- 11) *PSY2012 General Psychology or SYG2000 Principles of Sociology (3 credits)*
- 12) *POS2041 American Federal Government (3 credits)*
- 13) *Foreign language or quantitative option*
- 14) *Outside concentration (12 credits)*
- 15) *Remaining general education requirements (state general education humanities/international, math, physical, biological science)*

Telecommunication – News Track

Number of hours/units required for graduation: 124

Number of hours/units required for major degree: 52

Core Courses for All Students in Telecommunication (20 credits earned)

- 1) *MMC 1009 Introduction to Media and Communication (1 credit)*
- 2) *MMC 3203 Mass Communications Ethics or RTV 4432 Ethics and Problems in Telecommunication (3 credits)*
- 3) *RTV 2100 Writing for Electronic Media (3 credits)*
- 4) *RTV 3001 Introduction to Media Industries and Professions (3 credits)*
- 5) *RTV 3405 Television and American Society (3 credits)*
- 6) *RTV 4700 Telecommunication Law and Regulation or MMC 4200 Law of Mass Communication (3 credits)*
- 7) *VIC 3001 Sight, Sound and Motion (4 credits)*

Core Courses that must be taken within the News Track (18 credits earned)

- 1) *JOU 3101 Reporting (3 credits)*
- 2) *RTV 3106 Interactive Media (3 credits)*
- 3) *RTV 3303 Electronic News Writing and Reporting 1 (3 credits)*
- 4) *RTV 3305 Investigative Reporting (3 credits)*
- 5) *RTV 4301 Electronic News and Reporting 2 (3 credits)*
- 6) *MMC 2121 Fundamentals of Writing for Communicators (3 credits)*

Elective courses that must be taken within the track (6 credits earned)

- 1) *RTV 3304 Advanced Radio Reporting and RTV 4302 Advanced TV Reporting (3 credits)*
Or
- 2) *RTV 3401 Electronic News Producing and Management and RTV 4340 Special News Projects (3 credits)*

Elective courses that must be taken within the track (7 credits earned)

- 1) Professional electives (other courses within the college) (7 credits)

Required outside of the accredited unit

- 1) *STA 2023 Introduction to Statistics (3 credits)*
- 2) *ENC 1101 Expository and Argumentative Writing (3 credits)*
- 3) *ENC 1102 Argument and Persuasion (3 credits)*
- 4) *ECO 2013 Principles of Macroeconomics (3 credits)*
- 5) *IUF 1000 What is the Good Life (3 credits)*
- 6) *ENC 3254 Professional Writing in the Discipline (3 credits)*
- 7) *AMH2020 United States since 1877 (3 credits)*
- 8) *AMH2010 United States to 1877 (3 credits)*
- 9) *SPC2608 Public Speaking or ORI2000 Oral Performance of Literature (3 credits)*

- 10) PSY2012 General Psychology or SYG2000 Principles of Sociology (3 credits)
- 11) POS2041 American Federal Government (3 credits)
- 12) Foreign language or quantitative option
- 13) Outside concentration (12 credits)
- 14) Remaining general education requirements (state general education humanities/international, math, physical, biological science)

Eight-Semester Department Degree Plans

Each of the four departments has a prescribed degree plan that includes 52 credits of courses from inside the college and 72 credits from other units.

Advertising

The Department of Advertising requires foundation coursework for all majors that includes *MAR 3023 Principles of Marketing* and either *STA 2023 Introduction to Statistics 1* or *STA 2122 Statistics for Social Sciences*.

Semester 1

- 2.0 GPA on all work at all institutions

Semester 2

- Complete 2 of 9 critical-tracking courses: ADV 3008 (Principles of Advertising), ENC 1102 (Argument and Persuasion), ECO 2013 (Principles of Macroeconomics), MAR 3023 (Principles of Marketing), MMC 1009 (Introduction to Media and Communications), MMC 2100 (Writing for Mass Communication), MMC 2604 (Mass Media and You), POS 2041 (American Federal Government) or PSY2012 (General Psychology), and STA 2023 (Introduction to Statistics)
- 2.0 GPA required for all critical-tracking courses
- 2.5 GPA on all work at all institutions

Semester 3

- Complete 2 additional critical-tracking courses
- 2.0 GPA required for all critical-tracking courses
- 2.5 GPA on all work at all institutions

Semester 4

- Complete 2 additional critical-tracking courses
- 2.0 GPA required for all critical-tracking courses
- 2.5 GPA on all work at all institutions

Semester 5

Complete all critical-tracking courses Required Foundation Coursework

- *MAR 3023 Principles of Marketing*
- *STA 2023 Introduction to Statistics 1* or *STA 2122 Statistics for Social Science*

Advertising's required core coursework includes:

- *ADV 3008 Principles of Advertising*
- *ADV 3001 Advertising Strategy*
- *ADV 3501 Advertising Research*
- *ADV 4101 Copywriting and Visualization*
- *ADV 4300 Media Planning*
- *ADV 4800 Advertising Campaigns (capstone)*
- *MMC 1009 Introduction to Media and Communications*
- *MMC 2100 Writing for Mass Communication*
- *MMC 2121 Writing Fundamentals for Communicators*
- *MMC 2604 Mass Media and You*
- *MMC 3420 Consumer and Audience Analytics*
- *MMC 4200 Law of Mass Communication*
- *MMC 3203 Ethics and Problems in Mass Communication*
- *VIC 3001 Sight, Sound and Motion*
- *12 hours of professional electives (courses offered within the CJC).*

All Advertising majors also take ENC 3254 Writing in the Disciplines.

Journalism

The Department of Journalism has two tracks: Journalism and Sports and Media. The critical tracking requirements for the Journalism track is as follows:

Semester 1

- Complete 1 of 6 critical tracking courses: ENC 1102 (Argument and Persuasion), ECO 2013 (Principles of Macroeconomics), JOU 3101 (Reporting), MMC 1009 (Introduction to Media and Communications), MMC 2604 (Mass Media and You), and STA 2023 (Introduction to Statistics)
- 2.0 GPA on all work at all institutions

Semester 2

- Complete an additional 2 of 6 critical-tracking courses
- 2.0 GPA required for all critical-tracking courses
- 2.5 GPA on all work at all institutions

Semester 3

- Complete 2 additional critical-tracking courses
- 2.0 GPA required for all critical-tracking courses
- 2.5 GPA on all work at all institutions

Semester 4

- Complete all critical-tracking courses
- 2.0 GPA required for all critical-tracking courses
- 2.5 GPA on all work at all institutions

Required Core Coursework 32 credits

- *JOU 3101 Reporting*

- *JOU 3110 Applied Fact Finding*
- *JOU 3346L Multimedia Reporting*
- *JOU 4950 Applied Journalism*
- *MMC 1009 Introduction to Media and Communications*
- *MMC 2450 Data Literacy for Communicators*
- *MMC 2604 Mass Media and You*
- *MMC 2121 Writing Fundamentals for Communicators*
- *MMC 3030 Personal Branding for Communicators*
- *MMC 3203 Ethics and Problems in Mass Communications*
- *MMC 3254 Media Entrepreneurship*
- *MMC 4200 Law of Mass Communication*
- *VIC 3001 Sight, Sound and Motion*

Minimum grades of C are required in all journalism courses.

Additionally, students select a two-course sequence in an area of specialization. Students may work with an advisor and the department chair to customize a plan. Students must have appropriate prerequisites to enter the first course in the specialization. Minimum grades of C are required in these courses

First Course	Second Course
<i>JOU 3213 Design</i>	<i>JOU 4214 Advanced Design</i>
<i>JOU 3305 Data Journalism</i>	<i>JOU 4930 Data Visualization</i>
<i>JOU 3363 Intro to Web Apps for Communicators</i>	<i>JOU 4364 Advanced Web Apps for Communicators</i>
<i>JOU 4111 Advanced Reporting</i>	<i>JOU 4123 Investigative Reporting</i>
<i>JOU 4201 News Center Practicum</i>	<i>JOU 4202 Advanced News Center Practicum</i>
<i>JOU 4308 Magazine and Feature Writing</i>	<i>JOU 4311 Advanced Magazine Writing or JOU 4447C Applied Magazines</i>
<i>JOU 4604 Advanced Photojournalism 1</i>	<i>JOU 4605 Advanced Photojournalism 2 or JOU 4930 Video Storytelling</i>
<i>JOU 4930 Audience Engagement</i>	<i>JOU 4930 Advanced Social Media</i>
Specialized reporting/writing course 1	Specialized reporting/writing course 2

The Sports and Media specialization in Journalism teaches students to be skilled in multiple areas of sports media and communications. Students will learn strategies and skills in reporting, writing, video, audio, social media, and more. Students will engage in critical thinking about current issues and trends in today's sports media—and have multiple opportunities to gain practical and immersive experience in media properties inside and outside of the College of Journalism and Communications. Critical tracking requirements for the specialization are:

Semester 1

- Complete 1 of 5 critical tracking courses: MMC 2740 (Introduction to Media and Sports), ENC 1102 (Argument and Persuasion), ECO 2013 (Principles of Macroeconomics), JOU 3101c (Multimedia Reporting), and STA 2023 (Introduction to Statistics)
- 2.0 GPA on all work at all institutions

Semester 2

- Complete 1 additional critical-tracking course
- 2.0 GPA required for all critical-tracking courses
- 2.5 GPA on all work at all institutions

Semester 3

- Complete 2 additional critical-tracking courses
- 2.0 GPA required for all critical-tracking courses
- 2.5 GPA on all work at all institutions

Semester 4

- Complete all critical-tracking courses
- 2.0 GPA required for all critical-tracking courses
- 2.5 GPA on all work at all institutions

Required Core Coursework: 21 Credits

- MMC 2121 Writing Fundamentals for Communicators
- MMC 2740 Introduction to Sports and Media
- MMC 4200 Law of Mass Communication
- JOU 3101 Reporting
- JOU 3109C Multimedia Writing
- JOU 4930 Media Numeracy
- PUR 3000 Principles of Public Relations
- VIC 3001 Sight, Sound and Motion

Sports and Media Core Coursework: 22 Credits

- JOU 4201 Editing/News Center Practicum (sports specialization)
- JOU 4313C Sports Reporting
- JOU 4940 Internship (in sports and media)
- MMC 3210 Sports Media Law and Ethics
- MMC 3703 Sports Media and Society
- PUR 3463 Sports Communication
- RTV 3593 Multimedia Sports Reporting
- RTV 4929C Sports Production
- Professional electives: 9 credits

Public Relations

The Department of Public Relations required coursework from inside the college includes:

- JOU3101 Reporting
- *JOU 3109c Multimedia Writing
- MMC 1009 Introduction to Media and Communications
- MMC 2121 Writing Fundamentals for Communicators
- MMC 3420 Audience Analytics
- MMC 4200 Law of Mass Communications
- PUR 3000 Principles of Public Relations
- PUR 3500 Public Relations Research
- PUR 3801 Public Relations Strategy
- PUR 4100 Public Relations Writing
- PUR 4404c International Public Relations
- PUR 4800 Public Relations Campaigns
- VIC 3001 Sight, Sound and Motion
- 10 hours of Block 1 professional elective credits (courses offered inside CJC)
- 3 hours of Block 2 elective credits (inside the CJC).

*During spring semester 2017, the public relations faculty voted to eliminate the requirement to complete JOU 3109c for students entering the program as of fall semester 2017. The three credit hours are replaced by having students take three additional hours of professional elective credits.

All Public Relations majors now also take *ENC 3254 Writing in the Disciplines*.

Telecommunication

The Department of Telecommunication features four specializations. The Management and Strategy specialization prepares students to enter the profession through positions in research, sales, and marketing and promotion. The News specialization prepares students for careers as reporters and anchors, or as producers who are responsible for news programs behind-the-scenes. Entry into the broadcast news sequence is limited to students in the Department of Telecommunication who have placed in a competitive entrance exam. Contact the department office to determine when the exam is given. The Production specialization prepares students for careers in program creation, writing and the creative applications of video and audio technology. The Media and Society specialization focuses on the theories, methods and techniques used to play, produce and distribute audio and video programs and messages; personnel and facilities management; marketing and distribution; media regulations, law and policy; social media and principles of broadcast technology. It prepares individuals to work in media organizations and those organizations that use electronic media, such as political campaigns, government, education and business.

Students can also use the communication skills they acquire to pursue graduate degrees. Students majoring in telecommunication participate in the university's six broadcast stations, other on campus facilities such as the Gator Network and elective internships throughout the world.

Management and Strategy critical tracking:

Semester 1

- Complete critical-tracking course STA 2023
- 2.0 GPA on all work at all institutions

Semester 2

- Complete 2 of 5 critical-tracking courses: ENC 1101, ECO 2013, MMC 1009, RTV 2100 (MMC2100 can be substituted for RTV 2100), RTV3001
- 2.0 GPA required for all critical-tracking courses
- 2.5 GPA on all work at all institutions

Semester 3

- Complete 2 additional critical-tracking courses
- 2.0 GPA required for all critical-tracking courses
- 2.5 GPA on all work at all institutions

Semester 4

- Complete 1 additional critical-tracking course
- 2.0 GPA required for all critical-tracking courses
- 2.5 GPA on all work at all institutions

Semester 5

- Complete all critical-tracking courses

Management and Strategy required core coursework:

- ADV 3008 Principles of Advertising
- JOU 3002 Understanding Audiences
- MMC 1009 Introduction to Media and Communication
- MMC 2121 Fundamentals of Writing for Communicators
- MMC 3203 Mass Communications Ethics or RTV 4432 Ethics and Problems in Telecommunication
- RTV 2100 Writing for Electronic Media
- RTV 3001 Introduction to Media Industries and Professions
- RTV 3405 Television and American Society
- RTV 4500 Telecommunication Programming
- RTV 4506 Telecommunication Research or
- MMC 3420 Consumer and Audience Analytics
- RTV 4700 Telecommunication Law and Regulation
- RTV 4800 Telecommunication Planning and Operations (Spring Only)
- VIC 3001 Sight, Sound and Motion
- Electives inside college: 8 credits

Operations Block: choose two; courses cannot be used to fulfill other requirements

- MMC 3420 Consumer and Audience Analytics
- RTV 4420 New Media Systems
- RTV 4506 Telecommunication Research (Fall Only)

- RTV 4590 Digital Games in Communications
- RTV 4591 Applications of Mobile Technology
- RTV 4811 Innovation in the Media Industry
- RTV 4910 Undergraduate Research (with approval)
- RTV 4930 Special Topics (with approval)

The Media and Society track has the following critical tracking courses:

Semester 1

- Complete critical-tracking course STA 2023
- 2.0 GPA on all work at all institutions

Semester 2

- Complete 2 of 5 critical-tracking courses: ENC 1101, ECO 2013, MMC 1009, RTV 2100 (MMC2100 can be substituted for RTV 2100), RTV 3001
- 2.0 GPA required for all critical-tracking courses
- 2.5 GPA on all work at all institutions

Semester 3

- Complete 2 additional critical-tracking courses
- 2.0 GPA required for all critical-tracking courses
- 2.5 GPA on all work at all institutions

Semester 4

- Complete 1 additional critical-tracking course
- 2.0 GPA required for all critical-tracking courses
- 2.5 GPA on all work at all institutions

Semester 5

Complete all critical-tracking courses

Required classes for the specialization include:

- MMC 1009 Introduction to Media and Communication
- MMC 2121 Fundamentals of Writing for Communicators
- MMC 3203 Mass Communications Ethics or RTV 4432 Ethics and Problems in Telecommunication
- RTV 2100 Writing for Electronic Media
- RTV 3001 Introduction to Media Industries and Professions *RTV 3405 Television and American Society*
- *RTV 4700 Telecommunication Law and Regulation* or *MMC 4200 Law of Mass Communication*
- *RTV 4905* or *RTV 4910 Senior Project or Thesis*
- *VIC 3001 Sight, Sound and Motion*
- Media and Society block: 9 credits
 - JOU 4004 History of Journalism
 - MMC 3614 Media and Politics
 - MMC 3703 Sports and Society
 - MMC 4302 World Communication Systems

- RTV 3411 Race, Gender, Class and the Media
- Specialization electives: 12 credits

Critical tracking classes for the News track are:

Semester 1

- Complete critical-tracking course STA 2023
- 2.0 GPA on all work at all institutions
-

Semester 2

- Complete 2 of 5 critical-tracking courses: ENC 1101, ECO 2013, MMC 1009, RTV 2100 (MMC2100 can be substituted for RTV 2100), RTV 3001
- 2.0 GPA required for all critical-tracking courses
- 2.5 GPA on all work at all institutions

Semester 3

- Complete 2 additional critical-tracking courses
- 2.0 GPA required for all critical-tracking courses
- 2.5 GPA on all work at all institutions

Semester 4

- Complete 1 additional critical-tracking course
- 2.0 GPA required for all critical-tracking courses
- 2.5 GPA on all work at all institutions

Semester 5

- Complete all critical-tracking courses The News track requires the following core classes:

Required Core Coursework

- *JOU 3101 Reporting*
- *MMC 1009 Introduction to Media and Communication* (1 credit)
- *MMC 2121 Writing Fundamentals*
- *MMC 3203 Mass Communications Ethics or RTV 4432 Ethics and Problems in Telecommunication*
- *MMC 4200 Law of Mass Communication*
- *RTV 2100 Writing for Electronic Media*
- *RTV 3001 Introduction to Media Industries and Professions*
- *RTV 3106 Interactive Media*
- *RTV 3303 Electronic News Writing and Reporting 1*
- *RTV 3305 Investigative Reporting*
- *RTV 3405 Television and American Society*
- *RTV 4301 Electronic News and Reporting 2*
- *VIC 3001 Sight, Sound and Motion*
- Electives inside college: 7 credits
- Professional electives in reporting: choose two courses
- RTV 3304 Advanced Radio Reporting
- RTV 4302 Advanced TV Reporting

-or-

- Professional electives in producing: choose two courses
- RTV 3401 Electronic News Producing and Management
- RTV 4340 Special News Projects (can be repeated once)

The Production track requires the following for critical tracking:

Semester 1

- Complete critical-tracking course STA 2023
- 2.0 GPA on all work at all institutions

Semester 2

- Complete 2 of 5 critical-tracking courses: ENC 1101, ECO 2013, MMC 1009, RTV 2100 (MMC2100 can be substituted for RTV 2100), RTV 3001
- 2.0 GPA required for all critical-tracking courses
- 2.5 GPA on all work at all institutions

Semester 3

- Complete 2 additional critical-tracking courses
- 2.0 GPA required for all critical-tracking courses
- 2.5 GPA on all work at all institutions

Semester 4

- Complete 1 additional critical-tracking course
- 2.0 GPA required for all critical-tracking courses
- 2.5 GPA on all work at all institutions

Semester 5

Complete all critical-tracking courses

Required core coursework for production majors includes:

- *JOU 2040 Writing Mechanics*
- *MMC 1009 Introduction to Media and Communication*
- *MMC 3203 Mass Communications Ethics or RTV 4432 Ethics and Problems in Telecommunication*
- *RTV 2100 Writing for Electronic Media*
- *RTV 3001 Introduction to Media Industries and Professions*
- *RTV 3101 Advanced Writing for Electronic Media*
- *RTV 3320 Electronic Field Production*
- *RTV 3405 Television and American Society*
- *RTV 3511 Fundamentals of Production*
- *RTV 3512 Electronic Field Production 2*
- *RTV 4500 Telecommunication Programming*
- *RTV 4700 Telecommunication Law and Regulation*
- *RTV 4929C Senior Advanced Workshop in Telecommunication Production*
- *VIC 3001 Sight, Sound and Motion*
- Electives inside college: 12 credits

Standard 3 Diversity and Inclusiveness

Executive Summary

Diversity and inclusion remains an important goal for the College of Journalism and Communications. We strive to interweave diversity into all aspects of our culture, whether in recruitment of students and faculty, classroom instruction, or support for multicultural students and faculty. Since our last accreditation report, the College has identified diversity and inclusion as one of our six strategic goals and as the first point of our mission statement. Our 2020 strategic plan includes establishing the College “as a leader in the recruitment, retention, and placement of multicultural faculty, staff, and students.”

Since the last accreditation report, the College has been aggressive in establishing a welcoming culture, inclusive environment, and diversity among its ranks. Our commitment has been demonstrated in a variety of quantifiable ways, including:

- 45 percent of students are multicultural, up from 38 percent in 2010.
- 36 percent of faculty and staff are multicultural and 58 percent are female.
- Of the 11 faculty members hired since Jan. 1, 2015, two are African-Americans, five are women, one is a Hispanic male, one identifies as a member of the LGBT community, two are Asian, and five are white males.
- The dean, appointed in 2012, is a female with a professional background. The College’s leadership team is now 45 percent female.
- In August 2016, our annual faculty retreat was dedicated to diversity and inclusion. We included workshops on implicit bias and strategies to address diversity in teaching and curriculum, faculty recruitment and retention, student recruitment and immersion experiences.
- In 2016, members of the Dean’s Student Advisory Council, itself a diverse group, established a task force to address issues of diversity and inclusion. Students’ recognition of the importance of understanding different cultures is reflected, in part, by the 20 advertising students who applied for and were finalists in the American Academy of Advertising’s Multicultural Advertising Internship program. All 20 were placed in agencies to focus on multicultural marketing, the second largest placement of all participating universities.
- In 2017, we began a search for a Director of Inclusion, later elevated to Assistant Dean of Inclusion, a position that will be shared with two other colleges.
- The College hired its first director of Spanish-language news in early 2017. The new staff member, a Hispanic female, is a former employee of Univision and CNN en Español. She will help expand the College’s Spanish-language news offerings across media and digital platforms, including oversight and production of the weekly *Noticias* WUFT radio broadcast. This will not only benefit students, but also the 19-county North Central Florida listening audience served by the College through its stations.

- The newly hired Director of Spanish-language news will also be responsible for developing and teaching a Spanish-language news curriculum and working with the University of Florida's Center for Latin American Studies to develop an undergraduate joint certificate program in Spanish-language journalism.
- The College annually recognizes four prominent alumni as "Alumni of Distinction." Of the 12 alumni chosen since 2015, six have been women, two are Hispanic, and one is African American.
- The College also sponsored a speakers series, *Becoming a Woman of Influence*, featuring female industry leaders.

The College has a strong record on issues surrounding diversity and inclusion that spans more than 25 years. The College's Knight Division, formed in 1992, coordinates the college's undergraduate scholarship and assistantship programs, career resource activities, and recruitment and retention of students from underrepresented groups. The Division provides students from underrepresented groups with information about the college, student activities, and available scholarships. The Division director routinely visits Florida high schools and community colleges to meet with prospective students.

The Knight Division also provides operational support to four student organizations at the college, including the Hispanic Communicators Association (HCA), Journalism and Communications Ambassadors (JCA), and the National Association of Black Journalists (UF NABJ). In 2016, the Knight Division began to support the newly formed College of Journalism and Communications Student Diversity Task Force. They have conducted a student climate survey, reached out to welcome newly admitted students to the college, and partnered with the Dean's Student Advisory Council on inclusion initiatives.

Among the faculty, women and minorities are consistently recognized for their achievements. Of the five winners of the College's top faculty awards for 2016-17, four are woman and one of the women is an African American. In 2016-17, the University established a "Term Professorship" program to support UF's preeminence goals. Our College selected eight faculty members for the program, and six are women. One of the women is African-American and two are Asian.

Alumni and friends of the College have also embraced our diversity and inclusion mission. Our four department advisory councils, detailed in Appendix 1D, are culturally diverse and representative of the College's student and alumni base. The Public Relations Department assembled a panel of industry executives to discuss issues of diversity and inclusion in the public relations industry. The Advertising Department's Advisory Council, comprised of alumni and other industry executives, formed a Diversity Committee tasked with developing a council member recruitment and selection process with the goal of increasing diversity.

The University of Florida has also identified diversity as key goal, endorsing: "An exceptional academic environment that reflects the breadth of thought essential for preeminence, achieved by a community of students, faculty, and staff who have diverse experiences and backgrounds."

The University's Division of Student Affairs developed a definition of diversity that our College supports: "Diversity recognizes the variety of personal and social experiences that make individuals and communities different from one another. These differences include race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, size, marital status, national origin, political opinions or affiliations, genetic information, veteran status, and the many other ways one might identify."

During the accreditation review period, the College lost faculty members and administrators who contributed significantly to our diversity. However, we made some significant hires during this period that we believe will help us somewhat offset these departures. All four departments and the College leadership are committed to strive for diversity in recruiting guest speakers and lecturers. Our charge to hire 15 new faculty members over the next year will provide a good opportunity to expand our diverse mix of faculty with academic and professional backgrounds.

Question 1. Complete and attach the following tables.

Table 5 Area Population

	Gainesville, Fla.*	State of Florida**	U.S.**	UF Enrollment
Population estimates	131,591	20,612,439	323,127,513	39,240
Female persons	51.6%	51.1%	50.8%	54.4%
Black or African American alone	23.0%	16.8%	13.3%	5.9%
White alone, not Hispanic or Latino	57.8%	54.9%	61.3%	53.6%
American Indian and Alaska Native alone	0.3%	0.5%	1.3%	0.3%
Asian alone, percent	6.9%	2.9%	5.7%	7.2%
Hispanic or Latino	10.0%	24.9%	17.8 %	17.4%
Native Hawaiian and other Pacific Islander alone	0.1%	0.1%	0.2%	0.5%
Two or More Races	2.9%	2.1%	2.6%	2.48%

* 2010 Census

**2016 Census

Source: U.S. Census

Table 6: University of Florida Student Populations for Fall 2016

Group	Male	Female	% of total in unit	% of total in institution
Black/African American	52	139	7.4%	5.9%
White	355	1061	55.1%	53.6%
American Indian	5	12	0.7%	0.3%
Asian	29	103	5.1%	7.2%
Hispanic/Latino	132	446	22.5%	17.4%
Native Hawaiian/Pacific Islander	Unknown	Unknown	Unknown	0.4%
Two or more races	Unknown	Unknown	Unknown	2.5%
Other races	Unknown	Unknown	Unknown	3.1%
International students	18	70	3.4%	7.9%

Table 7.1: CJC Faculty Populations (Full time) for Fall 2017

Group	Female	% of Total Faculty	Male	% of Total Faculty
Black/African American	3	5.2%	2	3.50%
White	18	31.6%	27	47.4%
American Indian	0	0%	0	0%
Asian	5	8.8%	2	3.5%
Hispanic/Latino	0	0%	0	0%
Native Hawaiian/Pacific Islander	0	0%	0	0%
Two or more races	0	0%	0	0%
Other races	0	0%	0	0%

Table 7.2: CJC Faculty Populations (Part time) for Spring 2017

Group	Female	% of Total Faculty	Male	% of Total Faculty
Black/African American	0	0.0%	2	3.0%
White	28	42.4%	30	45.4%
American Indian	0	0%	0	0%
Asian	1	1.5%	1	1.5%
Hispanic/Latino	1	1.5%	1	1.5%
Native Hawaiian/Pacific Islander	0	0%	0	0%
Two or more races	0	0%	0	0%
Other races	0	0%	0	0%

Table 8: Full-time Faculty Recruitment for College

Academic Year	2014-2015	2015-2016	2016-2017
Openings	6	2	3
Total applicants in hiring pool	197	86	77
Females in hiring pool	80	31	3 (70 not disclosed)*
Female finalists considered	6	1	2 (4 not disclosed)
Offers made to females	3	1	2
Offers accepted by females	3	1	2
Minorities in hiring pool	75	30	3 (70 not disclosed)
Minority finalists considered	6	3	0 (4 not disclosed)
Offers made to minorities	3	1	0
Offers accepted by minorities	3	1	0
International faculty in hiring pool	2	1	0 (70 not disclosed)
International faculty considered	2	0	0 (4 not disclosed)
Offers made to international faculty	2	0	0
Offers accepted by international faculty	2	0	0

* The increased lack of disclosure is due to a change in the application system that makes providing this information optional.

Table 9 Part-time/Adjunct Faculty Recruitment for College

Academic Year	2014-2015	2015-2016	2016-2017
Openings	77	93	122
Total applicants in hiring pool	77	93	122
Females in hiring pool	26	38	54
Female finalists considered	26	38	54
Offers made to females	26	38	54
Offers accepted by females	26	38	54
Minorities in hiring pool	3	3	5
Minority finalists considered	3	3	5
Offers made to minorities	3	3	5
Offers accepted by minorities	3	3	5
International faculty in hiring pool	2	3	7
International faculty considered	2	3	7
Offers made to international faculty	2	3	7
Offers accepted by international faculty	2	3	7

The College's records of recruitment of part-time/adjunct were incomplete for the accreditation self-study period. We will be closely tracking such data going forward. However, the actual make-up of our part-time/adjunct faculty reported on page 26 indicates that we have been successful in securing a diverse pool of instructors for our students that complement our faculty, full-time teaching staff, and graduate students teaching courses.

Question 2. Attach a copy of the unit's written plan for achieving an inclusive curriculum, a diverse faculty and student population, and a supportive climate for working and learning. This plan should give the date of adoption/last revision, any designated timelines for reaching goals, the unit's definition of diversity and the under-represented groups identified by the unit. Describe how the unit assesses its progress toward achieving the plan's objectives.

Diversity Statement

Statement in place during review period, Adopted by the faculty September 28, 2011

The College considers a critical mass of individuals who are members of minority groups, or women, or are members of a low socio-economic or other under-served group to be important to the overall mission of the College. Individuals who contribute to a robust academic, research, and campus environment, including experience, perspectives, disciplines, geographic background, talent, socio-economic background, disability, ethnicity, race, gender, and other characteristics, are valuable members of the College and assist with the College's mission of service to all residents of the state of Florida as well as the nation and global community.

The College understands the importance of embracing diversity as a shared responsibility among faculty, staff, and students and is committed to the overall goal of creating a welcoming environment for individuals of all races, genders, nationalities, religions, sexual orientation, sexual identity and expression, viewpoints, ethnicities, and for those with disabilities

This revised statement was approved by faculty on April 12, 2017:

The College of Journalism and Communications understands the importance of diversity as a contribution to the industries of journalism and communications in our increasingly multicultural nation and globalized marketplace. We value diversity and the development of competence in intercultural communication and behavior for all who are a part of our college, industry and society. Thus, we are committed to incorporating diversity and inclusiveness in our faculty, staff, student, curriculum, research, immersion properties and culture.

We embrace diversity as a shared responsibility among faculty, staff, and students and strive for tangible expressions of this responsibility. We are committed to fostering a safe, welcoming and inclusive environment for individuals of all races, genders, nationalities, religions, sexual orientations, identities and abilities, to express their culture and perspectives through the art and science of journalism and communications.

Diversity Strategic Plan

During the review period, the College adopted the University of Florida's Diversity Action Plan, approved in August 2011. Diversity and inclusion were also integrated into the College's strategic plan, which affirmed the College's commitment to (1) preparing future journalism and communications professionals to work in a diverse, multicultural, global community; (2) developing a faculty and student body that is inclusive; and (3) ensuring the curriculum exposes students to issues of inclusiveness affecting journalism and communications. The College's overarching goal related to diversity during this period: "To maintain and improve the quality of the College's efforts to prepare our students to function in a multicultural, diverse global community and enhance the internationalization of UF in teaching, research, and service."

In April 2017, CJC faculty approved the College’s 2020 Strategic Plan, of which Diversity and Inclusion was one of six major goals.

The strategic plan for the College explicitly addresses diversity and professional responsibilities in a global society within its statement of core values and principles:

Values Statements	Guiding Principles
<ul style="list-style-type: none"> • Highest standards of academic excellence • Commitment to the well-being and betterment of society and its institutions • Preparing students to achieve life goals • A culture of collaboration, cooperation, entrepreneurship, and risk-taking • <u>Embracing diversity in ethnicity, race, gender, and other characteristics among faculty, staff, and students</u> • Courage, honesty, and integrity in professional and academic endeavors 	<ul style="list-style-type: none"> • Dedication to ethics, legal and social responsibilities • Interdisciplinary teaching and initiatives with specialized expertise • Grounding in forward-thinking scholarship—scientific and creative • Integrated theoretical and practical education and experience • <u>Diverse mix of faculty with academic and professional backgrounds</u> • Global reach and impact • Thought leadership • Nurturing of faculty and staff welfare and accomplishment

Establish CJC as a Leader in the Recruitment, Retention, and Placement of Multicultural Faculty, Staff, and Students

Primary audiences: Academic community, current and prospective faculty, current and prospective undergraduate and graduate students, industry.

Rationale: The College must prepare students for success by reflecting society and the workplace that students will find themselves soon entering. The College is committed to providing experiences that are an exemplar of the quickly evolving diverse population of Florida, the United States, and the increased globalization of communication industries. A College environment that embraces and measurably demonstrates diversity and inclusion in all of its forms among faculty, staff, and students can be tapped for creative problem solving, strengthening collaborative skills, and encouraging academic discovery. Being a pacesetter in the academic preparation of diverse scholars and career-ready practitioners will position the College as unique among its peers and authenticate the promise of higher education as a beacon of equality and inclusivity.

Strategies

A. Expand the Knight Division Multicultural Affairs function to attract new students from all backgrounds and create an environment welcoming to a multicultural population.

The College intends to provide greater resources to our multicultural affairs function to help guide strategies and programs, introduce more opportunities for cultural awareness, more aggressively promote our programs and work with individual units to craft their own diversity and inclusion policies consistent with the College's overall policy.

Key milestone:	Hire a Director of Inclusion (to be shared with two other colleges)
Timeline:	Spring 2018

B. Design a recruitment process that addresses and mitigates bias and ensures a broad and diverse pool of high-caliber faculty and graduate students.

The College will actively review faculty hiring criteria, recruitment and interview processes to ensure they are free of bias and that promotion of job openings is targeted at multicultural markets. For the recruitment of graduate students, the College will pursue more opportunities to meet in person with diverse groups of students (e.g. at conferences, on-campus visitations), look for funding for additional Ph.D. lines focused on relevant multicultural research, and build awareness of our pool of diverse graduate students among peer institutions. Key milestone: Review and recruitment process and implement process changes Timeline: Fall 2017

C. Create processes and mechanisms to make the environment and culture more welcoming for diverse students and faculty

The College will conduct regular climate surveys to assess improvements, improve its mentoring for junior multicultural faculty, establish a more unbiased and incentivized faculty evaluation process, provide regular diversity and inclusion training, help subsidize low-income student immersion opportunities, establish relationships with external programs (e.g. African Studies program) to bring a more diverse set of undergraduates to our College.

Key milestone: Establish mentoring system for multicultural faculty
Timeline: Spring 2018

D. Integrate diversity and inclusion into curriculum and immersion experiences

Expand curriculum focused on diversity and inclusion, expose students to different races and cultures through intentional class groupings and assignments that build awareness of different races and cultures, recruit visiting lecturers and guest speakers that reflect diversity and can address race and cultural issues.

Key milestone: Incorporate classroom and immersion assignments that expose students to different cultures.
Timeline: Fall 2018

Metrics: Expansion of faculty/staff/student multicultural presence, recruitment and retention of diverse faculty, recruiting and academic success of diverse, high-quality Ph.D. students, audits of curriculum and classroom approaches to addressing diversity.

Diversity in Services

The Knight Division's outreach activities for the 2015-2017 academic years included the following:

- Visited four high school and college fair events to meet advisers and students interested in careers in journalism and related areas. A student produced PowerPoint presentation about the College was shown during visits. Visited high schools including journalism/broadcastmagnet programs, high schools with strong journalism programs, and schools with high numbers of underrepresented students.
- Visited four community colleges in diverse areas to increase the number of underrepresented students that apply for transfer admissions. In addition to a PowerPoint about the college, pamphlets were disbursed with admissions requirements, college resources, and contact information. Q & A sessions were held covering topics such as local cost of living, scholarship and financial aid resources, curriculum, academic support systems, campus amenities, underrepresented student support and much more.
- The College also participated in UF Admissions recruitment programs on campus including Preview parent panel, Preview college workshops, UF Open House, and the Majors and Minors fair. ("Preview" is the University of Florida's orientation program for incoming students.)
- Created a student recruitment database from information submitted by students completing a "Prospective student" contact card. Information obtained from cards is used to invite students to summer programs, track their progress through high school, and share information with UF Admissions for recruitment purposes.
- Provided operational support to the Association of Black Communicators and Hispanic Communicators Association. Each organization receives assistance with arranging speakers and hosting forums for members about careers in journalism. Funding is also reserved to assist students with costs of attending professional conferences.
- Created "Knight Division" recruitment supplies/materials that include pens, folders, and key chains.
- Provided tours and held information sessions to students visiting UF from UF Alliance partnership schools.
- Provided tours and held information sessions to students attending UF's College Reach Out summer program.
- Provided scholarships for underrepresented students with financial need to attend the College's Summer Journalism Institute, a residential summer program for high school journalists. This program serves as a recruitment opportunity for talented students.

- Provided emergency funding to underrepresented students based on referrals from faculty, the College's Undergraduate Affairs office staff, and Director's assessments.
- Maintain a listserv consisting of underrepresented students to inform them of minority scholarship opportunities and targeted internship/fellowship programs.
- Created CJC Student Diversity Task Force for student feedback and data collection on the climate within the College of Journalism and Communications
- Organized annual Knight Division Phone-A-Thon to allow current underrepresented students to reach out to newly admitted students, with an emphasis on underrepresented students, to provide them with a warm welcome. The goal is to answer any questions new students may have and address any concerns about attending the University of Florida. The calls focus on student support systems, while simultaneously informing them of our resources and reputation in the industry of journalism and communications.

Question 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.

Each of our four departments made specific efforts toward our inclusion goals.

The **Department of Advertising** has continued to encourage a culture of success among students of all backgrounds by engaging mentors who model career paths that break down cultural barriers. Bienvenidos (Benny) Torres, an alumnus of the College and 2007 winner of the American Advertising Federation's Most Promising Minority Student Award, returned to the College in 2015 as a full-time visiting professional to mentor and inspire dozens of students with his teaching of core courses and as a role model for success in the advertising industry. The department is also committing to finding ways to bring more diverse students into the major.

In 2016, Facebook Creative Strategist and 2004 alumna Neisha Tweed returned to speak to the Ad Society and classes on topics related to diversity and inclusion in the advertising and technology industries. In 2017, the Ad Society also hosted a number of speakers and visitors on topics related to diversity and inclusion, including Doug Melville, Chief Diversity Officer, North America for TBWA\Worldwide, and Carl Desir, Vice President, Talent Initiatives at American Association of Advertising Agencies. Desir serves on the board of the Multicultural Advertising Internship Program (MAIP). Our program has a history of placing one or two students in MAIP internships each year, but had astonishing success in 2017 when 20 of our students were placed:

Victoria Alsina – JWT in New York City, NY
Antonio Casuso – GroupM in New York City, NY
Eykis Chavarro – Publicis Media in New York City, NY.
Theo Chiong – Fitzgerald & Co in Atlanta, GA
Patricia Cuadra – Starcom in Chicago, IL
Deidry Gomez – Edelman in New York City, NY
Edward Heraldo – DigitasLBI in New York City, NY
Alexandra Le Cras – Arnold Worldwide in Boston, MA
Megan Mundo – Translation in New York City, NY
Lauren Tram Nguyen – Leo Burnett in Detroit, MI

Lauren Perez-Maiy – Moxie in Atlanta, GA
 Camila Portillo – R/GA in Portland, OR
 Alana Saavedra – GSD&M in Austin, TX
 Geena San Miguel – Omnicom Group in New York City, NY
 Sana Sourivongs – Huge in Brooklyn, NY
 Nuchanart Tuntiserirat – MEC Global in New York City, NY
 Olivia Vera – Ad Council in New York City, NY
 Mayra Yaji – Omnicom Health Group in New York City, NY
 Christina Yi – Carrot Creative in Brooklyn, NY
 Alicia Zurita – FCB in New York City, NY

The Department of Advertising Advisory Council also identified diversity and inclusion as core to its purpose and has activated membership around these issues. During the spring 2016 meeting, diversity was selected as an area of focus for UF, CJC, and particularly the Department of Advertising and its Advisory Council. An Advisory Council committee was formed, led by Dawne Widener-Burrows, to perform a gap analysis of the council's current diversity. The results were circulated prior to the fall 2016 meeting (which was cancelled due to Hurricane Matthew). The analysis identified under-represented areas. Based on the gap analysis, the council formed a diversity committee tasked with developing a council member recruitment and selection process with the goal of increasing diversity demographically, in terms of race and ethnicity, and in terms of professional area. Shane Santiago was elected chair of the Advisory Council for 2017-2019. Santiago, who is Filipino, is a departmental alumnus and Vice President and Digital Director at St. John & Partners. He serves as an ADCOLOR Advisory Board Member and was named an ADCOLOR Innovator in 2012.

The Department of Journalism offers several courses which emphasize diversity. They include *MMC 4302 World Communication Systems* which surveys the diversity in world culture. In *JOU 4004 History of Journalism*, instructors discuss the early Black Press in America and its place in journalism history. In *JOU 4930 Sports and Social Issues*, all kinds of social issues are discussed – including race, domestic violence, gender, LGBT issues, and more. The Department of Journalism has also offered classes such as *Religion and News*, which looked at the portrayal of faith in the media. One semester, the topic of the capstone course *Journalism Studies* focused on gender and diversity. In addition, diversity is a point of emphasis in most reporting and writing classes, including *JOU 4201 News Center Practicum*.

The Department of Telecommunication addresses these issues and perspectives in a variety of ways. *TV and American Society*, a required course for all Telecommunication majors, includes modules dedicated to the impact of media on racial and ethnic groups, and in gender differences. *Race, Gender, Class and Media*, an elective course which can fulfil degree requirements in the Media and Society track, directly addresses these issues. In 2016, 2017, and 2018 (scheduled) we have offered a special topics course, taught by an adjunct, *Islam and Popular Culture*, which is cross-listed with the Department of Religion. Students in *Telecommunication Programming*, required of all students in the Management and Strategy, and Production sequences, addresses audience behaviors in conjunction with demographic groupings.

In addition to formal courses, the department supports and provides resources for *Noticias WUFT*, a Spanish-language newscast. We actively promote the International Radio-Television Society's annual diversity workshop, and several of our students have been selected for inclusion. Over its history our Advisory Council has placed a great deal of emphasis on encouraging a diverse student body. At each meeting they are presented with the current enrollment report of gender, ethnic, and racial distribution of our students. While we have not been as successful as desired, the council has emphasized the importance of a diverse membership.

The Public Relations Department offers several courses which include a focus on diversity. For example, in the writing course, *PUR 4100 Public Relations Writing*, diversity is discussed early and often since each specific written item must consider the audience. Careful attention is taken to challenge the students to write for different audiences throughout this course and others. In the strategy course, *PUR 3801 Public Relations Strategy*, students look at case studies that address different challenges, many of which include companies not understanding their audience and finding this lead to a crisis. In the campaigns course, *PUR 4800 Public Relations Campaigns*, students work all semester for a client on a public relations campaign. This work often included a deep research dive into understanding the audiences for the campaign. For public relations campaigns or materials to be effective, audience ethnographic and psychographic characteristics must be considered, so diversity is an ongoing topic of discussion throughout the public relations curriculum.

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

Department of Advertising

All required advertising courses and electives have components regarding diversity, including *ADV 3008 Introduction to Advertising*, *ADV 3001 Advertising Strategy*, *ADV 4101 Copy and Visualization*, *ADV 3500 Advertising Research*, and *ADV 4300 Media Planning*. *ADV 4400 International and Cross Cultural Advertising*, focuses specifically on diversity and inclusiveness issues, as does *MMC 3203 Media Ethics*.

Department of Journalism

MMC 4302 World Communication Systems surveys the diversity in world culture and media operations.

In *JOU 4004 History of Journalism*, instructors discuss the early Black Press in America and its place in journalism history. In *JOU 4930 Sports and Social Issues*, a variety of social issues are discussed, including race, domestic violence, gender, LGBT issues and more.

The Department of Journalism has also offered classes such as *JOU 4930 Religion and News*, which looked at the portrayal of faith in the media. One semester, the topic of the capstone course *JOU 4008 Journalism Studies* focused on gender and diversity. In addition, diversity is a point of emphasis in most reporting and writing classes, including *JOU 4201 News Center Practicum*.

Department of Public Relations

The Department's PUR 4404C International Public Relations course helps students understand different cultures and nationalities to learn to craft more effective strategies and messaging overseas. The Public Interest Communications course teaches students about strategic communication for social change using case studies from the equal rights, marriage equality, and social justice movements. In January 2015, the Public Relations Department hired our student-run firm Alpha Productions to assist in executing a Diversity in Public Relations panel.

The public event was designed to dig deeper into the important topic of diversity in the public communications industry. Panelists included Bill Imada, founder and chairman of IW Group; and Cheryl Proctor-Rogers, former PRSA chair and communications consultant.

Department of Telecommunication

The Department has a newly approved course, *JOU 3002 Understanding Audiences*, which looks at the role of demographics in users' content and platform choices.

RTV 3411 Race, Gender and Class in Media and *MMC 4302 World Communications Systems* are two of the five choices for the three required electives in the Media and Society track in the Department of Telecommunication.

Efforts to focus on diversity issues extended to international diversity. Faculty hosted visiting scholars from a variety of institutions throughout the world and collaborated on research. Examples of visiting scholars included Eisa al Nashmi, Kuwait University, Elsa Moreno, University of Navarra, Spain; Byeng-Hee Chang of Sungkyunkwan University in South Korea; and several scholars from China, including Lingyan Li and Weihong Zhou of Donghua University, Qiu Fei of Chongqing University of Arts and Sciences, and Yanyan Ma of Zhejiang Shuren University.

The College also provides ongoing study abroad opportunities for its students. Every May, approximately 100 students participate in a month-long study abroad program, rotating between countries including Italy, France, England, Spain, Greece, Australia, and Ireland. Other study abroad groups go to Berlin every year, and a recent group went to Cuba.

College faculty also lectured at a number of universities around the world.

In the **Advertising Department**, the following faculty have lectured overseas: Jon Morris, Belgium; Eunice Kim, S. Korea, Hong Kong, Japan; Janice Krieger, Japan, Thailand, Bangladesh; Tom Kelleher, Japan; Robyn Goodman, England; Huan Chen, Canada, China. Mike Weigold led study-abroad trips to, and taught classes in, Italy, Greece, Spain, and Australia in the last three years. Debbie Treise also led study-abroad trips to (and taught classes in), Italy, Greece, Spain and Australia in the last three years.

Journalism Department faculty who have lectured overseas include Wayne Wanta, China, New Zealand, Bangladesh, Brazil, and Romania; Sri Kalyanaraman, China, Hong Kong, Germany, and India; Norm Lewis, England, France, Italy, and Australia; Mindy McAdams, New Zealand, South Africa, Italy, Vietnam, and Laos.

The **Public Relations Department** has maintained a strong commitment to service internationally, including cooperative agreements with Universidade de Sao Paulo in Brazil, Universidad de San Martin Porres in Peru, and Universidad de Medellin in Columbia. In 2014, the Department designed and offered an executive seminar to members of the Colombian Center of Public Relations and Organizational Communication in Medellin. Former Department Chair Juan-Carlos Molleda lectured in cities around the world, including Tehran, Barcelona and Medellin. Spiro Kiouis has been an external reviewer for university programs in Greece and lectured in Hong Kong and Seoul, Korea, at multiple universities. In 2015, the department became one of the few academic institution members of the Global Alliance for Public Relations and Communication Management.

Telecommunication Department faculty also lectured at a number of international universities, including Churchill Roberts, China; Michael Leslie, China, Zambia, and Cameroon; Sylvia Chan-Olmsted, China, South Korea, Germany, Switzerland, and Sweden; Jasmine McNealy, China; Johanna Cleary, Italy, England, Ireland, Greece, Spain, and France; and David Ostroff, Belgium.

Question 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.

UF has well-established, published [policies and guidelines for dealing with instances of alleged harassment](#) and [sexual harassment](#). The College maintains strict adherence to the university policies. Sexual harassment is defined broadly at UF and includes introduction of any behaviors that are sexual in nature and create a situation of quid pro quo or a hostile environment. Administrators regularly remind faculty and staff members that any form of sexual harassment of employees, students, or visitors will not be tolerated by the College or the University. Every new employee is required by the University to complete the online “Preventing Sexual Harassment” training and to regularly review the online refresher tutorial.

Through the Office of the Vice President for Student Affairs, the University provides [accommodations for students with disabilities](#). Instructors inform students at the outset of each semester that accommodations are available, and a statement similar to the following appears in each syllabus: “Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.”

Each department has identified the essential physical and mental capabilities required of students majoring in that discipline and the accommodations that can be made under the American with Disabilities Act. For example, the Department of Telecommunication lists nine such areas, including:

“Ability to work and contribute to overall goals as part of a team, to function effectively in a racially and ethnically diverse group, to tolerate disagreement, to work consensually, and to give and take constructive criticism, all within the context of a timed or quick- deadline (e.g., within one hour) situation and a loud, busy, and otherwise stressful and confusing environment.”

UF also has Rules and Regulations in support of diversity and equity that the College adheres to. These regulations are available at the Office of the General Counsel’s website. These policies include UF’s Non-Discrimination policy, Affirmative Action Plan, and Americans with Disabilities Act.

The College’s Knight Division offers its services to students and faculty to assist in conflict resolution in disputes that may be sensitive to a student’s disability status, ethnicity, culture, or religion. Recommendations are provided to both the student and faculty member. Additional resources are distributed on a case by case basis. The University of Florida has a breadth of resources including but not limited to, the Bias Response Team, the Counseling and Wellness Center, Gator Well, Gator Professional Clothing Closet, Gator Food Pantry, and the Dean of Student’s office.

Throughout the semester, the Professional Advising and Teaching Hub (PATH) also distributes teaching and communication tips to all faculty and staff. These tips are meant to encourage proactive measures in making courses and offices more inclusive. They include tips on writing a syllabus, campus resources, and handling sensitive discussions with students.

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

UF continues to be committed to actively supporting initiatives that enable access to higher education for qualified students from all socio-economic backgrounds. In 2015, *The New York Times* ranked UF sixth on its College Access Index, which measures top colleges efforts on economic diversity. All Colleges on the Index had five-year graduation rates for low-income students at 75 percent or higher. In January 2017, a *New York Times* examination of colleges compared students from the top 1 percent of the income scale to those in the bottom 60 percent. The survey ranked UF 298th, with 3.2 percent of its students in the top 1 percent and 30 percent in the bottom 60 percent.

In fall 2005, UF designed a new financial aid access program for first-generation college students from economically disadvantaged backgrounds. The [Florida Opportunity Scholars Program](#) provides full grant/scholarship financial aid packages to first-generation-in-college freshmen Florida resident students from families that make less than \$40,000 per year. The program provides recipients a full grant and scholarship package each year for enrollment in a baccalaureate degree program. The program has a \$26 million endowment and, in its first decade, more than 4,000 students received scholarships.

Recruitment and retention of a diverse student population takes many forms, including proactive recruiting activities, orientation programs, advising and mentoring, fostering a comfortable social environment, and providing role models. While the University handles undergraduate admissions to UF centrally, the College is active in trying to diversify its student population. The Knight Division Director visits select high schools and state colleges with high minority enrollments to recruit students. Additionally, the director oversees distribution of financial support for underrepresented student organizations within the college, including advising the student chapter of the National Association of Black Journalists (NABJ).

The Knight Division Director and staff from the Professional Advising and Teaching Hub (PATH) participate in UF Admissions recruitment activities, including on-campus recruitment programs. The Knight Division director also hosts National Achievement finalists and their parents who express an interest in the College and visit UF. The Division coordinates the distribution of scholarships for underrepresented high school students with financial need to attend the College's Summer Media Institute, a week-long communications workshop which provides an excellent recruitment opportunity for promising potential students.

Students who are met during any of the Division's recruitment activities complete a prospective student contact card. Students include their email addresses which are used to inform the students of College and UF activities, scholarship opportunities, and other recruitment programs.

Support for diversity also can be seen by the College's allocation of funds to support other student-centered activities. For the past two years, the College has sponsored the Black Student leadership conference.

Each of the undergraduate departments has a professional Advisory Council whose members visit campus twice a year. During the meetings, members meet extensively with students in formal and informal settings, and meet with faculty and administrators. The diverse composition of these councils provides students with further exposure to professional diversity. Of the four council chairs, two are women and all four are Hispanic. Overall, there are currently 87 council members. Five are African-American, nine are Hispanic, one is Asian and 42 are women.

As noted in the Executive Summary for this Standard, the non-White student population has grown from 38 percent in Fall 2010 to 45 percent in Fall 2016. While the African-American student population has decreased slightly, the Hispanic population has grown from 18 percent to 22.5 percent, compared to 17.8 percent for the nation and 17.4 percent for the University.

Question 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.

The University admissions office makes all freshmen admissions decisions with no input from the College. The state of Florida prohibits admission based on race. In recent years, 38-43 percent of applicants for the freshmen class were admitted to the University. Admission is very competitive, with strong reliance on high-school GPAs and SAT/ACT scores. The College does handle admission decisions for students with Associate in Arts degrees transferring from community colleges in Florida. In addition, UF students in other majors wishing to transfer into one of the College's departments, but who do not meet the College's minimum GPA requirements, may petition the department for admission. In deciding whether to approve the petition, department chairs and faculty committees consider many factors, including the inclusion of members of underrepresented groups.

Question 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.

The College has made a strategic effort to balance its resources not only to recruit but also to retain minority students. All faculty members in the College participate in student advisement, including advising minority students. The Professional Advising and Teaching Hub (PATH) also is a place where students can go at any time for answers to questions or to receive advising.

Within the College, the Knight Division provides funding support to two student organizations: the Gator chapter of the National Association of Black Journalists, and the Hispanic Communicators Association. Funds and guidance are provided to the organizations to invite speakers to their meetings and to assist members in attending national and regional conventions and conferences for professional mentoring and career development. The Knight Center Director is the faculty adviser for NABJ and co-advises HCA.

The Knight Division provides emergency aid to students seeking assistance due to financial hardships. Particular consideration is given to underrepresented students.

The Knight Division maintains an email listserv of minority students in the College. Minority students are informed via the listserv of special opportunities, including minority internship and scholarship opportunities outside of the College. Students also are informed about speakers visiting the College that have a diversity message or perspective.

The Knight Division director advises all students, including underrepresented students, on career matters, and interacts with many students formally and informally throughout the year.

Diversity in Services

The Knight Division's outreach activities for the 2015-2017 academic years included the following:

- Visited four high school and college fair events to meet advisers and students interested in careers in journalism and related areas. A student produced PowerPoint presentation about the College was shown during visits. Visited high schools including journalism/broadcast magnet programs, high schools with strong journalism programs, and schools with high numbers of underrepresented students.
- Visited four community colleges in diverse areas to increase the number of underrepresented students that apply for transfer admissions. In addition to a PowerPoint about the college, pamphlets were disbursed with admissions requirements, college resources, and contact information. Q & A sessions were held covering topics such as local cost of living, scholarship and financial aid resources, curriculum, academic support systems, campus amenities, underrepresented student support and much more.
- The College also participated in UF Admissions recruitment programs on campus including Preview parent panel, Preview college workshops, UF Open House, and the Majors and Minors fair. ("Preview" is the University of Florida's orientation program for incoming students.)
- Created a student recruitment database from information submitted by students

completing a “Prospective student” contact card. Information obtained from cards is used to invite students to summer programs, track their progress through high school, and share information with UF Admissions for recruitment purposes.

- Provided operational support to the Association of Black Communicators and Hispanic Communicators Association. Each organization receives assistance with arranging speakers and hosting forums for members about careers in journalism. Funding is also reserved to assist students with costs of attending professional conferences.
- Created “Knight Division” recruitment supplies/materials that include pens, folders, and key chains.
- Provided tours and held information sessions to students visiting UF from UF Alliance partnership schools.
- Provided tours and held information sessions to students attending UF’s College Reach Out summer program.
- Provided scholarships for underrepresented students with financial need to attend the College’s Summer Media Institute, a residential summer program for high school journalists. This program serves as a recruitment opportunity for talented students.
- Provided emergency funding to underrepresented students based on referrals from faculty, the College’s Undergraduate Affairs office staff, and Director’s assessments.
- Maintain a listserv consisting of underrepresented students to inform them of minority scholarship opportunities and targeted internship/fellowship programs.
- Created CJC Student Diversity Task Force for student feedback and data collection on the climate within the College of Journalism and Communications
- Organized annual Knight Division Phone-A-Thon to allow current underrepresented students to reach out to newly admitted students, with an emphasis on underrepresented students, to provide them with a warm welcome. The goal is to answer any questions new students may have and address any concerns about attending the University of Florida. The calls focus on student support systems, while simultaneously informing them of our resources and reputation in the industry of journalism and communications.

In hiring student office assistants, some of the departments give preference to those who qualify for Federal Work Study. The Knight Division commits to keeping its student staff diverse in ethnicity, major, socioeconomic status, and skill sets. This fosters an additional learning experience in cross cultural communication, teamwork, and synergy.

The [University of Florida’s Minority Mentor Program](#) is open to all first-year minority students. According to the University, the program is designed to

- Promote personal and intellectual growth.
- Assist with academic and personal concerns, through one-on-one relationships.
- Connect students with a person who cares about them and can help them successfully navigate UF.
- Encourage students to take full advantage of university resources for achieving academic success, finding employment, research and internship opportunities.
- Create a professional relationship with a faculty/staff member who may serve as an academic or professional reference.

In hiring student office assistants, some of the departments give preference to those who qualify for Federal Work Study. The Knight Division commits to keeping its student staff diverse in ethnicity, major, socioeconomic status, and skill sets. This fosters an additional learning experience in cross cultural communication, teamwork, and synergy.

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- Connect students with a person who cares about them and can help them successfully navigate UF.
- Encourage students to take full advantage of university resources for achieving academic success, finding employment, research and internship opportunities.
- Create a professional relationship with a faculty/staff member who may serve as an academic or professional reference.

The program matches each participating student with a faculty member who provides support, advice, and guidance throughout the first year and beyond. Most of the interactions and activities are informal. However, the program includes a number of planned activities each semester designed to enhance the mentor-mentee relationship. Since 2013, six College employees have served as minority mentors:

- Randy Bennett, executive director, external relations
- Phoebe Cochran, WUFT TV and FM donor relations coordinator
- Sorangi De Leon, associate director of development
- Bridget Dunbar, academic adviser
- Dr. Katrice Graham, director, Knight Division for Scholarships, Career Services, and Multicultural Affairs
- Melanie Perry, WUFT-FM traffic coordinator

Question 9. Describe the unit's efforts to recruit women and minority faculty and professional staff (as enumerated in Table 8, "Full-time Faculty Recruitment").

The university has developed detailed, written procedures which describe and guide the process for hiring new faculty. These are specified in the [UF Faculty Toolkit](#) and in the [Faculty Contract, Article 12](#).

The toolkit is a series of PDFs and is designed as a companion to the online Faculty Search Tutorial, which is required for members of search committees. The toolkit contains specific information and practical resources for search committee members, including appointing an Equity Adviser to the committee to assist in ensuring an unbiased and inclusive process, what topics are acceptable and unacceptable, and inclusion statements in job ads. The goal of both the toolkit and the tutorial is to teach faculty how to engage in proactive outreach and search activities that increase opportunities for building a diverse faculty.

The Office of the Provost also includes faculty recruitment and career enhancement funds in its budget for Dual Career Services which [offer support to units in need of assistance in recruiting and retaining faculty](#), including minority and females.

To date, the College has not had a situation where these funds were requested, but several recent searches indicate that assistance with dual career situations is an important factor for some faculty candidates.

A major purpose for strictly adhering to UF's procedures is to assure that the College fulfills its commitment to effectively recruit minority and female applicants. The College Search procedures include each of the following practices:

- a) Search committees must include gender and racial/ethnic diversity.
- b) All search committee members must pass the UF diversity tutorial prior to serving on a committee and keep their certification up to date.
- c) The College Coordinator for Human Resources reviews the search procedures in detail during the initial committee meeting and monitors the entire search process.
- d) The position opening is advertised as broadly as possible in publications and on websites.
- e) Search committee members contact faculty members and professionals around the nation and the world to enhance recruitment efforts.
- f) Faculty members send the position description to friends and acquaintances at other institutions.
- g) The list of female and minority applicants, interviewees, and hires is monitored by the UF's Institutional Equity and Diversity Office and a yearly report is created that includes the College's performance record. This report is reviewed in an annual one-on-one meeting among UF's Assistant Director for HR-EEO compliance, the dean, and executive associate dean. The report is still created on an annual basis, however, the AD for HR-EEO compliance no longer meets with the dean and executive associate dean to discuss. This used to be the case, but has not happened for several years.

The search process for staff members in the College is initiated when the College posts an opening through UF's Division of Human Resources. For staff searches, the Division of Human Resources is responsible for assuring that the pool of candidates for each position is diverse and inclusive. In addition, the College makes every possible effort to ensure that the pool of finalists includes a representative number of minorities and women. Staff positions must be posted for a minimum of seven days before interviews may be conducted. For all faculty and staff searches, the selection process is conducted under the provisions of Florida's "Government in the Sunshine" laws. All meetings and interviews are announced and are open to all who wish to attend. All meetings and interviews for staff/TEAMS positions are not announced. It is only not required for faculty, so some hiring managers opt not to announce interviews for staff.

Question 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.

Throughout the College, teaching loads for all tenure-accruing faculty normally are two courses per semester in order to give faculty sufficient time to carry out assignments in research/creative activities, and service. Recent new tenure-track faculty have received a course release their first semester to help them launch their research agenda. The College also has a formal mentoring policy to help with advising new faculty and associate professors seeking promotion.

Over the past two years, the College's Faculty Welfare and Development Committee has focused on ways to improve faculty inclusiveness and diversity by focusing on improving faculty mentoring. In 2016, the committee held a workshop for all faculty on retention and mentoring, facilitated by the dean of the College of Education. In March 2017, the College held a second workshop focusing on tenure and promotion featuring the dean of the UF College of Law and the former UF Director of Multicultural and Diversity Affairs.

Over the past two years, members of the committee have been involved at various stages in College-wide discussions related to improving diversity and inclusion, including direct interaction with the 2020 strategic planning task force and our College deans.

In August 2016, we conducted a college-wide climate survey of faculty and staff to gauge perspectives on bias and feelings about the overall climate at the College. (The University also conducted a campus-wide climate survey in 2016.) The results from the College's survey were shared prior to a faculty retreat that focused on diversity and inclusion.

The faculty retreat held August 17, 2016, included a workshop conducted by the University's Division of Multicultural and Diversity Affairs and was intended to sensitize participants to implicit bias and micro-aggressions. During the retreat, the faculty were divided into five teams to discuss diversity and inclusion strategies, including strategies for recruitment and retention of faculty, graduate recruitment, career readiness, teaching and curriculum, and immersion.

The College has recognized the outstanding work of women and minority faculty members. The College awarded the first three Flanagan Professorships to women, one of whom is Asian. Women also hold three of the five endowed professorships in the College, including the Knight Chair for Journalism Technologies and the Democratic Process, the McClatchy Professor for Freedom of Information, and the Frank Karel Chair for Public Interest Communication.

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

Since the College's last accreditation review, a woman was appointed as Dean, the top leadership position within the College. Of the 19 faculty members up for promotion or tenure since 2011, 12 were women and six were Asian-American. A woman was hired to lead the college program in STEM translational communication, which has now been elevated to a center. A woman was also hired as chair of the Department of Public Relations. The Director of the Innovation News Center, a new position since the last review, is an African-American woman.

The College's leadership team is now 45 percent women, compared to 30 percent at the last review.

In 2015, the College debuted the *Becoming a Woman of Influence Series*. The series features prominent female alumni who discuss the challenges and opportunities for young women in careers generally, and communication careers specifically, and offer advice on how to navigate their advancement. While targeted at students, faculty members can and do participate as well. (For more on this series, see Standard 8, Question 3.)

Question 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 9, "Part-time/Adjunct Faculty Recruitment") and list those who are minority and female professionals.

When hiring adjuncts, chairs look to recruit teachers from diverse backgrounds. Some of this is done via networking with various people across campus and in Gainesville who may have experience teaching journalism, media, and communications classes. In a small city like Gainesville with a small media industry, it can be a difficult to draw a large pool of diverse adjuncts, but some departments have had success in recruiting adjuncts from Jacksonville, Orlando, and Tampa (all of which are about two hours away). The college supplements stipends to assist with these recruitment efforts. In addition, the development of online teaching has expanded the pool. For example, the Department of Journalism has hired an adjunct who is one of the leading national voices for LGBT issues in sports to teach a course in sports and social issues.

Listed below are part-time, adjunct or visiting professionals over the past six years who are minority and/or female professionals:

Department of Advertising

Tiffany Robbert
 Katherine Sohar
 Benny Torres
 Kara Lowe Page
 Christina Loosli Cozart
 Megan Mallicoat
 Jihye Kim
 Erin Jester

Department of Journalism

Andrea Billups
 Jennifer Braddock
 Darlena Cunha
 Karen Dooley
 Czerne Reid
 Lillian Guevara-Castro
 Nicole Irving
 Megan Mallicoat
 Jessica Marsh
 Renee Martin-Kratzer
 Joy Mater
 Nicole Neal
 Melanie Ross
 Diana Schuh
 Sarah Stewart
 Tonyaa Weathersbee

Department of Public Relations

Amelia Bell
Florida Bridgewater-Alford
Lisa Buyer
Darlene Cunha
Judith Donohue
Gina Giacusa
Michelle Hinson
Sora Kim
Tina McCorkindale
Marian Linda Perry
Jorie Scholnik

Department of Telecommunication

Kathryn Allred
Kim Bauldree
Ginger Blackstone
Lisa Buyer
Kathy Chambers
Gladys Cleland
Theresa Collington
Donna Green-Townsend
Eva Egensteiner
Michelle Friedline
Regina Giacusa
Nicole Hisler
Sunny Skye Hughes
Angela Long
Ronnie Lovler
Jessica Mahone
Myra Monroe
Milagros Rivera-Sanchez
Nataliya Roman
Anne Sugar
Robert Williams
Iman Zawahry
Katrice Graham
Ryan Vasquez

Question 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. (Five examples a year is sufficient and those examples should include the name, title, subject area/expertise, race, gender of speakers to provide context. The unit has the option of providing a complete list online.)

2017

- Pat Ford, male Caucasian, vice chair of the Burson-Marsteller who founded the firm's Diversity and Inclusion Council, which he chaired for five years, and instituted diversity training, is a professional-in-residence at the College this year teaching public relations strategies and the importance of tailoring messages to diverse audiences
- Richard Johnson, African-American male, writer for SBNation, spoke about race relations in sports.
- Kelly Price, female, NBC affiliate in Green Bay, spoke about jobs in sports media, including issues related to women in sports media
- Yvette Miley, female, African-American, SVP/MSNBC and NBC News; Jeanne Mitchell, female, senior director of federal relations, ExxonMobil; Helen Stefan Moreau, female, CEO, The Midtown Group spoke at the 2017 *Becoming a Woman of Influence* event, an annual event since 2015, that provides advice to young women on how to navigate their professional and person life.
- Tania Paul, female African American, (Associate Media Director for Horizon Media, Los Angeles), Donovan Triplett, male African American (Account Planner for BBDO, Atlanta), and Jina Choi, female Asian (Junior Account Executive for Zimmerman Advertising, Washington, D.C.) spoke on panel "From Florida Halls to Industry Walls" and about multicultural career paths.
- Bill Imada, male Asian-American, (Chairman and Chief Creativity Officer of IW Group, a communications firm that specializes in reaching the Asian-American community) spoke at an Ad Society meeting about his experience in marketing, public relations and advertising.
- Doug Melville, Chief Diversity Officer for TBWAWorldwide, spoke at an Ad Society meeting.
- *frank*, an annual three-day gathering of social change communicators and movement builders, organized as part of our Public Interest Communications programs, includes a number of speakers who speak about communication strategies to address issues such as poverty, race, gender and sexual orientation equality, health disparities, etc. Speakers in 2017 included: Shanelle Matthews, African-American female, communications director, Black Lives Matter; Bridget Evans, African-American female, founder, Fuel; Dr. Ibram Kendi, African-American male, winner of 2016 National Book Award for non-fiction and founding director of the Antiracist Research and Policy Center at American University; Rashad Robinson, African-American male, executive director, Color of Change.

2016

- Chad Ochocinco, male African-American, former NFL wide receiver discussed race relations
- Debbie Cenziper, female, *Washington Post*, discussed her book on marriage equality
- Tim O'Sullivan, male Caucasian, SVP, Head of Multicultural at Geometry Global, discussed growth of multicultural marketing

- Shane Santiago, male Hispanic, VP and Digital Director, St. John and Partners; Angela Buonocore, female, former Chief Communication Officer for Xylem (PR); Erin Hart, female, managing director, Spitfire Strategies; and Bill Imada, male Asian, chairman, IW Group, all participated in an October 2016 Public Relations forum for students on diversity and inclusion.
- Laura Rutledge, female, ESPN reporter, talked about sports media, including the role of women in sports media
- Jenn Sterger, former sports media personality at center of Brett Favre sexting issue, talked to Sports Media class about gender inequality in sports
- Kristin Flanik, female, CEO of BBBD NY; Ava Parker, female and African American, president, Palm Beach State College; and Rebecca Patterson, female, chief investment officer, Bessemer Trust spoke at the *2016 Becoming a Woman of Influence* event.
- The College's retreat for faculty and staff this year was focused on diversity and inclusion. Staff from the University's Division of Multicultural and Diversity Affairs conducted a workshop on inherent bias. Other speakers included: : Dr. Michael Bowie, African-American male, director of the Office for Recruitment, Retention, and Multicultural Affairs for the UF College Of Education; Tim O'Sullivan, male Caucasion, SVP, head of Multicultural, Geometry Global; Dr. Ibram Kendi, African-American male, then assistant professor of Contemporary African American History at UF; alumna Laura Guzman, Hispanic female; and graduate student Rafael Guzado, Hispanic male, M.A. Latin American Studies at UF.

2015

- Darlena Cuhna, female, freelance journalist, discussed women in media
- Attica Scott, male African-American, community coach, County Health Rankings & Roadmaps, discussed social determinants of health
- Nisha Tweed Bell, female African-American, creative strategist, Facebook, discussed strategies for reaching multicultural audiences
- Ashley Camacho, female Hispanic, digital media executive, *Essence* Digital, marketing to multicultural audiences
- Joe Zubi, male Hispanic, owner, Zubi Advertising, marketing to Hispanics audiences
- Steve Bryant, male Caucasian, managing director, MSL Group, understanding LGBTQ segment
- Herton Escobar, male from Brazil, freelance writer, talked to Science Writing class about variety of issues in science reporting in less developed countries.
- Angela Rodriguez, director of strategic insights, Alma agency, spoke about multicultural marketing
- Gale King, female African-American, EVP and Chief Administrative Officer, Nationwide; Samantha Avivi, female, founder, Avivi Marketing; Mindy Marques Gonzalez, female Hispanic, executive editor, the *Miami Herald*; Katherine Green, female, former SVP/News for Tribune Broadcasting; and Leigh Radford, female, VP, Procter & Gamble spoke at the *2015 Becoming a Woman of Influence* event.

2014

- Danny Sanchez, male Hispanic, audience development manager, *Orlando Sentinel*, using social media to reach multicultural audiences
- Amy Rettig, female, SVP of Public Affairs, Nielsen Company, audience demographics
- Cyd Zeigler, founder of outsports.com and one of leading voices on LGBT issues in sports, talked to Sports Media class about social issues and coverage of them in the media
- Poh Si Teng, female from Malaysia, *New York Times*, videographer

Standard 4 Full-Time and Part-Time Faculty

Executive Summary

Hiring and retaining top quality faculty who are excellent teachers and researchers has been one of the College of Journalism and Communications' (CJC) primary goals during the last seven years. Our long-standing commitment to excellence in teaching has netted clear results. For example, in the last 10 years, four members of the College faculty were selected as the University of Florida's Teacher of the Year.

At times, maintaining this high quality of outstanding faculty has proven challenging because of budgetary constraints. However, despite these challenges, and because of a renewed commitment to expanding our revenue sources, we have continued to make some excellent hires for our full-time faculty and supplemented them with the strategic selection of top quality adjuncts. In August 2017, the College was informed that it was approved for the addition of 15 faculty lines – 10 lecturers and 5 tenure track teacher/scholars – by Fall 2018. This expansion will go a long way toward alleviating the reliance on adjunct and graduate student teachers.

The College's recent full-time hires are highly qualified faculty who provide both the academic and professional expertise needed to prepare future journalism and communication professionals. Likewise, they are producing the scholarly work expected of faculty at a major AAU research university. Our full-time faculty repeatedly win top awards in scholarship, as detailed in Appendix 5C and 5D, and many more awards for teaching and service as outlined in Appendix 4A. Our adjunct professors are also a very impressive group. Many have advanced degrees and most have outstanding professional experience (see Table 3 on page 26), which gives our students exposure to the latest industry trends.

The College has detailed policies and procedures for faculty selection and evaluation. Full-time faculty members have primary responsibility for teaching, scholarship, and service. At the same time, however, as part of its preparation of doctoral students for future teaching positions, the College has a standard process for assigning graduate students to instructional responsibilities and evaluating their effectiveness, just as is done for full-time and adjunct faculty. In addition, faculty mentoring of graduate students often results in students' research being presented at regional and national conferences as well as published in leading refereed journals. Although this occurs most frequently with doctoral students, students in the professional master's specialties also bring their work to such competitive venues. Non-tenure track faculty also play significant roles due to their depth of professional experience and connections to the industries we serve. Nonetheless, tenure-track faculty also have significant professional and research expertise, advancing our dual mission as both a professional and research college.

In 2011-12, the College had 53 full-time faculty members. Currently, the College has 57 full-time faculty members. The College also has approximately 19 staff members who are designated as full-time employees in our immersion venues like the seven media properties and The Agency, but who also provide considerable instructional support to students.

New faculty positions have been added through a combination of resources from the dean's start-up package, funding from our distance learning programs, and the University's preeminence initiative which was funded by the state to bring in top-level researchers to state institutions. Unfortunately, the number of full-time faculty members remains inadequate as enrollment growth has outpaced faculty growth. The College's student-to-full-time-faculty ratio overall is currently 36.2 to 1. (A total of 2,519 students divided by 69.63 FTE.) However, our skills classes are limited to 20 students. Once the 15 new hires are made, with the same number of students, the student-faculty ratio will drop to 29.8 to 1. We recognize that this student faculty ratio is higher than we desire and we will continue to work to increase funding for additional faculty positions through our entrepreneurial activities, development efforts, and university allocations.

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

The table below reports the profile of the 57 full-time faculty employed in 2017 in terms of formal education, professional experience, gender, race, and rank. In particular, they are diverse (45% female, 55% male, 23% minority). They average 17 years of teaching experience and 12 years of professional experience. They average 13 years on the College's faculty. This represents a solid balance of faculty with both research expertise and industry experience. The majority are tenured (60% in spring) or on tenure-track (13% in spring). More balance in terms of non-tenured and tenured/tenure track should increase with the allotment of 15 new positions from the university. The vast majority of faculty have an advanced or terminal degree.

Faculty Demographics

Gender	Fall 2011		Spring 2017		Fall 2017	
	#	%	#	%	#	%
Male	29	55	29	55	31	54
Female	24	45	24	45	26	46
Total	53	100	53	100	57	100

Race	Fall 2011		Spring 2017	
	#	%	#	%
White	39	73.6	41	77
African American	7	13.2	4	8
Asian	5	9.4	6	11
Hispanic	2	3.8	2	4
Total Non-White	Not available		12	23
Total	53	100	53	100

Faculty Rank	Fall 2011		Spring 2017	
	#	%	#	%
Professor	21	39.6	21	40
Associate Professor	14	26.4	11	21
Assistant Professor	10	18.9	9	17

Associate In	1	1.9	1	2
Assistant In	4	7.5	2	4
Lecturer	2	3.8	7	14
Master Lecturer	1	1.9	1	2
Total	53	100	*52	100

*Diane McFarlin is listed as a Dean and Scholar

Tenure Status	Fall 2011		Spring 2017	
	#	%	#	%
Tenured	34	64	32	60.4
Non-tenured	10	19	7	13.2
Not on tenure track	9	17	14	26.4
Total	53	100	53	100

Years on College Faculty	Fall 2011		Spring 2017	
	#	%	#	%
1-4	11	20.8	17	32
5-9	12	22.6	4	7
10-14	9	17	8	15
15-24	14	26.4	13	25
25 and over	7	13.2	11	21
Total	53	100	53	100

Experience of Faculty (Average)	Fall 2011	Spring 2017
	#	#
Years Teaching	15	17
Years on Faculty	13	13
Years Professional Experience	11	12

Highest Degree Obtained	Fall 2011	Spring 2017
Ph.D.	37	35
J.D.	1	1
M.A.	8	11
M.B.A.	4	2
B.A./B.S.	1	3
Other	Unknown	0

Of the 15 full-time faculty members hired since the last self-study, nine (60%) are female and six (40%) are male. Eleven (73.3 %) are white; one (6.7%) is African American; and three (20%) are Asian. Of the faculty who have left from the group of 32, 16 (50 %) are males and 16 (50%) are females. And, among this 32, 26 (81%) are white, two are African-American, three (10%) are Asian, and one (3%) is Latino.

Question 2. Describe how the unit selects full-time and part-time faculty and instructional staff. Provide online or digital file 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 University has written criteria for the selection of full-time and part-time faculty and instructional staff that allow for shared participation of the affected faculty and units in the decision making process. The University requires that all job openings be posted [online](#). [Sample published advertisements of faculty positions](#) of the past six years are found online.

As noted earlier, the University has developed detailed, written procedures that describe and guide the process for hiring new faculty. These are specified in the [UF Faculty Toolkit](#) in the [Faculty Contract, Article 12](#), and in [UF's Regulations](#).

The toolkit is a series of PDFs and is designed as a companion to the online Faculty Search Tutorial, which is required for members of search committees. The toolkit contains [specific information and practical resources for search committee members](#), including appointing an Equity Adviser to the committee to assist in ensuring an unbiased and inclusive process, what topics are acceptable and unacceptable, and inclusion statements in job ads.

Whereas the focus of the Faculty Toolkit is a proactive outreach to develop, interview, and hire from the best and most diverse pool, the goal of the Faculty Contract is to detail procedures that protect faculty members' rights and ensure that faculty input and shared governance procedures are part of the search and hiring processes. A detailed description of the procedure articulated in the Faculty Contract is found in Appendix 4B.

Question 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 online relevant faculty handbook sections and any supplementary promotion and tenure criteria and procedures adopted by the unit.)

The College expects almost all faculty members to achieve records of distinction in teaching and research/creative activities and to have a record of satisfactory service as outlined in the College's [guidelines for tenure and promotion](#). These guidelines also follow UF's [tenure and promotion policies and procedures](#).

Generally, distinction is research is achieved when faculty members achieve a national/international reputation for significant contributions in his/her field of expertise through research outputs such as refereed journal publications, book chapters, books, and extramural funding. For faculty who produce creative output, it includes documentary films, photo exhibitions, books, and national magazine journal articles. For teaching, it includes obtaining above average teaching evaluations, advising graduate students, mentoring students, and using innovative teaching approaches in the classroom. In service, membership and leadership in national and international academic and professional associations are key indicators of distinction.

The College has several faculty members whose assignments require them to achieve distinction in teaching and service and a satisfactory record in scholarship to earn promotion. Departmental criteria for merit salary increases also articulate performance expectations in advertising, public relations, journalism, and telecommunication.

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

The College, through the state, foundation and gifts, annually contributes more than \$70,000 to support professional development for faculty. Many faculty members attend academic conferences relevant to their discipline that focus on both scholarship and teaching. The major conference events routinely attended by our faculty include:

- International Communication Association.
- Association for Education in Journalism and Mass Communication.
- American Academy of Advertising.
- Broadcast Education Association.
- National Communication Association.
- Public Relations Society of America.
- American Journalism Historians Association.

In addition, faculty attended other events relevant to their field and area of study, including:

- National Institute for Computer-Assisted Reporting.
- Online News Association.
- Poynter Institute *Teachapalooza*.
- Qualtrics Insight Summit.
- Inter-university Consortium for Political and Social Research.
- Arthur W. Page Society.
- International Public Relations Research Conference.
- Global Alliance.

The University and the College also offer professional development opportunities, including:

- Annually: Adjunct Orientation Workshop providing tools and guidance to new adjunct faculty.
- Annually: New Faculty Orientation, providing new faculty with insights about the college.
- 2014: Distance Learning Workshop on how to create and run an online class.
- 2013 -16: Journalism Interactive (in partnership with Missouri and Maryland), an event for journalism educators on using emerging technology and tools.

- 2016: 360 Video Workshop for students and faculty on how to create 360 immersive videos.
- 2016: Faculty Summer Awards including a research program designed to provide faculty an opportunity to conduct original communication research, engage in creative activities and to pursue sponsored funding and a professional program providing faculty an opportunity for a high-quality, state-of-the-art professional experience in an industrial setting.
- 2017: Diversity and Inclusion Workshop conducted for the College by UF's Division of Multicultural and Diversity Affairs on recognizing inherent bias and micro-aggressions in themselves and others and how to address in teaching and curriculum.

The University of Florida Office of Faculty Development and Teaching Excellence offers a range of online and in-person services for faculty across campus, including:

- Workshops and discussions series, such as the Active Learning Initiative, Creative Video. Workshop, Teaching More Effectively workshop and Team-Based Learning.
- Faculty Institute for online teaching/distance education.
- Academy of Distinguished Teaching Scholars.
- Teaching Strategy Consultation.
- Quality Assurance Online Course Review.
- Teaching and learning guides on a range of topics, including academic integrity, classroom response systems, disability support, inclusivity in the classroom, motivating students and seven principles for good practice in undergraduate education.

Question 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 College has both tenure-track and non-tenure track faculty. Assignments are made by the chairs or dean/executive associate dean in the case of administrators or certain 12-month faculty members. The standard for a tenure-track faculty member is a teaching load of two courses per semester, a scholarship expectation of either traditional research or creative output, and service that is visible at the national or international level. If a faculty member is not productive in research for an extended period of time, they may be reassigned to a higher teaching or service load in order to maintain equity with other tenure-track faculty members.

Faculty members hired under the UF Preeminence program usually teach one course per semester with a much higher expectation of research.

For non-tenure track faculty, the workload is typically at least three courses per semester with service that is visible at the national or international level. In recent years, the tenure and promotion committee has developed more specific guidelines regarding how non-tenure track faculty can be successful in service via paths in academic/professional associations or via thought leadership in terms of high-quality professional output. Variations in workloads may be made based on performance or heavier assignments in one area over the other.

Administrators usually receive a one course reduction per year or per semester depending on their role. The remainder of their assignment remains consistent with other full-time faculty members.

Question 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.

Full-time College Faculty Teaching Core and Required Courses by Academic Year

Academic Year	Weighted Average for College
2015	42.0%
2016	40.3%
2017	38.5%

Use of full-time and adjunct faculty

As noted, in recent years, the College has increasingly relied on a strong lineup of adjunct faculty to teach many of our core and elective courses. As a professional school, we believe this provides our students with a strong mix of applied and theoretical approaches. In many cases the adjunct faculty members are as – or more – qualified to teach required skill classes as full-time faculty, because of their recent industry experience. For example, in the Journalism Department, Pulitzer Prize-winning reporters and editors have taught our required *JOU 3110 Applied Fact Finding* class which covers public records processes and practices. In the required *JOU 3101 Reporting* class, eight labs are staffed by both full-time faculty and adjuncts who have significant newsroom experience. (By illustration, the specific adjunct faculty hired in Spring 2017 are detailed in Table 3 on page 26.) While chairs recommend adjunct hires, all are further vetted by the Dean and the Provost to ensure they meet University standards. Additionally, we have 19 staff members who, while not officially designated as “faculty,” do have substantial teaching responsibilities. They largely work through our immersion opportunities.

However, over time, this has been an area of concern for the College. We recognize that while these adjunct faculty members provide many valuable services to our students, there are College functions that they cannot perform, including serving on governance committees, advising graduate students, etc. We have specific plans to alleviate this situation with the addition of 15 new faculty lines, starting in 2018. These positions, including 10 lecturers and 5 tenure-track teacher/researchers, should make a significant impact on decreasing our current reliance on adjunct teachers.

Question 7. Describe the unit's processes and criteria for evaluating the performance of full-time and part-time faculty and instructional staff. Provide online any course evaluation forms, peer review forms or other documents used in evaluations.

Excellence in teaching continues to be a major criterion for retention, tenure, and promotion of faculty. All instructors and courses are evaluated each term (Fall, Spring, and Summer) throughout the year, and results are accessible online. As of Summer 2016, all instructor evaluations are conducted online using the evaluation instrument that is required of all four-year colleges/universities in the State University System, including UF. To be considered as performing satisfactorily, faculty members are expected to have evaluations above the mid-point on the 5-point scale (1=Poor and 5=Excellent) for their teaching effectiveness.

Evaluations of teaching in the College for all semesters from Fall 2012 through Summer 2017 (see figures below) show that the College's average rating is near or above 4.00 for all semesters. This rates as "very good" on the university's five-point scale.

Faculty Teaching Evaluations for the College, 2012-2017 (5-point scale)

College of Journalism						
	2012	2013	2014	2015	2016	2017
Spring	4.30	4.20	4.22	4.37	4.37	4.40
Summer	4.46	4.38	4.27	4.30	4.50	4.41
Fall	4.26	4.27	4.29	4.40	4.40	4.42

Faculty Teaching Evaluations for Departments, 2012-2017 (5-point scale)

Advertising						
	2012	2013	2014	2015	2016	2017
Spring	4.18	4.23	4.01	4.18	4.18	4.31
Summer	4.47	4.56	4.10	4.02	4.43	4.29
Fall	4.01	4.13	4.11	4.12	4.11	4.25
Journalism						
	2012	2013	2014	2015	2016	2017
Spring	4.38	4.22	4.36	4.48	4.50	4.46
Summer	4.53	4.49	4.36	4.43	4.57	4.66
Fall	4.27	4.36	4.49	4.50	4.52	4.55
Public Relations						
	2012	2013	2014	2015	2016	2017
Spring	4.11	3.71	3.87	4.22	4.19	4.36
Summer	4.39	4.32	4.04	4.14	4.46	4.36
Fall	4.25	4.01	3.99	4.28	4.37	4.50

Telecommunication						
	2012	2013	2014	2015	2016	2017
Spring	4.30	4.43	4.39	4.23	4.44	4.28
Summer	4.33	3.23	4.71	4.24	4.10	3.85
Fall	4.42	4.36	4.39	4.26	3.92	

Faculty members also are evaluated in their classrooms by at least three faculty colleagues of a higher rank in the College. For junior faculty, these observations occur during the Spring of their second year and the Spring before they submit their packet to be reviewed for tenure and/or promotion. For associate professors, associate-ins, and senior lecturers, another observation is conducted the Spring prior to submitting their packet to be reviewed for promotion. At least one of the three evaluators must be from a department different from the department to which the candidate is assigned. Each evaluator completes a [peer evaluation form](#) that is shared with the individual faculty member being reviewed and that is included in the faculty member's review file.

When there is merit pay to be distributed, each department chair ranks his or her faculty each year in teaching, research, and service. For the teaching component, he or she reviews the teaching evaluations, which are part of the faculty member's annual self-evaluation. Procedures for faculty members' annual self-evaluation are stipulated in the [Faculty Contract, Article 18](#). The College's template for the self-evaluation has been updated through a proprietary partner called Digital Measures and essentially mirrors the university's [tenure and promotion template](#). It also requests additional data for strategic planning.

The annual evaluation process is conducted in the Spring semester or early summer and includes evaluation of assigned duties for the current academic year and the preceding summer terms, if the faculty member had an appointment in that summer term. The College system for the annual self-evaluation is available year-round to faculty. Student evaluations of classroom instruction for the preceding Fall semester also are provided to faculty members immediately after grades are posted. Faculty members are required to submit their completed annual self-evaluation to their department chair by March 15 of each year.

Department chairs complete the annual evaluation for each faculty member taking into account the faculty member's self-evaluation and other sources of evaluative information permissible under Article 18, Section 2, of the Faculty Contract (e.g., student teaching evaluations). The chair's evaluation must identify any major performance deficiencies and, if any deficiency is identified, must provide the faculty member with written constructive feedback designed to assist the faculty member in improving his or her performance. By July 1 of each year, the chair provides to the faculty member the proposed written annual evaluation. Faculty members must be offered the opportunity to discuss the evaluation with their chair prior to its being finalized and placed in the faculty member's evaluation file. The evaluation must be signed and dated by the person performing the evaluation and by the faculty member being evaluated, who may attach a concise comment to the evaluation. A copy of the completed, signed evaluation then is provided to the faculty member.

Adjunct and Part-time Faculty

A strong group of qualified adjunct faculty has helped us deliver core courses and specialized topics to our students. Adjunct faculty normally are required to hold a master's degree and to have substantial professional and/or teaching experience. Individual departments maintain files on qualified adjuncts within commuting distance. In addition, doctoral students lacking significant professional and/or teaching experience are required to serve as teaching assistants in a course under the supervision of a full-time faculty member for one semester before they are allowed to teach that course as instructor of record. All teaching assistants are evaluated each semester in a letter submitted by the faculty member supervising them or the department chair. The letters of evaluation are co-signed by both parties.

Question 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.

Faculty Receiving Awards and Honors for Teaching and Student Service

Year	Award	Recipient
2017	UF Outstanding Service by a Faculty Member on Behalf of Graduate Students	Frank Waddell
2017	UF Teacher of the Year	Ted Spiker
2017	Mary Alice Shaver Promising Professor Award	Eunice Kim
2016	Planck Center Milestones in Mentoring Educator Award	Linda Hon
2016	Association for Education in Journalism and Mass Communication Finalist, "Great Ideas for Teachers (GIFT)" National Award Competition	John Freeman
2015	UF Teacher of the Year	Ann Christiano
2015	Association for Education in Journalism and Mass Communication Finalist, "Great Ideas for Teachers (GIFT)" National Award Competition	John Freeman
2013	SPJ Distinguished Teaching in Journalism Award	Mike Foley
2012	Association for Education in Journalism and Mass Communication Finalist, "Great Ideas for Teachers (GIFT)" National Award Competition	John Freeman
2011	Association for Education in Journalism and Mass Communication Finalist, "Great Ideas for Teachers (GIFT)" National Award Competition	Amy Jo Coffey

Standard 5**Scholarship, Research,
Creative and Professional Activity****Executive Summary**

The last seven years have been a period of significant growth for the College of Journalism and Communications in the area of scholarship. Our research faculty significantly raised the bar on productivity between 2010 and 2017 as we experienced a more than 63 percent growth rate in total research output since the last accreditation period. Specifically, the faculty presented 527 refereed conference papers, and published 562 refereed articles, book chapters, monographs, and books in the last six years, averaging 87 refereed paper presentations and 94 publications per year.

College Research Faculty Productivity from 2010-2016

Research Productivity Measures	Previous Accreditation Period	Current Accreditation Period	Growth Rate
Books published (scholarly/edited/monographs)	47 (7.8/year)	28 (4.7/year)	-
Chapters in books published	88 (14.7/ year)	111 (18.5/year)	26.1%
Refereed articles published	209 (34.8/year)	423 (70.5/year)	102.4%
Total	344 (57.3/year)	562 (93.7/year)	63.4%

During the period under review, we added three senior researchers to the faculty through the University of Florida's Preeminent Scholar program which was designed to attract researchers with established publication records and significant ongoing research agendas. The College successfully competed for these positions with the University's other units.

Our scholarship was repeatedly recognized for excellence by our peers. Below are the number of accepted refereed papers from members of the College at AEJMC national conferences since 2010.

Faculty Papers Accepted for AEJMC National Conference Presentation from 2010-2016

Year of AEJMC National Conference	Refereed Papers Accepted from UF Faculty
2010	23
2011	27
2012	32
2013	27
2014	32
2015	21
2016	22
Total	184

Additionally, the College's faculty significantly increased its grant seeking efforts and award rates during the period under review, following the hiring of our first grants development director. The grants largely fall into five distinct research categories that reflect the focus and strengths of the College's faculty. These include an increased emphasis on health/science communication, and media effects research. Other areas of emphasis include media law, curriculum development, and applied research. Some grants were individually awarded and others reflect research collaborations. A synopsis of the external grants awarded to College researchers is included in Appendix 5A.

The College also leveraged internal research funding for faculty where possible. For example, the Graham Family Fund for Health Research awards approximately \$30,000 every other year to College faculty conducting research in this area. Between 2010 and 2016, the College dedicated \$15,000 per year, a total of \$90,000, to a seed money grant fund that supports faculty who are launching and expanding research initiatives.

Grant proposal submissions increased from a low of 0 in 2013 to 48 in 2015. Grant direct awards increased from \$0 in 2010, to \$613,764 in 2016.

Total Grants Submitted and Awarded from 2010-2016

Fiscal Year	Proposals Submitted	Grants Awarded	Direct Award	IDC Awards	Total Awards
2010	7	0			\$0
2011	5	1	\$5,000		\$5,000
2012	3	0			\$0
2013	0	3	\$34,974	\$5,508	\$40,482
2014	17	3	\$37,994	\$4,256	\$42,250
2015	48	8	\$507,537	\$39,255	\$546,792
2016	43	15	\$613,765	\$139,811	\$753,576

We are greatly encouraged by the trend lines in this area. However, despite these significant increases in faculty research productivity during the last few years, there have been challenges. Most notably, the College lost some important contributors to our research efforts during the period under review. Most left the unit in order to take positions, often at a higher rank, at other universities. This is not unlike the situation that many of our peer institutions have faced during this time. While challenging, we believe it is an acknowledgment by others of the strength of our faculty.

However, we are mindful of the impact this could have on our program if it were to continue. The increased mentoring efforts described in Standard 3 are focused on retention. We believe that the faculty hires we made during the review period have been strong, including several with well-established research records. Three hires were made under the University's "Preeminent Scholars" program which funds hiring established scholars with strong research agendas. Overall, we see quantifiable evidence that the newer faculty hires – and the increased support for our veteran scholars – is making a real difference.

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

In line with the University of Florida's research mission, the College of Journalism and Communications strives to be a nationally and internationally recognized leader among research universities in creating new knowledge. We are aiming for original research that creates the highest impact. The College provides a working and learning environment that nurtures scholarship, creates opportunities and innovation, and demonstrates relevance and continuity. A detailed listing of the research and creative activity for our research faculty is provided in Appendix 5B. During the period under review, the College's Research Division focused on growing infrastructure to meet these goals, including the addition of our first grants director, new research labs, increased funding opportunities for faculty, paid research summers, etc.

The research faculty's productivity is evaluated continually, including an annual review, a third-year review, and during the tenure and promotion process. The review includes an assessment of the individual's overall intellectual and/or creative development, the strength and coherence of the body of work, and the regularity of publication and presentation activity. Work is judged by the quality and number of publications as determined by journal tier and impact factors, innovation, contribution, and continuity. Faculty are also expected to be involved in outside grant activities.

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

Faculty included in this section are tenured and tenure-track faculty who were employed for at least one academic year during the period of 2010-2011, 2011-2012, 2012-2013, 2013-2014, 2014-2015, 2015-2016. Included in the list are six faculty who moved to other positions, two retired faculty, and 11 new faculty members.

Question 3. Using the grid that follows, provide counts of the unit's overall productivity in scholarship for the past six years by activity.

Total Research Faculty Productivity from 2010-2016

Scholarship, Research, Creative and Professional Activities	By Unit	By Individuals' Ranks (number of faculty)				
		Full Professor	Associate Professors	Assistant Professors	Other Faculty	Total
Awards and Honors	77	4	6	7	0	17
Grants Received Internal	33	4	7	5	0	16
Grants Received External	71	13	7	3	0	23
Scholarly Books, Sole- or Co-authored	25	7	2	1	0	10
Textbooks, Sole- or Co-authored	1	1	0	0	0	1
Books Edited	2	2	0	0	0	2
Book Chapters	111	14	6	8	0	28
Monographs	4	0	1	0	0	1
Articles in refereed Journals	423	18	11	9	0	38
Refereed Conference Papers	527	16	12	9	0	37
Invited Academic Papers	10	1	0	0	0	1
Encyclopedia Entries	15	2	2	0	0	4
Book Reviews	18	2	3	0	0	5
Articles in Non-refereed Publications	103	10	3	6	0	19
Juried Creative Works	42	2	2	0	0	4
Non-Juried Creative Works	45	4	1	0	0	5
Other (specified)	4	1	0	0	0	1

Question 4. List online 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. Retired or faculty who have left the unit are indicated.

A full listing of the scholarly, research and creative activities of all full-time faculty members from 2010-2017 is provided in Appendix 5B. [Faculty research specializations](#) are listed on the college website.

The College continued to maintain its investment in full-time researchers during the review period. Despite experiencing funding challenges similar to those of many U.S. public universities, the number of full-time research faculty is nearly identical (45 in 2012 and 44 in 2017) but their focus has deepened with three preeminence faculty hires (who have reduced teaching loads and higher research expectations) along with the addition of a clinical research professor who also serves as our director of grants. Funding for the positions came from a combination of: 1) legislative support for state universities that showed national competitiveness for scholarship, 2) an increase in endowment funding for the College, 3) increased entrepreneurial activities, and 4) tuition income from increased enrollment. Additionally, the College competed successfully within the University for funding for three “Preeminent Scholar” positions. The three hires funded by these initiatives are strong researchers with proven track records. Through strategic replacement hiring, we were able to expand our efforts in several research streams including health/science communication, media effects, media law, and industry-focused research.

Question 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 University has three types of leave for the purpose of development: uncompensated/reduced compensation leaves, sabbaticals/professional development leaves, and a relatively recent program similar to sabbaticals but with more flexibility: Faculty Enhancement Opportunity Awards. All of the policies related to leaves and procedures for awarding leaves are governed by the [Faculty Contract](#).

Leaves

Faculty applying for a leave of one semester or more must make a written request not less than 120 days prior to the beginning of the proposed leave, or in the case of 12-month faculty, six months prior to the date the leave is requested, if practical. For an extension of a leave of one semester or more, faculty members must make a written request not less than 60 days before the end of the leave, if practicable. The university must approve or deny the request in writing not later than 30 days after receipt of the request.

Sabbaticals/Professional Development Leaves

According to the Faculty Contract, Article 20, “Sabbaticals are granted to tenured faculty members to permit them to engage in intensive programs of research and/or study. Sabbaticals constitute a research assignment and are granted to faculty members to enable them to further their research or other creative activities, to improve teaching skills, to enhance the University’s distinction and a faculty member’s value to the University.”

Procedures for selection of sabbaticals and FEOs in the College adhere to the University guidelines and involve the College's Sabbatical Selection Committee. The College is allocated a certain number of sabbaticals each academic year and mandated by the Faculty Contract to award a minimum number at full pay. At the beginning of the Fall semester, eligible faculty are notified and instructed to consult with their department chair if they wish to apply for a sabbatical. Completed applications are forwarded for review to the College's Sabbatical Selection Committee, which submits its recommendations to the dean. The dean reviews the committee recommendations and then forwards her recommendations to the Associate Provost for Faculty Development who makes the final decision.

The University also provides support for professional development for full-time faculty members with at least three years in the bargaining unit who are not on a tenure-track or in a tenured position. The policies and procedures for selection of professional development leaves are nearly identical to those for sabbaticals. However, none of the current eligible faculty in the College has applied for one of these awards in the last six years. The faculty members who fall into these categories (lecturers, assistant- and associate-ins) tend to have heavier (and in most cases unique) teaching, advising, and/or service assignments, which makes it more difficult to buy out their time and replace them with another faculty member, an adjunct, or a graduate student.

Faculty Enhancement Opportunity Awards

For faculty not in the Collective Bargaining Unit, Faculty Enhancement Opportunity awards are available, but note that they were previously available to all faculty and were removed during contract negotiations during this accreditation cycle. According to the University "FEOs are intended to advance the academic/professional/scholarly abilities of faculty members. Thus they are similar in intent to sabbaticals. However, FEOs are intended to be more flexible in nature and duration than traditional sabbaticals." Faculty can apply for any amount of FEO funding, but the funds should be used primarily for salary/benefit offset, travel costs, and/or fees for conferences or professional development experiences.

There are two FEO proposal review and selection cycles each academic year: one in the Fall semester and one in the Spring. Eligible faculty members are alerted to the UF proposal guidelines and their completed proposals are submitted to the Sabbatical Selection Committee for review. Although UF has allocated central funds for FEOs, all units are expected to cost-share, so faculty members work with the dean's office to develop a proposed budget.

Development of the budget involves working with the faculty to determine the appropriate timing for the project including number of pay periods if salary is requested, and forecasting other costs such as travel. Applications recommended by the committee are reviewed by the dean and forwarded to the Associate Provost for Faculty Development and the FEO Central Taskforce for review. All of the proposals supported by the committee have been endorsed by the dean and forwarded for university-level review. For the awards that have been granted, the College has split the total costs with the university.

Below is a summary of completed sabbaticals and FEOs since the last accreditation cycle:

2010-2011

- Robyn Goodman (Fall) Dr. Goodman started a research project in a new area of body image research, namely cosmetic surgery. She found, read and synthesized 68 journal articles and six books and then conducted a content analysis of cosmetic surgery websites and wrote a paper, which was later published.
- Sandra Chance (Fall) Professor Chance researched “New Technology and Traditional Notions of Governmental Transparency,” focusing on the increasing use of new technologies by public officials and how states were statutorily protecting the public’s right to know. This research analyzed the 50 states and their varying approaches by reviewing relevant statutes, attorney general opinions, and case law across the nation. She published a refereed journal article in *Fordham Intellectual Property, Media and Entertainment Law Journal*, two referred papers at national AEJMC conventions, and presented the findings at the National Freedom of Information Conference in 2012.

2011-2012

- John Freeman (Fall) Professor Freeman self-published a 56-page book titled *Berlin Black and White*. The book was awarded second place in the VisCom Division’s creative projects competition at the 2012 AEJMC annual convention.
- Churchill Roberts (Spring) Dr. Roberts attended a Great Lectures course and a short language course in Mandarin Chinese in preparation for a trip to China.
- Melinda McAdams (Fall/Spring) – Professor McAdams’ sabbatical coincided with a 10-month Fulbright Senior Scholar grant for teaching in Indonesia (September 27, 2011-July 30, 2012).
- Ron Rodgers (FEO) – Dr. Rodgers’ project involved completing research on, writing a book proposal for, and then beginning the writing of a book on the history of religion’s influence on journalistic conduct and content leading to the concept of the social responsibility of the press.

2012-2013

- Cory Armstrong (Fall/Spring) Dr. Armstrong developed and completed a 280-page edited book entitled *Media Disparity: A Gender Battleground*.

2013-2014

- Michael Leslie (Fall) Dr. Leslie spent his sabbatical in China teaching and conducting research at Beijing Foreign Studies University (BFSU) and Nanjing University of Aeronautics and Astronautics (NUAA).
- Jon Morris (Spring) Dr. Morris was the chair/co-chair for five Ph.D., two master’s and two independent study students and developed a three-part article on Facebook advertising
- Ted Spiker (Spring) Professor Spiker finished researching, writing and revising a book, compiled research on controversial magazine covers, worked on various magazine stories, and worked on video editing skills to help with teaching.

- Johanna Cleary (Fall/Spring) Dr. Cleary conducted a multi-faceted research study on the news and social media platforms Twitter and YouTube. Her work resulted in four articles published in peer reviewed journals and six conference presentations.

2014-2015

- Sylvia Chan-Olmsted (Fall/Spring) Dr. Chan-Olmsted completed three research projects: a cross-national study of mobile apps usage, a mobile film consumption study, and a cross-national IPTV/OTT study. Working with collaborators from both the United States and overseas, she finished three grant proposals, one in digital/mobile lifestyle among the millennials aiming at the Swedish Knowledge Foundation, one in branded content and engagement targeted at a group of German media companies, and one in concurrent media usage for the Council of Research Excellence here in the United States. Chan-Olmsted also conducted 15 workshops/research presentations in Sweden, Germany, and Korea.
- Tim Sorel (Fall/Spring) Professor Sorel researched and produced a feature length documentary concerning Pediatric Autoimmune Neuropsychiatric Disorder Associated with Streptococcus. (PANDAS). The NIH estimates that 1 in 250 children suffer from this debilitating disorder yet very few receive proper treatment. Sorel's film investigates why this group has fallen through the healthcare cracks.
- Kim Walsh-Childers (Fall/Spring) Dr. Walsh-Childers wrote the manuscript for her book, *Mass Media and Health: Examining Media Impact on Individuals and the Health Environment* (Routledge, 2016). The book explores the way media influence both individual health behavior and public health policy.

2015-2016

- Ron Rodgers (Fall/Spring) – Dr. Rodgers completed a book proposal, signed a contract with the University of Missouri Press, completed research involving data collection from primary source publications from the nineteenth and early twentieth century and secondary sources in media history and on the topic of modernity. He spent several months writing a book on the history of religion's influence on journalistic conduct and content leading to the often-debated concept of the social responsibility of the press.
- John Kaplan (Fall) – While on sabbatical, Professor Kaplan documented the *Denver Post's* Craig F. Walker and Scott Ostrom, a war veteran fighting post-traumatic stress disorder. Kaplan was invited to Hong Kong as a Hong Kong Baptist University Scholar, and as an extension of his sabbatical activities, he continued his role as a founding member of the Pulitzer Prize Winners Workshop Advisory Board.
- Moon Lee (part-time Fall/Spring) – While on sabbatical Dr. Lee analyzed data for a grant proposal and engaged in writing 13 scientific research papers/publications.

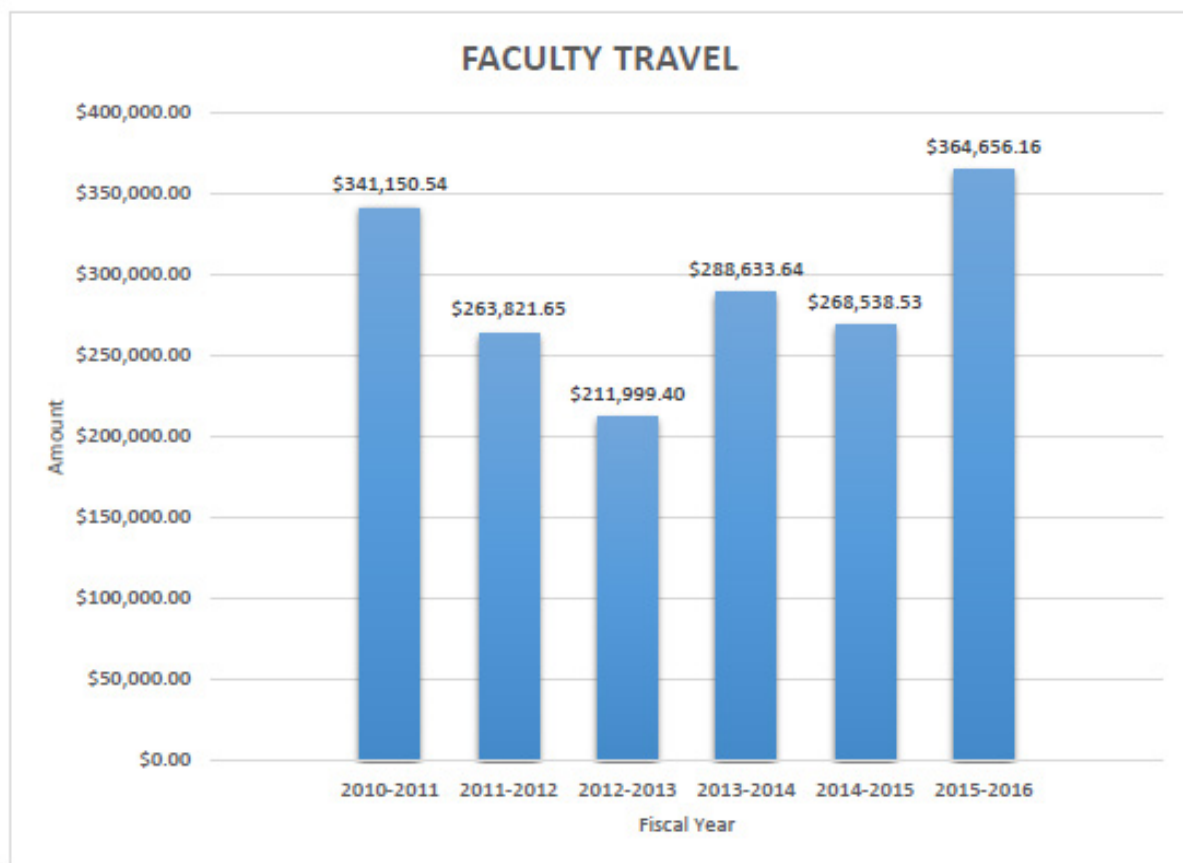
Sabbaticals Awarded from 2010-2016

	Fall	Spring	Salary & Fringe
2015-2016			
Ron Rodgers (2 semesters, full pay)	X	X	\$92,121
John Kaplan (1 semester, full pay)	X		\$65,854
Moon Lee (2 semesters, part time)	X	X	\$29,307
2014-2015			
Sylvia Chan-Olmsted (2 semesters, full pay)	X	X	\$148,539
Tim Sorel (1 semester, full pay)		X	\$49,308
Kim Walsh-Childers (2 semesters, full pay)	X	X	\$122,407
2013-2014			
Michael Leslie (1 semester, full pay)	X		\$41,084
Jon Morris (1 semester, full pay)		X	\$59,229
Ted Spiker (1 semester, full pay)		X	\$47,680
Johanna Cleary (2 semesters, full pay)	X	X	\$99,758
2012-2013			
Cory Armstrong (2 semesters, full pay)	X	X	\$87,705
2011-2012			
Mindy McAdams (2 semesters, full pay)	X	X	\$146,266
John Freeman (1 semester, full pay)	X		\$57,490
Churchill Roberts (1 semester, full pay)		X	\$65,605
Ron Rodgers (FEO, 1 semester)		X	\$41,602
2010-2011			
Robyn Goodman (1 semester, full pay)	X		\$45,057
Sandra Chance (1 semester, full pay)	X		\$53,593

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

Travel funding for faculty is largely the purview of the departments. Each faculty member is guaranteed at least one trip per year to present scholarship or for professional development. Faculty can also apply for additional support for other sources listed in this standard such as Dean's Seed Money. College-level funds are also provided from endowments to supplement resources when departmental resources are limited. An overview of how much funding has been spent on faculty travel on an annual basis since the last accreditation cycle can be found in the figure below.

Financial Support for Faculty Travel



Grant support has significantly increased and expanded with the addition of a full-time Director of Grants Development, Dr. Yulia Strekalova; a part-time, pre-award staff member, and budget support from the Graduate Division's financial administrator, Kim Holloway. The grants team identifies grant opportunities that match faculty members' areas of research interest and expertise, identifies cross-disciplinary collaborators, works with the funding institutions to stay current with their rules and submission guidelines, works with the university's grants office to ensure timely and correct submissions, helps with budgets, detailed paperwork and post award reporting and expenses. In other words, the grants team supports faculty to the point where they need only write the grant narrative to submit a grant.

Faculty Research Support

The College strongly supports excellence in research and creative activities, and this support is reflected in the recent increases in research and grant productivity (See table on page 161 for a list of faculty who have received these awards.). For example, each year faculty are able to submit proposals for College Seed Money funding grants. This \$15,000 annual fund is designed to stimulate original mass communication scholarship and creative activities that lead to the pursuit of additional sponsored research funding. Work supported by the fund is expected to “demonstrate high standards of relevance, continuity, significance, and accomplishment.” All full-time permanent faculty members of the College with the rank of instructor or above are eligible to apply for these funds. Priority is often given to tenure-track faculty. Proposals are reviewed by the College’s Research Committee, and that committee’s recommendations are forwarded to the dean for final approval.

Additionally, every other year, faculty members whose research area falls in the science and health communication area may submit proposals for the Graham Professional Development Health/Science Communication Research Fund which began making awards in 2015. There is normally between \$30,000-\$32,000 available in this fund and the objective is to stimulate original health/science communication scholarship and to encourage pursuit of sponsored research funding. Work supported by the fund is expected to “demonstrate high standards of relevance, continuity, significance, innovativeness, and accomplishment.” Full-time permanent faculty members of the College with the rank of instructor or above are eligible to apply. The Research Committee reviews these applications and makes a recommendation to the Dean.

To ensure that its tenure-track faculty have the summer period to work on their research and/or creative projects, the College also provides at least one Research Summer Award to all incoming new faculty. Specifically, new faculty are paid \$6,500 in the summer to conduct research or creative projects. Additionally, beginning in 2015, all tenure-track faculty can submit a proposal to receive summer support for research. One award for tenure-track faculty is guaranteed each summer.

Through a research assistant application process, the College also offers most faculty who request a research assistant at least a quarter-time research assistant every semester. Preferences are awarded to tenure-track junior faculty. Most recently, the College has guaranteed a research assistant to all new faculty for 1-2 years. During this accreditation period, all junior tenure-track faculty who requested a research assistant received at least one. Additionally, almost all tenured faculty received a research assistant if requested.

To encourage and support faculty and graduate student research, the Graduate Division sponsors and directs an annual research symposium. Faculty and graduate students who submit papers to the symposium receive two detailed faculty reviews to strengthen their work. A half-day poster session is held each Spring, and three winning papers are awarded: best faculty paper, best graduate student paper, and best faculty-graduate student paper. The authors of these winning papers receive a \$500 award to use for their research. Each year approximately 30 papers are submitted to the symposium.

The College Research Lab is located in Weimer 2052 and is equipped with a projector screen, digital recording devices, IP phones, and 22 research stations, computers and station dividers useful for experimental research. The Lab provides the tools for conducting both quantitative and qualitative research. All students and faculty affiliated with the College have access to the research lab by appointment.

The College of Journalism and Communications' Media Effects and Technology Lab (METL) is dedicated to conducting experimental research on the psychological effects of media messages, form, and technology. The lab also serves as a repository for creating and pretesting stimuli, and its personnel offer assistance with study design, data collection, and analysis. Consistent with the University's Preeminence mission, the lab's vision is to promote trans- and inter-disciplinary initiatives with faculty and students from other departments and schools as well as from other universities.

In 2014, the College developed the Research Collaboration Room in Weimer 2010. This room is designed to facilitate meetings involving inter-disciplinary collaborations, grants development, idea generation and storage for grants and research materials. The room is used several times a day for this purpose. After a several-year hiatus, the College re-instituted an annual faculty research award which recognizes one faculty member's productivity and carries a \$2,000 award.

The University also recognizes scholarship accomplishments through two initiatives. First, the University of Florida Research Fellowship program is awarded to faculty at the associate level who have been with the University five or more years. This fellowship provides a three-year salary boost and research funds. The second program is the Excellence in Assistant Professor Award. Our College receives one of these awards per year and it provides a salary boost and research support.

The College's Graduate Division supports graduate student research to the maximum amount the budget allows. We support dissertation data collection and travel to attend annual conferences.

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

Faculty members who have received the various funds described above for research and creative activities are summarized in the table below.

College Support for Faculty Research 2010-2016

Year	Recipient	Amount	Type
2010-2011	James Babanikos	\$970.00	Faculty Seed Award
2010-2011	Sylvia Chan-Olmsted	\$2,875.00	Faculty Seed Award
2010-2011	Amy Zerba	\$4,626.00	Faculty Seed Award
	Total	\$8,471.00	
2011-2012	Lisa Duke-Cornell	\$3,200.00	Faculty Seed Award
2011-2012	Tim Sorel	\$850.00	Faculty Seed Award
2011-2012	Lu Zheng	\$3,300.00	Faculty Seed Award
	Total for 2011-2012	\$7,350.00	
2012-2013	Sylvia Chan-Olmsted	\$2,000.00	Faculty Seed Award
2012-2013	Norm Lewis	\$2,400.00	Faculty Seed Award
2012-2013	Juan-Carlos Molleda	\$3,500.00	Faculty Seed Award
2012-2013	Lu Zheng	\$4,100.00	Faculty Seed Award
	Total	\$12,000.00	
2013-2014	James Babanikos	\$715.50	Faculty Seed Award
2013-2014	Johanna Cleary	\$5,556.90	Faculty Seed Award
2013-2014	Tim Sorel	\$2,759.10	Faculty Seed Award
2013-2014	Kim Walsh-Childers	\$2,412.00	Faculty Seed Award
2013-2014	Amy Jo Coffey	\$500.00	Faculty Research Award
	Total	\$11,943.50	
2014-2015	Sri Kalyanaraman	\$6,000.00	Graham Health Science Award
2014-2015	Janice Krieger	\$10,000.00	Graham Health Science Award
2014-2015	Eunice Kim	\$6,000.00	Graham Health Science Award
2014-2015	John Kaplan	\$8,000.00	Graham Health Science Award
2014-2015	Tim Sorel	\$10,000.00	Graham Health Science Award
2014-2015	Yu-Hao Lee	\$8,154.00	Faculty Seed Award
2014-2015	Lu Zheng	\$6,846.00	Faculty Seed Award
2014-2015	Yu-Hao Lee	\$14,000.00	New Faculty Start Up
2014-2015	Janice Krieger	\$100,000.00	Preeminence Start Up
2014-2015	Kim Walsh-Childers	\$500.00	Faculty Research Award
	Total	\$169,500.00	
2015-2016	Rita Men	\$3,000.00	Faculty Seed Award
2015-2016	Kim Walsh-Childers	\$2,950.00	Faculty Seed Award

2015-2016	Churchill Roberts	\$5,000.00	Faculty Seed Award
2015-2016	Robyn Goodman	\$1,200.00	Faculty Seed Award
2015-2016	Eunice Kim	\$2,330.00	Faculty Seed Award
2015-2016	Rita Men	\$500.00	Symposium Best Faculty-Student Paper
2015-2016	Rita Men	14,000.00	New Faculty Start Up
2015-2016	Jasmine McNealy	\$10,000.00	New Faculty Start Up
2015-2016	Rita Men	\$500.00	Faculty Research Award
2015-2016	Kim Walsh-Childers	\$7,000.00	Research Summer Award
	Total	\$46,480.00	

Standard 6 Student Services

Executive Summary

One of our great success stories during the review period was the development of the College's student advising efforts. The College's central student services office, the Professional Advising and Teaching Hub (PATH), was reorganized and significantly expanded between 2013 and 2017, moving into a newly renovated space and growing from five to eight full-time staff members who are able to provide a wide range of student services. The center now provides advising to all undergraduate students, replacing a system where each department handled advising individually and differently. The expansion included adding full-time advisers dedicated to each of the four majors, and one adviser who handles internship and online guidance. In 2014, the College centralized operations on the main floor of Weimer Hall, for the first time providing "one stop" accessibility for undergraduate students.

The Knight Division is now located in PATH. The director of the Knight Division and two full-time staff members provide advice and assistance to all undergraduate students in the three areas which are the division's focus: scholarships, career resources, and multicultural affairs.

PATH visitors, including undergraduates, prospective students, and their families, are advised about specific persons, especially faculty, and organizations in and outside the College from whom they may seek further help/support/development, depending on student needs and interests.

Question 1. Student Aid

Table 10 Scholarships and Financial Assistance Awarded to Undergraduates

	2015 – 2016	2016 - 2017
Total amount of scholarship dollars from funds controlled by institution	\$1,942,398	\$2,037,867
Number of students receiving scholarships from funds controlled by institution	465	490
Median individual scholarship from funds controlled by institution	\$4,177	\$4,159
Total amount of scholarship dollars from funds controlled by unit	\$332,250	\$336,150
Number of students receiving scholarships from funds controlled by unit	192	186
Median individual scholarship from funds controlled by unit	\$1,500	\$1,500
UNDERGRADUATE ASSISTANTSHIPS OR WORK-STUDY APPOINTMENTS		
Number of students holding appointments	100	89
Range of stipends	\$20.13- \$6,352.83	\$32.50- \$6,077.11

Question 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 advising guidelines, manuals, newsletters, or other internal communication with students. Describe availability and accessibility of faculty to students.

Academic Counseling

The College maintains a central advising office, the Professional Advising and Teaching Hub (PATH). It is on the main floor of Weimer Hall and is the first stop for new students with advising questions and for veteran students with questions about graduation requirements, etc. The center's expansion began in Fall 2013 and the staff moved in on April 1, 2014.

For academic counseling, the PATH and the department offices remain the primary resources for undergraduate students. The university's website offers a detailed account of the curriculum and its requirements and serves as a self-tutorial on navigating the program.

In addition to the system described above, an active student organization, the Journalism and Communications Ambassadors (JCA), provides peer counseling twice yearly for students in the College. Other student organizations such as the campus chapters of the Public Relations Student Society of America and the Ad Society provide similar academic peer counseling to members as well as career counseling from guest speaker professionals invited to organization meetings.

During an undergraduate's first two years, the primary focus is on general education and pre-professional requirements. The associate dean for undergraduate affairs, a long-time faculty member, administers this office. The office staff includes eight full-time professional staff members who serve as advisers, four quarter-time graduate assistants, and several undergraduate assistants.

These resources have been greatly expanded since the last accreditation, when the College employed only two full-time advisers. Upper-class student advising was done by faculty. Students now have a subject-matter expert adviser for their entire four years of school. One adviser specializes in advertising and public relations, another in journalism, and a third in telecommunication. An additional adviser serves online students in Telecommunication and Public Relations, as well as students seeking immersion opportunities. The team is supervised by an associate director of advising.

Each department maintains a listserv and frequently communicates with majors. The Knight Division also maintains a listserv that allows messages to be sent to all students in all majors with important information. And the Division distributes a weekly e-newsletter, The Knight Division Digest, which includes a list of announcements, internship opportunities, scholarships, and student organization events. Some departments also publish newsletters, and each student organization is assigned bulletin-board space to communicate with students about meetings, presentations and professional activities.

Advising materials are maintained in the online UF catalog. Here students can easily find program learning outcomes, a list of required and elective classes, and a description of course pre-requisites, and a sample eight-semester plan for completing the degree.

The full-time professional advisers participate in professional development activities including attendance at NACADA (National Academic Advising Association) regional conferences and UF's Annual Advising Conference. Professional development funds are made available by the Dean's Office for support including annual NACADA memberships for each adviser. Two advisers are appointed to the [UF Undergraduate Advising Council \(UAC\)](#) for two- year terms. Advisers are asked to attend the following college committee meetings: Curriculum and Teaching Committee, College Petitions Committee, UOnline College Committee, and departmental faculty meetings. PATH advisers and College faculty regularly attend the twice-monthly meetings of the UF Online Advisors Group which shares best practice and advising information for all advisors of online students.

To remain on track in the undergraduate programs during the first two years at UF, students must maintain a minimum 2.5 GPA and complete certain required courses that are predictive of success in the major. Students are kept informed of their progress through consultation with advisers prior to advance registration each semester and by referencing their degree audit and critical tracking audit (available 24/7 in the ONE.UF portal). The audit tracks the student's record against the courses and requirements that should be completed each semester, based on the student's degree program.

The catalog page for each major describes the required courses and specifies classwork of 72 hours outside each major. In addition, the student audits, available to every student, list the course requirements for the degree, which caps at 52 hours in the major. That leaves 72 hours for outside work.

Students not meeting tracking standards for two consecutive semesters have a hold placed on their records to prevent future registration until they see an adviser in PATH. At that point, the student must sign a "tracking agreement form" that specifies the courses necessary to get back on track over subsequent semesters. The adviser will remove the hold, set stipulations for future registration, or in some cases, ask the student to find another major. The tracking program works though the first five semesters at UF. After that, students need only the minimum 2.0 GPA on overall, upper division, and professional averages to graduate.

Faculty members are required to maintain a minimum of four posted office hours each week. These are drop-in times for students and appointments normally are not required. Faculty office hours are posted outside each faculty member's office and are noted on course syllabi.

All department offices are open and staffed from 8 a.m. to 5 p.m., Monday-Friday. The PATH Office (advisers and Knight Division) is open from 8 a.m. to 4:30 p.m., Monday-Friday.

All faculty offices are in Weimer Hall and therefore convenient for student access. Some departments hold various events, such as group advising days, to inform students about variations in scheduling for each semester and changes in curriculum.

Question 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.

Accuracy in advising is a core value of PATH. The office has strengthened our commitment in a variety of ways since our last accreditation review. New policies include:

- Freshman to graduation advising in PATH. At the last accreditation visit, only underclassmen were advised by specifically dedicated advisers. Juniors and seniors were advised by faculty. Some faculty embraced this role enthusiastically, others less so. Given their other responsibilities, faculty had trouble keeping up with the demand for advising, especially during drop-add week and pre-registration. By moving all core advising responsibilities to PATH, faculty can now focus on career counseling, mentoring, and student support.
- Professional advisers specialize in departmental curricula. This specialization means the adviser is an active part of both the PATH office and the department she/he serves. The adviser attends all department meetings, sees all curriculum proposals, and hears what faculty say about the major.
- Juniors and seniors now may only consult with a full-time adviser. At the last accreditation visit, upperclassmen could be advised by a graduate assistant or a full-time adviser. Under the new structure, graduate assistants may now only advise underclassmen about general education requirements.
- Appointment advising. Except for busy times (first week of the semester and pre-registration), all advising is done by appointment. This ensures the adviser has ample time with the student to clarify requirements. It also allows advisers to build deep, trusting relationships with their students.
- Detailed record-keeping. Advisers keep detailed notes about their advising sessions, which are shared among advisers within the college and in other colleges. Graduate student advisers share a digital copy of each student's audit with the student and include notes from the advising session to ensure the student has a memory aid of what was discussed during their visit.

- A secure, FERPA-compliant log-in system. Students visiting the office log in to indicate who they are and the purpose of their visit. The system monitors who is using PATH, frequency of visits, and wait-times for seeing an adviser.
- Graduate assistant adviser training. The college has an excellent record of using talented grad students to serve some undergraduate advising needs. To ensure the effectiveness of these graduate assistants, written materials and a “shadowing” program were developed. An adviser handbook teaches graduate assistants the basics of their task. During the first two weeks of a new graduate student’s tenure, she/he shadows a professional adviser.

The office has other ways to access the accuracy of advising, including the College’s petition process. Students can file a petition for exemption of a College or University requirement using a form at our website. A clear basis for waiving a requirement is proof of incorrect advising. However, no petitions claiming misadvising have been filed in the past five years.

One of the best measures of the effectiveness of the academic advising process is the number of students who graduate in compliance with ACEJMC standards for 72 credit hours outside the College. Also, the College’s “on track” record, providing routine assessments of student progress, lends further evidence of the effectiveness of advising for freshmen and sophomores. In addition, surveys of graduating seniors and alumni offer valuable feedback on the quality of faculty advisers and of other dimensions of the advising structure and process described in this standard.

Finally, every student visitor is emailed immediately after their visit and is asked to evaluate their experience. Students respond to the three questions in the table below with the following responses: (1) strongly disagree, (2) disagree, (3) neutral, (4) agree, or (5) strongly agree. (Means and medians for each statement covering the time from February 2016 through February 2017 are below.) The PATH office receives thousands of visitors each semester and the daily survey is completed by hundreds over the course of a year. All student responses are anonymous. Students are encouraged to name the specific adviser they met with, providing an extra level of accountability. An open-ended question allows students to provide any additional insights into the reasons for their ratings. The means listed below attest to the satisfaction PATH visitors have with their advising experiences.

Anonymous Evaluations of Advising in PATH Between Feb. 2016-2017

Item	Mean	Median
1. The information I received was accurate and clear.	4.42	5.00
2. I felt welcomed by this person and comfortable speaking to them	4.55	5.00
3. I was served promptly	4.13	4.00

(1= Poor, 5 = Excellent)

Question 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.

Student Media/Professional Immersive Experiences

The College is home to multiple broadcast television and radio stations, associated websites and social media platforms that are integral to the College's instructional and outreach missions. For advertising and public relations students, The Agency provides an immersion experience focused around persuasive communication. For journalism and telecom students, there are numerous multiplatform media operation housed in the College's Division of Media Properties which has added numerous multimedia platforms and immersive experiences during the past six years. These includes GatorVision and the Innovation News Center. The number of students involved in the media properties numbers in the hundreds each semester. Here are descriptions of those broadcast properties and digital assets:

WUFT-TV, DTV channel 5 over the air and channel 3 on Cox cable, was the first television station on the air in north Florida with transmission beginning in 1958. It is the PBS television affiliate for the Gainesville-Ocala area and the host of the PBS Learning Media initiative in the region. WUFT-TV produces an award-winning local news product for live on air distribution that incorporates student oversight and execution. Students report, produce, anchor and direct this live 30-minute weekday newscast when classes are in session. It originates in the College's media properties' Innovation News Center, a part of the WUFT-TV/FM operation. WUFT-TV incorporates professional immersion experiences for telecommunications news and production students as well as journalism students. WUFT-TV's studio and production facilities are state of the art as the College has invested in building out new digital/HD production labs and control rooms in the past six years. In coordination with Florida's 89.1 WUFT-FM, the College launched a new video/audio mobile app for the College's public media entities in 2017, highlighting the news and entertainment programming created in the College for the Gainesville-Ocala market.

WRUF-LP, DTV channel 10 over the air and channel 6 on Cox cable, serves as a full-time 24-hour platform for student-created content in the Innovation News Center, a state of the art weather StormCenter and the partnership with Gatorvision, the multimedia operation of the University of Florida's University Athletic Association, which is housed in the College's Division of Media Properties. News, weather, sports and feature content produced by students in the College and professional staff in the Division of Media Properties and Gatorvision, form the core of programming on this 24-hour local channel. Over the air coverage is a full high-definition signal while cable penetration into the market is achieved through carriage by Cox cable in Gainesville and the surrounding area.

WUFT-FM, Florida's 89.1 (89.1 mhz), is a news/talk 100,000-watt radio station serving 16 counties in North Central Florida. First transmitting to the region in 1982, WUFT-FM is an NPR affiliate and focuses programming content on news, information, public affairs and weather information for the marketplace. College students who work in the Innovation News Center produce the bulk of local news content that airs on WUFT-FM along with appearing on WUFT.org. WUFT-FM has taken a leadership role among public media in the state of Florida through the innovative Florida Public Radio Emergency Network (FPREN) which is headquartered at WUFT-FM with an affiliated staff of 20 people and has as its reach a state of 20 million people. Students involved in the media properties' multimedia meteorology immersive experience play a critical role in the creation and dissemination of important hurricane and tropical storm information that is distributed through each of Florida's 13 public radio stations during times of severe weather. WUFT-FM is the lead radio station in that effort.

WUFT Classic (102.7 mhz): In the fall of 2015, the College's Division of Media Properties launched a FM translator on 102.7 mhz to rebroadcast the 100,000 watt WUFT-HD2 "WUFT Classic" arts programming to the Gainesville area on a FM analog signal, bringing an arts-oriented format back to the University and community. The new signal both fills a community need and creates new opportunities for the College to provide an audio production experience to students. It also allows the College to feature University of Florida student musicians and artists. WUFT Classic and the associated "WUFT Classic Performance Studio" creates a unique and powerful tool to serve the arts audience and student body through live and produced performances from the WUFT Classic studios.

GHQ (95.3 mhz and GHQ app): GHQ is a cutting-edge audio-based multimedia platform project designed to test mobile, digital and social concepts for the billion-dollar commercial radio industry. Broadcast via the 100,000 watt WUFT-HD3 signal and via an analog FM translator at 95.3 mhz, GHQ targets the 18-24 demographic and in particular the 50,000+ students on the University of Florida campus with a contemporary hit radio (CHR) format. More than 30 College of Journalism and Communications students are involved each semester in this unique immersive experience that works with industry partners such as Futuri, the leading developer of apps for commercial radio, to test app features with millennials and the upcoming "Generation Z" with a goal of increasing audience engagement and loyalty to traditional radio platforms via digital, mobile and social strategies.

Florida Public Radio Emergency Network (FPREN) StormCenter: In 2013, WUFT-FM launched the Florida Public Radio Emergency Network or "FPREN," serving the 13 public radio stations that cover the entire state of Florida with critical hurricane, tropical storm and other emergency messaging from the FPREN StormCenter, located in the Division of Media Properties. The StormCenter incorporates students through immersive experiences in multimedia meteorology working alongside two full-time meteorologists who lead the broadcast, digital, social and mobile content generation that is distributed throughout the state of Florida via FPREN's public media partners. While FPREN has enjoyed numerous success stories since the 2013 launch, the 2016 and 2017 hurricane seasons proved the value of FPREN and the student staff through the coverage of Hurricanes Hermine and Matthew during which FPREN broadcast continually for more than 38 hours and Hurricane Irma with 81 hours of continuous coverage. Multimedia content, including digital, social and mobile information produced by students was distributed by FPREN through Florida's public media to every market in the state.

WJUF-FM (90.1 mhz): WJUF-FM is the 20,000-watt repeater station for Florida's 89.1, WUFT-FM, that transmits from a tower close to Inverness, Florida (Citrus County), about 60 miles south of Gainesville. By invitation of the residents of Citrus County, WJUF-FM was established in 1995 to retransmit WUFT-FM's signal outside the Gainesville-Ocala region and it remains a core foundation of the extended coverage and service WUFT-FM and the College provides to citizens of the Nature Coast region of Florida. All programming on WUFT-FM is rebroadcast to west central Florida via WJUF-FM and this signal became particularly important with the launch of WUFT-FM's FPREN project which provides ongoing hurricane and tropical storm coverage for public radio stations throughout the state.

WRUF-AM, (850 khz and 98.1 mhz): WRUF-AM has operated continuously from the University of Florida since 1928 as one of the first radio stations to serve the state of Florida. Now as "ESPN 98.1/850 WRUF," WRUF-AM is a commercial radio station serving 13 counties with six hours of live, local sports talk daily from its 5,000-watt transmitter and a new FM signal that covers the Gainesville area. As a foundational element and platform for the College's quickly-developing sports journalism emphasis area, WRUF-AM provides a real-world commercial media outlet for students to work alongside professionals in the creation of sports content for broadcast, and associated digital, social and mobile platforms. WRUF-AM operates a sports-oriented app ensuring students are exposed to all the platforms and tools being deployed in the commercial media world in 2017.

WRUF-FM, (103.7 mhz): Known in the Gainesville-Ocala radio market as "Florida's New Country, 1037, The Gator," WRUF-FM is a 100,000-watt commercial radio station that serves 16 counties with a country format targeting adults 18-49. The station first went on the air in 1948 and continues to provide the bulk of revenue to support the commercial radio operation which, in turn, helps support the sports-oriented programming and opportunities for College of Journalism and Communications students on WRUF-AM. WRUF-AM/FM are totally self-supporting through advertising revenues; they receive no state funding for their operation so the ongoing success of WRUF-FM is critical to the College.

GatorVision: First developed in 2011-2012, the innovative partnership between the College's Division of Media Properties and the University of Florida's University Athletic Association (UAA) forms another foundational element of the media properties' efforts to create a state of the art media experience for the College's students. With multiple state of the art digital/high definition production control rooms and editing stations, the immersive experiences available to CJC students are powerful, especially for those interested in sports production and reporting. Created as an initiative to provide unique experiences for students and a new revenue stream to the College's media properties, the GatorVision partnership has proven to be very successful and is recognized as a unique model among major institutions.

Student-Hosted Florida Gator Broadcasts: In 2016, and as a part of the ongoing partnership with GatorVision, the media properties constructed a remote “play by play” studio booth in house as a part of the GatorVision/WUFT-TV/WRUF-TV video infrastructure. This facility allows students to gain frequent and ongoing experience doing live play by play, color, producing, etc. of Gator sporting events in a real-world environment, similar to what many national sports networks are experimenting with. Traditionally play by play and color announcing teams would be positioned on site where the live event was being played. However, as budgets tighten and networks look for expense saving “off site” options to achieve the same high quality broadcast, new options are being considered and the College’s operation sets the standard for student immersive experiences in this area. Broadcasts are streamed and also archived for teaching purposes to ensure the student experience is of the highest caliber.

Telecommunication students also volunteer to work in the broadcasting activities of the University Athletic Association. These activities include producing segments for magazine format television programs, and production work for webcast and broadcast coverage of live sporting events. Announcements recruiting students are sent out on the department listserv, and representatives of the Athletic Association visit classes at the beginning of each semester to recruit volunteers.

The Agency at UF was launched in 2014, as an integrated advertising, public relations and digital firm led by professionals and staffed by a team of 100 students. Built on a foundation of research, The Agency allows students to craft insights and creative concepts to help brands and marketers more effectively communicate to the Millennial generation. Students have the opportunity to work on real, revenue-generating accounts in a structured agency environment. The Agency is founded on six pillars, including 1) Catalysts, handling account management, 2) Strategists, who conduct research, 3) Creators, including graphic design and copywriting, 4) Connectors, handling earned, paid, shared and owned media, 5) Developers, creating app and website development, and 6) Administration, overseeing development, culture and diversity.

Alpha Productions is a student-run public-relations agency, providing students with hands-on experience and area organizations with free public relations service. The group takes on about 10 organizational clients each year.

Because the University of Florida has a number of communications offices throughout the campus, some of these are ideal sites for student internships. Major offices that serve this purpose, chiefly for public relations majors, are the University’s Office of Government Relations and Public Affairs and communications offices at the University of Florida Foundation, the Health Science Center, and the College of Law.

Student Professional Organizations

Each of the College’s academic departments has at least one professionally-related organization for its majors.

The Department of Advertising boasts one of the best and largest student ad clubs in the United States. Maintaining a membership count of approximately 200 students in recent years – about one third of all advertising majors – the Ad Society provides opportunities to reinforce the curriculum and develop students’ professional and intellectual abilities and interests.

It includes a student-run firm (AdWerks) that serves nonprofit clients. In 2016, Ad Society students launched an annual book of creative work called *Advnt*. Ad Society students also organize professional development and networking trips to major media markets each semester. In the past six semesters, these have included New York (twice), Chicago, Miami, Austin, and Atlanta.

The Department of Journalism has five related student organizations: The Society of Professional Journalists, the National Press Photographers Association, the Florida Magazine Student Association, the Society of News Design, and the Honor Society of Kappa Tau Alpha. The four professionally-related student organizations have strong track records, and the SPJ chapter usually wins best in the region at the Mark of Excellence Awards. The current chapter adviser is held in such high regard by practicing journalists that he was once elected national president of SPJ.

The Department of Public Relations sponsors one of the oldest and largest chapters of the Public Relations Student Society of America (PRSSA), the Alpha Chapter. Founded in 1968, the Alpha Chapter was one of nine original student chapters created by the Public Relations Society of America. The Alpha Chapter maintains a membership of nearly 200 students each year. It annually sponsors multiple professional development workshops, career preparation workshops, field trips, and social events. The Alpha Chapter hosted a PRSSA Regional Conference in Tampa in 2010 and the PRSSA National Conference in Orlando in 2011. That same year, UF PRSSA was named Chapter of the Year. The Alpha Chapter and the department co-sponsor one team each year in the PRSSA Bateman Case Study Competition. The UF Bateman team finished first nationally in the competition in 2014 and second nationally in 2015. The UF team has more national finalists than any other institution.

The Department of Telecommunication has two major affiliated student organizations: the National Broadcasting Society, and ChomPics, a local group which produces scripted video content for distribution on various platforms, including WUFT-TV. The department has provided support to the organizations in a variety of ways, including providing financial support for officers to attend national meetings, and providing food for various activities. Each semester the National Broadcasting Society sponsors a "Front Burner Roundtable," featuring members of our department's Advisory Council, with refreshments paid for by the department. Organization leaders are invited to speak to introductory courses early each semester to recruit new members. The department's listserv, which reaches all majors, is used to announce meetings and other events. The department also distributes information about other student organizations on campus that may be of interest to our students.

The College, under the guidance of the Knight Division, sponsors two student organizations for underrepresented students. The Gator Chapter of the National Association of Black Journalists is a professional student group that includes majors from all departments in the College. Founded in 1980 as the Association of Black Communicators, the major goal of this organization is to assist members with career development with a sense of communal support. It was the first minority student organization in the College, and it is a student chapter of the National Association of Black Journalists (NABJ). The second group is the Hispanic Communicators Association which was founded in 1992. Its membership also encompasses students from all College majors. Based on total Hispanic enrollment, HCA normally has the highest percentage of participation of any of the College's minority student media organizations.

The Knight Division, in conjunction with their faculty adviser, also helps guide the members of the Journalism and Communications Ambassadors (JCA). This group is dedicated to promoting high standards of excellence in the College through a variety of activities and projects that aim to give all students access to opportunities for both academic and personal development. JCA members conduct outreach service activities in local high schools and serve as tour guides for potential students and professionals who visit UF, and hosts for College career fairs. JCAs and the Knight Division collaborate on forums and events that help to enrich the College of Journalism and Communications student experience through education and engagement.

Question 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 College provides employment assistance using both structured and informal methods. Its structured methods are coordinated through the Knight Division, which organizes College sponsorship of several activities to assist students with job searches: (1) two job fairs each year, one each in fall and spring, (2) individual visits by recruiters throughout the year, (3) listing of job and internship openings, updated weekly, on the College web site that is accessible only to students, faculty and alumni of the College, and (4) regular and immediate updates about job openings via the Knight Division listserv.

Also, through the Knight Division, the College posts job announcements, works closely with UF's Career Resource Center (CRC) and has CRC representatives who are embedded in the College, available for counseling and workshops on resume writing and other career-related activities. The Knight Division director attends meetings of student groups in the College to discuss how the Knight Division can assist them with job searches.

A list of participants in the Fall 2016 and Spring 2017 CJC Career Days, and the undergraduate majors they were interested in recruiting, is found in Appendix 6A.

In addition to the formal career services and activities of the Knight Division and UF's Career Resources Center, many College faculty and staff maintain close relationships with working professionals and are consulted regularly during the year for referrals of graduating seniors and alumni who might fit a particular job opening. This "Gator Network" in journalism and communications is an effective and constant means of connecting students with jobs that often become the start of their life-long professional careers.

Career Counseling

The College maintains the Knight Division for Scholarships, Career Services and Multicultural Affairs. As the name implies, this division's mission focuses on three areas, and it provides the College's most significant and coherent effort in the realm of career counseling. The University also has a career services center, headquartered in the Reitz Union across the quad south of Weimer Hall, and the Knight Division works collaboratively with this office to maximize career advising and job-fair opportunities for College of Journalism and Communications majors.

Each of the College's four departments has a vigorous and proactive advisory council of professionals, listed in Appendix 1D, who visit twice each year, offering students one-on-one career counseling through meetings, interviews, lunches and a variety of other methods. During the period under review, Advisory Council members conducted workshops with students on "How to Market Yourself," "The Many Career Paths of UF Graduates," "Ethics" and other topics. Advisory Council members offered career counseling and reviewed student resumes and portfolios and engaged in informal interactions with students about trends in the professions. The role of the advisory councils in advising and assessing student performance is discussed in Standard 9.

The College sponsors a Career Day each Fall and Spring semester, a career fair exclusively for CJC majors coordinated by the Knight Division. The "CJC Career Day" has grown to host more than 60 employers at each fair across the journalism and communications industries. The weeks leading up to the career day include student workshops for interviewing, networking, and resume building skills. The Knight Division collaborates with the university's Career Resource Center to host the workshops, and cooperates with the University's twice-yearly career fair to prevent scheduling conflicts and to maximize student opportunity to participate in both fairs. The university wide Career Showcase, includes many employers seeking to hire students with strong skills in journalism, media, and communications. In 2016, the college and Career Resource Center partnered in the creation of a shared position, providing CJC specific career coaching by a designated liaison from the Career Resource Center. This liaison holds office hours within the college in the PATH. The University's Career Resource Center and the Knight Division continue to look for creative ways to create synergy in providing CJC student resources and opportunities.

The Knight Division encourages alumni to interview during the job fairs and individual visits. Alumni also are permitted to have access to the Knight Division's Web site listings. Many faculty members maintain contact with former students and notify them when job openings are announced. Faculty frequently write letters of recommendations for alumni as well as for current students.

Placement Statistics

The University of Florida conducts graduation surveys each semester, compiling data on student job placement statistics, graduate school admissions rates, and student satisfaction rates. Additional details and results are included at the end of Standard 9. The chart below displays the Spring semesters' undergraduate data for most recent years. Spring was selected because it is our primary and largest graduation semester, thus providing the most accurate picture of student success.

Over the years, the survey questions on job placement have become more detailed, which is displayed in the chart with the merging of rows for earlier years. Completion of the university's survey is required prior to receiving one's diploma, and has the statistical equivalence of a 100% response rate for each year.

Placement Statistics for College Graduates, 2014-2017

	Spring 2014	Spring 2015	Spring 2016	Spring 2017
Accepted a position	23%	25%	22%	22%
Staying in current position			4%	3%
Have position but still seeking			10%	11%
Offered position(s) but declined	6%	4%	4%	4%
Considering multiple offers	6%	12%	5%	5%
Currently searching	44%	45%	34%	41%
Will search after graduation	17%	12%	16%	9%
Other	4%	2%	5%	5%
Total offered employment at time of graduation	35%	41%	45%	45%

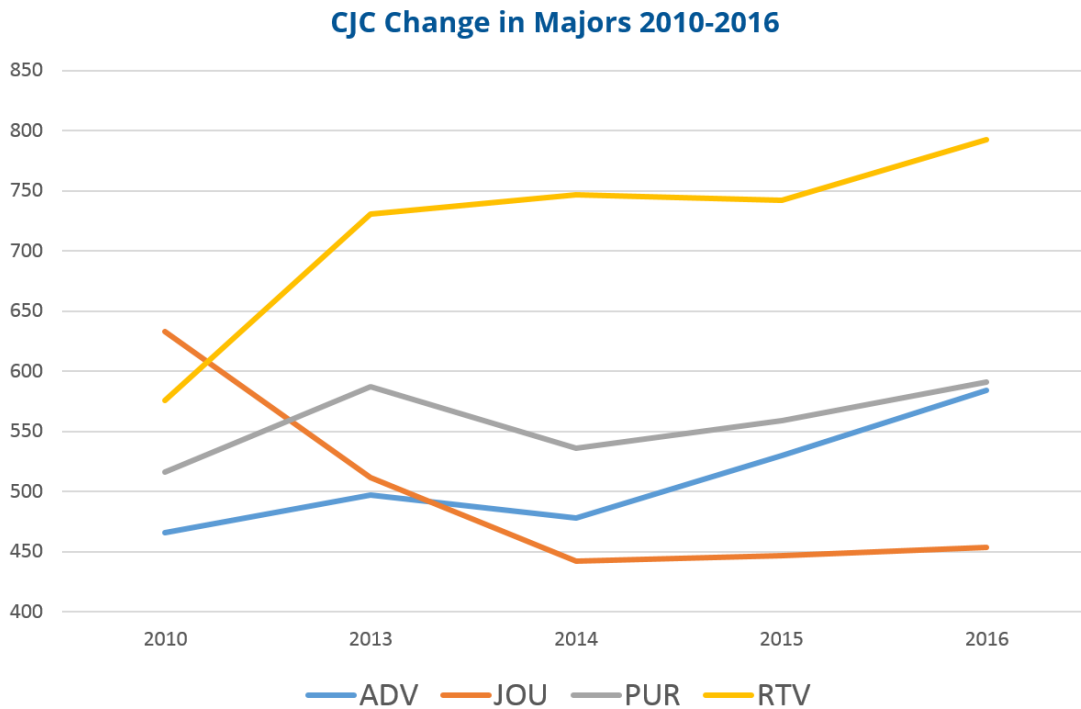
Question 6. Discuss the process in place to collect, maintain and analyze enrollment, retention and graduation rates within the major and in comparison with university rates. Discuss the findings of the analysis. Provide the web link where the unit shares its most recent retention and graduation data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

Enrollment data are available to university personnel at a website maintained by the Provost's office. It provides daily updates on class enrollments, the number of majors in each department, and student credit hours. The statistics are normally accurate within a period of about 24 hours.

Once a semester, the office shares information on the ethnic and racial composition of the majors, allowing for semester-to-semester comparisons and year-over-year changes.

In general, the college has seen growth over the past six years. As the graph below suggests, every major except Journalism has experienced enrollment growth since 2010. Total College enrollment has increased from 2,191 in 2010, to 2,422 in 2016. This 11 percent growth rate exceeds overall growth at UF. We believe the continued attractiveness of the College is a function of our commitment to transformative, digitally informed classes. The revamped core curriculum implemented by all four departments in the past three years has proven attractive not only to majors in the College but to students in other disciplines.

CJC Change in Majors, 2010-2016



Graduation/Retention Study for 2011 (4-year) and 2009 (6-year) Cohorts by College

The college retention rate for the 2015 cohort (n=390) was 81.8 percent returning to the college) and 95.9 percent returning to the university. The college retention rate was a slight improvement over 2014-2015 (n=402) which was 77.4 percent. These statistics are consistent with previous years. This rate, as well as the college’s graduating rates, are posted on the college’s website, as per ACEJMC accreditation requirements.

With respect to the college’s graduation rate, the most recent cohort available, the class of 2010 reveals a four-year graduation rate for CJC students who declared a CJC major in their first year as 73.4 percent, virtually identical to the previous year, which was 73 percent. For those in the major at the start of their third year, typically the start of professional coursework, the rate is 80.4 percent, a figure close to the previous year’s 82 percent. The six-year rates for the 2010 cohort using the same break down are 77.9 percent for those entering the college in their first year (compared to the prior year’s 80 percent) and 93.3 percent for those beginning their junior year in the college (compared to the previous year’s 94 percent).

Data from the 2009 cohort (2010 data are not available university wide) shows that among the 11 colleges assessed by the UF Provost’s office (Agriculture, Arts, Business, Construction, Education, Engineering, Health, Liberal Arts, Nursing, and Public Health, as well as Journalism and Communications), the college ranked second in four-year graduation rate for students declaring in their first year, and third in four-year graduation rate for students declaring in their first year. For students declaring the major in year three, the college had the best four-year graduation rate of the eleven colleges and was tied for fourth in six-year graduation rate. (See table below.)

Graduation Rates by UF College

	Cohort 2011		Cohort 2009	
	Declared N	4-year Grad. Rate	Declared N	6-year Grad. Rate
AGRICULTURAL AND LIFE SCIENCES				
Declared college in 1st year	466	63%	458	69%
Declared college in 3rd year	629	74%	643	89%
ARTS				
Declared college in 1st year	133	47%	143	68%
Declared college in 3rd year	113	60%	139	83%
BUSINESS, WARRINGTON COLLEGE				
Declared college in 1st year	828	54%	727	66%
Declared college in 3rd year	765	73%	614	94%
DESIGN, CONSTRUCTION AND PLANNING				
Declared college in 1st year	106	54%	113	71%
Declared college in 3rd year	108	55%	108	96%
EDUCATION				
Declared college in 1st year	75	76%	105	66%
Declared college in 3rd year	103	80%	98	95%
ENGINEERING, HERBERT WERTHEIM COLLEGE				
Declared college in 1st year	1,090	22%	1,009	69%
Declared college in 3rd year	921	28%	841	88%
HEALTH AND HUMAN PERFORMANCE				
Declared college in 1st year	226	64%	200	73%
Declared college in 3rd year	409	85%	389	94%
JOURNALISM AND COMMUNICATIONS				
Declared college in 1st year	376	73%	402	80%
Declared college in 3rd year	435	82%	487	94%
LIBERAL ARTS AND SCIENCES				
Declared college in 1st year	2,484	59%	2,449	64%
Declared college in 3rd year	2,148	81%	2,168	89%

NURSING				
Declared college in 1st year	253	36%	225	46%
Declared college in 3rd year	109	94%	117	97%
PUBLIC HEALTH AND HEALTH PROFESSIONS				
Declared college in 1st year	317	48%	352	42%
Declared college in 3rd year	203	94%	192	96%

The CJC's numbers compare favorably to peer institutions, according to national metrics. The National Center for Education Statistics reports that the six-year graduation rate for freshmen at four-year degree granting institutions in the fall of 2008 was 60 percent. The rate was 58 percent among public universities.

Good academic standing in the College is defined as maintaining a 2.0 minimum on both overall and professional averages (two separate types of probation). The University dismisses students based on overall average only. A student is subject to dismissal when accumulating 14.5 deficit points. Deficit points refer to the points a student has accumulated below grades needed to maintain a 2.0 grade average. Students can gain readmission by petitioning department chairs and can be readmitted the next immediate semester with conditions, be required to sit out a semester, or be instructed to find another major. Students dismissed by the University must submit an application for readmission, respond to a standard set of questions posed by the college readmissions committee and provide an academic plan for how they plan to complete degree requirement.

To remain on track in the undergraduate programs during the first two years at UF, students must maintain a minimum 3.0 GPA and complete certain required courses. Students are kept informed of their progress through consultation with advisers and by a tracking audit available at all times in ONE.UF. The audit tracks the student's record against the courses and requirements that should be completed each semester, based on the student's degree program.

Students not meeting tracking standards for two consecutive semesters have a hold placed on their records to prevent future registration until they see an advisor in the PATH. The advisor will complete a tracking agreement with the student, remove the hold, set stipulations for future registration, or in some cases, ask the student to find another major.

The tracking program works through the first five semesters at UF. After that, students need only the minimum 2.0 GPA on overall, upper-division, and professional averages to graduate. The College consistently maintains a tracking record that exceeds UF averages across all colleges.

The [College's current graduation rates](#) are detailed on its website.

Standard 7 Resources, Facilities and Equipment

Executive Summary

While the review period did include some financial challenges, the College of Journalism and Communications is in a solid position, both in terms of growth of revenue sources and facilities. During this time frame, the University switched to a new budgeting model which presented some philosophical shifts in how we approached budgeting. Most importantly, in the past few years, the College emphasized growing its revenue streams and created facilities and budgeting strategies that position us well for the future.

Among our success stories was the substantial increase in grant funding detailed in Standard 5, an increase in entrepreneurial activity outlined below, and a 146% increase in fundraising from 2011-2016. (Fundraising revenues increased from \$2,878,426 in 2013, to \$7,088,015 in 2017.) The State of Florida's budget allocation to the College grew slightly over 15 percent from 2013 to 2015, and just over 5 percent from 2015 to 2016. (See chart below.)

Like many public universities, we realize that we cannot rely only on funding from legislative sources and student tuition. Consequently, we have worked to increase fundraising, grant writing, and entrepreneurial activity to help fund our mission of providing students with a top quality educational experience.

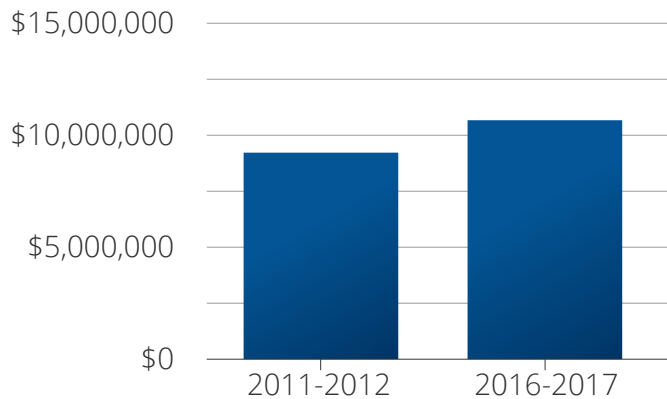
We also accomplished a substantial renovation and repurposing of our physical facility. Our Innovation News Center (INC) went fully on line in 2012 after a \$4.4 million construction project, and The Agency launched in 2015, after the space was redesigned and renovated.

Our growth has provided exciting opportunities which are detailed below. At the same time, we are aware that we need to continue to nurture and grow our entrepreneurial and grant-writing initiatives to sustain this growth. We have identified as priorities the hiring of more full-time faculty and a gradual decrease in the reliance on adjuncts, along with the retrofitting of our "bricks and mortar" resources. We acknowledge that these goals must be based on strategies that keep us on a solid financial footing.

The current state funding scenario is somewhat mixed. After going through the economic downturn of 2007-2010, in 2016, the state of Florida provided a \$121 million allocation for the state's leading institutions to hire outstanding faculty. The College was eventually awarded 15 faculty lines as a result. We also competed for – and were awarded – three positions under the University's pre-eminent scholar program. However, the state remains 49th in the nation in terms of tuition, a cap that has been supported by the current governor and legislature. Clearly, the College will need to continue to grow its own sources of funding, and not rely as heavily on state and tuition dollars. We are addressing that need through increased fundraising, grant writing and entrepreneurial activities outlined elsewhere in this report.

State of Florida Allocations for 2011 and 2016

State of Florida Budget for Academic Purposes



Question 1: CJC Budget

Table 11: CJC Budget

Budget Item	2010-2011	2014-2015	2015-2016	2016-2017
Teaching salaries (full time)	\$6,160,083	\$7,116,876	\$7,242,033	\$7,421,594
Administrative salaries	\$1,571,561	\$2,968,527	\$3,365,777	\$3,767,752
Clerical Salaries	\$1,563,260	\$1,628,002	\$1,796,572	\$1,825,317
Teaching Assistants	\$1,033,376	\$1,210,358	\$1,311,001	\$1,515,442
Teaching salaries (part time/adjunct)	\$455,472	\$1,245,083	\$1,485,357	\$2,121,115
Post Docs	\$0	\$0	\$0	\$38,980
Technical Staff Salaries	\$964,511	\$754,226	\$876,216	\$892,499
Sales Staff Salaries/Commissions	\$486,657	\$306,040	\$358,112	\$396,604
Other OPS Wages	\$365,332	\$275,671	\$244,038	\$315,818
Undergraduate Student Assistant Wages	\$244,342	\$223,077	\$260,485	\$211,794
Subtotal Personnel Costs	\$12,844,594	\$15,727,860	\$16,939,591	\$18,506,915
Legal, Accounting and Consulting Services	\$180,261	\$665,122	\$78,419	\$70,068
Advertising/Marketing	\$97,245	\$66,702	\$344,029	\$204,338
Other Services Non Employee	\$262,461	\$1,404,548	\$1,357,538	\$1,150,552
Moving Contractor	\$0	\$64,627	\$7,268	\$18,520
Electricity	\$41,413	\$47,375	\$48,376	\$34,578
Telephone	\$99,155	\$97,515	\$97,205	\$98,914
Audio Visual Supplies and Equipment	\$189,195	\$470,844	\$174,938	\$308,541
Office Supplies and Equipment	\$111,091	\$209,915	\$90,690	\$114,068
Building Supplies	\$30,043	\$21,690	\$9,919	\$6,898
Computer Supplies, Software and Equipment	\$198,417	\$549,372	\$418,479	\$366,535
Repairs and Maintenance	\$105,159	\$360,750	\$141,651	\$251,119

Scholarships	\$276,138	\$248,533	\$298,822	\$326,124
Fellowships and Stipends	\$28,000	\$16,965	\$55,500	\$44,000
Travel In State	\$73,477	\$55,781	\$88,659	\$78,114
Travel Out of State	\$214,859	\$319,876	\$391,540	\$364,308
Travel Foreign	\$30,481	\$78,238	\$92,842	\$93,020
Furniture and Equipment	\$608,628	\$127,339	\$260,622	\$19,330
Membership Dues and Subscriptions	\$26,115	\$100,517	\$98,849	\$188,659
Rentals Space and Equipment	\$46,093	\$118,602	\$157,268	\$121,473
Printing and Copying	\$79,275	\$102,718	\$88,787	\$98,298
Postage and Freight	\$91,000	\$112,253	\$157,301	\$99,700
Programming	\$1,368,960	\$1,184,982	\$1,301,045	\$2,056,849
Food and Beverage	\$74,662	\$135,610	\$176,751	\$169,136
Membership Gifts	\$27,846	\$152,232	\$146,790	\$112,129
Construction	\$0	\$74,275	\$0	\$0
Administrative Overhead Expenses	\$916,640	\$10,825	\$292,224	\$322,033
Other	\$282,631	\$218,437	\$379,737	\$495,120
Total College Budget	\$18,303,839	\$22,743,503	\$23,694,840	\$25,719,339

Question 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 College engages in a budgeting process that matches its priorities with the College's long-range goals, emerging or immediate needs, and available resources. State funding during the review period has remained fairly consistent. The University system for budgeting makes it imperative that the faculty and administration have ongoing conversations about the budget in order to understand how resources are allocated and how the College should plan.

The College's budgeting process is guided by a university-wide system known as Responsibility Center Management (RCM), which was launched in 2011. The goal of RCM is to make University inputs and costs more transparent and to encourage colleges to maximize activities that ensure financial stability.

The dean annually provides a financial report to the entire college to show revenues and expenditures and seek feedback on budgeting. College faculty also are involved in the budgeting process through representation on the Faculty Senate as the administration consults with representatives on major priorities for investment of available resources. The four department chairs meet regularly with the dean and associate dean to discuss budgeting and provide input to administration on fiscal decisions. A major part of the college budget goes to its immersion venues and leadership from those venues are consulted regularly about budgeting and investment.

A Director of Finance position was added in 2014 to bring a stronger accounting background to the College's financial systems and fiscal controls. The business office staff is now composed of three staff members: one member focused primarily on the finances of the college, one primarily focused on the finances of the media properties, and the Director of Finance.

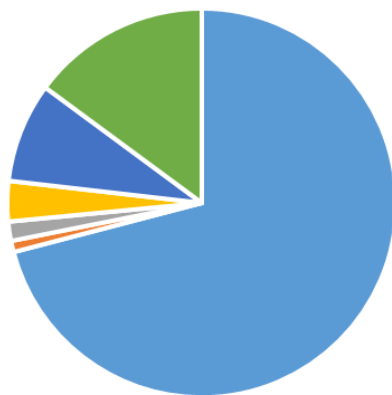
Question 3. Describe the adequacy of resources for the unit and the sources of revenue for those resources (university funds, fees, private funding, other). Describe how the unit will supplement its annual budget from other sources or reallocate resources to reach its strategic goals.

At this point, the College has adequate resources. As of 2017, revenue streams are coming from a diverse array of areas. Entrepreneurial activities for the College stepped up substantially during the review period.

In addition to the growth of our commercial media outlets, new or expanded initiatives included an expanded distance education program, re-vamping the Summer Media Institute as a revenue source, and client payments generated by The Agency. These activities now net approximately \$2 million a year in revenue, plus that generated by WRUF. In addition, there are other entrepreneurial activities including conferences and workshops that supplement the annual budget.

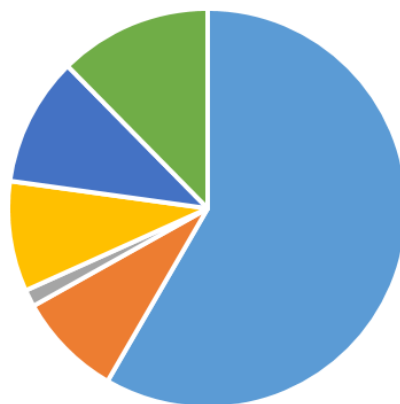
We have seen a significant adjustment in our sources of revenue over the last seven years, and anticipate continuing to develop strategies to grow these sources in the foreseeable future.

2012 CJC Revenue Streams



- State/Tuition 70.93%
- Distance Education 0.93%
- Student Fees 1.60%
- Contracts/Grants 3.36%
- Sales 14.88%
- UF Foundation 14.88%

2017 CJC Revenue Streams



- State/Tuition 58.36%
- Distance Education 8.52%
- Student Fees 1.38%
- Contracts/Grants 8.94%
- Sales 10.43%
- UF Foundation 12.37%

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

Under RCM, comparisons with other units on campus are difficult since each unit's allocation is based on its own student credit hour productivity. However, the College has a history of being allocated an equitable share of University resources and of having the support of higher-level administrators who recognize the College's mission and role and appreciate the contributions made to the University's reputation by a high-caliber College of Journalism and Communications. In turn, the College stays attuned to University strategic plans, goals, and directions and works collaboratively to align its programs, strategies, and tactics to help achieve overall University goals as well as those goals unique to journalism and communications programs.

Question 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 and devoted to those operations.

The College operates multiple labs, teaching and studio/content generation spaces throughout Weimer Hall that are outfitted with the latest technology in terms of both hardware and software perspective. Some of these spaces are used primarily as academic classrooms and laboratories while others are research-oriented and drive innovative work by the College's faculty, graduate students and undergraduates interested in experimenting in various communications-related projects and issues. Additionally, the Division of Media Properties and the College's Technology Advancement Group (TAG) configure and oversee the technical infrastructure deployed throughout the College and Division of Media Properties.

Learning labs are situated on each of the four floors in Weimer Hall. Digital editing labs focused on video editing and content generation are on the ground and third floors adjacent to the television studios and control rooms as well as the Innovation News Center. Academic classrooms are primarily located on the ground and first floors. Other classrooms, labs and collaborative spaces on the second and third floors of the building. Departmental offices are all located on the second floor with faculty offices primarily located on the third floor of Weimer Hall. The Graduate and Research Division and the Dean's/Administration suite are centrally located on opposite sides of the second-floor lobby. Schematics of Weimer Hall floor plans are shown in Appendix 7A. A full inventory of the equipment resources for the College and the Division of Media Properties is found in Appendix 7B.

Physical Plant

Weimer Hall is 147,484 square feet, including space for classrooms and offices, and 42,798 square feet dedicated to the studios and production facilities of the Division of Media Properties and GatorVision. Substantial renovation and updating of the building occurred during the review period including the addition of numerous student immersive, experience-centered spaces.

These infrastructure enhancements included the build-out of the Innovation News Center, a 10,000+ square foot facility financed through a \$4.4 million state grant received by WUFT-TV. It allowed for the creation of a fully integrated multimedia news facility where faculty, staff and students work side by side to create content for all of the College's media platforms.

Additionally, the College entered into an extensive partnership with the University of Florida's University Athletic Association (UAA) to build a new state-of-the-art media center for GatorVision, the multimedia arm of Florida Gator athletics. GatorVision oversees all content related to UF athletics. College students take part in immersive experiences such as the creation of multimedia content for FloridaGators.com and WRUF-TV, working on live productions of Gator athletic events for in-venue videoboards, and online distribution and broadcasts on the SEC Network and the ESPN family of networks.

Other areas that have seen significant investment include two new digital editing laboratories, a new sports journalism facility that also doubles as the primary studio for ESPN 98.1/850 WRUF, the College's commercial radio station WRUF-AM, a completely new and fully digital studio facility for NPR affiliate WUFT-FM, the top-ranked radio station in Alachua county, a new arts-focused radio station in WUFT Classic and the updating of multiple laboratories including wireless infrastructure enabling all students to have access to online resources regardless of the laboratory location in the College.

The College has also invested substantially in further strengthening the media properties operation through the acquisition of FM translator licenses for WRUF-AM, WUFT Classic and GHQ, the new millennial and Generation Z-focused radio/mobile/digital project.

The allocation of space in Weimer Hall is indicated in Appendix 7A.

Library Resources

Most library resources used by faculty and students are available electronically or housed in Library West, the main humanities and social sciences branch of UF's George A. Smathers library system, about a six-minute walk from the College. Other specialized materials are available at the Legal Information Center, the Health Science Center Library, and the Marston Science, Education, and Fine Arts Libraries. Library West, the main library, is open 24 hours, 7 days a week during the Fall and Spring semesters, and has seating for more than 1,400 patrons, 200 computer workstations, 18 group study rooms, and a video recording studio with state-of-the-art cameras, lighting and a green screen option.

The [UF library website](#) makes all electronic databases and e-books available around the clock to anyone with an active Gatorlink account. The library's journalism and mass communications acquisitions budget (for print, e-books and streaming video) is approximately \$7,000 per year. There are more than 1,400 recent (published in the last five years) journalism and mass communications related items in the UF library catalog, 1,000 of which are available electronically. In addition, faculty and students have access to more than 450 communications related online journals and 45 databases as well as many other relevant cross disciplinary resources from the library's social sciences e-resources collection.

Our news databases, including Access World News, Lexis-Nexis, Factiva, and ProQuest News & Newspapers, provide electronic full-text access to more than 10,000 news sources worldwide. Sources like Hoovers, IBISWorld, AdSpender, AdForum, Simmons OneView, SRDS, Mintel and Simply Map, along with many other tools from our virtual business library, provide valuable trade and market research data for public relations and advertising students. Scholarly databases such as PsychInfo, Business Source Premier, and Communication and Mass Media Complete connect students with thousands of academic research articles and dissertations. Courses in the College require students to use library resources to complete readings and other assignments including finding background information, company, industry, and consumer data and scholarly peer-reviewed research.

A full-time professional librarian, April Hines, is assigned to the College through the University library system. She holds weekly office hours for research consultations with students in Weimer Hall and is also available by appointment in Library West. The librarian conducts customized instruction sessions, research workshops and webinars for classes and student organizations in the College, and is also available virtually through email, Twitter and the Ask-a-Librarian online chat service. The librarian has created specialized online research guides for each department and several programs and classes throughout the College.

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

At this time, the most urgent need for the college is to increase the number of full-time faculty. With financial support from UF administration, the College will take a big step in 2017-18 with the addition of 15 new faculty positions. The intent is to continue expanding the faculty and teaching staff through enrollment growth, further development of media properties and other entrepreneurial activities, and fundraising to secure more private and institutional support.

The growth of college personnel and initiatives has created space issues in the building. The College is partnering with the University to identify solutions through reconfiguration of some areas of Weimer Hall as well as possible relocation of some college units across campus.

Standard 8 Professional and Public Service

Executive Summary

Professional and public service is a foundational tenet at the University of Florida's College of Journalism and Communications. During the last seven years, we have built on a solid history of service to all our constituencies and look to expand to new ways of furthering our mission.

Public Service

The College does its work at the intersection of storytelling, science and STEM communication, and social good. Our mission statement emphasizes this focus:

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

One of the six key goals of our CJC 2020 strategic plan is to “invest in communication research, curriculum and practice focused on advancing human values, improving quality of life, and sharing knowledge for a diverse society.”

Locally, we have served the Gainesville community for 90 years, since 1928, when WRUF, our first radio station, debuted. We have been providing news to and addressing local issues for a 19-county North Central Florida community since 1958 on public television and 1981 on public radio. News is produced through a 100-seat, state-of-the-art newsroom and distributed across seven and broadcast and digital properties.

Since 2012, the College and its students have earned more than 300 state, regional and national awards for news coverage. In 2016-17, we won 18 awards in the prestigious Hearst Journalism Awards, including first in TV Reporting and Best Multimedia Story of the Year in the National Championships and two first-place and seven top-10 finishes in the Intercollegiate Awards. The College tied with the University of Missouri for fourth overall. We believe providing high-quality news coverage of our listening area is a cornerstone of our service efforts.

In 2009, the College received funds for an endowed chair in Public Interest Communications, a nascent field focused on strategic communication for change. As the only college in the United States with an endowed chair in public interest communications, we have pursued a three-pronged mission of creating a curriculum around this field of study, fostering research and best practices, and building a community of social change communicators, educators and movement builders. Our annual [international conference on public interest communications – frank](#) – now in its fourth year, attracts more than 300 participants, including leading scholars and professionals in social change communication research and practice.

In 2014, the College was provided University of Florida preeminence funding to hire renowned scholar Dr. Janice Krieger to build a STEM translational communication research program, the first of its kind in the country. In 2016, the program was bestowed “Center” status. The STEM Translational Communication Center (STCC) is breaking ground with new research to help healthcare providers discuss complex issues with their patients and to engage individuals on the importance of preventive care. We are the only communication college with a STEM center and the only program to offer undergraduate students the opportunity to specialize in STEM message design, dissemination and evaluation. Our five cancer communication scholars are the largest number employed by any single college.

In January 2017, Dr. Krieger was awarded a \$3.04 million grant from the National Institutes of Health, the largest research grant ever awarded to the College. The five-year grant will be used to develop and test a virtual human application to promote colorectal cancer screening – a disease that the Center has prioritized in its research.

Also in 2014, the College received approval and funding from the Florida Legislature to develop the Florida Public Radio Emergency Network (FPREN). Students and staff members of the Division of Media Properties feed stories and weather information to public and commercial radio stations throughout the state during times of emergency. The value of this service was proven during Hurricane Irma when FPREN and the College’s WUFT-FM began alerting millions of Floridians to the potential of a serious tropical weather event. This coverage, carried on the multiple media platforms of Florida’s public radio stations across the country’s third-largest state, played a pivotal role in the readiness of the state’s 20 million residents. In addition to broadcast radio, FPREN reaches residents through the Florida Storms app, which now has more than 100,000 downloads. The app provides up-to-date storm information and tracking, real time evacuation and shelter information and a live stream of the closest Florida public radio station geo-targeted to the user’s location. More than 50 CJC faculty, staff and students participated in more than 81 hours of live coverage of Hurricane Irma, producing content that was both hyperlocal to the Gainesville-Ocala market and to a statewide audience.

In addition, our Joseph L. Brechner Center for Freedom of Information and Marion B. Brechner First Amendment Project are providing research, education and advocacy on freedom of information and First Amendment issues. In 2017, we hired Frank LoMonte, former executive of the Student Press Law Center, to head the Brechner Center.

Professional Service

The College has a long tradition of service to both the academic and professional communities.

Our faculty are very active in the academic community, joining and serving on boards and committees of major academic associations, participating on accreditation committees, serving on editorial boards and as reviewers for academic journals, participating in workshops and panel discussions, guest lecturing at other international academic institutions, mentoring colleagues and more. We have been one of the leading institutions in the sharing of our research findings at major conferences, including the Association for Education in Journalism and Mass Communication, the International Communication Association, and the American Academy of Advertising.

The College has been a leader in journalism and communication education outside of our campus. We partnered with the Philip Merrill College of Journalism at the University of Maryland and the University of Missouri School of Journalism to host Journalism Interactive, a conference focused on helping journalism educators understand and use digital media technology. We are home to the Florida Scholastic Press Association (FSPA), the state's largest organization for high-school journalism teachers. And since the 1960s, we have hosted the Summer Journalism Institute (now Summer Media Institute), a week-long summer workshop for high school students.

Since 1995, the College has headquartered the Institute for Public Relations, an organization whose mission is to “expand and document the intellectual foundations of public relations and to make this knowledge available and useful to all practitioners, educators, and researchers, as well as the corporate and institutional clients they serve.”

Professionals routinely visit the College and interact with students and faculty. Each of our four departments has an advisory council comprised mostly of industry professionals who advise department chairs on curriculum and programs and work directly with students, sharing industry insights and developing interviewing skills. Faculty involve professionals on an ongoing basis as guest lecturers and as clients for campaign classes. Since 2015, more than 150 professionals have guest lectured at the College, including Storyful founder Mark Little, best-selling author Michael Connelly, Pulitzer Prize winner Debbie Cenziper, former PetsSmart and Eckerd Drugs CMO Ken Banks and BBDO NY CEO Kirsten Flanik. And the College engages professionals as visiting faculty. In the past year, a highly respected journalist and author joined the College as an environmental journalist-in-residence, a former executive with Ogilvy was a visiting lecturer in public relations, and an experienced advertising creative professional was a visiting lecturer in advertising. This year, the current vice chairman of Burson-Marsteller will be a professional-in-residence in the Public Relations Department. The majority of our adjunct faculty are working professionals.

Plus, a top public relations agency executive is serving as a professional-in-residence for the 2017-18 academic year.

We are also committed to advancing thought leadership in communication fields. In 2014, we were awarded a grant from the Knight Foundation to create *The Innovators* series, a program that brought six executives who are working to redefine communication to campus to speak publicly and work directly with students and faculty. The *Becoming a Woman of Influence* series, which debuted in 2015, exposes CJC students and faculty to successful alumnae who share insights on navigating the professional world. Our *Great Storytellers* series included Pulitzer-Prize winning journalist Debbie Cenziper and best-selling authors Michael Connelly and James Patterson.

Question 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.

Our professional service activities cover a wide variety of initiatives, including freedom of information, and First Amendment concerns, high school press support, the Institute for Public Relations, student immersion opportunities including our media properties, and the work of the individual academic departments. Details are outlined below.

The Joseph L. Brechner Center for Freedom of Information

The College has a long tradition of supporting Freedom of Information issues through a designated unit. The Florida Freedom of Information Clearinghouse was established in 1977. In 1986, the Clearinghouse was renamed the Brechner Center for Freedom of Information in honor of Joseph L. Brechner, an Orlando broadcaster and advocate of freedom of information, who provided funds for an eminent scholar chair endowment, funds to construct a suite of offices, and funds to enlarge the operating endowment.

The Brechner Center is an incubator for ideas and initiatives that give the public timely and affordable access to the information necessary for informed, participatory citizenship. The Brechner Center works to educate journalists, policymakers and the general public about the way the law of access works today and how it should work tomorrow. The Brechner Center is a source of research, expertise and advocacy about the law of gathering and disseminating news across all platforms and technologies.

The Center is nationally and internationally recognized for its contributions to furthering the public's access to information. The Center's former executive director, Professor Sandra Chance, has been honored nationally (National Journalism Teacher of the Year, Society of Professional Journalists National Sunshine Award, and AEJMC's Baskett Mosse Award) and has been sent by the U.S. government to other countries to share her expertise on FOI issues. During her 23 years as director, Professor Chance made hundreds of presentations about open-government law, and published dozens of articles in scholarly and trade journals. She was on the board of directors of the First Amendment Foundation and served as Sunshine Chair for the Society of Professional Journalists. She led the Liberty Tree First Amendment national grant program, and served on ASNE's First Amendment and Freedom of Information committees. Professor Chance stepped down from her position in 2016.

In March 2017, following a nationwide search, Frank LoMonte, executive director of the Student Press Law Center, was selected to become the new Brechner Center director. Professor LoMonte is a widely published commentator and scholar on media-law issues. LoMonte joined the SPLC after practicing as a litigation associate with Sutherland Asbill & Brennan, LLP, one of the nation's largest corporate law firms, and clerking for federal judges on the Eleventh Circuit U.S. Court of Appeals and the Northern District of Georgia. At the SPLC, he founded the "New Voices" project that built a nationwide network of grassroots organizations advocating for laws to protect student journalism, and the "Active Voice" fellowship program that trains female college students to advocate for the rights of high-school girls victimized by censorship. His accomplishments were recognized with awards including the American Library Association's Freedom to Read Foundation Roll of Honor and the Louis E. Ingelhart First Amendment Award presented by the College Media Association.

Under a directive from Dean McFarlin, the Center is broadening its scope of work to also include building an intellectual foundation for public-policy reforms that advance the rights of all citizens, including journalists, to gather and disseminate information and data. The Center's mission is to be a catalyst for positive change in making information more accessible and useful for civic good, in Florida and across the country. Drawing on creative talent from across the College and in partnership with the University's Levin College of Law and Bob Graham Center for Public Service, the Brechner Center will work to bring together stakeholders from across the fields of media, law, technology and government, who can create consensus toward public policy that improves the accessibility and usefulness of government information, and protects the journalists who analyze and publish it.

The Marion B. Brechner First Amendment Project

Founded in 2010, the [Marion B. Brechner First Amendment Project](#) is directed by the College's Joseph L. Brechner Eminent Scholar in Mass Communication, Dr. Clay Calvert. The Project addresses First Amendment issues in multiple ways, including by:

- Filing friend-of-the-court briefs in major cases affecting First Amendment rights;
- Publishing scholarly articles that appear in the nation's top law journals;
- Publishing op-ed commentaries in mainstream newspapers;
- Presenting speeches and papers at conferences and symposia across the country;
- Providing expert commentary to news organizations and media outlets at the local, state, and national level; and
- Testifying before legislative bodies regarding bills affecting First Amendment rights.

In terms of public commentary and outreach, Calvert in 2016 published op-ed pieces in *New Republic*, *Fortune Magazine* and *The Conversation*. In 2016, Calvert was quoted in the February, March, July and August issues of the *ABA Journal*. From his position as director the First Amendment Project, Calvert was also quoted in 2016 in *Vice*, *Huffington Post*, *Law 360*, *Wired Magazine* and *Tampa Bay Times*.

In 2016 alone, Calvert, with research and editorial assistance from a cadre of students who serve as Graduate Research Fellows and Undergraduate Fellows in the Marion B. Brechner First Amendment Project, published law journal articles in, among other venues: *N.Y.U. Journal of Legislation and Public Policy*; *Columbia Journal of Law & the Arts*; *William & Mary Bill of Rights Journal*; *UCLA Law Review Discourse*; *Arizona State Law Journal*; and *University of Richmond Law Review*.

The Marion B. Brechner First Amendment Project currently is fully funding graduate assistantships for three Ph.D. students in the College of Journalism and Communications who are specializing in communications law. One of those three students is pursuing a joint J.D./ Ph.D. with the Levin College of Law, while the other two are doctoral students.

Florida Scholastic Press Association (FSPA)

The state's major organization for high school journalism teachers, the [Florida Scholastic Press Association](#), has been supported by the College for more than 50 years. Among other services and activities, FSPA offers an evaluation service for high school newspapers, magazines, yearbooks, and broadcast programs. The association also offers a wide variety of online, digital contests throughout the school year. FSPA holds an annual statewide convention that attracts more than 1,200 students and advisers for three days of networking, seminars, on-the-spot competitions, guest speakers and awards banquets. The association also conducts seven district workshops during the fall, some of which attract nearly 1,000 attendees.

The College provides significant resources annually, including funding for the association's director, Dave Doucette, office space, faculty speakers, and support for an advisers' reception at the association's annual statewide conference. The dean and other members of the College's leadership team attend and speak during the annual conference. A long-time newspaper and magazine editor as well as one of the 10 founding editors of *USA Today*, Doucette is a graduate of the College of Journalism and Communications, and served on the college's Journalism Advisory Council for many years.

Institute for Public Relations (IPR)

The [Institute for Public Relations](#), founded in 1956, exists to expand and document the intellectual foundations of public relations and to make this knowledge available and useful to all practitioners, educators, and researchers, as well as the corporate and institutional clients they serve. The College has served as its headquarters since 1995.

The Institute's programming falls into three major categories:

- Research, to establish the Institute as a widely recognized leader in continuously expanding the frontiers of the professional body of knowledge in public relations through a defined mix of original work, research that IPR encourages or catalyzes, and work that IPR discovers and publishes through its portal;
- Education programs to mainstream the body of knowledge, providing opportunities and resources to help current professionals become better grounded in the science behind the art of public relations;
- Education-industry affairs to enhance relationships between the academy and the profession, supporting undergraduate and graduate education and helping to ensure a robust supply of new professionals who are well grounded in the science beneath the art of public relations.

The Institute is the parent organization of the Measurement Commission, which develops and promotes standards and best practices for research, measurement, and analytics that contribute to ethical, strategic, and effective public relations.

The Institute provides five nationally competitive annual academic awards: the Pathfinder Award (\$2,000; recognizes an original program of scholarly research that has made a significant contribution to the body of knowledge and practice of public relations); the Northwestern Mutual Best Master's Thesis Award (student receives \$2,000, faculty adviser receives \$1,000); the Don Bartholomew Award for Excellence in Public Relations Research (a six-week work experience with Ketchum Global Research & Analytics and a \$7,500 stipend); the Grunig PRIME Research Fellowship (a six-week fellowship and \$5,000 stipend); and the IPR PRIME Research Infographic Design Competition (an internship with PRIME Research or a \$200 cash prize). The Institute also sponsors an annual breakout session for public relations educators at the convention of the Association for Education in Journalism and Mass Communication.

The current IPR president will teach *PUR 3801 Public Relations Strategy* in the Fall of 2017, and the College co-sponsors occasional events with IPR (e.g., a reception at AEJMC co-sponsored with Boston University), and created the IPR PRIME Research Infographic Design Competition.

IPR's Research Director, Dr. Sarab Kochhar, received her doctorate from UF's College of Journalism and Communications. She holds the position of Director of Applied Research in Public Relations with the College and coordinates research projects with IPR and CJC. She is also leading the online master's program in public relations and is working on a series of webinars to bring researchers and practitioners together to talk about research that matters to the profession. Dr. Kochhar also works with the College to identify thought leadership opportunities and ways to collaborate with IPR.

The Agency

The Agency at UF is a strategic communication firm led by professionals and staffed by students. It was established to give students immersive learning opportunities while providing a valuable service to clients. An auxiliary of the CJC, it has a staff of five: an executive director, director of research, creative director, business development coordinator and office manager, and 100 student team members. Although focused on Advertising and Public Relations students, it includes students from Journalism and Telecommunication as well as students from other UF colleges, including Business and Engineering.

In addition to its paying clients, The Agency also has taken on pro bono clients. For example, it has worked with the Southern Sudan Health Care Organization (SSHCO) as a pro bono client since 2015. SSHCO, a NGO focused on providing healthcare to one of the most desolate and forlorn areas in the world, was founded in 2008 by Jacob Atem and Lual Deng, both "Lost Boys of Sudan." In the two years The Agency has been working with SSHCO, it has assisted with numerous activities including the development of a website, establishing a social media presence on multiple platforms, creating fundraising campaigns, applying for grants, and developing collaborative partnerships. The Agency is currently engaged in writing a strategic plan which can be shared with large donors.

Department of Advertising

Professional and public service are deeply integrated across all Department of Advertising operations, ranging from individual faculty work, to classroom and student group service projects, to participation in College-wide service endeavors.

Examples of faculty service that go above and beyond service to the unit, College and University include launching new courses that develop creative marketing communication solutions for nonprofits, mentoring first-generation college students, serving on local and national panels focused on industry issues of diversity and inclusion, and grant projects developed to apply social marketing expertise to help remedy societal health inequities. Key examples of faculty commitment to professional and public service are listed in Appendix 8A, and each faculty member's CV includes a full list of service activities.

Our faculty members also serve in key academic leadership positions that leverage their academic expertise in service to the discipline. For example, Dr. Debbie Treise served as president of the American Academy of Advertising (AAA) in 2012, and is incoming chair of the AAA publications committee. Dr. Cynthia Morton served as treasurer of AAA in 2016, and Dr. Janice Krieger served as vice-chair of the Intergroup Interest Group for the International Communication Association, and Executive Board Member of the International Association for Language and Social Psychology. Every tenured and tenure-track faculty member in the department has regularly served as a reviewer for multiple academic conferences, journals and other publications.

Since 2015, the Department of Advertising has regularly participated in the CJC Summer Media Institute to serve aspiring journalism and communication high school students. (Previously known as the Summer Journalism Institute, the name change reflects a broader new focus that includes strategic communication.)

Prominent advertising alumni and professionals are regularly invited to visit and participate in programs designed to inspire students about opportunities in the field. For example, Samantha Avivi, Global Marketing Director at Kimberly-Clark, and Leigh Radford, Vice President at Procter & Gamble, both participated in the 2015 *Becoming a Woman of Influence* speaker series.

UF Ad Society, the department's pre-professional student organization, hosts an annual Ad Dash competition, which is a philanthropic event that connects students with local nonprofit clients in a friendly competition with the purpose of improving the community, as well as building student portfolios and community connections. The event started in 2012 with CJC's own "Aha! The Innovation Colab" as the client, but has since served the following organizations:

- 2013 Three Rivers Legal Services
- 2014 Jungle Friends Primate Sanctuary
- 2015 Southern Sudan Healthcare Organization
- 2016 Gainesville Fine Arts Association
- 2017 Habitat for Humanity

The UF Ad Society also includes a completely student-run firm, which since 2012 has served client organizations including Venture for America, Project Gainesville, Friends of the Library of Alachua County, The Family Garden, and Dream on Purpose.

A task force of the Advertising Advisory Council has conducted a gap analysis to assess the diversity of gender, race, ethnicity, and professional background among current membership and identify priorities to drive nominations and selection of new members. New member nominations are now made with strong consideration of these dimensions with the explicit goal of diversifying the council. We are using the following rationale in service to both students and the profession:

“In addition to the intense motivation that students experience in their time here, they crave to see individuals in our industry that look, sound and remind them of themselves. They want a diverse council to empower them and impact their careers thereby showing them what the field really looks like and what their place in it could be. What our field really looks like isn't a pretty picture either. Minority groups are still underrepresented in our industry so joining together our professionals and students is more important than ever to combat the issue of diversity in advertising.”

Department of Journalism

Faculty in the Department of Journalism regularly engage in professional and public service in a wide array of activities.

For example, the department has been deeply involved with scholastic journalism in the state, as well as nationally. Faculty have assisted high school students and teachers in improving high school media, including newspapers, magazines, yearbooks and multimedia programs, and in learning about the role of free student press. In addition, the Department shares its faculty expertise at the Florida Scholastic Press Association's annual conventions by providing faculty for workshops, etc. In 2016, faculty members spoke at the Journalism Education Associate/National Student Press Association's National Journalism Convention in Orlando, and hosted 20 students traveling from Orlando to show them UF facilities and talk about the future of journalism.

Each year the Department is the lead department in the Summer Media Institute (formerly the Summer Journalism Institute), which offers high school students on-campus instruction in writing, reporting, editing, design, photojournalism, and online media. College faculty serve as teachers and speakers during the weeklong workshop.

Various faculty members have served as judges for many journalism contests as a service to the industry. Some of these awards programs include the National Magazine Awards, the City Regional Magazine Association Awards, the Local Media Association Awards, the Lowell Thomas Travel Writing Competition, among others. Faculty members are also involved with professional outreach that involve working with professionals. For example, Dr. Norm Lewis has conducted workshops at Florida newspapers in data journalism. Cynthia Barnett, Environmental Journalist in Residence, led the College's McCormick Specialized Reporting Institute called “Covering Water in a Changing World.” This workshop attracted 30 reporters from around the country.

Faculty members are also involved in other roles of professional organizations and outreach. Professor Dave Carlson, a former national president of the Society of Professional Journalists, serves on the board of directors of the Sigma Delta Chi Foundation and the Florida Society of News Editors. Professor John Freeman is actively involved in the National Press Photographers Association. Professor Matt Sheehan, a lecturer and Director of Stories and Emerging Platforms, is active in the Online News Association. (Please see the separate section on the Joseph A. Brechner Center for Freedom of Information, which provides professional and public outreach in areas of access and FOI, as well as the Marion B. Brechner First Amendment Project.)

Departmental faculty also are involved in international outreach. Professor Mindy McAdams participates as a workshop leader internationally, teaching skills in digital journalism in democratic societies. Professor Wayne Wanta gives lectures internationally about journalism, agenda setting, and more. Every summer since the last accrediting visit, Professor John Freeman has conducted a two-week trip to Berlin for photojournalism students. During the trip students complete original feature assignments profiling the people and unique history and culture of Berlin. Professor Matt Sheehan led a group of students to Cuba in May 2017.

As do all of the departments, the Department of Journalism has a professional advisory council that visits UF twice a year. The chair is in contact with them throughout the year, and the department started a Facebook group for council members and faculty to encourage more interaction throughout the year. This year, the department began a process of integrating new members onto the council, as a way of increasing diversity in all areas, including race, gender, age, media affiliation.

Department of Public Relations

Professional and public service in the Department of Public Relations is accomplished by the faculty through leadership roles in regional, national and international organizations, international cooperative programs, lectures and workshops presented nationally and internationally, active engagement with alumni, a strong relationship with the Institute for Public Relations Research, mentorship of student organizations, and leadership in development, planning, production and hosting of the annual *frank* Conference for Public Interest Communications. In addition to its relationship with the Institute for Public Relations Research, the Department maintains close ties with the Public Relations Society of America and with the Gainesville Chapter of the Florida Public Relations Association, many of whose members are alumni.

The Department has maintained a strong commitment to international service, including cooperative agreements with Universidad de Sao Paulo in Brazil, Universidad de San Martin Porres in Peru, and Universidad de Medellin in Colombia. In 2014, the Department, assisted by the College's Director of Entrepreneurship and Partnership, Randy Bennett, designed and offered an executive seminar to members of the Colombian Center of Public Relations and Organizational Communication in Medellin.

The Department provides professional service and outreach through the Public Relations Student Society of America. The department's PRSSA chapter has won national Star Chapter recognition four of the past five years including 2014 and 2015. PRSSA was selected to host a chapter development session on chapter branding at the 2013 PRSSA National Conference and recently formed a task force to read, share and publish research with the Institute for Public Relations. The chapter is also hosting workshops for local high school students to help them learn more about academic and career opportunities in public relations and communications. Alpha PProductions, a division of PRSSA, has more than 40 associates who work on campaigns for seven to ten clients every semester, including brands such as Major League Baseball, Levi's and Wendy's. During 2014-2015, Alpha PProductions organized a panel on diversity, sponsored by the Hispanic Marketing and Communication Association.

The Public Relations Advisory Council, which consists of seasoned professionals and includes several College alumni, meets on campus every fall and spring semester. The faculty engage heavily with members regarding professional trends and developments. Council members speak in courses and hold informal discussions with students individually and in planned sessions. They also interact with leaders and other members of the College's PRSSA chapter.

Department of Telecommunication

Professional and public service by the Department of Telecommunication is largely accomplished through participation and cooperation with College and University activities, and the efforts of individual faculty members. Because the department's structure is made up of curriculum and faculty with four different sets of interests, complete department-wide service activities are rare.

The department and individual faculty members regularly and continuously meet and consult with professionals to ensure that our curriculum meets the needs of the industries we serve. The most formal of these are twice-yearly meetings of our department Advisory Council. There are typically at least two, and often three, sessions devoted to discussions among the faculty and members. During the two-day sessions, individual or small groups of faculty meet informally with council members most germane to their teaching.

Faculty members attend conferences of the major academic organizations, such as AEJMC, BEA, and ICA, but also to smaller, more focused meetings, such as the World Media Economics and Management Conference, and the Deutsche Welle Global Media Forum. The department provides financial support for faculty to attend academic conferences and workshops with funds from its state operating budget and private funds. In 2015-16, these totaled about \$10,000. Additional travel support comes from College and University sources, and grants and contracts.

The University, through its Teaching Center, offers workshops and individual consultation on teaching techniques, uses of technology, and other issues. Faculty are encouraged to attend, and some faculty members, such as Dr. James Babanikos, have served as workshop leaders. Babanikos and Dr. Churchill Roberts spoke to two classes at a local middle school about producing video documentaries.

Faculty members have served in leadership roles in many media-related organizations. Dr. Amy Jo Coffey is past head of the AEJMC Media Management, Economics, and Entrepreneurship Division; Dr. Jasmine McNealy is Vice Chair Elect of the ICA Communication Law and Policy Division; Dr. Sylvia Chan-Olmsted served on the Research and Advisory Board of the Cable Center's Magness Institute; Dr. David Ostroff is Vice Chair of the Frieda Saeys Foundation (Ghent, Belgium); Professor Houston Wells is a member of the planning team for the International Media Users Group annual event at the National Association of Broadcasters convention.

Several faculty serve on the editorial boards of major journals, such as the *Journal of Broadcasting and Electronic Media*, *Journal of Media Economics*, *Journalism and Mass Communication Quarterly*, *International Journal on Media Management*, *Journal of Media Business Studies*, and *International Journal of Hispanic Media*. Faculty regularly serve as manuscript reviewers for major journals and for major conferences. Faculty who teach video production have judged entries in faculty and student competitions. For several years Dr. Amy Jo Coffey and Dr. David Ostroff were judges for the Nielsen Student Case Competition.

Department faculty have conducted workshops for professionals in a number of venues. For several years Professor Tim Sorel taught a weeklong summer workshop in digital storytelling, and a workshop for business leaders and communications professionals on Adobe Production Software. Dr. Sylvia Chan-Olmsted conducted workshops on electronic media technology and policy for the Public Utility Research Center's program for Thai broadcast regulators.

Faculty also contribute their professional expertise in serving the University and community. For example, Tim Sorel was producer/director of the STOP Children's Cancer Benefit concert, and served as producer, director and editor of the video productions of the College's *Innovators* series. Several faculty members provide mass communication perspectives to the University's Centers for Latin American Studies, African Studies, European Studies, and the Public Utilities Research Center.

Division of Multimedia Properties

The College's Division of Media Properties creates a unique and powerful learning environment ranging from immersive experiences that benefit incoming freshmen to senior-level undergraduate and graduate students who work alongside the media properties' professional staff each day to serve various audiences.

Over the past five years the College's Division of Media Properties has seen extraordinary growth and recognition nationally as a leader, especially from the perspective of service to public safety through news/talk radio station WUFT-FM and the Florida Public Radio Emergency Network, which was launched in 2013. Other new products and platforms were launched to better serve the market as well as College students interested in immersive experiences through traditional and emerging media platforms.

As of 2017, the Division of Media Properties consists of a combination of commercial and non-commercial/public radio and television stations and associated websites, social media accounts, and mobile apps. Each of the following platforms serve as immersion opportunities for students to gain experience in all aspects of multimedia content production and operations: commercial radio stations WRUF-AM (ESPN 98.1/850 WRUF), WRUF-FM (Country 1037, The Gator), low power commercial television local news/weather/sports operation WRUF-TV (DT channel 10 and Cox cable channel 6); public television station and PBS affiliate WUFT-TV (DT channel 5) and multicast channels “Create” and “The Florida Channel/World;” Florida’s 89.1 WUFT-FM and WJUF-FM (news/talk NPR affiliates at 89.1 mhz and 90.1 mhz), WUFT Classic (102.7 mhz and the WUFT Classic app), a 24-hour classical/arts-formatted radio station and “GHQ” (95.3 mhz, WUFT-FM 89.1 HD3 and the GHQ app), the audio-based multimedia project that focuses on the future of radio and how it attracts and engages young listeners. Each of the media properties offers unique immersive experiences for hundreds of students in the College.

This combination of traditional and new media owned by the College provides students an unmatched opportunity to extend their academic experiences through in-depth professional opportunities.

Florida’s 5, WUFT-TV: WUFT-TV is the full-power PBS television affiliate serving North Florida with a digital/high definition signal coverage from coast to coast and via cable. WUFT-TV provides news, weather information and state emergency management announcements to more than 1.76 million people in 21 counties. WUFT-TV features children’s educational programming, news, public affairs and documentary programs, as well as entertainment and community service specials.

WUFT-TV produces live coverage of the annual UF Fall Homecoming Parade including video segments on the University. College students, supported by WUFT-TV’s professional staff, lead the live remote production holding all positions including producing, directing, hosting and reporting on site during the event.

WUFT Local News Products: Each year the WUFT-TV News Department supervises the student production of 200-plus live half-hour weekday television newscasts which air throughout the 19-county viewing area on the main PBS channel, WUFT 5.1. With rotations for various positions, this newscast alone provides yearly pre-professional training experiences for up to 40 producers, associate producers, editors and anchors (news, sports, weather), plus specialty segments that have included entertainment, politics, consumer, health, technology, as well as more than 120 reporting experiences tied to radio and television classes. Student volunteers provide the manpower for almost all crew positions for the newscasts, as well as for most other productions. Each year students in the College have produced 100 six-minute live midday student newscasts which aired on WUFT-TV. The TV news operation supports student reporter travel far beyond campus to bring home news of interest to this market and provide enhanced real-world, major-event experience for students.

WUFT FM and WUFT TV provide local news coverage to a large and diverse audience in North Central Florida. Broad topics such as agriculture, medical, education, environmental, politics and public safety are included in the scope of coverage. Every year we report on the Florida legislative issues that are important to our audience.

We also cover special topics or news events as necessary. An example was June 2016, when a gunman opened fire at the Pulse Nightclub in Orlando, Florida, killing 49 people. Although that tragic event was not itself in our coverage area, our area was affected by it. That led to a special one-hour broadcast on various aspects of the shooting.

During weather emergencies, our Innovation News Center strives to bring critical public safety information to our audience. During the annual Atlantic hurricane season, because our coverage area covers such a large portion of the state, we have to be ready to provide our audience with lifesaving information. In the 2015 and 2016 hurricane seasons, we sent reporters to both coasts to report first hand on the potential impact of storms.

Each election cycle we profile the candidates running for office for federal and state races, local races, and any public initiatives that may be on the ballot. On Election Day, our stations provide live election return coverage. This provides an opportunity for the stations to perform an important public service and to give our CJC students unique immersive opportunities.

Education Outreach: A modified program schedule for WUFT-TV, now in its fifth year, features an emphasis on children’s educational programming during the day and news, information and entertainment programming during prime-time and overnight. WUFT-TV, along with other Florida public television stations, continues to focus on children’s educational programming and has partnered with local elementary schools for the “Martha Speaks” Reading Buddy and Book Club program to serve nine kindergarten classes in the community. In addition, the WUFT Best Friends program offers books and educational videos to children at Shands Children’s hospital immune compromised unit. Both of these programs help children get ready to learn and are effective in helping grade school children learn to read. The partnership with the Florida Department of Education is a valuable part of the programs’ success and inspires a desire for lifelong learning. WUFT-TV continues to work with community and volunteer groups to disseminate information to viewers of all ages. WUFT is actively engaged with our education community and promotes pbslearningmedia.org to educators throughout the viewing area. The “Stop Children’s Cancer Foundation” holiday concert program, produced and broadcast by WUFT-TV, continues to bring awareness of the challenges of childhood cancer. Other local WUFT programs have focused on palliative care, colorectal cancer, and breast cancer as well as the environment and services available in local communities.

WUFT-TV, 5.2 – Create: The Create network, from American Public Television, features “how-to” programs from PBS and other independent program providers. The programs include cooking, gardening, travel, crafts and other instructional episodes.

WUFT-TV, 5.3 – The Florida Channel/WORLD: As a member of the Florida Public Broadcasting Service (FPBS), WUFT-TV broadcasts The Florida Channel from 6 a.m. to 6 p.m. Monday through Friday. The channel provides updates on the Florida Legislative session and other legislative topics throughout the year. WORLD is broadcast from 6 p.m. to 6 a.m., Monday through Friday and all day on Saturday and Sunday. WORLD features rebroadcasts of PBS information, nature and science programming.

WRUF-TV: This low-power commercial television station broadcasts local and regional news, weather, traffic updates, long-form informational videos and UF Gator athletics video features and profiles. It operates with a digital/HD over the air signal in the Gainesville market in addition to an analog and high-definition clearance on Cox cable in Gainesville and Ocala, Fla. WRUF-TV is led by professionals in the media properties, including news managers and a meteorologist from the Innovation News Center. Students play a key role in the production of various local news, weather and sports content that comprises the bulk of programming seen on WRUF-TV.

Florida’s 89.1, WUFT-FM/WJUF-FM: WUFT-FM is a 100,000-watt public radio station and NPR affiliate at 89.1/90.1 mhz serving North Florida from coast to coast and from the Georgia state line to Tampa. WJUF-FM is a satellite/repeater radio station that extends the WUFT-FM signal throughout the Nature Coast region of West Central Florida and covers an audience of more than 500,000. The College’s NPR affiliate stations are typically ranked among the top five overall in the entire Gainesville-Ocala market and WUFT-FM often receives the number one Nielsen rating in the metropolitan Gainesville/Alachua county area. Among the public service programs locally produced and aired on WUFTFM/ WJUF-FM (and number of hours produced annually) are: **Morning Edition Local Inserts**-College telecommunication and journalism majors contribute more than 30 minutes of live, local news content to WUFT’s highly rated NPR Morning Edition program on weekdays; **All Things Considered Local Inserts**-Weekday news inserts written, produced, and anchored by telecommunication and journalism majors working in the Innovation News Center. **WUFT-FM Evening Newscasts**-Weeknight local news inserts airing at the top of each hour written, produced, and anchored by telecommunication major; **Soul Circuit**-Weekly three-hour (Saturdays, 8 - 11 p.m.) soul music program produced and hosted by a WUFT volunteer from the community (104 hours annually); **Animal Airwaves**-WUFT-FM has partnered with the UF College of Veterinary Medicine to produce a live weekly hour-long call in program highlighting the care of animals and offering the expertise of UF veterinary professionals to provide input and advice to listeners across north Florida (52 hours annually); and **Sikorsky’s Attic**-weekly one-hour (Saturdays, 11 a.m.) antiques and collectibles call-in program hosted by local expert (52 hours annually.)

WUFT-FM produces three short modules as program inserts: **Animal Airwaves** - a one-minute module produced in cooperation with UF’s College of Veterinary Medicine focusing on animal and human health issues and topics. The module airs throughout the state of Florida, in Pennsylvania and on the Armed Forces Radio Network; **Health in a Heartbeat** – a daily two-minute module produced in cooperation with UF Health highlighting medical information and research studies for the general public. The module airs on 60 stations across the county and on the Armed Forces Radio Network; **Public Health Minute** - This one-minute module produced in partnership with the Lehman College of Nursing at the City University of New York, highlights public health issues and calls on experts from the University of Florida to provide insight and guidance regarding the day’s important public health challenges.

WUFT-FM/WJUF-FM are also actively involved in community activities: **Anniversary Poster Signing** - The annual event showcases the broadcast anniversary poster. The artwork is donated by local artists and a poster print is produced as a premium gift available during the fall membership campaign. The posters feature a variety of artistic styles and often highlight the beauty of North Central Florida. The poster signing is held in a local museum and is open to all members; **Fanfares & Fireworks** is the annual Independence Day Eve celebration for the Gainesville and Alachua County community hosted by the Division of Media Properties. Since 1989, the event is one of the biggest non-sports events in this area, attracting between 10,000 and 15,000 people on the UF campus. Local artists perform at the UF Bandshell, culminating in a gala performance by the Gainesville Community Band followed by fireworks.

WUFT Classic: Launched in late 2015, WUFT Classic features a 24-hour classical/arts format available via the WUFT-FM 89.1 -2 or WJUF-FM 90.1-2 HD streams, radio or an app. WUFT Classic provides classical/arts programming to the Gainesville-Ocala market via the HD2 streams and to the metropolitan Gainesville/Alachua county area via a FM translator that broadcasts at 102.7 mhz. The WUFT Classic Performance Studio was built in 2016 to provide a venue for the College to host artists for live and pre-recorded performances for broadcast on WUFT Classic. Since its inception, artists from the UF College of the Arts, local performance groups and travelling musicians have performed in the studio and have been featured on-air. Following WUFT-FM's transition from a hybrid classical/news format to all news/talk in 2009, the creation of WUFT Classic has fulfilled requests for the return of classical music and performance programming.

GHQ: GHQ is the audio-based multimedia project targeted at millennials and Gen Z'ers that comprise the bulk of the University of Florida and Santa Fe College student population of more than 70,000. GHQ embraces mobile, digital, social and traditional over-the-air broadcast technology. It is designed to provide students with a real-world immersive experience in producing multimedia content for a young demographic and testing various media platforms and technologies to determine "best practices" for the billion-dollar commercial radio industry. The College's media properties have partnered with one of the broadcast industry's leading manufacturers of mobile apps, Futuri, to develop, test, research and refine different content features of the GHQ app with a goal of providing ongoing feedback to industry. At present, GHQ incorporates 35 students in the strategy and operation of the product and various platforms.

WUFT Radio Reading Service: Building on the theme of service to the community and providing College students with unique immersive experiences, WUFT Radio Reading Service is offers 24-hour-a-day programming that provides blind and visually impaired individuals with access to critical information on a daily basis. Utilized as a combination training ground for incoming freshmen and sophomore College students and community volunteers, the WUFT Radio Reading Service offers opportunities for volunteers to read *The Gainesville Sun* daily newspaper, various magazines, articles, books, etc., allowing sight-impaired individuals to maintain contact with traditional media. WUFT receives no state funding in of this service and provides it as a community service and academic enhancement.

Florida Public Radio Emergency Network (FPREN): In 2013, WUFT-FM led the statewide effort to build and operate the Florida Public Radio Emergency Network (FPREN) with the FPREN StormCenter operations being housed in the College's Division of Media Properties. In the past three years, FPREN has proven its value to the entire state of Florida through providing each of the state's 13 public radio stations with critically important hurricane, tropical storm and other emergency messaging information year-round for broadcast radio, online, digital, social and mobile distribution to audiences across Florida and around the world. FPREN and WUFT-FM has been recognized as a cutting edge deployment of public media resources through an application that truly serves broad and diverse audiences with important emergency messaging. FPREN partnered with the State of Florida Division of Emergency Management and was awarded by a state emergency operations association for excellence in media operations in support of emergency messaging. FPREN is funded wholly by a state of Florida grant that provides resources for hiring a meteorologist, state-of-the-art equipment and other tools that allow for the dissemination of emergency messaging across all media platforms.

WRUF-AM (ESPN 98.1/850 WRUF): WRUF-AM operates at 850 khz at 5000 watts 24-hours a day and continues to be the cornerstone of the College's Division of Media Properties. It serves as a powerful teaching platform for sports broadcasting. ESPN 98.1/850 WRUF remains a strong and influential part of the Gainesville market. Student opportunities include producing and anchoring news briefs as well as producing and hosting sports-talk shows.

WRUF-FM (Country 103.7, The Gator): The College's Division of Multimedia Properties operates 100,000 watt commercial FM radio station "Country 103.7, The Gator," the top-rated country formatted radio station in Gainesville and a top-five overall radio station. "The Gator" serves the College and Division of Multimedia Properties through academic enrichment and revenue generation to help support the commercial and public media properties. Students learn commercial media programming, news, weather and sports reporting, marketing and promotions, sales, and internet/new media initiatives.

GatorVision/University Athletic Association Partnership: Formed in 2010 as a partnership between the University of Florida's Athletic Association (the collegiate athletics administrative unit of the University, also known as "UAA") and the College's Division of Media Properties, UAA's multimedia unit moved into Weimer Hall and operates in conjunction with the media properties. GatorVision professionals work alongside College students to produce various types of content that is distributed via FloridaGators.com and the various multimedia platforms operated by the College and the Division of Media Properties. The infrastructure that supports GatorVision also benefits the College's media properties and various immersive student experiences including those related to video production, sports journalism and event production in addition to sports broadcasting, i.e. "play by play" and "color," "sideline reporting", etc.

As the primary unit responsible for populating FloridaGators.com with live and produced content, GatorVision provides students in the College with opportunities not available in many academic environments in America. Expansion of the GatorVision unit of the College have included completing state of the art high-definition/digital production control rooms that allow for as many as three simultaneous athletic events with end-product broadcasts available for numerous media platforms such as ESPN networks and the SEC Network, FloridaGators.com and more.

Phase two included installation of the technical infrastructure which allows GatorVision to produce all videoboard production for Florida Gator football, men's and women's basketball, gymnastics and other University-related events such as commencement and convocation exercises. The installation of Vyvx fiber and fiber connectivity from the College's media properties to all major academic and athletic venues on campus provided the opportunity to produce events on a routine basis year-round. College students work alongside media properties and UAA professionals in each of these productions and the experience places them among the best-trained media production students in the nation.

Journalism and Communications Ambassadors

In addition to the service activities of our student organizations affiliated with professional organizations, the Journalism and Communications Ambassadors (JCA) provide a valuable extension of the College's service activities. Founded through the initiative of an outstanding student in 2003, the JCA has added significantly to the experiences of many students.

The organization's mission statement reads: The Journalism and Communications Ambassadors are dedicated to promoting high standards of excellence in the University of Florida's College of Journalism and Communications by giving all students access to opportunities for both academic and personal development.

The specific service goals of the JCA include the following:

- Personally host visiting professionals and alumni and provide tours of Weimer Hall to students, alumni, guests and members of the community
- Stay abreast of current field trends via personal professional mentors
- Greet and guide potential students visiting the college

The Ambassadors help college faculty and staff by proctoring exams and hosting candidates during faculty searches.

The JCAs also provide tutoring services for:

- CJC classes RTV 2100, ADV 3203, ADV 4101, JOU 2005, JOU 3109C, JOU 3101
- Reporting stories
- Cover letters and resumes
- AP style
- Script writing
- Audio and video editing
- InDesign and Photoshop

Journalism Interactive Conference

The College partnered with the Philip Merrill College of Journalism at the University of Maryland and the University of Missouri School of Journalism to organize an annual conference for journalism educators. Maryland founded the program in 2011 and UF joined in 2013. The responsibility for hosting the event rotates every three years. The College hosted the conference in 2013 and 2016. Faculty and staff from all three colleges are part of a national planning committee for each year's conference.

The mission of the Journalism Interactive Conference is to improve journalism education by:

- Advancing the national discourse about how journalism schools are preparing students for a rapidly changing industry
- Expanding the knowledge of media educators through training in digital media teaching strategies and technologies
- Creating a community of journalism educators engaged in teaching and using digital media and providing them with meaningful networking opportunities to share teaching strategies and techniques

The event includes presentations from industry professionals, workshops for teachers and a showcase of innovative student projects. Attendance averages around 150 participants a year representing more than 100 journalism schools and colleges.

Question 2. List online 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 online. Do not include service to the unit or institution; this information should be presented in Standard 1.

The College's faculty has a distinguished record of professional and public service to a wide range of organizations. Activities for each of the full-time faculty are detailed in Appendix 8A.

Question 3. Describe the unit's contact with alumni, professionals and professional organizations to keep curriculum and instruction, whether online or onsite, 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 College maintains regular contact with alumni, professionals, and friends through its monthly e-mail newsletter, *e-Communigator*.

The College hosts various alumni gatherings throughout the year. The dean also travels across the U.S. to meet with alumni. Over the past three years, cities she has visited multiple times include New York, Washington, D.C., Atlanta, Orlando, Miami, Tampa, Los Angeles, San Francisco, Columbus, Ohio, Chicago and cities throughout Florida. Professional lunches and dinners were held with alumni in senior industry positions in Atlanta, New York and Washington, D.C. The receptions and briefings provide an opportunity to update alumni on College developments, exchange ideas about the current curriculum, establish career and internship pipelines, and communicate current needs.

Alumni are active in many College activities. Each of the College's four departments has an advisory council comprised of industry executives that meets twice a year. Seventy-seven percent of advisory council members are alumni. While the councils are mostly comprised of alumni, several non-alumni also sit on the Councils, including:

- David Haan, executive director, Creative Circus
- Larry Meador, founder and chief strategy officer, Evoke Advertising
- Ken Banks, president, KAB Marketing
- Kurt Caywood, vice president of audience, Times-Union Media (Jacksonville, Fla.)
- Rob Anderson, executive vice president, Corporate Communications, Rabin Martin
- Bridget L. Braxton, Senior Vice President, Corporate Communications, Wells Fargo & Company
- Bill Imada, founder, chairman and chief collaboration officer, IW Group
- Lisa Malone, APR, former director of Public Affairs, NASA Kennedy Space Center

Each council normally meets at UF twice a year, during which members visit and speak to classes, counsel students and faculty, and assess student performance. A portion of each advisory council's meeting is devoted to one-on-one sessions and/or small group discussions with students, focusing on professional issues, including internships, resumes, professional skills and placement.

Advisory council members regularly address curriculum issues, suggest improvements, contribute to program reviews, and review proposed changes. Most meetings end with an evaluative discussion of individual programs, based on council members' interactions with students. Council members often are contacted when students seek employment in various markets. Many council members speak in classes when they visit campus.

A full list of all advisory council members is found in Appendix 1D.

The Department of Advertising Advisory Council is creating a resource to allow council members and their colleagues to interact with students more than twice a year when they are in town by using digital channels.

In 2016-17, the Department of Journalism started the Young Alum Boot Camp series, a program that brings an alum to campus for a public talk and a one-day workshop focusing on a special skill set. Guests included an alum from the *Washington Post*, who led a session on narrative writing, as well as an alum from *TIME*, who led a workshop on covering major breaking news in a digital environment.

In 2016, the dean formed a Dean's Leadership Council of 20 people in senior industry positions who provide her with strategy advice, connections for possible industry partnerships and help in fundraising activities. The first meeting was in February 2017.

The College expanded its development and alumni affairs staff to four people in 2015 and 2016 with the addition of one development officer focused on second tier alumni prospects and one focused on fundraising for the College's media properties. The dean and the College's development officers visit frequently with alumni and engage them strategically in fund-raising activities.

The College co-sponsors UF's Science Journalist-in-Residence, a weeklong program in which a professional science journalist visits campus and participates in public talks, classroom visits, meetings with faculty, among other activities. The program, now in its third year, typically features two guests per year.

The *Great Storytellers* series, launched in 2016, brings accomplished storytellers across media platforms to campus to share their craft with students and faculty. Speakers have included best-selling authors Michael Connelly and James Patterson and Pulitzer Price-winning *Washington Post* journalist Debbie Cenziper. (Both Connelly and Cenziper are alumni).

The *Becoming a Woman of Influence* series, which began in 2015, features prominent women alumni who discuss the challenges and opportunities for young women in careers generally, and communication careers specifically, and offer advice on how to navigate their advancement. Speakers have included:

- Gale King, executive vice president and chief administrative officer, Nationwide
- Samantha Avivi, chief marketing officer and brand strategies, Avivi Marketing
- Katherine Green, former senior vice president of news for Tribune Broadcasting
- Aminda Marqués Gonzalez, executive editor and vice president for news at the *Miami Herald*
- Leigh Radford, vice president/PG Ventures, Procter & Gamble
- Kirsten P. Flanik, president, BBDO New York
- Ava L. Parker, president, Palm Beach State College
- Rebecca H. Patterson, chief investment officer, Bessemer Trust Companies

The Innovators Series, funded by the Knight Foundation, brought six up-and-coming innovators to the College between 2014 and 2016 to work with students and faculty. They discussed new opportunities in media and curricula ideas with faculty. *Innovation Series* participants included:

- Mark Little, founder, Storyful
- Melissa Bell, publisher, Vox Media
- Maria Balinska, managing editor, *The Conversation*
- Matt Thompson, deputy editor, TheAtlantic.com
- Sachin Kamdar, CEO and co-founder, Parse.ly
- Rafat Ali, CEO and founder, Skift

College faculty also regularly attend meetings of academic and professional organizations where practitioners and academics often engage in conversations about the nature of education needed for future professionals in the field and industry best practices. Conferences and meeting organizers include the American Academy of Advertising, Association for Education in Journalism and Mass Communication, Broadcast Education Association, International Communication Association, National Communication Association, National Institute for Computer-Assisted Reporting, Online News Association, Public Relations Society of America.

Question 4. Describe the unit's methods for communicating with alumni, such as newsletters or other publications, on paper or online. Provide in the workroom copies of publications or the Web link for communication during the previous academic year.

The College invested \$50,000 over a two-year period to increase and improve its communications activity, particularly activity targeted at alumni. In 2014, the College hired a 35-year communication industry executive as director of Entrepreneurship and Partnerships and in 2015 promoted him to executive director of External Relations, responsible for all internal and external relations.

In 2014, the College introduced its first e-mail newsletter, *eCommunigator*, that has become the primary communication vehicle to alumni. Published 10 times a year, the newsletter is e-mailed to more than 14,000 alumni, VIPs and industry executives, with updates about College activities, news about alumni, faculty and student achievements, event recaps, etc. The average open rate for the newsletter is 20-25%. [Archives of the newsletter](#) are available online.

In October 2016, the College launched a new e-mail newsletter, [Research and Insights](#), that features summaries of faculty and staff research and perspectives. The newsletter, which is distributed to more than 14,000 alumni and 4,900 academics, industry executives, policy makers and journalists, is intended to showcase the range of experts and expertise and attract more funding, partnerships and top faculty and graduate students.

Until 2015, the College published a printed magazine for alumni twice a year. The College suspended publication of the *Communicator* in 2015. In early 2017, the College published its first [Dean's Report](#), a printed report with a recap of College activities from 2015-16, fiscal year financials, faculty and student profiles, and plans for the upcoming year. The College plans to distribute a printed *Dean's Report* to alumni on an annual basis.

As part of an overhaul of the College's web site in 2016, a [section devoted to alumni](#) was elevated and enhanced. The section includes latest alumni news, giving opportunities, honor roll of donors, "Defining Moments" profiles of alumni, archive of *eCommunigators*, and awards of distinction.

The College also uses social media extensively to inform current students and alumni. An undergrad student assistant in the Communication Department is dedicated to social media messaging, 10-15 hours each week. As of February 2017, the College had 14,200 [Twitter](#) followers, 7,000 who have liked our [Facebook page](#) (80 percent of whom are older than 25) and 5,300 members in our [LinkedIn group](#).

An alumni survey in Fall 2016 administered by students in one of our public relations campaign classes asked alumni about communication channels they use to receive updates about the College. Sixty-two percent of respondents said they use social media, 48 percent from the *eCommunigator*, 41 percent from College e-mails, 27 percent from contact with students, faculty or staff, and 12 percent from the College's web site.

The College holds various reunions, receptions and professional networking events in Gainesville and elsewhere to maintain communications and relationships with alumni. The Dean sends periodic emails and letters to alumni, primarily for fundraising purposes.

Question 5. Describe the unit's support of scholastic (high school) journalism, including workshops, visiting lectures, critiques of student work, etc.

The College continues to assist high school students and teachers in improving high school media - newspapers, magazines, yearbooks, and online media programs - and learning about the role of free student press. As noted earlier in this section, the Florida Scholastic Press Association (FSPA) has been supported by the College for more than 50 years, and the College continues to provide funding for its executive director who now works off site. FSPA also offers an evaluation service for high school newspapers, magazines, yearbooks, and online media programs.

Members of the faculty are frequent speakers at the statewide FSPA convention, which hosts approximately 1,000 students every year. In some years, the College has hosted district workshops for FSPA, in which faculty participate as speakers.

Some faculty members have also given talks for students at individual high schools, as well as for high school media advisers. We participated in conferences targeted at high school journalism students, including the Journalism Educators Association's annual convention and the Southern Interscholastic Press Association.

Each year, the College and the Department of Journalism host a one-week Summer Media Institute, which offers high-school students on-campus instruction in writing, reporting, editing, design, photojournalism, and broadcasting. Faculty members serve as teachers and speakers during the week-long workshop.

As discussed earlier in this section, the Journalism and Communication Ambassadors, a student organization, has an outreach program to mentor local high school students.

Finally, the College's Knight Division engages in outreach activities to high schools around the state through its recruitment and visitation programs, especially to attract students from underrepresented groups to UF and the College.

Standard 9 Assessment of Learning Outcomes

Executive Summary

The College of Journalism and Communications assesses learning outcomes for both ACEJMC and SACS accreditation purposes. Assessment of ACEJMC outcomes is conducted at the college-level through a survey of graduating students (see end of standard for full-survey), while SACS accreditation is conducted at the department level based on learning outcomes unique to each department that are measured in individual classes.

Assessment activities have significantly expanded during the period under review, making assessment a dynamic process that aids in strategic planning and fosters continuous improvement. Based on data, we assess learning outcomes and program effectiveness using both direct and indirect measures that are consistent with best practice. Each department has formalized, publicly posted learning outcomes and a calendar of regular assessments, and each has used assessment data for planning since the 2010- 2011 academic year. The departments and the college are also guided by program effectiveness goals, which are evaluated annually. We use assessment results to improve both the learning outcomes for students and to improve the assessment process itself.

The specific methods of assessment are varied and include such indirect measures as surveys of graduating seniors and alumni, feedback from professionals, and student performance in competitions and grade distributions. Direct measures include portfolio reviews, projects, internship evaluations, examinations, and [outcomes of student competitions](#). Students in all four departments have achieved a high level of success in competitions during the past six years, indicating that our strategies are leading to quantifiable results.

Results of both the direct and indirect assessments are detailed in this report.

Question 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.

For purposes of ACEJMC accreditation, all graduating seniors are asked to complete an exit survey measuring assessment of ACEJMC standards.

For purposes of SAC accreditation, the student learning outcomes listed below were adopted in each department in August 2010. These outcomes are listed in the online catalog and are accessible for all majors and prospective students. In addition, all outcomes are measured regularly and all findings from assessments are discussed at the department and College levels. Such discussions include implications of the findings and suggestions for future changes to courses, curricula, or to other ways of improving student outcomes. Full assessment plans are available at the end of this standard.

The specific outcomes for each department are as follows:

Department of Advertising

Students in the major will learn to:

1. Describe the role of advertising in a free market system (assessed in *ADV 4800 Advertising Campaigns*).

2. Recognize and discuss the legal and social responsibilities of the advertising system (assessed in *ADV 4800 Advertising Campaigns*).
3. Identify and compare media, research and consumer information and critically analyze their implications for the advertising system (assessed in *ADV 4800 Advertising Campaigns*).
4. Compare and recommend media to best reach a target audience system (assessed in *ADV 4800 Advertising Campaigns*).
5. Develop an advertising/marketing communications plan system (assessed in *ADV 4800 Advertising Campaigns*).
6. Conceptualize and create persuasive messages for a variety of media systems (assessed in *ADV 4101 Copy & Visualization*).
7. Work cooperatively and efficiently in a team environment system (assessed in *ADV 4800 Advertising Campaigns*).
8. Give professional and informative oral presentations of advertising recommendations system (assessed in *ADV 4101 Copy & Visualization*).

Department of Journalism

Students in the major will learn to:

1. Identify how to avoid libel, invasion of privacy and copyright infringement, and describe the meaning of the First Amendment (assessed in *MMC 4200 Law of Mass Communications*).
2. Publish a timely enterprise story with multimedia of sufficient quality to be published with relatively minor editing (assessed in *JOU 4201 News Center Practicum*).
3. Correctly calculate and interpret numbers commonly used by journalists (assessed in *JOU 4201 News Center Practicum*).
4. Pitch a distinctive local story of any genre (news, feature, sports, etc.) relevant to the audience using multimedia (text plus photo and either audio or video) (assessed in *JOU 4201 News Center Practicum*).

Department of Public Relations

Students in the major will learn to:

1. Identify and discuss concepts and theories relevant to effective public relations practice (assessed in *PUR 4800 Public Relations Campaigns*).
2. Describe the history and role of professionals and institutions in shaping public relations practice (assessed in *PUR 4800 Public Relations Campaigns*).
3. Display professional ethical principles and exemplify the values of truth, honesty, accuracy, fairness and diversity (assessed in *PUR 4100 Public Relations Writing*).
4. Appropriately apply tools and technologies relevant to public relations practice (assessed in *PUR 4800 Public Relations Campaigns*).
5. Gather information and conduct research for public relations planning and evaluation (assessed in *PUR 4800 Public Relations Campaigns*).
6. Appropriately apply basic numerical and statistical concepts for public relations planning and evaluation (assessed in *PUR 4800 Public Relations Campaigns*).
7. Creatively and independently analyze public relations problems (assessed in *PUR 4800 Public Relations Campaigns*).
8. Write correctly and clearly in forms and styles appropriate for public relations practice (assessed in *PUR 4100 Public Relations Writing*).
9. Select and use images and information for public relations practice (assessed in *PUR 4100 Public Relations Writing*).

Department of Telecommunication

Because the program is divided into tracks, assessments for all but two of the SLOs are conducted across several classes that are unique to each specialization.

Students in the major will learn to:

1. Identify, describe or apply concepts and theories in the use and presentation of content (assessed in *RTV 3304 Radio News 2*; *RTV 4301 Electronic News and Reporting 2*; *RTV 4800 Telecommunication Planning and Operations*; *RTV 4929c Senior Advanced Workshop in Telecommunication Production*; *RTV 4905 Independent Study*).
2. Identify, describe or apply professional ethical principles and the importance of truth, accuracy, fairness and diversity (assessed in *RTV 4432 Ethics and Problems in Telecommunication*).
3. Identify, describe or apply the tools and technologies appropriate for the telecommunication professions (assessed in *RTV 3304 Radio News 2*; *RTV 4301 Electronic News and Reporting 2*; *RTV 4800 Telecommunication Planning and Operations*; *RTV 4929c Senior Advanced Workshop in Telecommunication Production*; *RTV 4905 Independent Study*).
4. Gather information, conduct research and evaluate information by methods appropriate to the telecommunication professions (assessed in *RTV 4432 Ethics and Problems in Telecommunication*).
5. Produce appropriate output that demonstrates creativity and critical thinking, independently or collaboratively (assessed in *RTV 3304 Radio News 2*; *RTV 4301 Electronic News and Reporting 2*; *RTV 4800 Telecommunication Planning and Operations*; *RTV 4929c Senior Advanced Workshop in Telecommunication Production*; *RTV 4905 Independent Study*).
6. Communicate effectively in forms and styles appropriate to the telecommunication professions, audiences and the purposes they serve (assessed in *RTV 3304 Radio News 2*; *RTV 4301 Electronic News and Reporting 2*; *RTV 4800 Telecommunication Planning and Operations*; *RTV 4929c Senior Advanced Workshop in Telecommunication Production*; *RTV 4905 Independent Study*).

Question 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.

Definitions of goals are provided in the answer to Question 1 above. Specific examples of the College's assessment plans are presented on page 198 at the end of this standard.

Question 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.

ACEJMC Professional Values and Competencies

The 2017 version of the graduating students survey added indirect assessments of ACEJMC Professional Values and Competencies. Specifically, students were asked to express their level of agreement that "your education from the College of Journalism and Communications has taught you to..." followed by each competency. All items were assessed on a Likert scale that ranged from 1 (strongly disagree) to 5 (strongly agree).

The following table shows graduating seniors' ratings for each of the ACEJMC professional values and competencies. The table shows that students agreed their education had taught them each of the competencies. The weakest item (M = 3.84) was "Apply basic numerical and statistical concepts." The strongest items were "Critically evaluate your own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness" (M = 4.50), "Think critically, creatively and independently" (M = 4.49) and "Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve" (M = 4.47).

Student Assessment of ACEJMC Professional Values and Competencies

#	Survey Question	Fall 2016		Spring 2017		2016/2017		
		Mean	SD	Mean	SD	Mean	SD	Rank
13.2.1	Understand and apply the principles and laws of freedom of speech and press.	4.37	.692	4.41	.78	4.4	.772	5
13.2.2	Demonstrate an understanding of the history and role of professionals and institutions in shaping communications.	4.14	.860	4.21	.893	4.20	.887	10
13.2.3	Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.	4.17	.894	4.17	1.005	4.17	.985	11
13.2.4	Demonstrate an understanding of gender, race, ethnicity, sexual orientation, and other forms of diversity in domestic society in relation to mass communications.	4.19	.868	4.25	.958	4.24	.943	9
13.3.1	Understand concepts and apply theories in the use and presentation of images and information.	4.29	.744	4.34	.836	4.33	.820	6
13.3.2	Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.	4.36	.783	4.46	.767	4.45	.77	4
13.3.3	Think critically, creatively and independently.	4.41	.949	4.51	.843	4.49	.861	2
13.3.4	Conduct research and evaluate information by methods appropriate to the communications professions in which you will work.	4.17	.950	4.33	.898	4.30	.908	7

13.4.1	Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.	4.34	.993	4.5	.735	4.47	.786	3
13.4.2	Critically evaluate your own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness. ¹	4.32	.880	4.54	.742	4.50	.771	1
13.4.3	Apply basic numerical and statistical concepts.	3.86	1.115	3.84	1.146	3.84	1.14	12
13.4.4	Apply tools and technologies appropriate for the communications professions in which you will work.	4.33	1.033	4.26	.990	4.27	.996	8

¹There was only one significant difference between the Fall 2016 and Spring 2017 ratings. The Spring 2017 rating of “Critically evaluate your own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness” was significantly higher than the Fall 2016 rating.

In response to the survey results the college has instituted a number of curriculum changes. Because “Apply basic numerical and statistical concepts” was the poorest performing item, and in light of the need for quantitative skills in all the professions served by the college, the Department of Journalism has created several data-based courses, including: JOU 4930 Data Viz and Mapping, JOU 3305, Data Journalism, and MMC 2450, Data Literacy for Communicators. The other three departments now require a new course, MMC 3420, Consumer and Audience Analytics. In a change from our last accreditation visit, all four departments now require a basic statistics course for their majors.

Student Career Preferences and Curriculum Change. The graduating senior survey used to assess ACEJMC standards also included a question about the students’ desired career field revealed that a plurality (35 percent in 2016, 32 percent in 2017) desired a career in an advertising or public relations agency. In addition, the 2017 survey revealed that a significant percentage of graduates (22 percent) wish to have general communication skills that can be used in other industries, such as health, sales, marketing, etc. In response, the Department of Advertising is proposing a two-track system: agency track and persuasion track. Whereas the persuasion track will include classes that prepare students for a broad variety of fields, the agency track will focus on preparing students for agency careers.

In 2016, just over 10 percent of the respondents indicated an interest in sports as a field of study, a number that grew to 14 percent among respondents in the 2017 survey. In response, the Department of Journalism has created a sports media track with an emphasis on multimedia sports reporting and promotion. The department has also added a faculty member with a joint appointment to the College of Health and Human Performance who specializes in sports journalism.

Very few students indicated an interest in publishing (1.9 percent) or newspapers (2.1 percent). In response, the Department of Journalism has moved away from a newspaper focus and embraced a curriculum emphasizing rigorous, multiplatform communications skills. New sequences of courses focus on broad, employer-valued skills such as data numeracy and web apps and coding.

Many students indicated a career interest in entertainment (21 percent). In response, the Department of Telecommunication has supported an entertainment focused student group, ChomPics, a visual and audio media production organization sponsored by the University of Florida's chapter of the National Broadcasting Society. Students gain experience in directing, podcasts and talk-radio, entertainment news, advertising and marketing, production, writing, cinematography, art direction, editing, and anchoring/hosting.

Significant numbers of students indicated an interest in careers in social media (21 percent) and graphic/web design (7 percent). In response, the College created combined degree opportunities for students in the college's graduate specializations in social media and web design, and online communications. These specializations have already attracted dozens of undergraduates who benefit from the deeper focus provided in the graduate classes.

Student Engagement and Experiences. A distinguishing strength of the College is the variety of engagement and experiential opportunities afforded our majors. The survey revealed there was broad participation among graduating students in experiential opportunities. The most common opportunities involving the graduating class were the Innovation News Center (145 students), WUFT-TV (124 students), the Radio Reading Service (89 students), ChomPics (87 students) the *frank* conference (86 students), WRUF-TV (83 students), and The Agency (81 students). A total of 50 or more students also reported experiential learning through Rock 104, ESPN 98.1/850 WRUF, Country 103.7, The Gator, the Bateman Team, Alpha Productions, and Orange & Blue Magazine.

With respect to engagement opportunities, many graduating seniors reported membership in college-affiliated student groups. These included: Ad Society (18 percent), Florida Magazine Student Association (4 percent), Hispanic Communicators Association (3 percent), Journalism and Communications Ambassadors (10 percent), National Association of Black Journalists (3 percent), Gator National Broadcasting Society (13 percent), Public Relations Student Society of America (20 percent), and the Media and Society Club (4 percent).

Graduating Senior Survey Results , AY 2015-2016 and AY 2016-2017

Career Preferences	F15-S16	F16-S17
What is your desired career field: advertising or public relations agency	35%	32%
What is your desired career field: communication in other industries		22%
What is your desired career field: communication in sports industries	10%	14%
What is your desired career field: publishing	2%	2%
What is your desired career field: newspapers	2%	2%
What is your desired career field: entertainment	21%	18%
What is your desired career field: social media	21%	21%
What is your desired career field: web design	7%	10%
Student Experiences and Engagement (number of students)	F15-S16	F16-S17
Innovation News Center	145	89
WUFT-TV	124	76
Radio Reading Service	89	34
ChomPics	87	29
WRUF-TV	83	34
The Agency	81	32
Career readiness (percent)	F15-S16	F16-S17
Internship Experience (percent of seniors with one or more)	77%	80%
Percent saying internship was at least "somewhat" relevant to career field	86%	93%
Percent saying prepared or very prepared "to begin working for a company in a fulfilling career"	61%	64%
Percent indicating they are at least "somewhat" confident their first job search would land them a desirable position	66%	74%

Career Readiness

The College has had great success in encouraging students to complete a professional internship. Just under 77 percent of 2016 graduating seniors reported completing either a 6+ week or 150-hour internship during their time at Florida, a figure that increased to 80 percent in the most recent survey. On a separate question, 86 percent of the 2016 class, and 93 percent of the 2017 class thought their internship experience was "somewhat relevant," "relevant," or "very relevant" to the general field in which they planned to start their career.

The 2016 sample believed they were "prepared" (39 percent) or "very prepared" (22 percent) to "right now ... begin working for a company in a fulfilling career." An additional 23 percent reported they were "somewhat prepared." Only 2 percent reported feeling "somewhat unprepared" and an additional 2 percent felt "very unprepared." Overall numbers were similar in the 2017 sample, with a total of 64 percent believing they were prepared or very prepared.

Seniors were also asked “How confident are you that your first search for a job will land you a desirable position?” About 66 percent of respondents expressed that they were somewhat confident, confident, or very confident in the 2016 sample, and this increased to 74 percent in the 2017 sample.

Most CJC graduating seniors prefer to begin their careers and forgo graduate school. Among respondents in 2016, 72 percent indicated they planned to start their careers after graduation while only 14 percent indicated they planned to attend graduate school. For 2017, the numbers were 73 percent and 16 percent, respectively.

Considering only those students looking to start a career upon graduation, 27 percent (2016) or 34 percent (2017) had accepted a job offer at the time they completed the survey. An additional 12 percent (2016) or 10 percent (2017) were considering an offer, and about 7 percent (in both samples) had declined an offer and were still looking.

The senior survey revealed students may wait too long to begin their career search. Of those who reported they had applied for jobs, a small number (7 percent in 2016, 4 percent in 2017) had only started their search within a week of graduating. A somewhat larger group (20 percent in 2016, 15 percent in 2017) started the search a month before graduation. The largest groups (66 percent in 2016, 62 percent in 2017) started their search two months or more before graduation.

The College has emphasized job readiness in the past five years and has implemented several initiatives to encourage student proactivity in launching their careers early. These initiatives include a new course (*MMC 1009 Introduction to Media and Communications*) which focuses on career preparedness. The Journalism Department offers a career preparedness course taught by an experienced teacher and former journalist and the Public Relations Department offers a new class in personal branding. As stated elsewhere, the College provides space for a Career Resource Professional in the advising office to meet with students, critique resumes, and assist with job hunting.

Question 4. Describe the involvement of journalism and mass communication professionals, including alumni, in the assessment process.

Each department maintains an active advisory council of professionals who meet every fall and spring with the faculty and administration. (See Appendix 1D). The councils spend considerable time meeting and coaching students, reviewing the college’s curricula, and sharing insights about changes in the professions. The process for selecting advisory council members has been substantially revised in recent years to ensure a greater mix of professionals along lines of race, gender, age, and profession. These changes have also established limits for terms on the council to ensure fresh perspectives are constantly being introduced in the college. Many, but not all, of the council members are alumni of the College.

Professionals make significant contributions to the assessment process. Advisory council members interact with students and faculty and provide assessment feedback on a consistent basis. The councils meet on campus each fall and spring, and many council members serve as mentors to individual students, offering critiques of their work and career advice throughout the year. Other professionals contribute as well, joining Advisory council members in the assessment of portfolios and projects and providing internship evaluations. Faculty members also seek and receive feedback at professional meetings and in other interactions with professionals about the work performance of alumni already holding professional positions.

In 2016-2017, the College developed an integrated set of guidelines for the department advisory councils that included limiting terms, goals of diversity and inclusivity, and a greater definition of the purpose and outcomes that guide council contributions. Thus, council membership is growing younger, more diverse, and members are being drawn from a wider variety of industries and backgrounds.

Question 5. List online awards won by the unit's students in local, regional or national competitions in the past six years. Limit to five a year.

In addition to the formal assessment of learning outcomes conducted in each department for the University, the College considers student performance in contests as a direct measure of student competency. Selected outcomes for student performance in competitions during the last six years is presented below.

There are various broadcast productions that are an integral part of the College. They have a dual function as part of the outreach mission of a land-grant university and as instructional and research laboratories within the College. The stations work very closely with the faculty, departments and dean's office and include several staff members who hold faculty appointments. The largest percentage of interaction is, of course, with the Telecommunication Department faculty and students. Station management proactively welcomes students and embraces the integration of the stations within the College. The radio and television stations play a significant role in the professional education of the students.

The awards listed below are a small sample of the hundreds of student honors that have been achieved within the past five years. A more complete listing is available in Appendix 9D and online.

Sample Awards Won By CJC Students, 2012-2017

Date	Awarded By	Recipient(s)	Title of Award
2017	National Hearst Journalism Awards	Maggie Lorenz	1 st Place, TV Reporting
	Florida AP Professional Broadcasting	Briana Erickson	1 st Place, Radio Investigative
	SPJ Sunshine State Awards	Associate Professor John Freeman's Class	Finalist, Best Coverage of Race and Minorities
	National Hearst Journalism Awards	Drea Cornejo	1 st Place, Best Story of the Year
	National Broadcasting Society	UF Chapter	1 st Place, Most Motivated

2016	SPJ Sunshine State Awards	WUFT <i>Noticias</i> Staff	1 st Place, Spanish All Media
	Florida AP Professional Broadcasting	Marie Edinger	Individual Achievement
	Florida AP Professional Broadcasting	WUFT-FM Staff	1 st Place, Best Overall
	Florida AP Professional Broadcasting	Josh Williams	1 st Place, Series
	Florida AP College Broadcasting	Morgan Rynor	1 st Place, Breaking News
2015	SPJ National Mark of Excellence	Ryan Nelson	1 st Place, Radio In-depth Reporting
	SPJ Regional Mark of Excellence	James Torrez	Finalist, TV General News Reporting
	Florida AP Professional Broadcasting	Leah Harding	Finalist, Cultural/Historical Feature
	Florida AP College Broadcasting	Amanda Clark	1 st Place, Best TV Newscast
	National Broadcasting Society	Zak Dahlheimer	Grand Prize, Best Video News Segment
	Public Relations Society of America	CJC Team	2nd Place, Bateman Competition
2014	RTDNA Murrow Regional Awards	Chris Peralta	1 st Place, News Documentary
	Television Academy (Emmy Award)	Shauna Mackey	3 rd Place, Newscast
	RTDNA Murrow Regional Awards	Leah Harding	1 st Place, Use of Video (online)
	Public Relations Society of America	CJC Team	1 st Place, Bateman Competition
	Florida AP Professional Broadcasting	WUFT News	1 st Place, Best Website
2013	National Hearst Journalism Awards	Steven Gallo	Finalist, Television News
	SPJ National Mark of Excellence Award	Cameron Taylor	Finalist, Radio News Reporting
	PRNDI Awards	Luis Giraldo	Finalist, Best Multi-media Presentation
	National Broadcasting Society	Cameron Taylor	Grand Prize, Video News Segment
	National Hearst Awards	Steven Gallo	1 st Place, Radio News
	Student Clio Awards	CJC Team	Bronze
2012	SPJ Region 3 Mark of Excellence	WUFT News	1 st Place, Best All Around Newscast
	SPJ Sunshine State Award	Marc Whitman	1 st Place, Sports Reporting

	Florida AP Professional Broadcasting	Ricardo Navarro	1 st Place, Best Hard News
	National Broadcasting Society	Trent Kelly	Grand Prize, Video News Package
	Public Relations Society of America	UF CJC Team	2 nd Place, Bateman Competition

Question 6. List online by specialty each member of the graduating class of 2014 and those graduates' current jobs. If practical, please 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 professions and to improve curriculum and instruction.

A table detailing the job placement of the 2014 graduating class is presented in Appendix 9E. Records for the graduating class of 2014 were compiled through collaboration with the UF Office of Advancement. Data from 136 alumni were available with approximately 700 "unknowns."

Assessing Student Experiences

Tracking of graduates and acquisition of feedback regarding alumni experiences in the College is accomplished in several ways. First, the UF Office of Advancement maintains records and contact with alumni through alumni activities, mailings and other interactions. The dean's office works collaboratively with the University's Advancement Office so that both Advancement and the College maintain current addresses for and updated career information about our alumni. The College also maintains regular contact with alumni through its monthly publication, *e-Communitator*, and gains feedback informally through reunions in Gainesville and visits and social gatherings off campus, especially as part of the dean's and College major development officer's outreach activities. Finally, the College receives feedback formally via an alumni survey.

Professionals make significant contributions to the assessment process. Each department in the College has an active advisory council consisting of distinguished, working professionals with a broad range of experiences. Advisory council members interact with students and faculty and provide assessment feedback on a consistent basis. The councils meet on campus each fall and spring, and many council members serve as mentors to individual students, offering critiques of their work and career advice throughout the year.

Other professionals contribute as well, joining advisory council members in the assessment of portfolios and projects and providing internship evaluations. Faculty members also seek and receive feedback at professional meetings and in other interactions with professionals about the work performance of alumni already holding professional positions.

The departments also receive feedback from a broad range of professionals during job fairs, the newly created Career Day and other on-campus interview sessions and through contact with professionals regarding position openings and performance of alumni working in industry positions. Faculty members and professionals interact at professional meetings (e.g. RTDNA, PRSA, NPPA, ASNE, FPA/FSNE) and during formal and informal trips to various media outlets across the state and nation. Faculty members also interact with alumni working in the professions during College and Alumni Association functions on campus. In conjunction with their outreach activities, the dean and development officer meet frequently with individual alumni and alumni groups throughout Florida and other parts of the country, especially the New York and Washington, D.C. regions. These visits often yield useful advice and evaluation about student curricular needs and alumni job performance which the dean and development officer share with relevant department chairs and other faculty.

Spring 2016 Graduation Survey Results Undergraduates in Journalism and Communications

Office of Institutional Planning & Research April, 2016

Q1 - Q4 are for internal purposes

Q5 - How many years did it take to complete your degree at the University of Florida? (Whole number only)

Responses	# of responses	% of all responses
2	33	10%
3	36	11%
4	246	73%
5	20	6%
6	*	*
7	*	*
9+	*	*
Total Responses	339	100%

Q6 - What WILL BE or is MOST LIKELY to be your PRINCIPAL activity upon graduation? (Check all that apply)

Response	# of responses	% of unique respondents	% of all responses
Employment/job, full-time paid (even if currently still looking)	240	71%	41%
Employment/job, part-time paid (even if currently still looking)	64	19%	11%
Graduate (Master's or doctoral degree) or professional school, full-time	63	19%	11%
Graduate (Master's or doctoral degree) or professional school, part-time	8	2%	1%
Internship	97	29%	17%
Military service	*	*	*
Volunteer activity (e.g., Peace Corps)	11	3%	2%
Studying for exam that will impact next professional/academic steps	18	5%	3%
Travel	68	20%	2%
Starting or raising a family	8	2%	1%
Not listed (or clarification of option selected above - please specify)	*	*	*
Total Unique Respondents	39		
Total Responses	583		100%

Q7 - If employment will most likely be your primary activity, which of the following best describes your current state of plans for employment immediately after graduation?

Responses	# of responses	% of all responses
Have accepted a position (including residency positions and military service)	67	22%
Already have a position/staying in current position (including military service)	12	4%
Already have a position BUT actively job searching for something better aligned with career goals	30	10%
Have been offered a position or multiple positions, but declined positions and still searching for preferred position	13	4%
Considering one or more offers	14	5%
Currently searching or waiting on offers	103	34%
Will begin searching for a position after graduation	47	16%
Entrepreneurship/Starting own business	*	*
Freelance/contract work	*	*
Other (please specify)	9	3%
Total Responses	300	100%

Q8 and Q9 are open-ended questions. Please request results.

Q10 - What is your starting annual salary excluding benefits or bonuses?

Responses	# of responses	% of all responses
Under \$25,000	23	27%
\$25,000 - \$35,000	33	39%
\$35,001 - \$45,000	22	26%
\$45,001 - \$55,000	*	*
\$55,001 - \$65,000	*	*
Total Responses	85	100%

Q11 and Q12 are open-ended questions. Please request results.

Q13 - Which occupation category best describes the position you have accepted or are seeking?

Responses	# of responses	% of all responses
Agriculture (including Horticulture)	*	*
Arts (Creative Writing, Studio Arts and Performance Arts: Dance, Music, Theater)	9	3%
Athletics	*	*

Business Administration	*	*
Computer Science/Information Technology (IT)	*	*
Design (Digital Media, Fashion, Advertising)	14	5%
Education/Teaching (elementary-university)	8	3%
Environmental Service and Conservation	*	*
Government (including public policy)	*	*
Healthcare Practitioner (Nurse, Doctor, Veterinarian, Ophthalmologist, Pharmacist, Dentist, etc.)	*	*
Hospitality, Recreation & Entertainment	*	*
Journalism (Reporting, Sports Media, Editing)	74	25%
Law/Legal Services	*	*
Management (including Human Resources and Training)	*	*
Marketing	28	9%
Non-profit	8	3%
Public Relations/Advertising	86	29%
Research	*	*
Sales (Retail, Business to Business)	20	7%
Transportation & Logistics	*	*
Not Listed (please specify)	26	9%
Total Responses	300	100%

Q14 - In what state will you be employed or are employed?

Responses	# of responses	% of all responses
Alabama	*	*
Arizona	*	*
California	*	*
District of Columbia	*	*
Florida	73	59%
Georgia	*	*
Illinois	*	*
Indiana	*	*
Louisiana	*	*
Massachusetts	*	*
New York	16	13%
North Carolina	*	*
Pennsylvania	*	*
South Carolina	*	*

Tennessee	*	*
Texas	*	*
Virginia	*	*
Wisconsin	*	*
Outside of the United States (please specify where)	6	5%
Total Responses	123	100%

**Q15 - How did you find your full-time and/or part-time employment opportunity?
(Check all that apply)**

Responses	# of responses	% of unique respondents	% of all responses
Job search did not take place because already employed	*	*	*
Academic department (faculty & advisors)	7	5%	3%
Career Resource Center (job postings, interviews, etc.)	12	9%	6%
UF Career Fairs	16	12%	8%
Professional contacts	34	25%	17%
Family/friends	35	26%	17%
Other job/career fairs (statewide job fair or other local, regional, or state job fair, etc.)	*	*	*
Alumni	6	4%	3%
Job ads in publication/print media *	*	*	
Previous work with an employer	20	15%	10%
Professional association(s)	11	8%	5%
Internet site(s)	38	28%	19%
Other (please specify)	14	1 %	7%
Total Unique Respondents	136		
Total Responses	205		100%

Q16 - Did you complete an internship (either academic or non-academic) while attending the University of Florida? (If you had both academic and non-academic internships, please indicate that in your response below)

Responses	# of responses	% of all responses
No - I did not complete an internship while attending UF	56	17%
Yes - I completed 1 or more academic internship (credit bearing)	86	25%
Yes - I completed 1 or more non-academic internship (non-credit bearing)	96	28%
Yes - I completed both academic and non-academic internships	101	30%
Total Responses	339	100%

Q17 - How did you find your academic or non-academic internship(s)? (Check all that apply)

Responses	# of responses	% of unique respondents	% of all responses
Career Resource Center (job postings, interviews, etc.)	41	14%	8%
UF Career Fairs	40	14%	8%
Academic department faculty & advisors	51	18%	10%
Professional contacts	64	23%	12%
Family/friends	116	41%	22%
Other job/career fairs (statewide job fair or other local, regional, or state job fair, etc.)	8	3%	2%
Alumni	16	6%	3%
Job ads in publication/print media	14	5%	3%
Previous work with an employer	19	7%	4%
Professional association(s)	24	8%	5%
Internet site(s)	90	32%	17%
Created internship at organization was already working/employed with	12	4%	2%
Other (please specify)	22	8%	4%
Total Unique Respondents	283		
Total Responses	517		100%

Q18 - Q21 are open-ended questions. Please request results.

Q22 - Did you work while attending UF?

Responses	# of responses	% of all responses
Yes, I worked at one or more companies/organizations not affiliated with UF (e.g. local bank, retail outlet, etc.)	133	39%
Yes, I was a student worker employed by the University of Florida or a specific UF department (e.g.: Federal Work-Study,	69	20%
Yes, I was a student worker employed by the University of Florida AND I also worked at one or more companies/organization	33	10%
No, I did not work while attending UF	99	29%
Other (please specify)	*	*
Total Responses	339	100%

Q23 - Q24 are open-ended questions. Please request results.

Q25 - Which, if any, degrees do you plan to pursue either immediately upon graduation or at any time in the future? - Law (L.L.B. or J.D.)

Responses	# of responses	% of all responses
Immediately upon graduation	14	4%
Future plans	43	13%
Not applicable	281	83%
Total Responses	338	100%

Q26 - Which, if any, degrees do you plan to pursue either immediately upon graduation or at any time in the future? - Medicine (M.D.)

Responses	# of responses	% of all responses
Future plans	*	*
Not applicable	337	100%
Total Responses	338	100%

Q27 - Which, if any, degrees do you plan to pursue either immediately upon graduation or at any time in the future? - Other Medical (D.D.S., D.M.D., D.C., D.C.M., D.N.P., O.D., D.O., Pharm.D., D.P.M., D.P., Pod.D., D.V.M., or other)

Responses	# of responses	% of all responses
Future plans	*	*
Not applicable	337	100%
Total Responses	338	100%

Q28 - Which, if any, degrees do you plan to pursue either immediately upon graduation or at any time in the future? - Second Bachelors Degree

Responses	# of responses	% of all responses
Immediately upon graduation	*	*
Future plans	13	4%
Not applicable	323	96%
Total Responses	338	100%

Q29 - Which, if any, degrees do you plan to pursue either immediately upon graduation or at any time in the future? - Masters Degree (M.A., M.S., M.F.A., or other)

Responses	# of responses	% of all responses
Immediately upon graduation	28	8%
Future plans	48	44%
Not applicable	162	48%
Total Responses	338	100%

Q30 - Which, if any, degrees do you plan to pursue either immediately upon graduation or at any time in the future? - Doctorate (Ph.D., Ed.D., or other)

Responses	# of responses	% of all responses
Future plans	28	8%
Not applicable	310	92%
Total Responses	338	100%

Q31 - In which fields do you plan to pursue a Masters degree or Doctorate? (Check all that apply)

Responses	# of responses	% of unique respondents	% of all responses
Business Management	19	31%	22%
Communication, Journalism and Related Programs	22	35%	26%
Communications Technologies	*	*	*
Economics	*	*	*
Education	*	*	*
Engineering	*	*	*
English and Literature	*	*	*
Health Professions and Related Clinical Sciences (Medicine, Dentistry, Health Services, Allied Health, Nursing, Public Health)	*	*	*

International Business	*	*	*
Legal Studies	7	11%	8%
Marketing Operations	*	*	*
Parks, Recreation, Leisure and Fitness Studies	*	*	*
Physical Therapy and Occupational Therapy	*	*	*
Psychology	*	*	*
Public Administration	*	*	*
Visual and Performing Arts	*	*	*
Not Listed (please specify)	14	23%	16%
Total Unique Respondents	62		
Total Responses	85	100%	

Q32 - Have you already been accepted to a university for graduate studies?

Responses	# of responses	% of all responses
Yes	36	52%
No	33	48%
Total Responses	69	100%

Q33 and Q34 are open-ended questions. Please request results.

Q35 - The following factors have had the MOST impact on my plans after graduation: (Check all that apply)

Responses	# of responses	% of unique respondents	% of all responses
Family (including: parents, significant other, children)	181	54%	15%
Work-related experience (e.g.: employment, internship, research, etc.)	233	69%	19%
Opportunity to make difference or have a positive impact	120	36%	10%
Pay/Salary	147	43%	12%
Cost of living (i.e. living expenses compared with rate of pay/salary)	147	43%	12%
Opportunity to develop professionally or academically	188	56%	16%
Desire to move to specific geographic location	131	39%	11%

Graduate or academic program	48	14%	4%
Other/Not listed	6	2%	0%
Total Unique Respondents	338		
Total Responses	1201		100%

Q37 is an open-ended question. Q38 - Q43 are for the College of Business Administration only. Please request results.

Q36 - Please rate your overall satisfaction with your university experience at UF

Responses	# of responses	% of all responses
Very dissatisfied	*	*
Dissatisfied	7	2%
Somewhat dissatisfied	7	2%
Somewhat satisfied	23	7%
Satisfied	109	32%
Very satisfied	187	55%
Total Responses	338	100%

Department of Advertising: Bachelor of Science Degree Undergraduate Academic Assessment Plan

College of Journalism and Communications - September 2012

Introduction

The Department of Advertising's mission aligns directly with the mission of the University of Florida and the College of Journalism and Communications as laid out in the Strategic Plan of the State Board of Governors: "The University of Florida is committed to educating students so they are prepared to make significant contributions within an increasingly global community offering a broad-based, exclusive public education, leading-edge research and service to the citizens of Florida, the nation, and the world. Through its mission of education, research and service, the University of Florida nurtures young people from diverse backgrounds to address the needs of our societies while creating new knowledge and the pursuit of new ideas." Specifically, the Department of Advertising's mission is to:

1. Create and promote new knowledge and understanding of advertising and other marketing-related communication as a resource to the academic and professional communities;
2. Attract and develop the best talent for its undergraduate, masters, and doctoral programs and prepares them to make significant contributions to an ever-changing, diverse, global future;
3. Provide the academic and professional communities with ethical leaders whose efforts and ideas affect the growth and development of the profession of advertising and advertising education; and
4. Prepare and support students and faculty in taking the "next" step in their career development.

Student Learning Outcomes (SLOs)

The Department of Advertising's existing Student Learning outcomes, shown below, were revised to better reflect the advertising curriculum and an "understand, analyze, create" learning outcome perspective.

1. Understand concepts and theoretical perspectives relevant to the creation and execution of advertising campaigns.
2. Understand ethical principles and the importance of truth, honesty, accuracy, fairness and diversity in advertising.
3. Apply tools and technologies relevant to the practice of advertising.
4. Gather information and conduct research for campaign planning and evaluation.
5. Analyze information and apply problem solving skills in the development of an advertising campaign.
6. Write correctly and clearly in forms and styles appropriate for the advertising profession.

The six existing SLOs were revised/converted into the following new SLOs:

Content (Understand)

SLO1: Describe the role of advertising in a free market system.

SLO2: Recognize and discuss the legal and social responsibilities of advertising.

Critical Thinking (Analyze)

SLO3: Identify and compare media, research and consumer information and critically analyze their implications for advertising.

SLO4: Compare and recommend media to best reach a target audience.

Communication (Create)

SLO5: Develop an advertising/marketing communications plan.

SLO6: Conceptualize and create persuasive messages for a variety of media.

SLO7: Work cooperatively and efficiently in a team environment.

SLO8: Give professional and informative oral presentations of advertising recommendations.

The table below shows how the existing SLOs are reflected in the new SLOs. For example, the new SLO1 is a new SLO that was not reflected in the existing SLOs. Further, the existing SLO2 is reflected in the new SLO2. The existing SLO3, SLO4 and SLO5 are represented in the new SLO3, SLO4, SLO5, SLO6 and SLO8. Lastly, the original SLO6 is included in SLO5 and SLO6. SLO7 and SLO8 are new SLOs.

New/Revised SLOs	Existing SLOs
SLO1: Describe the role of advertising in a free market system.	Not present in existing SLOs.
SLO2: Recognize and discuss the legal and social responsibilities of advertising.	SLO2: Understand ethical principles and the importance of truth, honesty, accuracy, fairness and diversity in advertising.
SLO3: Identify and compare media, research and consumer information and critically analyze their implications for advertising.	SLO3: Apply tools and technologies relevant to the practice of advertising.
SLO4: Compare and recommend media to best reach a target audience.	SLO4: Gather information and conduct research for campaign planning and evaluation.
	SLO5: Analyze information and apply problem solving skills in the development of an advertising campaign.
	SLO6: Write correctly and clearly in forms and styles appropriate for the advertising profession.
	SLO1: Understand concepts and theoretical perspectives relevant to the creation and execution of advertising campaigns.

Assessment Curriculum Map

Curriculum Map for: Department of Advertising

Program: Bachelor of Science College: Journalism and Communications

Key: **I**ntrouced

Reinforced

Assessed

SLOS	Courses	ADV	ADV	ADV	ADV	ADV	ADV	Additional	
		3008	3001	3203	3500	4101	4300	4800	Assessments: Internships
Content Knowledge									
#1		I	R	R	R	R	R	A Q/T	R/A
#2		I	R	R	R	R	R	A Q/T	R/A
Critical Thinking									
#3		I	R	R	R	R	R	A Q/T	R/A
#4		I	R		R		R	A	R/A
Communication									
#5		I	R	R	R	R	R	A Q/T	R/A
#6		I	R	R	R	R/A P			R/A
#7			I		I/R	R	R	A Q/T	R/A
#8			I		I/R	R/A P			R/A

Assessment Cycle

Program: Department of Advertising

College: Journalism and Communications

Analysis and Interpretation:

May-August

Improvement Actions:

Completed by September 1

Dissemination:

Completed by October 1

SLOs	2011-12	2012-13	2013-14	2014-15	201516
Content Knowledge					
#1	√	√	√	√	√
#2	√	√	√	√	√
Critical Thinking					
#3	√	√	√	√	√
#4	√	√	√	√	√
Communication					
#5	√	√	√	√	√
#6	√	√	√	√	√
#7	√	√	√	√	√
#8#	√	√	√	√	√

Methods and Procedures

The Department of Advertising's academic assessment plan serves as the foundation for a systematic, data-driven program to identify needed changes and improvements.

Direct assessment of SLOs 1-2-3-4-5-6-7 will be tests and quizzes, including a final test assessment administered in the Department of Advertising's capstone course, ADV 4800, Advertising Campaigns. This course has all required (core) courses in Advertising as pre-requisites and offers the opportunity for direct assessment at the completion of a student's program in Advertising. Direct assessment of SLO8 will be faculty assessed student oral presentations of advertising recommendations using rubric established by the faculty as part of ADV 4101, Copy and Visualization, a required (core) course in the major (See Appendix A & B).

In addition to these assessments, the Department of Advertising compiles annually a variety of data regarding student performance, program quality and program operations for faculty review and analysis. These data include: admissions, student exit surveys, faculty teaching evaluations, internship evaluations, feedback from employees, evaluations of students' performance by advertising professionals, and graduation data.

Assessment Oversight

The Department of Advertising's faculty meets, at a minimum, once a semester to review Student Learning Outcome expectations and student performance. The same will be discussed as necessary as other departmental meetings.

The College of Journalism and Communications Curriculum Committee will also review the Department of Advertising's SLO outcomes and student performance.

The Accrediting Council on Education in Journalism and Mass Communications, our national accrediting body, also oversees the Department of Advertising's SLOs and student performance.

Specific contact information regarding assessment oversight for the Department of Advertising is:

Name	Affiliation	Contact Information
John Sutherland, PhD	Chair, Department of Advertising	jsutherland@jou.ufl.edu 392-4046
Mike Weigold, PhD	Associate Dean for Undergraduate Affairs and Enrollment Management Chair, College of JM and COM, Curriculum Committee	mweigold@jou.ufl.edu 392-1124
Suzanne Shaw	Executive Director, ACEJMC	sshaw@ku.edu (785) 864-3986

Appendix A: Rubric for SLO6: Conceptualize and Create Persuasive Messages

SLO 6: Persuasive Messages Rubric				
	Below Expectations	Near Expectations	Meets Expectations	Exceeds Expectations
Objectives	Did not understand the purpose/objective(s) of the message or main points that need to be communicated to the target audience. Unable to answer questions.	Not completely familiar or comfortable with purpose/objective(s) of the message or main points that need to be communicated to the target audience. Limited ability to answer questions.	Demonstrated a firm grasp of the purpose/objective(s) of the message or main points that need to be communicated to the target audience. Able to answer basic questions.	Demonstrated an in-depth understanding of purpose/objective(s) of the message and main points that need to be communicated to the target audience and able to provide explanations and elaborate on issues.
Relevant Attention	Does not attract relevant attention of the audience.	Does not fully attract relevant attention. Attention-getting detracts from the effectiveness of the message. Needs further development.	Attracts relevant attention of audience without detracting from the effectiveness of the message.	Attracts attention in a unique, original and/or compelling manner adding to the effectiveness of the message.
Clearly Communicate the Message	Message/main points are not communicated. Inadequate.	Message/main points are not fully communicated. Needs minor improvements.	Clearly communicates the message/main points.	Communicates the messages in a compelling, interesting, engaging manner. Original, innovative approach.

Visualization and Copy	Execution was not unique/original and/or detracted from the effectiveness of the message. Major flaws.	Execution was not unique/original and/or detracted somewhat from the effectiveness of the message. Needs further development.	Execution was appropriate. Minor flaws detract from the effectiveness of the message. Less unique, original.	Execution was executed in a unique, original, engaging manner contributing to the effectiveness of the message. No flaws.
Effectiveness	Message does not inform and/or motivate the audience to respond in the desired manner. Needs to start over.	Message does not fully inform and/or motivate the audience to respond in the desired manner. Needs minor improvements.	Message informs and motivates the audience to respond in the desired manner.	Message informs and motivates the audience to respond in the desired manner in an engaging, memorable, unique manner.
Overall Evaluation	Major flaws. Inadequate. Does not demonstrate basic principles.	Some flaws, not ready for actual presentation. Needs further development/improvements.	Strong work. Few, if any flaws. Could be more unique, original and compelling.	Exceptional work. Unique, original, compelling, extremely effective.

Appendix B: Rubric for SLO8: Give Professional and Informative Oral Presentations

SLO 8: Presentation Rubric				
	Below Expectations	Near Expectations	Meets Expectations	Exceeds Expectations
Organization	Information was not presented in a logical, interesting or creative sequence. Does not convey the information in a manner the audience can understand.	Information was presented in a manner which does not adequately convey the information in a manner the audience can completely understand.	Information was presented in a logical, straightforward sequence which conveys the meaning in a manner the audience can understand.	Information was presented in a logical, interesting, creative and engaging sequence which conveys the meaning in a manner the audience can understand.
Content Knowledge	Lack of understanding of content. Unable to answer basic questions.	Not completely familiar or comfortable with content. Limited ability to answer basic questions.	Demonstrated a firm grasp of the content. Ability to answer basic questions.	Demonstrated an in-depth understanding of the content and ability to provide explanations and elaborate on issues.

Visual Product	Use of visuals and/or graphics does not contribute to the effectiveness of the presentation and/or detract from its effectiveness.	Use of visuals and/or graphics do not fully contribute to the effectiveness of the presentation and/or somewhat detract from its effectiveness.	Use of visuals and/or graphics contribute to the effectiveness of the presentation and do not detract from its effectiveness	Visuals and/or graphics make the presentation engaging and free from distractions.
Mechanics	Major misspellings, grammatical, punctuation and pronunciation errors throughout. Unacceptable.	Major misspellings, grammatical, punctuation and pronunciation errors in some areas. Acceptable with revisions.	No more than minor misspelled words, grammar, punctuation or pronunciation errors. Adequate for presentation without revision.	No misspelled words, grammar, punctuation or pronunciation errors.
Delivery	Inadequate use of volume and clarity of voice, pronunciation and eye contact to deliver the information. Read directly from notes or visuals for majority of presentation.	Some flaws in use of volume and clarity of voice, pronunciation and eye contact to deliver the information. Strong reliance on notes or visuals.	Presenter used proper volume and clarity of voice, pronunciation and eye contact to deliver the information with some reliance on notes or visuals.	Presenter was able to manipulate volume and clarity of voice, pronunciation and eye contact to engage the audience and effectively deliver the information with only appropriate reliance on notes or visuals.
Overall Evaluation	Major flaws. Inadequate. Do not demonstrate basic principles of presenting.	Some flaws, not ready for actual presentation. Needs further development, improvements.	Strong work. Few, if any flaws. Could be more unique, original and compelling.	Exceptional work. Unique, original, compelling, extremely effective.

Department of Journalism Undergraduate Academic Assessment Plan

College of Journalism and Communications
Contact: Wayne Wanta wwanta@ufl.edu

Mission Statement

The Department of Journalism's mission is to:

- Teach the art and craft of excellent journalism;
- Study journalism and related subjects;
- Foster an appreciation for accuracy, fairness, truth and diversity;
- Develop and cultivate an understanding of the rights, roles and responsibilities of news media professionals and scholars in a democratic society;
- Support the missions of the College of Journalism and Communications and the University of Florida.

The department's mission statement closely mirrors the goals of both the college and the university, as outlined in its mission statement:

College

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

University

It is the mission of the University of Florida to offer broad-based, exclusive public education, leading-edge research and service to the citizens of Florida, the nation and the world. The fusion of these three endeavors stimulates a remarkable intellectual vitality and generates a synthesis that promises to be the university's greatest strength.

The university maintains its dedication to excellent teaching and researching by creating a strong and flexible foundation for higher education in the 21st century. The university welcomes the full exploration of our intellectual boundaries and supports our faculty and students in the creation of new knowledge and the pursuit of new ideas.

Teaching is a fundamental purpose of this university at both the undergraduate and graduate levels. Research and scholarship are integral to the education process and to the expansion of our understanding of the natural world, the intellect and the senses. Service reflects the university's obligation to share the benefits of its research and knowledge for the public good.

Shared Mission

The Department of Journalism is committed to graduate who be leaders in the mass communications industries. Graduates will demonstrate excellent communication and leadership skills. Graduates will identify legal and ethical issues pertaining to the journalism field, as well as the various approaches to solutions to these issues.

Student Learning Outcomes (SLOs)

SLOs for 2012-13:

Students will be able to:

SLO 1=Report and write journalistic quality stories using forms and styles appropriate for the profession.

SLO 2=Identify and describe key elements related to legal issues of the media and the First Amendment

SLO 3=Demonstrate ethical reasoning skills to resolve dilemmas currently faced by journalists.

SLO 4=Demonstrate basic skills in emerging technologies and how those are applied to the practice of journalism and storytelling

SLO 5=Demonstrate critical analysis skills

Assessment Curriculum Map

Curriculum Map for: Journalism

College: Journalism and Communications

Key: Intrduced

Reinforced

Assessed

SLOS	Courses	JOU	JOU	JOU 3101	JOU 3346L	JOU 4201	JOU	MMC
		2005	3109C				4700	4200
#1			I	A: Lab assignment				
#2			I	R				A: Exam
#3			I	R			A: Exam	
#4			I	R	A: Lab assignment			
#5		I	R	R		A: Lab assignment		

Assessment Cycle

Program: Department of Journalism

College: Journalism and Communications

Analysis and Interpretation:

March-April

Improvement Actions:

Completed by December 1

Dissemination:

Completed by January 15

SLOs	Year	10-11	11-12	12-13	13-14	14-15	15-16
#1: Reporting and writing				X	X	X	X
#2: Legal issues				X	X	X	X
# 3: Ethical issues				X	X	X	X
#4:Technologies				X	X	X	X
#5: Critical analysis				X	X	X	X

Note: Data collection for these assessments will begin in the 2012-13 academic year. We did not collect data in prior years.

Methods and Procedures

The following provides an overview of the methods and procedures to be used for assessing the program's student learning outcomes:

SLO 1=Report and write journalistic quality stories using forms and styles appropriate for the profession.

Responsibility = JOU 3101 Reporting.

Assessment: Numerical grade on second-to-last outside story. Common grading system for all labs based on rubric included below.

SLO 2=Identify and describe key elements in legal issues of the media and the First Amendment

Responsibility = MMC 4200 Law of Mass Communication

Assessment: Standard bank of 5 exam questions to be used in all sections.

SLO 3=Demonstrate ethical reasoning skills to resolve dilemmas currently faced by journalists.

Responsibility = JOU 4700 Problems and Ethics in Journalism

Assessment: Essay exam distinguishing between moral relativism and ethical reasoning as applied to current journalism dilemma.

SLO 4=Demonstrate basic skills in emerging technologies and how those are applied to the practice of journalism and storytelling

Responsibility = JOU 3346L Multimedia Reporting

Assessment: Multimedia storytelling, reporting and production. Grade on 1 assignment.

SLO 5=Demonstrate critical analysis skills.

Responsibility = JOU 4201 Editing

Assessment: Bank of 1 story editing assignment to be graded on same grading system in all labs.

SLO Assessment Matrix

2012-2013 Student Learning Outcome	Assessment Method	Measurement Procedure
SLO 1	Rubric	Class project
SLO 2	Rubric	Exam
SLO 3	Rubric	Exam
SLO 4	Rubric	Class Project
SLO 5	Rubric	Class Project

Three SLOs will use one rubric in assessment:

SLO 1=Report and write journalistic quality stories using forms and styles appropriate for the profession.

SLO 4=Demonstrate basic skills in emerging technologies and how those are applied to the practice of journalism and storytelling

SLO 5=Demonstrate critical analysis skills

The rubric below will be used to assess the appropriate assignments related to SLO 1, 4 and 5:

Criteria	Excellent	Proficient	Basic	Inadequate
Accuracy	Free of errors of reason. Adheres to correct spelling, mechanical, syntax, typographical, grammatical and punctuation guidelines.	Free of contextual errors. Adheres to correct spelling, mechanical, syntax, typographical, grammatical and punctuation guidelines.	Free of spelling, mechanical, syntax, typographical, grammatical or punctuation errors. Some use of unnecessary adjectives and adverbs.	Multiple mechanical, syntax, typographical grammatical or punctuation errors. Overuse of unnecessary adjectives and adverbs.
Clarity	Language is concise. Demonstrates problem-solving capabilities. Demonstrates empathy toward the audience.	Language is precise, free of clichés. Demonstrates problem-solving capabilities. Reflects audience understanding.	Structure clearly leads reader to a particular point and action. Demonstrates some problem-solving capabilities. Reflects some audience understanding.	Lacks structure, meaning, a clear argument and call to action. Demonstrates minimal problem-solving capabilities. Reflects limited audience understanding.

Format	Chosen form represents consideration of how strategy, audience and message converge, and understanding of each.	Uses narrative where possible to illustrate key points in manner appropriate to form.	Selects form appropriate to the purpose of the communication.	Unable to determine when or how to use particular forms of writing.
Style	Takes risks and presents ideas that are fresh, writing is visual and compelling, and adheres to the rule of "show, don't tell".	Demonstrates original thought.	Applies what is known about the audience to make decisions about tone, voice and style. Adheres to appropriate style manual.	Tone does not match needs of audience Ideas are stale.

SLO 2=Develop an understanding of legal issues of the media and the First Amendment

SLO 2 is assessed by Standard bank of 5 exam questions to be used in all sections:

Excellent	Proficient	Basic	Inadequate
Answers all questions correctly	Answers 4 questions correctly	Answers 3 of questions and exercises correctly	Answers 2 or fewer of the questions correctly

SLO 3=Demonstrate ethical reasoning skills to resolve dilemmas currently faced by journalists.

The rubric below will be used to assess essay exam in JOU 4700 Problems and Ethics in Journalism

Criteria	Excellent	Proficient	Basic	Inadequate
Truth, honesty and accuracy	<p>Identifies and refutes counter arguments using well-researched data and sound science.</p> <p>Sources are meticulously cited.</p> <p>Intellectual property and copyright laws are carefully followed.</p> <p>Logical structure is properly followed.</p> <p>Clarity exists.</p>	<p>Responds to contradictory arguments citing credible sources.</p> <p>Position is supported by at least two credible sources meticulously cited.</p> <p>Logical structure is properly followed.</p> <p>Clarity exists.</p>	<p>Position is based on facts that are cited from reputable sources.</p> <p>Position presented is factual, and supported by at least one credible source.</p> <p>Sources are meticulously cited or credited, including images and photographs.</p> <p>Does not violate free use or copyright laws.</p> <p>Logical structure is understood.</p> <p>Clarity is weak.</p>	<p>Facts are presented in support of arguments, but not cited or attributed.</p> <p>Factual errors are present.</p> <p>Key names, locations or other details relevant to the subject are misspelled.</p> <p>Logical structure is ignored.</p> <p>Clarity is absent.</p>
Fairness	<p>Position represents values of organization and takes into account the values of key publics.</p>	<p>Product upholds the standards of journalism in terms of representing relevant perspectives.</p> <p>Consequences of position for key points have been considered and addressed.</p>	<p>Opposing perspectives are presented in a dismissive manner and/or not credibly refuted.</p>	<p>Different or counter perspectives not considered or addressed</p>

Indirect Assessments:

Enrollment figures for JOU 3101 Reporting, the prerequisite for most upper-division courses.

Advisory Council feedback: The Department of Journalism Advisory Council visits our college in both the fall and spring semesters. They have several meetings with students both informally during a pizza dinner and more formally during portfolio reviews. They will provide insight into the state of our students.

Awards: Students routinely receive awards in national journalism competitions such as the Hearst Awards. Our students are also competitive in prestigious internships from the Dow Jones Newspaper Fund. These internships require an extensive exam.

Assessment Oversight

Name	Department Affiliation	Email Address	Phone Number
Wayne Wanta	Chair, Journalism, College of Journalism and Communications	wwanta@jou.ufl.edu	352-392-0500
Michael Weigold	Associate Dean for Undergraduate Affairs	mweigold@jou.ufl.edu	352-392-1124

Department of Public Relations Undergraduate Academic Assessment Plan

College of Journalism and Communications
Contact: Juan-Carlos Molleda jmolleda@jou.ufl.edu

Mission Statement

The Department of Public Relations provides exemplary leadership, education and scholarship to advance public relations' unique role and responsibilities to foster organization-public relationships through effective communication and actions in support of a civil society and democratic ideals. The department educates the standard bearers of the profession for an interdependent local and global society.

Through its accomplishments, the Department supports the College of Journalism and Communications' mission to prepare exemplary professional practitioners and scholars for journalism and communications fields and to generate and exchange new knowledge about these fields. The faculty are committed to preparing professionals and scholars to practice and teach in a global society, providing leading research and service while generating and sharing knowledge.

Through its accomplishments, the Department also supports the University of Florida's mission dedicated to the common pursuit of the university's threefold mission: teaching, research and service. These three interlocking elements — teaching, research and scholarship, and service — span all the university's academic disciplines and represent the university's commitment to lead and serve the state of Florida, the nation and the world by pursuing and disseminating new knowledge while building upon the experiences of the past.

Student Learning Outcomes (SLOs)

The student learning outcomes are:

Content
Identify and discuss concepts and theories relevant to effective public relations practice.
Describe the history and role of professionals and institutions in shaping public relations practice.
Display professional ethical principles and exemplify the values of truth, honesty, accuracy, fairness and diversity.
Appropriately apply tools and technologies relevant to public relations practice.
Critical Thinking
Gather information and conduct research for public relations planning and evaluation
Appropriately apply basic numerical and statistical concepts for public relations planning and evaluation.
Creatively and independently analyze public relations problems.
Communication
Write correctly and clearly in forms and styles appropriate for public relations practice.
Select and use images and information for public relations practice.

Assessment Curriculum Map

Curriculum Map for: Department of Public Relations

Program: Bachelor of Science College: Journalism and Communications

Key: **I**ntrouced

Reinforced

Assessed

SLOS	Courses	PUR	PUR	JOU	JOU	PUR	PUR	PUR	PUR
		3000	3500	3109C	3101	3801	4100	4103	4800
Content Knowledge									
#1		I				R			A=Exam
#2		I	R						A=Exam
#3		I			R		A=project		
#4				I			R		A=exam
Critical Thinking									
#5		I	R						A=exam
#6		I	R						A=exam
#7		I				R			A-presentation
Communication									
#8				I	R		A=project		
#9				I			R	A=exam	

Assessment Cycle

All student SLOs will be assessed on a biannual basis. Listed below is a graphical representation of the sequence of evaluation

Program: Department of Advertising

College: Journalism and Communications

Analysis and Interpretation:

May-August

Improvement Actions:

Completed by September 1

Dissemination:

Completed by October 1

SLOS	Courses	12-13	13-14	14-15	15-16
		Content Knowledge			
#1			X		X
#2		X		X	
#3			X		X
#4		X		X	
Critical Thinking					
#5			X		X
#6		X		X	
#7			X		X
Communication					
#8		X		X	
#9			X		X

Methods and Procedures

SLOs are assessed directly using course-embedded open-ended measures assessed using a rubric, class projects assessed using a rubric, and a course-embedded examination that is objectively scored.

2012-13 Student Learning Outcome	Assessment Method	Measurement Procedure
SLO 1	rubric	exam
SLO 2	rubric	exam
SLO 3	rubric	project
SLO 4	rubric	exam
SLO 5	rubric	exam
SLO 6	rubric	exam
SLO 7	rubric	project
SLO 8	rubric	project
SLO 9	Total score	Exam Scores. Less than 70% of items answered correctly (does not meet standards), 70%-89% answered correctly (meets standards), 90% and higher answered correctly (exceeds standards).

The following is a sample rubric used for a course-embedded assessment.

1. Describe the steps and sequence of the strategic planning process. (SLO 1)

Question	Excellent	Proficient	Basic	Inadequate
1	Can list each of the important phases of the strategic planning process with discussion of how each step leads to the next and demonstrates ability to illustrate each step with concrete examples from current client's situation	Can list each of the phases of the strategic planning process with discussion of how each step leads to the next. Can illustrate most with concrete examples	Can list four major phases, including formative research, setting objectives, strategy and tactics, and evaluation, and some specific steps	Difficulty identifying phases or steps in strategic planning

Assessment Oversight

Name	Department Affiliation	Email Address	Phone Number
Juan-Carlos Molleda	Interim Chair, Public Relations, College of Journalism and Communications	jmolleda@jou.ufl.edu	352-273-1223
Michael Weigold	Associate Dean for Undergraduate Affairs and Academic Assessment Liason	mweigold@jou.ufl.edu	352-392-1124

Department of Telecommunication Undergraduate Academic Assessment Plan

College of Journalism and Communications
Contact: David Ostroff dostroff@jou.ufl.edu

Introduction

The Department of Telecommunication at the University of Florida is one of the country's premiere programs in electronic mass media. In almost anyone's listing of best radio-TV programs our department is listed at or near the top.

Reflecting the organization of electronic media organizations and the profession at large, Telecommunication students can specialize in one of four areas:

Management: This track prepares students for entry-level positions in such areas as sales, research, promotion, audience research, program strategies.

Media & Society: This track prepares students who want a strong foundation in communication skills and are interested in studying media (both traditional and social media) and its effect on society, but don't necessarily aspire to a career focused on print or broadcast journalism, advertising or public relations. This could include students who want strong communication and analytical skills to prepare them for law school, graduate study or who aspire to careers in areas such as sports, health, environment, politics or the corporate world.

News: This track has two specializations: Reporting and Producing. Reporters cover breaking and pre-planned events, and may also serve as anchors. Producers work behind the scenes and are responsible for entire programs, or segments of those programs. Entry into the news sequence is limited, and is based on the results of a competitive writing examination. We currently admit 30 students per semester into the news sequence.

Production: This track prepares students for positions in the creative aspects of electronic media, including writing, directing, producing, and editing. Our focus is on the leadership and management of the production process, rather than equipment operation.

Mission Statement

The Department of Telecommunication supports and aids the College of Journalism and Communications in fulfilling its mission, as adopted by the faculty on October 19, 2011:

Our mission is to prepare exemplary professional practitioners and scholars for journalism and communications fields and to generate and exchange new knowledge about these fields. The College is the home for the world's most respected educators and scholars who advance the value, practice, and understanding of journalism and communications in a democratic society. The faculty are committed to preparing professionals and scholars to practice and teach in a global society, providing leading research and service while generating and sharing knowledge. This supports the university's mission "to lead and serve the state of Florida, the nation and the world by pursuing and disseminating new knowledge while building upon the experiences of the past. The university aspires to advance by strengthening the human condition and improving the quality of life." (from <https://catalog.ufl.edu/ugrad/current/uf-mission/Pages/home.aspx>)

Student Learning Outcomes (SLOs)

Existing SLOs in the 2012-13 undergraduate catalog:

1. Understands concepts and apply theories in the use and presentation of images and information.
2. Understand professional ethical principles and the importance of truth, accuracy, fairness and diversity.
3. Apply the tools and technologies appropriate for the telecommunication professions.
4. Gather information, conduct research and evaluate information by methods appropriate to the telecommunication professions.
5. Think critically, creatively and independently.
6. Communicate correctly and clearly in forms and styles appropriate to the telecommunication professions, audiences and the purposes they serve.

Revised SLOs for the 2013-14 undergraduate catalog:

Content

1. Identify, describe, or apply concepts and theories in the use and presentation of content.
2. Identify, describe, or apply professional ethical principles and the importance of truth, accuracy, fairness and diversity
3. Identify, describe, or apply the tools and technologies appropriate for the telecommunication professions

Critical Thinking

4. Gather information, conduct research and evaluate information by methods appropriate to the telecommunication professions
5. Produce appropriate output that demonstrates creativity and critical thinking either independently or collaboratively.

Communication

6. Communicate effectively in forms and styles appropriate to the telecommunication professions, audiences and the purposes they serve

New/Revised SLOs, 2013-14*	Link to 2012-13* SLOs
Content	
1. Identify, describe, or apply concepts and theories in the use and presentation of content.	1. Understands concepts and apply theories in the use and presentation of images and information.
2. Identify, describe, or apply professional ethical principles and the importance of truth, accuracy, fairness and diversity	2. Understand professional ethical principles and the importance of truth, accuracy, fairness and diversity.
3. Identify, describe, or apply the tools and technologies appropriate for the telecommunication professions	3. Apply the tools and technologies appropriate for the telecommunication professions.
Critical Thinking	
4. Gather information, conduct research and evaluate information by methods appropriate to the telecommunication professions	4. Gather information, conduct research and evaluate information by methods appropriate to the telecommunication professions.
5. Produce appropriate output that demonstrates creativity and critical thinking either independently or collaboratively.	5. Think critically, creatively and independently
Communication	
6. Communicate effectively in forms and styles appropriate to the telecommunication professions, audiences and the purposes they serve	6. Communicate correctly and clearly in forms and styles appropriate to the telecommunication professions, audiences and the purposes they serve.

Assessment Cycle

Program: Telecommunication (CIP 09.0701) College: Journalism and Communications

Analysis and Interpretation: Completed by September 1
 Improvement Actions: Completed by October 15
 Dissemination: Completed by November 15

SLOS	Courses	10-11	11-12	12-13	13-14	14-15	15-16
		Content Knowledge					
#1		√	√		√		√
#2		√		√		√	
#3		√	√		√		√
Critical Thinking							
#4		√		√		√	
#5		√	√		√		√
Communication							
#6		√	√	√	√		√

Methods and Procedures

SLO Assessment Matrix

The SLO Assessment Matrix is new for the 2012-13 Academic Assessment Plans. We have populated the matrix to the extent possible with the information we have available. Please complete the matrix.

Assessment Method - For each SLO, please enter the assessment method you are using – exam (course, internal, or external), project, paper, presentation, performance, etc.

Measurement – list the measurement procedure you use for this outcome. It can be a faculty-developed rubric with the minimum acceptable level identified, an exam score and the minimum passing score, or other measurement. **Required for 2012-13: Include at least one example of a rubric used to assess an SLO.**

SLO Assessment Matrix for 2012-13

2012-13 Student Learning Outcome	Assessment Method	Measurement Procedure
Identify, describe, or apply concepts and theories in the use and presentation of content.	Portfolio; Strategic Plan; Final video project; Final project	Rubric
Identify, describe, or apply professional ethical principles and the importance of truth, accuracy, fairness and diversity.	Final Examination	Exam score
Identify, describe, or apply the tools and technologies appropriate for the telecommunication professions.	Portfolio; Strategic plan; Final video project; Final Project	Rubric
Gather information, conduct research and evaluate information by methods appropriate to the telecommunication professions.	Policy memo	Rubric
Produce appropriate output that demonstrates creativity and critical thinking either independently or collaboratively.	Portfolio; Strategic plan; Final video project; Final Project	Rubric
Communicate effectively in forms and styles appropriate to the telecommunication professions, audiences and the purposes they serve.	Portfolio; Strategic plan; Final video project; Final Project	Rubric

While Telecommunication students learn many common skills, they are displayed in different ways depending on their professional focus. As noted, above, SLOs 2 and 4 are assessed in RTV 4931, Telecommunication Ethics and Problems. This course is taken by all Telecommunication students. Assessment of SLOs 1, 3, 5, and 6 will take place in the most advanced course in the respective sequence: RTV 4800 for Management, RTV 4905 for Media and Society, RTV 3304 or 4302 for News, and RTV 4929c for Production. The Media and Society specialization accepted students for the first time in Fall 2011, and the faculty has begun an evaluation of possible changes in the curriculum.

Students in the Management specialization are assessed upon completion of a written and oral presentation of a strategic plan developed for a client. Students in the Media and Society specialization are assessed based on a written final project tailored to the student's academic and professional goals. Students in the News Specialization are assessed in one of two courses, since they may choose either as their final course. Assessment will be based on a portfolio of two radio or television news stories produced in the course. Students in the Production specialization may focus on one of several genres and formats (such as narrative fiction or documentary). All students must complete a final video project of appropriate length and style for the genre.

Rubric

In evaluating the degree to which a student fulfills the Learning Objective, the Department of Telecommunication faculty will use the following rubric:

Numeric Score	Verbal Description	Criteria
0	Not Present	N/A
1	Poor	Most elements are either missing or are incorrectly demonstrated
2	Satisfactory	Most elements are correctly demonstrated
3	Excellent	All elements are included and correctly demonstrated
4	Outstanding	All elements are included, and demonstrate a mastery

“Elements” refers to the presence of one or more of the following, as appropriate to the genre and medium:

- Properly framed and lit video
- Appropriate use of sound, graphics and/or images
- Editing reflecting appropriate transitions and pacing, and technical proficiency
- Clearly stated script or text
- Accurate information
- Creativity
- Appropriate length
- Consideration of audience characteristics and needs

Indirect Measures

In assessing student learning, the department faculty also relies on several other sources of information:

- Written evaluations by internship supervisors
- Written and oral feedback from department Advisory Council members and other professionals
- College of Journalism and Communications annual exit survey of graduates
- College of Journalism and Communications annual survey of alumni
- The University’s data from SERU survey
- Student awards and performance in national and international competitions, such as Hearst, National Broadcasting Society, Society of Professional Journalists, RTNDA, and the Broadcast Education Association

Assessment Oversight

Department faculty members meet regularly as a whole, or in groups depending on specialization, to discuss and evaluate the results of assessment practices and student progress. Since students may take at least some courses in more than one specialization, most faculty members participate in the process in more than one specialization. Based on these discussions, suggestions may be referred to a department curriculum committee, and then returned to the entire department faculty for a final decision.

Consistent with University procedures and policies, major curriculum changes are referred to a College curriculum committee, which consists of chairs and representatives of each of the undergraduate departments. Again in following procedures and policies, recommendations of the College Curriculum Committee are referred to the College faculty.

Name	Department Affiliation	Email Address	Phone Number
David Ostroff	Chair, Department of Telecommunication	dostroff@jou.ufl.edu	352-392-0463
Sylvia Chan-Olmsted	Department of Telecommunication	chanolmsted@jou.ufl.edu	352-273-1648
Tom Krynski	Department of Telecommunication	tkrynski@wuft.org	352-392-6397
Mark Leeps	Department of Telecommunication	mleeps@wuft.org	352-392-4311
Johanna Cleary	Department of Telecommunication	jcleary@jou.ufl.edu	352-846-0226
Michael Leslie	Department of Telecommunication	mleslie@jou.ufl.edu	352-392-2904
James Babanikos	Department of Telecommunication	jbabanikos@jou.ufl.edu	352-392-6399
Tim Sorel	Department of Telecommunication	tsorel@jou.ufl.edu	352- 392-2849