



CJC Diversity Plan

The following Diversity Plan has been adopted by the College of Journalism and Communications at the University of Florida in accordance with Standard 4 of the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC Standard 4), with modifications based on Fla. Stat. § 1004.06 and Florida Board of Governors Regulation 9.016, as permitted by Standard 4 – “Accreditation site visit teams will apply this standard in compliance with applicable federal and state laws and regulations, as well as the laws of the countries in which non-U.S. intuitions are located.”

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CJC Community Statement

The College of Journalism and Communications embraces a people-centered culture, a welcoming atmosphere and opportunities where all students, faculty and staff can thrive and grow.

The College encourages diversity of experiences, personalities, thought and work styles, and respects the unique strengths and contributions of everyone in our community.

At the CJC, we don’t just respect difference — we celebrate it, we support it and we thrive on it.

It is through this pluralism that we incubate the next generation of leaders and team members who will develop global communications and cross-cultural competencies to serve and thrive in our society.

We are committed to fostering a safe and welcoming environment for all individuals to express their culture and perspectives through the art and science of journalism and communications.

Adopted Fall 2024.

CJC Values

- Dedication to the highest standards of academic excellence in teaching, research and service.
- Commitment to academic freedom and diversity of backgrounds, experience and perspectives
- Embracing shared governance as an operational model
- Preparing students to achieve life goals
- Pursuing a culture of collaboration, cooperation, entrepreneurship and risk-taking
- Commitment to courage, honesty and integrity in professional and academic endeavors

Guiding this work - CJC Community + Culture Committee

The [Community + Culture Committee](#) is comprised of elected and volunteer members of CJC faculty, staff and students. Consistent with the goals and mission of the University, CJC and [ACEJMC Standard 4](#), the Committee exists to help ensure that the College becomes a preeminent institution on matters of community and belonging at all levels of activities – from outreach programs to pre-undergrads, to a pluralistic representation among students in our bachelor’s, master’s and doctoral programs, from the recruitment and retention of world-class faculty and staff, to the content and voices represented on our media properties serving communities in North Florida.

The group works as advocates toward an environment that lives up to the goals stated above.

Community + Culture Mission

- Consistent with Fla. Stat. 1004.06 and BOG Regulation 9.016, ensure CJC is in compliance with Standard 4 of the Accrediting Council on Education in Journalism and Mass Communications.
- Identify challenges to College and University goals in areas including those enumerated in Standard 4: curriculum and teaching; public engagement, immersion venues and programs; career readiness; and student, faculty and staff recruitment. Advocate for the implementation of these recommendations.
- Solicit suggestions from faculty, staff and students regarding programs or strategies and tactics to address an “inclusive climate, free of harassment and all forms of discrimination, in keeping with the acceptable cultural practices of the population it serves, accommodates the needs of those with disabilities, and values the contributions of all forms of diversity. (Standard 4(e))”
- Promote the community values toward building a culture of belonging and engagement in all activities and programs of the College.
- Monitor strategic and institutional effectiveness in achieving our goals in the areas above and help ensure that these efforts undergo ongoing review in a timely manner. The committee will manage the accreditation program’s required “written diversity plan.”

Adopted Fall 2024.

- Make recommendations to the CJC administration and other College departments and committees regarding strategies, tactics and key performance indicators (KPIs).

Community + Culture Members

Co-Chairs

Matt Sheehan — Faculty Co-Chair,
Journalism
Jodi Rhoades — Staff Co-Chair

Student Members

Lee Ann Anderson — Student
representative
Ashley Bernard-Cabrera — Student
representative

Faculty, Staff and Administration Members

Randy Bennett — External Relations

David Barasoain — Innovation News Center

Elizabeth Calienes — Advertising
Pat Ford — Public Relations
Mariano German Coley — Advertising
Katrice Graham — Assistant Dean for
Student Experiences
Joanna Hernandez — Faculty Senate;
Director, Community and Culture;
Journalism
Spiro Kiousis — Executive Associate Dean
Keisha Reynolds — Human Resources
Jieun Shin — Media Production,
Management, and Technology

CJC Diversity Goals, Objectives, Strategies and Tactics

In fall 2023, the CJC faculty and staff adopted the [2028 Strategic Plan](#). Enclosed in this section are portions of the strategic plan that foster and align with creating a culture of belonging, access and engagement. Here we are highlighting the plan's goals, objectives, strategies and tactics that are most relevant to building a community and culture of belonging at CJC.

The College will set up a system to track the progress of each of these goals and report out at least once each year.

Adopted Fall 2024.

2028 Goal 2

Enhance CJC's recruitment and retention of faculty, staff, and students with diverse identities, experiences and perspectives.

Objectives:

O1: Reduce turnover of full-time faculty and staff to 5% or less by 2024.

- Performance Indicators: Annual survey of employees (e.g., climate survey) measuring engagement and job satisfaction with annual reporting of results. CJC HR measurement of turnover rates.
- *Responsible Groups: Dean's Office, Human Resources, Community + Culture leadership and committee.*

O2: By 2024, increase job satisfaction of full-time faculty and staff employees to a level of 9.5 (on 10-point scale) on employee stay survey.

- Performance Indicators: Annual survey of employees measuring engagement and job satisfaction with annual reporting of results.
- *Responsible Groups: Dean's Office, Human Resources*

O4: [sic] Better identify and promote aspects of UF, CJC and Gainesville that would attract a broad range of applicants.

- Performance Indicators: Quantity of and engagement with marketing messages. Post-recruitment survey of applicants gauging their perceptions before and after recruitment process.
- *Responsible Groups: Human Resources, Communication Dept.*

Strategies:

S1: Invest in best practices to retain and advance staff and faculty from groups representing diverse backgrounds, experiences and perspectives

Tactics:

- Identify best practices for recruitment and retention and create a guideline document on best practices.
- Strengthen mentoring.
- Continue to benchmark ourselves.
- Solicit more/better feedback on how to grow.
- Encourage recruitment support.
- Foster an environment to enhance community support from colleagues.
- Retention speed dating with managers.
- Let managers know what resources they have to keep employees
- Train managers on building relationships, and pathways to growth.

Adopted Fall 2024.

- Enhance recognition of staff for their accomplishments and for service beyond their jobs.

S2: Develop new programs and processes to increase recruitment of faculty and staff from groups representing diverse backgrounds, experiences and perspectives.

Tactics:

- Encourage the use of visiting lines
- Incentivize recruitment.
- Encourage faculty and staff to attend conferences and networking events to build relationships.
- Engage alumni for more support (time instead of money).
- Better capitalizing on advisory councils.
- Standardize job posts promotion.

S3: Invest in tactics that will increase the number of students from groups representing diverse backgrounds, experiences and perspectives.

Tactics:

- Invest in more outreach for student recruitment.
- Build a culture of recruitment for all faculty and staff.
- Invest in a recruitment toolkit.
- Incentivize recruitment and service for staff.
 - Quantify and leverage pathways to success: parents, preview, community colleges, conferences.
 - Provide communication and transparency for how we communicate.
- Expand and fund opportunities to engage alumni.
- Establish an alumni liaison position.

2028 Goal 3

Develop an environment that fosters a culture of active participatory and welcoming engagement, collaboration and collegiality.

Objectives:

O1: Create an environment of free speech and free expression without fear and facilitate a culture to build comfort with uncomfortable conversations. Achieve a CJC Net Promoter Score of 60 or higher; 80 percent of tri-annual climate questionnaire responses agree on “feeling welcome when joining CJC (Q24)” and an “environment open to new ideas (Q34)”

Adopted Fall 2024.

- Performance Indicators: Annual net promoter or openness survey of all groups -- improvement or at least stable reports over five-year period from baseline in 2023; trendlines of HR reporting system established in 2022
- *Responsible Groups: Human Resources and Community + Culture Committee*

O2: Build a culture of "One CJC" - Create opportunities to broadly self-identify and create communities among students and peers that aren't solely within our departments. Achieve 75% participation rate in using Belonging project prototypes; 80% of climate questionnaire responses agree on feeling of belonging (2022 benchmark from Q5: 70% agree); allow for student affinity groups.

- Performance Indicators: Metrics from UF's "Belonging" grant project (2023-24) including use of materials and post-project survey; annual climate questionnaire metrics; growth and strong programming for student affinity groups consistent with state law.
- *Responsible Groups: Community + Culture Committee*

O3: Foster an environment of team member growth with career mapping, mentoring and upward trajectory of faculty and non-faculty careers. Assistance to help TEAMS staff grow beyond their duties at hire. Achieve paired mentorship for those who wish one; at least 85% rate of "feeling supported" (2022 benchmark from Q25: 71%) and "opportunity to grow" in tri-annual climate questionnaire (2022 benchmark from Q8: 60%).

- Performance Indicators: Metrics from Faculty Welfare and Development Committee mentorship program; evidence of retention over five-year strategic period; reduction in exit interview reports of having to leave CJC to grow in career.
- *Responsible Groups: Faculty Welfare and Development Committee, Staff Council, Community + Culture Committee, Human Resources*

O4: Prepare/support faculty in their teaching in cross-cultural and international pursuits. Establishment of central teaching resource repository in Canvas; at least 50% growth in five years of international program opportunities.

- Performance Indicators: Canvas repository created; inclusion and expression statements in all CJC syllabi; growth of external opportunities including in Gainesville and abroad.
- *Responsible Groups: Department Chairs, International Committee, Community + Culture Committee.*

Strategies:

S1: Create more space for organic events/opportunities to interact with colleagues, and space for faculty-student collaboration.

Tactics:

- Create social committee to plan faculty (including adjuncts) and staff (including OPS) events
 - Further invest in coffee sessions, lunches, unprogrammed gatherings and food-themed events
- Create events for each CJC major and minor
- Invest in efforts to help colleagues get to know each other, e.g., Show and Tell of what each department is doing, a who's who of faculty and staff, peer-to-peer mentoring
- Improve contact information
- Expand Buddy System
- Create space for online participation

S2: Increase collaboration with and among students.

Tactics:

- Develop an alumni mentoring system, funded mentoring events and "soulmate" groups
- Provide events and opportunities for student-faculty collaboration

S3: Ensure a routinized line of communication so that people feel their input is valued.

Tactics:

- Communicate collaboration opportunities
- Develop quarterly climate and community surveys
- Use SLACK and TEAMS programs to communicate with each other
- Institute evaluations of supervisors and broaden 360 evaluations
- Increase accessibility to all employees (include adjuncts and OPS)

S4: Enhance staff and faculty training to ensure our students are learning emerging skills and optimal opportunities.

Tactics:

- Invite speakers that present to multiple departments
- Establish events to learn about each department and division
- Develop short videos to share tactics and ideas
- Invest in teaching resources
- Increase collaboration between departments
- Develop improved maps and tours of the buildings

Adopted Fall 2024.

2028 Goal 4

Elevate undergraduate and graduate student career preparation, readiness, cross-cultural competency, and competitive standing for evolving professions.

Objectives:

O4: Increase student professional networking opportunities

- Performance Indicators: Mentorship program participation, industry guest speakers, senior showcase, immersion client engagement, career fairs, etc.
- Responsible Groups: OCCP, Career Connection Center, Immersion directors

O5: Add 10 new professional skill development opportunities

- Performance Indicators: Bootcamps, dinner skills, corporate programs, certificate programs, workshops, conference attendance, (should we include agency training, client engagement, department/client leadership roles?)
- *Responsible Groups: Departments, Faculty Senate, Curriculum Committee, OCCP, C3 Career Coach, Immersion directors*

Strategies:

S2: Increase International/Intercultural Immersion

Tactics:

- Virtual Exchanges, collaborating with instructors/classes in other states, countries, or with students that have varied backgrounds, experiences and perspectives
- Require ISP (International Scholars Program) courses
 - Adding CJC courses to ISP
- Syllabus Review
 - Department Chairs
 - Associate Dean for Undergrad Affairs/ Curriculum Committee
 - Digital Measures
 - Train the Trainer
 - OCCP and Knight Division
- International partnerships and internships
- Seed funding for short trips accessible to non-research faculty

Adopted Fall 2024.

Cross-Cultural CJC Curriculum

The CJC faculty is committed to delivering a curriculum that includes cross-culturally competent communication learning outcomes. Our success is monitored and measured by the CJC Curriculum and Teaching Committee, through institutional effectiveness reports and SACSCOC assessment standards.

The college's commitment to diverse perspectives is woven into every department through core courses. The following courses reflect these learning outcomes, both domestically and internationally. Additionally, the unit's curriculum includes instruction on issues and perspectives relating to mass communications across a global society. These courses not only focus on theoretical frameworks but also prepare students for a varied and dynamic media ecosystem, ensuring they are equipped to navigate and contribute to the complexities of today's media landscape.

The college has core courses dealing with cross-cultural competence in every department:

| Department | Course Name |
|------------|--|
| ADV | <ul style="list-style-type: none">● ADV3411 – Multicultural Advertising in the U.S.● ADV4400 – International and Cross-Cultural Advertising● MMC3203: Ethics and Problems in Mass Communications |
| JOU | <ul style="list-style-type: none">● MMC2604 – Media, Cultures and Identity● JOU4930 – Race, Sports, Culture |
| MPMT | <ul style="list-style-type: none">● MMC4302 – World Communication Systems● RTV3411 – Race, Gender, Class, and the Media● RTV4930: Special Topics – Islam and the Media● RTV3432: Ethics and Problems in Telecommunication |
| PR | <ul style="list-style-type: none">● PUR3211 – Diverse Voices● PUR4212 – Diversity, Equity, and Inclusion for Public Relations Professionals● PUR4203: Ethics and Professional Responsibility |

Adopted Fall 2024.

Glossary

The following are definitions of terms in this document, as articulated in ACEJMC [Standard 4](#), with modifications based on Fla. Stat. § 1004.06 and Florida Board of Governors Regulation 9.016 as permitted by the following provision of ACEJMC Standard 4: “Accreditation site visit teams will apply this standard in compliance with applicable federal and state laws and regulations, as well as the laws of the countries in which non-U.S. intuitions are located.”

Diversity – all of the differences that exist within people.

Inclusion – feeling as if a person belongs and is a respected and valued member of the organization; proactive behaviors that make each person feel welcome and a part of an organization.

Equity – process of ensuring fairness and equal opportunity for everyone regardless of identity with the goal of creating opportunity for all to grow, contribute, and develop.

International faculty/staff/students – faculty members or students who hold a temporary visa (non-immigrant) or a permanent visa (immigrant status) to work or study in the unit’s host country.

Cross-Culturally Proficient Communication – communication that enables students to effectively, accurately exchange information that also empowers at both verbal and nonverbal levels with diverse groups.