



SELF-STUDY REPORT

for Accrediting Council on Education
in Journalism and Mass Communications

2018–2024



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PART I: GENERAL INFORMATION

Updated Jan. 29, 2025



Rae O. Weimer Hall

the founding father of the College of Journalism and Communications. In 1949, he came to the University of Florida after 25 years in the newspaper business. Though New York's PM newspaper had no prior teaching experience or even a college the preparation of future professionals. As director of the newly named School of a program's reinvention from a small school with only one classroom, no equipment, highly acclaimed College of Journalism and Communications, where, in 1967, Weimer was active in both the University and his community. He founded the television provide educational programming to the Gainesville area and, in 1985, received the Gainesville Sun's Community Service Award.

m and Communications moved into the \$6.3 million building known as Weimer Hall in Alvin G. Flanagan Telecommunication Wing was added in 1990. It houses four working stations, two television stations, a 110-seat library, research facilities, a 250-seat auditorium stations spread over 125,000 square feet. Located in the heart of the University of Florida's all honors Rae O. Weimer's significant contributions to the College, the University, the community and the state.

PART I: 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 digital copy of this updated section to team members when they arrive on campus. The updated responses will 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 after the original self-study report is 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: 2025

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

- ☐ Higher Learning Commission
- ☐ Middle States Association of Colleges and Schools
- ☐ New England Association of Schools and Colleges
- ☐ Northwest Association of Schools and Colleges
- ☒ Southern Association of Colleges and Schools
- ☐ Western Association of Schools and Colleges

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

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

- ☐ Private
- ☒ Public
- ☐ Other (specify)

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

The University of 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.

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 28–31, 2018

5. When was the unit or sequences within the unit first accredited by ACEJMC? 1950

6. Insert here the undergraduate mission statement and the separate mission statement for the graduate program. Statements should give the date of adoption and/or last revision.

Below is the mission statement for the College of Journalism and Communications originally adopted in spring 2017 and reaffirmed in fall 2023.

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.

7. What are the type and length of terms?

Number of weeks in a semester: 16

Number of weeks in summer sessions: Sessions of 6 and 12 weeks

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

☒ Bachelor's degree

☒ Master's degree

☒ Ph.D. degree

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, Agency track, on campus only

B.S. Advertising, Persuasion track, on campus and online

B.S. Journalism, Journalism track, on campus only

B.S. Journalism, Sports and Media Track, on campus and online

B.S. Public Relations Corporate Communications Track, on campus and online

B.S. Public Relations Public Interest Communication Track, on campus and online

B.S. Media Production, Management, and Technology Digital Film and TV Production Track, on campus only

B.S. Media Production, Management, and Technology Management and Strategy Track, on campus only

B.S. Media Production, Management, and Technology Media and Society Track, on campus and online

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

Prior to 2023, all CJC students were required to complete 52 credits of CJC courses and 72 credits of non-CJC courses, totaling 124 credits required for graduation. The College changed those requirements in 2023 to 120 credits required for graduation, with the number of CJC and non-CJC credits varying by major.

Undergraduate Degree	Core	Prof. Electives	Total CJC Credits	Non-CJC Credits	Total Credits
Advertising: Agency	39	12	51	69	120
Advertising: Persuasive	36	16	52	68	120
Journalism	39	13	52	68	120
Journalism: Sports/Media	38	14	52	68	120
Public Relations	33	19	52	68	120
PR: Public Interest	33	19	52	68	120
PR: Corporate	33	19	52	68	120
MPMT: Management	46	5	51	69	120
MPMT: Digital TV/Prod.	39	12	51	69	120
MPMT: Media and Society	43	8	51	69	120

The minimum full-time load for undergraduate students per semester is 12 credits, including Summer term. Postbaccalaureate students are considered undergraduates. Students with disabilities may be eligible for a reduced course load accommodation. This accommodation allows students full-time status at 11 credits or below.

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 2023–2024 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 in most of the CJC majors. Any internship credit beyond the six, such as through the Honors office, will not count toward a student’s 120-credit total needed for the degree.”

12. List each professional journalism or mass communications sequence or specialty offered in the undergraduate program and give the name of the person in charge. Add lines as needed.

Name of Sequence or Specialty	Person in Charge
Department of Advertising	Huan Chen, Chair
Department of Journalism	Ted Spiker, Chair
Department of Media Production, Management, and Technology	Roxane Coche, Chair
Department of Public Relations	Myiah Hutchens, Chair

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

A total of 44,766 undergraduate students were enrolled in the University of Florida (as of Fall 2023) and 2,434 undergraduate students were enrolled in the UF College of Journalism and Communications (as of Spring 2025).

14. Number of undergraduate majors in the accredited unit, by sequence. (If the unit has pre-major students, list them as a single total). Give the semester and academic year represented. Add lines as needed.

Name of Sequence or Specialty	Undergraduate Majors (Spring 2025)	Undergraduate Majors (Fall 2024)
Advertising Total	724	690
Agency Track	326	310
Persuasive Messaging Track	398	380
Journalism Total	539	561
Journalism Track	290	298
Journalism Sports and Media Track	249	263
Media Production, Management, and Technology Total	531	530
Production Track	244	266
Media & Society Track	176	159
Management Track	102	104
No Track	9	1

Public Relations*	640	606
Public Relations	575	550
Corporate Track	26	24
Public Interest Track	39	32

*PR Corporate and Public Interest Communications tracks launched in Spring 2024 and did not have majors in that semester.

15. Give the number of graduate students enrolled on-site:

The College is not pursuing re-accreditation of its graduate programs at this time.

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. Submit two semesters with the self-study and update the list as needed for spring 2025 visits.

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.)

ADVERTISING FALL 2024			
Course	Title	Class Section	Enrollment
ADV3943	The Agency	486B	21
ADV3943	The Agency	486C	19
ADV4101	Copy and Visualization	0618	16
ADV4101	Copy and Visualization	4A20	16
ADV4710	Advertising Portfolio I	1953	10
ADV4800	Advertising Campaign	564	13
ADV4950	Advertising Portfolio II	133	2
ADV4951	Advertising Portfolio III	C50L	4

ADVERTISING SPRING 2025			
Course	Title	Class Section	Enrollment
ADV3943	The Agency	128	48
ADV3943	The Agency	128B	3

ADV3943	The Agency	UFO1	1
ADV4101	Copy and Visualization	1H05	8
ADV4101	Copy and Visualization	1H06	6
ADV4101	Copy and Visualization	1H07	15
ADV4710	Advertising Portfolio I	722	11
ADV4800	Advertising Campaign	08D8	16
ADV4800	Advertising Campaign	1207	18
ADV4800	Advertising Campaign	3416	13
ADV4800	Advertising Campaign	1208	15
ADV4801	Sports Adv Campaigns	35B2	6
ADV4950	Advertising Portfolio II	MGC2	5
ADV4951	Advertising Portfolio III	S2J4	2

JOURNALISM FALL 2024			
Course	Title	Class Section	Enrollment
JOU3101	Reporting	07A0	20
JOU3101	Reporting	191D	17
JOU3101	Reporting	4977	19
JOU3101	Reporting	4980	15
JOU3101	Reporting	4995	12
JOU3101	Reporting	5016	9
JOU3101	Reporting	5022	10
JOU3101	Reporting	ONL1	17
JOU3101	Reporting	5025	11
JOU3213	Design	192D	6
JOU3305	Data Journalism	18DC	10
JOU3346L	Multimedia Reporting	1916	13
JOU3346L	Multimedia Reporting	192C	3
JOU3346L	Multimedia Reporting	192G	18
JOU3346L	Multimedia Reporting	192H	20
JOU3363	Intro Comm Web Apps	07D7	15
JOU3601	Photographic Journalism	2930	12

JOU4201	News Center Practicum	1C11	37
JOU4201	News Center Practicum	1C12	3
JOU4201	News Center Practicum	ESP2	14
JOU4201	News Center Practicum	ESP3	1
JOU4201	News Center Practicum	ESPF	6
JOU4201	News Center Practicum	ESPG	23
JOU4201	News Center Practicum	ESPN	15
JOU4201	News Center Practicum	ESPS	17
JOU4201	News Center Practicum	ESSO	10
JOU4201	News Center Practicum	LEDE	4
JOU4201	News Center Practicum	GTPD	10
JOU4201	News Center Practicum	REPT	8
JOU4201	News Center Practicum	STBY	9
JOU4201	News Center Practicum	RADI	12
JOU4201	News Center Practicum	METS	5
JOU4201	News Center Practicum	GGD1	8
JOU4201	News Center Practicum	INCJ	5
JOU4308	Mag and Feature Writing	1336	14
JOU4308	Mag and Feature Writing	3741	6
JOU4311	Narrative Nonfiction Writ	17C2	3
JOU4313C	Sports Reporting	3H76	16
JOU4313C	Sports Reporting	SR03	15
JOU4314	Environmntl Journalism	EJ01	11
JOU4318	Sports Data Journalism	SPDJ	10
JOU4447C	Applied Magazines	ATR1	10
JOU4604	Advanced Photo Jou 1	5059	2
JOU4930	Special Study	INTV	7
JOU4930	Special Study	TVS1	6
JOU4930	Special Study	047E	14
JOU4930	Special Study	048A	7
JOU4930	Special Study	1G89	5
JOU4930	Special Study	BN01	5

JOU4941	Fresh Take Florida	FTF1	8
JOU4950	Applied Journalism	4E65	20
JOU4950	Applied Journalism	HMM2	6
JOU4951	Noticias	ANOT	12
RTV3303	Audio News Rprting	4487	5
RTV3632	Brdcst News Prdcing	0980	5
RTV4301	TV News Reporting	5196	9
RTV4681	Adv TV News Reporting	06C9	11
RTV4684	Advd Brdcst News Prdg	14BB	3

JOURNALISM SPRING 2025			
Course	Title	Class Section	Enrollment
JOU3101	Reporting	08FE	18
JOU3101	Reporting	08FF	20
JOU3101	Reporting	1993	19
JOU3101	Reporting	1G48	18
JOU3101	Reporting	2285	17
JOU3101	Reporting	2653	20
JOU3101	Reporting	2655	20
JOU3101	Reporting	2657	20
JOU3101	Reporting	26C1	20
JOU3121	DataViz and Mapping	DVIZ	7
JOU3202	Editing and Coaching	EDIT	20
JOU3346L	Multimedia Reporting	2F11	14
JOU3346L	Multimedia Reporting	3G01	6
JOU3346L	Multimedia Reporting	3G02	20
JOU3346L	Multimedia Reporting	MMR4	4
JOU3601	Photographic Journalism	PJ01	15
JOU4111	Advanced Reporting	AR01	7
JOU4201	News Center Practicum	TVAN	39
JOU4201	News Center Practicum	ESIN	19
JOU4201	News Center Practicum	ESG1	21
JOU4201	News Center Practicum	ESG2	16

JOU4201	News Center Practicum	ESG3	2
JOU4201	News Center Practicum	ESGS	9
JOU4201	News Center Practicum	ESGF	6
JOU4201	News Center Practicum	SPTV	16
JOU4201	News Center Practicum	PHTO	9
JOU4201	News Center Practicum	ESPS	10
JOU4201	News Center Practicum	INCA	3
JOU4201	News Center Practicum	INCB	2
JOU4201	News Center Practicum	RR02	5
JOU4201	News Center Practicum	STPN	12
JOU4201	News Center Practicum	MTGY	5
JOU4201	News Center Practicum	SENT	4
JOU4214	Adv Design	ADVD	6
JOU4304	Science Journalism	SW01	5
JOU4306	Adv Data Journalism	ADV1	9
JOU4308	Mag and Feature Writing	1B18	3
JOU4308	Mag and Feature Writing	FEA3	13
JOU4311	Narrative Nonfiction Writ	NNF	1
JOU4313C	Sports Reporting	5129	17
JOU4313C	Sports Reporting	SPR2	15
JOU4364	Adv Web Apps	2F03	8
JOU4447C	Applied Magazines	OB02	7
JOU4604	Advanced Photo Jou 1	3G48	9
JOU4930	Special Study	MJ01	17
JOU4930	Special Study	ADEJ	12
JOU4930	Special Study	TVSP	5
JOU4930	Special Study	ARZ1	13
JOU4930	Special Study	BRKG	7
JOU4930	Special Study	INFL	12
JOU4941	Fresh Take Florida	FTF1	8
JOU4950	Applied Journalism	3G04	27
JOU4950	Applied Journalism	AJ0N	5
JOU4951	Noticias	NOT1	8

JOU4951	Noticias	NOTI	13
RTV3303	Audio News Rprting	4487	13
RTV3304	Adv Audio Storyteling	5101	3
RTV3632	Brdcst News Prdcing	2520	5
RTV4301	TV News Reporting	4311	11
RTV4681	Adv TV News Reporting	4343	4
RTV4684	Advd Brdcst News Prdg	14BB	3

PUBLIC RELATIONS FALL 2024

Course	Title	Class Section	Enrollment
PUR4100	Public Relations Writing	13EG	19
PUR4100	Public Relations Writing	292B	19
PUR4100	Public Relations Writing	13EF	19
PUR4100	Public Relations Writing	4072	20
PUR4800	Pub Rela Campaigns	NALL	18
PUR4800	Pub Rela Campaigns	18AD	18
PUR4802	PIC Campaigns	4802	1

PUBLIC RELATIONS SPRING 2025

Course	Title	Class Section	Enrollment
PUR4100	Public Relations Writing	1557	10
PUR4100	Public Relations Writing	1A88	10
PUR4100	Public Relations Writing	1558	18
PUR4100	Public Relations Writing	4030	14
PUR4800	Pub Rela Campaigns	1545	24
PUR4800	Pub Rela Campaigns	2331	27
PUR4800	Pub Rela Campaigns	2332	24
PUR4800	Pub Rela Campaigns	26HG	24
PUR4800	Pub Rela Campaigns (this is Bateman students only)	BTMN	6
PUR4802	PIC Campaigns	BRAD	9

MPMT FALL 2024			
Course	Title	Class Section	Enrollment
RTV2100	Writing Electron Media	KCOL	20
RTV2100	Writing Electron Media	EMA1	20
RTV2100	Writing Electron Media	EMA2	20
RTV2100	Writing Electron Media	GDAV	19
RTV3101	Advd Writ Elect Media	DLE2	18
RTV3101	Advd Writ Elect Media	BVOL	20
RTV3101	Advd Writ Elect Media	DLE1	15
RTV3320	Electronic Field Prod	IZA1	18
RTV3320	Electronic Field Prod	IZA2	20
RTV3502C	Fund Sports Prod	GTH1	17
RTV3502C	Fund Sports Prod	GTH2	19
RTV3511	Funda of Production	HWE3	13
RTV3511	Funda of Production	HWE4	14
RTV3511	Funda of Production	HWE1	10
RTV3511	Funda of Production	HWE2	15
RTV3516	Electronic Field Production 2	JHEA	16
RTV3516	Electronic Field Production 2	BSH2	19
RTV3516	Electronic Field Production 2	HWEL	5
RTV3516	Electronic Field Production 2	JHEA	16
RTV3516	Electronic Field Production 2	IZAW	16
RTV3945	Elec Media Practicum	CLAS	2
RTV3945	Elec Media Practicum	KNIG	11
RTV3945	Elec Media Practicum	GHQ1	13
RTV3945	Elec Media Practicum	LSPP	10
RTV3945	Elec Media Practicum	KNUF	4
RTV3945	Elec Media Practicum	BARA	2
RTV3945	Elec Media Practicum	FILM	34
RTV3945	Elec Media Practicum	WUFT	17
RTV4929C	Sr. Adv Prod Wkshp	TSOR	17

RTV4929C	Sr. Adv Prod Wkshp	HWEL	15
RTV4929C	Sr. Adv Prod Wkshp	IZAW	15
RTV4929C	Sr. Adv Prod Wkshp	JBAB	15
RTV4929C	Sr. Adv Prod Wkshp	TSOR	15
RTV4930	Special Study	SSN1	9
RTV4930	Special Study	INT2	12
RTV4930	Special Study	SECF	5
RTV4930	Special Study	DAVI	20
RTV4930	Special Study	IZAW	18
RTV4930	Special Study	SECF	2
RTV4930	Special Study	FOW	5
RTV4930	Special Study	AGEN	15
RTV4930	Special Study	SSN1	4
RTV4959C	Sports Capstone	EEST	10
RTV4959C	Sports Capstone	INT1	12

MPMT SPRING 2025			
Course	Title	Class Section	Enrollment
RTV2100	Writing Electron Media	EMA2	17
RTV2100	Writing Electron Media	EMA1	20
RTV2100	Writing Electron Media	KCOL	20
RTV3101	Advd Writ Elect Media	BVOL	20
RTV3101	Advd Writ Elect Media	DLE2	17
RTV3101	Advd Writ Elect Media	DLE1	15
RTV3320	Electronic Field Prod	JHE1	20
RTV3320	Electronic Field Prod	JHE2	20
RTV3502C	Fund Sports Prod	GTH1	17
RTV3502C	Fund Sports Prod	GTH2	17
RTV3511	Funda of Production	HWE4	15
RTV3511	Funda of Production	HWE1	14
RTV3511	Funda of Production	HWE2	15
RTV3511	Funda of Production	HWE3	10

RTV3516	Electronic Field Production 2	HWEL	7
RTV3516	Electronic Field Production 2	BSH1	16
RTV3516	Electronic Field Production 2	ALAR	16
RTV3516	Electronic Field Production 2	BSH2	16
RTV3945	Elec Media Practicum	CLAS	4
RTV3945	Elec Media Practicum	GHQ1	14
RTV3945	Elec Media Practicum	GHQ2	5
RTV3945	Elec Media Practicum	KNIG	14
RTV3945	Elec Media Practicum	LSPP	10
RTV3945	Elec Media Practicum	FILM	41
RTV3945	Elec Media Practicum	BARA	3
RTV3945	Elec Media Practicum	TNP3	5
RTV3945	Elec Media Practicum	WEAT	8
RTV3945	Elec Media Practicum	WUFT	13
RTV4800	Media Mgmt & Strat	KFOW	20
RTV4929C	Sr. Adv Prod Wkshp	TSOR	15
RTV4929C	Sr. Adv Prod Wkshp	HWEL	10
RTV4929C	Sr. Adv Prod Wkshp	IZBS	13
RTV4929C	Sr. Adv Prod Wkshp	JBAB	16
RTV4930	Special Study	KFO1	6
RTV4930	Special Study	SSN1	6
RTV4930	Special Study	GDAV	8
RTV4930	Special Study	FOW	2
RTV4930	Special Study	GTHO	7
RTV4930	Special Study	SECF	2
RTV4930	Special Study	SSN1	4
RTV4959C	Sports Capstone	EEST	11
RTV4959C	Sports Capstone	RHUN	20
MMC3260	Communications on the Internet	GRIT	5

ONLINE-ONLY SKILLS COURSES

ADVERTISING FALL 2024 (Online)			
Course	Title	Class Section	Enrollment
ADV3920C	Advertising Workshop	UFO1	2
ADV4101	Copy and Visualization	8884	16
ADVERTISING SPRING 2025 (Online)			
Course	Title	Class Section	Enrollment
ADV3943	The Agency	UFO1	1
ADV4101	Copy and Visualization	1H08	28
ADV4101	Copy and Visualization	UFO1	9
JOURNALISM FALL 2024 (Online)			
Course	Title	Class Section	Enrollment
JOU3101	Reporting	03D4	16
JOU3101	Reporting	07AH	18
JOU3346L	Multimedia Reporting	MM04	6
JOU4201	News Center Practicum	UFO2	6
JOU4201	News Center Practicum	UFOE	16
JOU4313C	Sports Reporting	SR02	4
JOURNALISM SPRING 2025 (Online)			
JOU3101	Reporting	34EB	17
JOU3101	Reporting	34EC	16
JOU3346L	Multimedia Reporting	MMR5	5
JOU4201	News Center Practicum	UFOI	16
JOU4201	News Center Practicum	UFO2	7
JOU4313C	Sports Reporting	SP02	5
PUBLIC RELATIONS FALL 2024 (Online)			
Course	Title	Class Section	Enrollment
PUR4100	Public Relations Writing	OUFO	12
PUR4800	Pub Rel Campaigns	1UFO	10

PUBLIC RELATIONS SPRING 2025 (Online)			
Course	Title	Class Section	Enrollment
PUR4100	Public Relations Writing	OUFO	10
PUR4800	Pub Rel Campaigns	OUFO	13
MPMT FALL 2024 (Online)			
Course	Title	Class Section	Enrollment
RTV4930	Special Study	UFO1	1
MPMT SPRING 2025 (Online)			
RTV2100	Writing Electron Media	UFO1	19
RTV2100	Writing Electron Media	UFO2	19
RTV3502C	Fund Sports Prod	UFO1	12
RTV3945	Elec Media Practicum	UFO1	3
RTV4959C	Sports Capstone	UFO1	4
MMC3260	Communications on the Internet	UFO1	10

1JOU4201 are immersion sections—one TV anchor and one sports. The classes meet in shifts so small groups get individualized attention on their work.

2RTV3945 is an immersion experience for which students never meet as a full class. These 22 students interned for the College's radio stations.

17. Total expenditures planned by the unit for the 2024–2025 academic year: \$40,095,961

Give percentage increase or decrease in three years: +3.3%

Amount expected to be spent this year on full-time faculty salaries: \$12,192,140 (includes dean's salary). Full-time staff expenditures expected: \$9,783,685.

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.

SPRING 2025 (Total: 84 faculty members)**PROFESSORS (15 faculty members)**

Babanikos, James
 Bambauer, Jane
 Brown, Hub
 DiStaso, Marcia
 Kelleher, Tom
 Kioussis, Spiro
 McAdams, Melinda Jeanne
 McNealy, Jasmine E

Men, Linjuan Rita
 Morton Padovano, Cynthia R
 Nah, Seungahn
 Ostroff, David Howard
 Sorel, Timothy
 Spiker, Ted
 Walsh-Childers, Kimberly B

ASSOCIATE PROFESSORS (17 faculty members)

Camaj, Lindita
 Chen, Huan
 Coche, Roxane
 Dalisay, Francis
 Feng, Yang
 Goodman, Robyn
 Hmielowski, Jay
 Hutchens, Myiah
 Johnson, Benjamin

Lee, Yu-Hao
 Leslie, Michael
 Lewis, Norman Paul
 Liu, Wenlin
 Tripp, Bernell E
 Waddell, Thomas F
 Windels, Kasey Farris (on sabbatical for 2024-2025)
 Xu, Kun

ASSISTANT PROFESSORS (13 faculty members)

Buckley, Christen
 Bullock, Olivia
 Chu, Haoran
 Fernandes, Juliana D
 Frazer, Rebecca Danielle
 Grant, Rachel L
 Ham, Jeongmin

Haywood, Antoine
 Liu, Jiawei
 Moon, Won Ki
 Shin, Jieun
 Sun, Yuan
 Wang, Jinping

CLINICAL PROFESSOR (2 faculty members)

Bradbery, Angela
 Christiano, Ann

ASSOCIATE IN (5 faculty members)

Barasoain, Dave
 Alexandrino Borges, Dania
 Magoc, Ethan F
 Jeremy St. Louis
 Whitman, Kalisha

ASSISTANT IN (4 faculty members)

Abramson, Matthew D
 Coleman, Tywanna Alicia
 Leeps, Mark O
 Pemberton, Kenneth A

MASTER LECTURER (1 faculty member)

Foley, Michael

SENIOR LECTURER (13 faculty members)

Asorey, Natalie
 Barnett, Cynthia
 Bridis, Theodore W
 Calienes Lay, Elizabeth C
 Esterline, Eric
 Hernandez, Joanna
 Hove, Harrison

Lowe, Herbert
 Nall, Mickey Glen
 Selepak, Andrew G
 Sheehan, Matt
 Wells, Houston A
 Zawahry, Iman Kamal

LECTURER (9 faculty members)

Bucan, Christine
 Ford, Patrick
 German-Coley, Mariano
 Henry, Jonelle
 Hunt, Ryan J

Judin, Robert P
 Kember, Santiago
 Thompson, Geoffrey
 Windels, Daniel M

VISITING LECTURER (5 faculty members)

Dean, Daron
 Fowler, Kimberly
 Meyer, Brandon P
 Shenk, Brandon Martin
 Williams, Carlina

19. List names of part-time/adjunct faculty teaching at least one course in Fall 2023. Also list names of part-time faculty teaching spring 2024. (If your school has its accreditation visit in spring 2025, also provide the spring 2024 adjunct list in the updated information.)

FALL 2024 (175 total)

Zachary, Abolverdi	Darlana, Cunha
Yewande O., Addie	Nicole, Dahmen
Kyle, Allison	Gregory, Davis
Kathryn, Allred	Tishawna, Dawson
Haytham, Al-Rabeah	Stanley, Dezer
Ryan Jon, Anderson	Athanasios, Dimadis
Hank, Astengo	Robert, Dodge
Alex, Avelino	Aurora, Dominguez
Ian, Bailey	Judy, Donohue
Frank, Barnas	Karen, Dooley
Jack, Barry	Kristi, Dosh
Aqsa, Bashir	Timothy, Drachlis
James, Bates	Matt, Duffy
Ethan, Bauer	Karla, Dugan
Meredith, Bauer	Bridget, Dunbar
Katie, Bentley	Robert, Engle
Brian, Binder	Maria, Esterline
Gregg, Birnbaum	Allison, Faircloth
April, Biss	Amanda, Felbab
Kelly, Bjorklund	Arnold, Feliciano
Jessica, Blair	JaKera Lakise, Felton
Kristin, Blitch	Michael, Ferrigno
Heather Van, Blokland	Alexis Noelle, Fitzsimmons
Nicole, Bodlak	Andy, Ford
Megan, Borowski	Indee, Freas
Jennifer, Braddock	Karen, Freberg
Vicki, Bradley	Pam, Fultz
Mato, Brautovic	Thomas, Garvey
Bridget, Braxton	Ana, Goni-Lissan
Justin, Brown	Bridget, Grogan
Maria Fernando, Camacho	Brittany, Grubbs
Dave, Carlson	Kelly, Gudahl
Eric, Castillo	Lilliana, Guevara-Castro
Sara E. Ganim, Cevallos	Robyn, Hankerson-Printemps
Matt, Charles	Derrick, Harmon
Lawrence, Clark	Seth, Harp
Jean Magri, Clary	Jonathan, Heffelfinger
Gladys, Cleland	Lauri Ann, Hennessey
Janet, Coats	Jillaine, Henry
Matthew, Cretul	Dana, Hill

Carolyn Lagoe, Hinton
 Rick, Holberg
 Natalie Van, Hoose
 Lisa, Hope
 Robert, Hughes
 Francis Lainey, Johnson
 Liudmila, Khalitova
 Hyojin, Kim
 Heidi, Kirby
 Joe, Klimavich
 David, Kofahl
 Evan, Kropp
 Lawrence, Krutchik
 Rena, Langley
 Liandra, Larsen
 Alyson, Larson
 Ophir, Leheavy
 Joanne, Leoni
 Daliso, Leslie
 Joe, LoCicero
 Ronnie, Lovler
 Ben, Lynn
 Megan, Mallicoat
 Yana, Manyuk
 Jessica, Marsh
 Celeste, Martinez
 Raymond, Martinez
 Renee, Martin-Kratzer
 Debra Anne, Mason
 Kelsi, Matwick
 Keri, Matwick
 Gordon, Mayer
 Gisele, McAuliffe
 Steven, McClain
 Thomas, McCloskey
 Katrice, McIntosh
 Tod, Meisner
 Sunita, Menon
 Ajia, Meux
 Holly, Michael
 Blakeley, Miller
 Pablo, Miro
 Alecia, Monteiro
 Ashley, Moore
 Carol, Morgan
 Ashira, Morris
 Kris, Murphy

Joseph Florido, Newman
 Thomas, Nolen
 Cheryl, Oberlin
 Patrick, O'Keefe
 Robert, Padovano
 Kara, Page
 Joseph, Panzarella
 Sarah, Papadelias
 Jacqueline Ann, Price
 Glenn, Rickard
 Michael, Ridaught
 Gary, Ritzenthaler
 Tiffany, Robbert
 Jim, Ross
 Melanie, Ross
 Joseph , Rucker
 Ryan, Rucker
 Bryan, Ruiz
 Brittani, Sahm
 Juan, Segui
 Amar, Shah
 Summer, Shelton
 Kathleen Van, Sickler
 Michael Van, Sickler
 Nila, Simon
 Chad, Skelton
 Scott, Snyder
 Leticia, Solaun
 Cindy, Spence
 Stacy, Spencer
 Jeffrey, Stevens
 Michael, Stone
 Tyrone, Stude
 William, Stump
 Frank, Sutura
 Deborah, Treise
 Kevin Van, Valkenburgh
 Efren, Vasquez
 Flavia Jeolas Cardoso, Vigio
 Austin, Vining
 Meisha, Wade
 Kelly, Wagner
 Sasha Matar, Waked
 Lee, Warrick
 Layne, Weitzel
 Ashleigh K., White
 Robbie, Woliver

Dan, Yesenosky

SPRING 2025 (149 total)

Abolverdi, Zachary
 Addie, Yewande O.
 Aliche, Obianuju
 Allred, Kathryn
 Al-Rabeah, Haytham
 Anderson, Jon
 Anderson, Ryan
 Andriollo, Gabriel Leonardo
 Astengo, Hank
 Avelino, Alex
 Bailey, Ian
 Barnas, Frank
 Bashir, Aqsa
 Bates, James
 Bauer, Ethan
 Bauer, Meredith
 Bentley, Katie
 Binder, Brian
 Birnbaum, Gregg
 Biss, April
 Bjorklund, Kelly
 Blair, Jessica
 Blitch, Kristin
 Bolen, Allicia
 Borowski, Megan
 Braddock, Jennifer
 Bradley, Vicki
 Brown, Justin
 Burchfield, Rachel
 Caballero, Patricia
 Camacho, Maria Fernando
 Carlson, Dave
 Castillo, Eric
 Cevallos, Sara E. Ganim
 Charles, Matt
 Dahmen, Nicole
 Davis, Gregory
 Dawson, Tishawna
 Dimadis, Athanasios
 Dodge, Robert
 Donohue, Judy
 Dooley, Karen
 Dosh, Kristi

Duerson, Adam
 Duffy, Matt
 Dugan, Karla
 Eisenberg, Adam
 Engle, Robert
 Esterline, Maria
 Evans, Victor
 Faircloth, Allison
 Felbab, Amanda
 Feliciano, Arnold
 Felton, JaKera Lakise
 Ferrigno, Michael
 Fleming, Brianne
 Ford, Andy
 Freas, Indee
 Freberg, Karen
 Fultz, Pam
 Garvey, Thomas
 Gasson, Eva
 Gibbons, Lori
 Goni-Lessan, Ana
 Grogan, Bridget
 Guevara-Castro, Lillian
 Hankerson-Printemps, Robyn
 Harmon, Derrick
 Harp, Seth
 Harrison, Gregory
 Hawrysh, Fred
 Heffelfinger, Jonathan
 Hinton, Carolyn
 Holberg, Rick
 Hoose, Natalie Van
 Hope, Lisa
 Hughes, Robert
 Jones, Paula
 Kearney, Megan
 Kim, Hyojin
 Kirby, Heidi
 Knowles, Krystel
 Kofahl, David
 Kropp, Evan
 Krutchik, Lawrence
 Larsen, Liandra

Larson, Alyson
 Leheavy, Ophir
 Leslie, Daliso
 Lynn, Benjamin
 Mallicoat, Megan
 Marsh, Jessica
 Martin-Kratzer, Renee
 Matwick, Kelsi
 Matwick, Keri
 McClain, Steven
 McCloskey, Thomas
 Meisner, Tod
 Michael, Holly
 Monteiro, Alecia
 Morris, Ashira
 Murphy, Kris
 Nolen, Thomas
 Oberlin, Cheryl
 O'Keefe, Patrick
 Padovano, Robert
 Page, Kara
 Panzarella, Joseph
 Papadelias, Sarah
 Peltó, Jonathan
 Ridaught, Michael
 Ritzenthaler, Gary
 Robbert, Tiffany
 Ross, Jim
 Ross, Melanie
 Rucker, Joseph
 Rucker, Ryan
 Ruiz, Bryan
 Sahm, Brittani

Segui, Juan
 Shelton, Summer
 Sickler, Kathleen Van
 Sickler, Michael Van
 Simon, Nil Do
 Sjuts, Megan
 Skye Katz, Alisha
 Smith, Melodi
 Snyder, Scott
 Solaun, Leticia Maria
 Spence, Cindy
 Spencer, Stacy
 Stevens, Jeffrey
 Stone, Michael
 Stude, Tyrone
 Stump, William
 Sutera, Frank
 Valkenburgh, Kevin Van
 Vasquez, Efen
 Vigio, Flavia Jeolas Cardoso
 Vining, Austin
 Waked, Sasha Matar
 Walker, Ryan
 Warrick, Lee
 Wax, Samantha
 White, Ashleigh
 Woliver, Robbie
 Wood, Tristan
 Yesenosky, Dan
 York, Dustin

UF ONLINE INSTRUCTORS (52 total)

Abolverdi, Zachary A
 Bailey, Ian Wyndham
 Bashir, Aqsa
 Beelaerts Van Blokland, Heather
 Bodlak, Nicole Lynn
 Borowski, Megan Lynn
 Braddock, Jennifer J
 Brautovic, Mato
 Brown, Justin Scott

Clary, Jean Magri
 Cleland, Gladys L
 Cretul, Matthew R
 Cunha, Darlena M
 Dominguez, Aurora Lydia
 Dosh, Kristi A
 Drachlis, Timothy C
 Dunbar, Bridget T
 Engle, Robert Carl

Esterline, Maria Anh Truong	Johnson-Sutika, Francis Lenau
Fahey Widman, Ann M	Khalitova, Liudmila
Felton, JaKera Lakise	Krutchik, Lawrence F
Gillen, Katie P	Lynn, Benjamin
Grogan, Bridget A	Mallicoat, Megan E
Grubbs-Hodges, Brittany Leaw	Marsh, Jessica A
Hennessey, Lauri Ann	Martinez, Celeste
Hughes, Robert	Martinez, Raymond Angelo
Johnson-Sutika, Francis Lenau	Martin-Kratzer, Renee
Khalitova, Liudmila	Mason, Debra Anne
Krutchik, Lawrence F	Matar, Sasha
Lynn, Benjamin	Meux, Ajia
Mallicoat, Megan E	Miro, Pablo Esteban
Marsh, Jessica Dosh, Kristi A	Nasca, Peter
Drachlis, Timothy C	Newman, Joseph Florido
Dunbar, Bridget T	Padovano, Robert
Engle, Robert Carl	Page, Kara Lowe
Esterline, Maria Anh Truong	Park, Allyson Furr
Fahey Widman, Ann M	Redditt, Samantha N
Felton, JaKera Lakise	Ruiz, Bryan
Gillen, Katie P	Rutstein, Tyler A
Grogan, Bridget A	Stude, Tyrone
Grubbs-Hodges, Brittany Leaw	VanValkenburgh, Kevin M
Hennessey, Lauri Ann	Weitzel, Layne Jordan
Hughes, Robert	Zeigler, Cyd

20. For each of the last two academic years, please give the total number of graduates.

Undergraduates:

Fall 2024: 146

Summer 2024: 121

Spring 2024: 422

Fall 2023: 151

Summer 2023: 154

Spring 2023: 465



PART II: **SUPPLEMENTAL INFORMATION**

UF

Weimer Hall

Advertising
Journalism
Public Relations
Media Production, Management, & Technology

Part II: Supplemental Information

Note: Responses to the following should include discussion of the undergraduate and professional master's programs.

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

TABLE 1. STUDENTS

List below each of the separate programs of study in the unit. These may be called emphases, concentrations, sequences, or majors; please identify each program with a separate set of requirements. Please also provide separate sequence or emphasis listings for all graduate programs in the unit. Give the number of students by class (year in school) in each of these programs at the end of the 2023–2024 academic year. If all of your students technically come under one major but you subdivide those majors into sequences or tracks, please list students by those sequences or tracks. Please be sure to list separately all subsidiary programs of study, even if not formally identified by computer or register codes. Please also list any such subdivisions in your graduate programs. Add or delete lines as needed. Show the number of degrees conferred during the 2023–2024 academic year. Please include all semesters or quarters. If the unit has a formal pre-major status, list the number of such students.

Program	Freshman	Sophomore	Junior	Senior	Total	Degrees Conferred 2023-2024*
Advertising Agency Track	8	42	110	151	311	69
Advertising Persuasive Messaging Track	3	36	75	150	264	101
Advertising Persuasive Messaging Track Online		9	52	57	118	35
Journalism	7	53	87	176	323	84
Journalism Sports and Media	2	27	51	100	180	47
Journalism Sports and Media Online	7	11	14	19	51	8
MPMT Digital Film and TV Production Track	8	50	73	136	267	65
MPMT Management and Strategy Track	3	25	28	33	89	19
MPMT Media and Society Track	4	6	21	54	85	36
MPMT Media and Society Track Online	5	7	19	35	66	25
Public Relations	8	35	128	267	438	151
Public Relations Corporate Communications Track	1	4	3	2	10	1
Public Relations Public Interest Communications Track	2	5	7	4	18	0
Public Relations Online	6	30	49	65	150	55

*Includes Summer 2023, Fall 2023 and Spring 2024 semesters

TABLE 2. FULL-TIME FACULTY

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

(As part of the updated General Information Section, faculty lists will be updated to reflect the academic term when the visiting team is on campus. For more information, see the “General Information” section of the Self-Study report form.)

Table 2. Full-Time Faculty	DEPT	Years Full-Time Professional Experience	Years Full-Time Teaching Experience	Years on Faculty	Years at Present Rank	Highest Degree Earned	Tenured (Y/N)	Credit Hours Taught Per Semester	% of Time		
									Teaching	Research	Service
Professors											
James Babanikos*	MPMT	4	33	31	4	PhD	Y	3/3	20%	5%	75%
Jane Bambauer	JOU	4	14	1	1	JD	Y	3/4	35%	50%	15%
Sylvia Chan-Olmsted	MPMT	2	33	27	19	PhD	Y	3/6	25%	65%	10%
Marcia DiStaso*	PUR	8	16	7	3	PhD	Y	3/3	25%	20%	55%
Sriram Kalyanaraman	JOU	3	22	10	10	PhD	Y	3/3	35%	50%	15%
Tom Kelleher*	ADV	2	25	10	13	PhD	Y	1/1	5%	5%	90%
Spiro Kiousis*	PUR	1	24	22	14	PhD	Y	3/0	25%	10%	65%
Mindy McAdams	JOU	17	25	25	25	MA	Y	6/6	60%	25%	15%
Linjuan Rita Men	PUR	1	12	9	2	PhD	Y	6/6	50%	40%	10%
Cynthia Morton	ADV	5	25	25	3	PhD	Y	6/6	50%	40%	10%
Seungahn Nah	JOU	6	18	2	2	PhD	Y	3/3	25%	50%	25%
David Ostroff	MPMT	6	44	38	33	PhD	Y	6/6	60%	25%	15%
Tim Sorel	MPMT	23	15	15	5	MBA	Y	6/6	45%	40%	15%
Ted Spiker*	JOU	10	23	23	9	MS	Y	6/0	50%	5%	45%
Kim Walsh-Childers*	JOU	3	33	33	21	PhD	Y	3/3	25%	15%	70%
Associate Professors											
Lindita Camaj	JOU	7	13	0	0	PhD	Y	6/6	65%	25%	10%
Huan Chen*	ADV	2	16	9	5	PhD	Y	3/3	25%	20%	55%
Roxane Coche*	MPMT	4	11	6	1	PhD	Y	3/3	25%	20%	55%
Francis Dalisay	PUR	4	14	0	0	PhD	Y	3/3	25%	65%	10%
Yang Feng	ADV	0	10	2	2	PhD	Y	6/6	50%	30%	20%
Robyn Goodman*	ADV	2	24	24	18	PhD	Y	3/6	25%	0%	70%
Jay Hmielowski	PUR	0	12	5	2	PhD	Y	6/6	50%	40%	10%

Table 2. Full-Time Faculty	DEPT	Years Full-Time Professional Experience	Years Full-Time Teaching Experience	Years on Faculty	Years at Present Rank	Highest Degree Earned	Tenured (Y/N)	Credit Hours Taught Per Semester	% of Time		
									Teaching	Research	Service
Myiah Hutchens*	PUR	5	14	6	3	PhD	Y	3/3	25%	20%	55%
Benjamin Johnson*	ADV	3	10	6	2	PhD	Y	4/4	25%	20%	55%
Yu-Hao Lee	MPMT	5	10	10	4	PhD	Y	6/6	60%	30%	10%
Michael Leslie	MPMT	2	40	35	30	PhD	Y	6/6	50%	45%	5%
Norm Lewis	JOU	25	17	17	11	PhD	Y	6/6	60%	25%	15%
Bernell Tripp	JOU	0	32	32	26	PhD	Y	2/2	60%	25%	15%
Frank Waddell	JOU	0	8	8	3	PhD	Y	6/6	60%	25%	15%
Kasey Windels	ADV	0	16	6	3	PhD	Y	6/6	50%	40%	10%
Wenlin Liu	PUR	1	9	0	0	PhD	Y	6/6	50%	40%	10%
Kun Xu	MPMT	1	5	5	0	PhD	Y	6/6	45%	45%	10%
Assistant Professor											
Christen Buckley	PUR	5	1	1	1	PhD	N	6/6	50%	40%	10%
Olivia Bullock	ADV	3	2	0	0	PhD	N	6/6	50%	40%	10%
Haoran Chris Chu	PUR	0	5	3	3	PhD	Y	6/6	50%	40%	10%
Juliana Fernandes	ADV	0	14	5	5	PhD	N	6/6	50%	40%	10%
Rebecca Frazer	PUR	1	1	1	1	PhD	N	6/6	50%	40%	10%
Rachel Grant	JOU	11	6	5	5	PhD	N	6/6	60%	25%	15%
Jeongmin Ham	ADV	0	0	0	0	PhD	N	6/6	50%	40%	10%
Antoine Haywood	JOU	13	0	0	0	PhD	N	6/6	65%	25%	10%
Jiawei Liu	ADV	0	0.5	0	0	PhD	N	3/3	25%	65%	10%
Won-Ki Moon	ADV	0	2	2	2	PhD	N	6/6	50%	40%	10%
Jieun Shin	MPMT	6	6	6	6	PhD	N	6/6	55%	35%	10%
Yuan Sun	ADV	6	1	1	1	PhD	N	6/6	50%	40%	10%
Jinping Wang	ADV	0	4	1	1	PhD	N	6/6	50%	40%	10%
Clinical Professor											
Angela Bradbery	PUR	34	4	4	4	BA	N	6/6	40%	0%	60%
Ann Christiano	PUR	18	13	13	13	MPAP	N	3/3	25%	0%	75%
Associate In											
David Barasoain	DMP	32	0	0	0	MA	N	6/6	50%	0%	50%
Dania Alexandrino Borges	DMP	15	0.5	0.5	0.5	MA	N	6/6/3	50%	0%	50%
Ethan Magoc	DMP	10	0.5	0.5	0.5	MA	N	6/6/3	50%	0%	50%
Kalisha Whitman	DMP	17	9	0.5	0.5	MS	N	6/6/3	50%	0%	50%

Table 2. Full-Time Faculty	DEPT	Years Full-Time Professional Experience	Years Full-Time Teaching Experience	Years on Faculty	Years at Present Rank	Highest Degree Earned	Tenured (Y/N)	Credit Hours Taught Per Semester	% of Time		
									Teaching	Research	Service
Assistant In											
Matt Abramson	DMP	17	0.5	0.5	0.5	MA	N	4/4	50%	0%	50%
Alicia Coleman	DMP	10	6	0.5	0.5	MA	N	6/6/3	50%	0%	50%
Mark Leeps	JOU	36	25	25	25	MA	N	6/6/3	75%	0%	25%
Ken Pemberton	DMP	37	0.5	0.5	0.5	BS	N	6/6/3	50%	0%	50%
Stephen Russell	DMP	46	1	1	1	BA	N	6/6/3	50%	0%	50%
Master Lecturer											
Mike Foley	JOU	30	23	23	21	MA	N	6/6	75%	0%	25%
Senior Lecturer											
Natalie Asorey*	PUR	5	6	6	0	MS	N	6/6/3	50%	0%	50%
Cynthia Barnett	JOU	36	4	9	1	MS	N	6/6	55%	10%	35%
Ted Bridis	JOU	29	6	6	1	BA	N	9/12	85%	0%	15%
Elizabeth Calienes	ADV	25	5	5	5	PhD	N	9/9/3	75%	0%	25%
Eric Esterline	MPMT	10	11	10	2	MA	N	9/12	70%	0%	30%
Joanna Hernandez*	JOU	25	6	6	0	MA	N	3/6/3	50%	0%	50%
Harrison Hove*	JOU	10	7	5	1	MA	N	6/6	60%	0%	40%
Herbert Lowe	JOU	22	14	7	2	MA	N	9/9	85%	0%	15%
Mickey Nall	PUR	38	7	7	2	MA	N	9/9/3	75%	0%	25%
Andrew Selepak	MPMT	3	13	7	0	PhD	N	10/12/3	85%	0%	15%
Matt Sheehan*	JOU	11	12	12	4	MBA	N	3/3	15%	0%	90%
Houston Wells	MPMT	14	10	10	3	MA	N	10/10	85%	0%	15%
Iman Zawahry	MPMT	15	9	6	6	MFA	N	9/9	85%	0%	15%
Lecturer											
Christine Bucan	PUR	33	2	2	2	MA	N	10/10/1	75%	0%	25%
Mariano Coley	ADV	24	4	4	4	BA	N	9/9/3	75%	0%	25%
Pat Ford	PUR	41	7	7	7	BA	N	9/9	75%	0%	25%
Ryan Hunt	JOU	25	1	1	1	BS	N	7/7/4	75%	0%	25%
Robert Judin	PUR	11	1	1	1	BS	N	9/9/3	75%	0%	25%
Santiago Kember	ADV	30	3	4	2	MS	N	9/9/3	75%	0%	25%
Geoff Thompson	MPMT	18	11	4	4	MA	N	12/12	85%	0%	15%
Dan Windels	ADV	22	9	6	6	MA	N	12/12/3	75%	0%	25%

* Had substantial administrative duties

TABLE 3. PART-TIME FACULTY

List names of part-time faculty paid from journalism and mass communications funds and provide requested information. List should include personnel, including laboratory instructors and teaching assistants, who taught any regular course during the year preceding the accreditation visit. Present the names in groups by semester or quarter. Put an X under the appropriate teaching responsibility.

Add or delete lines as needed. Submit two semesters below.

FALL 2024

Table 3. Fall 2024 Part-Time Faculty	Years Full-Time Professional Experience	Years Full-Time Teaching Experience	Years as a CJC Adjunct	Highest Degree Earned	Now Working Full-Time as a Professional	Now working Toward a Degree	Credit Hours Teaching Fall 2024	Teaching Responsibilities			
								In Charge of Course	Lectures	Assists in Lab	Teacher In Charge
Zachary Abolverdi	10	0	3	B.S.	Yes	No	6		X		X
Yewande Addie	6	0	1	Ph.D.	Yes	No	3		X		X
Katie Allred	11	3	10	M.A.	Yes	Yes	3		X		X
Ryan Anderson	30	0	1	M.A.	Yes	No	3		X		X
Hank Astengo	38	0	1.5	B.S.	Yes	No	3	X	X		X
Alex Avelino	16	0	4	M.A.	Yes	Yes	4		X		X
Ian Bailey	30	0	1	M.A.	Yes	No	1		X		X
Frank Barnas	31	31	1	Ed.S.	Yes	No	3		X		X
Aqsa Bashir	3	7	4	Ph.D.	Yes	No	6		X		X
James Bates	28	0	8	B.A.	No	No	3		X		X
Meredith Bauer	10	0	1	B.S.	Yes	No	6			X	X
Kelly Bjorklund	25	3	1	M.A.	No	Yes	3		X		X
Jessica Blair	12	4	2	M.A.	Yes	No	3		X		X
Nicole Bodlak	26	0	3	M.B.A.	Yes	No	1		X		X
Megan Borowski	6	0	0.5	M.S.	Yes	No	3	X	X		X
Jennifer Braddock	20	0	10	Ph.D.	Yes	No	12		X		X
Vicki Bradley	17	0	3	M.S.	Yes	No	1		X		X
Mato Brautovic	20	20	14	Ph.D.	No	No	6		X		X
Bridget Braxton	28	0	0	M.A.	Yes	No	1		X		X
Justin Brown	12	12	5	Ph.D.	Yes	No	9		X		X
Maria Camacho	2	0	1	B.A.	No	No	3		X		X
David Carlson	20	25	4	B.A.	No	No	3		X		X
Xiaobei Chen	0	0	0	M.A.	Yes	Yes	3			X	X
Lawrence M. Clark	57	0	8	M.B.A.	No	No	7		X		X

Table 3. Fall 2024 Part-Time Faculty	Years Full-Time Professional Experience	Years Full-Time Teaching Experience	Years as a CJC Adjunct	Highest Degree Earned	Now Working Full-Time as a Professional	Now working Toward a Degree	Credit Hours Teaching Fall 2024	Teaching Responsibilities			
								In Charge of Course	Lectures	Assists in Lab	Teacher In Charge
Jeannie Clary	11	0	3	B.S.	Yes	No	3		X		X
Gladys L. Cleland	35	25	10	D.M.	No	No	10	X	X		X
Janet Coats	39	0	3	B.A.	Yes	No	3		X		X
Katie Collins	2	0	1	B.A.	Yes	Yes	1		X	X	X
Matthew R. Cretul	10	0	8	Ph.D.	Yes	No	3		X		X
Darlena Cunha	17	0	8	M.A.	Yes	No	9		X		X
Gregory Davis	11	0	1	M.A.	Yes	No	9	X	X	X	X
Tishawna Dawson	21	0	6	M.P.A.	Yes	Yes	6		X		X
Daron Dean	12	0	13	M.F.A.	No	No	9		X		X
Chris DeFelice	0	0	0	M.A.	Yes	Yes	3		X		X
Craig Dezern	37	0	3	M.S.	Yes	No	1		X		X
Athanasios Dimadis	22	2	7	M.A.	Yes	No	3		X		X
Robert Dodge	35	0	2	B.S.	No	No	6	X	X	X	X
Aurora Dominguez	16	0	3	M.S.	Yes	No	3	X	X	X	X
Karen Dooley	39	0	12	M.A.	Yes	No	3			X	X
Kristi Dosh	17	0	2.5	J.D.	Yes	No	4		X		X
Timothy Drachlis	32	6	7	M.S.	Yes	No	6	X	X		X
Karla Dugan	13	0	1	B.A.	No	No	3	X	X	X	X
Bridget Dunbar	8	0	6	M.A.	Yes	No	2	X	X		X
Robert Engle	35	10	10	M.L.A.	No	No	7	X	X		X
Maria Esterline	0	0	5	M.S.	Yes	No	9	X	X		X
Allison Faircloth	5	0	5	B.S.	Yes	No	2	X	X		X
Arnold Feliciano	39	0	1	B.S.	No	No	6	X	X		X
Kera Felton	5	0	3	M.A.	Yes	No	15		X		X
Alexis Fitzsimmons	1.5	0	5	Ph.D.	No	No	3		X		X
Indee Freas	25	0	0.5	M.S.	Yes	No	4		X		X
Sara Ganim	16	2	2.5	B.A.	Yes	Yes	3		X		X
Thomas Garvey	14	0	1	M.Ed.	Yes	No	2	X	X		X
Ana Goni-Lessan	14	0	1	M.A.	Yes	No	3		X		X
Katrice Graham	20	0	15	Ed.D.	Yes	No	1		X		X
Bridget Grogan	8	20	4	M.A.	No	No	2			X	X
Brittany Grubbs-Hodges	6	6	6	Ph.D.	Yes	No	6		X		X
Robyn Hankerson-Printemps	20	0	2	M.S.	Yes	No	2		X		X

Table 3. Fall 2024 Part-Time Faculty	Years Full-Time Professional Experience	Years Full-Time Teaching Experience	Years as a CJC Adjunct	Highest Degree Earned	Now Working Full-Time as a Professional	Now working Toward a Degree	Credit Hours Teaching Fall 2024	Teaching Responsibilities			
								In Charge of Course	Lectures	Assists in Lab	Teacher In Charge
Seth Harp	24	0	4	B.A.	No	No	3		X		X
Jon Heffelfinger	20	0	0.5	B.S.	Yes	No	4		X	X	X
Lauri Hennessey	35	0	1	M.A.	Yes	No	3		X		X
Dana Hill	16	0	1	M.A.	Yes	No	1		X		X
Bob Hughes	40	0	11	M.A.	No	No	12		X		X
Lainey Johnson Sutika	20	0	6	M.B.A.	Yes	No	15		X		X
Mila Khalitova	12	0	5	Ph.D.	Yes	Yes	3		X		X
Hyojin Kim	3	8	12	Ph.D.	No	No	3		X		X
David Kofahl	10	0	0	B.A.	Yes	No	3		X		X
Larry Krutchik	35	0	2	J.D.	Yes	No	1		X		X
Rena Langley	32	0	1	B.S.	Yes	No	1		X		X
Alyson Larson	10	0	7	B.S.	Yes	No	5		X		X
Daliso Leslie	10	3	2	M.F.A.	No	No	9		X		X
Qiuyue Li	3	1	0.5	M.A.	Yes	Yes	3		X		X
Ronnie Lovler	40	2	8	M.A.	Yes	No	6		X	X	X
Ernest Makata	9	0	0	M.S.	Yes	Yes	3		X		X
Megan Mallicoat	10	0	10	Ph.D.	Yes	No	6		X		X
Jessica Marsh	15	0	7	M.A.	No	No	12	X	X		X
Renee Martin-Kratzer	7	5	14	Ph.D.	No	No	18		X		X
Celeste Martinez	28	0	7	M.Ed.	Yes	No	9		X		X
Ray Martinez	0	0	2	M.S.	Yes	No	3				X
Debbie Mason	42	0	2	M.S.	Yes	No	3		X		X
Sasha Matar	5	0	1.5	M.A.	Yes	No	9		X		X
Kelsi Matwick	14	2	8	Ph.D.	Yes	No	3		X		X
Keri Matwick	14	6	8	Ph.D.	Yes	No	3	X	X		X
Gisele McAuliffe	35	0	1	B.F.A.	No	No	1		X		X
Steve McClain	35	0	2	B.S.	Yes	No	4		X		X
Kathleen McGrory	18	0	6	M.S.	Yes	No	3		X		X
Sunita Menon	35	0	3.5	M.B.A.	Yes	No	1		X		X
Ajia I. Meux	25	0	1	Ph.D.	Yes	No	2		X		X
Brandon Meyer	11	0	2	B.A.	No	No	6				X
Pablo Mira	30	0	2	B.A.	Yes	No	3		X		X
Alecia Monteiro	15	0	0	M.A.	Yes	No	3		X		X

Table 3. Fall 2024 Part-Time Faculty	Years Full-Time Professional Experience	Years Full-Time Teaching Experience	Years as a CJC Adjunct	Highest Degree Earned	Now Working Full-Time as a Professional	Now working Toward a Degree	Credit Hours Teaching Fall 2024	Teaching Responsibilities			
								In Charge of Course	Lectures	Assists in Lab	Teacher In Charge
Ashley Moore	14	0	2	B.S.	Yes	No	1		X		X
Ashira Morris	10	0	3	B.S.	Yes	No	1		X		X
Joe Newman	34	0	3	B.S.	Yes	No	4		X		X
Thomas Nolan	30	0	2	B.A.	Yes	No	2		X		X
Cheryl Oberlin	25	0	3	M.Ed.	Yes	No	3		X		X
Robert Padovano	30	0	12	M.A.	No	No	12		X		X
Kara Page	10	0	9	M.A.	Yes	No	6		X		X
Joseph Panzarella	30	11	7	M.S.	Yes	No	3				X
Sarah Papadelias	8	0	3	J.D.	Yes	No	6		X		X
Kix Patterson	10	0	3	M.A.	Yes	Yes	3		X		X
Jackie Price	35	0	1	M.A.	No	No	1		X		X
Glenn Rickard	20	9	2	B.S.	Yes	Yes	3		X		X
Mike Ridaught	30	0	8	B.A.	Yes	No	1		X		X
Gary Ritzenthaler	30	5	7	M.A.	No	No	3	X	X		X
Tiffany Robert	15	0	7	M.A.	Yes	No	3		X		X
Jim Ross	35	0	17	B.S.	Yes	No	3			X	X
Melanie Ross	31	0	20	M.S.	Yes	No	3		X	X	X
Joseph Rucker	23	0	8	M.F.A.	Yes	No	2			X	X
Bryan Ruiz	18	7	7	M.A.	yes	No	6		X		X
Juan Segui Sotos	30	0	0	M.A.	Yes	No	9		X		X
Amar Shah	20	0	0	M.S.	Yes	No	3		X		X
Brittany Shaughnessy	0	0	3	M.A.	Yes	Yes	3		X		X
Summer Shelton	3	3	2	Ph.D.	Yes	No	3		X		X
Brandon Shenk	4	4	2	M.F.A.	Yes	No	9	X	X		X
Nila Simon	18	0	1	M.S.	Yes	No	3		X		X
Kelley Sinclair	36	0	1	M.A.	Yes	No	3		X		X
Scott Snyder	33	3	3	B.S.	Yes	No	3	X	X		X
Leticia Solaun	32	0	7	Ph.D.	Yes	No	1		X		X
Cindy Spence	42	0	7	M.A.	Yes	No	3	X	X		X
Jeffrey Stevens	24	0	3	M.A.	Yes	No	3		X		X
Michael Stone	16	0	10	M.A.	No	No	4				X
Ty Stude	16	0	8	M.S.	No	No	15		X		X
William Stump	28	0	4	B.A.	Yes	No	2		X		X

Table 3. Fall 2024 Part-Time Faculty	Years Full-Time Professional Experience	Years Full-Time Teaching Experience	Years as a CJC Adjunct	Highest Degree Earned	Now Working Full-Time as a Professional	Now working Toward a Degree	Credit Hours Teaching Fall 2024	Teaching Responsibilities			
								In Charge of Course	Lectures	Assists in Lab	Teacher In Charge
Frank Sutura	27	0	0	B.S.	Yes	No	3		X		X
Heather van Blokland	25	0	2.5	M.A.	No	No	7	X	X	X	X
Kevin VanValkenburgh	12	0	7	M.A.	Yes	No	6		X		X
Flavia Vigio	33	0	1	B.A.	Yes	No	1		X		X
Austin Vining	4	0	2.5	Ph.D.	Yes	No	9		X		X
Benjamin Vollmer	0	0	0	M.A.	Yes	Yes	3	X	X		X
Meisha Wade	20	0	3	B.S.	Yes	No	1		X		X
Layne Weitzel	7	0	0.5	M.Ed.	Yes	No	2		X		X
Ashleigh Kathryn White	5	0	4	M.A.	Yes	No	3		X		X
Robbie Woliver	25	0	4	M.F.A.	No	No	3		X	X	X
Xinlei Wu	12	0	0	M.S.	Yes	Yes	3		X		X
Suny (Qing) Xu	5	0	0	M.A.	Yes	Yes	3		X		X
Daniel Yesenosky	12	0	2	M.A.	Yes	No	6		X		X

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Table 3. Spring 2024 Part-Time Faculty	Years Full-Time Professional Experience	Years Full-Time Teaching Experience	Years as a CJC Adjunct	Highest Degree Earned	Now Working Full-Time as a Professional	Now working Toward a Degree	Credit Hours Teaching Spring 2024	Teaching Responsibilities			
								In Charge of Course	Lectures	Assists in Lab	Teacher In Charge
Zachary Abolverdi	10	0	3	B.S.	Yes	No	6	No	X		X
Katie Allred	11	3	10	M.A.	Yes	Yes	3	No	X		X
Hank Astengo	38	0	1.5	B.S.	Yes	No	1	Yes	X		X
Alex Avelino	16	0	4	M.A.	Yes	Yes	4	No	X		X
Ian Bailey	30	0	1	M.A.	Yes	No	1	No	X		X
Frank Barnas	31	31	1	Ed.S.	Yes	No	3	No	X		X
Aqsa Bashir	3	7	4	Ph.D.	Yes	No	9	No	X		X
James Bates	28	0	8	B.A.	No	No	3	No	X		X
Ethan Bauer	5	0	3	M.A.	Yes	No	3	No	X		X
Meredith Bauer	10	0	1	B.S.	Yes	No	3	No		X	X

Table 3. Spring 2024 Part-Time Faculty	Years Full-Time Professional Experience	Years Full-Time Teaching Experience	Years as a CJC Adjunct	Highest Degree Earned	Now Working Full-Time as a Professional	Now working Toward a Degree	Credit Hours Teaching Spring 2024	Teaching Responsibilities			
								In Charge of Course	Lectures	Assists in Lab	Teacher In Charge
Gregg Birnbaum	40	0	3	M.A.	No	No	3	No			X
Kelly Bjorklund	25	3	1	M.A.	No	Yes	3	No	X		X
Jessica Blair	12	4	2	M.A.	Yes	No	6	No	X		X
Nicole Bodlak	28	0	2	M.B.A.	Yes	No	1	No	X		X
Allicia Bollen	10	0	3	B.A.	Yes	No	1	No	X		X
Megan Borowski	6	0	0.5	M.S.	Yes	No	2	Yes	X		X
Jennifer Braddock	20	0	10	Ph.D.	Yes	No	9	No	X		X
Vicki Bradley	17	0	3	M.S.	Yes	No	1	No	X		X
Mato Brautovic	20	20	14	Ph.D.	No	No	6	No	X		X
Justin Brown	12	12	5	Ph.D.	Yes	No	9	No	X		X
Patty Caballero	24	0	0	M.A.	Yes	No	3	No	X		X
Maria Camacho	7	0	1	M.A.	No	No	3	No	X		X
David Carlson	20	25	4	B.A.	No	No	3	No	X		X
Xiaobei Chen	0	0	0	M.A.	Yes	Yes	3	No		X	X
Lawrence M. Clark	57	0	8	M.B.A.	No	No	11	No	X		X
Jeannie Clary	21	0	3	B.S.	Yes	No	3	No	X		X
Gladys L. Cleland	35	25	10	D.M.	No	No	10	Yes	X		X
Katie Collins	2	0	1	B.A.	Yes	Yes	1	No	X	X	X
Matthew R. Cretul	10	0	8	Ph.D.	Yes	No	3	No	X		X
Darlana Cunha	17	0	8	M.A.	Yes	No	6	No	X		X
Gregory Davis	11	0	1	M.A.	Yes	No	9	Yes	X	X	X
Nader Dagher	7	2	3	M.A.	No	Yes	3	No	X		X
Tishawna Dawson	21	0	6	M.P.A.	Yes	Yes	3	No	X		X
Daron Dean	12	0	13	B.A.	No	No	4	No	X		X
Chris DeFelice	0	0	0	M.A.	Yes	Yes	3	No	X		X
Brian DiGenti	24	0	1	B.A.	No	No	3	No	X		X
Athanasios Dimadis	22	2	7	M.A.	Yes	No	5	No	X		X
Robert Dodge	35	0	2	B.S.	No	No	6	Yes	X	X	X
Aurora Dominguez	16	0	3	M.S.	Yes	No	3	Yes	X	X	X
Karen Dooley	39	0	12	M.A.	Yes	No	3	No		X	X
Kristi Dosh	17	0	2.5	J.D.	Yes	No	10	No	X		X
Timothy Drachlis	32	6	7	M.S.	Yes	No	6	Yes	X		X
Eliana DuBosar	0	0	4	M.A.	No	Yes	3	No	X		X

Table 3. Spring 2024 Part-Time Faculty	Years Full-Time Professional Experience	Years Full-Time Teaching Experience	Years as a CJC Adjunct	Highest Degree Earned	Now Working Full-Time as a Professional	Now working Toward a Degree	Credit Hours Teaching Spring 2024	Teaching Responsibilities			
								In Charge of Course	Lectures	Assists in Lab	Teacher In Charge
Karla Dugan	13	0	1	B.A.	No	No	3	Yes	X	X	X
Bridget Dunbar	8	0	6	M.A.	Yes	No	1	Yes	X		X
Robert Engle	35	10	10	M.L.A.	No	No	6	Yes	X		X
Maria Esterline	0	0	5	M.S.	Yes	No	9	Yes	X		X
Ann Fahey-Widman	33	0	0	M.B.A.	Yes	No	1	No	X		X
Allison Faircloth	5	0	5	B.S.	Yes	No	2	Yes	X		X
Arnold Feliciano	39	0	1	B.S.	No	No	1	Yes	X		X
Kera Felton	5	0	3	M.A.	Yes	No	7	No	X		X
Indee Freas	25	0	0.5	M.S.	Yes	No	4	No	X		X
Thomas Garvey	14	0	1	M.Ed.	Yes	No	1	Yes	X		X
Lori Gibbons	20	0	0	M.A.	Yes	No	3	No	X		X
Katie Gillen	11	0	1	B.A.	Yes	No	3	No			X
Ana Goni-Lessan	14	0	1	M.A.	Yes	No	3	No	X		X
Bridget Grogan	8	20	4	M.A.	No	No	9	No		X	X
Brittany Grubbs-Hodges	6	6	6	Ph.D.	Yes	No	6	No	X		X
Chelsea Hampton	5	0	4	M.A.	Yes	No	3	No	X		X
Robyn Hankerson-Printemps	20	0	2	M.S.	Yes	No	2	No	X		X
Seth Harp	24	0	4	B.A.	No	No	2	No	X		X
Fred Hawrysh	40	0	0	B.J.	Yes	No	3	No	X		X
John Heath	7	0	1	B.S.	Yes	No	6	No	X		X
Jon Heffelfinger	20	0	0.5	B.S.	Yes	No	2	No	X	X	X
Lauri Hennessey	35	0	1	M.A.	Yes	No	3	No	X		X
Dana Hill	16	0	1	M.A.	Yes	No	1	No	X		X
Bob Hughes	40	0	11	M.A.	No	No	22	No	X		X
Jie Jin	0	0	4	M.A.	No	Yes	3	No	X		X
Lainey Johnson Sutika	20	0	6	M.B.A.	Yes	No	9	No	X		X
Mila Khalitova	12	0	5	Ph.D.	Yes	Yes	3	No	X		X
Hyojin Kim	3	8	12	Ph.D.	No	No	6	No	X		X
Larry Krutchik	35	0	2	J.D.	Yes	No	1	No	X		X
Alyson Larson	10	0	7	B.S.	Yes	No	6	No	X		X
Sky Lebron	5	0	1	B.S.	Yes	No	3	No	X		X
Daliso Leslie	10	3	2	M.F.A.	No	No	3	No	X		X
Ronnie Lovler	40	2	8	M.A.	Yes	No	2	No	X	X	X

Table 3. Spring 2024 Part-Time Faculty	Years Full-Time Professional Experience	Years Full-Time Teaching Experience	Years as a CJC Adjunct	Highest Degree Earned	Now Working Full-Time as a Professional	Now working Toward a Degree	Credit Hours Teaching Spring 2024	Teaching Responsibilities			
								In Charge of Course	Lectures	Assists in Lab	Teacher In Charge
Ben Lynn	23	0	4	Ph.D.	Yes	No	6	No	X		X
Ernest Makata	9	0	0	M.S.	Yes	Yes	3	No	X		X
Megan Mallicoat	20	0	9	Ph.D.	Yes	No	12	No	X		X
Jessica Marsh	15	0	7	M.A.	No	No	6	Yes	X		X
Renee Martin-Kratzer	7	5	14	Ph.D.	No	No	18	No	X		X
Celeste Martinez	28	0	7	M.Ed.	Yes	No	9	No	X		X
Ray Martinez	0	0	2	M.S.	Yes	No	3	No			X
Debbie Mason	42	0	2	M.S.	Yes	No	3	No	X		X
Sasha Matar	5	0	1.5	M.A.	Yes	No	3	No	X		X
Alexandra Matthews	7	0	4	M.A.	No	Yes	3	No	X		X
Kelsi Matwick	14	2	8	Ph.D.	Yes	No	3	No	X		X
Keri Matwick	14	6	8	Ph.D.	Yes	No	3	Yes	X		X
Gisele McAuliffe	35	0	1	B.F.A.	No	No	3	No	X		X
Steve McClain	35	0	2	B.S.	Yes	No	3	No	X		X
Kathleen McGrory	18	0	6	M.S.	Yes	No	3	No	X		X
Ajia I. Meux	25	0	1	Ph.D.	Yes	No	4	No	X		X
Pablo Mira	30	0	2	B.A.	Yes	No	3	No	X		X
Alecia Monteiro	15	0	0	M.A.	Yes	No	3	No	X		X
Ashira Morris	10	0	3	B.S.	Yes	No	1	No	X		X
Peter Nasca	40	0	0	B.A.	Yes	No	1	No	X		X
Joe Newman	34	0	3	B.S.	Yes	No	4	No	X		X
Thomas Nolan	30	0	2	B.A.	Yes	No	1	No	X		X
Robert Padovano	30	0	12	M.A.	No	No	12	No	X		X
Kara Page	10	0	9	M.A.	Yes	No	6	No	X		X
Joseph Panzarella	30	11	7	M.S.	Yes	No	3	No			X
Sarah Papadelias	8	0	3	J.D.	Yes	No	3	No	X		X
Allyson Park	27	0	3	B.S.	Yes	No	1	No	X		X
Kix Patterson	10	0	3	M.A.	Yes	Yes	3	No	X		X
Luna Pittet Gonzalez	2	0	2	M.A.	No	Yes	3	No	X		X
Glenn Rickard	20	9	2	B.S.	Yes	Yes	3	No	X		X
Mike Ridaught	30	0	8	B.A.	Yes	No	1	No	X		X
Gary Ritzenthaler	30	5	7	M.A.	No	No	3	Yes	X		X
Tiffany Robert	15	0	7	M.A.	Yes	No	3	No	X		X

Table 3. Spring 2024 Part-Time Faculty	Years Full-Time Professional Experience	Years Full-Time Teaching Experience	Years as a CJC Adjunct	Highest Degree Earned	Now Working Full-Time as a Professional	Now working Toward a Degree	Credit Hours Teaching Spring 2024	Teaching Responsibilities			
								In Charge of Course	Lectures	Assists in Lab	Teacher In Charge
Jim Ross	35	0	17	B.S.	Yes	No	3	No		X	X
Melanie Ross	31	0	20	M.S.	Yes	No	3	No	X	X	X
Joseph Rucker	23	0	8	M.F.A.	Yes	No	4	No		X	X
Bryan Ruiz	18	7	7	M.A.	yes	No	6	No	X		X
Tyler Rutstein	13	0	1	B.S.	Yes	No	3	No	X		X
Juan Segui Sotos	30	0	0	M.A.	Yes	No	9	No	X		X
Summer Shelton	3	3	2	Ph.D.	Yes	No	3	No	X		X
Brandon Shenk	4	4	2	M.F.A.	Yes	No	10	Yes	X		X
Nila Simon	18	0	1	M.S.	Yes	No	3	No	X		X
Kelley Gudahl Sinclair	36	0	1	M.A.	Yes	No	2	No	X		X
Scott Snyder	33	3	3	B.S.	Yes	No	3	Yes	X		X
Leticia Solaun	32	0	7	Ph.D.	Yes	No	1	No	X		X
Rachel Son	0	0	3	M.A.	No	Yes	3	No	X		X
Cindy Spence	42	0	7	M.A.	Yes	No	3	Yes	X		X
Jeffrey Stevens	24	0	3	M.A.	Yes	No	3	No	X		X
Michael Stone	16	0	10	M.A.	No	No	10	No			X
Ty Stude	16	0	8	M.S.	No	No	3	No	X		X
William Stump	28	0	4	B.A.	Yes	No	6	No	X		X
Heather van Blokland	25	0	2.5	M.A.	No	No	7	Yes	X	X	X
Kevin VanValkenburgh	28	0	5	M.A.	Yes	No	3	No	X		X
Ryan Vasquez	18	0	11	B.S.	Yes	No	6	No	X		X
Austin Vining	4	0	2.5	Ph.D.	Yes	No	6	No	X		X
Benjamin Vollmer	0	0	0	M.A.	Yes	Yes	3	Yes	X		X
Layne Weitzel	7	0	0.5	M.Ed.	Yes	No	1	No	X		X
Ashleigh Kathryn White	5	0	4	M.A.	Yes	No	3	No	X		X
Carlina Williams	11	0	2	B.S.	Yes	No	3	No	X		X
Robbie Woliver	25	0	4	M.F.A.	No	No	3	No	X	X	X
Xinlei Wu	12	0	0	M.S.	Yes	Yes	3	No	X		X
Daniel Yesenosky	12	0	2	M.A.	Yes	No	3	No	X		X
Cyd Zeigler	25	0	1	B.A.	Yes	No	3	No	X		X

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

In 1925, the Florida Legislature approved an appropriation for setting up the Department of Journalism in the School of Business Administration and Journalism. The College of Journalism and Commerce was formed in 1927. The next year, the first degrees in journalism were conferred and WRUF-AM went on the air.

In 1933, the Department of Journalism was moved to the College of Arts and Sciences. On July 1, 1949, the School of Journalism was founded and Rae O. Weimer was named director. In the 1950s, the School of Journalism was accredited, the program was expanded to the School of Journalism and Communications and the Advertising program was accredited. In 1956, the School started teaching television, and in 1958, WUFT-TV debuted and the program was accredited in Radio-Television. The Public Relations program was accredited in 1976.

In 1967, the Board of Regents voted for the school to become a college and the first students enrolled for the 1968–69 academic year. In 1969, CJC became the largest U.S. program in undergraduate enrollment. Ralph Lowenstein became dean in 1976 and moved the program to the new Weimer Hall in 1980. In 1981, WUFT-FM went on the air. In May 1990, the first two doctoral degrees were conferred.

The College has had seven deans: Rae O. Weimer (1949–1968), John Paul Jones (1968–1976), Ralph Lowenstein (1976–1994), Terry Hynes (1994–2006), John Wright II (2006–2012), Diane McFarlin (2013–2020), and Hub Brown (2021 to present). Each dean has left an indelible mark on the College and raised it to the next level of excellence. In 2018, McFarlin was the recipient of the prestigious 2018 Scripps Howard Administrator of the Year Award.

One of the hallmarks of the College is the real-world experiential opportunities offered to students, who work alongside seasoned professionals. In 2010, the Division of Multimedia Properties was established to expand on the public and commercial broadcast stations housed in Weimer Hall. Two TV stations and five radio stations provide on-air and production opportunities for students. In 2010, the College introduced Noticias WUFT, a Spanish-language immersion opportunity.

In 2012, a new, state-of-the-art newsroom – the Innovation News Center (INC) – was built and three news operations were combined into one. In 2015, CJC launched The Agency, a strategic communications firm providing students with opportunities ranging from account executive to creative director. And in 2023, the College launched the Atlas Lab, a state-of-the-art digital media/social listening analysis facility.

Throughout its history, the College has established a number of centers and programs to support the public good, including the STEM Translational Communication Center (2016), the Center for Public Interest Communications (2018), and the Consortium on Trust in Media and Technology (2019). In 1977, the College received an endowment to form the Joseph L. Brechner Center for Freedom of Information and in 1999 received funds to form the Marion B. Brechner First Amendment Project.

In 2012, the College launched its first online master's program with a Global Strategic Communication concentration. Today, the program offers seven concentrations and four graduate certificate programs.

3. Describe the environment in which the unit operates, its goals and plans, budgetary considerations, and the nature of the parent university. (5 pages)

The University of Florida College of Journalism and Communications 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 the No. 1 public university in The Wall Street Journal's "2024 Best Colleges in the U.S." report and sixth-best public university by U.S. News and World Report. 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, in the north central part of the state, UF's total enrollment was more than 60,000 undergraduate and graduate students with more than 10,000 full-time faculty and staff in Fall 2023. The University offers more than 300 undergraduate and graduate degree programs on campus and online.

And in fiscal year 2024, UF faculty conducted a record \$1.26 billion in research expenditures, representing a 36% increase since 2020.

The College includes four academic departments: Advertising, Journalism, Media Production, Management, and Technology and Public Relations. CJC offers Bachelor of Science degrees in Advertising (Agency and Persuasive Messaging Tracks), Journalism (Journalism and Sports and Media Tracks), Media Production, Management, and Technology (Digital TV and Film Production Track, Management and Strategy Track, and Media and Society Track), and Public Relations (Corporate Communications and Public Interest Communications Tracks).

In addition, the College offers two on-campus master's programs – a Professional Master's and a Research and Theory Master's – and a Ph.D. program. CJC's Online Master's program includes seven concentrations (Digital Journalism and Multimedia Storytelling, Digital Strategy, Global Strategic Communication, Public Interest Communication, Public Relations, Social Media and Web Design) and four certificate programs (Audience Analytics, Global Strategic Communication, Social Media and Web Design). Undergraduate students can earn combined bachelor's and master's degrees with CJC's Professional and Online Master's programs.

The College is home to the Center for Public Interest Communications, the STEM Translational Communication Center, the Brechner Center for the Advancement of the First Amendment, which includes the Joseph L. Brechner Freedom of Information Project and the Marion B. Brechner First Amendment Project, and the Consortium on Trust in Media and Technology.

The College provides a variety of experiential opportunities for students, including the Innovation News Center (a multimedia newsroom), The Agency (a strategic communication agency), the Atlas Lab (digital media analysis lab), CJCxNYC (the College's New York City program), and a variety of study abroad programs. Students also have a range of real-world opportunities in CJC's Division of Multimedia Properties, which 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); 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 also houses the Institute for Public Relations, an independent nonprofit organization dedicated to the science beneath the art of public relations, and the Florida Scholastic Press Association, whose mission is to educate, train and support scholastic journalists and their advisers.

Over the past five years, the Florida Legislature has invested more than \$2 billion in the University, including more than \$800 million in the last fiscal year.

For FY2023–2024, UF received \$130 million in new funding from the state legislature to support strategic initiatives. Some \$50 million was allocated directly to the President's Office. From that \$50 million, \$43 million in one-time funding was made available to colleges and units based on approval of submitted proposals. The remaining \$80 million was made available directly to colleges to support their own strategic initiatives.

Two CJC proposals were accepted for President's Office funding, including:

- \$300,000 over three years to expand student journalism coverage of the environment, small business, and natural disasters and emergencies, including the establishment of an Environment/Sustainability/Small Business Desk, establishment of a Natural Disaster/Emergency Coverage Desk, and expansion of coverage in “news desert” communities, including partnerships with professional news organizations.
- \$70,000 to help fund a live, one-hour sports preview show modeled after ESPN's College GameDay program. The program, which is scheduled to launch in Fall 2024, will provide valuable hands-on experiences to students in producing live sports content and telling powerful, data-driven sports stories.

Students will gain experience both in front of the camera and behind the scenes, including anchoring, reporting, producing and directing.

For FY24, in addition to \$1.7 million in recurring funds for discretionary spending (e.g., overhead, salaries), CJC received \$720,00 in recurring funds to support its own strategic initiatives. A team of CJC faculty, staff and administrators reviewed and awarded funds to seven proposals, including:

- \$330,00 to establish an educational and professional presence in Washington, D.C., to immerse students in a rich political and urban environment where unique opportunities exist in strategic communication, journalism and more. A CJCxDC task force has been formed to flesh out this initiative and has begun a search for an inaugural director.
- \$100,000 to hire a Research and International Initiatives Project Manager to help better manage and elevate CJC faculty and staff, student research and international outreach, engagement and initiatives.
- \$90,000 to update Weimer research labs to better support faculty and grad student research. An updated CJC Research Lab will provide a space for research, help encourage others to conduct research and help with grad student and faculty recruitment.
- \$70,000 to license social-listening and data-analytics software for use in the classroom, immersion venues and research.
- \$50,000 to accelerate Consortium on Trust in Media and Technology development of Authentically, an AI-powered tool that helps communicators assess in real-time whether their word choices and language framing are unbiased and assist them in making choices that lower barriers to information trust.
- \$15,000 to help position the Summer Media Institute one-week high school program as one of the nation's best by partnering with statewide scholastic press associations to promote and provide scholarships to highly skilled students from various states.
- \$10,000 to establish a three-day film festival open to all Florida State University System and College System student filmmakers and a high school division open to all prospective juniors and seniors. The festival, which launched in Spring 2024, consisted of student film screenings, an industry Q&A panel and an awards ceremony.

In 2023, UF President Kent Fuchs officially stepped down after nearly eight years in that role. He was succeeded by Dr. Ben Sasse, former U.S. senator from Nebraska and former president of Midland College, a small, private school in Fremont, Nebraska. The new president was tasked with implementing new Florida Legislature and Board of Governors' laws and regulations, including prohibitions on diversity, equity and inclusion funding, changes to general education core courses, and revised criteria for post-tenure review.

Dr. Sasse resigned in July 2024, citing issues with his wife's health. Dr. Fuchs assumed a one-year interim president role. UF Provost Joseph Glover stepped down in July 2023 after 15 years at UF and became provost at the University of Arizona in 2024. Scott Angle was named provost and senior vice president of academic affairs in January 2024. In August 2024, Dr. Angle stepped down and Dr. Glover returned to UF as interim provost.

In Fall 2023, the president initiated a process to update the University's strategic plan, which is on hold until a new president is named.

In 2022, the College began its own strategic planning process, which resulted in a new [CJC 2028 plan](#). The strategic plan addresses Dean Hub Brown's vision for the College:

- Continue investments to ensure the learning and research environment is state of the art
- Continue to assemble a diverse group of renowned teachers, scholars and professionals
- Provide unrivaled pathways to the best educational and career opportunities for the College's students
- Be the preeminent program in providing scholarly and actionable insights to students, industry and academia.

The strategic planning process was led by a team of faculty and staff who made initial strategic goal recommendations to College leadership in Spring 2022. A leadership retreat in Fall 2022 established a model for the strategic planning process, and a team of working groups began fleshing out the strategic goals, including objectives, strategies, and tactics. The full plan was approved by faculty and staff in Fall 2023. The key goals include:

1. Build on CJC's scholarly excellence to advance competitive advantages and drive innovation.
2. Enhance CJC's recruitment, retention, and placement of faculty, staff, and students with diverse identities, experiences and perspectives.
3. Develop an environment that fosters a culture of active participatory inclusiveness, collaboration and collegiality.
4. Elevate undergraduate and graduate student career preparation, readiness, cultural competency, and competitive standing for evolving professions.
5. Acquire and continually refresh infrastructure and technology to be innovative, forward-looking, and cutting-edge.

4. Describe any recent major changes in the mission, goals, or programs and activities of the unit. (2 pages, bullets)

Since the College was re-accredited in 2018, the College has gone through two strategic planning processes, one in 2020 and again in 2023. While the College's mission did not change, major strategic goals were modified to reflect new capabilities and areas of focus for the College. Each process affirmed the College's commitment to research excellence; student career preparedness; recruitment, retention and placement of faculty, staff, and students with diverse identities, experiences and perspectives; a welcoming culture; and providing a world-class learning environment.

Significant developments include:

- Naming Hub Brown, formerly associate dean for research, creativity, international initiatives and diversity at Syracuse University's Newhouse School, the College's seventh dean, succeeding Diane McFarlin, who retired as dean after eight years in that role.
- Expanding the online master's program to include six areas of specializations and four certificate programs.
- Establishing the Center for Public Interest Communications, which provides research and training on effective communications to impact positive social change.
- Installing new leadership in the College's Advertising, Public Relations and Media Production, Management, and Technology Departments (in 2021, the College renamed the Telecommunication Department to Media Production, Management and Technology Department to better reflect program opportunities).
- Dividing the College's Division of Graduate Studies and Research into two separate ones, each with an associate dean in a leadership role, to provide more emphasis on CJC's research mission.
- Devoting additional funds and resources to enhance the building infrastructure, including replacement of 14 of the building's 36 air handling units, installation of security cameras in high-traffic areas, and construction of a new news studio and control room within the Innovation News Center to centralize all operations. The College has secured more than \$4 million in funding from the state of Florida to support infrastructure and broadcast systems resiliency and to redesign and rebuild a new technical operations center.
- Expanding Florida Public Radio Emergency Network (FPREN), which is operated out of the College and provides critical weather, safety, and evacuation information to public media stations statewide, to South

Carolina through its public media network. In 2019, FPREN received the prestigious Corporation for Public Broadcasting Lifeline Award for public media stations providing outstanding service to their communities during local emergencies, natural disasters, and other urgent situations.

- Launching “Fresh Take Florida,” a news service producing top-caliber investigative and political content focusing on Florida’s state government. Stories are written by student journalists under the direction of CJC faculty and staff. Students are hand-selected each semester through an application process and generally are college seniors or juniors.
- Establishing the Consortium on Trust in Media and Technology with \$1.25 million in seed funding from UF as one of the University’s “moonshot” initiatives to look across all communication fields, with an emphasis on better understanding how technology influences the way we interact with information. News industry veteran Janet Coats was hired in 2021 to lead the consortium. Two new faculty members, Dr. Seungahn Nah and Dr. Yang Feng, were added to the faculty to work with the Consortium on trust research, particularly the impact of AI on misinformation and democracy.
- Securing donor funding to launch the Office of Careers and Corporate Partnerships, designed to expand employment and internship opportunities with top employers for new and recent graduates.
- Expanding its footprint to New York City with the launch of its CJCxNYC program. The immersion program for students blends professional experiences with the city’s culture and energy and includes one-week summer programs and summer and fall semester-long programs.
- Securing funding from a donor to launch the \$25,000 Collier Prize for State Government Accountability, one of the largest journalism prizes in the country designed to incentivize more and better coverage of state government and politics. In 2024, the donor established an \$8 million endowment to fund the prize in perpetuity, hire a director, and launch a local journalism symposium. It is the largest gift in the College’s history.
- Launching the Atlas Lab, a state-of-the-art digital media analysis and social media listening lab, with \$500,000 in initial funding from the Provost’s Office. The College also hired a director to provide skills development for students, data for the College’s scholars and tools for immersion venues.
- Being recognized regionally and nationally for the talents of its students. CJC placed second overall in the Hearst Journalism Awards for four years in a row (2021–2024). The College’s Public Relations Department was a finalist in the PR Week Outstanding Education Program for four years in a row (2021–2024) and was named the top program in 2023. CJC PR students were named PR Week Outstanding Student of the Year in 2022 and 2023 and the College’s Public Relations Student Society of America Bateman Team won the national case study competition in 2023 and 2024 and placed second in 2020 and 2022. And in 2024, the College was ranked fourth in the nation by the Broadcast Education Association, based on an evaluation of the quality and consistency of students’ creative works produced at one institution compared to those at other institutions. The College ranked eighth in 2022 and sixth in 2023.
- MPMT Lecturer Iman Zawahry and Journalism Lecturers Harrison Hove and Moni Basu winning UF’s Teacher of the Year Awards in 2023–2024, 2020–2021 and 2019–2020, respectively, giving CJC seven Teacher of the Year Awards since the program started in 2000. PR Lecturer Natalie Asorey was named UF Faculty Advisor/Mentor of the Year for 2021–2022.
- Rebranding the College’s sports program (“Sports@CJC”) and continuing to invest in one of the largest sports media education programs in the country, including introducing more than 15 new sports-related courses, expanding immersion opportunities, hiring two industry professionals to focus on sports journalism and sports marketing, sports-related study abroad programs in Frankfurt, Munich, Paris and the UK, and launching an annual symposium focused on the future of sports.

5. If the unit was previously accredited, summarize each deficiency noted in the previous accreditation report (Part 3, item 6) that the site team said should be addressed, followed by a response to each of actions taken 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.

ADJUNCT RELIANCE

Similar to the College's previous self-study, the majority of course sections are not taught by full-time faculty. However, our staffing plan ensures that the primary responsibility for teaching remains with our full-time faculty especially with over 470 sections taught. This is achieved by having all core courses either taught by full-time faculty, led by a full-time faculty member or chair, or developed and maintained online by a full-time faculty member.

Nonetheless, the College recognizes the need to improve the percentage of core course sections taught by full-time faculty as reflected by ACEJMC requirements. As a result, CJC plans to take several steps, including a plan to integrate full-time faculty more on a rotating basis. The College is reviewing course leads to ensure consistency across offerings and will vet new hires more to ascertain core classes they can teach at the undergraduate level.

NON-COMPLIANCE AND ASSESSMENT

During the last accreditation visit, the College was found to be out of compliance with Standard 9: Assessment of Student Learning. Several changes have been made to ensure compliance now.

In late 2019, a new Associate Dean for Undergraduate Affairs was appointed with the goal of overhauling how assessment in the college was done, and in the months that followed, revisions were implemented to improve the process.

We now have six measures of assessment – three direct and three indirect.

The direct measures are:

- **SENIOR LEARNING ASSESSMENT:** This is a 50-question multiple choice exam that's given to graduating seniors every spring semester to assess their breadth of general knowledge in their chosen field. Thirty-five questions are the same for all majors, and 15 are major-specific. Five questions deal with each of the 10 ACEJMC core values.
- **CAPSTONE PROJECTS EVALUATED BY INDUSTRY PROFESSIONALS:** Each of the four departments – Advertising, Journalism, Public Relations and Media Production, Management, and Technology — has a capstone class (or capstone classes) in which students produce a final project, which is then evaluated by industry professionals. The industry professionals are mainly comprised of people from each department's Advisory Council, but a few are alums who are now working professionally. This assessment is conducted annually.
- **Student Internships Evaluated by Supervisors:** Students are evaluated at the end of every semester by their internship supervisors who fill out a form on Qualtrics.

The indirect measures are:

- **STUDENT AWARDS:** CJC students' competency in the ACEJMC core values is reflected by the myriad of awards they win each year in all four departments. (See question four for examples of awards won in the 2023–2024 school year.)
- **GRADUATION SURVEY:** Every graduating senior is required to complete a graduation survey as a condition for graduation. The survey helps the faculty better understand what students have learned in their major, what experiential experiences and internships they had, what student organizations they've been a part of, how they feel the major prepared them for a career, whether they have accepted a job in the field, what they think the strengths and weaknesses of the college are, and so on.

- **JOB PLACEMENT:** In March 2020, the College created the Office of Careers and Corporate Partnerships (OCCP) to help students better navigate the transition between the College and a career. Thanks to the efforts of the OCCP, the job placement of the College's students has been growing every year (see Standard 6).

The results of the six measures of assessment – and especially the three direct measures – are analyzed at the end of the fall and spring semesters by the Curriculum and Teaching Committee, which is comprised of the associate dean for undergraduate affairs, the four department chairs, one faculty member from each department, and the College's Teacher of the Year.

Information on how data from assessment was used to improve curriculum and programs can be found in Question 3 under Standard 3.

BUILDING INFRASTRUCTURE

While not cited as a formal deficiency, the 2018 site visit report noted that “the one significant resource obstacle remains space. ... College leaders fear the 146,439-square-foot structure will be insufficient for the planned growth of the College, faculty, students and programs.”

In 2020, the College commissioned a CJC-wide space study that revealed various opportunities for better use of available square footage to accommodate growth and provide new learning experiences for students. Based on that study, the College was able to:

- Reconfigure current space to accommodate additional offices for new faculty and staff.
- Provide the STEM Translational Communication Center with expanded office and collaboration space next to the Center for Public Interest Communications.
- Position the Brechner Center for the Advancement of the First Amendment in new, enhanced space next to the Consortium on Trust in Media and Technology.
- Enhance the space for CJC's online master's program staff and provide new engagement opportunities in a dedicated space with the College's Graduate and Research Divisions.
- Convert underutilized space for CJC's human resources team to create new opportunities for improved onboarding, training and engagement.
- Build and integrate a news studio and control room, which were previously located on different floors, into the Innovation News Center space to provide an improved real-world experience for students.
- Consolidate space to relocate all radio studios into an area adjacent to the Innovation News Center on the second floor of Weimer Hall.
- Reconfigure current space to accommodate the new, state-of-the-art Atlas Lab on the ground floor of Weimer Hall.
- Using funding from the state of Florida, secured through WUFT/Florida Public Radio Emergency Network, consolidate all of the technical operations of the College's media enterprise into a new, state-of-the-art network operations center at the core of Weimer Hall.

See Standard 7 for more information on building improvements.

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, associate dean for research, department chairs, the executive director of the Division of Multimedia properties, executive director of the College's online master's program, the CFO/director of finance, the senior director of advancement and alumni relations, and the executive director of external relations. A large group of support staff was involved in developing the initial draft.

In April 2024, the College conducted five focus groups with students to solicit feedback and perspectives on a list of questions covering their academic experience, career preparation, ethics and values, etc. The groups were conducted by an external moderator to protect the anonymity of the participants and to reduce interviewer bias in data collection. The transcripts were divided by academic department. The moderator provided a summary of feedback, transcripts, implications and recommendations. The results were shared with all the deans and department chairs to utilize the feedback for strategic assessment and planning.

Members of the leadership team were assigned to draft their respective standards in consultation with the executive associate dean. Executive Associate Dean Spiro Kioussis, with support from Executive Director of External Relations Randy Bennett, were responsible for drafting the general and supplemental information and Standard 1, overseeing the collection of data and editing drafts of all of the standards, overseeing the review and approval process, and overseeing the proofing and production of the final self-study.

Faculty were informed at multiple points about progress throughout the self-study year at meetings of the College Faculty Senate, All-Faculty meetings and All Faculty and Staff meetings, including the annual College Retreat in August 2024.

Here is the timeline for drafting the self-study:

SELF-STUDY

- JUNE 1:** First draft refinements begin
- JULY 15:** Edited first draft sent to college leadership
- AUG. 6:** Draft sent to faculty and staff
- AUG. 19:** Draft discussed at College Retreat
- SEPT 2:** Final revisions made to self-study
- SEPT. 3:** Final version sent to proofreader
- SEPT. 20:** Final draft to designer
- OCT. 15:** Final review
- OCT. 24:** Final sent to ACEJMC

STRENGTHS AND WEAKNESSES

In August 2024, the College held its annual retreat, to which all faculty and staff are invited. The retreat was focused on a review of the self-study, particularly on identifying strengths and areas needing improvement. Below is a summary of their assessments.

STRENGTHS

QUALITY OF STUDENTS: Student talent was evident, in part, in the number of student awards received in the past several years. CJC has placed second overall in the Hearst Journalism Awards Intercollegiate Competition for the past four years (2021–2024) and has had 20 students participate in the National Championships since 2018. The College's PRSA Bateman Competition Team placed first nationally in 2023 and 2024 and second

in 2020 and 2022, and a PR student was named PR Week Outstanding Student of the Year in 2022 and 2023. Student work in the BEA Festival of Media Arts earned the College eighth place nationally in 2022, sixth place in 2023 and fourth place in 2024. Advertising students have won 40 gold medals and 38 silver medals in the AAF North Central Florida Student and Professional competitions since 2020.

QUALITY OF INSTRUCTION: The quality of instruction was assessed based on the depth of the College's course offerings, variety of assessments, department and individual teaching awards, and more. In Spring 2024, the College offered more than 50 skills courses across all four departments. All departments offer students multiple specialization tracks that allow them to hone their skills in areas they are most passionate about.

Three CJC faculty members have won the University's Undergraduate Teacher of the Year award since 2021, the highest honor for UF faculty. The Public Relations Department has been named in the top five of PR Week's Outstanding Education Program for five years in a row since 2021 and was named best program in 2023. The average faculty evaluation score in Spring 2024 was 4.51 out of 5, compared to 4.30 in Spring 2019.

The College turned assessment from a weakness into a strength, now offering six measures annually (three direct and three indirect) to assess student competencies. In Spring 2024, the average SLO score was 84.3% across the College. Students scored over 80% in six of the seven collegewide SLOs and over 85% in five of them.

The College curriculum is also heavily future focused, with continuous course additions to reflect innovative skills most desired by employers. For example, CJC so far has created four stand-alone courses that feature AI and its effects on communications industries. AI has been incorporated into much of the College's curriculum, including media management, media technology, brand management and audience analytics courses. The College has also deepened its curriculum focused on sports and expanded it across all four departments.

IMMERSION OPPORTUNITIES: Immersion venues and opportunities are among the hallmarks of the College's "teaching hospital" model. State-of-the-art venues, all housed in Weimer Hall, include the Innovation News Center (multimedia newsroom), The Agency (a strategic communications firm) and the Atlas Lab (digital media analysis lab). Students build on-air and production skills in CJC's media properties, including the local PBS and NPR affiliates; two commercial radio stations, including an ESPN affiliate; one commercial TV station; GHQ student-run radio; the Florida Public Radio Emergency Network (FPREN); and GatorVision (in partnership with the University Athletic Association). Students also gain experience in student-organization based opportunities, including Elevate advertising agency, Alpha public relations agency, Atrium magazine and Chompics film production. Undergraduate students are also developing research skills through work with individual faculty and our academic centers, particularly the STEM Translational Communication Center. For example, one undergraduate student published an article on attitudes toward air taxis in Florida cities. Another designed an experiment about privacy policies on non-profit websites, which was presented in September 2024 at the European Communication Conference in Ljubljana, Slovenia.

RESEARCH PRODUCTIVITY: CJC scholars have demonstrated a consistent increase in productivity since the last self-study. For example, in 2023, faculty peer-reviewed articles appeared in 111 journals, compared to 68 in 2017. The number of faculty members publishing rose from 32 to 42. During the review period, faculty were published in 224 journals with a median impact factor of 3.0 (impact factor is a measure of the frequency with which the average article in a journal has been cited in a particular year). The top quarter of the publications had a minimum impact factor of 4.8 and the highest impact factor was 16.1. More than 700 research papers were presented across major academic conferences during that period, with 94 top-paper awards. The College's grant productivity has also increased, thanks in part to the hiring of a director of research administration in 2021. From 2018–2023, College faculty have submitted 310 proposals resulting in 76 awards worth nearly \$6 million.

STATE SUPPORT: The College has directly benefited from the Florida Legislature's strong financial support of the University over the past several years. In 2023–2024 alone, the state provided \$130 million in special strategic funding to the University. Of that, CJC received nearly \$400,000 in one-time funds from the President's Office and \$1.7 million in recurring funds for discretionary spending (e.g., overhead, salaries). CJC also received \$720,000 in recurring funds to support its own strategic initiatives. Additional allocations from state strategic funding are expected to continue in 2024–2025 and beyond.

In addition, since 2017, the state has provided more than \$4.5 million in dedicated funding in support of WUFT and the Florida Public Radio Emergency Network's systems and infrastructure to ensure state-of-the-art technology and a high level of resiliency for the College's public safety work benefiting the entire state of Florida. Since 2012, the College's public media properties have generated more than \$7.5 million in operating funding through the state of Florida.

CAREER PREPARATION AND PLACEMENT: The launching of the College's Office of Careers and Corporate Partnerships in 2020, funded in part by a generous alumni donation, has allowed CJC to provide enhanced career preparation and placement opportunities. In 2023–2024, 49% of students were offered employment at the time of graduation vs. 38% in 2019–2020. Since 2022, an average of 350 students participated in each of CJC's in-person career fairs (held in fall and spring semesters) with an average of 45 employers attending each fair.

COMMITMENT TO COMMUNITY: Despite a challenging political environment, the College continues to demonstrate its commitment to an inclusive and welcoming culture. To promote student diversity, the College developed a program targeting community colleges in underserved communities. The Knight Division is focused on student inclusion activities, including supporting a variety of student organizations and affinity groups. CJC revamped its faculty and staff recruitment process to ensure a balanced pool of candidates and an equitable evaluation process. It also developed a variety of new professional development and leadership programs. The College leadership reflects the diversity CJC strives for, with a Black dean and nine women (two of them Black) in leadership positions. The College also increased its commitment to community via shared governance with the addition of an International Committee and the creation of a Staff Council with direct access to leadership.

WEAKNESSES

Among the areas that the College seeks improvement on are:

INFRASTRUCTURE: As noted in the previous self-study, the 44-year-old Weimer Hall has shown its age and limitations. The College has received funding to shore up its physical infrastructure over a period of years. As CJC continues to grow, space limitations persist, particularly for faculty and staff offices, classrooms and student gathering places. The College is pursuing additional University funds and donations to pay for an architectural review of the facility to assess how we can better utilize existing space and build the case for a more comprehensive renovation.

INTEGRATION: Despite efforts to encourage more interdisciplinary collaboration, there is still a feeling among some faculty and staff that the College operates in a siloed environment. The departments tend to operate independently from each other. There is a lack of shared courses across majors, which makes it harder for students to switch majors. There is also a continued sense that the academic units are not integrated enough with the immersion venues. College leadership is looking for ways to enhance collaboration by expanding resources for interdisciplinary research, leveraging our Student Immersion Council to find ways for better connections between the departments and immersion venues, and encouraging more curriculum collaboration across units. The efforts of the academic departments to build their own strategic plans to align with the College's strategic plan should also enhance cooperation across units.

FACULTY AND STUDENT DIVERSITY: While improving, the diversity of the faculty and students lags the demographics of Florida and the U.S. overall. CJC's continued efforts to enhance recruitment processes should help, but the environment in Florida remains an obstacle for recruitment and retention. The College has invested in a full-time student outreach position to better connect with high schools across the state and region that will help enhance student recruitment. The College's ongoing investment in its Community + Culture Committee, the addition of an International Committee since the last accreditation and the expansion of student affinity groups supports CJC's commitment to community and belonging. These and action items laid out in CJC's strategic and diversity plans should enhance support for students, faculty and staff from underrepresented groups. It also enhances the pluralism of viewpoints for all stakeholders.

7. Provide the web links to undergraduate and graduate catalogs and other publications that describe the mission and scope of the unit, its curriculum, administrative and graduation requirements. If this information is in print-only formats, provide a print copy in the workroom.

Mission Statement and Goals	https://www.jou.ufl.edu/home/about/mission-statement
CJC 2028 Strategic Plan	https://www.jou.ufl.edu/wp-content/uploads/2024/09/CJC-2028-Strategic-Plan-Final-100124.pdf
Diversity Plan*	www.jou.ufl.edu/wp-content/uploads/2024/09/CJC-Diversity-Plan-100124-1.pdf
Constitution and Bylaws	https://www.jou.ufl.edu/wp-content/uploads/2024/04/CJCConstitutionBylawsUpdatesFor2023-2024Review.docx.pdf
Organization Chart	https://apps.jou.ufl.edu/OrgChart
CURRICULUM	
Advertising	https://catalog.ufl.edu/UGRD/colleges-schools/UGJRC/ADV_BSAD
Journalism	https://catalog.ufl.edu/UGRD/courses/journalism
MPMT	https://catalog.ufl.edu/UGRD/courses/telecommunication
Public Relations	https://catalog.ufl.edu/UGRD/courses/public_relations
Undergraduate Catalog	https://catalog.ufl.edu/UGRD/colleges-schools/UGJRC
Degree Requirements	https://catalog.ufl.edu/UGRD/colleges-schools/UGJRC/#degreerequirementstext
Academic Learning Compact	https://catalog.ufl.edu/UGRD/colleges-schools/UGJRC/JM_BSJ/#academiclearningcompacttext

* The College has taken a variety of steps to address Florida Legislature and Board of Governors' regulations on diversity, equity and inclusion at Florida's public universities. For more information, please see Standard 4.



PART II:

STANDARD 1 MISSION, GOVERNANCE AND ADMINISTRATION

Part II: Standard 1, Mission, Governance and Administration

BEFORE THE VISIT: As part of the self-study process, the unit should self-report data directly into ACEJMC's searchable database, <https://lookup.acejmc.org>, by the time of the site visit. Instructions are at <http://www.acejmc.org/resources/acejmc-database-instructions-2>.

During the visit, the unit should provide the following in the workroom or access to:

- unit reports on curriculum, educational policy, meeting minutes, etc.
- files related to searches and hiring decisions regarding administrators
- files related to concerns and complaints expressed by faculty, staff or students
- a faculty policy manual, handbook or other document specifying the roles of faculty in governance and the development of educational policy
- copy of the strategic plan

EXECUTIVE SUMMARY

During the accreditation review period, the College of Journalism and Communications has achieved substantial growth and advancement in leadership, strategic planning, shared governance, communication, transparency, and its commitment to continuous improvement. These enhancements directly address concerns and feedback from faculty, staff, students, and other key stakeholders.

Dean Diane McFarlin retired in 2020 after eight years in that role. Hub Brown was named dean and professor in 2021 after a distinguished academic and professional career at Syracuse University and in the industry. In addition, three new department chairs were appointed, and four assistant/associate deans were promoted in the areas of undergraduate affairs, graduate studies, research, and student experiences during the review period.

For long-range planning, the College began a two-year process in 2021 to review its 2017 strategic plan. The updated plan was adopted in 2023. Highlights in shared governance include updating the College's constitution, adding an International Committee to the College's governance structure, and refocusing the College's Diversity, Equity and Inclusion Committee to Community + Culture based on the changing political landscape. Enhancements in communication and transparency include providing financial updates on an annual basis to all employees, holding town halls around various social issues and the pandemic, offering more student feedback opportunities with the deans, and creating a Staff Council to complement the existing Faculty Senate. Finally, the College's expanded Human Resources and PATH (Professional Advising and Teaching Hub) offices developed more structured procedures and systems to resolve issues and concerns raised by various constituencies.

1. Provide the web link to the unit's mission statement.

The following is the mission statement for both the undergraduate and graduate programs in the College of Journalism and Communications. It was reaffirmed in Fall 2023 in the College's latest strategic plan (CJC 2028). [Mission Statement - UF College of Journalism and Communications \(ufl.edu\)](#)

"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."

2. Describe the administrative structure of the unit, including to whom the unit administrator reports 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.

CJC Leadership Organizational Chart

DEAN: HUB BROWN

(Reports to provost)

- 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.
- Exercises oversight of the College's state and foundation budgets and supervises work of the College's director of finance.
- Supervises associate and assistant deans in charge of graduate students, research, undergraduate students and student experiences, and the executive directors/directors in charge of the Brechner Center for the Advancement of the First Amendment, the Division of Media Properties, External Relations, the Innovation News Center, the Knight Division for Scholarships and Student Inclusion, Consortium on Trust in Media and Technology and The Agency.
- 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.

EXECUTIVE ASSOCIATE DEAN: SPIRO KIOUSIS

(Reports to dean)

- Serves as the second-ranked administrator and assists the dean in overall leadership and administration of the College, Division of Media Properties, and other immersion venues.
- Duties include:
 - Overseeing academic and faculty affairs, tenure and promotion, and the performance evaluation process and supervising department chairs, academic center directors, the director of distance education, and the College's events manager.
 - Handling internal administration of private endowments and awards related to academic affairs.
 - Assisting the dean in overall execution of the state budget, with signature and budget authority for allocation of state and private funds; implementation and ongoing evaluation of shared governance procedures in the college; direction of the dean's office administrative staff; and fielding requests related to technology.
 - Overseeing all academic facility issues and office assignments, coordinating all accreditation processes and maintaining the database of all related surveys and reports.
 - Supporting community and culture initiatives, and serving as liaison to the provost's office for faculty development efforts.
 - Supervising the STEM Translational Communication Center and the Center for Public Interest Communication.

INTERIM ASSOCIATE DEAN FOR GRADUATE STUDIES: MARCIA DISTASO

(Reports to dean)

- Administers the program, including oversight of the processing of applications, supervision of student records, and handling of drop/add.
- Recommends candidates for graduate research and teaching assistantships and oversees all graduate student appointments.
- Coordinates the work of the Graduate Committee.
- Oversees graduate staff and directors.
- Oversees graduate curriculum.

ASSOCIATE DEAN FOR RESEARCH: MARCIA DISTASO

(Reports to dean)

- Supports research culture in the College
- Advocates for CJC faculty with research policies and tools
- Oversees college strategic initiatives
- Coordinates faculty awards

ASSOCIATE DEAN FOR UNDERGRADUATE AFFAIRS: JAMES BABANIKOS

(Reports to dean)

- 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 the College Curriculum and Teaching Committee 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.
- Supervises advising in the College and is coordinator of the Office of Undergraduate Affairs.
- Works with department chairs to continually correct and refine audits for students on different catalog years.

ASSISTANT DEAN FOR STUDENT EXPERIENCES AND DIRECTOR, KNIGHT DIVISION FOR SCHOLARSHIPS AND STUDENT INCLUSION: KATRICE GRAHAM

(Reports to dean)

KNIGHT DIVISION ROLE

- Provides leadership in administering the College’s undergraduate scholarship program, including publicizing scholarship opportunities, verifying student eligibility and serving as primary contact for scholarship recipients.
- Develops strategy and leads initiatives designed to attract and retain students from underrepresented groups.

- Serves as a support for faculty advisers of the College's student organizations, with an emphasis on UF National Association of Black Journalists (UFNABJ), National Association of Hispanic Journalists (NAHJ), and Journalism and Communications Ambassadors (JCA). Creates and/or collects metrics to assess the student experience including Knight Division recruitment and retention activities and student perspectives of inclusion.

ASSISTANT DEAN FOR STUDENT EXPERIENCES ROLE

- Oversees the Knight Division and the Office of Career and Corporate Partnerships.
- Serves as a team leader and facilitator for all administrators who oversee the College's venues for professional immersion, including the Innovation News Center, The Agency, the seven media properties, GatorVision, FPREN, the Center for Public Interest Communications and the STEM Translational Communication Center.

DEPARTMENT CHAIRS:

(Report to executive associate dean)

HUAN CHEN, Advertising

TED SPIKER, Journalism

ROXANE COCHE, Media Production, Management, & Technology

MYIAH HUTCHENS, Public Relations

- Leads the department by establishing priorities for human and financial resources and setting the agenda for activities.
- Initiates, leads, and implements curriculum study and change.
- Assigns personnel to teaching, research, and service functions.
- Oversees and assigns adjuncts, as well as graduate-student teaching assistants.
- Serves as the primary point of contact for undergraduate students in the major—handling conflicts, advising questions, awards opportunities, and extracurricular programming.
- Oversees assessment and other reporting of student learning outcomes.
- Maintains effective liaison with professionals and alumni in the field, especially with professional societies, advisory groups, guest speakers, 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)

- Leads the College's Division of Multimedia Properties, including complete oversight of the following broadcast, digital, social and mobile media properties: WRUF-AM ("ESPN 98.1/850 WRUF", WRUF mobile app and WRUF.com), WRUF-FM ("1037, The Gator", 1037TheGator.com and Gator mobile app), WRUF-TV, WUFT-TV (wuft.org), WUFT-FM (wuft.org), WJUF-FM (wuft.org), WUFQ-FM (wuft.org) and GHQ (ghq.fm), the WUFT mobile app and the GHQ mobile app.
- Ensures compliance with all Federal Communications Commission regulations by the University's broadcast stations, including both public and commercial television and radio stations.
- 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, through both University-related internal partnerships such as GatorVision, etc. and through external partnerships with corporate partners.

- Provides leadership and is responsible for all College of Journalism and Communications construction projects and initiatives.
- Provides leadership and is responsible for safety and security initiatives for the College, including development of a comprehensive safety and security protocol and systems planning and execution.
- Leads the Florida Public Radio Emergency Network (FPREN) and the South Carolina Emergency Information Network (SCEIN), which provide public safety and emergency management messaging to 14 public radio stations that cover the states of Florida and South Carolina.
- Oversees all facility maintenance, housekeeping, broadcast station engineering, studios, systems technology and maintenance, IT systems, operations and maintenance, etc. Formed the College's facility/engineering/IT group in 2014, known as the "Technology Advancement Group (TAG)" and leads the department's operations.
- Leads the College's legislative affairs efforts with the state of Florida related to grant funding for the public broadcasting stations (WUFT-TV and WUFT-FM) in addition to state funding support for the Florida Public Radio Emergency Network.

EXECUTIVE DIRECTOR OF EXTERNAL RELATIONS: RANDY BENNETT

(Reports to dean)

- 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.
- Helps manage strategic planning process and provides strategic oversight to ensure College programs align with the established goals and objectives.

CONSULTING EXECUTIVE DIRECTOR, THE AGENCY, LAURENT BURMAN

(Reports to dean)

- 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.
- Cultivates and secures clients throughout the United States and around the world.
- Creates policies and procedures, including specific direction for hiring students, billing clients, and 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.

EXECUTIVE DIRECTOR OF DISTANCE EDUCATION: EVAN KROPP

(Reports to executive associate dean)

- Oversees daily operations of online graduate programs that include one Master of Arts in Mass Communication degree with six concentrations and four graduate certificates.
- Supervises 12 staff members and hires and supervises approximately 70 adjunct faculty teaching in the online graduate programs.
- Creates forecasts and manages the budget for the self-funded online graduate programs.
- Collaborates with deans, department chairs and faculty within CJC on developing and maintaining the online graduate program's curriculum.
- Organizes admissions, enrollment, and retention activities for new and returning students.

DIRECTOR OF HUMAN RESOURCES: KEISHA REYNOLDS*(Reports to dean)*

- Responsible for developing and executing a strategic vision for all aspects of the College's human resources functions.
- Develops strategic practices that foster a work environment of inclusion.
- Maintains equity practices and compensation aligned with union policies and university regulations.
- Promotes building a culture of awards and recognition.
- Maintains HR metrics to monitor workplace health and development.

DIRECTOR OF FINANCE: KUTONYA SOWELL*(Reports to dean)*

- Serves as the College's chief financial officer. Responsible for the financial integrity of the College.
- 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.

INTERIM DIRECTOR OF INNOVATION NEWS CENTER (INC): HARRISON HOVE*(Reports to dean)*

- Oversees production of the news, weather and sports content created in the INC and related digital assets/platforms (WUFT-TV, WUFT-FM, WRUF-AM/FM, WRUF-TV, WUFT.org and WRUF.com).
- Supervises nine full-time professional news managers.
- Participates in the College's efforts to develop digital businesses and oversees 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.

SENIOR DIRECTOR OF DEVELOPMENT: NATALIE KARAOGLANIAN*(Reports to dean)*

- Serves as the lead fundraiser for the College, supporting the vision of the dean.
- Oversees individual fundraising for the College, Division of Media Properties and other immersion venues.
- Identifies, qualifies, cultivates, solicits, and stewards prospects at the annual giving, mid-range and major gift levels.
- Oversees membership development for public media properties.
- Manages two associate directors.
- Effectively performs prospect tracking, portfolio management, record keeping, file maintenance, and reporting using the UF Foundation CRM database.

- 3. Describe the unit's process for strategic or long-range planning. Provide the web link to 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 has encouraged and contributed to quality and innovation in the unit. Describe who has responsibility for updating the plan and the process for monitoring its effectiveness in driving progress.**

The College's previous strategic plan was developed in 2017 and was in place until fall 2023. The CJC 2028 strategic planning process was launched in fall 2021 with an all-College retreat to discuss CJC's strengths, weaknesses, opportunities and threats. Based on those discussions, a strategic planning work group was formed to draft a set of strategic goals, which were approved in spring 2022.

During the 2022–2023 academic year, five working groups were formed to develop objectives, strategies and tactics for each goal. The final plan was based on recommendations from each group and updates were made during the College Retreat in fall 2023. This plan was formally endorsed by the CJC Staff Council and CJC Faculty Senate in fall 2023. On an annual basis, senior leadership and select members of the faculty and staff review the strategic plan, mission statement, College constitution and other governance documents to ensure alignment with current and future directions of the unit. Below is a link to the current plan and previous plan.

[CJC 2028 Strategic Plan](#)

[CJC 2020 Strategic Plan](#)

- 4. Provide the web link to where the unit publishes its most recent retention and graduation data.**

Below is a link to the University of Florida's CJC graduation and retention rates.

[Graduation and Retention Rates](#)

- 5. Describe the unit's policies and procedures for faculty governance. Provide in a digital format or make available in the site team workroom print copy of faculty policy manuals, handbooks or other documents specifying policies, procedures, and the roles of faculty and students in governance and in development of educational policy and curriculum. (Note passages and pages specific to the directive.)**

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 of Journalism and Communications with the number proportional to the number of eligible faculty in the unit. CJC currently has two representatives.

At the College level, the College Faculty Senate and special task forces embody groups where shared governance resides. Shared governance in the College is guided by the principles of mutuality, collegiality, collaboration, transparency, representative participation, mutual accountability and clarity of roles. 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 their designee) on other matters connected with the priorities and policies of the College and their implementation. That consultation includes having input into the decision-making process and being informed of the nature and rationale for decisions before they are made. Faculty and staff are also very involved in the hiring search process as committee members and search chairs for both faculty and staff.

Standing College faculty committees include Budget and Long-Range Planning, Curriculum and Teaching, Faculty Welfare and Development, Graduate, Research, Technology, and Community + Culture (formerly

Inclusion, Diversity and Equity). Standing University-mandated committees include Sabbatical, Salary Equity, Post-Tenure Review (formerly Sustained Performance Evaluation) and Tenure and Promotion. The dean's committees include Deans and Chairs (which includes deans, department chairs and senior staff leadership) and College Council (which includes the Deans and Chairs plus unit and center directors). The Faculty Senate typically meets biweekly during the academic year. The dean or executive associate dean (or both) attend the meetings, make reports as needed, and 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 Faculty Senate has collaborated with the College administration and faculty committees to develop and implement a number of initiatives, including revising the College Constitution, updating the Faculty Standards and Criteria guidelines for tenure and promotion and developing CJC's strategic plan. In a yearlong process, the College worked with the Faculty Union on the conversion of staff members to faculty in the Innovation News Center to ensure compliance with the UF Faculty CBA.

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. 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 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. The College has also initiated a program called Caffeine with the Dean, an open forum where undergraduate and graduate students can discuss a variety of topics. Finally, formal focus groups were conducted in spring 2024 with students from all four departments and the college overall to provide feedback on their experience in CJC.

Since the last accreditation, the College has also created a Staff Council, which is intended to provide staff with a path to provide input into shared governance of the College. The CJC Staff Council serves as an advisory body to the dean and appropriately represents the interests of the staff. The Council's goals are to:

- Disseminate information gained by the Staff Council to all staff members, creating a more direct and informed knowledge base about administration initiatives, thoughts and activities.
- Encourage staff input, develop ideas, and generate recommendations for improvement of the College.
- Serve as a direct liaison to the dean regarding matters pertaining to staff.
- Maintain an improved culture of communication and facilitate a closer working relationship between the members of the College staff.
- Serve and better the staff via additional training and professional development.
- Serve as a conduit for better staff/faculty collaboration.

The list of governance and administrative resources is located [here](#).

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

As specified in the College Constitution, the faculty meets at least once in the fall and once in the spring semesters. These meetings are typically 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 is sometimes allocated to departmental meetings. The faculty meetings during the 2023–2024 academic year were as follows:

All Faculty met together nine times during the academic year.

- CJC Kick-Off Retreat (faculty and staff): 8/16/2023
- CJC Faculty meeting with President Sasse: 8/18/2023
- CJC Town Hall & Listening Session on SB266: 9/29/2023
- Dean's State of the College and All Faculty meetings: 12/7/2023, 4/25/2023
- Faculty Senate-called All Faculty meetings: 3/1/2024, 1/26/2024, 12/7/2023, 11/3/2023

Faculty met at the department level as well.

- Departments hold faculty meetings two or more times per semester. The dean attends at least one departmental meeting for each department annually.
- In addition, each department holds a faculty meeting with their department Advisory Council each semester.

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

The list of [College faculty 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, Post-Tenure Review (formerly 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 [Collective Bargaining Agreement](#).

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 Post-Tenure Review 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's responsibilities for the College are discussed in the Faculty Standards and Criteria documents. Since the last accreditation, separate criteria were updated developed for [tenure-track](#) and [non-tenure track](#) faculty. The College has also developed criteria for [Post-Tenure Review](#) following state law, University policy, and Board of Governors' regulations.

The faculty standing committees include Budget and Long-Range Planning, Curriculum and Teaching, Faculty Development and Welfare, Graduate, Research, Technology, Undergraduate Affairs and Community + Culture (formerly Diversity, Equity, & Inclusion). An International Committee was also added since the last accreditation. 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. The following committees elect their own chair: Budget and Long-Range Planning, Faculty Development and

Welfare, Graduate, International, and Technology. Other committees are chaired by the appropriate administrator (Curriculum and Teaching and Undergraduate Affairs: associate dean for undergraduate affairs; Graduate: associate dean for graduate studies; Research: associate dean for research). All committee responsibilities are described in the [College Constitution](#).

8. 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 a variety of ways. The College has two senators who serve on the UF Faculty Senate. "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 Journalism serves on the University's Academic Personnel Board (which reviews tenure and promotion cases). The College Faculty Senate chair serves on a group comprised of college senate chairs across the university. One CJC faculty member is a representative with the University's International Office. The executive associate dean serves on a committee for faculty affairs. The associate dean for graduate studies serves on the Council of Graduate Deans, and the associate dean for research serves on 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, the associate dean 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 undergraduate program. A faculty member from the Journalism Department serves as the head of IRB.

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

The College's normal process for selecting department chairs includes formation of a faculty search committee, which acts in an advisory capacity and recommends an unranked list of up to three finalists to the dean. Appointments of administrators are normally for three-year terms, with the possibility of renewal. 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.

The department chairs appointed since the last self-study report were selected internally. However, they all initially served as interim chairs with faculty input. Subsequently, faculty were again consulted and voted prior to their appointment as chair. The three chairs appointed since the last self-study report include Huan Chen in the Department of Advertising, Roxane Coche in the Department of Media Production, Management, and Technology, and Myiah Hutchens in the Department of Public Relations. Ted Spiker has remained the chair in the Department of Journalism.

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 associate dean for graduate studies and research was split into two positions: associate dean for graduate studies and associate dean for research. In 2019, CJC created a new assistant dean for student experiences position. The current deans include James Babanikos (associate dean for undergraduate affairs), Marcia DiStaso (associate dean for research and interim associate dean for graduate studies), and Katrice Graham (assistant dean for student experiences). Spiro Kiouis has remained executive associate dean.

Evaluation of administrators is completed annually by the dean and executive associate dean based on their supervision. In addition, administrator surveys are completed every three years by the Faculty Senate in collaboration with UF Central Human Resources. When completed, the specific results are shared with individual

leaders and broad results are shared with the CJC community. Each leader also meets with their supervisor to review and make adjustments as needed. Finally, the dean requests 360 reviews of leaders when needed as an additional point of feedback through the College Human Resources office.

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

FACULTY AND STAFF COMPLAINTS AND CONCERNS

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 go to CJC Human Resources or file formal grievances through processes established by the University and the United Faculty of Florida union 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 Office also assists to resolve issues and grievances that may arise. Staff may also bring up issues to the Staff Council.

The Title IX Office is the appropriate place to initiate a complaint (if the reporting party is the victim) or file a report (if the reporting party is a witness) of anything that may be construed as sex discrimination, sexual harassment or sexual assault. UF expects all employees to complete sexual harassment training and receive UF training compliance certification.

For complaints or concerns that cannot be solved through supervisory channels or are egregious in nature, CJC HR will consult with UF HR Employee Relations, which will manage the complaint process. For employees who are not comfortable reporting concerns through their chain of command or through the formal complaint process, UF sponsors the Ethics and Compliance Hotline. The Ethics and Compliance Hotline is a confidential/anonymous way for employees to report concerns of suspected policy violations or misconduct. The UF Compliance Hotline is hosted by a third-party vendor to safeguard the anonymity of callers.

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 such a meeting does not resolve the issue or prove satisfactory, undergraduate students are referred to the associate dean for undergraduate affairs 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

Process

1. Student must notify the instructor with a dated email that she/he is appealing a grade within 10 business days of final grades being released. Notification should include the 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 disagreements with instructor. The 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, appeals can go to step 3.
3. If the instructor and student do not agree on the appeal and remedy, the student should notify the department chair within 30 days of meeting with the instructor. The chair should be notified in a dated email, followed by a meeting between the student and the chair.
4. The chair contacts the faculty member regarding a student meeting, updates faculty member on the student's 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, the chair forwards the student petition to the associate dean for undergraduate affairs. The associate 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. The committee reviews evidence for appeal from both the instructor and student. The committee may contact either party for more information.
7. The committee recommendation to change or not change the grade is made in writing to the department chair.
8. The department chair conveys the committee's decision to the faculty member. The faculty member indicates whether she/he intends to modify the student's grade.
9. The chair conveys outcomes of the process to the student, associate dean, and UF Ombudsman (if necessary).

Basis of an Appeal

- 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.
 - A grade may not be challenged on the basis of subjective assessment (difference of opinion about the quality of the work).
 - Appropriate bases for a grade appeal include:
 - Bias or mistreatment of the student in comparison to other students.
 - 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).
- Please Note:** Syllabi can be modified during a semester if there are any extenuating circumstances, but the modifications that are made should only help the students and be in their best interest.
- A failure of the faculty member to follow UF policy, for example, UF's attendance policies regarding exemptions for religious observances.



PART II: **STANDARD 2 CURRICULUM AND INSTRUCTION**

Part II: 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. Since its last ACEJMC accreditation in 2018, the College has made substantial and significant changes to its curriculum, increasing its relevance, ensuring that it is effectively teaching the core competencies, reducing duplication across departments, and attracting more non-majors to classes.

As always, the College's aim is to teach effective storytelling based on progressive research to benefit society. CJC focuses on preparing students for today's multimedia environment, providing real-world experience through its "teaching hospital" approach. Students learn by doing. They can build on what they learn in the classroom by participating in the myriad immersion opportunities that the College offers, including reporting and editing in the Innovation News Center (multimedia newsroom), at Fresh Take Florida (a news service covering Florida politics and government), and for magazines "Orange and Blue" (lifestyle) and "Atrium" (narrative non-fiction). Students build on-air and production skills in CJC's media properties, including PBS affiliate (WUFT-TV), low-power television station (WRUF-TV), NPR affiliate (WUFT-FM and its repeater station WJUF-FM), WUFT Classic, two commercial radio stations (WRUF-AM ESPN 850/98.1 Gainesville and WRUF-FM The Gator), GHQ student-run radio, the Florida Public Radio Emergency Network (FPREN) and GatorVision (in partnership with the University Athletic Association). Advertising and Public Relations students gain experience in The Agency (a strategic communications firm) and in student-organizations like Alpha (for PR students) and Ad Society (for advertising students). These immersion experiences are crucial to integrating a curriculum that blends storytelling, science, and social good.

To ensure the College best prepares its graduates to be competitive in today's rapidly changing media environment, CJC has embraced the University of Florida's campus-wide initiative to equip all students with a foundation in and understanding of artificial intelligence. This initiative has given CJC students the opportunity to use state of the art AI tools, including access to the fastest supercomputer in U.S. higher education. Students truly have the opportunity to work at the cutting edge of Generative Artificial Intelligence.

The College has created a number of courses that feature AI and its effect on communications industries, including JOU3365: AI in Media and Society, ADV4930: AI and Advertising, PUR4243: Industry Perspectives – AI in Public Relations, and IDS2935: Collaboration with AI for Better Communication. AI has also been incorporated into much of the College's curriculum, including media management, media technology, brand management and audience analytics courses. Finally, students can get more experience working with artificial intelligence in the College's centers/institutes/labs that incorporate AI techniques in their research, including the Consortium on Trust in Media and Technology, Center for Public Interest Communications, the Marion B. Brechner First Amendment Project, the Joseph L. Brechner Freedom of Information Project, and the Atlas Lab digital media analytics facility.

UF also offers a University-wide certificate to help students understand the fundamentals of artificial intelligence, its applications to real-world problems in various disciplines, and ethical and professional responsibilities of these technologies. The certificate consists of two required courses, a fundamental course and an AI ethics course.

In spring 2020, then Dean Diane McFarlin charged each department to develop "a new course or course content that addresses diversity, cultural awareness and internationalization as a part of the core requirements of each department." And the departments delivered. CJC now has core courses dealing with diversity and inclusion in all of its majors: ADV3411: Multicultural Advertising in the US, and ADV4400: International and Cross-Cultural Advertising in Advertising; MMC2604: Media, Cultures and Identity, and JOU4714: Race,

Sports, and Media in Journalism; MMC4302: World Communication Systems, RTV3411: Race, Gender, Class and the Media, and RTV3404: Islam, Media, and Popular Culture in Media Production, Management, and Technology; and PUR3211: Diverse Voices, and PUR4212: Diversity, Equity, and Inclusion for Public Relations Professionals in Public Relations. Also, PUR4203: Ethics and Professional Responsibility in Public Relations, RTV4432: Ethics and Problems in MPMT, and MMC3203: Ethics and Problems in Mass Communications are classes that deal with diversity and inclusion. These courses prepare students for issues and challenges they will find in their professional careers.

The College also invites guest speakers from underrepresented communities into its classrooms. There were more than 220 guest lecturers in the College in the 2023–2024 academic year, roughly 40% of whom were from underrepresented groups, as reported by full-time faculty. Guest speakers in adjunct-taught classes are not currently tracked.

How the College and individual departments updated their curriculum

The College substantially revised its curricula over the past seven years with an emphasis on cross training students to meet the challenges of the current and future media landscape.

At the college level, CJC reduced the number of credit hours required for graduation in each department from 124 to 120 by decreasing the number of outside-the-college electives. This improves the students' time to graduation and aligns with the vast majority of majors offered at UF.

The **Department of Advertising** developed two certificates – the “Creative Advertising Certificate,” responding to a growing demand from students (and industry) for more in-depth training in creative advertising; and the “Media Sales Certificate,” meeting the demands of a quickly evolving advertising profession shaped by both traditional and digital media. The Advertising Department also developed new courses to enhance students' creative skills, to bring them up to speed with the advent of digital media and technology, and to help them better understand global markets and multicultural audiences in today's interconnected world.

The **Department of Journalism** underwent a massive change in 2018 when the broadcast news sequence from the Department of Telecommunication migrated over to the Department of Journalism, requiring a change in degree plans and leading to the creation of two-course specializations in the major. In 2023, the curriculum was revised significantly, with the primary revision being a change from a two-course specialization to creating six specialty areas in which students must take a minimum of 12 credits in one of them. These specialty areas include Broadcast, Specialized Reporting, Visual, Data/Coding, Editing/Producing, and a Customized track (by permission only). Since the last accreditation, special-topics and permanent courses have been added as options, including Environmental Journalism (and advanced versions), Breaking News Writing, Sports Digital Editing, Advanced Multimedia and courses addressing gender in media, music journalism, advanced courses in narrative nonfiction, and more.

The **Department of Media Production, Management, and Technology (MPMT)**, previously the Department of Telecommunication, was renamed in fall 2021 so that students and employers better recognize the nature of the program. Perhaps the most significant curriculum change was the creation of RTV3516: Electronic Field Production II as a new required course in the Production track. The course consists of different sections specializing in Cinematography, Editing, Screenwriting, etc. Students can take the course more than once. The addition of this course has improved the quality of the student films in their capstone RTV4929C: Advanced Production Workshop class. Also, two new sports courses were created to respond to the needs of the Department of Journalism's Sports and Media major. A minor in MPMT is now awaiting approval and is scheduled to launch next year.

The **Department of Public Relations** created two new tracks – Public Interest Communications and Corporate – to give the students more focused training so they can further increase their job readiness. A minor in Public Relations was also created so students outside the major can be better prepared to enter PR adjacent fields. New electives were created to broaden offerings for students, including Corporate Communication Essentials; Political Communication; The Agency Immersion; DE&I for PR Professionals; Industry Perspectives; Integrated Communications; and more.

A discussion of how each department in the College reviews and updates its curriculum can be found in the last part of section 3 in this standard.

1. **Use the following format to provide an outline of the curriculum required for the major and for each of the unit's specializations. Add lines for courses and categories as needed. (Please see example provided separately with this template.)**

Definition of "Program" = the College of Journalism and Communications/CJC

Number of hours/units required for graduation: 120

Number of hours/units required for major degree: 51-52

Core Courses for All Students in Program (9-12 CREDITS)

1. MMC1009 Introduction to Media and Communications
2. Media Law (MMC3210, MMC4200 or RTV4700, depending on major)
3. Media Ethics (JOU4700, MMC3203, MMC3210, or RTV3432, depending on major)
4. Visual Communication (VIC3001 or JOU3220c, depending on major)
5. Writing Fundamentals (MMC2121, JOU2040, or JOU3101, depending on major)

Courses for all students in Program

1. SPC2608 Public Speaking (3 cr.)
2. STA2023 Statistics (3 cr.)
3. AMH2020 US History since 1877 (3 cr.)
4. POS2041 American Federal Government (3 cr.)
 - or PSY2012 General Psychology for ADV and PR majors (3 cr.)
5. ECO2013 Macroeconomics (4 cr.)
6. State Core Gen Ed credits are three for Biological and Physical Science; three for Composition; three for Humanities; three for Social and Behavioral Science; and three for Mathematics for a total of 15 credits. The General Ed credits are the same plus six credits for additional coursework, for a total of 21 credits. UF Quest students are required to take a three-credit Quest 1 class and a three-credit Quest 2 class for a total of six credits.
7. Foreign language courses or Quantitative Option courses (8-10 cr.)

ADVERTISING

Additional courses in track/sequence that all students in track/sequence must take:

ADVERTISING: AGENCY TRACK

51 CJC cr. + 69 non-CJC cr. = 120 credits total

1. ADV3008 Principles of Advertising (3 cr.)
2. ADV3001 Advertising Strategy (3 cr.)
3. ADV3500 Digital Insights (3 cr.)
4. ADV3403 Branding (3 cr.)
5. ADV4101 Copywriting and Visualization (3 cr.)
6. ADV4300 Media Planning (3 cr.)
7. ADV4800 Advertising Campaigns (3 cr.)
8. ADV3411 Multicultural Advertising in the US (3 cr.)
9. MMC1009 Intro to Media and Communications (1 cr.)
10. MMC3420 Consumer and Audience Analytics (3 cr.)

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

Advertising professional electives (11 cr.); 3000–4000 level courses in the Program.

Elective courses that must be taken within the program

None

List of Elective courses offered by the department

1. ADV 3310 Digital Media Sales (3 cr.)
2. ADV 3420 Health Communication (3 cr.)
3. ADV 3502 Advertising Sales (3 cr.)
4. ADV 3920c Advertising Workshop: Preparing Your Pitch (1 cr.)
5. ADV 3943 The Agency Immersion (VAR)
6. ADV 4302 Great Ideas in Marketplace Communications (3 cr.)
7. ADV 4303 Gaming Changing Ideas (2 cr.)
8. ADV 4323 Branding and Social Media (3 cr.)
9. ADV 4400 International and Cross-Cultural Advertising (3 cr.)
10. ADV 4404 Cultural Branding (3 cr.)
11. ADV 4603 Account Management (3 cr.)
12. ADV 4710 Advertising Portfolio I (3 cr.)
13. ADV 4801 Sports Advertising Creative Campaigns
14. ADV 4910 Advertising Undergraduate Research (VAR)
15. ADV 4930 Special Study in Advertising: Agency Essentials (3 cr.)
16. ADV 4930 Special Study in Advertising: Shoppers Marketing (3 cr.)

17. ADV 4930 Special Study in Advertising: Ads for Social Goods (3 cr.)
18. ADV 4930 Special Study in Advertising: Health Ads for Social Goods (3 cr.)
19. ADV 4930 Special Study in Advertising: Social Media Analytics & Strategy (3 cr.)
20. ADV 4930 Special Study in Advertising: AI and Advertising (3 cr.)
21. ADV 4930 Special Study in Advertising: The Craft of Visual Communications (3 cr.)
22. ADV 4930 Special Study in Advertising: Fashion Advertising (VAR)
23. ADV 4940 Advertising Internship (VAR)
24. ADV 4941 Advanced Advertising Internship (VAR)
25. ADV 4950 Advertising Portfolio II (3 cr.)
26. ADV 4951 Advertising Portfolio III (3 cr.)

Required outside of the accredited unit – in addition to courses in the list above “Courses for all students in Program”

1. MAR3023 Principles of Marketing (4 cr.)
2. ENC3252 Writing for Strategic Communication (3 cr.)
3. STA2023 Introduction to Statistics (3 cr.)

Additional course in track/sequence that all students in track/sequence must take:

None

ADVERTISING: PERSUASIVE MESSAGING TRACK

52 CJC cr. + 68 non-CJC cr. = 120 credits total

1. ADV3008 Principles of Advertising (3 cr.)
2. ADV3001 Advertising Strategy (3 cr.)
3. ADV3500 Digital Insights (3 cr.)
4. ADV3403 Branding (3 cr.)
5. Advertising Experiential Learning courses (6 cr.)
6. ADV3411 Multicultural Advertising in the US (3 cr.)
7. MMC1009 Intro to Media and Communications (1 cr.)
8. MMC3420 Consumer and Audience Analytics (3 cr.)

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

Advertising professional electives (14 cr.); 3000–4000 level courses in the Program.

Elective courses that must be taken within the program

None

List of Elective courses offered by the department

1. ADV 3310 Digital Media Sales (3 cr.)
2. ADV 3420 Health Communication (3 cr.)

3. ADV 3502 Advertising Sales (3 cr.)
4. ADV 3920c Advertising Workshop: Preparing Your Pitch (1 cr.)
5. ADV 3943 The Agency Immersion (VAR)
6. ADV 4302 Great Ideas in Marketplace Communications (3 cr.)
7. ADV 4303 Gaming Changing Ideas (2 cr.)
8. ADV 4323 Branding and Social Media (3 cr.)
9. ADV 4400 International and Cross-Cultural Advertising (3 cr.)
10. ADV 4404 Cultural Branding (3 cr.)
11. ADV 4603 Account Management (3 cr.)
12. ADV 4710 Advertising Portfolio I (3 cr.)
13. ADV 4801 Sports Advertising Creative Campaigns
14. ADV 4910 Advertising Undergraduate Research (VAR)
15. ADV 4930 Special Study in Advertising: Agency Essentials (3 cr.)
16. ADV 4930 Special Study in Advertising: Shoppers Marketing (3 cr.)
17. ADV 4930 Special Study in Advertising: Ads for Social Goods (3 cr.)
18. ADV 4930 Special Study in Advertising: Health Ads for Social Goods (3 cr.)
19. ADV 4930 Special Study in Advertising: Social Media Analytics & Strategy (3 cr.)
20. ADV 4930 Special Study in Advertising: AI and Advertising (3 cr.)
21. ADV 4930 Special Study in Advertising: The Craft of Visual Communications (3 cr.)
22. ADV 4930 Special Study in Advertising: Fashion Advertising (VAR)
23. ADV 4940 Advertising Internship (VAR)
24. ADV 4941 Advanced Advertising Internship (VAR)
25. ADV 4950 Advertising Portfolio II (3 cr.)

Required outside of the accredited unit – in addition to courses in the list above “Courses for all students in Program”

1. MAR3023 Principles of Marketing (4 cr.)
2. ENC3252 Writing for Strategic Communication (3 cr.)
3. STA2023 Introduction to Statistics (3 cr.)

JOURNALISM

Additional course in track/sequence that all students in track/sequence must take:

JOURNALISM

52 CJC cr. + 68 non-CJC cr. = 120 credits total

1. JOU2100 Broadcast Writing Bootcamp (1 cr.)
2. JOU3015 Principles of Journalism (3 cr.)
3. JOU3101 Reporting (3 cr.)
4. JOU3110 Applied Fact Finding (3 cr.)
5. JOU3220c Visual Journalism (3 cr.)
6. JOU3346L Multimedia Reporting (3 cr.)
7. MMC1009 Intro to Media and Communications (1 cr.)
8. MMC2450 Data Literacy for Communicators (1 cr.)
9. MMC2604 Media, Cultures, and Identity (3 cr.)
10. Specialization sequence courses (12 cr.). Choose from broadcast, visual, topical reporting, data/coding, editing/producing.

SPECIALIZATION COURSES FOR JOU'S SIX TRACKS

(Also can be taken as professional electives)

+ required for specialization

* must take one as capstone/advanced option

Broadcast

- | | |
|---|--|
| 1. RTV3303 Audio News and Reporting + | 6. RTV3632 TV News Producing |
| 2. RTV3304 Advanced Audio Storytelling | 7. RTV4684 Advanced TV News Producing * |
| 3. RTV3305 In-Depth Broadcast Reporting * | 8. JOU4201 News Center Practicum |
| 4. RTV4301 TV News Reporting | 9. JOU4951 Noticias |
| 5. RTV4681 Advanced TV News Reporting | 10. JOU4202 Advanced News Center Practicum |

Editing/Producing

- | | |
|--|---|
| 1. JOU3202 Editing and Coaching or RTV3632 TV News Producing + | 5. JOU4011C Audience Engagement |
| 2. JOU4201 News Center Practicum | 6. JOU4447C Applied Magazines * |
| 3. JOU4202 Advanced News Center Practicum | 7. JOU4950 Applied Journalism * |
| 4. JOU3366C Social Media for Journalists | 8. RTV4684 Advanced TV News Producing * |

Visual

- | | |
|---|---|
| 1. JOU3601 Photographic Journalism + | 4. JOU4603 Specialized Journalistic Photography |
| 2. JOU4604 Advanced Photographic Journalism 1 | 5. JOU4327 Video Storytelling |
| 3. JOU4605 Advanced Photographic Journalism 2 * | 6. JOU3213 Design |
| | 7. JOU4214 Advanced Design * |

Data/Coding

- | | |
|--|-------------------------------------|
| 1. JOU3305 Data Journalism | 5. JOU4306 Advanced Data Journalism |
| 2. JOU3121 Data Viz and Mapping | 6. JOU3365 AI in Media & Society |
| 3. JOU3363 Web Apps for Communicators | 7. JOU4318 Sports Data Journalism |
| 4. JOU4364 Advanced Web Apps for Communicators | 8. JOU4950 Applied Journalism |

Topical Reporting

- | | |
|---|-------------------------------------|
| 1. JOU3202 Editing and Coaching + | 6. JOU4941 Fresh Take Florida * |
| 2. JOU4111 Advanced Reporting | 7. JOU4304 Science Journalism |
| 3. JOU4123 Investigative Reporting * | 8. JOU4314 Environmental Journalism |
| 4. JOU4308 Magazine and Feature Writing | 9. JOU4313C Sports Reporting |
| 5. JOU4311 Narrative Nonfiction Writing * | 10. JOU4950 Applied Journalism |

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

Professional electives (14 cr.); 3000–4000 level courses in the Program.

List of elective courses offered by the department

1. JOU4930 Special Topics: Breaking News
2. JOU4930 Special Topics: Music Journalism
3. JOU4930 Special Topics: International Reporting
4. JOU4930 Special Topics: Reporting from Ground Zero
5. JOU4930 Special Topics: On-Air/ Play by Play
6. JOU4930 Special Topics: Food, Media and Culture
7. JOU4930 Special Topics: Reporting on College Sports
8. JOU4930 Special Topics: Drone Journalism
9. JOU4930 Special Topics: Sports and Social Issues
10. JOU4930 Special Topics: Sports Digital Editing
11. JOU4930 Special Topics: International Sports Media
12. JOU4930 Special Topics: TV Sports Reporting
13. JOU4930 Special Topics: The Art of Interviewing
14. JOU4930 Special Topics: Advanced Environmental Journalism
15. JOU4930 Special Topics: AI and Social Media
16. JOU4930 Special Topics: Humor Writing
17. JOU4930 Special Topics: Professional Creativity

Elective courses that must be taken within the program

None

Required outside of the accredited unit – in addition to courses in the list above “Courses for all students in Program”

1. English elective (3 cr.)
2. INR2001 International Relations or CPO2001 Comparative Politics
 - or POS2112 State and Local Gov’t (3 cr.)

3. Outside concentration courses (9 cr.)
4. Electives outside of the accredited unit to reach 120 credits total

Additional course in track/sequence that all students in track/sequence must take

JOURNALISM: SPORTS AND MEDIA TRACK

52 CJC cr. + 68 non-CJC cr. = 120 credits total

1. JOU2100 Broadcast Writing Bootcamp (1 cr.)
2. JOU3015 Principles of Journalism (3 cr.)
3. JOU3101 Reporting (3 cr.)
4. JOU3110 Applied Fact Finding (3 cr.)
5. JOU3220c Visual Journalism (3 cr.)
6. JOU3346L Multimedia Reporting (3 cr.)
7. MMC1009 Intro to Media and Communications (1 cr.)
8. MMC2450 Data Literacy for Communicators (1 cr.)
9. MMC2604 Media, Cultures, and Identity (3 cr.) OR
10. JOU4714 Race, Sports and Media (3 cr.)
11. Sports and Media Core Coursework (18 cr.)
12. JOU4313c Sports Reporting or RTV3593 Multimedia Sports Reporting
13. MMC3210 Sports Media Law and Ethics
14. MMC3703 Sports Media and Society
15. PUR3463 Sports Communication
16. RTV3502c Fundamentals of Sports Production
17. RTV4959c Sports Capstone

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

Professional electives (14 cr.); 3000–4000 level courses in the Program.

List of elective courses offered by the department

- | | |
|--|---|
| 1. JOU4930 Special Topics: Breaking News | 10. JOU4930 Special Topics: Sports Digital Editing |
| 2. JOU4930 Special Topics: Music Journalism | 11. JOU4930 Special Topics: International Sports Media |
| 3. JOU4930 Special Topics: International Reporting | 12. JOU4930 Special Topics: TV Sports Reporting |
| 4. JOU4930 Special Topics: Reporting from Ground Zero | 13. JOU4930 Special Topics: The Art of Interviewing |
| 5. JOU4930 Special Topics: On-Air/Play by Play | 14. JOU4930 Special Topics: Advanced Environmental Journalism |
| 6. JOU4930 Special Topics: Food, Media and Culture | 15. JOU4930 Special Topics: AI and Social Media |
| 7. JOU4930 Special Topics: Reporting on College Sports | 16. JOU4930 Special Topics: Humor Writing |
| 8. JOU4930 Special Topics: Drone Journalism | 17. JOU4930 Special Topics: Professional Creativity |
| 9. JOU4930 Special Topics: Sports and Social Issues | |

Elective courses that must be taken within the program

None

Required outside of the accredited unit – in addition to courses in the list above “Courses for all students in Program”

1. English elective (3 cr.)
2. INR2001 International Relations or CPO2001 Comparative Politics
 - or POS2112 State and Local Gov’t (3 cr.)
3. Outside concentration courses (9 cr.)
4. Electives outside of the accredited unit to reach 120 credits total

MEDIA PRODUCTION, MANAGEMENT, AND TECHNOLOGY

Additional courses in track/sequence that all students in track/sequence must take:

DIGITAL FILM AND TELEVISION PRODUCTION TRACK

51 CJC cr. + 69 non-CJC cr. = 120 credits total

1. MMC1009 Intro to Media and Communications (1 cr.)
2. RTV2100 Writing for Electronic Media (3 cr.)
3. RTV3001 Introduction to Media Industries and Professions (3 cr.)
4. RTV3101 Advanced Writing for Electronic Media (3 cr.)
5. RTV3511 Fundamentals of Production (3 cr.)
6. RTV3320 Electronic Field Production (3 cr.)
7. RTV3516 Electronic Field Production II (3 cr.)
 - Or RTV3330 Documentary Prep
 - Or RTV3108 Screen Writing and Film Producing
 - Or RTV3577 Visual Effects and Compositing
 - Or RTV3581 Cinematography
 - Or RTV3311 Film Editing and Sound Design
8. RTV4500 Content Acquisition, Distribution, and Strategy (3 cr.)
9. RTV4929c Senior Advanced Production Workshop (4 cr.)
10. MMC4302 World Communication Systems (3 cr.) or RTV3411 Race, Gender, Class and the Media

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

Electives inside the college (12 cr.)

List of elective courses offered by the department

- | | |
|---|--|
| 1. MMC2740 Introduction to Media and Sports | 16. RTV4930 Intercultural Communication |
| 2. RTV3404 Islam, Media, and Popular Culture | 17. RTV4930 Intro to Visual Storytelling |
| 3. RTV3502C Fundamentals of Sports Production | 18. RTV4930 Live Sports Production |
| 4. RTV3945 Electronic Media Practicum | 19. RTV4930 Managing Entertainment TV and Film |
| 5. RTV4905 Individual Projects in Media | 20. RTV4930 Media Communication in Korea |
| 6. RTV4930 Broadcasting Diaspora | 21. RTV4930 Media Ethics in the Digital Age |
| 7. RTV4930 Careers in Entertainment Industry | 22. RTV4930 Media Management |
| 8. RTV4930 Chinese Film and Media | 23. RTV4930 Media Sales & Market |
| 9. RTV4930 Christian Media | 24. RTV4930 Media User Experience |
| 10. RTV4930 Communicating Soccer Globally | 25. RTV4930 NBA in Paris |
| 11. RTV4930 Creative Thinking & Storytelling | 26. RTV4930 Photography Composition & Editing |
| 12. RTV4930 Documentary, Media, & Society | 27. RTV4930 Pitch your Script |
| 13. RTV4930 Entertainment Storytelling | 28. RTV4930 Producing and Directing Sports |
| 14. RTV4930 Filmmaking | 29. RTV4930 Producing Live Sports Show |
| 15. RTV4930 Globalizing American Sports | 30. RTV4930 Radio Management |

- | | |
|--|--|
| 31. RTV4930 Reality TV Media | 39. RTV4930 The Agency |
| 32. RTV4930 Reptile Report Production | 40. RTV4930 The Cannes Lions Experience |
| 33. RTV4930 Script Analysis | 41. RTV4930 The Writers' Room |
| 34. RTV4930 SEC Film Festival | 42. RTV4930 TV & Film Screenwriting |
| 35. RTV4930 Spring Training Experience | 43. RTV4930 Special Study in Media Production, Management, and Technology* |
| 36. RTV4930 Stories of Resiliency | 44. RTV4940 Media Internship |
| 37. RTV4930 Storytelling Experience | 45. RTV4959C Sports Capstone |
| 38. RTV4930 Televising Lacrosse | |

Elective courses that must be taken within the program

None

Required outside of the accredited unit – in addition to courses in the list above “Courses for all students in Program”

1. SYG2000 Principles of Sociology (3 cr.) or PSY2012 General Psychology (3 cr.)
2. ENC3254 Professional Writing in the Discipline (3 cr.)
 - or ENC3252 Writing for Strategic Communication (3 cr.)
3. Electives outside of the accredited unit to reach 120 credits total

Additional courses in track/sequence that all students in track/sequence must take

MANAGEMENT AND STRATEGY TRACK

51 CJC cr. + 69 non-CJC cr. = 120 credits total

1. MMC1009 Intro to Media and Communications (1 cr.)
2. ADV3008 Principles of Advertising (3 cr.)
3. RTV2100 Writing for Electronic Media (3 cr.)
4. RTV3001 Introduction to Media Industries and Professions (3 cr.)
5. JOU3002 Understanding Audiences (3 cr.)
6. RTV3405 Media and Society (3 cr.)
7. RTV4500 Content Acquisition, Distribution, and Strategy (3 cr.)
8. RTV4506 Media Research (3 cr.) or MMC3420 Consumer and Audience Analytics (3 cr.)
9. RTV4800 Media Management and Strategy (3 cr.)
10. MMC4302 World Communication Systems (3 cr.) or RTV3411 Race, Gender, Class and the Media

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

Operations block electives (6 cr.)

Complete two:

1. MMC3420 Consumer and Audience Analytics (3 cr.)
2. RTV4420 New Media Systems (3 cr.)
3. RTV4506 Media Research (3 cr.)

4. RTV4590 Digital Games in Communications (3 cr.)
5. RTV4591 Applications of Mobile Technology (3 cr.)
6. RTV4910 Media Undergraduate Research, with approval (3 cr.)
7. RTV4930 Special Study in Media Production, Management, and Technology (3 cr.)

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

Electives inside the college (5 cr.)

List of elective courses offered by the department

- | | |
|--|--|
| 1. MMC2740 Introduction to Media and Sports | 24. RTV4930 Media User Experience |
| 2. RTV3404 Islam, Media, and Popular Culture | 25. RTV4930 NBA in Paris |
| 3. RTV3502C Fundamentals of Sports Production | 26. RTV4930 Photography Composition & Editing |
| 4. RTV3945 Electronic Media Practicum | 27. RTV4930 Pitch your Script |
| 5. RTV4905 Individual Projects in Media | 28. RTV4930 Producing and Directing Sports |
| 6. RTV4930 Broadcasting Diaspora | 29. RTV4930 Producing Live Sports Show |
| 7. RTV4930 Careers in Entertainment Industry | 30. RTV4930 Radio Management |
| 8. RTV4930 Chinese Film and Media | 31. RTV4930 Reality TV Media |
| 9. RTV4930 Christian Media | 32. RTV4930 Reptile Report Production |
| 10. RTV4930 Communicating Soccer Globally | 33. RTV4930 Script Analysis |
| 11. RTV4930 Creative Thinking & Storytelling | 34. RTV4930 SEC Film Festival |
| 12. RTV4930 Documentary, Media, & Society | 35. RTV4930 Spring Training Experience |
| 13. RTV4930 Entertainment Storytelling | 36. RTV4930 Stories of Resiliency |
| 14. RTV4930 Filmmaking | 37. RTV4930 Storytelling Experience |
| 15. RTV4930 Globalizing American Sports | 38. RTV4930 Televising Lacrosse |
| 16. RTV4930 Intercultural Communication | 39. RTV4930 The Agency |
| 17. RTV4930 Intro to Visual Storytelling | 40. RTV4930 The Cannes Lions Experience |
| 18. RTV4930 Live Sports Production | 41. RTV4930 The Writers' Room |
| 19. RTV4930 Managing Entertainment TV and Film | 42. RTV4930 TV & Film Screenwriting |
| 20. RTV4930 Media Communication in Korea | 43. RTV4930 Special Study in Media Production, Management, and Technology* |
| 21. RTV4930 Media Ethics in the Digital Age | 44. RTV4940 Media Internship |
| 22. RTV4930 Media Management | 45. RTV4959C Sports Capstone |
| 23. RTV4930 Media Sales & Market | |

Elective courses that must be taken within the program

None

Required outside of the accredited unit – in addition to courses in the list above “Courses for all students in Program”

1. SYG2000 Principles of Sociology (3 cr.) or PSY2012 General Psychology (3 cr.)
2. ENC3254 Professional Writing in the Discipline (3 cr.)
 - or ENC3252 Writing for Strategic Communication (3 cr.)
3. Business outside concentration courses (12 credits total)
4. Electives outside of the accredited unit to reach 120 credits total

Additional courses in track/sequence that all students in track/sequence must take

51 CJC cr. + 69 non-CJC cr. = 120 credits total

1. MMC1009 Intro to Media and Communications (1 cr.)
2. RTV2100 Writing for Electronic Media (3 cr.)
3. RTV3001 Introduction to Media Industries and Professions (3 cr.)
4. RTV3405 Media and Society (3 cr.)
5. RTV4420 New Media Systems (3 cr.)

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

Select 9 credits from one block and 6 credits from a different block (15 cr.):

DIGITAL MEDIA BLOCK

1. MMC3260 Communications on the Internet (3 cr.)
2. MMC3630 Social Media and Society (3 cr.)
3. PUR3622 Social Media Management (3 cr.)
4. RTV4591 Applications of Mobile Technology (3 cr.)

MULTICULTURAL AND GLOBAL COMMUNICATIONS BLOCK

1. ADV3008 Principles of Advertising (3 cr.)
 - or PUR3000 Principles of PR (3 cr.)
2. ADV4400 International and Cross-Cultural Advertising (3 cr.)
3. MMC4302 World Communication Systems (3 cr.)
4. PUR4404c International Public Relations (3 cr.)
5. RTV3411 Race, Gender, Class and the Media (3 cr.)

APPLICATIONS OF COMMUNICATION BLOCK

1. MMC3420 Consumer and Audience Analytics (3 cr.)
2. MMC3614 Media and Politics (3 cr.)
3. MMC3703 Sports Media and Society (3 cr.)
4. RTV4500 Content Acquisition, Distribution, and Strategy (3 cr.)

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

Electives inside the college (8 cr.)

List of elective courses offered by the department

- | | |
|---|--|
| 1. MMC2740 Introduction to Media and Sports | 6. RTV4930 Broadcasting Diaspora |
| 2. RTV3404 Islam, Media, and Popular Culture | 7. RTV4930 Careers in Entertainment Industry |
| 3. RTV3502C Fundamentals of Sports Production | 8. RTV4930 Chinese Film and Media |
| 4. RTV3945 Electronic Media Practicum | 9. RTV4930 Christian Media |
| 5. RTV4905 Individual Projects in Media | 10. RTV4930 Communicating Soccer Globally |

- | | |
|--|--|
| 11. RTV4930 Creative Thinking & Storytelling | 29. RTV4930 Producing Live Sports Show |
| 12. RTV4930 Documentary, Media, & Society | 30. RTV4930 Radio Management |
| 13. RTV4930 Entertainment Storytelling | 31. RTV4930 Reality TV Media |
| 14. RTV4930 Filmmaking | 32. RTV4930 Reptile Report Production |
| 15. RTV4930 Globalizing American Sports | 33. RTV4930 Script Analysis |
| 16. RTV4930 Intercultural Communication | 34. RTV4930 SEC Film Festival |
| 17. RTV4930 Intro to Visual Storytelling | 35. RTV4930 Spring Training Experience |
| 18. RTV4930 Live Sports Production | 36. RTV4930 Stories of Resiliency |
| 19. RTV4930 Managing Entertainment TV and Film | 37. RTV4930 Storytelling Experience |
| 20. RTV4930 Media Communication in Korea | 38. RTV4930 Televising Lacrosse |
| 21. RTV4930 Media Ethics in the Digital Age | 39. RTV4930 The Agency |
| 22. RTV4930 Media Management | 40. RTV4930 The Cannes Lions Experience |
| 23. RTV4930 Media Sales & Market | 41. RTV4930 The Writers' Room |
| 24. RTV4930 Media User Experience | 42. RTV4930 TV & Film Screenwriting |
| 25. RTV4930 NBA in Paris | 43. RTV4930 Special Study in Media Production, Management, and Technology* |
| 26. RTV4930 Photography Composition & Editing | 44. RTV4940 Media Internship |
| 27. RTV4930 Pitch your Script | 45. RTV4959C Sports Capstone |
| 28. RTV4930 Producing and Directing Sports | |

Elective courses that must be taken within the program

None

Required outside of the accredited unit – in addition to courses in the list above “Courses for all students in Program”

1. SYG2000 Principles of Sociology (3 cr.)
 - or PSY2012 General Psychology (3 cr.)
2. ENC3254 Professional Writing in the Discipline (3 cr.)
 - or ENC3252 Writing for Strategic Communication (3 cr.)
3. Electives outside of the accredited unit to reach 120 credits total

PUBLIC RELATIONS

Additional courses in track/sequence that all students in track/sequence must take:

PUBLIC RELATIONS

52 CJC cr. + 68 non-CJC cr. = 120 credits total

1. PUR3000 Principles of Public Relations (3 cr.)
2. PUR3500 Public Relations Research (3 cr.)
3. PUR4100 Public Relations Writing (4 cr.)
4. PUR4800 Public Relations Campaigns (3 cr.)*
5. PUR3211 Diverse Voices (1 cr.)
6. MMC1009 Intro to Media and Communications (1 cr.)
7. MMC2121 Writing Fundamentals for Communicators (3 cr.)
8. JOU3101 Reporting (3 cr.)
9. MMC3420 Consumer and Audience Analytics (3 cr.)

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

Public Relations professional electives (19 credits), selected from the list of courses below.

List of elective courses offered by the department

1. PUR3211 Diverse Voices
2. PUR3463 Sports Communication
3. PUR3622 Social Media Management
4. PUR3801 Public Relations Strategy
5. PUR3943 The Agency Immersion (Maximum 3 credits)
6. PUR4203 Ethics and Professional Responsibility in Public Relations
7. PUR4212 Diversity, Equity, and Inclusion for Public Relations Professionals
8. PUR4243 Industry Perspectives (Maximum 6 credits)
9. PUR4400C Crisis Communications
10. PUR4410 Principles of Fundraising
11. PUR4404C International Public Relations
12. PUR4442 Public Interest Communications
13. PUR4443 Global Social Change Communication
14. PUR4480 Political Communication
15. PUR4501 Social Media Listening and Analytics
16. PUR4611 Corporate Reputation
17. PUR4612 Integrated Communication
18. PUR4802 Public Interest Communications Campaigns
19. PUR4905 Individual Problems (Maximum 3 credits)
20. PUR4910 Public Relations Undergraduate Research (Maximum 3 credits)

21. PUR4932 Special Study – Launching Your Career
22. PUR4932 Special Study – The Science of Story
23. PUR4932 Special Study – Public Relations Management
24. PUR4932 Special Study – Sports Branding
25. PUR4932 Special Study – NIL Development and Design
26. PUR4932 Special Study – Competitive Reports
27. PUR4932 Special Study – Bateman Research
28. PUR4932 Special Study – CJC x NYC
29. PUR4932 Special Study – Visual Branding
30. PUR4932 Special Study – Entertainment Communications

Elective courses that must be taken within the program

None

Required outside of the accredited unit – in addition to courses in the list above “Courses for all students in Program”

1. ENC3252 Writing for Strategic Communications (3 cr.)
2. INR2001 International Relations or CPO2001 Comparative Politics or
3. POS2112 State and Local Gov’t (3 cr.)
4. Electives outside of the accredited unit to reach 120 credits total

Additional course in track/sequence that all students in track/sequence must take

None

PUBLIC RELATIONS: CORPORATE COMMUNICATIONS TRACK

52 CJC cr. + 68 non-CJC cr. = 120 credits total

1. PUR3000 Principles of Public Relations (3 cr.)
2. PUR3500 Public Relations Research (3 cr.)
3. PUR4100 Public Relations Writing (4 cr.)
4. PUR4800 Public Relations Campaigns (3 cr.)*
5. PUR3211 Diverse Voices (1 cr.)
6. MMC1009 Intro to Media and Communications (1 cr.)
7. MMC2121 Writing Fundamentals for Communicators (3 cr.)
8. JOU3101 Reporting (3 cr.)
9. MMC3420 Consumer and Audience Analytics (3 cr.)
10. Complete three (9 credits total)
 - PUR4202 Corporate Communication Essentials (3 cr.)
 - PUR4220 Internal Communications (3 cr.)
 - PUR4404c International Public Relations (3 cr.)
 - PUR4611 Corporate Reputation (3 cr.)
 - PUR4612 Integrated Communication (3 cr.)

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

Public Relations professional electives (10 credits), selected from the list of courses below.

List of elective courses offered by the department

- | | |
|--|---|
| 1. PUR3211 Diverse Voices | 17. PUR4612 Integrated Communication |
| 2. PUR3463 Sports Communication | 18. PUR4802 Public Interest Communications Campaigns |
| 3. PUR3622 Social Media Management | 19. PUR4905 Individual Problems (Maximum 3 credits) |
| 4. PUR3801 Public Relations Strategy | 20. PUR4910 Public Relations Undergraduate Research (Maximum 3 credits) |
| 5. PUR3943 The Agency Immersion (Maximum 3 credits) | 21. PUR4932 Special Study – Launching Your Career |
| 6. PUR4203 Ethics and Professional Responsibility in Public Relations | 22. PUR4932 Special Study – The Science of Story |
| 7. PUR4212 Diversity, Equity, and Inclusion for Public Relations Professionals | 23. PUR4932 Special Study – Public Relations Management |
| 8. PUR4243 Industry Perspectives (Maximum 6 credits) | 24. PUR4932 Special Study – Sports Branding |
| 9. PUR4400C Crisis Communications | 25. PUR4932 Special Study – NIL Development and Design |
| 10. PUR4410 Principles of Fundraising | 26. PUR4932 Special Study – Competitive Reports |
| 11. PUR4404C International Public Relations | 27. PUR4932 Special Study – Bateman Research |
| 12. PUR4442 Public Interest Communications | 28. PUR4932 Special Study – CJC x NYC |
| 13. PUR4443 Global Social Change Communication | 29. PUR4932 Special Study – Visual Branding |
| 14. PUR4480 Political Communication | 30. PUR4932 Special Study – Entertainment Communications |
| 15. PUR4501 Social Media Listening and Analytics | |
| 16. PUR4611 Corporate Reputation | |

Elective courses that must be taken within the program

None

Required outside of the accredited unit – in addition to courses in the list above “Courses for all students in Program”

- ENC3252 Writing for Strategic Communications (3 cr.)
- INR2001 International Relations or CPO2001 Comparative Politics
 - or POS2112 State and Local Gov’t (3 cr.)
- Electives outside of the accredited unit to reach 120 credits total

Additional course in track/sequence that all students in track/sequence must take:

None

PUBLIC RELATIONS: PUBLIC INTEREST COMMUNICATIONS TRACK

52 CJC cr. + 68 non-CJC cr. = 120 credits total

- PUR3000 Principles of Public Relations (3 cr.)
- PUR3500 Public Relations Research (3 cr.)
- PUR4100 Public Relations Writing (4 cr.)

4. PUR4802 Public Interest Communications Campaigns (3 cr.)
5. PUR3211 Diverse Voices (1 cr.)
6. MMC1009 Intro to Media and Communications (1 cr.)
7. MMC2121 Writing Fundamentals for Communicators (3 cr.)
8. JOU3101 Reporting (3 cr.)
9. MMC3420 Consumer and Audience Analytics (3 cr.)
10. Complete both (6 credits total)
 - PUR4442 Public Interest Communications (3 cr.)
 - PUR4443 Global Social Change Communications (3 cr.)

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

Public Relations professional electives (13 credits), selected from the list of courses below.

List of elective courses offered by the department

- | | |
|--|---|
| 1. PUR3211 Diverse Voices | 17. PUR4612 Integrated Communication |
| 2. PUR3463 Sports Communication | 18. PUR4802 Public Interest Communications Campaigns |
| 3. PUR3622 Social Media Management | 19. PUR4905 Individual Problems (Maximum 3 credits) |
| 4. PUR3801 Public Relations Strategy | 20. PUR4910 Public Relations Undergraduate Research (Maximum 3 credits) |
| 5. PUR3943 The Agency Immersion (Maximum 3 credits) | 21. PUR4932 Special Study – Launching Your Career |
| 6. PUR4203 Ethics and Professional Responsibility in Public Relations | 22. PUR4932 Special Study – The Science of Story |
| 7. PUR4212 Diversity, Equity, and Inclusion for Public Relations Professionals | 23. PUR4932 Special Study – Launching Your Career |
| 8. PUR4243 Industry Perspectives (Maximum 6 credits) | 24. PUR4932 Special Study – Public Relations Management |
| 9. PUR4400C Crisis Communications | 25. PUR4932 Special Study – Sports Branding |
| 10. PUR4410 Principles of Fundraising | 26. PUR4932 Special Study – NIL Development and Design |
| 11. PUR4404C International Public Relations | 27. PUR4932 Special Study – Competitive Reports |
| 12. PUR4442 Public Interest Communications | 28. PUR4932 Special Study – Bateman Research |
| 13. PUR4443 Global Social Change Communication | 29. PUR4932 Special Study – CJC x NYC |
| 14. PUR4480 Political Communication | 30. PUR4932 Special Study – Visual Branding |
| 15. PUR4501 Social Media Listening and Analytics | 31. PUR4932 Special Study – Entertainment Communications |
| 16. PUR4611 Corporate Reputation | |

Elective courses that must be taken within the program

None

Required outside of the accredited unit – in addition to courses in the list above “Courses for all students in Program”

1. ENC3252 Writing for Strategic Communications (3 cr.)
2. INR2001 International Relations or CPO2001 Comparative Politics or
3. POS2112 State and Local Gov’t (3 cr.)
4. Electives outside of the accredited unit to reach 120 credits total

2. Explain how students in the unit complete academic requirements for the baccalaureate degree that meet the liberal arts and sciences general education requirements of the institution. How is your unit meeting the spirit of a liberal arts and sciences education? Identify classes within the unit that contribute to a liberal arts and social sciences perspective for graduates from the unit. If a minor is required, include these details.

Students in all majors in the College have requirements that include non-CJC courses, offering a broad exposure to general education courses that are primarily courses in the liberal arts and sciences. As of 2023–2024, CJC degree programs require 120 credits. Depending on one’s major, a student would complete 51–52 credits inside CJC and 68–69 credits outside of CJC. The non-CJC courses are listed in the following categories on the student’s degree audit:

- Critical tracking courses
- English composition courses
- Foreign language proficiency requirement
- Preprofessional courses
- Outside concentration courses (for majors that require an outside concentration)
- General education courses
- General electives

The largest contingent of outside credits fall under the General Education Program requirement, which amount to 36 credits. The General Education Program supports the mission of the University of Florida by providing undergraduate students with common collective knowledge about the world in which they live. The curriculum enables students to think creatively, reason critically, communicate effectively, and make informed decisions that affect all aspects of their lives. Through general education courses, students gain fresh perspectives and discover new approaches to intellectual inquiry that promote understanding of both the traditional and the newly discovered. To achieve these outcomes, the general education curriculum encompasses a breadth of knowledge in composition, diversity studies, international studies, humanities, mathematics, physical and biological sciences, and social and behavioral sciences.

A chart that lists the 36 credits of general education coursework as mandated by the University and the State of Florida/State University System is [available here](#).

The information below summarizes the 68–69 credits of non-CJC coursework required for majors.

ENGLISH COMPOSITION (GE-C)

Categories: critical tracking, composition, general education

9 credits of GE-C required for all CJC majors

- ENC 1101 Expository and Argumentative Writing (3 credits)
- ENC 1102 Argument and Persuasion (3 credits)
- ENC 3252 Writing for Strategic Communication (3 credits) (required of all majors except Journalism, which requires 3 additional credits of a course with an ENC prefix)

HUMANITIES (GE-H)

Category: general education

9 credits of GE-H required for all CJC majors

- All UF students choose an IDS2935 Quest 1 course (various topics in the humanities) (3 credits)
- All UF students choose a state core GE-Humanities course from a list of preapproved “state core courses” (3 credits)
- CJC students must complete a third GE-H elective (3 credits)

SOCIAL AND BEHAVIORAL SCIENCE (GE-S)

Categories: critical tracking, preprofessional, general education

9 credits of GE-S required for all CJC majors

- CJC students must complete AMH2020 United States History since 1877 (3 credits)
- CJC students must complete ECO2013 Macroeconomics (4 credits)
- Advertising and Public Relations students choose one course from POS 2041 American, Federal Government or PSY2012 General Psychology (3 credits)
- Journalism and MPMT students take POS2041 American Federal Government (3 credits)

MATH (GE-M)

Categories: critical tracking, general education

6 credits of GE-M required for all CJC majors

- CJC students must complete STA2023 Introduction to Statistics 1 (3 credits)
- CJC students must complete one additional pure math class (3 credits)

BIOLOGICAL OR PHYSICAL SCIENCE (GE-B/P):

Category: general education

6 credits of GE-M required for all CJC majors

- All UF students must complete one physical science or biological science course chosen from a list of “state core courses” (3 credits)
- CJC students must complete one additional physical or biological science course (3 credits). The College recommends students choose a Quest 2 course that is also coded as a GE-B/P course. Quest 2 includes various courses in biological sciences, physical sciences and social and behavioral sciences.

PUBLIC SPEAKING

Category: preprofessional

3 credits required for all CJC majors

- CJC students must complete either SPC2608 Introduction to Public Speaking or ORI2000 Oral Performance of Literature (3 credits)

NOTE: The University is engaged in discussions that will ultimately include public speaking as a required course. The course is expected to be integrated into the University’s general education requirement. It is unclear at this time if the CJC will therefore eliminate ORI2000 as an alternative to SPC2608.

FOREIGN LANGUAGE OR QUANTITATIVE OPTION

Category: foreign language

8–10 credits required for all CJC majors

- Students must successfully demonstrate proficiency or complete college-level credits in a single foreign language (in addition to the University’s high school foreign language requirement for admission). Competency in language can be demonstrated several ways, including completing two introductory courses in a language offered by UF (4–5 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 foreign language proficiency, students may choose to complete the “quantitative

option". The option requires completing 8 credits of courses emphasizing numeracy and artificial intelligence, such as ACG2021 Introduction to Financial Accounting (3 credits), STA2122 Statistics for Social Science (3 credits), ISM3004 Computing in the Business Environment (4 credits), EEL3872 Artificial Intelligence Fundamentals (3 credits).

In addition, for the majors that still require an outside concentration, a student will complete 9–12 credits of coursework in a department or related field outside of CJC. For those majors that eliminated the outside concentration requirement, students take electives or complete a minor or certificate to reach the 120 credits required for the degree.

Specific degree requirements and eight-semester plans for each major are included in the undergraduate catalog and are available on each student's individualized degree audit (online through the "ONE.UF" platform).

The Department of Advertising mandates the ADV3500 Digital Insights course for all ADV students, focusing on the application of scientific research methods to address strategic communication problems and facilitate decision-making through insights. For students on the Agency track, the ADV4101 Copy and Visualization course is a requirement. In addition to this, students have the option to choose from elective creative courses, including ADV4710 Advertising Portfolio I: Traditional Media Basics, ADV4950 Advertising Portfolio II: Beyond Traditional Media, and ADV4951 Advertising Portfolio III. These electives are thoughtfully designed to enrich the curriculum with a humanities education perspective, offering a comprehensive and diverse learning experience. Additionally, ADV4800 serves as the pivotal course for this major, necessitating students to undertake primary and secondary research for an actual client, thereby implementing social science principles in practical scenarios. In addition to these mandatory courses, which offer insights from liberal arts and social sciences, several elective courses within the department also incorporate viewpoints from these disciplines.

The Department of Journalism offers courses such as MMC2604 Media, Cultures and Identity, which covers a global perspective of media and their communities. This course is required of JOURNALISM majors and is an either-or option for JOURNALISM Sports and Media students. Other courses, such as JOURNALISM4004 History of Journalism, also contribute to this perspective. The Department of Journalism also requires students take an outside concentration with a minimum of nine credits in a department outside of the College so students can acquire specialized knowledge in a specific field of study. Many of these outside concentrations are in the liberal arts.

The Department of Media Production, Management, and Technology (MPMT) aligns well with the spirit of a liberal arts and sciences education in several ways, including its interdisciplinary approach. The department's broad-based approach to learning is illustrated by the fact that it houses the College's only general education course (RTV3405 Media and Society) and by the three distinct tracks it offers: 1. Digital Film and Television Production, 2. Media Management and Strategy, and 3. Media and Society. Before choosing their track, all MPMT majors must take a writing course (RTV2100 Writing for Electronic Media); a foundational course introducing students to the historical, cultural, social, legal, business, and career aspects of the College's fields (RTV3001 Introduction to Media Industries and Professions); and an advanced class improving students' critical thinking skills and cultural awareness (either MMC4302 World Communication Systems or RTV3411 Race, Gender, Class and the Media). These and most MPMT courses (e.g., MMC3614 Media and Politics, MMC3210 Sports Media Law and Ethics, RTV4591 Applications of Mobile Technology, RTV4700 Media Law and Policy) equip students with skills that are adaptable and transferable, which embodies the spirit of liberal arts and sciences education.

The Department of Public Relations requires PUR3500 PR Research Methods of all PR students. This course teaches students how to apply the scientific method to public relations problems. Additionally, MMC3203 Ethics is also required of all PR students. This course encourages students to think about different ways ethics can be applied to a variety of media questions. PUR4800 and PUR4802 are the capstone courses for the PR major and require students to conduct primary research for a real client, applying social science in a real-life context. Beyond these required courses that provide a liberal arts and social science perspective, several of the electives within the department utilize liberal arts and social science perspectives.

3. Explain how the unit provides a balance among theoretical/conceptual courses and professional skills courses.

Our College prides itself on espousing the “teaching hospital” method of instruction. Students learn by doing – they can build on what they learn in the classroom by participating in the myriad immersion experiences that the College offers.

This “teaching hospital” method of instruction is most pronounced in teaching professional skills. Students can get hands-on experience with a number of entities that are housed in this college, such as the PBS affiliate (WUFT-TV), the low-power television station (WRUF-TV), the NPR affiliate (WUFT-FM and its repeater station WJUF-FM), WUFT Classic, two commercial radio stations (WRUF-AM ESPN 850/98.1 Gainesville and WRUF-FM The Gator), GHQ Radio, the Florida Public Radio Emergency Network (FPREN), GatorVision (in partnership with the University Athletic Association), The Agency (a strategic communications firm primarily for Advertising and Public Relations students), and the student magazines “Orange and Blue” and “Atrium.”

Students can also develop a deeper understanding of theoretical/conceptual issues and ideas in various centers, programs and labs, including the Joseph L. Brechner Freedom of Information Project, the Marion B. Brechner First Amendment Project, the Center for Public Interest Communications, the STEM Translational Communication Center, the Consortium on Trust in Media and Technology and the Atlas Lab.

Moreover, the classes taught in each major are almost equally divided between theoretical/conceptual courses and professional skills courses, as explained below.

DEPARTMENT OF ADVERTISING

The Department of Advertising provides a balanced curriculum, encompassing both theoretical and practical courses. CJC’s program is structured into two distinct tracks: The Agency Track and the Persuasive Messaging Track. The majority of courses are designed to blend theoretical foundations with practical, hands-on skills. While certain courses emphasize more on theoretical and conceptual aspects, others are geared toward a greater focus on practical, hands-on skill development.

Conceptual/Theoretical Courses Required for ADV Agency Track	Skills Courses Required for ADV Agency Track
MMC 3203 Ethics of Mass Comm ADV3008 Principles of Advertising ADV3411 Multicultural Advertising in the US ADV 4300 Media Planning MMC3420 Consumer and Audience Analytics ADV4800 Advertising Campaign ENC3254 Professional Writing in the Discipline	ADV3001 Advertising Strategy ADV3500 Digital Insights ADV3403 Branding MMC4200 Law of Mass Communication VIC3001 Sight, Sound and Motion ADV4101 Copy and Visualization MMC2121 Writing Fundamentals for Communicators

Conceptual/Theoretical Courses Required for ADV Persuasive Messaging Track	Skills Courses Required for ADV Persuasive Messaging Track
MMC 3203 Ethics of Mass Comm ADV3001 Advertising Strategy ADV3008 Principles of Advertising ADV3500 Digital Insights ADV3411 Multicultural Advertising in the US ADV3403 Branding MMC4200 Law of Mass Communication	VIC3001 Sight, Sound and Motion MMC3420 Consumer and Audience Analytics ADV4101 Copy and Visualization MMC2121 Writing Fundamentals for Communicators ENC 3254 Professional Writing in the Discipline We require two experiential learning courses for Persuasive Messaging students.

DEPARTMENT OF JOURNALISM

The Department of Journalism requires both skills and conceptual courses, as well as courses that combine both (i.e., most skills courses include conceptual instruction as well). The major is a very skills-based major, especially as students advance through the curriculum and choose their specialty areas of skill development and related electives.

Conceptual/Theoretical Courses Required for JOU and/or JOU Sports and Media majors	Skills Courses Required for JOU and/or JOU Sports and Media majors
JOU3015 Principles of Journalism MMC 3203 Ethics of Mass Comm or JOU4700 Journalism Ethics MMC4200 Law of Mass Communication MMC3210 Sports Media Law and Ethics MMC2604 Media, Culture and Identity JOU4714 Race, Sports and Media	MMC2450 Data Literacy JOU3101 Reporting JOU3346L Multimedia Reporting JOU3110 Fact Finding JOU2100 Broadcast Writing Bootcamp JOU3220c Visual Journalism <i>JOU students are required to complete one of six specializations. Most of the courses in the specializations are skills classes. But those classes wouldn't be required of every student.</i>

DEPARTMENT OF MEDIA PRODUCTION, MANAGEMENT, AND TECHNOLOGY

The Department of Media Production, Management, and Technology requires hands-on and conceptual courses, and some courses that combine both. Tracks in production and management are very skills-based, especially as students advance through the curriculum. Media & Society is a more flexible track that allows students to choose a more conceptual route, a more hands-on route, or a combination of both.

Conceptual/Theoretical Courses Required for all MPMT Students	Skills Courses Required for all MPMT Students
<p>MMC4302 World Communication Systems <u>or</u> RTV3411 Race, Gender, Class and the Media</p> <p>RTV3001 Introduction to Media Industries and Professions</p>	<p>VIC3001 Sight, Sound and Motion</p> <p>RTV2100 Writing for Electronic Media</p>
Conceptual/Theoretical Courses Required for MPMT—Digital Film and Television Production Track	Skills Courses Required for MPMT—Digital Film and Television Production Track
<p>MMC3203 Ethics and Problems in Mass Communications <u>or</u> RTV3432 Ethics and Problems in Media</p> <p>RTV4500 Content Acquisition, Distribution, and Strategy</p> <p>RTV4700 Media Law and Policy</p>	<p>ENC 3254 Professional Writing in the Discipline</p> <p>JOU2040 Writing Mechanics</p> <p>RTV3101 Fiction/Nonfiction Screenwriting</p> <p>RTV3511 Fundamentals of Production</p> <p>RTV3320 Electronic Field Production</p> <p>RTV3516 Electronic Field Production II</p> <p>RTV4929C Senior Advanced Production Workshop</p>
Conceptual/Theoretical Courses Required for MPMT—Media Management and Strategy Track	Skills Courses Required for MPMT—Media Management and Strategy Track
<p>ADV3008 Principles of Advertising</p> <p>MMC3203 Ethics and Problems in Mass Communications <u>or</u> RTV3432 Ethics and Problems in Media</p> <p>RTV3405 Media and Society</p> <p>RTV4500 Content Acquisition, Distribution, and Strategy</p> <p>RTV4700 Media Law and Policy</p>	<p>ENC3254 Professional Writing in the Discipline</p> <p>JOU2040 Writing Mechanics</p> <p>JOU3002 Understanding Audiences</p> <p>MMC2121 Writing Fundamentals for Communicators</p> <p>RTV4506 Media Research <u>or</u> MMC3420 Consumer and Audience Analytics</p> <p>RTV4800 Media Management and Strategy</p>
Conceptual/Theoretical Courses Required for MPMT—Media and Society Track	Skills Courses Required for MPMT— Media and Society Track
<p>RTV3405 Media and Society</p> <p>RTV4420 New Media Systems</p> <p>RTV4700 Media Law and Policy <u>or</u> MMC4200 Law of Mass Communication</p>	<p>ENC3252 Writing for Strategic Communication</p> <p>MMC2121 Writing Fundamentals for Communicators</p> <p>RTV2100 Writing for Electronic Media</p>

DEPARTMENT OF PUBLIC RELATIONS

The Department of Public Relations offers a balance of required conceptual and skills-based courses, and most courses will include a mix of both. Below are the required courses for the major, noting whether they focus more on conceptual training or skills-based training. The track and elective courses tend to incorporate a conceptual introduction to an area, followed by skills-based training within it (i.e., PUR4404C Crisis Communication offers both a conceptual introduction and theoretical underpinnings for how to deal with crisis and then hands-on practice creating and implementing crisis plans).

Conceptual/Theoretical Courses Required for all PUR majors	Skills Courses Required for all PUR majors
PUR3000 Principles of Public Relations PUR3211 Diverse Voices MMC3203 Ethics MMC4200 Law of Mass Communication	JOUR3101 Reporting MMC2121 Writing Fundamentals for Communicators MMC3420 Consumer and Audience Analytics PUR3500 Research Methods PUR4100 PR Writing PUR4800/4802 Campaigns VIC3001 Sight Sound and Motion

THE SKILLS-BASED CLASSES TAUGHT AT CJC

Below is the list of core and elective skills-based classes that have a maximum enrollment of 20 students taught by each department in the Fall 2023 and Spring 2024 semesters.

The enrollment capacity and the number of students enrolled in each section of every skills-based class for all departments in the Fall 2023 and Spring 2024 semesters is available in Part 1: General Information question 17 and [online here](#).

ADVERTISING FALL 2023

Course	Title
ADV3943	The Agency
ADV4101	Copy and Visualization
ADV4800	Advertising Campaigns
ADV4710	Advertising Portfolio I

ADVERTISING SPRING 2024

Course	Title
ADV3943	The Agency
ADV4101	Copy and Visualization
ADV4710	Advertising Portfolio I
ADV4800	Advertising Campaign
ADV4801	Sports Adv Campaigns
ADV4950	Advertising Portfolio II
ADV4951	Advertising Portfolio III

JOURNALISM FALL 2023

Course	Title
JOU3101	Reporting
JOU3213	Design
JOU3220C	Visual Journalism
JOU3305	Data Journalism
JOU3346L	Multimedia Reporting
JOU3363	Intro Comm Web Apps
JOU3601	Photographic Journalism
JOU4201	News Center Practicum
JOU4202	Adv News Ctr Practicum
JOU4308	Mag and Feature Writing
JOU4311	Narrative Nonfiction Writ
JOU4313C	Sports Reporting
JOU4314	Environmntl Journalism
JOU4447C	Applied Magazines
JOU4604	Advanced Photo Jou 1
JOU4605	Advanced Photo Jou 2
JOU4930	Special Study
JOU4950	Applied Journalism
JOU4951	Noticias

JOURNALISM FALL 2023

Course	Title
RTV3303	Audio News Rprting
RTV3304	Advanced Audio Storytllng
RTV3305	In-Depth Brdcst Rprtng
RTV3632	Brdcst News Prdcng
RTV4301	TV News Reporting
RTV4681	Adv TV News Reporting
RTV4684	Advd Brdcst News Prdg

JOURNALISM SPRING 2024

Course	Title
JOU3121	Data Viz and Mapping
JOU3346L	Multimedia Reporting
JOU3601C	Photographic Journalism
JOU4111	Advanced Reporting
JOU4123	Investigative Reporting
JOU4201	News Center Practicum
JOU4202	Advanced News Center Practicum
JOU4304	Science Journalism
JOU4308	Mag and Feature Writing
JOU4313C	Sports Reporting
JOU4327	Video Storytelling
JOU4364	Adv Comm Web Apps
JOU4447C	Applied Magazines
JOU4604	Advanced Photo Jou 1
JOU4605	Advanced Photo Jou 2
JOU4930	Special Study
JOU4941	Fresh Take Florida
RTV3303	Audio News Rprting
RTV3304	Advanced Audio Storytllng
RTV3632	Brdcst News Prdcng
RTV4301	TV News Reporting
RTV4681	Adv TV News Reporting

MPMT FALL 2023	
Course	Title
RTV2100	Writng Electron Media
RTV3101	Advd Writ Elect Media
RTV3320	Electronic Field Prod
RTV3502C	Fund Sports Prod
RTV3511	Fund of Production
RTV3516	Electronic Field Production 2
RTV3945	Elec Media Practicum
RTV4929C	Sr. Adv Prod Wkshp
RTV4930	Special Study
RTV4959C	Sports Capstone
RTV4959C	Sports Capstone
MMC3260	Communica on Internet

MPMT SPRING 2024	
Course	Title
RTV2100	Writing Electron Media
RTV3101	Advanced Writ Elect Media
RTV3303	Audio News Reporting
RTV3304	Advanced Audio Storytelling
RTV3320	Electronic Field Prod
RTV3502C	Fund Sports Prod
RTV3511	Fund of Production
RTV3516	Electronic Field Production 2
RTV3632	Broadcast News Producing
RTV3945	Elec Media Practicum
RTV4301	TV News Reporting
RTV4681	Advanced TV News Reporting
RTV4684	Advanced Broadcast News Prod
RTV4800	Media Mgmt & Strat
RTV4929C	Sr. Adv Prod Wkshp
RTV4930	Special Study
RTV4959C	Sports Capstone
MMC3260	Communications on the Internet

PUBLIC RELATIONS

NOTE: Public Relations offers three core skills classes because PR's core curriculum is influenced not only by ACEJMC's accreditation, but also by PRSA's CEPR accreditation. CEPR requires a strong theoretical and ethical framework as part of a student's undergraduate training, which comprises many of the required PR courses. Beyond this framework, the primary skill for all PR students is writing, which is reinforced in multiple courses outside of the PR-designated course codes, including JOU3101 Reporting, ENC3252 Strategic Writing and MMC2121 Writing Fundamentals for Communicators, in addition to the basic English courses. This skill is polished in the PUR4100 PR Writing course and showcased in the capstone PUR4800 PR Campaigns class.

PUBLIC RELATIONS FALL 2023

Course	Title
PUR4100	Public Relations Writing
PUR4800	Pub Relations Campaigns
PUR4802	PIC Campaigns

PUBLIC RELATIONS SPRING 2024

Course	Title
PUR4100	Public Relations Writing
PUR4800	Pub Relations Campaigns
PUR4802	PIC Campaigns

ONLINE-ONLY SKILLS COURSES**ADVERTISING FALL 2023 (Online)**

Course	Title
ADV3920C	Advertising Workshop
ADV4101	Copy and Visualization

ADVERTISING SPRING 2024 (Online)

Course	Title
ADV3920C	Advertising Workshop
ADV4101	Copy and Visualization

JOURNALISM FALL 2023 (Online)

Course	Title
JOU3101	Reporting
JOU3109C	Multimedia Writing
JOU3346L	Multimedia Reporting (Hybrid)
JOU4201	News Center Practicum
JOU4202	Adv News Ctr Practicum
JOU4308	Mag and Feature Writing
JOU4313C	Sports Reporting
JOU4930	Special Study

JOURNALISM SPRING 2024 (Online)

Course	Title
JOU3101	Reporting
JOU3346L	Multimedia Reporting
JOU4011C	Audience Engagement
JOU4308	Mag and Feature Writing
JOU4311	Narrative Nonfiction Writing
JOU4930	Special Study
JOU4941	Fresh Take Florida

MPMT FALL 2023 *(Online)*

Course	Title
RTV2100	Writing Electron Media
RTV3001	Intro to Media Indust
RTV3945	Elec Media Practicum
RTV4930	Special Study
MMC3260	Communications on the Internet

MPMT SPRING 2024 *(Online)*

Course	Title
RTV2100	Writing Electron Media
RTV3502C	Fund Sports Prod
RTV3945	Elec Media Practicum
RTV4930	Special Study
RTV4959C	Sports Capstone
MMC3260	Communications on the Internet

PUBLIC RELATIONS FALL 2023 *(Online)*

Course	Title
PUR4100	Public Relations Writing
PUR4800	Pub Rel Campaigns

PUBLIC RELATIONS SPRING 2024 *(Online)*

Course	Title
PUR4100	Public Relations Writing
PUR4800	Public Rel Campaigns

THE PROCESS OF REVIEWING AND UPDATING THE CURRICULUM

The College reviews and updates its curriculum to ensure that students are equipped with the skills and knowledge necessary for them to succeed in the rapidly changing media industries. The process includes faculty involvement, student feedback, Advisory Council input, looking at market and technology trends, and benchmarking against peer institutions. While the procedure is similar for all departments, each has its own unique approach.

ADVERTISING: The Curriculum Committee, consisting of faculty members, plays a pivotal role in periodically reviewing the course content, program structures and alignment of courses with program objectives. They propose changes based on the latest research findings, shifts in the advertising landscape and their pedagogical experiences. Gathering insights from students is a critical component of the curriculum review process. Through course evaluations and feedback forms, students provide valuable perspectives on their learning experiences, identifying both strengths and areas needing improvement. The Department of Advertising also leverages the expertise of its Advisory Council, which provides updates on industry standards, emerging trends and employer expectations, ensuring that the curriculum equips students with the skills and knowledge necessary to succeed in the evolving advertising field.

JOURNALISM: The Journalism Department thinks of curriculum change on two major levels: 1) changes to the degree plan and 2) internal changes to courses. The second level is done continuously based on feedback from students, changes in the industry, revamps from instructors, and more. Degree-plan changes have been made consistently and frequently, with significant changes made every two years. The department has now put a pause on degree-plan changes to allow the new curriculum to cycle through. Ways in which the department uses data and information to make changes include: assessment data; work of a departmental curriculum committee; student advisory council appointed by the chair that offers feedback about courses; professional Advisory Council (many of whom are alums) offers feedback based on industry practices and what they hear from students; feedback on student evaluations; feedback to chair from students and other stakeholders; and more.

MEDIA PRODUCTION, MANAGEMENT, AND TECHNOLOGY: The Department of Media Production, Management, and Technology employs a multifaceted approach to curriculum review, drawing from the experiences and expertise of its faculty members and external stakeholders. The Curriculum Committee plays a central role in evaluating course content, program structures and alignment with overarching objectives. The committee is made up of three faculty members, representing the three tracks of the department, and the major's primary academic adviser. Each of the three faculty representatives communicates with other faculty members in the relevant track and reports to the Curriculum Committee. Hence, some discussions happen among the faculty of a given track, others happen within the Curriculum Committee, and others with the entire departmental faculty. Both the department chair and the major's primary academic adviser prioritize attending those meetings. To propose updates and revisions, faculty rely on a combination of assessment data, industry insights, and pedagogical practices. External input from the Advisory Council, composed of industry professionals, is sought to enrich the process, and student feedback through student evaluations and focus groups is taken into consideration as well.

PUBLIC RELATIONS: Within the PR Department, curriculum review happens at least annually during departmental faculty meetings. During the meeting, emerging trends in the field are discussed to ensure that the College is preparing its students for the field as it exists. This discussion is supplemented with feedback obtained from PR's Advisory Council, as they are all current working professionals and are on the front lines of changes to the field. CJC's core courses are set based on an additional certification from the Public Relations Society of America, which ensures that modules within core courses are updated as needed. Additionally, this allows the department to update and change elective offerings, particularly through special topics courses, such as a recently offered course on AI in PR.

4. Describe how the core and required courses instruct majors in ACEJMC's 10 professional values and competencies.

Competency 1: Apply the principles and laws of freedom of speech and press, in a global context, and for the country in which the institution that invites ACEJMC is located.

Most students in the College, except those in the Department of Media Production, Management, and Technology and JOURNALISM majors, take MMC4200 Law of Mass Communication. Media Production, Management, and Technology students take a similar course with a broadcast media focus, RTV4700 Media Law and Policy. JOURNALISM majors take MMC3210 Sports Media Law and Ethics. Among the course goals of MMC4200 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 freedom of expression within a 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 this competency, including freedom of the press, dissent, and laws that affect various categories of speech (commercial speech, obscenity, pornography, hate speech, etc.) are also in modules of ADV3008 Principles of Advertising, JOURNALISM Principles of Journalism, MMC3203 Ethics and Problems in Mass Communication, PUR3000 Principles of Public Relations, RTV3001 Introduction to Media Industries and Professions, RTV3432 Ethics and Problems in Media, and RTV3411 Race, Gender and Class in the Media.

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

The upper-level introductory courses of four majors include modules relevant to introducing, reinforcing, and assessing this competency. For Advertising majors, the relevant course is ADV3008 Principles of Advertising. Public Relations majors rely on PUR3000 Principles of Public Relations, and Media Production, Management, and Technology majors discover the history of their field in RTV3001 Introduction to Media Production, Management, and Technology. Journalism majors are introduced to the history of their profession in two classes: JOURNALISM Principles of Journalism and JOURNALISM History of Journalism.

Competency 3: Demonstrate culturally proficient communication that empowers those traditionally disenfranchised in society, especially as grounded in race, ethnicity, gender, sexual orientation and ability, domestically and globally, across communication and media contexts.

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. Examples of such classes include ANT2301 Human Sexuality and Culture; ANT3451 Race and Racism; ARH2000 Art Appreciation: American Diversity and Global Arts; DAN1391 Dance, Race, Gender; REL3108 Religion and Food; and SYD3700 Sociology of Race and Racism in the US.

All departments also have required courses internally that address an appreciation and understanding of diversity within the field.

Advertising majors are required to take ADV3411 Multicultural Advertising in the U.S. The objectives of ADV3411 are:

- Understand the key multicultural groups in the U.S.
- Gain a basic understanding of culture and its influence on perception and behavior.
- Leverage research data to distill powerful, culturally relevant insights.
- Develop rich and insightful descriptions of targets in the form of personas.
- Develop a culturally nuanced creative brief.
- Learn how to communicate to varying audiences.
- Understand and effectively apply culturally relevant creative strategies to solve advertising problems.
- Develop and/or adapt a campaign to effectively reach and influence multicultural segments.
- Gain experience generating culturally relevant creative ideas as part of a team.
- Develop presentation skills.
- Constructively evaluate own work as well as the work of peers.

JOU majors take MMC2604 Media, Culture, and Identity, and JOU Sports and Media majors take either MMC2604 or JOU4714 Race, Sports and Media. The objectives of MMC2604 are:

- Define power dynamics (e.g., cultural, social, and economic privileges) that are visible and invisible in various forms of media.
- Discuss how course concepts explain real-world media examples by critically examining various forms of media.
- Apply cultural awareness, sensitivity and empathy while discussing social issues and in professional situations.
- Analyze how people see themselves and not how we think they see themselves in various forms of media.
- Analyze how different groups of people are represented in journalism.
- Implement best practices for including diverse perspectives (across fault lines) in journalism.
- Critique journalism's role in societal evolution.

MPMT majors choose between MMC4302 World Communication Systems and RTV3411 Race, Gender, Class and the Media. The objectives of MMC4302 are:

- Demonstrate knowledge of historical trends and foundations for mass communication and the world (i.e., world systems).
- Develop intercultural communication competencies to include awareness, effectiveness and mindfulness.
- Gain a cognitive understanding of frameworks for mass media.
- Demonstrate practical application of the concepts discussed to your home country and your assigned country.
- Display knowledge of the relationship between news media, communication technologies (digital, AI, etc.) and trends, and international communication.

- Evaluate and apply communication techniques from a variety of global perspectives.
- Compare, contrast, and critique current theories, paradigms and social movements in world communication.
- Identify areas of future research/application of new communication paradigms, technologies, and platforms in the global marketplace.
- Transfer knowledge gained to the professional communication arena in individual areas of study and/or interest.
- Become more culturally and internationally minded concerning the mass media.
- Identify areas of bias, discrimination and inequality in the media.
- Develop your own hypotheses about the future of global communication systems.

RTV3411 has similar learning outcomes, though focused more on American society and how cultural, social and economic privilege can influence the media and media products, and vice versa, in the U.S.

Public Relations students are required to take PUR3211 Diverse Voices, which covers the learning objectives of:

- Use and apply the terms diversity, equity, inclusion and access correctly. Understand the practical application of DEI principles to public relations and communications and the role of the public relations professional in support of these principles.
- Identify and analyze the challenges and opportunities in public relations from the various narratives of diverse leaders.
- Understand the current climate toward DEI in the public relations sector.
- Begin to develop a competency for inclusive language and communication.

Diversity is a vital component of courses such as ADV4400 International and Cross-Cultural Advertising, ADV4404 Cultural Branding, MMC3203 Ethics and Problems in Mass Communication, MMC3210 Sports Media Law and Ethics, MMC3630 Social Media and Society, JOU3015 Principles of Journalism, MMC2604 Media, Culture and Identity, JOU4714 Race, Sports and Media, PUR4203 Ethics and Professional Responsibility, PUR4404c International Public Relations, RTV3001 Introduction to Media Production, Management, and Technology, RTV3404 Islam, Media, and Pop Culture, and RTV3405 TV and Society.

Competency 4: Present images and information effectively and creatively, using appropriate tools and technologies.

All majors in the College include a visual course, with three majors requiring VIC3001 Sight, Sound and Motion. (The Journalism major requires JOU3220c Visual Journalism.) VIC3001 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 ADV4101 Copywriting and Visualization, ADV3500 Digital Insights, ADV4710 Advertising Portfolio I: Traditional Media Basics, ADV4950 Advertising Portfolio II: Beyond Traditional Media, ADV4951 Advertising Portfolio III, ADV4800 Advertising Campaigns, JOU3213 Design, JOU3220c Visual Journalism, JOU3601 Photographic Journalism, JOU4214 Advanced Design, JOU4604 Advanced Photographic Journalism 1, JOU4605, Advanced Photographic Journalism 2, JOU4327 Video Storytelling, PUR3500 PR Research Methods and PUR4800 Campaigns, as well as all of the skills courses in the Digital Film and Television Production track of the Media Production, Management, and Technology major, including RTV3511 Fundamentals of Production, RTV3320 Electronic Field Production, RTV3516 Electronic Field Production II, and the production students' capstone course RTV4929C Senior Advanced Production Workshop.

Competency 5: 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. All four departments require ENC1101 Expository and Argumentative Writing and ENC1102 Argument and Persuasion, or their equivalents. Three departments (excluding Journalism) require ENC3254 Specialized Writing in the Discipline or ENC3252 Writing for Strategic Communication. ENC3252 and ENC3254 have been customized by the Writing Center at UF for majors in Advertising, Public Relations, and Media Production, Management, and Technology. While Journalism does not require this class, they do require a third English class and have many other required and specialization courses in writing.

The College also offers its own classes devoted to developing clear, correct and compelling writing in the disciplines. Advertising majors are required to take MMC2100 Writing for Mass Communication. This course emphasizes learning outcomes related to:

- Learning about clarity, accuracy and timeliness in 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 Media Production, Management, and Technology news majors take additional focused writing classes (as of 2023–2024 academic year, all news majors were transferred to the Journalism Department). These include MMC2121 Writing Fundamentals for Communicators, PUR4100 Public Relations Writing, RTV2100 Media Writing, and JOU3101 Reporting. The reporting class at UF is known by students for its rigor and for improving news writing skills through heavy penalties for fact, grammar or spelling errors.

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

Most majors require MMC3203 Ethics and Problems in Mass Communication. Journalism requires this course or JOU4700 Journalism Ethics, and JOU Sports and Media majors take MMC3210 Sports Media Law and Ethics. Media Production, Management, and Technology majors must take either MMC3203 or RTV3432 Ethics and Problems in Media.

MMC3203's 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.
- Apply ethical reasoning standards across multiple mass communication disciplines.

Public Relations majors have the option of taking PUR4203 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.
- Teaching leadership theories and principles for ethical leadership and corporate social responsibility.

Other courses contain modules relevant to introducing, reinforcing and assessing this competency, including ADV3008 Principles of Advertising, JOU3015 Principles of Journalism, JOU4700 Journalism Ethics, MMC3210 Sports Media Law and Ethics, MMC4302 World Communication Systems, MMC3614 Media and Politics, PUR3000 Principles of Public Relations, and RTV3432 Ethics and Problems in Media.

Competency 7: Apply critical thinking skills in conducting research and evaluating information by methods appropriate to the communications professions in which they work.

It is not hyperbole to say that just about every class in this college teaches students how to apply critical thinking skills, regardless of whether they're working on a research paper or pursuing a creative project or news story. The ability to think critically is central to what the College does, both in the classroom setting and in immersion experiences.

There are certain courses that emphasize critical thinking skills more than others, especially as they pertain to research and evaluation appropriate to relevant media professions. These classes include: ADV3500 Digital Insights, ADV4800 Advertising Campaigns, JOU3110 Fact Finding, PUR3500 Public Relations Research, PUR4800 Public Relations Campaigns, RTV4506 Media Research, and RTV4800 Media Management and Strategy.

The research classes for Advertising (ADV3500 Digital Insight), Public Relations (PUR3500 Public Relations Research) and Media Management and Strategy students (RTV4506 Media Research) are similar in teaching students techniques for formative research relevant for a messaging campaign. All three teach students how to conduct secondary research and both quantitative and qualitative primary research (i.e., focus groups, in-depth interviews, surveys, experiments). Furthermore, CJC employs data analytics techniques to derive valuable insights about consumer behavior.

Competency 8: Effectively and correctly apply basic numerical and statistical concepts.

All College majors are required to take an introductory statistics course (it is, in fact, part of CJC's critical tracking and most take STA2023 Introduction to Statistics) and at least one basic math class. Students who choose not to complete a foreign language are required to complete eight 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: ADV3500 Digital Insights, ADV4300 Media Planning, ADV4800 Advertising Campaigns, and MMC3420 Consumer and Audience Analytics. Public Relations students gain knowledge of these concepts in PUR3500 Public Relations Research, PUR4800 Public Relations Campaigns, and MMC3420 Consumer and Audience Analytics. Media Production, Management, and

Technology management majors must also take the MMC3420 audience analytics class. Journalism majors are required to take MMC2450 Data Literacy for Communicators. In addition, the Journalism Department offers four classes in data journalism: JOU3305 Data Journalism, JOU3121 Data Visualization and Mapping, JOU4306 Advanced Data Journalism, and JOU4318 Sports Data Journalism.

MMC3420 Consumer and Audience Analytics focuses on learning outcomes that encourage students to understand:

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

Competency 9: 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 are held to standards of good writing across all their courses. The emphasis is on content, style and accuracy in writing. MMC2121 Writing Fundamentals for Communicators has a goal of “practicing 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.”

Advertising and Public Relations majors are required to take either ENC3252 Writing for Strategic Communication with a course objective of “how to write, revise, and edit effectively for the professional writing of the community you will join.” Advertising students also have the option of taking ENC3254 Professional Writing in the Discipline that focuses on “the technical and stylistic conventions of specific disciplines and covers major elements of organizational communication with emphasis on composition of reports, proposals, letters and memos, manuals, graduate school application essays, and oral presentations. Most of the individual sections focus on writing in a single area.”

Media Production, Management, and Technology students are all required to take RTV2100 Writing for Electronic Media, whose focus is “on persuasive writing and content creation for movies, television, audio stories, long-form online writing, and writing for online and social media.” In addition, all tracks require at least one additional writing course among the following: ENC3254 Professional Writing in the Discipline, JOU2040 Writing Mechanics, MMC2121 Writing Fundamentals for Communicators, and RTV3101 Fiction/Nonfiction Screenwriting.

Competency 10: Apply tools and technologies appropriate for the communications professions in which they work.

In the Department of Advertising, required courses relevant to introducing, reinforcing, and assessing this competency include: ADV3500 Digital Insights, ADV4101 Copywriting and Visualization, ADV4300 Media Planning, and ADV4800 Advertising Campaigns. The digital insights course makes use of tools like SIMMONS, Qualtrics, SPSS and NetBase Quid. The copywriting course makes extensive use of the Adobe Creative Suite (provided at a discount to students by UF), while the media course involves specialized media programs and spreadsheet tools. The Advertising Campaigns course makes use of tools such as AdSpender, Qualtrics, and SPSS for data analysis and other research needs.

In the Department of Journalism, courses use the tools and software covered in JOU3220C Visual Journalism, JOU4201 News Center Practicum, and JOU3346L Multimedia Reporting. In addition, the department has six courses in data and coding that utilize basic and advanced digital skills, including software in data analysis and computer programming. These classes include the data classes mentioned above and JOU3363 Intro to Web Apps for Communicators and JOU4364 Advanced Media Apps for Communicators.

As a discipline that relies heavily on equipment and facilities, the Department of Media Production, Management, and Technology meets this competency by providing and maintaining an inventory of equipment and by providing curricular experiences that allow students to learn the mechanical operation and appropriate uses of these resources. A complete equipment inventory is [available here](#).

Media Production, Management, and Technology students can gain experience in tools and technologies in the academic department, in the Division of Media Properties (e.g., WUFT, GHQ, ESPN Gainesville, etc.), GatorVision, and through internships. Courses that give students the opportunity to use appropriate technological equipment include video production courses (e.g., RTV3511 Fundamentals of Production, RTV3320 Electronic Field Production, RTV3516 Electronic Field Production II, and the production students' capstone courses RTV4929C Senior Advanced Production Workshop), RTV4590 Digital Games in Communications, and RTV4591 Applications of Mobile Technology.

In the Department of Public Relations, the tools and technologies used in the profession are generally tied to students' ability to write well in constantly changing environments. Courses like PUR4100 Public Relations Writing, ENC3254 Writing for Strategic Communication, and MMC3420 Consumer and Audience Analytics give students the foundation and introduction to the tools and techniques needed and then apply them all in their capstone PUR4800/4802.

EQUIPMENT

In general, cameras and related equipment are replaced about every five years. Since students in the specific production courses pay a fee, the use of that equipment is limited to students in the courses. However, 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.

The equipment room staff consists of one full-time employee and four part-time student employees. 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.

As noted above, a complete equipment inventory is [available here](#).

Perhaps the most impressive technological addition to the College is the Atlas Lab, which was launched in 2023.

The Atlas Lab is a highly specialized, 1,100 square-foot presentation classroom that features 45 screens that combine to form two large-format video walls; mobile furniture that seats up to 40 guests; teleconferencing cameras; and streaming video feeds. Using industry-leading social media listening and digital media analytics software platforms, the Atlas Lab empowers students to use advanced computational methods and artificial intelligence to analyze and discover patterns in social media, print and digital global news, eCommerce reviews, consumer feedback forums, financial-market data, and search engine trends, the results of which are then visualized on the Lab's video walls. The Atlas Lab uses artificial intelligence within social listening platforms to identify the contributing factors leading to viral activity, efficiently summarize large volumes of digital texts, transcribe and interpret video content, and catalog and classify images posted to the social web.

In addition to providing an ideal presentation space, the Atlas Lab also serves as a resource center for the College to enhance the student experience through data analytics. The Atlas Lab provides classes with training in the effective use of digital analytics tools in support of data journalism, campaign measurement, social media management, crisis communications, audience analysis and scholarly research methods. In its inaugural 2023–2024 academic year, the Atlas Lab provided direct training and support for more than 250 undergraduate students in classes across every department in the College. Additionally, the Atlas Lab provides extracurricular engagement opportunities for students through social listening and data analytics workshops, consultations for student organizations and immersion venues, and analytics-focused events such as the Brand Bowl. Students can also pursue independent studies by serving as research analysts, events managers, and social media correspondents for the Lab.

Below are the tables showing the core and required courses in each of the majors, and the 10 ACEJMC core values and competencies (referred to here as Student Learning Outcomes [SLOs]) that are taught in each course.

The 10 ACEJMC core values and competencies are discussed following the tables.

ADVERTISING: AGENCY SEQUENCE										
Core Courses	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7	SLO 8	SLO 9	SLO 10
ADV3001: Advertising Strategy				X	X		X		X	X
ADV3008: Principles of Advertising	X	X	X			X			X	
ADV3403: Branding				X	X		X		X	X
ADV3411: Multicultural Advertising in the US		X	X	X			X		X	X
ADV3500: Digital Insights				X	X		X	X	X	X
ADV4101: Copywriting and Visualization				X	X		X		X	X
ADV4300: Media Planning				X	X		X	X	X	X
ADV4800: Advertising Campaigns	X	X	X	X	X	X	X	X	X	X
ENC3252: Writing for Strategic Communication			X		X				X	X
MMC1009: Intro to Media and Communications		X		X			X			X
MMC2121: Writing Fundamentals for Communicators					X				X	X
MMC3203: Ethics and Problems in Mass Communications	X	X	X			X				
MMC3420: Consumer and Audience Analytics				X			X	X		X
MMC4200: Law of Mass Communication	X	X				X				
VIC3001: Sight, Sound and Motion				X						X

ADVERTISING: PERSUASIVE MESSAGING SEQUENCE

Core Courses	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7	SLO 8	SLO 9	SLO 10
ADV3001: Advertising Strategy				X	X		X		X	X
ADV3008: Principles of Advertising	X	X	X			X			X	
ADV3403: Branding				X	X		X		X	X
ADV3411: Multicultural Advertising in the US		X	X	X			X		X	X
ADV3500: Digital Insights				X	X		X	X	X	X
ENC3252: Writing for Strategic Communication			X		X				X	X
MMC1009: Intro to Media and Communications		X		X			X			X
MMC2121: Writing Fundamentals for Communicators					X				X	X
MMC3203: Ethics and Problems in Mass Communications	X	X	X			X				
MMC3420: Consumer and Audience Analysis				X			X	X		X
MMC4200: Law of Mass Communication	X	X				X				
VIC3001: Sight, Sound and Motion				X			X		X	X

JOURNALISM

Core Courses	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7	SLO 8	SLO 9	SLO 10
JOU2100: Broadcast Writing Bootcamp				X	X	X			X	
JOU3015: Principles of Journalism	X	X	X		X	X	X			
JOU3101: Reporting	X		X	X	X	X	X		X	
JOU3110: Applied Fact Finding	X		X	X		X	X	X	X	X
JOU3220C: Visual Journalism	X			X		X			X	X
JOU3346L: Multimedia Reporting	X	X	X	X	X	X	X	X	X	X
MMC1009: Intro to Media and Communications		X		X			X			X
MMC2450: Data Literacy For Communicators						X		X		
MMC2604: Media, Cultures, and Identity	X	X	X			X	X			

JOURNALISM										
Core Courses	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7	SLO 8	SLO 9	SLO 10
MMC3203: Ethics and Problems in Mass Communications or JOU4700 Problems and Ethics in Journalism	X	X	X			X				
MMC4200: Law of Mass Communications	X	X				X				

JOURNALISM: SPORTS AND MEDIA										
Core Courses	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7	SLO 8	SLO 9	SLO 10
JOU2100: Broadcast Writing Bootcamp				X	X	X			X	
JOU3015: Principles of Journalism	X	X	X		X	X	X			
JOU3101: Reporting	X		X	X	X	X	X		X	
JOU3110: Applied Fact Finding	X		X	X		X	X	X	X	X
JOU3220C: Visual Journalism				X		X			X	X
JOU3346L: Multimedia Reporting	X	X	X	X	X	X	X	X	X	X
JOU4313C: Sports Reporting or RTV3593: Multimedia Sports Reporting	X	X		X	X	X	X		X	X
MMC2450: Data Literacy for Communicators						X		X		
MMC2604: Media, Cultures, and Identity or JOU4714: Race, Sports and Media	X	X	X			X	X			
MMC3210: Sports Media Law and Ethics	X	X				X	X			
MMC3703: Sports Media and Society	X	X	X			X				
PUR3463: Sports Communication	X				X	X			X	
RTV3502C: Introduction to Sports Production	X			X		X			X	X
RTV4959C: Sports Capstone	X			X	X	X			x	X

MEDIA PRODUCTION, MANAGEMENT, AND TECHNOLOGY: DIGITAL FILM AND TV PRODUCTION

Core Courses	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7	SLO 8	SLO 9	SLO 10
ENC3254: Professional Writing in the Discipline			X		X				X	X
JOU2040: Writing Mechanics					X					
MMC1009: Introduction to Media and Communications		X		X			X			X
MMC3203: Ethics and Problems in Mass Communications, or RTV3432: Ethics and Problems in Media	X	X	X			X				
RTV2100: Writing for Electronic Media					X				X	
RTV3001: Intro to Media Industries and Professions		X								
RTV3101: Advanced Writing for Electronic Media					X				X	
RTV3320: Electronic Field Production				X						
RTV3511: Fundamentals of Production				X						
RTV3516: Electronic Field Production II				X					X	X
RTV4500: Content Acquisition, Distribution, and Strategy							X	X		
RTV4700: Media Law and Policy	X						X			
RTV4929C: Senior Advanced Production Workshop				X					X	X
VIC3001: Sight, Sound, Motion				X						X
MMC4302: World Communication Systems or RTV3411: Race, Gender, Class and the Media		X	X			X	X			

MEDIA PRODUCTION, MANAGEMENT, AND TECHNOLOGY: MANAGEMENT AND STRATEGY

Core Courses	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7	SLO 8	SLO 9	SLO 10
ADV3008: Principles of Advertising	X	X	X			X			X	
ENC3254: Professional Writing in the Discipline			X		X				X	X
JOU3002: Understanding Audiences				X				X		
MMC1009: Introduction to Media and Communications		X		X			X			X
MMC2121: Writing Fundamentals for Communicators					X				X	X
MMC3203: Ethics and Problems in Mass Communications, or RTV3432: Ethics and Problems in Telecommunication	X	X	X			X				
RTV2100: Writing for Electronic Media					X				X	
RTV3001: Intro to Media Industries and Professions		X								
RTV3405: Media and Society		X	X			X				
RTV4500: Content Acquisition, Distribution, and Strategy							X	X		
RTV4506: Media Research, or										
MMC3420: Consumer and Audience Analytics				X			X	X		X
RTV4700: Media Law and Policy	X						X			
RTV4800: Media Management and Strategy				X	X	X	X			X
VIC3001: Sight, Sound, Motion				X						X
MMC4302: World Communication Systems or RTV3411: Race, Gender, Class and the Media		X	X			X	X			

MEDIA PRODUCTION, MANAGEMENT, AND TECHNOLOGY: MEDIA AND SOCIETY

Core Courses	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7	SLO 8	SLO 9	SLO 10
ENC3252: Writing for Strategic Communication			X		X				X	X
MMC1009: Introduction to Media and Communications		X		X			X			X
MMC2121: Writing Fundamentals for Communicators					X				X	X
MMC4302: World Communication Systems or RTV3411: Race, Gender, Class and the Media		X	X			X	X			
RTV2100: Writing for Electronic Media					X				X	
RTV3001: Intro to Media Industries and Professions		X								
RTV3405: Media and Society		X	X			X				
RTV4420: New Media Systems		X					X	X		
RTV4700: Media Law and Policy, or MMC4200: Law of Mass Communication	X	X				X				
VIC3001: Sight, Sound, Motion				X						X

PUBLIC RELATIONS										
Core Courses	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7	SLO 8	SLO 9	SLO 10
ENC3252: Writing for Strategic Communication			X		X				X	X
JOU3101: Reporting	X				X				X	X
MMC1009: Introduction to Media and Communications		X		X			X			X
MMC2121: Writing Fundamentals for Communications			X		X				X	X
MMC3203: Ethics and Problems in Mass Communications	X	X	X			X				
MMC3420: Consumer and Audience Analytics				X			X	X		X
MMC4200: Law of Mass Communications	X	X				X				
PUR3000: Principles of Public Relations	X	X							X	X
PUR3211: Diverse Voices		X	X			X				
PUR3500: Public Relations Research		X		X	X		X	X	X	X
PUR4100: Public Relations Writing		X		X	X				X	X
PUR4800: Public Relations Campaigns		X		X	X	X	X	X	X	X
VIC3001: Sight, Sound, Motion				X						X

5. Explain how instruction, whether on-site, online, synchronous or asynchronous, 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 the 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 graduate student teachers regularly refresh courses and assignments to include new tools for both creative and strategic advertising dimensions.

Professors incorporate cutting-edge data analytics and artificial intelligence tools into their curriculum, challenging students to leverage the latest technologies to generate insights and inform strategic communication decisions.

Students regularly travel to major agencies and media companies to observe and learn about new developments. Guest speakers, including 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 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 data analytics and artificial intelligence, and these courses are now either required or encouraged as professional electives for Advertising. CJC’s ongoing curriculum update includes renaming ADV3500 Advertising Research to Digital Insights and introducing two AI-focused courses: ADV4930 Social Media Analytics and Strategies and ADV4930 AI in Advertising. The renaming of the ADV3500 course is a response to the industry’s evolving expectations and helps students grasp the knowledge and skills of advertising research required in today’s technologically evolving and culturally diverse world. The addition of ADV4930 Social Media Analytics and Strategies and ADV4930 AI in Advertising courses enriches the advertising curriculum by incorporating AI learning. The Social Media Analytics and Strategies course equips students with skills to use AI tools for analyzing social media data, helping them identify trends and consumer behaviors for strategic marketing decisions. The AI in Advertising course delves into AI’s broader applications in the industry, including AI-powered content creation, predictive analytics, personalization, and ethical considerations. These courses prepare students for the evolving digital advertising landscape, blending technology with creative strategies.

The **Department of Journalism** has gone through significant curriculum revisions since the last accreditation, including:

- Broadcast-news courses (TV and audio) have moved from MPMT to JOU
- Specialization areas have expanded from two-course sequences to six specializations areas with a minimum of 12 credits required in that area
- Expansion of data journalism offerings
- Expansion of specialized reporting options (e.g., environmental journalism)
- Creation of the Fresh Take Florida news service (taken as a course) with national and international reach of stories
- Expansion of courses that intersect with the Innovation News Center (TV, audio, digital, visual), as well as JOU4201 News Center Practicum and JOU4202 Advanced News Center Practicum

Since 2017, 14 new courses were approved for permanent numbers and two courses had significant content/name changes but retained the same course number. In addition, nine courses moved from MPMT to JOU management.

These and other changes were made to achieve a number of goals, most notably to better prepare students to work in collaborative environments with more advanced skill sets and to acquire deeper skills in current and future areas of study.

JOU3346L Multimedia Reporting is an intermediate multimedia reporting course that helps students develop skills in both beat reporting and multimedia tools. This class introduces students to the Innovation News Center by having them report for WUFT.org. Courses in TV and Audio also have coverage on WUFT as part of their assignments.

Most advanced skills classes have students working on journalism and projects that will be published for a variety of audiences. These include such classes as JOU4311 Narrative Nonfiction Writing, JOU4447 Applied Magazines (which produces the narrative nonfiction magazine “Atrium”), JOU4930 Special Topics: Advanced Environmental Journalism, JOU4951 Noticias, JOU4123 Investigative Journalism, JOU4930 Special Topics: Advanced Multimedia, and RTV3305 In-Depth Reporting, among others.

In 2016, the department introduced a sports and media track that includes courses from journalism and other departments. This track allows sports-focused students to have a multidiscipline curriculum focused on all sides of sports journalism and communication. This major has had curriculum changes – mostly to adjust the journalism core (addition of JOU3015 Principles of Journalism and JOU3346L Multimedia Reporting) to ensure that students have a strong base in the practice and principles of journalism.

For the **Department of Media Production, Management, and Technology**, developing skills in the use of technology and tools is a major objective of the curriculum. The addition of a new required production course in 2016, RTV3320 Electronic Field Production 2, has been a big success, allowing students to interact with production and post-production equipment more than they did previously. The rotating topics available in RTV3516 Electronic Field Production II and RTV4929c Advanced Production Workshop also give students the opportunity to specialize in specific tools (e.g., camera art in cinematography, AfterEffects in Visual Effects and Compositing, Premiere and Audition in Film Editing and Sound Design, etc.). The objective is to better prepare students in the production of scripted fiction storytelling. Still on the production side, the department supports student-led experiences, notably Chompics (in which students produce a web series every year, with pre-production in the Fall followed by production and post-production in the Spring), F.E.M. Films (which empowers female film producers to better prepare for the entertainment industry through the production of a variety of scripted dramas and comedies), and BlueScript (in which students use professional tools to improve their screenwriting abilities). The department makes equipment and other resources available to these students and assigns a faculty adviser to supervise them. Several of the Chompics productions have won national awards.

In addition, 60+ mobile kits are available to MPMT students thanks to a 2022 grant from University of Florida Information Technology. These kits include mics, lenses and other gear students can use with their phone to improve their mobile productions. These kits will also be available to online students starting Spring 2025 (the kit will be mailed to students at the beginning of the semester, and they will mail it back at the end of the semester with mailing fees covered by the department through course fees).

The department also teaches MMC3420 Consumer and Audience Analytics, which provides “practical analytical skill-sets, benefiting those who plan careers in analytics/research, social media, media business, advertising/marketing, and public relations.” This course is required of students in MPMT’s Management and Strategy track and in the Departments of Advertising and Public Relations. It is also an elective option in the “Applications of Communication Block” of the Media and Society Track.

Other courses that respond to professional expectations of current digital, technological and multimedia competencies include:

- RTV3593 Multimedia Sports Reporting, in which students complete a weekly shift for ESPN Gainesville.
- RTV4590 Digital Games in Communications, in which students “design a persuasive game that tackles an important personal or social issue.”
- RTV4591 Applications, of Mobile Technology in which students learn the basics of creating a mobile app.
- RTV4800 Media Management and Strategy, in which students conduct a brand audit and present their findings to professionals.
- RTV4506 Media Research, in which students learn about analyzing digital media dynamics, behavior and conversations, in part thanks to the Atlas Lab.

Students also can learn the tools and technologies used in the field through immersion experiences with the Division of Media Properties, The Agency or GatorVision for academic credit. These experiences are further detailed below in question 7.

The **Public Relations Department** recognizes that maintaining pace with the digital and technological transformation the industry is facing is crucial for students’ success. Public relations students and faculty are encouraged to stay as informed as possible, and readings, assignments and projects are included in the curriculum to encourage critical thinking and experience with different digital tools and technologies.

The department currently offers two classes, PUR3622 Social Media Management and PUR4501 Social Media Listening and Analytics, which are available to all students and explicitly address some of the most common social media tools and techniques used in the PR profession. Additionally, there are modules within all core courses that address the current state of the field and best practices.

One new course, PUR4243 Industry Perspectives, is a rotating-topics course available to all students. The department typically offers 8–12 sections of this course, all focusing on different niche areas of public relations, frequently taught by current practitioners. The course can ensure that the department is able to easily and instantly adapt to changing trends and techniques within the industry.

6. 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 ADV3008 Principles of Advertising, ADV3001 Advertising Strategy, ADV3500 Digital Insights, ADV4300 Media Planning, ADV4101, Copywriting and Visualization, and ADV4800 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.

With the increasing demands for more sections, some sections of core courses 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, with challenges and successes related to fostering student learning outcomes.

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

The Department of Advertising also administers multiple sections of MMC3203 Problems and Ethics in Mass Communication. The department chair works directly with the course coordinator and lead lecturer for all sections of MMC3203 to ensure consistency among all the 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 one semester as a teaching assistant 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. Courses with multiple sections have oversight from a lead faculty instructor and/or the chair. This process includes periodic formal and informal group meetings with the instructors and, where applicable, sharing of teaching materials, lecture notes, etc.

JOU3101 Reporting is coordinated by the course lecturer, a professor with expertise in teaching who works closely with the instructors assigned to the approximately 12 lab sections offered each semester. The lab instructors are often full-time faculty or experienced adjunct instructors who have taught the course for years. 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, though the department does encourage some teaching independence within the labs.

JOU3346L Multimedia Reporting is coordinated the same way – a full-time faculty member serves as course director and oversees the four lab sections. The course director holds a common lecture for all students, and each lab follows the same lab with the same syllabus, assignments and outcomes. The course director works closely with the lab instructors to ensure consistency in expectations.

MMC4200 Law of Mass Communication is an introduction to communication law with an emphasis on how the law applies to media professionals. The online version uses the same textbook and video material and covers the same topics and outcomes as the on-campus section course.

Other classes with multiple sections are overseen by full-time or adjunct faculty, with the chair having ultimate oversight. Typically, faculty who have taught the class before will share syllabi and best practices. In some classes, instructors are encouraged by the department chair to have autonomy in how students achieve the common course outcomes. For example, JOU4308 Magazine and Feature Writing can have different kinds of assignments to help students learn the skills and craft in this wide-ranging subject area, but still deliver on the outcomes of a shared skill.

For three courses in the **Department of Media Production, Management, and Technology** (RTV2100 Writing for Electronic Media, RTV3511 Fundamentals of Production, and RTV3320 Electronic Field Production), the multiple sections are labs of a large lecture course. Students from all sections attend the same weekly lectures, which are taught by a full-time professor with expertise in the appropriate topic. That faculty member selects course materials and topics, writes the syllabus, creates the assignments and rubrics, and works closely with all the lab instructors (generally three-four labs per course). Other courses with several sections have a designated lead instructor whose responsibility is to ensure consistency across sections. The department chair regularly reviews syllabi and official student feedback (a question in the evaluations asks what students have learned in a given course) to verify course content is consistent with desired student learning outcomes.

In the **Department of Public Relations**, full-time faculty are regularly assigned to teach sections of core courses with multiple sections, including PUR3000 Principles of Public Relations, PUR3500 Public Relations Research, PUR4100 Public Relations Writing, and PUR4800 Public Relations Campaigns. These full-time faculty are actively engaged in departmental curriculum review and serve as 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.

How the College ensures consistency in learning objectives, workload and standards with adjunct/part-time faculty is explained in Standard 5.

7. Explain how the unit connects faculty and administrators to the professions they represent, and the understanding of the skills needed to be successful in the workplace.

The College organizes speaker series that bring professionals to campus to interact with students, faculty and staff, including Becoming a Woman of Influence, Great Storytellers, Climate Communication Summit and the frank gathering. See Standard 8 for more information on these series. Each department also provides opportunities to connect faculty with professionals and industry experts.

The **Department of Advertising** maintains robust connections across diverse professional fields through various channels.

DEPARTMENT OF ADVERTISING	
Professional Advisory Council	The Council, comprising approximately 20 distinguished members, convenes biannually to engage with students and faculty. These esteemed individuals hail from a diverse array of sectors, including top-tier international and national advertising and marketing agencies, Fortune 500 companies, media organizations, cutting-edge technology firms, and various professions related to advertising. Their visits facilitate a rich exchange of industry insights and perspectives, significantly enriching the academic and professional landscape for CJC's community.
Adjuncts	Each fall and spring semester, the department engages about 20 adjunct instructors (fewer in the summer), the majority of whom are active professionals within the industry. This strategy ensures that students gain exposure to the latest industry trends and standards. Adjunct faculty maintain close communication with the department chair and are often collaboratively paired with full-time faculty members for course delivery and immersive learning experiences, enhancing the educational journey with real-world insights and applications.

DEPARTMENT OF ADVERTISING

Guest Speakers	Numerous courses within the department actively incorporate guest lectures from industry experts to enrich student learning. For instance, the course ADV4710 Advertising Portfolio I: Traditional Media Basics features presentations by over 10 acclaimed professionals who engage with students both in-person and through Zoom. Additionally, a variety of alumni and leading figures from the industry frequently visit classes, offering both students and faculty valuable opportunities to engage with and gain insights from distinguished thought leaders in the field.
Programming	In Summer 2022, faculty meticulously designed and developed a Study Abroad Program centered around the Cannes Lions International Festival of Creativity. This initiative was aimed at providing students with unparalleled exposure to the leading figures in advertising, PR, production, digital innovation and marketing from around the globe. The program serves as a unique opportunity for students to gain professional experiences, connecting with and learning from the who's who of the industry.
Conferences and Orgs	Our faculty actively engage in a wide range of external experiences and interactions with industry professionals through their involvement with prestigious organizations like the American Academy of Advertising (AAA), the International Communication Association (ICA), the Association for Education in Journalism and Mass Communication (AEJMC), the American Advertising Federation (AAF), among others. This engagement enriches the academic environment with real-world insights and professional connections.
Outreach	Faculty and administrators collaborate closely with industry leaders to facilitate the recruitment of students for internships, ensuring valuable professional opportunities and experiences.
Professional Work	Numerous faculty members are actively engaged in their respective professions, bringing a wealth of real-world experience to CJC's academic community. For instance, Mariano German-Coley contributes his expertise as a creative consultant for Apple and has also been a jury member for the Addy Awards. Lissy Calienes has been honored as a 2023 Multicultural Excellence Award juror and is a founding member of the Hispanic Advisory Council at the Cannes Lions Festival. Additionally, Dan Windels is president of the American Advertising Federation's District 4 chapter. These roles underscore the practical insights and industry connections faculty bring to their teaching and mentorship.
Professional Connections	Many Advertising Department faculty members boast substantial industry experience and maintain robust professional networks, having recently transitioned from notable positions in the field. For instance, Santiago Kember brings his expertise from his tenure as vice president and global planning director at Visual Latina. Mariano German-Coley contributes insights from his role as a creative director at Sony Music. Lissy Calienes shares her experiences as a senior art director at Saatchi & Saatchi, while Dan Windels offers his perspective from his time as a senior brand strategist at GSD&M Advertising. These connections not only enrich the curriculum but also provide students with invaluable insights into the current trends and practices in the advertising industry.

The **Department of Journalism** cultivates deep professional connections. Some examples:

DEPARTMENT OF JOURNALISM	
Professional Advisory Council	With about 25 members, the Council visits twice a year to meet with students and faculty. These members, most of whom are alumni, represent a variety of industries, most notably in legacy news organizations, TV stations, public media, new technology roles and journalism-adjacent professions.
Adjuncts	The department hires about 40 adjuncts per semester. Most adjuncts are current industry professionals, exposing students to current industry trends and expectations. They are in direct contact with the chair and occasionally are teamed up with full-time faculty in course/immersion experiences.
Guest Speakers	Many classes utilize guest speakers in their courses. For example, MMC3703 Sports Media and Society has more than a dozen national industry professionals speak to class in person and via Zoom. Alumni and others also visit courses where faculty have a chance to interact with and learn from industry professionals alongside students.
Programming	Since 2014, the Provost's Office has sponsored a Science Journalist in Residence program, where a nationally known science reporter spends a week at UF, interacting with students and faculty and participating in a public talk. In Spring 2024, a Business Journalist in Residence program was launched. Faculty and administrators are invited to participate in programming with the in-residence journalists.
Conferences and Orgs	Faculty are active in a variety of off-site experiences and interactions with professionals, including the Society of Professional Journalists, the Online News Association, Broadcast Education Association and National Association of Broadcasters, Investigative Reports and Editors NICAR conference, the National Association of Black Journalists, AEJMC and more.
Outreach	Faculty and administrators work with industry leaders on recruiting students for internships.
Professional Work	Many faculty are currently active in the profession. For example, Cynthia Barnett is an award-winning book author and environmental journalist. Herb Lowe completed a fellowship in the Sports Department of the Los Angeles Times in the summer of 2023. Moni Basu (who left CJC in 2023) is an active magazine writer. Ted Spiker is an active health writer.
Professional Connections	JOU faculty have deep industry ties, particularly those who recently worked in the profession and have maintained their connections. Examples include Ryan Hunt, who was formerly Sports Illustrated co-editor-in-chief; Ted Bridis, who was an award-winning investigations editor in AP's Washington Bureau; Joanna Hernandez, who worked at many news organizations, including the Washington Post; and Harrison Hove, a TV journalist with deep professional connections in the field.

The **Department of Media Production, Management, and Technology** is connected to the various professions in a range of ways. Some examples:

DEPARTMENT OF MEDIA PRODUCTION, MANAGEMENT, AND TECHNOLOGY	
Professional Advisory Council	With about 15 members, the Council visits twice a year either virtually or in person. The council advises on matters relating to the directions of, changes in and needs of the industry as a whole. It helps improve the curriculum to ensure courses remain relevant in a fast-changing media industry, and its members meet with students and faculty to strengthen the ties of the department and the industry. Council members come from various industries and work in professions reflecting the department's eclectic curriculum: screenwriting, sports production, data analytics, entrepreneurship, etc.
Adjuncts	The department hires about 30 adjuncts per semester. Many of them are current industry professionals and teach current trends and practices. All are in direct contact with the chair and some may be teamed up with full-time faculty in courses and/or immersion experiences.
Guest Speakers	Instructors frequently invite guest speakers to their courses. Some are alumni, and all are experts and/or industry professionals relevant to the course's content. In some instances (e.g., CJCxNYC study away program), students meet directly with industry professionals.
Conferences and Orgs	Faculty are active in off-site experiences and interactions with professionals, including BEA/NAB, the Association for Women in Sports Media, AEJMC, The Gotham Film & Media Institute, World Media Economics and Management, and more.
Outreach	Faculty and administrators work with the college's Office of Careers and Corporate Partnerships and industry leaders on recruiting students for internships.
Professional Work and Connections	Many faculty are still active in the profession. For example, Iman Zawahry's debut feature film in 2024 was released in streaming worldwide after a successful festival circuit and a limited theatrical release in the U.S. Tim Sorel is an award-winning documentary producer and director. Churchill Roberts has a long history of filmmaking and mostly recently has been working on the documentary "The Passing of a Traditional Society: The Kingdom of Women" and recently co-wrote a book "From Rock Around the Clock to Tik Tok: Eighty Years of Life, Learning and Hope." Most MPMT faculty members have a large network of professional connections through present and past professional experiences.
Hands-On Study Abroad Programs	Short-term and study-abroad programs with hands-on, professional elements have been created and run regularly. Since 2022, a special topics course – "Globalizing American Sports" – has given more than 50 students the opportunity to create media content surrounding a major American sporting event within a global context. The six-day study-abroad programs accompanying the course (e.g., NFL in Germany and NBA in Paris) included visits to media and/or sports companies and workshops or lectures from guest speakers (e.g., the press relations officer of the German Olympic Committee, sports journalists at the <i>Frankfurter Allgemeine Zeitung</i> , the Digital Content Manager of the Chicago Bulls in Paris, etc.)

The **Department of Public Relations** maintains deep professional connections. Some examples:

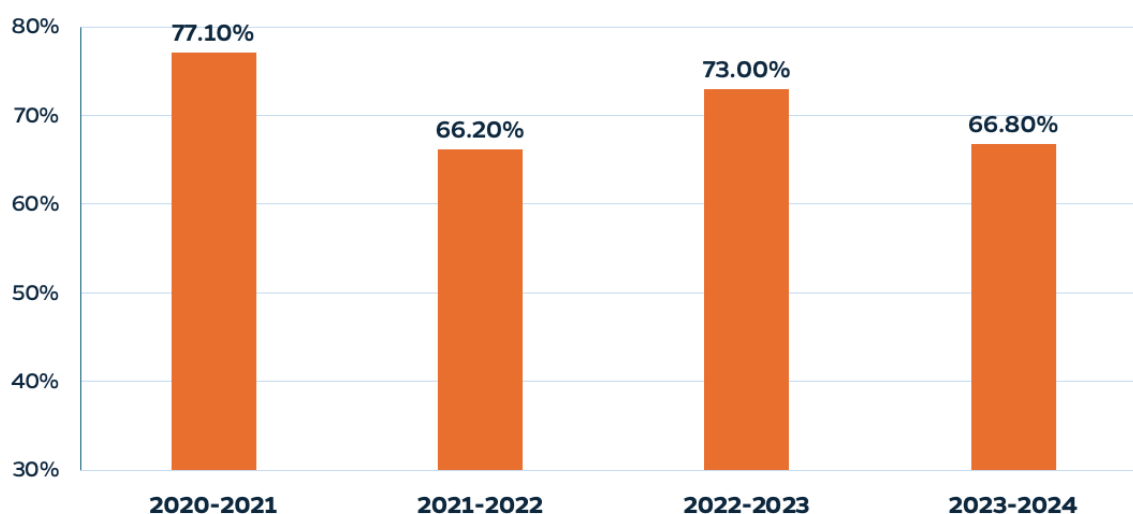
DEPARTMENT OF PUBLIC RELATIONS	
Professional Advisory Council	With approximately 30 members, the Council meets twice a year to engage with students and faculty. Members represent a variety of job settings, including large and small agencies, like H+K and SourceCode, major brands such as Disney and Wells Fargo, government and social cause roles, and small-firm owners. Many are considered to be at the very top of their profession.
Adjuncts	The department hires about 40 adjuncts per semester. Most adjuncts are current industry professionals, exposing students to current industry trends and expectations. They are in direct contact with the chair and occasionally are teamed up with full-time faculty in course/immersion experiences.
Guest Speakers	Faculty frequently draw on and utilize guest speakers in their courses. In a typical year, the department has more than 100 guest speakers in-person or on Zoom across various courses. The department ensures that it covers a range of experience – from recent alums to seasoned CCOs – and ensures diversity in speakers and the industries they represent.
Programming	In 2022, the College launched CJCxNYC, an immersive summer program connecting students and employers in New York City, widely recognized as the heart of public relations in the US. The program is led by Natalie Asorey, a full-time PR faculty member who relocated to NYC permanently. The program has grown from a single summer program primarily for public relations students to multiple summer options, including two one-week experiences and semester-long summer and fall internships, offerings that are open to all departments. All of the offerings have students embedded and working in real-world communication organizations in NYC.
Conferences and Orgs	Faculty are active in a variety of off-site experiences and interactions with professionals, including Institute for Public Relations, Page, The Plank Center, PR Museum, PRSA Foundation, Commission on PR Education, AEJMC and more.
Outreach	Faculty and administrators work with industry leaders on recruiting students for internships.
Professional Work	Ann Searight Christiano, director of the Center for Public Interest Communications, is actively engaged in professional work and training focused on using strategic communication for social good. Several of the College's scholarly faculty also frequently create work relevant to the profession, such as Marcia DiStaso's work with Ragan PR and Rita Men's editorials on the importance of internal communication during the COVID-19 pandemic.
Professional Connections	Many PR faculty have deep industry ties (and were recently in the profession), so they have strong professional connections. For example, Pat Ford is the former vice chair of Burson-Marsteller, Mickey Nall was the Atlanta head of Ogilvy PR, Angela Bradbery was the director of communication for Public Citizen, and Christine Bucan was SVP at Beber Silverstein. These connections allow us to have ties to different industries and cities, which enriches students' experiences.

8. Describe the methods used to select sites for internships for credit in the major; to supervise internship and work experience programs; to evaluate and grade students' performance in these programs; and to award credit for internships or work experiences. In a separate digital file, provide 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 – such as the Knight Division for Scholarships and Student Inclusion, the Office of Careers and Corporate Partnerships, as well as the individual departments – 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 [available here](#).

The College continues to have success in encouraging students to complete a professional internship. The number of students taking internships, though, has declined in the past seven years primarily because so many immersion opportunities now exist inside the College for students to get professional experience, such as the television and radio stations, the Innovation News Center, as well as The Agency. Still, in 2023–2024, 67% of the graduating seniors filling out their Exit Survey said that they completed an internship, and 34% of those completed two or more.

INTERNSHIP PARTICIPATION (CJC Graduation Survey)



The CJC Office of Careers and Corporate Partnerships (OCCP), in conjunction with the UF Career Connections Center, sponsor in-person Career in Communications Fairs in the fall and spring semesters, and the OCCP on its own holds a virtual Communications Career Fair three times a year, in which students can find both jobs and internships. About 35–50 companies participate in each of the in-person events, and 7–10 in each of the virtual ones.

The College also maintains listings of internship opportunities. The listings are available to students seeking either for-credit or non-credit internships. A newsletter goes out to the CJC student listserv every Friday from the Knight Division for Scholarships and Student Inclusion that lists potential job and internship opportunities.

Internship sites are identified in many ways, including contacts from organizations seeking interns, faculty contact with organizations soliciting participation in an internship program and 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.

For more on college-wide efforts to identify and place students in internships, see Standard 6.

Generally, the departments – either the department chair or their 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 for career skills development. Students' personal evaluations of their internship, including a 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, ADV4940 and JOU4940). Credit for the course varies from zero to three credits per semester. 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.

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.

The **Department of Advertising** presents students with two enriching internship pathways: ADV4940 Advertising Internship and ADV4941 Advanced Advertising Internship. For eligibility, students must be juniors or seniors within the Advertising major, maintain a minimum overall GPA of 2.50, achieve a 2.50 or higher in professional coursework, and have completed specific major-related classes. These prerequisite courses include MAR3023 Principles of Marketing, ADV3008 Principles of Advertising, ENC3252 Writing for Strategic Communication or ENC3254 Professional Writing in the Disciplines, alongside an additional course pertinent to the internship focus.

For those seeking a flexible for-credit internship, ADV4940 is ideal. The core requirement of ADV4940 involves composing weekly reports that detail the intern's activities and learning experiences throughout the internship. Alternatively, ADV4941 offers a more structured for-credit internship experience. Beyond the weekly reports, ADV4941 interns engage in reflective writing assignments that deepen their understanding of their internship experiences. These assignments culminate in a comprehensive reflective piece showcased in a personal e-portfolio. Additionally, regular feedback sessions with the sponsoring organization's supervisor are integral to ADV4941, ensuring ongoing performance evaluations. When enrolled for three credits and meeting the weekly hour commitments, ADV4941 fulfills the immersion experience requirement for the Persuasive Messaging Track of the B.S. in Advertising.

Notable organizations offering recent internships to students include GroupM, Forbes, Kellogg's, Universal Orlando, Warner Bros. Discovery, Intel, Clio Awards, Publicis Media, Pepsi, NBC/Universal Media, Tiffany, and Pfizer.

The **Department of Journalism** requires department approval for students interested in an internship for credit. The decision is based 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.

Criteria for for-credit internships:

- Must be journalism, media or communications internship.
- The supervisor must be an industry professional.
- Must complete course expectations in addition to roles in internship.
- Can repeat internship credit (up to 6 credits total) and can repeat at the same organization.
- 60 hours of work equates to 1 credit hour (students may take 1 to 3 credits per semester).
- Supervisor must complete evaluation form through Qualtrics at end of internship.

Sample internships/fellowships of recent JOU students include CNN, New York Times, Washington Post, LA Times, WESH in Orlando, NBC, various local news outlets, various professional sports teams.

In the **Department of Media Production, Management, and Technology**, students can earn internship credits for work done outside of the College (including at other UF units, such as GatorVision or News and Public Affairs) and earn immersion credits for work done within the College (e.g., for the Division of Media 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 what supervision the student will receive. Students may earn up to three credits for an internship (60 hours of work per credit hour) with the department chair's approval. Grades are S/U.

Students doing internships must complete a three-to-five-page report monthly, and a final five-to-seven-page report at the end of the semester. Students must also receive a satisfactory evaluation from their supervisor, who evaluates them using a questionnaire sent via Qualtrics directly to them by the departmental administrative assistant to ensure the integrity of the process.

MPMT student internships include work at companies such as NBC Saturday Night Live, the SEC network, The Walt Disney Company, CBS Broadcasting Inc., Warner Bros. Discovery, The Coca-Cola Company, NBC Universal, Focus Features, Nike Inc., and Inter Miami CF.

The **Department of Public Relations** encourages students to complete multiple internships, but prefers that students complete internships for pay rather than for credit. Students are able to count up to three credits per internship (the student must complete 65 hours of work per credit) as elective credits for their degree, but are advised that they should be doing more internships in order to earn a top job placement upon graduation.

If a student wants to complete an internship for credit, they submit an application and a letter from their employer detailing the internship job duties and expected work hours to the department chair, who reviews each application. In order to be eligible for internship credit, students must have passed PUR3000 Principles of Public Relations, PUR3500 Public Relations Research Methods and JOUR3100 Reporting. The internship must be supervised by a PR professional and the student's job duties must be on-the-job learning experiences relevant to public relations.

During the internship, students submit progress reports every week describing the work they completed and the number of hours worked. At the end of the term, the student submits a self-evaluation describing what they learned and assessing their performance. The student's supervisor is also required to submit an evaluation of the student's work. A copy of the evaluation form is [available here](#). Successful completion is determined through the completion of the required number of hours and an acceptable supervisor evaluation.

Recent internship providers include BCW, Golin, Carnival Cruise Lines, Public Citizen, Institute of Public Relations Research, Lippe Taylor, Hill+Knowlton Strategies, Univision, SourceCode Communications, and Rakuten.



PART II:
STANDARD 3
ASSESSMENT OF
LEARNING OUTCOMES

Part II: Standard 3, Assessment of Learning Outcomes

EXECUTIVE SUMMARY

With the hiring of a new associate dean for undergraduate affairs in December 2019, the assessment of ACEJMC's core values and competencies was completely updated and revised. Students in the College now demonstrate their competency in these core values using three direct and three indirect measures.

The direct measures are:

- **Senior Examination or Senior Learning Assessment**
 - This is a 50-question multiple-choice exam that's given to graduating seniors every spring semester that assesses their breadth of general knowledge in their chosen field. Thirty-five questions are the same for all majors and 15 are major-specific. Five questions deal with each of the 10 ACEJMC core values.
- **Capstone Projects Evaluated by Industry Professionals**
 - Each of the four departments – Advertising, Journalism, Public Relations and Media Production, Management, and Technology (MPMT) — has a capstone class (or capstone classes) in which students produce a final project, which is then evaluated by industry professionals. The industry professionals are mainly members from each department's advisory council and a few professionals who are not on the advisory council.
- **Student Internships Evaluated by Supervisors**
 - Students are evaluated at the end of every semester by their internship supervisors, who fill out a form on Qualtrics or similar software.

The indirect measures are:

- **Student Awards**
 - CJC students' competency in the ACEJMC core values is reflected by the myriad of awards they win each year in all four departments.
- **Graduation/Exit Survey**
 - Every senior is required to complete the CJC graduation survey as a condition for graduation. The survey helps the faculty better understand what students have learned in their major, what experiential experiences and internships they had, what student organizations they've been a part of, how they feel the major prepared them for a career, whether they have accepted a job in the field, what they think the strengths and weaknesses of the college are, and so on.
- **Job Placement**
 - In March 2020, the College created the Office of Careers and Corporate Partnerships (OCCP) to help students better navigate the transition between the College and a career. Thanks to the efforts of the OCCP, the job placement of students has been growing every year (see Standard 6).

Results of both the direct and indirect assessments are detailed in this report.

The findings of these six assessment tools have spurred discussion within the College's Curriculum and Teaching Committee, the faculty as a whole and the department advisory councils. This has led to a myriad of curriculum and program changes. Some of the most pertinent ones are:

- Each of the four departments created its own course dealing with inclusion, diversity, and equity. These include Multicultural Advertising; Media, Culture, and Identity in Journalism; Islam, Media, and Popular Culture in Media Production, Management, and Technology; and Diverse Voices in Public Relations.
- The Department of Advertising inaugurated a Creative Advertising Certificate and developed three new courses (Creative Portfolio 1, Creative Portfolio 2 and Creative Portfolio 3) to incorporate into this certificate.
- The Department of Public Relations created two new tracks – Public Interest Communication and Corporate – to give students more focused training so they can further increase their job readiness.
- The Department of Journalism added three new courses in Data Journalism (Advanced Data Journalism, Data Visualization, and Sports Data Journalism), bringing the total of Data Literacy/Analytics classes to five, making it one of the largest data journalism programs in the country.
- The Department of Media Production, Management, and Technology added another layer of production classes; students are required to take at least one. Options include: Cinematography, Editing, Screenwriting and Documentary. These classes resulted in much more sophisticated and polished capstone film projects.
- The development of new courses reflect the media industry's current trends and demands and will ensure students are best prepared for the modern workforce. Courses include Artificial Intelligence in Media and Society; Branding and Social Media; Social Media Analytics and Strategy; Data Visualization and Mapping; Advertising and Artificial Intelligence.

1. Provide a web link to 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.

The College of Journalism and Communications has a comprehensive assessment plan that was unveiled in early 2020 with the arrival of the new associate dean for undergraduate affairs. The plan has been posted on the College's website and can be [found here](#).

Two new Direct Measures and one new Indirect Measure of Assessment were added in early 2020 — the Senior Examination (renamed Senior Learning Assessment) and Capstone Projects Evaluated by Industry Professionals, and Job Placement, respectively. These measures complement the ones that were already in place – student internship evaluations by supervisors, the graduation survey, and student awards.

The **Senior Learning Assessment** was conducted for the first time in Spring 2021 and then again in Fall 2021. Since then, it has been done every spring semester as the number of students graduating in the spring far outnumbers those graduating in the summer or fall, providing more reliable results.

The **capstone projects evaluated by professionals** have been systematically done every year since academic year 2020–2021.

Student Internship Evaluations are completed by a supervisor every time an internship is completed and department chairs look at these before they assign the student a grade. The summer internship data is the one that the chairs and the Curriculum and Teaching Committee pay most attention to as it is the semester when most internships are done.

Every graduating senior is required to complete a **graduation survey** as a condition for graduation. This is done every semester, but the chairs and the Curriculum and Teaching Committee pay most attention to the spring semesters, which have the highest number of graduates.

CJC students' competency in the ACEJMC core values is reflected by the myriad **student awards** they win each year in all four departments.

The **job placement** of graduating students grows every year thanks to the efforts of the Office of Careers and Corporate Partnerships that was opened in March 2020.

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.

The mission of the College of Journalism and Communications is to prepare students for leadership roles in advertising, journalism, media production/management/technology, and public relations. CJC collaboratively combines theory, research, experiential learning, practical training and creativity to provide solutions that add value and improve the lives of the College's diverse stakeholders. The College 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.

Toward that end, Student Learning Outcomes have been based on the 10 new ACEJMC core values and competencies since their implementation in 2021–2022, and on the 12 ACEJMC core values and competencies before that.

The University of Florida is also accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and the Student Learning Outcomes for that organization, which supplement ACEJMC core values. They are:

- **Content knowledge**
 - Concepts, theories, histories, tools, trends.
- **Critical thinking**
 - Gather information, analyze audience insights, conduct research, get insight from research, synthesize, analyze problems, produce projects that demonstrate creativity and understanding.
- **Communication**
 - Writing, audiovisual skills, teamwork, oral presentations.

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 end-of-year assessment reports. If there are multiple reports from the review period, summarize the findings and make the reports available in a separate digital file.

The CJC employs three Direct and three Indirect Measures to assess how well students learned, understood, and would be able to retain the ACEJMC core values and competencies.

The Direct Measures are:

- Senior Learning Assessment
- Capstone Projects Evaluated by Industry Professionals
- Student Internship Evaluations by Supervisors

The Indirect Measures are:

- Student Awards
- Graduation/Exit Survey
- Job Placement

DIRECT MEASURES

SENIOR EXAMINATION / SENIOR LEARNING ASSESSMENT

In reworking the assessment measures, the associate dean for undergraduate affairs, along with the Curriculum and Teaching (C & T) Committee that he chairs, reviewed the ACEJMC self-studies of many journalism and communications colleges and found that a number of them employed a Senior Examination as a Direct Measure of Assessment. The committee decided that this would also be a good measure for the College.

In 2021–2020, ACEJMC had 12 SLOs, and upon studying these 12 core values and competencies, the C & T Committee concluded that nine of the 12 core values were the same for all four departments, and three were department specific. The three department-specific SLOs were: SLO 2: Demonstrate an understanding of the history and role of professionals and institutions in shaping communications; SLO 8: Conduct research and evaluate information by methods appropriate to the communications professions in which they work; and SLO 12: Apply tools and technologies appropriate for the communications professions in which they work, and to understand the digital world.

Also, it was decided that SLO 7: Think critically, creatively, and independently was better evaluated by another Direct Measure (Capstone Projects Evaluated by Industry Professionals), so that wasn't included in the Senior Examination.

The Curriculum and Teaching Committee then identified the courses that corresponded with each SLO and the professors of these courses were asked to provide a pool of 10 questions for each SLO. The associate dean then selected four to five questions for each SLO to make up the 50-question multiple choice exam. Because CJC has a pool of 10 questions for each SLO, the questions can vary each time CJC administers the exam.

As was mentioned above, nine of the SLOs assessed in the Senior Examination were college-wide, and three were department-specific. As a result, 35 of the 50 questions were the same for all CJC students and 15 questions were specific to the student's major. In total, there were six different exams: one for the Department of Advertising; one for the Department of Journalism; one for the Department of Public Relations; and three for the Department of Telecommunication (renamed the Department of Media Production, Management, and Technology on June 28, 2021) to accommodate the department's three sequences – Digital Film and TV Production; Management and Strategy; and Media and Society.

The Curriculum and Teaching Committee then contemplated how to best administer the Senior Examination. It was decided that the Senior Examination would be done online and that students would have two continuous hours during a two-week window toward the end of their graduating semester in which to complete it. The students were told through an email that they must do this Senior Examination as a condition of graduation and that it will not count for a grade, but that they will need to complete it or there will be a hold on their student record. They were also told that they do not need to study for this exam, but just make sure they are well-rested when taking it and give it the attention it deserves. That way, the Curriculum and Teaching Committee felt that they could get a better sense if the students learned, understood, and were able to retain the ACEJMC's core values and competencies since the students had nothing to gain in terms of grades or extra credit from doing it.

The College wants to ensure that its students internalize these 12 ACEJMC core values so that they can carry them forward into the industry and their professional media careers.

In July 2021, ACEJMC revised their core values and competencies and decreased the number from 12 to 10. The Senior Examination was also updated to reflect this change. Having 10 SLOs as opposed to 12 made structuring the Senior Examination easier because now CJC can have 5 questions designated to each SLO. As before, 35 of the 50 questions (representing seven SLOs) were the same for all CJC students, and 15 questions (representing three SLOs) were major specific. The three major, specific SLOs are: SLO 2: Demonstrate an understanding of the multicultural history and role of professionals and institutions in shaping communications;

SLO 7: Apply critical thinking skills in conducting research and evaluating information by methods appropriate to the communications professions in which they work; and SLO 10: Apply tools and technologies appropriate for the communications professions in which they work.

The Senior Examination was first conducted in Spring 2021 and subsequently in Fall 2021, Spring 2022, Spring 2023 and Spring 2024.

Below are the results of the latest (Spring 2024) Senior Examination/Senior Learning Assessment. Copies of the Spring 2021 and Spring 2024 exams are [available here](#), and the results of the Spring 2021, Fall 2021, Spring 2022 and Spring 2023 Senior Learning Assessments are [available here](#).

SPRING 2024 SENIOR LEARNING ASSESSMENT RESULTS

THE ACEJMC SLOS (Revised 07/2021)

The Accrediting Council on Education in Journalism and Mass Communications requires that graduates of accredited programs be aware of certain core values and competencies and be able to:

1. Apply the principles and laws of freedom of speech and press, in a global context, and for the country in which the institution that invites ACEJMC is located;
2. Demonstrate an understanding of the multicultural history and role of professionals and institutions in shaping communications;
3. Demonstrate culturally proficient communication that empowers those traditionally disenfranchised in society, especially as grounded in race, ethnicity, gender, sexual orientation and ability, domestically and globally, across communication and media contexts;
4. Present images and information effectively and creatively, using appropriate tools and technologies;
5. Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
6. Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
7. Apply critical thinking skills in conducting research and evaluating information by methods appropriate to the communications professions in which they work;
8. Effectively and correctly apply basic numerical and statistical concepts;
9. Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
10. Apply tools and technologies appropriate for the communications professions in which they work.

WHAT QUESTIONS DEAL WITH WHAT SLOS

35 of the questions (for seven SLOs) were identical for all students in the College and 15 questions (for three SLOs) were major-specific.

SLO 1:	Questions 1-5	College-wide
SLO 2:	Questions 6-10	Major-specific
SLO 3:	Questions 11-15	College-wide
SLO 4:	Questions 16-20	College-wide
SLO 5:	Questions 21-25	College-wide
SLO 6:	Questions 26-30	College-wide
SLO 7:	Questions 31-35	Major-specific
SLO 8:	Questions 36-40	College-wide
SLO 9:	Questions 41-45	College-wide
SLO 10:	Questions 46-50	Major-specific

AVERAGE SCORE PER MAJOR AND CJC OVERALL

	College (392 students)	ADV (112)	JOU (90)	MPMT- DFTP (46)	MPMT- MAN (11)	MPMT- MES (25)	PR (108)
SLO 1 (Questions 1–5)	82.1%	85%	81.8%	81.2%	81.8%	80%	80.4%
SLO 2 (Questions 6–10, major– specific)		97.6%	81.2%	79.4%	91%	83.2%	72%
SLO 3 (Questions 11–15)	77.6%	77.2%	77.4%	84.4%	89.2%	80%	73.4%
SLO 4 (Questions 16–20)	91.0%	93.4%	90.8%	92.6%	91%	88.8%	88.6%
SLO 5 (Questions 21–25)	87.3%	90.2%	85.2%	82.2%	82%	88%	88.6%
SLO 6 (Questions 26–30)	85.9%	88.2%	85.6%	84.4%	83.8%	89.6%	83.6%
SLO 7 (Questions 31–35, major– specific)		92.2%	72.8%	75.6%	80.2%	64%	63.6%
SLO 8 (Questions 36–40)	85.7%	87.4%	87.8%	85.6%	83.8%	86.4%	82.4%
SLO 9 (Questions 41–45)	86.8%	91%	84.4%	89.4%	85.6%	84%	84%
SLO 10 (Questions 46–50, major– specific)		93.8%	92%	83.4%	83.8%	93.6%	83.6%
Exam Average Score	84.3%	90.3%	83.7%	84.3%	85.1%	83.8%	78.5%

DESCENDING ORDER OF COMPETENCE (in the common, College-wide SLOs)

	College (392 students)	ADV (112)	JOU (90)	MPMT- DFTP (46)	MPMT- MAN (11)	MPMT- MES (25)	PR (108)
SLO 4 (Questions 16–20)	91.0%	93.4%	90.8%	92.6%	91%	88.8%	88.6%
SLO 5 (Questions 21–25)	87.3%	90.2%	85.2%	82.2%	82%	88%	88.6%

SLO 9 (Questions 41-45)	86.8%	91%	84.4%	89.4%	85.6%	84%	84%
SLO 6 (Questions 26-30)	85.9%	88.2%	85.6%	84.4%	83.8%	89.6%	83.6%
SLO 8 (Questions 36-40)	85.7%	87.4%	87.8%	85.6%	83.8%	86.4%	82.4%
SLO 1 (Questions 1-5)	82.1%	85%	81.8%	81.2%	81.8%	80%	80.4%
SLO 3 (Questions 11-15)	77.6%	77.2%	77.4%	84.4%	89.2%	80%	73.4%

ANALYSIS AND ACTION

The average exam score in Spring 2024 was 84.3%, compared to the average score of past Senior Learning Assessments of 79.4% (79.3% in Spring 2021; 76.8% in Fall 2021; 81.7% in Spring 2022; and 79.6% in Spring 2023). Students scored over 80% in six of the seven college-wide SLOs and over 85% in five of them.

As in other semesters, the highest scores were for SLO 4 and SLO 5, and the lowest were for SLO 1 and SLO 3. It was particularly gratifying that students continue to excel in SLOs 4 and 5 because “presenting images and information effectively and creatively, using appropriate tools and technologies” and “writing correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve” are arguably the most important skills for students to master if they are to succeed in these industries.

The grades for both SLOs 1 and 3 did improve from Spring 2023 to Spring 2024 — SLO 1 went from 77.5% to 82.1%, and SLO 3 from 76.2% to 77.6%. As the College indicated in the Analysis and Action section, the College will strive to improve the scores in these two SLOs by:

- Developing strategies to further educate students on culturally proficient communication, ensuring they are equipped to empower marginalized communities effectively. This may involve incorporating diverse perspectives, case studies, and discussions on inclusivity and cultural sensitivity within relevant advertising courses.
- Enhancing the curriculum to provide more comprehensive coverage of the principles and laws of freedom of speech and press within the media industries. This will include exploring the global implications of these principles, examining case studies relevant to the country in which the institution is located, and fostering discussions on ethical and legal considerations in the College’s fields.

The chairs of each department discussed the results with their faculty, and this is what they had to say:

Advertising

The Spring 2024 assessment for graduating advertising majors indicated an average score of 90.3% across various SLOs. This score represents the highest average among all departments, showcasing an overall above-average performance. However, despite these promising results, there remains an area requiring significant improvement.

Specific attention is needed for the outcome that focuses on demonstrating culturally proficient communication that empowers marginalized groups. This outcome achieved a score of 77.2%, highlighting a crucial need for enhanced educational strategies. The lower performance in this area indicates a gap in students’ abilities

to effectively communicate in a manner that empowers traditionally disenfranchised individuals based on factors such as race, ethnicity, gender, sexual orientation and ability, both domestically and globally.

To address this deficiency and improve outcomes, strategies will be developed and implemented to educate students more thoroughly on culturally proficient communication. This includes the integration of various perspectives, case studies, and discussions focused on inclusivity and cultural sensitivity within relevant courses. Additionally, an “International Speaker” series is planned for Fall 2024 with high-profile industry professionals as guest lecturers. This series aims to enhance students’ cultural competency and global visions, thereby improving their proficiency in culturally empowering communication.

The goal is for Advertising majors to demonstrate greater proficiency in culturally empowering communication within the advertising industry, aligning their skills with the global standards and diverse nature of contemporary media landscapes. The proactive approach to addressing the identified weaknesses in student learning outcomes is expected to lead to marked improvements in the cultural proficiency of graduates, ensuring they are well-prepared to contribute positively and inclusively in their professional endeavors.

Journalism

Overall, department majors scored an 83.7% on the assessment, keeping it in line with the CJC average.

The highest scores came from SLO 4, which focused on using tools and technologies for information and images. This was not a surprising result, as these tools are introduced early in the curriculum through JOU3220C Visual Journalism and are reinforced in an intermediate course, JOU3346L Multimedia Reporting. In addition, many of the department’s students further these skills classes in visually based classes.

The lowest scores came in questions about SLO 1 and SLO 3. This specific information involving critical thinking comes in specific courses, such as MMC4200 Law of Mass Communication (SLO1) and MMC2604 Media, Cultures, and Identity (SLO3), and may not resurface in the same type of framing in other courses and experiences. However, the principles about First Amendment freedoms and coverage of disenfranchised groups appear throughout the curriculum and in everyday discussions and decisions in student news organizations. While curriculum is the same for all sections of MMC4200, MMC2604 students in different sections are exposed to different viewpoints and material, and thus may not have had the information framed similarly when it comes to specifics of the assessment questions. That said, the results make a good point to make sure instructors understand the importance of linking these critical-thinking concepts to practical applications in skills and experiential courses.

Media Production, Management, and Technology

Students in each MPMT program exhibited varying strengths and areas for improvement in achieving the specified student learning objectives.

Students majoring in Digital Film and TV Production demonstrated exceptional proficiency in presenting images and information effectively and creatively (SLO 4), with an impressive pass rate of 93%. This clearly relates to the emphasis on technical skills and visual storytelling in the track. Furthermore, students exhibited commendable abilities in self-evaluation and quality assessment (SLO 9), with 89% passing this objective. This reflects a conscientious approach to evaluating their work for accuracy, fairness and clarity, essential qualities in media production professions. However, two SLOs had fewer than 80% pass – understanding the multicultural history and role of professionals and institutions in shaping communications (SLO 2) and applying critical thinking skills in research (SLO 7) were 79% and 76%, respectively. These results suggest opportunities for enhancing critical thinking and research methodologies within the program’s curriculum. The MPMT faculty believes the addition in Fall 2022 of a course on multiculturalism and diversity (production students must now take MMC4302 World Communication Systems, RTV3411 Race, Gender, Class and the Media, or RTV3404 Islam, Media, and Popular Culture) will help. Many of the students who graduated in Fall 2023 were using catalogs that date to before this additional core requirement.

The Management and Strategy program exhibited strong performances across all SLOs. For each, at least 80% of students passed. The areas of effective use of tools and technologies (SLO 4, 91%), understanding the multicultural history and role of professionals and institutions in shaping communications (SLO 2, 91%) and demonstrating culturally proficient communication (SLO 3, 89%) were particularly strong, suggesting that students in the program excel in technical proficiency and possess a solid understanding of the diverse cultural landscape within communication contexts.

In the Media and Society program, students demonstrated outstanding proficiency in applying tools and technologies specific to their field (SLO 10), with an impressive pass rate of 94%. This underscores the program's success in equipping students with the technical skills necessary for success in media professions. Additionally, the emphasis on the relationship between media and society in the program resulted in a high score in demonstrating an understanding of professional ethical principles (SLO 6, 90%). However, students who majored in Media and Society faced challenges, particularly in the area of applying critical thinking skills in research (SLO 7), where only 64% of students passed. This indicates a need for more curricular emphasis on research competencies. With new MPMT Department leadership, the Media and Society program is likely to be overhauled in 2024–2025. The results from this examination provide valuable insights for curriculum revisions to better achieve the specified student learning objectives.

Public Relations

While still demonstrating room for improvement, PR students' overall scores were higher than they have been in the past, indicating progress. The primary areas for continued improvement are SLOs 2, 3 and 7. SLO 2 addresses the multicultural history and role of PR professionals and SLO 3 addresses the ability to demonstrate culturally proficient communication. Both of these SLOs should be improved with the addition of a new required course, PUR3211, *Diverse Voices*. This course became part of the core in Summer 2023, therefore students taking this assessment would not have taken the course.

SLO 7 addresses critical thinking skills when conducting research and was the lowest SLO overall. Even though students have a required research methods course, most take it early in their degree plan. Students implement research in their capstone course – and professionals evaluate the students as doing quite well at research in this practical setting. The nature of the questions in the assessment are quite technical and a better match with the content covered in their explicit methods course. This suggests that students need a refresher of the technical research language in their capstone course, along with the more applied component they are executing.

CAPSTONE PROJECTS EVALUATED BY INDUSTRY PROFESSIONALS

Each of the four departments has a capstone class (or capstone classes) in which students produce a project that is evaluated by industry professionals. Most of these professionals are from the departments' advisory councils, as well as alumni working in the industry who are not on the councils.

Below are the procedures used by each department regarding how they handle the assessment, as well as the results for the 2023–2024 academic year. The results from 2000–2021, 2021–2022, and 2022–2023 are [available here](#).

DEPARTMENT OF ADVERTISING

METHOD

Four campaign books from the capstone course ADV4800 Advertising Campaigns were randomly selected from the course sections in the 2023–2024 academic year. Advertising Advisory Council members were

randomly assigned to one of four groups. Each group was assigned one book and asked to review it on five criteria: research, strategy, creative, media and writing. The professionals rated books on a four-point scale: excellent, good, fair or poor. Data were collected via Qualtrics.

- **RESEARCH:** For research, students were asked to think about: the number of sources; did they use both primary and secondary research well; was it properly cited; does their research reflect qualitative and/or quantitative findings as appropriate to the problem; do they address the industry, trends, and business needs of the target; does the research reflect a good understanding of the target; do they have a bibliography?
- **STRATEGY:** For strategy, they were asked to think about: Are their SWOT, objectives, challenges, target, and strategies well thought out and supported by research; did they look at the depth of their analysis; do they delineate a strategic approach that is clear, concise, supportable, ownable, and relevant to the brand; do they tap into audience insights to appeal to the target?
- **CREATIVE:** For creative, they were asked to think about: Does the creative clearly address the creative brief; is there a strategic blend of different initiatives as appropriate to the brand, target, and problem (e.g., social, experiential, traditional media); is it true to the brand in their creative; do they include a singular message and theme that is differentiated from the competition and can be used across multiple channels; is it a well-crafted and impactful creative; is the creative cohesive?
- **MEDIA:** For media, they were asked to think about: Do they outline a holistic media strategy that demonstrates an efficient, realistic, and impactful use of budget to meet the campaign objectives; do they identify the most effective media channels to capture and engage the target, supported by research; do they provide a thoughtful and purposeful media schedule for the length of the campaign; do they calculate target audience exposure levels accurately?
- **WRITING:** For writing, they were asked to think about: grammar, clarity, lack of typos, good organization and flow.

THE PROFESSIONALS

A total of seven professionals participated. These professionals represent a variety of roles within the field, including research, strategy, account management, branding, account planning, creative and media. Council members must have a minimum of five years of professional experience to be members, but most council members have more than 15 years of experience.

RESULTS

Results are reported as individual and then averages by the book/group they were assigned to. 1 = Excellent and 4 = Poor.

- **Research:** M = 1.69 (SD = .75)
- **Strategy:** M = 1.46 (SD = .66)
- **Creative:** M = 1.46 (SD = .52)
- **Media:** M = 1.62 (SD = .51)
- **Writing:** M = 1.54 (SD = .66)

	Excellent % (#)	Good % (#)	Fair % (#)	Poor % (#)
Research	46.2% (6)	38.5% (5)	15.1% (2)	—
Strategy	61.5% (8)	30.8% (4)	7.7% (1)	—
Creative	53.8% (7)	46.2% (4)	—	—
Media	38.5% (5)	61.5% (7)	—	—
Writing	53.8% (7)	38.5% (5)	7.7% (1)	—

In all categories, more than 80% of professionals rated students as good or excellent. Based on the means, all the areas are relatively strong. When looking at the distribution of scores, Creative and Media had the highest combination scores of “excellent” and “good” categories with no “fair” and “poor” categories while Research had more scores of “fair” than other categories. Furthermore, no book was rated “poor” and 100% (13/13) rated their book overall as good or excellent.

RESULTS AVERAGES BY BOOK

Results are reported as individual and then averages by the book/group they were assigned to. 1 = Excellent and 4 = Poor.

Research

- BOOK 1.** M = 1.67 (SD = .58)
- BOOK 2.** M = 2.00 (SD = 1.41)
- BOOK 3.** M = 2.00 (SD = .82)
- BOOK 4.** M = 1.25 (SD = .50)

Strategy

- BOOK 1.** M = 1 (SD = .00)
- BOOK 2.** M = 1.50 (SD = .71)
- BOOK 3.** M = 2.00 (SD = .82)
- BOOK 4.** M = 1.25 (SD = .50)

Creative

- BOOK 1.** M = 1.33 (SD = .58)
- BOOK 2.** M = 1.50 (SD = .71)
- BOOK 3.** M = 2.00 (SD = .00)
- BOOK 4.** M = 1.00 (SD = .00)

Media

- BOOK 1.** M = 1.67 (SD = .58)
- BOOK 2.** M = 1.50 (SD = .71)
- BOOK 3.** M = 2.00 (SD = .00)
- BOOK 4.** M = 1.25 (SD = .50)

Writing

- BOOK 1.** M = 1.00 (SD = .00)
- BOOK 2.** M = 2.50 (SD = .71)
- BOOK 3.** M = 1.75 (SD = .50)
- BOOK 4.** M = 1.25 (SD = .50)

The means show Books 2 and Book 3 were weaker ones than the other two books. However, for all categories of every book, the majority rated good or better.

	Excellent % (#)	Good % (#)	Fair % (#)	Poor % (#)
Research				
Book 1	33.3% (1)	66.7% (2)	---	---
Book 2	50% (1)	50% (1)	---	---
Book 3	25% (1)	50% (2)	25% (1)	---
Book 4	75% (3)	25% (1)	---	---
Strategy				
Book 1	100% (3)	---	---	---
Book 2	50% (1)	50% (1)	---	---
Book 3	33% (1)	33% (1)	33% (1)	---
Book 4	75% (3)	25% (1)	---	---
Creative				
Book 1	66.7% (2)	33.3% (1)	---	---
Book 2	50% (1)	50% (1)	---	---
Book 3	---	100% (4)	---	---
Book 4	100% (4)	---	---	---
Media				
Book 1	33.3% (1)	66.7% (2)	---	---
Book 2	50% (1)	50% (1)	---	---
Book 3	---	100% (4)	---	---
Book 4	75% (3)	25% (1)	---	---
Writing				
Book 1	100% (3)	---	---	---
Book 2	50% (1)	50% (1)	---	---
Book 3	25% (1)	75% (3)	---	---
Book 4	75% (3)	25% (2)	---	---

Overall, Book 3 appears to be the weakest of all the samples, while Book 4 appears to be the strongest.

QUALITATIVE FEEDBACK

Based on the professionals' feedback, the department added an open-ended question for this year's assessment, inviting reviewers to provide an overall evaluation of the campaign book, identify strengths and weaknesses, and suggest improvements. The feedback was largely positive, highlighting impressive strengths and offering constructive suggestions. Reviewers praised the engaging and clear narrative structures, effective introductions, and robust situation analyses. The visual design, including branding, colors, and website mock-

ups, was noted as impressive and engaging. Additionally, the creative strategies were commended for their impact and alignment with campaign goals, particularly the use of nostalgia and interactive elements.

Research sections were well-executed, providing valuable market and consumer insights. Reviewers noted that the quality rivaled that of seasoned professionals, which is impressive for student projects. However, areas for improvement were identified. Reviewers suggested enhancing the flow and connectivity between sections, with clearer objectives and links between strategies and outcomes. More visuals, such as charts and graphs, were recommended to make data more accessible and engaging.

Clarity regarding the target audience and better alignment with campaign objectives was advised. Adding more metrics and goals, especially in media sections, would provide a comprehensive understanding of the campaign's impact. Proofreading and attention to detail were necessary to address minor typos and improve overall quality. Expanding sections like the brand guide with detailed guidelines would ensure consistency across platforms.

Budget allocation was another area for improvement, with suggestions to justify and strategically allocate resources, particularly toward social media for measurable outcomes. Overall, the feedback highlighted high creativity and professionalism, with constructive suggestions to enhance clarity, flow and strategic detail for even stronger presentations and books.

ACEJMC ACTION ON ASSESSMENT

Ensuring that evaluators for each book represent all assessed areas remains a challenge. Council members are not evenly distributed across the four assessed areas. Additionally, the College may need to recruit more members to participate in the evaluation. Out of the 20 advisory council members CJC solicited, nine committed and seven completed the evaluation. In the future, CJC may also invite junior professionals to provide diverse perspectives.

DEPARTMENT OF JOURNALISM

THE PROFESSIONALS

A total of 20 professionals participated, most of them part of the Department of Journalism Advisory Council, with additional local professionals as well. Council members have specialty areas in a variety of journalism fields, including reporting, broadcast, and more. Most of the professionals participating have more than 20 years of experience in journalism.

METHOD

A random sample of work was selected from student capstone courses (JOU3305: In-Depth Reporting; JOU4950: Applied Journalism; JOU4930: Special Topics – Advanced Environmental Journalism; and JOU4950/ JOU4941: Fresh Take Florida) during the sample period. Each sample was evaluated by three industry professionals ranging from editors and reporters at major digital and legacy newspaper outlets to news managers, producers and anchors at broadcast networks and local affiliates. The evaluators were asked to review entries focused on five ACEJMC standards: writing, presentation, journalistic principles, research and diversity. The evaluators were also asked to give an overall assessment of the content. When evaluating each standard, judges were given guiding questions consistent with journalism curriculum and ACEJMC standards. Evaluators were able to rate each standard as excellent (well beyond expectations, outstanding), good (at or above expectations), fair (slightly below expectations) and poor (well below expectations, unacceptable). Evaluators were also required to leave qualitative comments for each piece of content.

RESULTS

Sample stories from a variety of capstone projects were judged on five academic standards. The Excel spreadsheet contains individual rankings for all categories. This summary shows the “overall evaluation score” (1=poor, 4 = excellent) from the judges.

THE RESULTS FOR 2023–2024 ARE:

	Excellent % (#)	Good % (#)	Fair % (#)	Poor % (#)
Writing	47% (7)	40% (6)	13% (2)	0% (0)
Presentation	73% (11)	27% (4)	0% (0)	0% (0)
Journalistic Principles	80% (12)	20% (3)	0% (0)	0% (0)
Research	73% (11)	27% (4)	0% (0)	0% (0)
Diversity	53% (8)	27% (4)	25% (3)	0% (0)
Overall	67% (10)	33% (5)	0% (0)	0% (0)

Analysis and Action for 2023-2024

Writing improved from the previous year, but not to the level that is expected or desired. This is the first year of curriculum change and it takes a few years to see the effect of these changes in later courses (i.e., freshmen start with this change, so they will not be in capstone courses for several years). Spring 2024 marked the first year that the Writing Mechanics module was included in the Principles of Journalism course, so future years will allow the department to evaluate the effect of that change. Scores in presentation improved significantly from four years prior, which may indicate improved coursework. It could also reflect changes in presentation from some of the CJC platforms during the publishing process.

OVERALL RESULTS 2020–2021 TO 2023–2024

Twenty-three stories in capstone courses were evaluated between academic years 2020–2021 and 2023–2024, with three professionals for each story.

	Excellent % (#)	Good % (#)	Fair % (#)	Poor % (#)
Writing	43% (30)	49% (34)	7% (3)	0% (0)
Presentation	54% (37)	41% (28)	6% (4)	0% (0)
Journalistic Principles	74% (51)	25% (17)	1% (1)	0% (0)
Research	68% (47)	29% (20)	3% (2)	0% (0)
Diversity	58% (40)	36% (24)	6% (4)	1% (1)
Overall	64% (44)	33% (23)	3% (2)	0% (0)

In all, 97% of the 23 projects were rated as excellent or good by professionals. The highest standard was journalistic principles, where 99% of the projects were rated as excellent or good; the lowest standard was writing, where 92% of the projects were rated as excellent or good.

Analysis and Action for 2020–2021 to 2023–2024

Overall, 97% of the 23 stories submitted to professionals scored at excellent or good in “overall rating,” which indicates a high level of quality in various platforms.

The research and diversity metrics trended toward having lower overall ratings, indicating that more emphasis should be placed on these areas in courses leading up to capstones and in capstone experiences.

Subjective comments indicate a wide range of accolades about writing and reporting, while criticism centered around mechanics in writing, multimedia approaches to stories and reporting deficiencies.

It is difficult to achieve the same standards for every piece because of the variety of capstone experiences (and the nature of journalism means that every story will have variables.) The ratings from professionals do offer insight into where the College can make improvements in curriculum and execution.

Of note, the standard of journalistic principles had the highest number of excellent ratings, while writing and diversity had the lowest number of excellent ratings.

Overall, the department faculty has been pleased with capstone projects as judged by this ratings metric, as well as other metrics, including placement in local, regional and national awards. However, this metric also shows that there is room to improve in key areas to help with student development in one of their last experiences in the undergraduate curriculum.

DEPARTMENT OF MEDIA PRODUCTION, MANAGEMENT, AND TECHNOLOGY

A sample of work was randomly selected from student capstone courses after each semester in RTV4929C Senior Advanced Production Workshop for production students and after each spring semester in RTV4800 Media Management and Strategy for management students (RTV4800 is offered in spring only). Each project from each course was rated by three industry professionals with relevant backgrounds and experiences. Many of the professional evaluators are or were departmental advisory council members and some were department alumni, all with at least five years of industry experience. Evaluators rated each rubric item identified below on a four-point scale: 4 = excellent (well beyond expectations, outstanding), 3 = good (at or above expectations), 2 = fair (slightly below expectations) and 1 = poor (well below expectations, unacceptable). Evaluators also had the option of leaving qualitative comments for each item, though it was not a requirement.

PRODUCTION TRACK:

Production students’ fiction and non-fiction films were rated by professionals working in broadcasting and/or film production, including writers, editors, directors and producers. The rubric included seven items consistent with audiovisual storytelling concepts and industry standards:

- Organization/structure
- Technical competency
- Use of visuals to effectively tell the story
- Use of sound to effectively tell the story
- Use of editing/visual effects/graphics or live switching to effectively tell the story
- Originality/creativity
- Overall effectiveness

MANAGEMENT TRACK:

Management students' brand audits were judged by professionals in positions as varied as marketing, social media, news station managers or corporate executives for companies like Disney, HBO, etc. The rubric included five items based on the sections of the brand audit document:

- Executive summary
- Situation analysis (review of industry, market, brands and consumer situations)
- Consumer research (consumer research design, execution, analysis and findings presentation)
- Strategic recommendations
- Overall project analysis and organization

RESULTS

The results for 2023–2024 are as follows:

PRODUCTION TRACK:

Following are the average scores for the five movies selected to assess by rubric item (on a scale of 1–4):

2023–2024	
Organization/structure:	3.73
Technical competency:	3.80
Use of visuals to effectively tell the story:	3.80
Use of sound to effectively tell the story:	3.47
Use of editing/visual effects/graphics or live switching to effectively tell the story:	3.73
Originality/creativity:	3.53
Overall effectiveness:	3.67
Average of all items:	3.68

The movies were rated by three professionals each. The table below shows the percentage of “excellent,” “good,” “fair,” and “poor” ratings for each rubric item.

2023–2024 (n = 15)	Excellent %	Good %	Fair %	Poor %
Organization/structure	73.3%	26.7%	0.00%	0.0%
Technical competency	86.7%	6.7%	6.7%	0.0%
Use of visuals to effectively tell the story	80.0%	20.0%	0.00%	0.0%
Use of sound to effectively tell the story	60.0%	26.7%	13.3%	0.0%
Use of editing/visual effects/graphics or live switching to effectively tell the story	73.3%	26.7%	0.00%	0.0%
Originality/creativity	60.0%	33.3%	6.7%	0.0%
Overall effectiveness	66.7%	33.3%	0.0%	0.0%

Analysis and Action

The 2023–2024 productions were evaluated very highly by the professionals. The lowest scored item is “Use of sound to effectively tell the story” at 3.47, but 87% of professionals rated the item as either excellent, i.e., “well beyond expectations, outstanding” or good, i.e. “at or above expectations.” “Originality/creativity” is the second lowest item. Average scores for all other items were well above 3.5, and all professionals rated the work as either excellent or good on four of the seven items — no “fair” or “poor” scores were given to “Organization/structure,” “Use of visuals to effectively tell the story,” “Use of editing/visual effects/graphics or live switching to effectively tell the story,” and “Overall effectiveness.” While sound design received a slightly lower average rating of 3.47 (which is still a high score), it was noted that the sound quality was generally good, but there were opportunities for improvement, particularly in creating more immersive ambient soundscapes to enhance the viewing experience. The consistency in scores across categories suggests a more balanced approach to storytelling, with students effectively utilizing both technical and creative elements to enhance their work. Overall, the films seemed to succeed in engaging the audience and delivering compelling narratives.

Overall Remarks in the Production Track evaluations from 2020–2021 to 2023–2024

Since 2020–2021, professionals rated 92% of the 20 films as excellent or good in the “Overall effectiveness” item. Across all seven rubric items, that figure is at 91%. Overall, only two items fall under the 90% figure across all four years: “Use of sound to effectively tell the story” and “Originality/creativity.” Regarding the latter, some of the evaluators admitted to perhaps rating this item with very high expectations. In the words of one of them, “It’s hard because I’ve seen it ALL.” As for the former, professionals noted audio is often an issue in filmmakers’ early work because “they run out of time.” Still, scores across the board were very high, and, more importantly, the data show a clear trend of improvement in the production students’ work over time, particularly in technical competency and overall effectiveness. The consistent focus on organization/structure and use of visuals and editing indicates a commitment to mastering the fundamentals of storytelling and production techniques. Naturally, there is still room for growth in originality/creativity, suggesting that encouraging more risk-taking and experimentation could further enhance the quality and uniqueness of the students’ films. In their comments, professionals praised the technical proficiency of the films while emphasizing the importance of engaging storytelling and character development. Constructive criticism focused on refining dialogue, pacing and set design, alongside encouragement for continued growth and innovation in future projects. Overall, the data reflect a positive trajectory in the students’ development as filmmakers, with each year building upon the successes and challenges of the previous ones.

Accordingly, the production faculty has been pleased with senior thesis films as judged by the professionals’ ratings, as well as other metrics, including festival acceptances, Broadcast Education Association awards and job placement. To continue emphasizing the importance of storytelling for students, the MPMT faculty is developing a new course, Concepts in Visual Storytelling, and preparing to test a new eight-week format for specialty production courses, starting with lighting in Fall 2024.

MANAGEMENT AND STRATEGY TRACK:

Management brand audits' average scores by rubric item:

2023-2024	
Executive summary	3.33
Situation analysis (review of industry, market, brands and consumer situations)	3.44
Consumer research (consumer research design, execution, analysis and findings presentation)	3.56
Strategic recommendations	2.89
Overall project analysis and organization	3.33
Average of all items:	3.31

Proportion of “excellent,” “good,” “fair,” and “poor” ratings for each rubric item. Three brand audits were rated by three professionals each:

2024 (n = 15)	Excellent %	Good %	Fair %	Poor %
Executive summary	44.4%	44.4%	11.1%	0.0%
Situation analysis	55.6%	33.3%	11.1%	0.0%
Consumer research	66.7%	22.2%	11.1%	0.0%
Strategic recommendations	0.0%	88.9%	11.1%	0.0%
Overall project analysis and organization	44.4%	44.4%	11.1%	0.0%

Analysis and Action

2023-2024: The lowest scored item is strategic recommendations at 2.89, but 89% of professionals rated the item as good, i.e. “at or above expectations.” With only nine scores per item (three projects each rated by three professionals), one single rating of fair brought the average below 3. That said, none of the nine professionals rated this item as excellent, so it will be subject to a discussion for the faculty in 2024-25 (these scores are from Spring 2024 projects, so discussion has not taken place at the time of this writing). Average scores for all other items were well above 3. For all of them, 89% of professionals evaluated the students’ performance as good or excellent.

Overall Remarks in the Management and Strategy Track evaluations from 2020-2021 to 2023-2024

Since 2021, professionals rated 97% of the 23 brand audit projects as “excellent” or “good” in the “overall project analysis and organization” item. Across all five rubric items — Executive summary, Situation analysis, Consumer research, Strategic recommendations, and Overall project analysis and organization — that figure is at 92%. The lowest scored item is the “Executive summary” with 86% of professionals rating it as “excellent” or “good” since 2021. That figure is dragged down by the 2021 score for the item (67%). In 2022, the capstone class emphasized the importance of an executive summary and how to write an effective one, which shows in the scores. In 2022, the “executive summary” item shot up to 100% of professionals rating it as “excellent” or

“good”, before the figure stabilized at 89% in 2023 and 2024. Overall, these scores — and the ratings for each rubric item by year and overall, which average a respectable 3.48 — indicate a high level of quality among student projects.

In addition to the scores, professionals left qualitative comments, though they were optional. Through those, the projects received praise for thoroughness, organization and research depth but faced criticisms for inconsistency in formatting, occasional lack of clarity and minor grammatical errors. Several professionals mentioned that what they read was what they expected from reports in a corporate setting and/or from early career professionals.

Hence, the department faculty has been pleased with capstone projects in the Management Track as judged by professionals’ ratings, as well as other metrics, including job placement and the growing enrollment in the Management program. To continue improving in the areas identified by professionals in the comments, the MPMT faculty is developing a new course, Concepts in Visual Storytelling, which will include teaching basics of document design and formatting as well as foundational concepts of video storytelling.

DEPARTMENT OF PUBLIC RELATIONS

THE PROFESSIONALS

Advisory council members are working professionals in a variety of PR contexts. All members have at least 10 years of experience; most have more than 20 years of experience. They represent in-house and agency executives, as well as sole proprietors, and specialize in a variety of content areas, including finance, travel and tourism, healthcare, public affairs and technology. The members include both alums and non-alums but share the goal of advancing the field of public relations. Three evaluators assess every campaign book.

METHOD

Advisory council members were randomly assigned a campaign book from the capstone PUR4800 Campaigns class. At least one book from all sections was selected. Evaluators were asked to assess the campaign book using ACEJMC’s professional values and competencies. The rating scale was a 4-point scale where 1 = clearly, 2 = generally, 3=partially, and 4 = lacked.

RESULTS

	SU23	AU23	SP24
Apply the principles and laws of freedom of speech and press including the laws regulating public relations	1.5	1.5	2.0
Utilize concepts and theories in the creation and delivery of public relations messages	1.5	1.25	1.67
Work ethically in pursuit of truth, accuracy, fairness and diversity leading to ethical, honest public relations	1.25	1.25	1.67
Apply standards that lead to messages sensitive to a culturally diverse society	1.75	1.25	2.0
Think critically, creatively and independently	1.25	1.25	1.0
Conduct research and evaluate information by appropriate methods	1.0	1.0	1.0
Write correctly and clearly in forms and styles appropriate for the public relations profession	1.0	1.0	1.33

	SU23	AU23	SP24
Critically evaluate his/her work for accuracy and fairness, clarity, appropriate style and grammar correctness	1.25	1.0	1.67
Apply basic numeral and statistical concepts	1.25	1.0	1.33
Apply tools and technologies relevant to the development and delivery of public relations messages	1.25	1.0	1.33

Open-Ended Comments:

In general, the professionals were very positive regarding the work created by the students and noted they were completed at a high quality, while also noting ways the students could continue to improve. A selection of the comments are below.

“This is great, but I did find the balance of the research to the recommendations off – it took way too long to get to the recommendations. Great research though!”

“While there was plenty of information and analysis shared, I felt some judicious editing could have improved the presentation. Additionally, it seemed the order of the pages could have been improved, with some of the more important slides not being presented until the viewer was 50 or 60 pages in and some seemingly less important information placed right at the start.”

“The ‘book’ was a very impressive campaign developed for Coca-Cola. Much of the questions in the questionnaire did not apply as they were focused on freedom of speech. The campaign itself laid out beautifully, clearly and comprehensively. Having been a PepsiCo executive for 13 years, I truly appreciated the book and was thoroughly impressed by the detail and ideas. Excellent job.”

“Love the design elements and how the campaign book was themed. And comprehensive!”

“Well written and researched. Heavily tilted for TikTok. What if it is banned? And how will this campaign influence people to CHANGE their buying habits? This is ultimately about stealing market share, not creating a market.”

“Loved reviewing this book. Thank you for the opportunity. I found it interesting that there was no earned media (traditional PR) featured in the book other than the situational analysis of RCI’s media efforts. However, I appreciate that the goal was to drive engagement among a younger demo which is engaging more on social media than earned media; could have been interesting to target their parents through earned media to dispel myths of cruising, given they have decision making power over this demo, too. This was well written, but I’d suggest double-checking the formatting on some pages to make sure it’s clean/consistent.”

“This was a very thorough, thoughtful campaign. The research and approach was thoughtful and deep. I would have appreciated the executive summary to include more metrics and what to expect for the campaign. It would have also been helpful to include the Surfrider explanation a little higher in the book since the boilerplate may have helped shape the ‘why’ behind the recommendations.”

Conclusions/Action Taken

The book scores were consistently in the “clearly” or “generally” range for all assessment items, across all semesters evaluated. The overall professional evaluation was that the work was solid if not a bit long. One consistent recommendation was to ensure that students tighten their executive summary to make the take-home points more accessible at the start. Instructors will be asked to focus on tightening the executive summary next year.

STUDENT INTERNSHIP EVALUATIONS BY SUPERVISORS

Although internships are not required for any of the four majors, they are taken by most students in the Departments of Advertising and Public Relations, and many students in the Departments of Journalism and Media Production, Management, and Technology.

The tables showing how many students from each department took part in internships from 2018–2019 to the present are [available here](#).

Students are evaluated at the end of every semester by their internship supervisors, who fill out a form on Qualtrics. The forms are similar for the Departments of Advertising, Public Relations and Media Production, Management, and Technology in that they mirror the ACEJMC SLOs. The Department of Journalism's supervisor form is different in that the students are evaluated on professionalism (communication skills, dependability, responsibility, etc.), skills and abilities, and behavior. Finally, as with the forms from the other departments, the supervisors are asked to evaluate the intern and indicate whether they were excellent, good, fair, poor or fail.

This past academic year (Summer 2023, Fall 2023 and Spring 2024), the vast majority of students (75.4%) earned an excellent rating (or exceeded expectations) from their internship supervisors, and 98.8% earned an excellent or good rating (exceeded or met expectations). The table below shows the results from 2023–2024 for the four departments, and the overall CJC average:

Summer 2023, Fall 2023, and Spring 2024	# of students (% of students)				
	Excellent, or Exceeded Expectations	Good, or Met Expectations	Fair, or did Not Meet Expectations	Poor	Fail
Advertising	49 (75.4%)	16 (24.6%)	0	0	0
Journalism	34 (72.3%)	11 (23.4%)	1 (2.1%)	1 (2.1%)	0
Media Production, Management, and Technology	12 (75%)	4 (25%)	0	0	0
Public Relations	32 (86.5%)	5 (13.5%)	0	0	0
Average for the four departments	127 (77.0%)	36 (21.8%)	1 (0.6%)	1 (0.6%)	0

The raw data of the Summer 2023, Fall 2023 and Spring 2024 internship evaluations from all four departments are [available here](#).

Over the years, the results of the students' internship supervisors have been equally good. The table below shows the results from summer internships (since most students do their internships in the summer) from 2018 – 2023.

CJC	# of students (% of students)				
	Excellent, or Exceeded Expectations	Good, or Met Expectations	Fair, or did Not Meet Expectations	Poor	Fail
Summer 2018	127 (67%)	59 (31%)	3 (2%)	0	0
Summer 2019	162 (69%)	58 (25%)	15 (6%)	0	0
Summer 2020	65 (69%)	26 (28%)	3 (3%)	0	0
Summer 2021	83 (63%)	46 (35%)	3 (2%)	0	0
Summer 2022	99 (71%)	38 (27%)	2 (2%)	0	0
Summer 2023	65 (73%)	23 (26%)	1 (1%)	0	0
Average for six summers	601 (68.5%)	250 (28.5%)	27 (3.0%)	0	0

Over that six-year span, 68.5% of students earned an excellent rating (or exceeded expectations) from their internship supervisors, and 97% earned an excellent or good rating (exceeded or met expectations).

Many students complete internships for no credit, so these students are not evaluated by their supervisor and hence don't appear in the College's internship data. However, the College does track these through the CJC Exit Survey that all students are required to complete upon graduation. In 2023–2024, 67% of the graduating seniors said that they completed an internship and 34% overall completed two or more.

INDIRECT MEASURES

STUDENT AWARDS

Students from all four departments have won some of the most prestigious awards in their areas of study. This is yet another testament to CJC being one of the premier programs in the country in preparing the next generation of communication professionals and scholars.

Since the last ACEJMC accreditation site visit in 2018, undergraduate students have won more than 800 awards in their respective fields. A list of the top five awards per year since 2018 are listed in response to Question 5 of this Assessment Standard, and a more complete list is [available here](#).

Awards the College is particularly proud of include:

- 1st Place, Bateman Case Study Competition, PRSSA (Public Relations Student Society of America) for News Literacy Project, 2023.
- 1st Place, Bateman Case Study Competition, PRSSA (Public Relations Student Society of America) for Culturs – The Global Multicultural Magazine, 2024.
- 1st Place, Jack Korten Page Principles Student Case Competition, for Were Mattel’s Efforts Kenough, 2024.
- 1st Place (Gold Award), AAF’s (American Advertising Federation) Addy National Student Competition, 2022.
- 2nd overall in the Hearst Journalism Awards in 2021, 2022, 2023 and 2024.
- 1st Place, Hearst Journalism Awards – Intercollegiate Broadcast Competition, in 2019 and 2021.
- 1st Place, Hearst Journalism Awards – Television Broadcast News (National Champion), 2019.
- Best of Competition, BEA Festival of Media Arts – Student Film and Video for Ability, 2018.
- 1st Place, BEA Festival of Media Arts – Student Film and Video Narrative Competition for The Lead, 2020.
- Best of Festival, BEA Festival of Media Arts – Student News Competition (Television Hard News Category) for Inside ICAC, 2024.

CJC students’ hundreds of awards in the most prestigious journalism and communications’ student competitions underscores the fact that they have mastered many of ACEJMC’s core values and competencies.

For example:

- Students’ success in the Broadcast Education Association Festival of Media Arts, where they have won Best of Competition in both Production and News categories, highlights their ability to “present images and information effectively and creatively, using appropriate tools and technologies (SLO 4);” “write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve (SLO 5);” “demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity (SLO6);” “apply critical thinking skills in conducting research and evaluating information by methods appropriate to the communications professions in which they work (SLO 7);” and “apply tools and technologies appropriate for the communications professions in which they work (SLO 10);”
- The many first-place awards in the Hearst Journalism competition also underscores students’ understanding and mastery of the SLOs mentioned above.
- Winning the Bateman competition the last two years, for example, means that Public Relations students have also grasped the SLOs cited above, and CJC can add to that list: “[Demonstrating] culturally proficient communication that empowers those traditionally disenfranchised in society... (SLO 3)” and “Critically [evaluating] their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness (SLO 9).”
- Our Advertising students as well have shown their grasp on these SLOs with their success in winning

various AAF regional and national accolades, including 1st Place (Gold Award) in AAF's Addy National Student Competition in 2022.

GRADUATION/EXIT SURVEYS

Every semester, graduating seniors are required to complete a CJC “Graduation Survey” or “Exit Survey” that evaluates their experience with the College. Students are sent a link to this survey one week before graduation, and it’s mandatory for them to complete it to receive their diploma.

144 out of 151 graduates (95.4%) completed the graduation survey in Fall 2023 and 387 out of 422 (91.7%) in Spring 2024, totaling 531 out of 573 students (92.7%) for both semesters.

The survey asks students about different aspects of their educational experience, including how welcome they felt in the college, whether they participated in experiential learning, internships, or student organizations, how prepared they feel they are for the industry, their employment status, what they felt the strengths and weaknesses of the college are, and so on.

Overall, students were very positive about their experience in the four departments of the college. A summary of the most recent survey responses from the past academic year (Fall 2023 and Spring 2024 graduates) reveals:

- 83% of students felt very welcomed in the CJC.
- 75% of students participated in “outside-the-classroom” immersion experiences.
- 92% of the students who participated in immersion experiences found them useful or greatly useful in career preparation. Of these, 73% found them greatly useful.
- 67% of graduating students participated in an internship, and 34% overall participated in two or more. Only 29% of the internships were unpaid.
- 30% of students said they were very prepared to start working in a fulfilling career; 33% said prepared; 33% said somewhat prepared; 4% said they were neither prepared nor unprepared; 4% said they were somewhat unprepared; 1% said they were unprepared, and 1% said they were very unprepared.
- 28% of students seeking a job have accepted a job offer, 6% of them are considering an offer, and 11% of them will continue working in their current position after graduation. Only 17% of the students applying for jobs had not yet received any interview offers by the time they graduated.

The Exit Survey ends with an open-ended question about the strengths and weaknesses of CJC.

Here are typical comments on CJC strengths:

- “The atmosphere, resources, people and how invested everyone is on mutual success.”
- “The teachers!!!! And the creativity.”
- “I feel like everyone was always willing to help each student be successful.”
- “Hands-on learning.”
- “Make you feel you’re part of a family.”
- “Providing practical, real-world, hands-on experience in reporting. Allowing opportunities for published work covering major issues.”
- “The strengths were faculty. Some of my professors became great mentors to me. I liked the MPMT organizations a lot...”

Here are typical comments on CJC weaknesses:

- “Hard to find information. Clubs were difficult to join.”
- “The weakness that I faced while in J school was not knowing much about the experiences the Journalism school offered... My senior year was when I finally got a better understanding of the types of leadership opportunities the J school had, but at that point, it was too late.”
- “Labs lock doors at 2 a.m. while I’m still working.”
- “It was hard to find out about different programs that you could do because they weren’t well-advertised.”
- “I felt there was a weird disparity with what professors you got. I had friends who had incredible professors for some of their classes. I felt most of the time I had professors who were just trying to get their grad degree and leave...”

The raw aggregate data from the Fall 2023 and Spring 2024 graduation/exit surveys is [available here](#).

JOB PLACEMENT

The College launched the Office of Careers and Corporate Partnerships (OCCP) in March 2020 to build employer networks, expand opportunities for CJC students to get professional experience in real-world environments and provide optimal opportunities for students to connect with prospective employers.

PLACEMENT STATISTICS

The College conducts graduation surveys each semester, compiling data on student job placement statistics, graduate school admissions rates and student satisfaction rates. Completion of the college’s survey is required prior to receiving one’s diploma and has the statistical equivalence of a 100% response rate for each year.

The drop in job placement in 2019–2020 was due to hiring freezes during the first year of the pandemic. Once the hiring freezes were lifted, the job placement rates returned.

PLACEMENT STATISTICS FOR COLLEGE GRADUATES, FALL 2019 - SPRING 2024					
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Accepted a position	13%	22%	17%	24%	28%
Staying in current position	13%	16%	18%	11%	11%
Considering an offer	7%	7%	9%	10%	6%
Applied for jobs, declined an offer, and still looking	5%	5%	4%	4%	4%
Applied for jobs, interviewed, but have not received an offer	21%	16%	18%	22%	22%
Applied for jobs, but have not received any interview offers	24%	18%	21%	16%	17%
Have not started applying for jobs	17%	15%	13%	12%	11%
Total offered employment at time of graduation	38%	50%	48%	49%	49%

Additional information on careers and job placements appears in Standard 6.

CLOSING THE LOOP

Changes to curriculum and programs as a result of assessment and the rationale for those changes

The results of the three direct and three indirect measures of assessment sparked a great deal of discussion within the Curriculum and Teaching Committee, the entire College faculty, as well as industry professionals (especially those in each department's advisory council), giving rise to changes/improvements to the curriculum and programs over the past seven years.

It is important to emphasize that the changes/improvements outlined stemmed from a comprehensive analysis of data across all six assessment measures, considering them holistically.

However, it's also important to acknowledge that two measures of assessment had a more direct influence on curriculum and program changes than the others – the Direct Measures of Senior Learning Assessment and of Capstone Projects Evaluated by Industry Professionals.

The goal, as always, is to make the curriculum increasingly relevant, ensure students are taught core competencies efficiently, reduce duplication across departments and attract more non-majors to CJC's classes.

Some of the most significant curriculum and program changes include:

- **Creation of the Advertising Creative Certificate.** In evaluating the books from the capstone Advertising Campaigns class, industry professionals consistently indicated that students' work needed to be more creative. The creation of this certificate addresses this concern, and it also responds to a growing demand from students for more in-depth training in creative advertising.
- **New Creative Advertising courses – Creative Portfolio 1; Creative Portfolio 2; Creative Portfolio 3.** These courses are part of the Advertising Creative Certificate and provide students with more opportunities to develop and showcase their creative abilities. They offer practical, hands-on experiences that are crucial in a creative field like advertising.
- **Creation of two new tracks in Public Relations – Public Interest Communication and Corporate.** These two tracks were created to give students more focused training so they can further increase their job readiness. This was learned from the graduating student survey – some found the flexibility of the electives too varied and wanted to be able to show expertise in a specific area. This sentiment was also echoed by industry professionals, specifically those in the Public Relations Advisory Council.
- **New courses on multiculturalism and diversity were created by all four departments.** These courses were created to address concerns regarding ACEJMC SLO 3 based on the results on the Senior Learning Assessment, and to enhance students' understanding of and sensitivity to a global media landscape. They include:
 - **In Advertising: Multicultural Advertising; International and Cross-Cultural Advertising.**
 - » Multicultural Advertising fills a void in diversity and multiculturalism in the curriculum. Advertising to diverse audiences and micro-targeting audiences is becoming more and more important. This course helps fill that gap and provide students with the ability to understand culture-based audience insights and apply them to advertising campaigns. International and Cross-Cultural Advertising underscores the importance of understanding global markets and multicultural audiences in today's interconnected world. This global perspective is essential for creating effective advertising campaigns in a diverse marketplace.
 - **In Journalism: Media, Culture, and Identity; Race, Sports, and Media.**
 - » We are living in an increasingly diverse world, and it's important for Journalism students to better understand and accurately report on this reality. These courses differ from the traditional model of mass media classes in that they look at journalism holistically with attention on audience and communities, rather than dividing course topics by media platform/function (TV, radio, newspapers, etc.). The Media, Culture, and Identity class is required in the Journalism Track and is

an either-or option with Race, Sports, and Media in the Sports and Media Track.

- » Also, in the area of diversity, Journalism instructors have worked at integrating more lectures into beginning and intermediate courses on diverse source development.

- **In MPMT: Islam, Media, and Popular Culture.**

- » This elective course was created to further educate students about diverse and global cultures.
- » Also, students in all MPMT tracks are now required to complete either MMC4302: World Communication Systems or RTV3411: Race, Gender, Class, and Media. This requirement replaced a required CJC elective. This change was implemented because the faculty believes students need greater exposure to information and education about diverse and global cultures.

- **In Public Relations: Diverse Voices**

- » This required course focuses on culturally competent communication and ensures that students have a broad view of the industry. The course came about in response to PR students performing most poorly in the cultural sensitivity standard of the 2021–2022 Capstone Projects Evaluated by Professionals assessment. The addition of this class should address the lack of cultural sensitivity that some students may have.

- **The level of the CJC-wide Ethics and Problems course was changed from 4000 to 3000.** RTV4432: Ethics and Problems in Telecommunication is now RTV3432: Ethics and Problems in Media. The faculty believes that this course is important and should be taken earlier in the students' program, and that ethical concepts can be incorporated into the advanced classes. The change in course number helps signal this point to students.
- **Addition of RTV3203: Ethics and Problems in Mass Communications as a required course in Public Relations.** This class was an elective in the PR degree plan and was made compulsory in Fall 2020, as ethics is an integral ACEJMC core value (SLO 6).
- **Addition of ENC3252: Writing for Strategic Communication as a prerequisite to PUR4100 in Public Relations.** This was done in response to assessments (including PR campaign books evaluated by industry professionals and the Student Learning Assessment) that additional writing skills were needed for students to excel in their later coursework.
- **New course in Journalism – JOU3015: Principles of Journalism.** This required course will serve as the gateway class for all Journalism majors, covering topics important in assessment standards, such as freedom of the press, ethics, law, the importance of journalism in a democratic society, community/audience and more. The department took the Writing Mechanics course and integrated it as a module in the introductory Principles of Journalism course so that credits could be saved for more intense evaluation of journalism skills in later courses. While some argued that this takes away writing coursework, the thought is that it will allow for more individualized attention when addressed in later courses. This course will also introduce the students to media law, which should improve students' understanding of ACEJMC SLO 1.
- **New courses in Journalism – Advanced Data Journalism; Data Visualization and Mapping; Sports Data Journalism.** These three new courses, along with the Data Journalism and Data Literacy classes that were already being offered, makes the College's data journalism specialty one of the most comprehensive in the country. These courses will enhance students' comprehension of ACEJMC's SLO 8 and SLO 10.
- **New course in Journalism – JOU3202: Editing & Coaching.** While this course existed several curriculum revisions ago, it had changed and was no longer offered. Faculty recognized the need for more critical-thinking skills that come from both micro and macro editing. It will serve as a requirement in the Editing/Coaching specialty and elective available to all students.
- **New required course added to the Digital Film and TV Production track in MPMT – RTV3516: Electronic Field Production II.** The course consists of different sections specializing in Cinematography, Editing, Screenwriting, and so forth. Students can take the course more than once. The addition of this course

has improved the quality of the student films in the capstone RTV4929C: Advanced Production Workshop class, evident from the industry professionals evaluating students' projects, as well as the many awards the video projects have received in the last couple of years.

- **New courses – Branding and Social Media; Social Media Analytics and Strategy; Advertising and Artificial Intelligence.** The advertising industry is rapidly evolving with the advent of digital media and technology. Courses like these three reflect the industry's current trends and demands, ensuring that students are well-prepared for the modern workforce. Internship supervisors greatly appreciated students' knowledge of the latest trends in the industry.
- **New CJC- and University-wide Course – JOU3365: Artificial Intelligence in Media and Society.** This course offers students an understanding of artificial intelligence and machine learning as they apply to the media professions, including journalists reporting on AI. It explores major developments in AI technologies as covered by the mass media. Students learn to detect hype and exaggeration in descriptions of AI's promises and potential risks and dangers. It examines the use of AI systems in finance, healthcare, hiring decisions, housing, policing, etc. This course ensures that students are up to date on understanding the technologies they will need for the communication professions in which they will work.
- **Addition of a new MPMT course: RTV2517: Concepts in Visual Storytelling.** At the intersection of storytelling and visual communication lies a powerful set of tools for engaging audiences, transmitting ideas and encouraging new perspectives. This course will allow students to discover how the human affinity for character and story can be used as a conduit for effective visual communication. They will also gain experience with some of the essential software tools used by professional visual storytellers. It is added as an alternative to VIC3001 to further emphasize storytelling, all while teaching the Adobe Creative Suite software. This course came about as a result of the comments received in the capstone project evaluations from industry professionals in both the Production and the Management and Strategy Tracks.

4. Describe the involvement of journalism and mass communication professionals, including alumni, in the assessment process.

Journalism and mass communication professionals, including alumni, are involved in the assessment process in several ways.

Each of the four departments in the college has an advisory council comprised of 15–25 industry professionals, mostly alumni, who come to campus for two days every fall and spring semester to advise students and faculty on evolutions in the industry, to aid students' professional development and to serve as individual mentors. Advisory council members are frequent guest speakers in classes, they meet individually with students to offer them career advice, and they also meet with the faculty to talk about trends in the industry and curriculum issues to ensure CJC's programs are providing the latest knowledge and skills.

These industry professionals are mostly the ones who participate in a Direct Measure of Assessment — evaluating students' capstone projects. Typically, three media professionals go through each project and fill out an evaluative rubric. Data is collected using Qualtrics. The results are then discussed in meetings with the advisory council and the faculty, as well as with the faculty and the department chair.

Another cohort of media professionals who participate in a Direct Measure of Assessment are people who supervise internships. Students are evaluated at the end of every semester by their internship supervisors who fill out a form on Qualtrics. More than 220 students do internships every year, and they are rated on how well they demonstrated an understanding of and an ability to apply or use the ACEJMC core values and competencies. Finally, the supervisors are asked to evaluate the intern and indicate whether they were excellent, good, fair, poor, or fail. Overall, 68.5% of CJC students earned an excellent rating (or exceeded expectations) from their internship supervisors and another 28.5% earned a good rating (or met expectations). In other words, 97% of students receive an excellent or good rating from their internship supervisors.

5. In a digital file, list the major awards won by the unit's students in local, regional or national competitions during the review period. Limit to five a year.

A sample list of major awards won by students is [available here](#). A full list of awards is [available here](#).

6. In a digital file, list by specialty each member of the graduating class of 2021 and those graduates' current jobs. If practical, give a total number of "unknowns" rather than including them in the list. Describe the program used to track graduates to assess their experience in the profession and to improve curriculum and instruction.

We had 932 undergraduates graduate as part of the college's Class of 2021. The College was unable to account for 311 graduates, so they have been removed from the list. Of the 621 that remain:

- 473, or 76%, are working in the journalism or communications fields
- 82, or 13%, are working in business fields, such as management, real estate and human resources
- 15, or 2%, are in the legal profession
- 31, or 5%, are pursuing a master's or law degree
- 20, or 3%, are working in other fields, including teaching and the military

The job placement data came from several sources: the university's alumni database, the CJC Graduation Survey results from 2021, and online searches, including LinkedIn.

You can see the students' names, their degree, their job title, and the company they work for in the Excel spreadsheet that follows.

The list of class of 2021 employment is [available here](#).

7. Provide a matrix that aligns the student learning outcomes with the courses where they are taught and the direct or indirect measures that assess the outcomes.

Below are the matrices of each department's core courses, what student learning outcomes are taught in each course, and the direct and indirect measures that assess the outcomes.

In the interest of conserving space in the matrices, the three direct and three indirect assessment measures were abbreviated as follows:

- **DM1 (DIRECT MEASURE 1)**
 - Student Learning Assessment
- **DM2**
 - Capstone Projects Evaluated by Industry Professionals
- **DM3**
 - Student Internships Evaluations by Supervisors
- **IM1 (INDIRECT MEASURE 1)**
 - Student Awards
- **IM2**
 - Graduation Survey
- **IM3**
 - Job Placement

ADVERTISING: AGENCY SEQUENCE										
Core Courses	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7	SLO 8	SLO 9	SLO 10
ADV3001: Advertising Strategy				X	X		X		X	X
ADV3008: Principles of Advertising	X	X	X			X			X	
ADV3403: Branding				X	X		X		X	X
ADV3411: Multicultural Advertising in the US		X	X	X			X		X	X
ADV3500: Digital Insights				X	X		X	X	X	X
ADV4101: Copywriting and Visualization				X	X		X		X	X
ADV4300: Media Planning				X	X		X	X	X	X
ADV4800: Advertising Campaigns	X	X	X	X	X	X	X	X	X	X
ENC3252: Writing for Strategic Communication			X		X				X	X
MMC1009: Intro to Media and Communications		X		X			X			X
MMC2121: Writing Fundamentals for Communicators					X				X	X
MMC3203: Ethics and Problems in Mass Communications	X	X	X			X				
MMC3420: Consumer and Audience Analytics				X			X	X		X
MMC4200: Law of Mass Communication	X	X				X				
VIC3001: Sight, Sound and Motion				X						X
Methods of Assessment	DM1 DM3	DM1 DM3	DM1 DM2 DM3 IM1 IM3	DM1 DM2 DM3 IM1 IM2 IM3	DM1 DM2 DM3 IM1 IM2 IM3	DM1 DM2 DM3	DM1 DM2 DM3 IM1 IM2 IM3	DM1 DM2 DM3 IM3	DM1 DM2 DM3	DM1 DM2 DM3 IM1 IM2 IM3

ADVERTISING: PERSUASIVE MESSAGING SEQUENCE

Core Courses	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7	SLO 8	SLO 9	SLO 10
ADV3001: Advertising Strategy				X	X		X		X	X
ADV3008: Principles of Advertising	X	X	X			X			X	
ADV3403: Branding				X	X		X		X	X
ADV3411: Multicultural Advertising in the US		X	X	X			X		X	X
ADV3500: Digital Insights				X	X		X	X	X	X
ENC3252: Writing for Strategic Communication			X		X				X	X
MMC1009: Intro to Media and Communications		X		X			X			X
MMC2121: Writing Fundamentals for Communicators					X				X	X
MMC3203: Ethics and Problems in Mass Communications	X	X	X			X				
MMC3420: Consumer and Audience Analysis				X			X	X		X
MMC4200: Law of Mass Communication	X	X				X				
VIC3001: Sight, Sound and Motion				X			X		X	X
Methods of Assessment	DM1 DM3	DM1 DM3	DM1 DM2 DM3 IM1 IM3	DM1 DM2 DM3 IM1 IM2 IM3	DM1 DM2 DM3 IM1 IM2 IM3	DM1 DM2 DM3	DM1 DM2 DM3 IM1 IM2 IM3	DM1 DM2 DM3 IM3	DM1 DM2 DM3	DM1 DM2 DM3 IM1 IM2 IM3

JOURNALISM										
Core Courses	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7	SLO 8	SLO 9	SLO 10
JOU2100: Broadcast Writing Bootcamp				X	X	X			X	
JOU3015: Principles of Journalism	X	X	X		X	X	X			
JOU3101: Reporting	X		X	X	X	X	X		X	
JOU3110: Applied Fact Finding	X		X	X		X	X	X	X	X
JOU3220C: Visual Journalism	X			X		X			X	X
JOU3346L: Multimedia Reporting	X	X	X	X	X	X	X	X	X	X
MMC1009: Intro to Media and Communications		X		X			X			X
MMC2450: Data Literacy For Communicators						X		X		
MMC2604: Media, Cultures, and Identity	X	X	X			X	X			
MMC3203: Ethics and Problems in Mass Communications or JOU4700 Problems and Ethics in Journalism	X	X	X			X				
MMC4200: Law of Mass Communications	X	X				X				
Methods of Assessment	DM1 IM1 IM3	DM1 DM2	DM1 DM2 IM1 IM3	DM1 DM2 DM3 IM1 IM2 IM3	DM1 DM2 DM3 IM1 IM2 IM3	DM1 DM2 DM3 IM1 IM2 IM3	DM1 DM2 DM3 IM1 IM2 IM3	DM1 DM2 DM3 IM1 IM2 IM3	DM1 DM2 DM3 IM1 IM3	DM1 DM2 DM3 IM1 IM2 IM3

JOURNALISM: SPORTS AND MEDIA										
Core Courses	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7	SLO 8	SLO 9	SLO 10
JOU2100: Broadcast Writing Bootcamp				X	X	X			X	
JOU3015: Principles of Journalism	X	X	X		X	X	X			
JOU3101: Reporting	X		X	X	X	X	X		X	
JOU3110: Applied Fact Finding	X		X	X		X	X	X	X	X
JOU3220C: Visual Journalism				X		X			X	X
JOU3346L: Multimedia Reporting	X	X	X	X	X	X	X	X	X	X
JOU4313C: Sports Reporting or RTV3593: Multimedia Sports Reporting	X	X		X	X	X	X		X	X
MMC2450: Data Literacy for Communicators						X		X		
MMC2604: Media, Cultures, and Identity or JOU4714: Race, Sports and Media	X	X	X			X	X			
MMC3210: Sports Media Law and Ethics or	X	X				X	X			
MMC3703: Sports Media and Society	X	X	X			X				
PUR3463: Sports Communication	X				X	X			X	
RTV3502C: Introduction to Sports Production	X			X		X			X	X
RTV4959C: Sports Capstone	X			X	X	X			x	X
Methods of Assessment	DM1	DM1	DM1 IM3	DM1 DM2 DM3 IM1 IM3	DM1 DM2 DM3 IM1 IM3	DM1 DM2 DM3	DM1 DM2 DM3 IM1 IM3	DM1 DM3 IM1 IM3	DM1 DM2 DM3 IM1 IM3	DM1 DM2 DM3 IM1 IM3

MEDIA PRODUCTION, MANAGEMENT, AND TECHNOLOGY: DIGITAL FILM AND TV PRODUCTION

Core Courses	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7	SLO 8	SLO 9	SLO 10
ENC3254: Professional Writing in the Discipline			X		X				X	X
JOU2040: Writing Mechanics					X					
MMC1009: Introduction to Media and Communications		X		X			X			X
MMC3203: Ethics and Problems in Mass Communications, or RTV3432: Ethics and Problems in Media	X	X	X			X				
RTV2100: Writing for Electronic Media					X				X	
RTV3001: Intro to Media Industries and Professions		X								
RTV3101: Advanced Writing for Electronic Media					X				X	
RTV3320: Electronic Field Production				X						
RTV3511: Fundamentals of Production				X						
RTV3516: Electronic Field Production II				X					X	X
RTV4500: Content Acquisition, Distribution, and Strategy							X	X		
RTV4700: Media Law and Policy	X						X			
RTV4929C: Senior Advanced Production Workshop				X					X	X
VIC3001: Sight, Sound, Motion				X						X
MMC4302: World Communication Systems or RTV3411: Race, Gender, Class and the Media		X	X			X	X			
Methods of Assessment	DM1 DM3	DM1 DM3	DM1 IM3	DM1 DM2 DM3 IM1 IM2 IM3	DM1 DM2 DM3 IM1 IM2 IM3	DM1 DM2 DM3 IM1	DM1 DM2 DM3 IM1 IM3	DM1 DM3	DM1 DM3 IM3	DM1 DM2 DM3 IM1 IM3

MEDIA PRODUCTION, MANAGEMENT, AND TECHNOLOGY: MANAGEMENT AND STRATEGY

Core Courses	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7	SLO 8	SLO 9	SLO 10
ADV3008: Principles of Advertising	X	X	X			X			X	
ENC3254: Professional Writing in the Discipline			X		X				X	X
JOU3002: Understanding Audiences				X				X		
MMC1009: Introduction to Media and Communications		X		X			X			X
MMC2121: Writing Fundamentals for Communicators					X				X	X
MMC3203: Ethics and Problems in Mass Communications, or RTV3432: Ethics and Problems in Telecommunication	X	X	X			X				
RTV2100: Writing for Electronic Media					X				X	
RTV3001: Intro to Media Industries and Professions		X								
RTV3405: Media and Society		X	X			X				
RTV4500: Content Acquisition, Distribution, and Strategy							X	X		
RTV4506: Media Research or MMC3420: Consumer and Audience Analytics				X			X	X		X
RTV4700: Media Law and Policy	X						X			
RTV4800: Media Management and Strategy				X	X	X	X			X
VIC3001: Sight, Sound, Motion				X						X
MMC4302: World Communication Systems or RTV3411: Race, Gender, Class and the Media		X	X			X	X			
Methods of Assessment	DM1 DM3	DM1 DM3	DM1 IM3	DM1 DM2 DM1 IM2 IM3	DM1 DM2 DM3 IM2 IM3	DM1 DM2 DM3 IM2 IM3	DM1 DM2 DM3	DM1 DM2 DM3 IM2 IM3	DM1 DM2 DM3 IM3	DM1 DM2 DM3 IM3

MEDIA PRODUCTION, MANAGEMENT, AND TECHNOLOGY: MEDIA AND SOCIETY

Core Courses	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7	SLO 8	SLO 9	SLO 10
ENC3252: Writing for Strategic Communication			X		X				X	X
MMC1009: Introduction to Media and Communications		X		X			X			X
MMC2121: Writing Fundamentals for Communicators					X				X	X
MMC4302: World Communication Systems or RTV3411: Race, Gender, Class and the Media		X	X			X	X			
RTV2100: Writing for Electronic Media					X				X	
RTV3001: Intro to Media Industries and Professions		X								
RTV3405: Media and Society		X	X			X				
RTV4420: New Media Systems		X					X	X		
RTV4700: Media Law and Policy or MMC4200: Law of Mass Communication	X	X				X				
VIC3001: Sight, Sound, Motion				X						X
Methods of Assessment	DM1 DM3	DM1 DM3	DM1 DM3	DM1 DM3 IM2 IM3	DM1 DM3 IM2 IM3	DM1 DM3 IM2 IM3	DM1 DM3	DM1 DM3	DM1 DM3 IM3	DM1 DM3 IM3

PUBLIC RELATIONS										
Core Courses	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7	SLO 8	SLO 9	SLO 10
ENC3252: Writing for Strategic Communication			X		X				X	X
JOU3101: Reporting	X				X				X	X
MMC1009: Introduction to Media and Communications		X		X			X			X
MMC2121: Writing fundamentals for Communications			X		X				X	X
MMC3203: Ethics and Problems in Mass Communications	X	X	X			X				
MMC3420: Consumer and Audience Analytics				X			X	X		X
MMC4200: Law of Mass Communications	X	X				X				
PUR3000: Principles of Public Relations	X	X							X	X
PUR3211: Diverse Voices		X	X			X				
PUR3500: Public Relations Research		X		X	X		X	X	X	X
PUR4100: Public Relations Writing		X		X	X				X	X
PUR4800: Public Relations Campaigns		X		X	X	X	X	X	X	X
VIC3001: Sight, Sound, Motion				X						X
Methods of Assessment	DM1 DM2 DM3	DM1 DM2 DM3	DM1 DM2 DM3 IM1 IM3	DM1 DM2 DM3 IM1 IM2 IM3	DM1 DM2 DM3 IM1 IM2 IM3	DM1 DM2 DM3 IM1	DM1 DM2 DM3 IM1 IM2 IM3	DM1 DM2 DM3 IM1 IM3	DM1 DM2 DM3 IM1	DM1 DM2 DM3 IM1 IM2 IM3



PART II:
**STANDARD 4
DIVERSITY AND
INCLUSIVENESS**

Part II: Standard 4, Diversity and Inclusiveness

EXECUTIVE SUMMARY

The University of Florida College of Journalism and Communications is committed to creating an exceptional academic environment for all students, faculty and staff as the College prepares students for the diverse global society. CJC places the highest priority on adhering to the practices, principles and spirit of ACEJMC's Standard 4 on Diversity and Inclusiveness and within the Florida state law and Board of Governors' policies.

Since the last ACEJMC team site visit in 2017, there have been critical changes in personnel and policy at the state, university and college levels. Evolutions in state law and state system policy changes—many reported in national media—have affected our work, including the enactment of Florida legislation that ended funding throughout the state college and university systems for initiatives related to “diversity, equity and inclusion.” This legislation, however, also included a stipulation that allowed for compliance with accreditation standards.

Despite the challenging headwinds, CJC has remained committed to upholding the principles of Standard 4. The College focus has been on achieving goals outlined in the CJC 2020 Strategic Plan and bringing that forward to the 2028 Strategic Plan. Specific accomplishments since the last accreditation cycle include:

- Hiring its inaugural director of inclusion and diversity, who was the liaison to the then-UF Office of the Chief Diversity Officer (which was established in July 2018 and defunded in March 2024). CJC retains the position of Director of Community and Culture as a faculty administrative appointment.
- Expanding the funding and operating scope of the College's Knight Division, coordinating scholarship programming, inclusive student initiatives, recruitment and retention of students from under-represented groups and student immersive experiences.
- Generating promotional material that more accurately reflects the diversity of CJC. Communication and marketing included promoting various initiatives focused on diversity and inclusion, including creation of collateral material, social media campaigns, relevant websites and videos. For example, the College acknowledged most of the themed months on our social media channels, including Black History Month, Women's History Month, Hispanic Heritage Month, Pride Month and Asian Pacific Islander Desi American Heritage Month. CJC highlights faculty and research that focuses on communication to and by communities of color, people with differing abilities and veterans, and profiles students, faculty, staff and alumni who represent diverse races, cultures and viewpoints.
- Completing a systematic review of faculty and staff hiring criteria and practices. The CJC Human Resources team grew in size, which enabled them to lead the development of standardized, inclusive job ads in all recruitment processes; standardize search panels/committees with equity advisers (now search advisers) assigned to all search committees/panels; expand the breadth of sites and groups from which the College recruits; upgrade onboarding processes to include CJC Buddy/Mentor programs; track communication and transparency in metrics surrounding DEI efforts; implement Stay Surveys and in-person exit interviews; create leadership development and training and develop DEI training specific to internal recruitment processes.
- Increasing opportunities to allow students to join affinity groups, whether as a member of an underrepresented group or as an ally. Long established student affinity groups, such as the National Association of Black Journalists (NABJ) and the Hispanic Communicators Association (HCA), were joined by newly formed Gator chapters of the National Association of Hispanic Journalists (NAHJ), Asian American Journalists Association (AAJA), NLGJA: The Association of LGBTQ+ Journalists, the Asian Public Relations Student Association (APRSA), Black Public Relations Student Society (BPRSS) and the Hispanic Public Relations Student Association (HPRSA).

- Launching “Ascend,” a monthly (and sometimes ad hoc) discussion series by The Agency, that seeks to understand different perspectives about issues in our society. Topics have included Black Lives Matter, Pride, disability awareness and more. Students received diversity training (provided by the UF Center for Inclusion and Multicultural Engagement) during onboarding. DE&I coordinator roles were created and integrated into culture and communications teams, and increasingly on client teams. The Agency also created Operation FUBU (For Us, By Us), a BIPOC student-led project turned community that aims to create space in advertising and public relations for communities that have been historically marginalized. The students engaged in FUBU use their voices to share their experiences both with each other and through published content that represents them.
- The Center for Public Interest Communications infusing DEI goals in nearly all of its frameworks. The center offered specific workshops and training sessions on intersectional storytelling and communicating for diversity and inclusion. Its public training programs prioritize accessibility (e.g., captions, contrast, etc.) The center has completed projects that focus on people at or near the lower end of the socioeconomic spectrum.
- Soliciting gifts with alumni focusing on students from underrepresented groups, including alumna Gale King, who created a \$1 million scholarship to support diverse students with demonstrated need and a gift from alumna Carol Sanger that supports the College’s efforts to recruit diverse students.
- The Innovation News Center increasing the diversity of voices represented in their coverage. That included developing more intentional paths for students from under-represented groups to join the newsroom. In 2021, the INC was granted a Report for America reporter to focus on underserved communities. As part of her responsibilities, she formed a journalism club at the PACE School for Girls in Gainesville. The INC also received grant funding to build an instructional podcast that will help diversify and localize the Alachua County K-12 social studies curriculum using WUFT content and anthropological research.

CJC made these accomplishments despite a nearly two-year period of uncertainty while Florida’s HB7 (colloquially known as the “Stop WOKE” act) and SB266 (limiting fund expenditures) were passed by the Florida Legislature, followed by a waiting period to determine how the State University System and University would interpret these new laws, including Florida Board of Governors regulation 9.016. The University’s advice to its colleges and business units was to wait for direction on how to implement legislation. CJC consulted with the UF General Council’s Office, which advised the College to limit its activities to those that are necessary to comply with ACEJMC standards. The Community + Culture Committee started the process of re-examining its purpose and ensuring that CJC bylaws were adapted in compliance with Florida laws, state and university system regulations and ACEJMC accreditation standards.

The CJC faculty voted in April 2024 to approve renaming the IDE Committee and definition to the Community + Culture Committee and update the CJC bylaws:

“The CJC Community + Culture Committee, composed of both faculty and staff, makes recommendations to the administration, the CJC Director of Community and Culture, and other College departments and committees to promote CJC’s values toward building a culture of belonging and engagement in all activities. It works to ensure that CJC is in compliance with Standard 4 of the Accrediting Council on Education in Journalism and Mass Communications, which states: ‘The unit demonstrates it has a diverse and inclusive program that embodies domestic and global diversity and that empowers those traditionally disenfranchised in society, especially as grounded in race, ethnicity, gender, ability and sexual orientation.’”

CJC continues to infuse discussions about diversity, race, pluralism, multiculturalism and other related topics throughout the curriculum and public programming.

1. Complete and attach to this narrative section the following tables: Table 4, “Area Population” Table 5, “Student Populations” Table 6, “Faculty Populations” Table 7, “Full-time Faculty Recruitment” Table 8, “Part-time/Adjunct Faculty Recruitment”

TABLE 4: AREA POPULATION

Group	% of U.S. Population*	% of Florida Population**
Black/African American alone, percent	13.6%	17%
American Indian/Alaskan native alone, percent	1.3%	0.5%
Asian alone, percent	6.3%	3.1%
Native Hawaiian/other Pacific Islander alone, percent	0.3%	0.1%
Two or more races, percent	3.0%	2.4%
Hispanic/Latino, percent	19.1%	27.1%
White alone, not Hispanic or Latino, percent	58.9%	52.3%
Female	50.5%	50.8%
*U.S. Census as of July 1, 2023, **U.S. Census as of April 1, 2020		

TABLE 5: STUDENT POPULATIONS

Group	Male	Female	% of Unit	% of Institution
Asian	27	81	3.6%	9.6%
Black or African American	40	105	4.8%	5.4%
Hispanic/Latino	191	622	26.9%	21.2%
Native Hawaiian or Other Pacific Islander	--	--	.03%	.05%
Two or More Races	38	97	4.5%	4.3%
Race and Ethnicity Unknown	24	97	1.9%	2.2%
White	451	1,208	54.8%	48.9%
American Indian or Alaska Native	--	--	.13%	.09%
Nonresident	35	71	3.5%	8.2%
Female			70.8%	56.3%
Source: UF Institutional Research, as of Fall 2023				

On average, 80% of students (in-residence and online) are from Florida.

TABLE 6: FULL-TIME FACULTY DEMOGRAPHICS (% of total faculty)

Group	2018 n=68	2019 n=73	2020 n=72	2021 n=68	2022 n=71	2023 n=73	UF 2023 n=6,088
Female	48.5%	48.0%	50.0%	47.1%	47.9%	45.2%	44.7%
Asian	11.8%	10.9%	12.5%	10.3%	14.1%	13.8%	14.1%
Black or African American	7.4%	9.6%	11.1%	11.8%	9.9%	9.6%	4.5%
Hispanic/Latino	5.9%	8.2%	8.3%	8.8%	8.5%	9.6%	9.2%
Two or more races	2.9%	2.7%	2.8%	2.9%	2.8%	1.4%	.74%
White	72.1%	65.8%	62.5%	60.3%	56.3%	56.2%	63.5%
Unknown		1.4%	2.8%	4.4%	4.2%	4.1%	2.2%
Nonresident Alien		1.4%		1.5%	4.2%	5.5%	5.7%
Source: UF Institutional Research, as of Fall 2023							

TABLE 6: ADJUNCT FACULTY DEMOGRAPHICS (% of total adjunct faculty)

Group	2018 n=84	2019 n=89	2020 n=99	2021 n=114	2022 n=128	2023 n=142	UF 2023 n=633
Female	51.2%	52.8%	56.6%	50.0%	47.7%	49.3%	50.1%
Asian		1.1%	3%	3.5%	2.3%	3.5%	5.5%
Black or African American	3.6%	4.5%	5.1%	5.3%	3.1%	5.6%	5.7%
Hispanic/Latino	16.7%	12.4%	13.1%	13.2%	11.7%	12.0%	11.2%
Two or more races	1.2%	1.1%	2%				0.5%
White	77.4%	80.9%	74.8%	77.2%	81.3%	74.6%	69.4%
Unknown	1.2%		2%	0.9%	1.6%	2.1%	3.5%
Nonresident Alien						2.1%	4.6%
Source: UF Institutional Research, as of Fall 2023							

TABLE 7: FULL-TIME FACULTY RECRUITMENT

TABLE 7. FULL-TIME FACULTY RECRUITMENT	Total
Number of Openings	34
Applicants in hiring pool	1,414
2021	224
2022	365
2023	666
Females in hiring pool	634
2021	19
2022	315
2023	281

TABLE 7. FULL-TIME FACULTY RECRUITMENT	Total
Female finalists considered	49
2021	1
2022	12
2023	36
Offers made to females	12
2021	1
2022	6
2023	5
Offers accepted by females	11
2021	1
2022	5
2023	5
Minorities in hiring pool	921
2021	22
2022	434
2023	423
Minority finalists considered	68
2021	1
2022	16
2023	51
Offers made to minorities	16
2021	1
2022	7
2023	8
Offers accepted by minorities	16
2021	1
2022	7
2023	8
International faculty in hiring pool	395
2021	8
2022	128
2023	257

TABLE 7. FULL-TIME FACULTY RECRUITMENT	Total
International faculty considered	33
2022	4
2023	29
Offers made to international faculty	2
2022	1
2023	1
Offers accepted by international faculty	2
2022	1
2023	1

TABLE 8: PART-TIME/ADJUNCT FACULTY RECRUITMENT

The College, historically, has not had a formal recruitment process for adjunct/part-time faculty. Each department chair has had their own process for recruiting these faculty, including direct outreach to their network of academics and professionals, recruitment/recommendations from department faculty, word of mouth, etc.

In spring 2025, CJC will initiate an annual campaign to recruit adjuncts for all undergraduate departments. The associate dean for undergraduate affairs will initiate the search process and organize applicants based on departmental matches, so the chairs can search the pool of applicants at any time in an easy-to-access database. In addition, the associate dean will screen the initial applicant pool and flag especially strong candidates. Chairs can then follow-up as needed. Once eligible candidates have been identified, they will be placed on an eligibility list for current and future openings.

- 2. Provide a web link to the unit's diversity plan. The 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. The plan should include key performance indicators, and focus on domestic minority groups and, where applicable, international groups.**

The College strives to build a program that is inclusive and empowers those traditionally disenfranchised in society, especially as grounded in race, ethnicity, gender, ability and sexual orientation.

That goal is implicit in the College's activities, from strategic planning to curriculum design and delivery, to the structure of shared governance opportunities. The Community + Culture Committee, formerly the Inclusion, Diversity and Equity Committee, has been codifying the formal CJC Diversity Plan, incorporating elements from various sources like the [2028 CJC Strategic Plan](#) and other relevant documents. The document was developed in a period of deep uncertainty and change as new state laws were enacted, regulations were passed by governing boards, and those were interpreted by University administrators. The Diversity Plan was reviewed by the UF General Counsel's office in summer 2024 and CJC faculty will vote on approval at the beginning of the 2024–2025 academic year.

Here is a link to the College's [Diversity Plan](#).

The Diversity Plan also provides definitions of terms as articulated in ACEJMC Standard 4, with modifications based on Fla. Stat. § 1004.06 and Florida Board of Governors Regulation 9.016.

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.

CULTURALLY PROFICIENT COMMUNICATION – communication that enables students to effectively and accurately exchange information that also empowers at both verbal and nonverbal levels with diverse groups.

Revisions were also made to CJC’s Community Statement, which opens the Diversity Plan, building on and replacing a Diversity Statement adopted by faculty in 2017:

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, perspectives, thought and work styles, and respects the unique strengths and contributions of everyone in our community.

At 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 by Faculty 1 March 2024

3. Describe how the unit assesses its progress toward achieving the plan’s objectives, and how frequently faculty discuss the plan.

CJC’s [Diversity Plan](#) is discussed and reviewed annually by faculty and staff, and facilitated by the Community + Culture Committee. The College conducts regular surveys to assess perspectives from students, faculty and staff on CJC’s climate and on job satisfaction. The Community + Culture Committee regularly solicits and provides a platform for all CJC community members to participate in CJC’s efforts.

CLIMATE SURVEYS

The CJC Community + Culture Committee conducts two instruments to surveys CJC’s success: a semi-annual Pulse Questionnaire among students, faculty and staff and a tri-annual Climate Questionnaire, administered to faculty and staff. All are asked a series of standard questions and limited demographic information. The committee reviews the data and uses it to make recommendations based on the College’s charter in CJC Bylaws 11.6. The six-question Pulse Questionnaire was administered in Spring and Fall 2023 and Spring 2024. A survey is planned for Fall 2024 and Spring 2025.

The 53-question Climate Questionnaire, administered every three years, solicits feedback on professional development, freedom of expression, comfort in culture, perspectives on commitment to principles of inclusion and belonging, and robust demographic data. The Climate Questionnaire was administered annually in 2021 and 2022 before the Community + Culture Committee recommended its administration every three years.

The College established the following goals in the CJC 2028 Strategic Plan:

- To “Achieve a CJC Net Promoter Score of 60 or higher.” This is measured in the Pulse Questionnaire and the tri-annual Climate Questionnaire in the questions about participants recommending the CJC to a friend. In the latest responses (Spring 2024), 44% of respondents were considered “promoters” of CJC.
- 80% of tri-annual Climate Questionnaire responses agree on “feeling welcome when joining CJC (Q24)” and an “environment open to new ideas (Q34) [2028 Goal 3, Objective 1].” In 2022, 94% “strongly agreed” or “agreed” to “feeling welcome when joining CJC (Q24);” 68% felt CJC represented “an environment open to new ideas (Q34)” and 17% were neutral.

The Community + Culture Committee is analyzing CJC Pulse Questionnaire trends, seeking just-in-time sentiment of the community. In the questionnaire, participants rated each question on a scale ranging from strongly disagree to strongly agree. Survey questions include:

1. I feel like I belong at CJC.
2. I feel like I can be my authentic self at CJC.
3. The professional or learning goals that I have for myself are being met at CJC.
4. I feel comfortable expressing my opinions to others at CJC.
5. There is someone here at CJC who encourages my growth and development.
6. Demographics (gender, identify with an under-represented group, role of respondents at the College).

Participants were also asked if they would recommend to people they care about that they join the CJC community and were then categorized as promoter, passive or detractor.

Results from three semesters based on “agree,” “strongly agree,” or “somewhat agree” responses are below. A more detailed summary of results is [available here](#).

Survey Questions	Spring 2023	Fall 2023	Spring 2024
I feel like I belong at the CJC.	90%	93%	92%
I feel like I can be my authentic self at CJC.	88%	90%	90%
The professional or learning goals that I have for myself are being met at CJC.	87%	91%	89%
I feel comfortable expressing my opinions to others at CJC.	84%	86%	86%
There is someone here at CJC who encourages my growth and development.	88%	90%	90%

For the question about recommending the College, 45% were categorized as “promoters” in Spring 2023, 44% in Fall 2023 and 44% in Spring 2024.

STAY SURVEYS

The CJC Human Resources Department also administers “Stay Surveys” to all faculty and staff to help the College in its retention efforts. Surveys have been conducted once or twice a year since 2020.

Questions include:

1. How happy are you working at CJC on a scale of 1–10?
2. What would make your job more satisfying?
3. If you could change something about your job, what would it be?
4. How do you like to be recognized?
5. When was the last time you thought about leaving our team?

A copy of Stay Survey results for Spring 2024 is [available here](#).

4. Describe how the unit’s curriculum includes instruction on issues and perspectives relating to mass communications across diverse cultures in a global society. Provide a grid that outlines where cultural communications proficiency is taught in the curriculum.

All UF students are required to complete a general-education course 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 peoples and groups.

A list of UF diversity-related courses that meet general-education requirements can be found on [the UF Registrar’s site](#).

In addition to university requirements, all CJC departments require courses that address an appreciation and understanding of diversity within the field. As mentioned earlier, in Spring 2020, CJC’s dean charged each department with developing “a new course or course content that addresses diversity, cultural awareness, and internationalization as a part of the core requirements of each department.” From that directive, CJC expanded its core courses dealing with diversity and inclusion in all of its majors, including:

- **ADVERTISING** majors are required to take ADV3411 Multicultural Advertising in the U.S., where an objective is gaining a basic understanding of culture and its influence on perception and behavior.
- **JOURNALISM** majors can take either MMC2604 Media, Culture, and Identity, where students gain the ability to critique journalism’s role in societal evolution, or JOU4714 Race, Sports and Media.
- **MPMT** majors can choose between MMC4302 World Communication Systems, where they can develop intercultural communication competencies, and RTV3411 Race, Gender, Class and the Media, which focuses more on American multicultural society.
- **PUBLIC RELATIONS** requires that students take PUR3211 Diverse Voices, which covers the practical application of DEI principles to public relations and communications.

Other offered courses where diversity and inclusivity are important components include ADV4400 International and Cross-Cultural Advertising; ADV4404 Cultural Branding; JOU3015 Principles of Journalism; MMC3203 Ethics and Problems in Mass Communication; MMC3210 Sports Media Law and Ethics; MMC3630 Social Media and Society; PUR4203 Ethics and Professional Responsibility; PUR4404c International Public Relations; RTV3001 Introduction to Media Production, Management, and Technology; RTV3404 Islam, Media, and Pop Culture; RTV3405 TV and Society; and RTV4432 Ethics and Problems.

COURSES WITH COMPONENTS FOR DIVERSITY AND INCLUSION		
ADV3411*	Multicultural Advertising in the US	Students gain a basic understanding of culture and its influence on perception and behavior.
ADV4400*	International and Cross-Cultural Advertising in Advertising	Students gain a basic understanding of global markets and the impact of cultural differences on consumer behavior and advertising strategies.
ADV4404	Cultural Branding	Students gain insights into the role of cultural narratives in shaping brand identities and consumer loyalty. They learn to develop branding strategies that resonate with cultural values and leverage cultural trends to build strong, authentic brands.
MMC2604*	Media, Cultures and Identity	Students gain the ability to critique journalism's role in societal evolution
JOU3015	Principles of Journalism	Students gain a basic understanding of the forms, functions, and role of the press in a democratic society.
JOU4714*	Race, Sports, and Media in Journalism	Students develop an understanding about how sports and race intersect and play a role in culture views on race and gender.
JOU4700	Journalism Ethics	Students learn how to critically think about common ethical issues in journalism and develop skills in decision-making,
MMC 3203	Ethics and Problems in Mass Communication	Students gain a comprehensive understanding of ethical principles and dilemmas in the media industry. They learn to critically analyze and navigate complex ethical issues, fostering responsible and ethical decision-making in their professional careers.
MMC 3210	Sports Media Law and Ethics	This course enables students to navigate and communicate complex sports media issues effectively in an increasingly global and multicultural industry.
MMC 3630	Social Media and Society	Understanding how social media shapes and influences communication and interactions contributes to greater cultural awareness and sensitivity.
MMC4302*	World Communication Systems	Students develop intercultural communication competencies
PUR3211*	Diverse Voices	Students learn practical application of DEI principles to public relations and communications

COURSES WITH COMPONENTS FOR DIVERSITY AND INCLUSION		
PUR4203*	Ethics and Professional Responsibility in Public Relations	Students learn how to ethically incorporate multiple views and perspectives when addressing public relations problems
PUR 4212*	Diversity, Equity, and Inclusion for Public Relations Professionals	Students take a more advanced approach to applying cultural awareness in the workplace
PUR4404c	International Public Relations	This course focuses on learning how international PR contexts differ and how to effectively manage international PR clients
RTV3411*	Race, Gender, Class and the Media	This course focuses on American multicultural society
RTV3404*	Islam, Media, and Popular Culture	This course examines how media representations of Islam influence public perception and fostering dialogue on these impacts.
RTV3405	Media and Society	The course examines how media influence societal perceptions and cultural dynamics through diverse theoretical frameworks and practical examples.
RTV3001	Introduction to Media Production, Management, and Technology	This course analyzes media entities as corporate and business systems within the broader media operations in the diverse and pluralistic environment of the U.S.
RTV4432*	Ethics and Problems in MPMT	This course emphasizes critical analysis and ethical decision-making within a multicultural society.
MMC3203*	Ethics and Problems in Mass Communications	This course emphasizes critical analysis and ethical decision-making within a multicultural society.
*Core course		

The College also recruits speakers with diverse backgrounds to speak to students outside the classroom. Speakers have included:

- Essdras Suarez, Pulitzer Prize-winning photographer (Great Storytellers)
- Jacqueline Olive, documentarian (Great Storytellers)
- Dr. J. Marshall Shepherd, atmospheric scientist (Climate Communication Summit)
- Melissa Aronczyk, author and teacher (Climate Communication Summit)

- Helena Bottemiller Evich, the founder and editor-in-chief of Food Fix (Science Journalist in Residence)
- Dr. Ainissa Ramirez, science communicator and author, (Science Journalist in Residence)
- Kristina Pink, FOX Sports NFL reporter (Sports Collective Symposium)
- Richard Johnson, Sports Illustrated staff writer (Sports Collective Symposium)

In 2015, thanks to an initial alumni donation, the College launched Becoming a Women of Influence, an annual leadership symposium featuring prominent CJC and UF alumna designed to inspire students and emerging professionals to enter the workforce with confidence and impact. Speakers since 2018 have included:

- Amy Araya, associate principal counsel, Disney/National Geographic
- Guamay Martell, multimedia journalist, Telemundo 31
- Whitney Holtzman, NFL agent and CEO of Social Victories
- Allyson Park, chief corporate affairs officer, Yum! Brands, Inc.
- Leigh B. Radford, board member/ retired senior vice president of Procter & Gamble/founder P&G Ventures
- Giselle Thomas, multimedia Journalist, WGFL/CBS4 in Gainesville
- Audriana Thomas, multimedia Journalist, NBCU Academy
- Tonya Cornileus vice president, development, inclusion and wellness, ESPN
- Susan Towler, executive director, Florida Blue Foundation
- Erin Cigich, CEO, Clickbooth
- Karen Irwin, president and CEO, Universal Studios
- Jasmine Johnson, personal brand strategist, The J. Chanelle Group
- Annelie Schmittel, vice president of player development, Philadelphia 76ers
- Yvette Miley, senior vice president | MSNBC and NBC News
- Jeanne Mitchell, senior director of federal relations, ExxonMobil
- Helen Stefan Moreau, CEO/president, The Midtown Group

See question 12 for an abridged list of classroom speakers with diverse backgrounds. A more complete list of classroom and other speakers is [available here](#).

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

The College's commitment to a welcoming environment and opportunities for all is reflected in its mission and value statements and strategic plan:

MISSION

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

VALUES

- Being dedicated to the highest standards of academic excellence in teaching, research and service.
- Showcasing commitment to academic freedom and diversity of 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.

CJC PROGRAMMING

BELONGING PROJECT

In 2022, CJC’s “Building a Culture of Allyship: A Social Norms Approach” proposal became one of seven faculty research projects that were funded through an initiative called the Advancing Racial Justice Through Inclusion, Diversity, Equity, and Access at the University of Florida. The “Belonging Project” — which aspired to build a culture at the College that focused on creating spaces offering a sense of belonging for students, faculty, staff and community members that could perhaps become the prototype for use at other higher-education institutions — received a grant of \$45,000.

The project began in April 2023 with a scan of academic literature on topics related to the project’s goals followed by a pilot questionnaire of those who work or study at CJC to get a sense of where the College stands in terms of people’s sense of belonging. Using insights from the literature scan and the questionnaire, interviews were conducted with belonging experts and with those the College identified in the survey results as “social referents,” or leaders and advocates who do not necessarily hold formal leadership positions but nonetheless influence people around them.

The research phase of the project concluded in April 2024. The implementation-focus stage – with the strategic design of communication tactics, collection of feedback, evaluation and creation of content to support the goals of the project, etc. – was underway as of summer 2024.

ADMINISTRATIVE ASSESSMENTS

The CJC Faculty Senate conducts a three-year administrator assessment (most recently in Fall 2023) as an external, transparent measure of perspectives from faculty and staff on CJC’s senior administrators. The dean, associate and assistant deans and department chairs are assessed by all faculty and staff. Each member of the CJC full-time community can choose to participate in the evaluations. Department chairs are also evaluated annually by their department’s faculty.

TOWN HALLS

Town Halls are intended to provide safe spaces of communication where all participants can listen and be heard. Town halls were crucial in getting the community through the summer of 2020 during the national civil unrest that resulted from the death of George Floyd. Town halls conducted over the past four years include:

2020

- Six town halls were held over summer 2020 in response to the national civil unrest that resulted from the death of George Floyd. These June events kicked off CJC’s open conversations among faculty, staff and students. Four town halls were dedicated to faculty and staff; faculty facilitators attended two town halls dedicated to listening to students.

2021

- A four-day series of Student Town Halls was held in spring semester under the umbrella theme #DreamForward — faculty and staff moderated along with student moderators.
- Another town hall/panel discussion for faculty, staff and students was sponsored by the CJC Asian

Public Relations Student Association. Alumni were invited to attend a town hall held in spring to support CJC members of the Asian, Pacific Islander and Desi American communities; alumni served on the panel and were in the audience.

- CJC prominently published on its website an anti-violence against members of the APIDA community statement.

2022

- A town hall for faculty and staff was held in spring to view video interviews with a diverse mix of CJC students. In the video, students answered three questions: What's on your mind? How can we do better? What are your thoughts on new Florida legislation? Four breakout sessions ensued to discuss possible actions to take.

2023

- A town hall for faculty and staff was held at the start of the fall semester to discuss Florida Senate bill 266, which proposed new regulations on diversity and inclusion initiatives.
CJC 2028 Strategic Plan

CJC 2028 STRATEGIC PLAN

[CJC's strategic plan](#), adopted in fall 2023, includes goals that strive for a culture and environment of belonging, where everyone feels heard and valued. As with previous strategic plans, diversity and inclusivity is one of the top priorities for the College. Among the five overall goals, two address issues of climate and opportunity.

1. ENHANCE CJC'S RECRUITMENT, RETENTION, AND PLACEMENT OF FACULTY, STAFF, AND STUDENTS WITH DIVERSE EXPERIENCES AND PERSPECTIVES.

Objectives (o)

- **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 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.
- **O3: 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 (S)

- **S1:** Invest in best practices to retain and advance staff and faculty from groups representing diverse backgrounds, experiences and perspectives.
- **S2:** Develop new programs and processes to increase recruitment of faculty and staff from groups representing diverse backgrounds, experiences and perspectives.
- **S3:** Invest in initiatives that will increase the number of students from groups representing diverse backgrounds, experiences and perspectives.

2. DEVELOP AN ENVIRONMENT THAT FOSTERS A CULTURE OF ACTIVE, PARTICIPATORY AND OPEN EXPRESSION, COMMUNICATION, COLLABORATION AND COLLEGIALITY.

Objectives (O)

- **O1: Create 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 (new) of 60 or higher; 80% of Climate Questionnaire responses agree on feeling welcome when joining CJC; and an environment open to new ideas.
 - 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, 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); establishment and growth of affinity groups.
 - Performance Indicators: Metrics from UF’s “Belonging” grant project (2023–2024), including use of materials and post-project survey; annual climate questionnaire metrics; growth and strong programming for affinity groups.
 - 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” (2022 benchmark from Q8: 60%) in annual Climate Questionnaire).
 - 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 multicultural 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 (S)

- **S1:** Create more space for organic events/opportunities to interact with colleagues, and space for faculty–student collaboration.
- **S2:** Increase collaboration with and among students.
- **S3:** Ensure a routinized line of communication so that people feel their input is valued.
- **S4:** Enhance staff and faculty training to ensure our students are learning emerging skills and are provided with optimal learning opportunities.

The College’s Community + Culture Committee is tasked with ensuring the mission, values and goals are accomplished, although activities are limited to those that are necessary to comply with ACEJMC standards. In spring 2024, the committee adapted CJC bylaws to ensure compliance with [Florida Statute 1004.06](#), corresponding [Board of Governors regulations](#) and ACEJMC’s Standard 4 requirements.

HUMAN RESOURCES

All employees are required to take training within the first 30 days of hire. Components of that training include maintaining a safe and respectful campus. The Human Resources senior director also presents to faculty and staff University policies and regulations pertaining to Title IX, ADA, workplace violence, harassment, etc. The dean and human resources support open communication to address all concerns and are available on-site for real-time remedies.

ACCESS TO THE DEAN

When the dean joined the college in June 2021 from the Newhouse School of Public Communications at Syracuse University, he immediately established an open-door policy for any staff, faculty, or students to schedule an appointment with him to discuss any and all matters. He’s also created a social event, Caffeine with the Dean, to open another avenue where students can interact with him. The executive associate dean meets individually with all new faculty members during their first year to assess progress and answer questions or concerns.

For more information about support for new faculty, see question 10. For more information on grievance/complaint procedures, see Standard 1, question 10.

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.

Admission to the University of Florida is controlled centrally by the UF Office of Admissions. Individual units cannot affect which freshmen are accepted. The College does, however, have control over transfer admissions. Therefore, CJC’s recruitment efforts have focused on exposing high school students to careers in communication and focusing recruitment efforts on community colleges, particularly those with large populations of underrepresented students.

In addition to external recruitment efforts, CJC targets admitted undergraduates prior to their accepting the admittance offer and current UF undergraduates who have not declared a major and are still exploring major and career possibilities.

Over the years, CJC's recruitment strategies have evolved to include both virtual and in-person efforts. The Knight Division for Scholarships and Student Inclusion has joined forces with the undergraduate Academic Advising team to increase recruitment efforts.

This included, but is not limited to:

- Virtual and live college tours
- Virtual recruitment info sessions
- Community college and high school campus visits, particularly in underserved communities
- Diverse campus event sponsorships
- Majors and minors fair tabling
- High school tours/workshops
- Exploratory student open house
- Campus-wide college fairs
- Standard walk-in advising
- Monthly on-site advising for potential transfers from Santa Fe College, a local community college
- Student Involvement Fair tabling (primarily student organizations)

The Knight Division for Scholarships and Student Inclusion also collaborates with local high school programs to offer college tours, student panels and workshops. Tours are available to any school that requests them. CJC has partnered with various programs and schools to target underserved communities, including local Lofton High School, Eastside High School and PACE Center for Girls, as well as students in Polk County. These partnerships are an effort to have a positive impact in the community surrounding campus, igniting a passion for communications and increasing the preparation and accessibility to the University of Florida and CJC.

Tours of the College are open to all groups who request them. The division has partnered with various programs and schools to target underserved communities, including minority and rural communities. Most recently, the Knight Division increased efforts to connect with local high schools and programs to foster a stronger relationship between the College and Alachua County residents.

Among the community colleges CJC visits are:

- Broward College – South Campus National Transfer Week
- Daytona State College – Transfer Tuesday Event
- St. Petersburg College – Clearwater Campus
- Florida Gateway College – College Night
- UF at Santa Fe College – Advising Center Visits

Virtual Sessions were hosted for:

- Broward College (all campuses)
- General Transfer Sessions (All state colleges invited)

The College also hosts virtual transfer recruitment workshops, targeting out-of-state and rural colleges for recruitment purposes.

All recruitment sessions highlight the academic and student services, immersion opportunities, and scholarships within the College, in addition to reviewing the admission process and requirements.

PATHS

In 2020, the College created the Positioning All Transfers Highly for Success (PATHS) program, which is designed to increase CJC student diversity by recruiting underrepresented transfer students. The goal of the program is to increase the success rate, academically and professionally, of students admitted through the transfer process and to address the disparity in internship and job placement rates for students admitted as transfers in comparison to students admitted to the university as freshmen. Using the data gathered from the College's graduation survey, focus groups, and student climate surveys, the College created a program to directly impact the areas of greatest concerns.

The data showed that transfer students felt like by the time they became comfortable taking advantage of resources and development opportunities, it was time to graduate. Many felt excluded from class group projects because the other students were already familiar with each other, and many were intimidated by student organizations, immersive courses, and career fairs, citing their feelings of being behind on preparation for success.

The PATHS program targets underrepresented transfer students who are newly admitted to the College and is structured to address each of the concerns found in the data. Students applying for this program must identify with any underrepresented group (gender, ethnicity, religion, ability, age, parental status, veteran, etc.), meet minimum transfer requirements, complete a scholarship application, and include an essay of career goals with the scholarship application.

Program highlights include:

- **A COHORT MODEL:** Students meet other transfer students, building a peer unit of support.
- **PATHS EXCLUSIVE MMC1009:** Intro to Media and Communications course, a tailored transition course for transfer students. By the end of the transition course, each participant will have a professionally critiqued and updated resume, have attended a professional organization meeting, have attended a career fair, networked with an industry professional, and have a goal sheet of items to accomplish prior to graduation to be a viable candidate for their desired career.
- **SCHOLARSHIP:** Every student admitted to the program receives a scholarship from the Knight Division General Scholarship fund.
- **PEER MENTORSHIP:** Participants will be paired with one of CJC's dynamic Journalism and Communications Ambassadors in the same major/career field.
- **ACADEMIC ADVISING:** This will ensure that students are prepared well in advance with course selections that not only meet the graduation requirements, but will also prove to be an asset in achieving specific career goals.
- **CAREER COACHING:** Assistance with determining students' definition of success and the path to get there.
- Other benefits may include tours, guest speakers, networking opportunities and more.

Due to the pandemic, the first year of the program was a fully virtual format but included all aspects as outlined for the campus-based program. The students received scholarships, a PATHS exclusive section of MMC1009, peer mentors, and advising access.

PATHS Enrollment

Cohort	Enrollment
2020	15
2021	19
2022	11
2023	20
2024	22

Since the program's inception, CJC has had 65 students complete the transitions course. Only three have been dismissed and two transferred to other institutions. Thirty-one have successfully graduated and 29 are in good academic standing and actively enrolled to continue their academic programs with CJC. Fall 2024 will be the College's largest cohort of students admitted to the program, with 22 enrolled, and additional applications under review. Transfer students in the program have won college awards, participated in all immersive learning programs, participated in study abroad, and secured leadership positions in career-based student organizations. While the program is still young, the outcomes have been exceeding expectations.

Support for first-generation students is also important to the University and the College. Since 2019, UF's Office of [First-Generation Student Success](#) has provided first-gen students with opportunities and resources for a successful college experience. The University also offers the [Machen Florida Opportunity Scholarship Fund](#), named after former UF president Bernie Machen, to secure full grant and scholarship packages for first-generation students. The fund assists historically low-income, first-generation college students in meeting their college costs. In addition, faculty and staff members have served as mentors for the [University Mentor Program](#). This program targets new UF students, with an emphasis on those who do not have a network within the collegiate system like first-generation students. The program consists of monthly meetings with mentors, goal setting assignments and social gatherings with other program participants.

The College has also hosted a week-long summer program for high school students for more than 50 years. The Summer Media Institute (SMI), formerly Summer Journalism Institute, brings students from across the country to campus for six days to help develop writing, editing, filmmaking, video production, design, photo-journalism and other skills working directly with CJC faculty, staff and students. More than 160 students participated in the program in 2024 from 14 states and one foreign country. About 25% of the students attending were from outside Florida. This year, SMI awarded scholarships to 50 students totaling more than \$43,000.

Retention charts for underrepresented students are [available here](#).

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. Admission is very competitive, with strong reliance on high-school GPAs and SAT/ACT scores. In fall 2023, 29% of applicants for the freshmen class were admitted to the University, versus 38% in Fall 2018. 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.

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's PATHS program, described under question 6, was designed to recruit and retain transfer students from underrepresented groups. The program has grown from 15 students when it launched in 2020 to 22 students in the fall 2024 cohort.

RETENTION RATE FOR UNDER-REPRESENTED MINORITY STUDENTS

College of Journalism - Overall Started in any Journalism major (first year)	Retention Rate - Under-represented Minority Fall 2018 to Fall 2019 - FTIC			
	in CoJ		in any UF program	
	N	%	N	%
Cohort 2018 FTIC				
Entering CoJ in First Year (N=116)	108	93.1%	111	95.7%

College of Journalism - Overall Started in any Journalism major (first year)	Retention Rate - Under-represented Minority Fall 2019 to Fall 2020 - FTIC			
	in CoJ		in any UF program	
	N	%	N	%
Cohort 2019 FTIC				
Entering CoJ in First Year (N=106)	89	84.0%	97	91.5%

College of Journalism - Overall Started in any Journalism major (first year)	Retention Rate - Under-represented Minority Fall 2020 to Fall 2021 - FTIC			
	in CoJ		in any UF program	
	N	%	N	%
Cohort 2020 FTIC				
Entering CoJ in First Year (N=86)	80	93.0%	85	98.8%

College of Journalism - Overall Started in any Journalism major (first year)	Retention Rate - Under-represented Minority Fall 2021 to Fall 2022 - FTIC			
	in CoJ		in any UF program	
	N	%	N	%
Cohort 2021 FTIC				
Entering CoJ in First Year (N=80)	69	86.3%	77	96.3%

College of Journalism - Overall Started in any Journalism major (first year)	Retention Rate - Under-represented Minority Fall 2022 to Fall 2023 - FTIC			
	in CoJ		in any UF program	
	N	%	N	%
Cohort 2022 FTIC				
Entering CoJ in First Year (N=86)	81	94.2%	86	100%

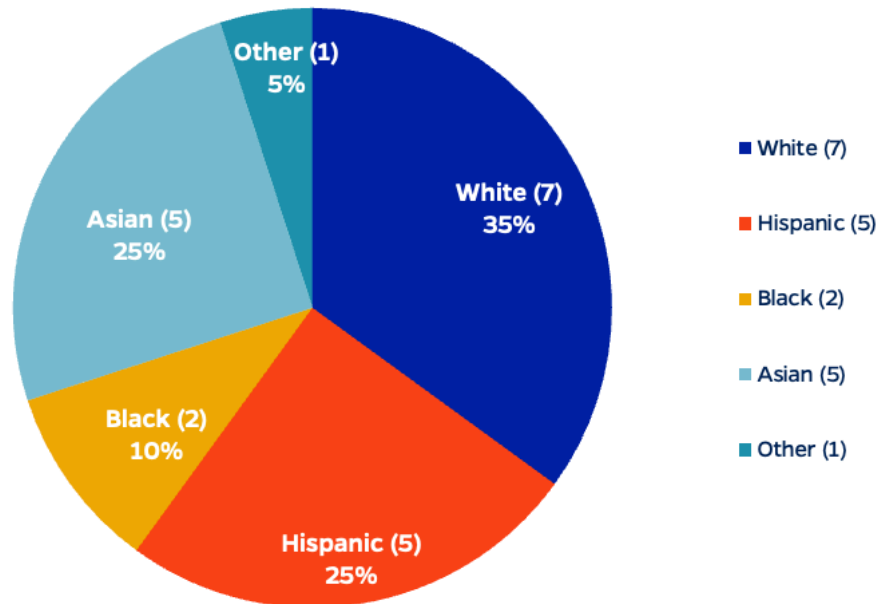
Source: FTIC: Retention File

Domestic Underrepresented Minority (URM) is based on all ethnicity categories and includes Black, Hispanic, Native American Indian, Hawaiian or Other Pacific Islander.

9. Describe the unit's efforts to recruit women and minority faculty (as enumerated in Table 7: "Full-time Faculty Recruitment").

From 2021 to 2023, CJC made 20 faculty hires. Ten were women, 10 men. And 50% self-identified as multicultural. These new faculty self-identified as 35% White; 25% Asian and 25% Hispanic; 10% Black; and 5% other.

20 FULL-TIME FACULTY HIRES FROM 2021-2023



When employment opportunities open up, CJC Human Resources takes the lead on ensuring inclusive and equitable recruitment efforts, including those to recruit women and faculty who are reflective of the diverse world students will enter.

The College casts the net wide by posting openings for both full- and part-time faculty positions on the University's [recruitment website](#). CJC also places notices on external sites where potential candidates are known to search for academic openings, including Higher Ed Jobs and Inside Higher Ed. Each opening is also sourced to industry and association-specific recruitment websites (e.g. AEJMC).

About 50% of the recruitment sites where CJC advertises part-time and full-time faculty positions are targeted at associations for underrepresented groups, such as the National Association of Black Journalists and the National Association for Hispanic Journalists. Job opportunities are also promoted on CJC's social media sites, in CJC alumni newsletters, and through faculty connections with colleagues in academia.

During the recruitment process, each search committee (for faculty) or search panel (for staff) is assigned a search adviser (formerly equity adviser). Search advisers serve as a member of or adviser to the committee/panel and assist with ensuring that equity and inclusive practices are used in all aspects of the recruitment process.

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.

CJC strives to retain its talented faculty and professional staff with proactive policies, resources and a commitment from leadership toward maintaining an environment where everyone feels a sense of belonging and can thrive. The College focuses on a culture of appreciation and has established several programs for rewards and recognition.

An example of the College's supportive environment can be seen in the changing complexion of CJC leadership. During the 2017 site visit, CJC's dean was a woman and three out of four department chairs were men; all were White. Today, the dean is a Black male and three out of four department chairs are women, including one Asian. In addition, two Black women were elevated to the position of assistant dean (the first left CJC in 2021 to become dean at an HBCU).

In all, the dean's leadership team (associate and assistant deans and directors), consists of one Black male, five White males, three Black females and three White females.

Creating a sense of belonging is important for retention, and it starts the first day of employment. HR schedules time to walk each person hired through information sessions to help get them acclimated to the College. HR also offers programs for rewards and recognition for retention purposes, including quarterly honors based on length of service and the "Standing Ovation Award," which recognizes employees who are making a positive impact on the College. For more on rewards programs, see below.

Each spring, the College announces annual awards for faculty and staff. Since 2021, two CJC Teacher of the Year Awards have gone to women and two to men. Of the 31 faculty and staff CJC awards since 2021, 13 have gone to people of color and 17 to women.

ONBOARDING PROGRAMS:

Onboarding new faculty and staff successfully is extremely important to the overall success of the College. After new employees are hired, they participate in a comprehensive onboarding program, described below, based on their classification.

1. **FACULTY:** When new faculty are hired, they receive coaching through all the essential stages of relocation. The College helps pair them with Realtors; provides relocation funding and resources for local schools and amenities; and helps with any specific needs. Once they arrive in Gainesville, CJC assists them with benefits and retirement selection, pairs them with benefits specialists, ensures that their office and technology needs are ready, and provides building and security access before their first day. Prior to stepping in the classroom, they go through a full day of orientation, receive an online, self-paced university orientation, meet with their departments for orientation specific to their area and attend a dinner and evening networking event with all the deans and chairs.
2. **STAFF:** New staff begin at different times of the year, so the College offers a more abbreviated two-hour staff orientation every two months, which includes basic information and lunch with the dean. They also receive a welcome email drip campaign once a week for their first two months to give them digestible history and practical information on how the College operates.
3. **NEW EMPLOYEE CJC BUDDY PROGRAM:** All new employees – faculty and staff – receive a new employee Buddy (who is different than their supervisor, chair or mentor). This is a "guaranteed friend" on day one. The buddy's responsibilities include helping the new employee find the best coffee shops, learn the Gainesville area, make friends, go to lunch, and a variety of other things that help an employee become acclimated to the College. More information is [available here](#).
4. **FACULTY MENTORSHIP:** The University of Florida has asked each college to establish a mentoring program for both tenure and non-tenure track faculty. CJC is committed to this effort. A successful mentoring program can be a critical resource in the recruitment and retention of faculty. More information on CJC's mentoring program is [available here](#).

REWARDS AND RECOGNITION:

The College has programs for rewards and recognition to ensure that faculty and staff feel appreciated, and thus more likely to stay. Programs include:

- **THANK YOU CARDS:** All supervisors have been provided College-branded thank you cards to write notes to their employees for instant recognition.
- **BIRTHDAY CARDS:** The dean mails birthday cards to all faculty and staff to their home address with special notes about what a valuable member of the College they are.
- **YEARS OF SERVICE:** The College hosts quarterly lunches to celebrate five-year milestones of faculty and staff (5, 10, 15, 20, 25). They are presented with a certificate and gift from the dean and their supervisor.
- **EMPLOYEE APPRECIATION DAY BREAKFAST:** On national Employee Appreciation Day, members of the leadership team (deans, chairs and directors) serve breakfast to faculty and staff to say thank you for all their hard work and dedication.
- **CJC STANDING OVATION AWARD:** The program provides an opportunity for faculty and staff to be recognized on a quarterly basis for outstanding performance. They can be nominated by their supervisor or colleagues and one staff and one faculty member are selected to receive a \$500 award.

11. If the unit hires adjunct or part-time faculty members, describe the unit's effort to hire minority and female professionals into these positions (as enumerated in Table 8, "Parttime/Adjunct Faculty Recruitment").

The College has not had a formal recruitment process for adjunct/part-time faculty. Each department chair has had their own process for recruiting these faculty, including direct outreach to their network of academics and professionals, recruitment/recommendations from department faculty, word of mouth, etc. The College is now exploring the establishment of a more formal process for the recruitment of adjunct/part-time faculty.

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 are 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 in a separate digital file.)

Faculty actively incorporate guest lectures from industry experts into their courses to enrich student learning. For example, ADV4710 Advertising Portfolio I: Traditional Media Basics features presentations by over 10 acclaimed professionals who engage with students both in-person and through Zoom. And MMC3703 Sports Media and Society has more than a dozen national industry professionals speak to class in person and via Zoom.

CLASSROOM GUEST SPEAKERS INCLUDED:

Speaker	Specialty / Occupation	Class Taught	Demographic
2023–2024			
Fernando Osuna	Award-winning chief creative director, Hispanic market expertise	Portfolio I	Hispanic male
Victor Paredes	Dallas executive director, Multicultural Strategy @ Collage Group TX	Multicultural Advertising	Hispanic male
Pablo Miro	New Business VP, Zubi Advertising	Advertising Copy and Visualization	Hispanic male
Audre Larrow	Photography	Principles of Journalism	Black male
Monique Jones	Sports Journalism	Journalism Advisory Council	Black female
Grant Holloway	Olympic Sports	Sports Media & Society	Black male
Oscar Suris	CCO, Duke Energy	Corporate Reputation	Hispanic male
Vickee Jordan Adams	Partner, Transactions and Financial Communications at FGS Global	Crisis Communications	Black female
Tammy Nguyen	PR assistant, Sunshine Sachs Morgan & Lylis	Principles of Public Relations	Asian female
2022–2023			
Laura Korchinski	VP, account services US, Visual Latina	Multicultural Advertising	Hispanic female
Daniel Kure	Brand planner at The Bakery agency in Austin, Texas	Advertising Strategy	Black male
Alberto Rodríguez	Associate creative director, Asia, general and Latino markets expertise	Advertising Copy and Visualization	Hispanic male
Lawren Simmons	Photography	Photographic Journalism	Black male
Scotti Williston	International journalism	Digital Storytelling	Black female
Christine Portela	TV journalism	Journalism Advisory Council	Hispanic female
Sonia Diaz	Founder and president, Zaid Communications	Principles of Public Relations	Hispanic female
Carmella Glover	President, DAA, director of DE&I, Page Society	Corporate Communications Essentials	Black female
Chuck Wallington	EVP, CMO, CCO, Cone Health	Crisis Communications	Black male
2021–2022			
Nonora Elmudesi	President/partner, Ogilvy Dominicana	Advertising Copy and Visualization	Hispanic male

Speaker	Specialty / Occupation	Class Taught	Demographic
Rocio Ureña	Creative director at Apple	Advertising Copy and Visualization	Hispanic female
Edgardo Rivera	President, DDB Puerto Rico and Caribbean	Advertising Copy and Visualization	Hispanic male
KaToya Fleming	Publishing	Magazine Writing	Black female
Osai Endolyn	Writing	Narrative Nonfiction Writing	Black female
Michael Collins	Reporting/media	Sports Media & Society	Black male
Vivian Nguyen	Social media coordinator, Khoros	Social Media Management	Asian female
Sunita Menon	Global data strategist and advisor, Data-Driven Journeys	Crisis Communications	Asian female
Shanelle Matthews	Director of communications, Movement for Black Lives	Public Interest Communications	Black female

A more complete list of guest speakers is [available here](#).

Faculty also introduce students to diverse perspectives outside of the classroom. For example, in Spring 2023, a three-credit special topics course, U.S. Civil Rights Trail (JOU4930), presented an intercollegiate opportunity for seven students from UF and four from Florida Agricultural and Mechanical University (an HBCU) to visit and report during spring break from Alabama, Arkansas, Georgia, Mississippi and Tennessee. The UF students developed a microsite of their reflection essays and independent reporting outcomes. Titled “UFxFAMU1963: Reporting From The U.S. Civil Rights Trail,” the site was published by WUFT News on May 22, 2023. They also created a 25-minute documentary with the same title and broadcast the next day on WUFT-TV and then afterward in other PBS markets statewide; and wrote articles chronicling the experience for national audiences that were published by [Poynter](#) and [Nieman Reports](#). The UF student outcomes earned 11th place in the 2024 Hearst Awards: Multimedia IV (Team) competition.

UF students are also exposed to diverse perspectives through CJC’s annual half-day leadership symposium, *Becoming a Woman of Influence*. Alumni are invited to be part of an interactive panel discussion and share their experiences navigating life and work after college. The event, which debuted in 2015, is designed to inspire students and provide tools for them to enter the workforce with confidence and impact. After the panel discussion, there are special-topic breakout sessions for deeper discussion and coaching. In 2022, the topic was Connection; in 2023, it was Resilience; in 2024, Agency.

BECOMING A WOMAN OF INFLUENCE PANELISTS

2024

- Amy Araya; Associate Principal Counsel, Disney/National Geographic; Hispanic female
- Guamay Martell, Multimedia Journalist, Telemundo 31, Orlando; Hispanic female
- Whitney Holzman, NFL Agent, CEO of Social Victories; White female

2023

- Allyson Park; Chief Corporate Affairs Officer; Yum! Brands Inc.; White female
- Leigh B. Radford; board member/retired Senior Vice President, Procter & Gamble, Founder of P&G Ventures; White female
- Giselle Thomas; Multimedia Journalist; WGFL/CBS4 in Gainesville; Black female
- Kalisha Whitman, Senior TV News Manager, CJC Innovation News Center; Black female

2022

- Tonya Cornileus; Vice President, Human Resources, ESPN; Black female
- Susan B. Towler, Executive Director; Florida Blue Foundation; White female



PART II: **STANDARD 5 FACULTY**



Part II: Standard 5, Faculty

Executive summary: Include a brief description of faculty balance in terms of degrees, professional experience, gender, race and rank.

On the CJC website homepage, the College states “The College of Journalism and Communications is one of the premier programs in the nation, preparing the next generation of communication professionals and scholars.” Faculty are an integral component to accomplishing this.

All faculty have a home department in either Advertising (ADV), Journalism (JOU), Media Production, Management, and Technology (MPMT) or Public Relations (PUR). As of Jan. 1, 2024, the Innovation News Center (INC) became a home department for professionals who were converted from staff to faculty.

The **Department of Advertising** boasts a globally diverse and exceptionally skilled full-time faculty from six countries, including tenured, tenure-track, and professionals. They excel across various critical domains, such as AI, health communication, social media, media psychology, advertising strategy, and creativity. Their cutting-edge research is consistently published in top-tier journals and featured in major media outlets, establishing them as influential leaders in the field. They have earned numerous accolades, including more than 200 international advertising awards, prestigious reviewer awards from top journals, such as the Journal of Advertising and International Journal of Advertising, the Emerald Literati Award, and top paper honors at major conferences like AAA, AEJMC, and ICA. Two faculty members are the only scholars to have won the American Academy of Advertising research fellowship three times, and another has been honored as an ICA Fellow, marking significant recognition in communication research. Their educational excellence has also been recognized with awards like the University of Florida Teacher of the Year and the AEJMC Advertising Division’s Distinguished Teaching Excellence Award.

The full-time faculty in the **Department of Journalism** has a mix of tenured, tenure-track and non-tenure faculty. The Journalism Department has had five winners of the University of Florida Teacher of the Year award in the last 17 years, including two in the last five years. Among academic honors for Journalism faculty are top paper honors at AEJMC, ICA and NCA. The full-time faculty include a Pulitzer-Prize winning editor, the former president of the National Association of Black Journalists and the former co-editor-in-chief of Sports Illustrated, as well as several faculty members who have worked at the Washington Post, the Associated Press, and other prominent publications. One faculty member was a finalist for the National Book Award while on faculty and is frequently published in such publications as National Geographic, while another completed a summer fellowship with the Los Angeles Times. Faculty members have won the SPJ Distinguished Teaching in Journalism Award, AEJMC Paul J. Deutschmann Award for Excellence in Research, AEJMC Promising Professor award in the Mass Communications and Society Division, UF International Center Educator of the Year, UF Rising Star Award.

The **Department of Media Production, Management, and Technology (MPMT)** has 20 full-time faculty members, who combine over 100 years of industry experience in more than a dozen countries across the communication industry, including television and radio broadcasting, production (motion pictures, television shows, commercials, music videos, documentaries, etc.), sports media, and international communication. This diverse group of tenured, tenure-track and non-tenure faculty includes Emmy award winners, film festival awardees, authors of award-winning books/textbooks, federal grant awardees, the co-author of the winning publication for the 2022 McQuail Award, leaders in digital media research, a senior fellow in tech policy with the Mozilla Foundation, and a pioneer in Muslim-American filmmaking. They have won top paper awards at European Media Economics Conference, American Marketing Association, AEJMC, Broadcast Education Association, NCA and AEJMC’s Lynda Lee Kaid Best Published Paper Award.

The faculty in the **Department of Public Relations** hold both tenured, tenure-track and non-tenure track titles and come from the top industry positions, as well as impressive academic backgrounds. The faculty include winners of some of the highest professional honors in the public relations industry, including the PRSA Gold Anvil, IPR Pathfinder Award, and the Alexander Hamilton Medal. They have also been acknowledged

as the future stars of the field, winning the PRNEWS Rising Star award, and the AEJMC Krieghbaum Under 40 Award. They have won top paper awards at AEJMC, ICA, PRSA Educators Academy and the International Public Relations Research Conference (including the Plank Center Award for Leadership in Public Relations). Their service record includes serving as President and CEO of PRSA, co-chair of the Diversity Action Alliance, three members of the Arthur Page Society, and being recognized as Mentor of the Year by PRNEWS and the University of Florida. Faculty teaching has also been recognized through members winning the David Ferguson Award and being acknowledged as Educator of the Year from PRSA, PRNEWS, Ragan, and the Florida Public Relations Society.

The full-time faculty in the **Innovation News Center** is composed of non-tenure track faculty. The unit, formed Jan. 1, 2024, is home to teaching faculty who oversee student editorial content creation at the College's media properties and teach mainly skills courses. The full-time faculty include a Peabody Award-winning audio producer, an EMMY Award-winning broadcast journalist and a bilingual CNN reporter and producer. The full-time faculty maintain an industry presence that includes serving as an audio news anchor for WUFT-FM during NPR's All Things Considered, host of a two-hour daily sports radio talk show on WRUF-AM/FM and producer and director for regularly scheduled programs on WUFT-TV. The faculty in the unit have more than 100 years of combined industry experience.

FACULTY DEMOGRAPHICS

The College of Journalism and Communications (CJC) has 84 full-time faculty members (including the dean) representing a mix of scholars and professionals with substantial experience in and out of the academy. Many full-time faculty continue to stay active in the profession. On average, faculty have 12 years of previous full-time professional experience. This includes 24% with over 20 years of full-time professional experience, 32% with six to 20 years, 30% with one to five, and 14% who do not have any full-time professional experience.

Our full-time faculty also have substantial teaching experience with an average of 11 years (a decrease from 17 years in 2017 due to retirements). They have an average of eight years at UF. A high number of faculty were hired during this review period. In fact, 48% of current faculty have been here five years or less (19% of them less than a year), 32% have been here six to 10 years and 20% have more than 10 years in the CJC.

We are a highly educated group, with 56% of full-time faculty having doctoral degrees (down from 67% in 2017) and 33% with master's degrees (up from 25% in 2017). CJC also has two faculty members who have a JD. The College now has eight professional faculty with a bachelor's degree (up from three faculty members in 2017), but it is important to note that these eight have an average of 32 years of professional experience.

Overall, 51% of the faculty are scholarly faculty while 49% are professional faculty. Note that some professional faculty hold full professor titles but have creative instead of research expectations. Of the College's Fall 2024 faculty, 43% are tenured. This is down from 60% in Fall 2017, mostly due to retirements and replacement with more junior faculty. The Fall 2024 breakdown by title is:

Fall 2024 Faculty Titles		
Assistant Professor	13	15%
Associate Professor	17	20%
Full Professor	16	19%
Assistant-In	5	6%
Associate-In	4	5%
Lecturer	8	10%

Fall 2024 Faculty Titles		
Senior Lecturer	13	15%
Master Lecturer	1	1%
Clinical Professor	2	2%
Visiting Lecturers	5	6%
TOTAL	84	100%

This is a substantial shift from the last self-study where 78% of the faculty held assistant professor, associate professor and full professor titles (down to 58% now as the College has shifted to balance research and professional faculty).

The College's full-time faculty was 55% men and 45% women in Fall 2023, a 1% increase in men from Fall 2017. However, the current ratio of full professors is 50/50.

Overall, about 40% of the Fall 2023 faculty identify as non-White. That compares to about 30% in 2018. This included 46% of full professors, 47% of associate professors, and 83% of assistant professors who identified as non-White.

THE BREAKDOWNS ARE:

FACULTY Race / Ethnicity Fall 2023	
White	56.16%
Asian	13.70%
Black or African American	9.59%
Hispanic/Latino	9.59%
Nonresident Alien	5.48%
Two or more races	1.37%
Unknown	4.11%

Note: Fall 2023 is most recent data [available](#)

ADJUNCT Race / Ethnicity Fall 2023	
White	74.65%
Asian	3.52%
Black or African American	5.63%
Hispanic/Latino	11.97%
Nonresident Alien	2.11%
Two or more races	1.37%
Unknown	2.11%

Note: Fall 2023 is most recent data [available](#)

Overall, 23% of the adjuncts from Fall 2023 identified as non-White and 51% were male.

FACULTY TEACHING

In April 2023, the faculty approved revisions to the [CJC Tenure-Track Faculty Standards and Criteria](#), and in November 2021, the [Non-Tenure Track Faculty Standards and Criteria for Promotion](#) were created. Both standards specify that distinction in teaching requires student evaluations of faculty (using the University's official evaluation system) that are substantially above "average." Above average means scores that are 4.0 or above for instructor and course evaluations for 75% or more of the faculty member's course sections taught.

As included in Question 5, all department and College averages meet or exceed this standard.

FACULTY RESEARCH

Most CJC scholarly faculty are highly productive. The common criterion for research in the College is that faculty should have at least two publications in reputable journals in each annual review period. In fact, the [CJC Post Tenure Review Criteria](#) states that faculty should have eight to 10 peer-reviewed/refereed research articles to meet expectations over the five-year period. Over the review period of calendar years 2017 to 2023, faculty had a total of 716 publications. This total was the result of work from 48 scholarly faculty members (including any scholarly faculty who worked here during the review period). Consistently, the average has exceeded 2.0.

CJC PEER REVIEWED JOURNAL PUBLICATIONS			
	# Journals	# Faculty	Average
2017	68	32	2.1
2018	97	36	2.7
2019	103	36	2.9
2020	101	38	2.7
2021	110	35	3.1
2022	126	38	3.3
2023	111	39	2.8

It is difficult to compare the research productivity in this self-study to what was recorded in the previous self-study. The previous calculations included research in years 2010 to 2017, along with works under review, in-press, accepted and forthcoming. Therefore, it's more appropriate to look at the levels that have remained over 2.6 after 2017.

During the review period, faculty published in 224 journals across the various specialties. Of those, the median impact factor was 3.0. The top quarter of the College's journals had a minimum impact factor of 4.8 and the highest impact factor was 16.1 – NPI Digital Medicine. The most common journals faculty published in during this review period were:

- *Computers in Human Behavior* (n=20)
- *Patient Education and Counseling* (n=19)
- *Public Relations Review* (n=19)
- *International Journal of Business Communication* (n=17)
- *Health Communication* (n=17)
- *Journalism & Mass Communication Quarterly* (n=16)
- *New Media & Society* (n=13)
- *Journal of Interactive Advertising* (n=12)
- *Journal of Current Issues & Research in Advertising* (n=11)
- *Mass communication & Society* (n=11)

Given that grants are an important aspect of the University of Florida, the College has invested in additional grant support during this review period (e.g. hiring a new director of research administration with 16 years of experience in sponsored program administration and hiring an associate dean of research). However, similar concerns about the grant productivity calculations in the last self-study also lead to hesitancy in making comparisons. These totals were affected by the departure of some health communication faculty, as they were the most grant productive faculty. New health communication faculty were hired in 2024, and the past year the Research Division has worked to encourage grant seeking with all faculty, resulting in new levels of submissions from faculty in 2024. Below is the breakdown.

CJC GRANT PRODUCTIVITY*			
	# of Proposals	# of Awards	Awards Total
2017	62	13	\$2,663,104
2018	58	13	\$529,282
2019	50	7	\$590,971
2020	57	17	\$1,171,668
2021	67	15	\$2,384,001
2022	48	11	\$800,997
2023	30	13	\$518,956
TOTAL	375	89	\$8,658,979

*Calendar year

When considering the reputation of CJC faculty, it's important to consider where they are presenting. Most faculty hold active memberships in associations.

- 53% are members of AEJMC
- 41% are members of ICA
- 14% are members of BEA

CJC faculty had a total of 735 conference presentations during the review period. The number fluctuated over the years. The drops in 2020 and 2021 were COVID related. Roughly 10% of the papers accepted for presentation received awards.

CJC FACULTY RESEARCH CONFERENCE PRESENTATIONS AND RESEARCH PAPER AWARDS*								
	AEJMC	ICA	NCA	AAA	Health	Other	TOTAL	Awards
2017	30	17	2	2	8	16	75	7 (9%)
2018	26	31	3	0	19	20	99	11 (11%)
2019	23	26	4	11	36	29	129	15 (12%)
2020	21	25	4	5	12	18	85	14 (16%)
2021	33	26	5	10	6	13	93	16 (17%)
2022	35	52	6	14	5	17	129	14 (11%)
2023	38	38	5	9	1	34	125	16 (13%)
TOTAL	206	215	29	51	87	147	735	93 (13%)

*Calendar year

PART-TIME FACULTY (*Adjuncts and Graduate Student Teachers*)

In Fall 2024, there will be 136 part-time or adjunct professors scheduled to teach at CJC. Overall, they will bring an average of 19 years professional experience to the classroom and 79% are currently full-time working professionals. Eleven are currently graduate students, 10 work at UF and 11 have full-time staff positions at CJC. Most adjuncts teaching in Fall 2024 have at least a master's degree (74%). Most (89%) live in Florida with 62% local in Gainesville. Three adjuncts live internationally, and the rest come from 19 states. Overall, 23% of the adjuncts from Fall 2023 identified as non-White and 51% were male.

CJC PART-TIME FACULTY (Adjuncts and Graduate Student Teachers)	
Highest Degree	
Doctorate	22 (16%)
Master's	78 (57%)
Bachelor's	36 (26%)
CJC Graduate	
Yes	61 (49%)
Primary Residence	
In Gainesville	78 (62%)
In Florida (but not Gainesville)	33 (26%)
Across US	39 (31%)
International	3 (2%)
Class Format	
Online Asynchronous	46 (37%)
Online Synchronous	18 (14%)
Online Asynchronous and Online Synchronous	7 (6%)
In-Person and Online	20 (16%)
In-Person	29 (23%)
Race / Ethnicity (Fall 2023)	
White	106 (74.65%)
Asian	5 (3.52%)
Hispanic/Latino	17 (11.97%)
Nonresident Alien	3 (2.11%)
Unknown	3 (2.11%)

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

CJC follows all requirements and instructions set forth by article 12 of the [United Faculty of Florida Collective Bargaining Agreement](#) (starting on page 26) that describes faculty appointment requirements.

Full-time faculty searches are required to follow standard [University procedures](#). This is how they are applied in CJC:

1. **ADMINISTRATIVE APPROVAL** – All faculty searches must be approved by the provost/vice president, dean and department chair. Once the position is approved, the hiring authority (typically the department chair) selects a search committee chair, committee members, and an search adviser. The search committee chair and committee members are required to take the “GET251 Hiring at UF” course prior to the start of pre-search preparation. In the first meeting of the search committee, the dean or executive associate dean will give the committee their charge.
2. **PRE-SEARCH PREPARATION:** During the planning process, the main goal of the search committee and its chair is to develop a recruitment plan that includes the following:
 - The job description used to advertise the position
 - The basic qualifications all applicants must possess to be considered for the position
 - The advertising plan for the position
 - The criteria used to determine which applicants will be selected for interviews
3. **POSTING:** Positions are posted to the [University recruitment system](#) and [College website](#) and then shared with the appropriate national and international associations, organizations and third-party job boards.
4. **DURING THE SEARCH:** The search committee will:
 - Actively reach out to a broad pool of applicants, considering whether the demographics of the pool broadly reflect the national availability.
 - Determine who meets the minimum requirements stated in the advertisement for the position. The review of candidates continues to determine who will move forward for consideration.
 - Positions remain open until filled.
5. **INTERVIEWS:** Faculty positions consist of two rounds of interviews:
 - **First round of interviews:** This stage is typically conducted on Zoom with the larger pool of qualified candidates. Interview questions are determined by the search committee using the [Sample Interview Rubric](#) as a guide. Additional resources for interviews can be found on [CJC Recruitment and Hiring](#).
 - **Second round of interviews:** The original pool of candidates from the Zoom meetings will be consolidated to the top 3–4 people for on-campus interviews. This step typically lasts 1–2 days and the candidates meet with students, faculty, staff and administration. They also teach a class (or present a teaching philosophy) and/or give a research talk. The committee conducts reference checks on these on-campus finalists and makes a final recommendation to the dean, the executive associate dean, and the department chair. The executive associate dean extends an offer to the top selection.

Adjunct (part-time) faculty hires are handled on an as-needed basis. The University does not require formal searches for adjunct faculty, and the College does not conduct them. Instead, the hiring of adjuncts is handled by department chairs each semester. This means that offers are typically made in March for the summer and fall semesters, and September for spring. A database of qualified adjuncts is kept by each department chair, and many adjuncts return semester after semester. However, when a new adjunct is needed, the position can be posted on the [University recruitment system](#) and then shared in the appropriate networks. The chair will interview candidates and make an offer of hire. There is a set rate of \$4,000 for a 3-credit hour course for adjuncts teaching undergraduate courses.

Adjuncts have allowed us to add new and innovative courses, such as:

- **GAME-CHANGING ADVERTISING IDEAS (ADV):** taught by a creative and art director with 25+ years of global experience.
- **CROSS MEDIA SELLING (ADV):** taught by a digital marketing consultant with 15+ years of experience
- **REPORTING ON COLLEGE SPORTS (JOU):** taught by a nationally known leader in NIL issues — a lawyer who specializes in the business of sports.
- **AUDIENCE ENGAGEMENT (JOU):** taught by a digital editor who is currently overseeing audience analytics/engagement for a Florida newsroom.
- **MEDIA MANAGEMENT IN TV AND FILM STUDIES (MPMT):** taught by a producer and entrepreneur who recently worked for Netflix.
- **SPORTS MEDIA ENTREPRENEURSHIP (MPMT):** taught by the author of “Play the Game.”
- **LEADERSHIP THROUGH LISTENING (PUR):** taught by an award-winning communications expert with 30+ years of experience.
- **ENTERTAINMENT COMMUNICATIONS (PUR):** taught by a seasoned producer, studio and development executive with 20+ years of experience.

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

TENURED AND TENURE-TRACK FACULTY

Tenured and tenure-track faculty members are generally expected to spend 50%–55% of their time teaching, 30–40% in research and 10%–15% in service. The regular teaching load is two three-credit courses each fall and spring. This often includes two or three classes at the undergraduate level and one to two at the graduate level. Scholarly faculty also are expected to chair and serve on graduate committees (master’s and doctoral). Plus, they participate in service to the department, College, University and profession. Special provision is made for assistant professors, as they are expected to have fewer service responsibilities.

PROFESSIONAL FACULTY

Professional faculty members are generally expected to spend 75% of their time in teaching and 25% in service. This means that their typical teaching load is three three-credit courses in fall and spring. With a quarter of their time in service, many professional faculty support undergraduate students through supervising competitions, serving as faculty adviser for student groups and contributing the Innovation News Center (INC) or The Agency immersion venues.

TENURE AND/OR PROMOTION

Faculty members in each of the College’s four departments are expected to meet the same criteria for tenure and promotion. Candidates for tenure and promotion are asked to compile a record of achievement demonstrating distinction in at least two of three areas (depending on their effort allotment for their appointment): teaching, research and creative activities, and service. Details on the criteria for distinction in teaching, research and service activities can be found in CJC [Tenure-Track](#) and [Non-Tenure Track Faculty](#) Standards and Criteria. The University has [trainings, guides and support](#) available and the College holds regular sessions to discuss the process and expectations.

T&P for Scholarly Faculty

The sixth year is the typical year when CJC faculty apply for tenure. The University, however, also recognizes tenure when ready. The College provides an [annual calendar](#) that includes details about the process (and follows the [University calendar](#)). All candidates use the UF Online Promotion and Tenure (OPT) system (see template provided). It is the responsibility of the faculty member to ensure that their packet is complete and contains all the information pertinent to their case. The process starts with peer teaching reviews (different criteria for [in-person](#) and [online](#) peer teaching reviews) that must be completed by April 1. Chairs solicit letters from external reviewers over the summer and complete packets are due in the system by early September. The packet and letters go through a department review (with tenured faculty) and then the chair writes a letter. Next is a College review (with two representatives from each department) and a letter from the dean. Then it all goes to a University committee, the provost and president and then to the Board of Governors.

Promotion for Professional Faculty

Application for promotion for non-tenure track faculty typically occurs in the sixth year but can begin any time after the candidate's third-year review meeting with the department chair. The same procedures, timeline, and system are used.

MID-TERM REVIEW

In the spring of their third-year, faculty (scholarly and professional) are required to prepare a packet documenting their accomplishments in teaching, service and research and/or creative activities in the format used by candidates applying for promotion. The critical difference in the type of information provided for the mid-term assessment versus the actual promotion review is that outside letters of review will not be solicited. The [mid-term review process and calendar](#) are made available annually.

These packets are reviewed at the college level in the same manner as the sixth-year review. This review process is confidential to the extent provided by law and is internal to the College. Therefore, no written appraisal of the candidate shall be placed in the faculty member's evaluation file, included in the faculty member's subsequent promotion dossier or used in any way in future evaluations of the candidate for promotion.

The mid-term review provides the College and candidate with important benefits. It allows the college to provide feedback about a candidate's progress before seeking promotion in the sixth year. It also provides a way to ensure college standards of excellence regarding teaching, research and/or creative activities are understood. Finally, for tenure-track faculty, it helps the College to encourage candidates not making satisfactory progress toward promotion and tenure to find employment that is better suited to their talents and abilities.

POST-TENURE REVIEW

Tenured faculty at the University of Florida are expected to demonstrate sustained distinction through professional achievements in at least two areas, typically research and teaching. During the post-tenure review process, faculty will be reviewed based on their cumulative level of accomplishment and productivity over the previous five years relative to the faculty member's assigned duties in research, teaching and service (CJC research criteria can be found [here](#)). In CJC, faculty are ranked as exceeds, meets, does not meet or unsatisfactory.

For the post-tenure review, faculty are required to submit three PDF documents:

- A post-tenure review packet (a pre-populated packet from the University that includes reported effort, teaching evaluations, sponsored projects for the last five years and UF graduate committee activity).
- A CV
- Narrative descriptions of their accomplishments in teaching and research/creative.

RENEWAL OF APPOINTMENTS

Faculty appointments are for nine months (approximately 39 consecutive weeks) or 12 months.

As specified in the [Collective Bargaining Agreement](#), faculty appointments are handled consistently across the University.

Tenured faculty shall be renewed annually unless terminated for just cause subject to the limitations set forth in Article 27, Disciplinary Action and Job Abandonment (page 118). The terms of the renewal of the appointment shall be consistent with the appointment in which the faculty member was granted tenure or permanent status or prior renewal.

Tenure-accruing faculty members will be renewed annually until the end of the tenure probationary period unless the faculty member receives an overall “unsatisfactory” evaluation on their annual performance evaluation.

Professional Faculty, who are not tenured or tenure-accruing, may be non-renewed. The faculty member will be given a reason for the decision and an opportunity to appeal to the dean.

SALARIES

The dean sets the initial salary, which must fall under certain university job classification criteria and must be approved by the provost. Salary increases are available under four circumstances:

- Cost-of-living increases awarded by the state.
- Salary equity adjustments. The CJC [process and criteria](#) are available and requests must be made by Oct. 1.
- Retention offers made by the dean after receiving written proof of a competing offer and approval by the provost.
- Merit pay.

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

Commonly, full-time faculty are provided at least one trip per year for professional development in their hire letters. However, many faculty travel to multiple conferences that focus on scholarship and teaching around the globe thanks to a generous endowment given to the College. The major conference events routinely attended by faculty include:

- Association for Education in Journalism and Mass Communication (AEJMC)
- International Communication Association (ICA)
- National Communication Association (NCA)

Faculty also attended events relevant to their field and focus, including (but not limited to) conferences from these organizations:

- | | |
|---|---|
| • American Academy of Advertising (AAA) | • International Public Relations Research (IPRRC) |
| • American Journalism Historians Association (AJHA) | • Investigative Reporters and Editors (IRE) |
| • Association for Marketing and Health Care Research (AM&HCR) | • National Association of Black Journalists (NABJ) |
| • Broadcast Education Association (BEA) | • National Association of Hispanic Journalists (NAHJ) |
| • European Media Management Association (EMMA) | • Online News Association conference (ONA) |
| | • Public Relations Society of America (PRSA) |

CJC stimulates effective teaching through:

- A new faculty orientation that introduces faculty to the resources available and provides them with College contacts.
- An [onboarding website](#) that provides resources for faculty and staff to assist them from before they start through their first-year. It also provides a semester checklist to help ensure that deadlines aren't missed.
- A [CJC buddy system](#) that provides new faculty and staff with a contact in their department. This person helps them navigate their first 90 days.
- The [CJC Faculty Mentoring Program](#), a collaborative process that involves ongoing conversations about professional goals and the best strategies for achieving those goals.

UF resources include:

- [UF Instructor Guide](#) provides chapters with details about teaching at UF in one location.
- [Policy on Syllabi](#) along with an outline of all the required content.
- [Canvas Quick Start Guide](#) gives guidance on how to set up Canvas, how to communicate with students, how to add content, and how to grade. Workshops and consultations are also offered.
- [Tips for teaching during unexpected disruptions](#) (e.g. pandemics, hurricanes)
- [Learning Innovation Technologies](#) for teaching, such as [Virtual Whiteboards](#), [Artificial Intelligence](#), [Extended Reality](#). Sample projects are also included.
- [Teaching Abroad](#) details every aspect from developing a program to how to manage the program budget.
- [Global Teaching](#) provides support for faculty looking to incorporate global content into their on-campus classes.
- [Sustainable Development Goals in the Classroom](#) provides a variety of resources available to faculty to help them introduce goals into the classroom.
- [Teaching Beyond the Podium Podcast Series](#), now in its fifth season, features UF faculty and staff as they discuss tips and strategies for creating a quality learning experience.

UF trainings for teaching include:

- [First Year Teaching Academy](#) that offers workshops throughout the year.
- [Passport to Great Teaching](#) is a professional development program that lets participants choose activities that are most relevant, including “core” activities and “electives.”
- [The Interface Teaching Conference](#) offers faculty, staff, TAs, GAs, and post-docs innovative teaching and learning approaches in interactive breakout sessions. This single-day event showcases sessions tailored to incorporate Artificial Intelligence (AI) into teaching and learning.
- [Faculty Learning Communities \(FLCs\)](#) are peer-led groups of faculty, staff, and graduate students who engage in an active, collaborative, year-long program structured to provide encouragement, support, and reflection. This includes:
 - [Harnessing AI for Teaching and Learning](#), which collectively explores the transformative potential of artificial intelligence (AI) for teaching and learning.
 - [Affordable Access for Student Success](#), which provides resources for faculty to make their courses as financially inclusive as possible by eliminating or substantially lowering course material costs.
 - [Student peer-review process](#), which offers an opportunity to interact with their peers in a constructive way, engage deeply with the course material, and be a key part of the evaluative process.
 - [RiTL](#), which is a reading, learning, and writing community centered on teaching-as-research: the deliberate, systematic, and reflective use of research methods to develop and implement teaching practices that advance the learning experiences and outcomes of students and teachers.

TEACHING AWARDS AND RECOGNITION

CJC Teaching Awards

- **CJC TEACHER OF THE YEAR:** Faculty can self-nominate by submitting a full packet that includes student evaluations, a teaching philosophy, and an eight-page supporting document that outlines important teaching aspects like innovation, inclusion, technology use, and impact. The CJC winner is the College nominee for the UF Undergraduate Teacher of the Year.
- **CJC ADJUNCT TEACHER OF THE YEAR:** To be eligible, an adjunct must have taught at least one course during the review period.
- **THE JULIE DODD OUTSTANDING GRADUATE STUDENT TEACHING AWARD:** This award recognizes the accomplishments of award-winning Journalism Professor Julie Dodd, one of the finest graduate student teachers in the College's history. Dodd, who retired in 2016, epitomized the value of great teaching.

UF Teaching Awards

- **UF TEACHER/SCHOLAR OF THE YEAR:** This is the oldest and most prestigious award offered to UF faculty. It honors a faculty member whose scholarship or creative activity is recognized both nationally and internationally as innovative and pace-setting and whose teaching and mentoring are both exemplary.
- **UF UNDERGRADUATE TEACHER OF THE YEAR:** Honors a full-time faculty member who demonstrated innovation in course design and/or instruction and excellence by standard evaluations of students, instructors, courses, and observation by peers and department chairs. CJC faculty have been named UF Teacher of the Year three times in the past five years and seven times since the program began in 2000.
- **GRADUATE STUDENT TEACHING AWARD:** Each semester, departments can nominate one graduate student who was instructor of record for at least one course.

UF Center for Teaching Excellence Awards

- **RISING STAR AWARD:** Honors faculty who demonstrate ongoing educational improvements and teaching excellence by actively participating in professional development activities through the Center for Teaching Excellence.
- **AI AWARDS:** Honors UF educators who have made significant contributions using AI in teaching and learning.
- **EXEMPLARY ONLINE COURSE AWARD:** Recognizes exemplary and innovative practices in online teaching and course production. To be eligible, courses must have 80% or more of the content and activities available to students online.
- **ONLINE EDUCATOR OF THE YEAR AWARD:** Recognizes exemplary online teaching that includes high-quality course design and effective online instructional delivery methods relevant to student engagement, student learning gains, and student satisfaction.

4. 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.

When faculty are hired, their letter of offer includes appointment specifics. This includes identifying the start date, department home and salary, and it specifies if it is a nine-month or 12-month position. Depending on the position, the letter includes a paragraph about job responsibilities and special conditions. These vary by type of position. All 79 faculty in the CJC are either scholarly or professional faculty. Assignments are made by the chairs or dean/executive associate dean in the case of administrators or certain 12-month faculty members.

SCHOLARLY FACULTY (N=46)

There are two main types of scholarly faculty. Each has standard teaching, research and service expectations. A variation from these standards is typically due to taking a course release that was provided upon hire, a [sabbatical](#), or through a [course buyout](#) from research grants. However, if a scholarly faculty member is not productive in research for an extended period of time, they may be reassigned to a higher teaching or service load to maintain equity with other tenured faculty members. Plus, service expectations are typically lower for pre-tenured faculty. The job responsibilities listed in offer letters for scholarly faculty commonly states:

“As discussed during your interview, the principal duties and responsibilities assigned to this position are to conduct scholarly research, teach undergraduate courses, teach and supervise graduate students, mentor undergraduate and graduate students, engage in governance and other service activities, participate in online education as appropriate, and contribute to the diversity and internationalization of the college and university.”

- **TENURED/TENURE-TRACK FACULTY**

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 and/or international level. n=44

- **STEM FACULTY**

Faculty in STEM positions are commonly hired with a one course per semester teaching load and a much higher research expectation that includes publications and grants. Oftentimes, these positions are also supported by the College of Medicine. n=2

PROFESSIONAL FACULTY, PROFESSIONAL-IN-RESIDENCE AND INSTRUCTIONAL FACULTY (aka non-tenure-track faculty) (N=33)

There are three main types of professional faculty. Each has standard teaching and service expectations. A variation from these standards is typically due to taking a course release due to additional service responsibilities or through a course buyout from research grants. The job responsibilities listed in offer letters for professional faculty commonly states:

“As discussed during your interview, the principal duties and responsibilities assigned to this position are to teach undergraduate courses, teach and supervise graduate students (if assigned), mentor undergraduate and graduate students (if assigned), engage in governance and other service activities, participate in online education as appropriate, and contribute to the diversity and internationalization of the college and university.”

- **LECTURERS**

For professional lecturers, the workload is typically at least three courses per semester with service that is visible at the national or international level, or to the College, University or community. Variations in workloads may be made based on performance or heavier assignments in one area over the other. n=22

- **CLINICAL PROFESSORS**

Clinical professors are also professional faculty. Their teaching load, however, is two classes a semester and service. The two clinical professors currently in the College are focused on growing the field of public interest communications. n=2

- **ASSISTANT IN AND ASSOCIATE IN**

As of January 2024, nine in-unit staff in the Innovation News Center and Division of Media Properties were reclassified to faculty positions. Their workload typically includes teaching at least the equivalent of two courses a semester and service (a combination of responsibility for media content, governance, and external engagement). n=9

- 5. 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.**

In reviewing the online examples of self-study examples, we found there are two ways to operationalize this calculation. The first considers all sections of a core course to be a single course.

Percentage of Core and Required Courses Taught by Full-Time Faculty		
Academic Year	Number of Courses	Percent Taught by FT Faculty
2021-2022	50	84.0%
2022-2023	50	78.0%
2023-2024	59	84.8%

The second operationalization looks at each section of a course independently.

Percentage of Core and Required Courses Taught by Full-Time Faculty		
Academic Year	Number of Sections	Percent Taught by FT Faculty
2021-2022	438	30.1%
2022-2023	436	28.7%
2023-2024	470	30.8%

With 470 sections of core courses offered last year, it is impractical to have all sections taught exclusively by full-time faculty. However, our staffing plan ensures that the primary responsibility for teaching remains with our full-time faculty. This is achieved by having all core courses either taught by full-time faculty, led by a full-time faculty member or chair, or developed and maintained online by a full-time faculty member.

Due to this comprehensive approach, we believe that the course calculation accurately reflects our College's percentages. Nonetheless, we recognize areas for improvement. Department chairs and administrators have devised a plan that includes closely monitoring teaching assignments, assessing course sizes, creating a graduate course rotation, having department curriculum committees review syllabi, and inquiring about core course preferences from search candidates.

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

According to the [University of Florida Collective Bargaining Agreement](#), each faculty member's performance shall be evaluated annually. This evaluation is written by the faculty member's chair or direct supervisor when administrative appointments change the reporting structure. The annual evaluation includes the assigned duties for the fall and spring semesters of the current academic year and the preceding summer terms if the faculty member had an appointment in a summer term.

THE PROCESS AT CJC

At the start of each January (CBA required before Jan. 15), the executive associate dean emails all faculty notifying them that their annual faculty self-evaluation is to be completed in Digital Measures by April 15 (this date is set by the CBA). An example of a Digital Measures evaluation form is [available here](#). Multiple reminder emails are sent to faculty before the deadline. Faculty committees or other individuals submitting evaluative data that may be relevant to the annual evaluation must report to the chair no later than May 15.

No later than July 15, the chairs or direct supervisors provide faculty members their written annual evaluation along with a copy of the faculty member's annual report. Faculty are offered the opportunity to discuss the evaluation with the chair or direct supervisor prior to its being finalized. The evaluation is signed and dated by the person performing the evaluation and by the faculty member being evaluated, who may attach additional comments to the evaluation.

The evaluation identifies accomplishments and any major performance deficiencies and, if any such deficiency has been identified, written feedback is provided to assist the faculty member in improving his/her performance. A faculty member may appeal an annual evaluation any time after the date of presentation but no later than Aug. 31.

THE CRITERIA AT CJC

Details on the criteria for teaching, research and service activities can be found in the CJC [Tenure-Track](#) and [Non-Tenure Track Faculty](#) Standards and Criteria.

TEACHING

In accordance with individual assignments, the review of faculty teaching performance will include:

A. Teaching and other instructional activities, such as:

- Regular class instruction, including instruction in laboratory and professional work settings, and supervision, evaluation and grading of class-related work.
- Direction of and serving on committees for student projects (for example, dissertations, theses, competitions, projects, independent studies, etc.) This is not an expectation if it is not an expressed part of the faculty member's assignment.
- Student advising.
- Training and supervision of graduate and/or teaching assistants.
- Curriculum and program development.
- Other teaching-related activities, e.g., research related to teaching; organization and participation in seminars on teaching; continuing education in the form of workshops and campus teaching-improvement programs.
- Organizing and conducting credit and non-credit workshops for practicing professionals.

B. Student Evaluations:

Each undergraduate and graduate course requires enrolled students to complete a course evaluation through the University system GatorEvals. Students are notified of the evaluation and given approximately two weeks to complete it, closing before the beginning of the final exam period. These [evaluations](#) include student self-evaluation questions (e.g. How would you rate your participation), instructor evaluation questions (e.g. The instructor explained material clearly and in a way that enhanced my understanding) and course evaluation questions (e.g. The course fostered regular interaction between student and instructor). There are also free response questions (e.g. What additional constructive feedback can you offer the instructor that might help improve the course?), supplemental questions for

online courses (e.g. Course content is presented and structured in a logical, consistent, and organized manner) and supplemental lab questions (e.g. The instructor explained material clearly and in a way that enhanced my understanding). All questions are five-point strongly disagree to strongly agree scales. Faculty and administrators are provided anonymous responses following the finalization of the grading period and the [quantitative results](#) are made public the following semester.

Ordinarily, faculty ratings from the University's official evaluation system should be substantially above "average," that is, mean scores are 4.0 or above for instructor and course evaluations for 75% or more of the course sections taught.

Faculty who are underperforming will discuss this with their chair and likely be recommended to the [UF Center for Teaching Excellence](#).

The following tables provide the College and department averages during the review period.

Evaluations of teaching in the College for all semesters from Fall 2018 through Spring 2024 (see figures below) show that the College's average rating is above 4.00 for all semesters. This rates as "very good" on the university's five-point scale.

NOTE: number = year, **I** = instructor and **C** = course.

GatorEvals: COLLEGE OF JOURNALISM AND COMMUNICATIONS

Semester	18 I	18 C	19 I	19 C	20 I	20 C	21 I	21 C	22 I	22 C	23 I	23 C	24 I	24 C
Spring	n/a	n/a	4.30	4.21	4.45	4.25	4.46	4.30	4.53	4.37	4.52	4.32	4.51	4.31
Summer	n/a	n/a	4.36	4.28	4.24	4.38	4.48	4.30	4.40	4.24	4.43	4.26		
Fall	4.23	4.16	4.41	4.21	4.44	4.26	4.37	4.20	4.48	4.28	4.46	4.26		

GatorEvals: ADVERTISING

Semester	18 I	18 C	19 I	19 C	20 I	20 C	21 I	21 C	22 I	22 C	23 I	23 C	24 I	24 C
Spring	n/a	n/a	4.42	4.31	4.53	4.36	4.43	4.31	4.56	4.37	4.54	4.35	4.53	4.30
Summer	n/a	n/a	4.45	4.37	4.66	4.40	4.40	4.21	4.44	4.28	4.48	4.36		
Fall	4.07	4.05	4.40	4.14	4.44	4.24	4.52	4.35	4.52	4.33	4.37	4.24		

GatorEvals: JOURNALISM

Semester	18 I	18 C	19 I	19 C	20 I	20 C	21 I	21 C	22 I	22 C	23 I	23 C	24 I	24 C
Spring	n/a	n/a	4.56	4.43	4.48	4.28	4.37	4.21	4.72	4.67	4.52	4.28	4.45	4.26
Summer	n/a	n/a	4.55	4.43	4.42	4.25	4.31	4.19	4.42	4.25	4.23	4.07		
Fall	4.52	4.41	4.46	4.23	4.47	4.28	4.55	4.42	4.47	4.31	4.41	4.23		

GatorEvals: MEDIA PRODUCTION, MANAGEMENT AND TECHNOLOGY

Semester	18 I	18 C	19 I	19 C	20 I	20 C	21 I	21 C	22 I	22 C	23 I	23 C	24 I	24 C
Spring	n/a	n/a	4.19	4.05	4.47	4.20	4.40	4.18	4.45	4.21	4.48	4.27	4.51	4.28

GatorEvals: MEDIA PRODUCTION, MANAGEMENT AND TECHNOLOGY

Semester	18 I	18 C	19 I	19 C	20 I	20 C	21 I	21 C	22 I	22 C	23 I	23 C	24 I	24 C
Summer	n/a	n/a	4.37	4.19	4.58	4.31	4.43	4.23	4.59	4.38	4.58	4.32		
Fall	4.30	4.13	4.38	4.13	4.34	4.13	4.37	4.17	4.44	4.17	4.50	4.22		

GatorEvals: PUBLIC RELATIONS

Semester	18 I	18 C	19 I	19 C	20 I	20 C	21 I	21 C	22 I	22 C	23 I	23 C	24 I	24 C
Spring	n/a	n/a	4.27	4.23	4.31	4.21	4.57	4.39	4.49	4.32	4.52	4.33	4.54	4.35
Summer	n/a	n/a	4.18	4.19	4.24	4.13	4.34	4.61	4.35	4.19	4.44	4.23		
Fall	4.30	4.10	4.36	4.24	4.38	4.24	4.54	4.38	4.49	4.30	4.51	4.29		

RESEARCH

Research is expected to be peer-reviewed or juried and demonstrate high standards of relevance, continuity, accomplishment and significance. A common criterion for research in the College is that faculty should have at least two publications in reputable journals in each annual review period. This is not quantified in the College documents, but it is in the [bylaws](#) for one of the departments and post-tenure review criteria.

CREATIVE

The evaluation of creative work is to consider the work's contribution to the field, the venue and audience reach, professional recognition and innovation.

SERVICE

Highest priority for service includes:

- Service directly related to the professional/scholarly expertise of the faculty member.
- Service to the college and university through work and leadership on committees.
- Service to public schools and community colleges in Florida.

ADJUNCT FACULTY

A strong group of qualified adjunct faculty has helped us deliver core courses and specialized topics to students. Adjunct faculty typically hold a master's degree and have substantial professional and/or teaching experience, however, only a bachelor's degree and substantial professional experience is required. Eleven staff members in the college also teach as adjunct faculty. Teaching evaluations for all adjunct faculty are reviewed each semester. If there are concerns, chairs meet with them and make recommendations for improvement and/or removal from teaching that course. Adjunct faculty who are doing a great job can be recommended for the annual CJC Adjunct Teaching Award.

In addition, doctoral students with significant professional and/or teaching experience or those who have served as a teaching assistant in a course under the supervision of a full-time faculty member also teach for us. All teaching assistants are evaluated by the professor the student assisted. The evaluation is co-signed by the chair and the student and provided to the Graduate Studies Division for the student's file. Doctoral students who underperform as reflected in the student evaluations of teaching will be directed to the [UF Center for Teaching Excellence](#). An example of the evaluation form is available [here](#).

7. For the grid that follows: 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 the review period (for example, new faculty and retired faculty).

Time period: Calendar years 2017 – 2023

Scholarship, Research, Creative and Professional Activities	Total CJC*	Individuals				
		Assistant Professors (n=25)	Associate Professors (n=22)	Full Professors (n=19)	Other Faculty** (n=38)	Totals (n=157)
External Awards and Honors	65	8	11	22	24	65
UF Awards and Honors		7	8	14	8	37
CJC Awards and Honors	35	8	9	8	10	35
Research Paper Awards	91	41	39	16	0	96
CJC Grant Awards	103	42	28	22	12	106
External Grant Awards	96	24	27	31	16	98
External Grant Proposals	379	117	77	124	87	405
Refereed Journal Articles	680	261	233	219	2	718
Non-Refereed Journal Articles	11	3	8	0	0	11
Law Articles	69	1	6	47	16	70
Refereed Conference Proceedings	11	4	3	5	0	12
Scholarly Books	4	1	3	0	0	4
Edited Volume	6	0	0	6	0	6
Textbooks	13	0	2	11	0	13
Popular Press Books	11	0	1	9	1	11
Book Chapters	91	17	27	44	5	93
Book Reviews	15	3	2	10	0	15
Encyclopedia Entries	11	5	4	2	0	11
Public Scholarship	56	8	20	10	19	57
Invited Academic Presentations	166	41	58	47	20	166
Refereed Conference Presentations	708	293	267	200	9	769
Invited Conference Presentations	150	39	64	30	24	157
Professional Presentations	151	3	46	38	73	160
Media Mentions	311	53	61	171	26	311

* Co-authored work is counted as a single publication in the CJC totals. However, if, for example, two members of the faculty are co-authors on the same journal article, it would be reported as a publication for both authors.

** Includes all full-time faculty who do not hold listed ranks, such as lecturers. Most faculty in this category hold appointments without significant research or creative requirements. NOTE: Totals were calculated for individuals who were CJC full-time faculty and for their rank at the time of activity.

- 8. List in a separate digital file the scholarly, research, creative and professional activities of each member of the full-time faculty during the review period. Limit to 10 per faculty member through the review period. The unit has the option of providing a complete list in an additional separate digital file. (Full-time faculty refers to those defined as such by the unit.) If including faculty who have since left the unit, please note the departure. Professional service activities should be reported in Standard 8.**

This information is [available here](#).

- 9. 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 review period. Give one-sentence descriptions detailing the academic achievements of each sabbatical.**

SABBATICALS AND PROFESSIONAL DEVELOPMENT LEAVE

Sabbaticals and Professional Development Leave (PDL) are granted to eligible faculty members to permit them to engage in intensive programs of research and/or study, to enable them to further their research or other creative activities, to improve teaching skills, and to enhance the university's distinction and a faculty member's value to the university.

As outlined in the [CBA](#) (page 70), the University will allocate 140 one-semester, full pay sabbaticals/PDLs each fiscal year for members of the bargaining unit. The University will distribute this sabbatical/PDL allocation to each of the colleges in proportion to the number of eligible faculty in each college. These one-semester full-pay sabbaticals can be split into two-semester half-pay sabbaticals. All one-semester sabbaticals allocated in the College must be awarded before any second semester sabbatical add-ons can be awarded.

SABBATICAL ELIGIBILITY: Full-time tenured faculty members with at least six years of full-time service at UF who have not taken a sabbatical within the last six years. Faculty members may apply in the year prior to being eligible.

PROFESSIONAL DEVELOPMENT LEAVE (PDL) ELIGIBILITY: Full-time faculty members with six or more years of service at UF, except faculty who are serving in tenure-accruing or tenured positions. Once eligible, faculty members may receive a PDL once every six years of full-time service. PDL assignments normally are one semester in length, but individuals may propose other approaches (a summer stipend, support for other professional development activities that do not fit a standard semester schedule, internship support, etc.).

SABBATICAL AND PDL PROCESS: Each year, the Provost's Office provides the Dean's Office with two memos: (1) initiates and outlines the sabbatical process and (2) initiates and outlines the professional development process. Both memos are distributed to all faculty in September. Faculty must first apply to their department chair by Oct. 15, and those endorsed will go to the CJC Sabbatical/PDL Committee (an elected committee with one faculty member from each department). Committee-recommended applications go to the dean for review and those recommended by the dean will be forwarded to the Associate Provost's Office by Dec. 8. The dean is notified of approvals by Jan. 15 and the faculty member has until Jan. 31 to accept or decline. Applications are for one semester.

Proposed projects should be relevant to CJC's instructional and research missions. In reviewing the applications, consideration should be given to:

- Whether the proposal advances the abilities of the faculty member to contribute significantly to the distinction and success of the University.
- Whether the proposed project is appropriate to meet the stated goals of the sabbatical to enhance the faculty member's research, creative activities, teaching skills and/or professional development.

Applications include:

- A 750-word description of the activities proposed for the award period, including (1) the location where these activities will take place, (2) any anticipated supplementary income, and (3) a statement of the benefits of the proposed activities to the University, the profession, and to you relevant to the instructional and research missions of the applicant's unit.
- A current CV.
- A 750-word description of the proposed activities if a second semester is requested.
- Documentation (invitation letters, publishing contracts, etc.) that will strengthen a proposal.

Copies of the PDL memo, sabbatical memo, UF sabbatical and PDL guidelines and sabbatical leave application are [available here](#).

A sabbatical/PDL may be postponed for a semester or a year, either at the request of the faculty member or by the University. A faculty member denied a sabbatical/PDL is free to submit a new application the following year. A faculty member must return to the University for at least one academic year following the completed sabbatical/PDL. Return to the University of salary received during the sabbatical/PDL may be required if the faculty member fails to meet this obligation.

A written report of the employee's accomplishments during the sabbatical/PDL is due to the chair with a copy to the dean within 30 days of the end of the sabbatical/PDL. Anyone who received two semesters must provide a report on each semester separately.

OTHER TYPES OF LEAVE

All leaves that apply to faculty are included in the [CBA](#) (page 76). Plus, UF has details available [online](#). The UF HR and the CJC HR are also available to assist with questions and processes.

SICK LEAVE: Faculty accrue 4 hours of sick time per pay period.

VACATION LEAVE: 12-month faculty accrue 6.769 hours of vacation leave per pay-period.

ADMINISTRATIVE LEAVE: The [UF HR website for Administrative Leaves](#) includes details on the following types of leave: Athletic Competition, Bereavement, Civil Disorder or Disaster, Domestic Violence Absence, Florida Disaster Volunteer, Jury Duty and Court Appearances, Official Emergency Closing and Voting.

LEAVE PROGRAMS: The [UF HR website for Leaves](#) includes additional information about leaves such as: FMLA, Military Leave, Parental Leave, and Extended Leaves of Absence.

DURING THE REVIEW PERIOD

Eleven faculty took a leave of absence and 20 took a sabbatical or Professional Development Leave during the review period.

Leave of Absence (various amounts of time)	
2023-2024	Eric Esterline
2023-2024	Jinping Wang
2022-2023	Mary Ann Ferguson
2022-2023	Linjuan Rita Men
2021-2022	Elizabeth Calienes

Leave of Absence (various amounts of time)	
2021–2022	Mary Ann Ferguson
2021–2022	Sriram Kalyanaraman
2018–2019	Kathleen Kelly
2018–2019	Linjuan Rita Men
2017–2018	Linjuan Rita Men
2017–2018	Bernell Tripp

SABBATICAL ACCOMPLISHMENTS

2023–2024 (1)

Michael Leslie (Spring 2024)

Dr. Leslie laid the foundation for a media observatory on race at the Universidad del Valle del Cauca, in Cali, Colombia.

2022–2023 (7)

Huan Chen (Fall 2022 but only until Nov. 1)

Dr. Chen served as the lead guest editor for two special issues: the Special Issue on AI and Social Media Advertising in the Journal of Interactive Advertising (2022) and the Special Issue on New Technologies in Advertising Research and Practice in the Journal of Business Research (2022).

Janice Krieger (Fall 2022)

Dr. Krieger submitted and received a U01 from NCATS to advance translational communication on the topic of clinical trials throughout the state. She also worked to cultivate opportunities for international collaboration with other health and science communication centers and executed an MOU with the International Research Centre for the Advancement of Health Communication at Hong Kong Polytechnic University.

Jasmine McNealy (Fall 2022 & Spring 2023)

Dr. McNealy initiated and completed collaborative and individual studies and experiences focused on artificial intelligence, emerging technology, and governance.

Churchill Roberts (Spring 2023)

Dr. Roberts completed his film “Discovering the Kingdom of Women,” a story about women in Mosuo, China, one of the few matrilineal societies in the world.

Tim Sorel (Spring 2023)

Professor Sorel filmed portions of his feature-length documentary “PANS vs. Goliath” in California, Massachusetts and Nevada.

Kim Walsh-Childers (Fall 2022 & Spring 2023)

Dr. Walsh-Childers completed writing/co-authoring three book chapters, completed the editing of a book, conducted a systematic review of U.S.-focused content and framing analyses of COVID-19 news coverage and conducted more than a dozen interviews for a qualitative study of U.S. journalists' experiences covering COVID-19.

Frank Waddell (Fall 2022 & Spring 2023)

Dr. Waddell conducted several academic research studies on the effects of AI-generated journalism, published several papers on AI and journalism and supervised two Ph.D. students through their dissertation proposal and comprehensive exams.

2021-2022 (2)

Yu-Hao Lee (Fall 2021 & Spring 2022)

Dr. Lee engaged in multiple international collaboration research projects, resulting in a \$100,000 external grant, 12+ research articles and 11 invited talks.

Linjuan Rita Men (Fall 2021 & Spring 2022)

Dr. Men co-edited a book titled "Current trends and issues in internal communication: Theory and practice" published by Palgrave Macmillan and co-edited a special issue "Internal Communication during the COVID-19 Pandemic" for the Journal of Communication Management.

2020-2021 (1)

Sylvia Chan-Olmsted (Fall 2020 & Spring 2021, delayed to Spring 2021 & Fall 2022)

Dr. Chan-Olmsted completed two major research projects in Global Media Brand Trust Scales Development and in Trustworthy AI Systems for News Production, which have also resulted in multiple refereed publications.

2019-2020 (2)

Sriram Kalyanaraman (Fall 2019 & Spring 2020)

Dr. Kalyanaraman explored global research collaborations, did several invited research talks, and organized demos in setting up an immersive technology ecosystem in various locations around the world.

Jon Morris (Fall 2019)

Dr. Morris worked on the development of the role of emotional response in advertising and marketing communication to advance the fMRI model of emotional response and to secure funding sources for the second phase of his research.

2018-2019 (4)

Sandra Chance (Spring 2019)

Professor Chance explored the intersection of the First Amendment and the public's right to know to author multiple law publications with the hope that this work provides a framework for future legislation, protecting the rights of citizens and journalists to know what their government is doing and their First Amendment rights to communicate with public officials.

Ann Christiano (Fall 2018)

Professor Christiano completed research to write a proposal for a now-contracted textbook on public interest communications; transitioned into directing and publicly launching the Center for Public Interest Communications, including initiating funded research partnerships with the Bill & Melinda Gates Foundation, the International Labour Organization and other campus partners; and published “The Science of What Makes People Care” with Annie Neimand, the Center’s research director, in the Stanford Social Innovation Review — the magazine’s most read article.

Norm Lewis (Fall 2018 & Spring 2019)

Dr. Lewis facilitated a 10-month teaching-and-research residency as a Fulbright Scholar at Gulf University for Science and Technology in Kuwait and publication of four studies in peer-reviewed journals and one chapter in an academic book.

Wayne Wanta (Fall 2018)

Dr. Wanta wrote the book “The Public and the National Agenda: How People Learn About Important Issues,” to serve as a reference guide to educators and students in six Arab Gulf States: Bahrain, Kuwait, Oman, Qatar, Saudi Arabia and the United Arab Emirates.

2017–2018 (3)**Amy Jo Coffey (Spring 2018 & Fall 2018)**

Dr. Coffey, with a co-author, conducted research for and began writing a media analytics textbook (published in 2023); presented a paper and spoke on a panel on analytics topics at the World Media Economics and Management Conference (Cape Town, South Africa); finished two other writing projects, a sole-authored piece published in the International Journal on Media Management titled “Challenging Assumptions about Ownership and Diversity: An Examination of U.S. Local Television Newsroom Personnel,” as well as an invited book chapter (also sole-authored), “Research Traditions in Media Economics,” in A Research Agenda for Media Economics; served as a visiting professor and researcher in media management at the Universidad de Navarra in Pamplona, Spain; and taught online courses and worked with adjunct faculty to develop courses within the CJC Online masters’ program in audience analytics, for which she was program director at the time.

Kathleen Kelly (Fall 2017 and Spring 2018)

Dr. Kelly worked on updating her book “Effective Fund-Raising Management” that was originally published in 1998 with the publisher Taylor & Francis.

Cynthia Morton (Fall 2017)

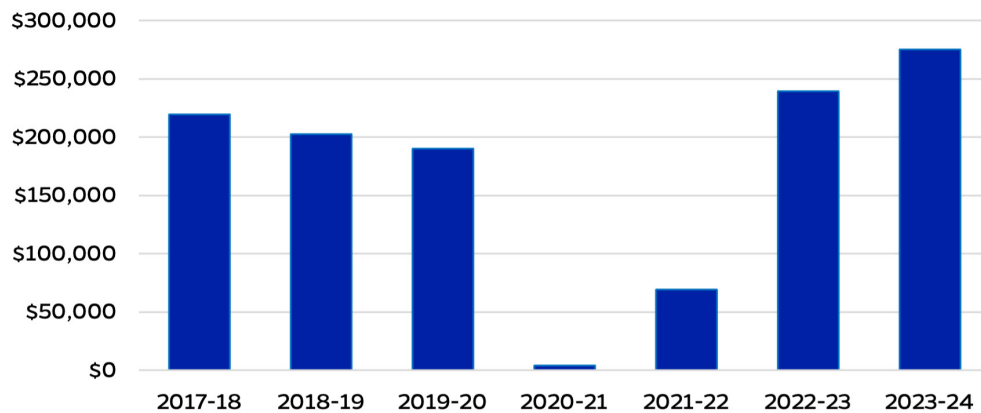
Dr. Morton worked on advancing an existing research agenda about sexual health efficacy and self-advocacy among mature-aged women that included four research investigations – two that intend to test advertising presentation and copy messages and two that intend to take a closer look at the scripts that mature-aged women need to initiate conversations with their partners and their doctors.

10. Describe travel funding, grant support, or other methods or programs the unit uses to encourage scholarship, research, and creative and professional activity. List faculty who have taken advantage of those programs during the review period.

TRAVEL SUPPORT

Travel funding for faculty is largely the purview of the departments. Each faculty member is promised at least one trip per year to present research or creative works or for professional development. College-level funds are also provided from endowments to supplement resources when departmental resources are limited. Funding totals for faculty travel on an annual basis since the last accreditation cycle is provided below. Note that the 2020–2021 and 2021–2022 dips were due to COVID impacts on travel and conferences being moved to virtual. Not including the two COVID years, the average amount of travel per faculty member ranged from \$2,927 (2018–2019) to \$4,048 (2023–2024).

FACULTY TRAVEL



While these amounts are down from the previous self-study, an investigation into the previous calculations indicate that previous totals included all travel – not just faculty travel (e.g. travel for the dean, students and College visitors including job candidates).

During the review period, the following faculty members have been awarded a total of \$1,200,301.36 in travel and conference funding from the departments and College (note that 2023–2024 is as of 6/1).

2017–2018 Faculty who used Department/College Travel Support

Advertising	Journalism	MPMT	Public Relations
Jordan Alpert Huan Chen Carla Fisher Robyn Goodman Tom Kelleher Eunice Kim Janice Krieger John Morris Cynthia Morton Debbie Treise Michael Weigold	Clay Calvert Dave Carlson Sandra Chance John Freeman Sriram Kalyanaraman John Kaplan Norm Lewis Herbert Lowe Mindy McAdams Ron Rodgers Matt Sheehan Ted Spiker Bernell Tripp Frank Waddell Kim Walsh-Childers Wayne Wanta	James Babanikos Sylvia Chan-Olmsted Amy Jo Coffey Eric Esterline Yu-Hao Lee Jasmine McNealy Dave Ostroff Andy Selepak Tim Sorel Houston Wells	Ann Christiano Marcia DiStaso Linda Hon Kathleen Kelly Spiro Kiouis Moon Lee Rita Men Deanna Pelfrey John Wright Kay Tappan

2018–2019 Faculty who used Department/College Travel Support

Advertising	Journalism	MPMT	Public Relations
Jordan Alpert Huan Chen Carla Fisher Robyn Goodman Benjamin Johnson Tom Kelleher Janice Krieger Cynthia Morton Debbie Treise	Moni Basu Ted Bridis Clay Calvert Dave Carlson John Freeman Joanna Hernandez Sriram Kalyanaraman Norm Lewis Frank LoMonte Herbert Lowe Mindy McAdams Ron Rodgers Matt Sheehan Ted Spiker Bernell Tripp Frank Waddell Kim Walsh-Childers Wayne Wanta	Sylvia Chan-Olmsted Roxane Coche Amy Jo Coffey Eric Esterline Yu-Hao Lee Michael Leslie Jasmine McNealy Dave Ostroff Jieun Shin Tim Sorel Houston Wells John Wright Iman Zawahry	Natalie Asorey Carma Bylund Marcia DiStaso Linda Hon Myiah Hutchens Spiro Kiouis Moon Lee Rita Men Mickey Nall Deanna Pelfrey

2019–2020 Faculty who used Department/College Travel Support

Advertising	Journalism	MPMT	Public Relations
Jordan Alpert Raegan Burden Lissy Calienes Huan Chen Juliana Fernandes Carla Fisher Benjamin Johnson Robyn Goodman Tom Kelleher Janice Krieger John Morris Cynthia Morton Kasey Windels	Moni Basu Clay Calvert John Freeman Rachel Grant Joanna Hernandez Sriram Kalyanaraman Norm Lewis Frank LoMonte Herbert Lowe Mindy McAdams Ron Rodgers Ted Spiker Bernell Tripp Frank Waddell Kim Walsh-Childers	Roxane Coche Amy Jo Coffey Eric Esterline Yu-Hao Lee Jasmine McNealy Tim Sorel Houston Wells Kun Xu	Natalie Asorey Carma Bylund Ann Christiano Chris Chu Marcia DiStaso Jay Hmielowski Myiah Hutchens Spiro Kiousis Moon Lee Rita Men Mickey Nall Deanna Pelfrey

2020–2021 Faculty who used Department/College Travel Support

Advertising	Journalism	MPMT	Public Relations
Jordan Alpert Raegan Burden Huan Chen Mariano German-Coley Robyn Goodman Dan Windels Kasey Windels	Clay Calvert Joanna Hernandez Norm Lewis	Amy Jo Coffey	Spiro Kiousis Rita Men Nyree Wright

2021–2022 Faculty who used Department/College Travel Support

Advertising	Journalism	MPMT	Public Relations
Jordan Alpert Huan Chen Juliana Fernandes Carla Fisher Robyn Goodman Mariano German-Coley Tom Kelleher Cynthia Morton Dan Windels Kasey Windels	Ted Bridis Clay Calvert Rachel Grant Joanna Hernandez Harrison Hove Norm Lewis Herb Lowe Mindy McAdams Matt Sheehan Ted Spiker Frank Waddell	Roxane Coche Eric Esterline Dave Ostroff Tim Sorel Geoff Thompson Houston Wells	Natalie Asorey Angela Bradbery Chris Chu Marcia DiStaso Pat Ford Jay Hmielowski Myiah Hutchens Mickey Nall Kiousis Spiro Rita Men

2022–2023 Faculty who used Department/College Travel Support			
Advertising	Journalism	MPMT	Public Relations
Lissy Calienes Huan Chen Yang Feng Juliana Fernandes Carla Fisher Robyn Goodman Benjamin Johnson Janice Krieger Won-Ki Moon Cynthia Morton Kasey Windels	Cynthia Barnett Clay Calvert Rachel Grant Joanna Hernandez Harrison Hove Norm Lewis Herbert Lowe Mindy McAdams Seungahn Nah Matt Sheehan Ted Spiker Frank Waddell Celeste Wagner Kim Walsh-Childers	Sylvia Chan-Olmsted Roxane Coche Amy Jo Coffey Eric Esterline Michael Leslie Jieun Shin Tim Sorel Geoff Thompson Houston Wells Kun Xu Iman Zawahry	Angela Bradbery Christine Bucan Christen Buckley Ann Christiano Chris Chu Marcia DiStaso Jay Hmielowski Myiah Hutchens Spiro Kiouis Rita Men Carrie Miller Mickey Nall

2023–2024 Faculty who used Department/College Travel Support*			
Advertising	Journalism	MPMT	Public Relations
Lissy Calienes Huan Chen Yang Feng Juliana Fernandes Robyn Goodman Benjamin Johnson Won-Ki Moon Cynthia Morton Kasey Windels	Jane Bambauer Ted Bridis John Freeman Rachel Grant Joanna Hernandez Harrison Hove Sriram Kalyanaraman Norm Lewis Herbert Lowe Mindy McAdams Seungahn Nah Matt Sheehan Ted Spiker Bernell Tripp Celeste Wagner Kim Walsh-Childers	Sylvia Chan-Olmsted Roxane Coche Amy Jo Coffey Eric Esterline Yu-Hao Lee Michael Leslie Jasmine McNealy Dave Ostroff Churchill Roberts Andy Selepak Jieun Shin Tim Sorel Geoff Thompson Houston Wells Kun Xu Iman Zawahry	Natalie Asorey Angela Bradbery Christine Bucan Christen Buckley Chris Chu Marcia DiStaso Pat Ford Rebecca Frazer Jay Hmielowski Myiah Hutchens Spiro Kiouis Rita Men Mickey Nall

*Staff recently promoted to faculty in the Innovation News Center did not travel from 2023–2024.

FACULTY RESEARCH SUPPORT

The CJC Research Division strongly supports excellence in research and creative activities, including:

FUNDED RESEARCH: The division assists in the entire sponsored-research lifecycle, including identifying funding opportunities, assisting with proposal preparation and submission, overseeing award administration, and supporting the closeout process.

SURVEYS AND RESEARCH PARTICIPANT PAYMENTS: Purchasing survey services from an external third-party supplier (e.g. Prolific or Connect) and participant remuneration through physical or electronic gift cards are handled by the division.

RISK ASSESSMENT: New technology, hardware or software requires a risk assessment, and the division aids in navigating the process within UFIT acceptable-use guidelines.

RESEARCH MEETINGS & WORKSHOPS: Over the fall and spring semesters' research meetings, presentations and workshops are held to bring together faculty, staff and students to discuss all aspects of research.

STRATEGIC INITIATIVES: The Research Division helps with UF and CJC Strategic Initiative opportunities, from proposal development to fund administration.

INTERNATIONAL INITIATIVES: Support for College-wide international initiatives in research and teaching includes providing strategic program support for the development of established and emerging international programs in the College.

RESEARCH SPACE: The CJC Research Lab has 10 research carrels for experiments, an open space for interaction, an office, and a living room. CJC is currently seeking estimates to also improve the technology and purchase additional research tools. Also located in the Research Lab is the Media Effects & Technology Lab (METL), which has been focused on immersive technology, particularly virtual reality and augmented reality.

RESEARCH & CREATIVE GRANTS AND AWARDS

During the review period, the Research Division awarded scholarly and professional faculty a total of \$403,992 in grants and awards. This is recorded in the nine opportunities below.

NOTE: * = Professional Faculty

1. **THE CJC DEAN'S SEED AWARD** is awarded annually to stimulate original communication(s) research, applied research, and creative activities that lead to the pursuit of sponsored research funding. All full-time permanent CJC faculty members are eligible to apply.

CJC Dean's Seed Award			
2016-17	Huan Chen	\$4,200	
2016-17	Yu Hao Lee	\$3,450	
2016-17	Jasmine McNealy	\$2,270	
2016-17	Yulia Strekalova*	\$6,000	
2016-17 Subtotal			\$15,920
2017-18	Jordan Alpert & Huan Chen	\$5,863	
2017-18	Churchill Roberts*	\$6,038	
2017-18	Rita Men	\$3,600	
2017-18 Subtotal			\$15,501

CJC Dean's Seed Award			
2018-19	Jieun Shin	\$5,000	
2018-19	Churchill Roberts*	\$2,500	
2018-19	Carma Bylund	\$4,237	
2018-19	Norm Lewis	\$1,950	
2018-19	Roxanne Coche	\$2,500	
2018-19 Subtotal			\$16,187
2019-20	Norm Lewis	\$3,950	
2019-20	Churchill Roberts*	\$2,595	
2019-20	Kim Walsh-Childers	\$6,566	
2019-20	Kun Xu	\$5,000	
2019-20 Subtotal			\$18,111
2020-21	Juliana Fernandes	\$3,360	
2020-21	Benjamin Johnson	\$6,612	
2020-21 Subtotal			\$9,972
2021-22	Roxane Coche	\$5,250	
2021-22	Chris Chu	\$2,667	
2021-22	Janice Krieger	\$10,225	
2021-22	Frank Waddell	\$3,097	
2021-22 Subtotal			\$21,239
2022-23	Celeste Wagner	\$7,600	
2022-23	Won-Ki Moon	\$6,500	
2022-23	Lissy Calienes*	\$6,000	
2022-23 Subtotal			\$20,100
2023-24	Yang Feng	\$6,100	
2023-24	Jinping Wang	\$3,351	
2023-24 Subtotal			\$9,451
		TOTAL	\$126,481

2. **THE CJC GRAHAM HEALTH/SCIENCE COMMUNICATION RESEARCH AWARD** is awarded every other year to support research projects in health and science communication in pursuit of sponsored research funding. All full-time permanent CJC faculty members are eligible to apply.

CJC Graham Health/Science Communication Research Award			
2016-17	Debbie Treise	\$7,160	
2016-17 Subtotal			\$7,160
2018-19	Tim Sorel*	\$9,400	
2018-19	Janice Krieger	\$10,000	
2018-19	Kim Walsh-Childers	\$10,000	
2018-19	Tom Kelleher	\$600	
2018-19 Subtotal			\$30,000
2020-21	Debbie Treise	\$770	
2020-21 Subtotal			\$770
2021-22	Jordan Alpert	\$10,000	
2021-22	Jay Hmielowski & Chris Chu	\$9,650	
2021-22	Frank Waddell & Graduate Student	\$6,000	
2021-22 Subtotal			\$25,650
2023-24	Won-Ki Moon & Benjamin Johnson	\$10,000	
2023-24 Subtotal			\$10,000
TOTAL			\$73,850

3. **THE CJC TIMELY TOPIC RESEARCH AWARD** supports research on current issues by providing CJC faculty with funding that undergoes a rapid review and award to allow for quick data collection. All CJC faculty are eligible to apply.

CJC Timely Topic Research Award			
2021-22	Rachel Grant	\$500	
2021-22	Frank Waddell	\$923	
2021-22	Huan Chen	\$550	
2021-22	Myiah Hutchens	\$1,000	
2021-22 Subtotal			\$2,973
2022-23	Won-Ki Moon	\$1,000	
2022-23	Yuan Sun	\$1,000	
2022-23 Subtotal			\$2,000
TOTAL			\$4,973

4. **THE CJC COLLABORATIVE SCHOLAR AWARD** was a one-time award sponsored by a donor to support costs associated with research data collection for CJC faculty conducting research with CJC graduate students (the faculty member was expected to lead the co-authored study).

CJC Collaborative Scholar Award			
2019-20	Jordan Alpert	\$603	
2019-20	Huan Chen	\$603	
2019-20	Roxane Coche	\$603	
2019-20	Juliana Fernandes	\$603	
2019-20	Jay Hmielowski	\$603	
2019-20	Benjamin Johnson	\$603	
2019-20	Tom Kelleher	\$603	
2019-20	Rita Men	\$603	
2019-20	Cynthia Morton	\$603	
2019-20	Mike Weigold	\$603	
		TOTAL	\$6,030

5. **THE CJC RESEARCH/CREATIVE SUMMER AWARD** provides one full-time CJC faculty member a summer salary award to stimulate original communication research and creative activities to encourage the pursuit of sponsored funding.

CJC Research/Creative Summer Award			
2017-18	Ron Rodgers	\$5,000	
2018-19	Rita Men	\$7,000	
2019-20	Tim Sorel*	\$7,000	
2020-21	Kasey Windels	\$7,000	
		TOTAL	\$26,000

Note: This award is being revised to enhance participation.

6. **THE CJC PROFESSIONAL SUMMER AWARD** is designed to provide a full-time CJC faculty member an opportunity for a high-quality, state-of-the-art professional experience in an industry setting and in a geographic location outside the faculty member's normal work environment.

CJC Professional Summer Award			
2019-20	Harrison Hove*	\$7,000	
2019-20	Tim Sorel*	\$7,000	
2020-21	Moni Basu*	\$7,000	
2021-22	Iman Zawahry*	\$7,000	
2022-23	Herb Lowe*	\$7,000	
		TOTAL	\$35,000

7. **THE CJC FACULTY RESEARCH AWARD** annually recognizes one faculty member for their research quality and quantity over the previous calendar year. The award is presented at the College Awards Banquet and the money is not required to be used on research expenditures.

CJC Faculty Research Award			
2017-18	Carla Fisher	\$1,000	
2017-18	Janice Krieger	\$1,000	
2018-19	Huan Chen	\$1,000	
2018-19	Carma Bylund	\$1,000	
2019-20	Linjuan Rita Men	\$2,000	
2020-21	Kun Xu	\$2,000	
2021-22	Jordan Alpert	\$2,000	
2022-23	Jieun Shin	\$2,000	
2023-24	Huan Chen	\$2,000	
		TOTAL	\$14,000

8. **THE UNDERGRADUATE UNIVERSITY SCHOLAR AWARD** is designed to introduce undergraduate students to academic research. Teamed with a faculty member, students pick their topic, initiate research during the summer and continue investigating throughout the following academic year. Scholars receive a \$1,750 stipend to support their research efforts and the faculty mentor receives a \$500 stipend per student to use as needed to support the student's research. Over the review period, CJC supported 22 undergraduate student and faculty partnerships.

Undergraduate University Scholar Award			
2017-18	Sriram Kalyanaraman	\$1,000	
2017-18	Moon Lee & Benjamin Johnson	\$500	
2017-18 Subtotal			\$1,500
2018-19	Sriram Kalyanaraman	\$1,500	
2018-19	Yulia Strekalova*	\$500	
2018-19 Subtotal			\$2,000
2019-20	Sriram Kalyanaraman	\$500	
2019-20	Benjamin Johnson	\$1,000	
2019-20	Yulia Strekalova*	\$500	
2019-20 Subtotal			\$2,000
2020-21	Roxanne Coche	\$500	
2020-21	Jay Hmielowski	\$500	
2020-21	Jasmine McNealy	\$500	
2020-21 Subtotal			\$1,500
2021-22	Benjamin Johnson	\$1,000	
2021-22 Subtotal			\$1,000
2022-23	Benjamin Johnson	\$500	
2022-23	Jieun Shin	\$500	
2022-23 Subtotal			\$1,000
2023-24	Myiah Hutchens	\$500	
2023-24	Marcia DiStaso	\$500	
2023-24	Benjamin Johnson	\$1,000	
2023-24 Subtotal			\$2,000
TOTAL			\$11,000

9. **THE DEPARTMENTS AND CENTERS SUPPORT RESEARCH AND CREATIVE PROJECTS.** Each year, the departments and centers provide support on an as-needed basis and/or for specific projects. (CTMT = Center for Trust in Media and Technology)

Departments & Centers Research and Creative Support				
MPMT	2017-18	Amy Jo Coffey	\$142	
2017-18 Subtotal				\$142
CTMT	2019-20	Sylvia Chan-Olmsted	\$5,000	
ADV	2019-20	Jon Morris	\$1,278	
2019-20 Subtotal				\$6,278
CTMT	2020-21	Sylvia Chan-Olmsted	\$1,500	
MPMT	2020-21	Sylvia Chan-Olmsted	\$4,000	
CTMT	2020-21	Jay Hmielowski	\$5,000	
CTMT	2020-21	Jay Hmielowski	\$3,050	
CTMT	2020-21	Myiah Hutchens	\$1,500	
CTMT	2020-21	Benjamin Johnson	\$5,000	
ADV	2020-21	Tom Kelleher	\$500	
CTMT	2020-21	Jasmine McNealy	\$5,000	
CTMT	2020-21	Rita Men	\$5,000	
CTMT	2020-21	Jieun Shin	\$5,000	
CTMT	2020-21	Frank Waddell	\$5,000	
2020-21 Subtotal				\$40,550
CTMT	2021-22	Jay Hmielowski	\$1,950	
CTMT	2021-22	Myiah Hutches	\$3,500	
CTMT	2021-22	Seungahn Nah	\$1,500	
MPMT	2021-22	Tim Sorel*	\$715	
2021-22 Subtotal				\$7,665
PUR	2022-23	Chris Chu	\$1,616	
PUR	2022-23	Jay Hmielowski	\$6,007	
PUR	2022-23	Myiah Hutches	\$1,065	
CTMT	2022-23	Yang Feng	\$2,150	
CTMT	2022-23	Jasmine McNealy	\$2,500	
CTMT	2022-23	Seungahn Nah	\$1,500	
2022-23 Subtotal				\$14,838
PUR	2022-23	Rebecca Frazer	\$6,067	
PUR	2022-23	Jay Hmielowski	\$15,554	
PUR	2022-23	Myiah Hutches	\$10,599	
PUR	2023-24	Rita Men	\$275	
CTMT	2023-24	Yang Feng	\$890	
CTMT	2023-24	Seungahn Nah	\$2,000	
Subtotal				\$35,385
TOTAL				\$104,858



PART II: **STANDARD 6** **STUDENT SERVICES**

College of Journalism
& Communications
UNIVERSITY of FLORIDA

Part II: Standard 6, Student Services

EXECUTIVE SUMMARY

The College of Journalism and Communications prides itself on the extensive services it provides students in their “career continuum,” from recruiting to graduation. CJC provides support for each step in their academic journey, including building an academic roadmap, providing one-on-one counseling, offering unrivaled experiential opportunities, and extensive career planning and placement services.

The College’s Professional Advising and Teaching Hub (PATH) is the primary location for support services for undergraduate students. This centralized services suite houses the College’s academic advising team, the Office of Careers and Corporate Partnerships and the Knight Division for Scholarships and Student Inclusion. It also provides remote workspace for the college librarian and the Career Connections Center’s Pathway coaches to meet the students where they are.

The PATH office is the starting point for prospective students, undergraduates, families and community groups. It is the central location to find out more about the College and the opportunities it provides, guidance on coursework, assistance with a personal or financial crisis, information on financial aid, career advice, etc.

To ensure CJC was providing the optimal experiences for its students, the College created the assistant dean for student experience role in 2019. Dr. Katrice Graham, director of the Knight Division, has been serving in that role since 2021. The assistant dean for student experiences’ responsibilities include overseeing the Knight Division, supervising the Office of Careers and Corporate Partnerships, and serving as liaison to the directors of the College’s various immersion opportunities. The position also oversees student involvement activities, including the more than 25 student organizations.

The College maintains continuous communication with students through a variety of digital, print and in-person platforms to ensure they are aware of policies, procedures, opportunities for academic and professional growth, and more. (Communication examples are [available here](#).)

1. Complete and insert here Table 9, “Student Aid.”

STUDENT AID		
	2022-2023	2023-2024
Total amount of scholarship dollars from funds controlled by UF	\$3,058,239.00	\$2,736,474.00
Number of students receiving scholarships from funds controlled by UF	654	590
Median individual scholarship from funds controlled by institution	\$2,500.00	\$3,000.00
Total amount of scholarship dollars from funds controlled by unit	\$507,579.00	\$554,800.00
Number of scholarships given from funds controlled by unit	194	209
Total amount of Loans accepted by CJC Undergrads	\$4,164,718.00	\$3,849,094.00
Number of students with accepted Loans	420	387
Median individual Loan Amount	\$7,500.00	\$7,405.00
UNDERGRADUATE ASSISTANTSHIPS OR WORK-STUDY APPOINTMENTS		
Number of students holding appointments	30	40
Range of stipends	\$87.18 – \$13,526.00	\$357.22 – \$10,832.00

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 100% compliance with the requirements. Provide digital files of advising guides, manuals, newsletters or other internal communication with students. Describe availability and accessibility of faculty to students.

The University of Florida provides multiple resources to ensure that students are aware of graduation requirements. These resources include the [university catalog](#), their [ONE.UF](#) account, a self-service program to register for classes, see schedules and grades, etc., and college resource aids.

Each student has access to their degree requirements via their [ONE.UF](#) account. When they log in, they can access their degree audit. The degree audit displays all their degree requirements and clearly displays the requirements that are met and the ones that are remaining. In addition to allowing students to monitor their progress, students can degree shop and see how the courses they’ve completed would count toward progress in a different major. This is useful for students who may want to change the course of their studies with minimal delay in their commencement timeline.

The [ONE.UF](#) system will also display any holds the student may have. Holds can be applied to a student’s files for financial, procedural, or academic obligations that will impact the ability to register for classes, access transcripts, participate in student activities, or receive a diploma. The system will display the name of the hold, instructions to remove the hold, and contact information for the department that added the hold.

The College of Journalism and Communications also offers access to academic advisers that specialize in the requirements for the four baccalaureate programs: Advertising, Journalism, Media Production, Management,

and Technology, and Public Relations. The academic advising team provides students with an advising syllabus, a checklist of items to complete each semester during their degree journey. They also provide an [academic plan](#) to assist students in planning their individual semester plans, including electives, minors, dual degree, study abroad, and more.

The College is committed to providing students with timely and effective academic and career preparation resources. Opportunities for assistance and coaching are offered in multiple formats (see question 4).

ACADEMIC ADVISING

The Academic Advising team, all professional advisers, is housed in the Professional Advising and Teaching Hub (PATH) office suite (the associate dean for undergraduate affairs, a faculty member, oversees the advising activities for the College). The team consists of six residential advisers, four UF Online advisers, and a graduate assistant. Two of the advisers are focused on first- and second-year students and immersion experiences. Four advisers are dedicated to each of the four residential majors and four are dedicated to each of the online majors.

Advisers are primarily responsible for working directly with students from the time they are admitted to the university to degree completion. Advisers work directly with current and prospective students about academic/degree requirements as well as college and institutional regulations. Advising includes:

- Course planning and creation of a four-year academic plan (or in the case of transfer students, a two-year plan)
- Interpretation of the degree audit and critical tracking requirements
- Interpretation of standardized test scores and course equivalencies
- Evaluation and approval of requests to change majors
- Planning for minors, dual degrees, and combination degrees
- Understanding requirements for graduation, including graduating with honors
- Planning for study abroad, transient student coursework, Flexible Learning (distance) coursework
- Special needs related to wellness and support, making referrals as need to the Dean of Students Office, Counseling and Wellness Center, and the Disability Resource Center
- Schedule adjustments (drop/add), including retroactive withdrawals
- Understanding college and university petitions processes
- Identification of college and university student organizations

Residential students are able to visit advisers by appointment or as a walk-in on Mondays, Tuesdays, Wednesdays and Fridays between 8:30 a.m. and 3:30 p.m. On Thursdays, office hours are between 12:30 p.m. and 3:30 p.m. to allot time for weekly advising meetings and petition committee meetings. During advanced registration, appointment services are suspended to accommodate the increased walk-in traffic. UF Online students may schedule virtual appointments Monday through Friday from 9 a.m. to 4 p.m. except for Thursdays. Thursday UF Online office appointments are held from 12:30 p.m. to 4 p.m.

FACULTY HOURS

The University of Florida, Florida Statue 1012.945 and the Collective Bargaining Agreement require faculty to “provide students predictable access” outside of scheduled class time. This is provided through the mechanism of office hours. The policy also requires that each faculty member hold a minimum of two hours of office hours per week, and that those hours be posted in a conspicuous location, such as the syllabus or Canvas page. Office hours should be held on campus and during reasonable times of the day. Virtual office hours may be specified, and faculty who teach fully online courses to non-residential students must also maintain consistent and predictable office hours. Office hours may not be limited to by-appointment only.

On average in Spring 2024, CJC faculty spent 4.5 hours per week in their offices meeting with students.

Our faculty syllabi display office hours and can be found [here](#).

The official office-hour policy can be viewed [here](#).

STUDENT COMMUNICATION

The College offers a variety of communication channels to keep students informed about its policies, activities, and requirements, including:

E-newsletters

The Knight Division publishes a weekly e-newsletter, The Knight Division Digest, to keep the student body informed of the opportunities available within the college and through the university and surrounding community. The email is forwarded to a student listserv that automatically subscribes any undergraduate student currently enrolled in the College of Journalism and Communications. All of the department chairs, academic advisers, and interested faculty members are included on the mailing list.

The College sends a monthly newsletter – [Student Communigator](#) – to all students during the first week of every month during the school year. The Student Communigator includes information on events, academic and professional opportunities, news about the College and profiles of students, faculty and staff. CJC also sends a Weekly Update on Mondays with events and opportunities for that upcoming week.

Examples of e-newsletters are [available here](#).

Advising emails

Throughout the term, PATH office sends announcements and reminders to the student body. These emails include items such as reminders of registration deadlines, changes in advising hours, or action items for graduating seniors.

Examples of advising announcements are [available here](#).

Student News

The CJC website includes a [news page](#) tailored toward students that contains announcements and updates. The information is displayed in reverse chronological order and is searchable.

College Calendar

The College website includes an [event calendar](#) accessible to both students and the general public. Each event profile can be linked for ease of sharing by faculty, staff, and students. All college-sponsored events, such as guest speakers, forums, and celebrations, are added to the calendar.

University Catalog

Every school year, the University creates a [catalog of academic requirements](#). The university honors the requirements that a student received when they matriculated to the university. Should a degree program change its requirements, those requirements will only impact the cohorts matriculating after the change. So if a student entered the university during the 2021–2022 school year, and a new course becomes required for their major in 2023, they will not be impacted by the change because they are only required to meet the requirements as listed in the 2021–2022 catalog. All students entering under the 2023–2024 catalog will be obligated to complete the newly required course.

Each major and certificate program is featured with its own page in the catalog. On a major's page is a description of the major, its specializations, required coursework, model semester plan, and learning outcomes. The page also provides links to the department's website.

In addition to degree requirements, the catalog provides official university rules, policies, and regulations. All students must abide by the most recent catalog of rules, policies, and regulations. An archive of catalogs can be [found here](#).

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, and any changes or adjustments made because of the findings.

The associate dean for undergraduate affairs oversees the College's 10 advisers – six in-residence advisers, four UF Online advisers, and one part-time graduate student adviser.

The associate dean meets weekly with all of the advisers to discuss and update any advising issues. The associate dean also meets every two weeks with the in-residence advisers, and once a month with the online advisers to review issues specific to their areas.

Approximately four years ago, the University of Florida initiated the "UF Engaged" policy, where supervisors meet individually with their employees quarterly and assess the employees' performance. The review consists of three parts: (1) Document progress, events, and accomplishments; (2) Indicate areas where good performance can be elevated or where improvement is needed and provide a plan of action, if necessary; and (3) Identify goals, needed career/skill development, and growth opportunities. As of May 2024, the University stipulated that the UF Engaged assessment will now be done every six months.

The College measures the effectiveness of its advisers by the evaluations that students are asked to fill out after every advising session. Though the response rate is not high (about 15% – 22%), it provides a good sense of what students think of advisers and their advising sessions. As a whole, in 2023–2024, 94.7% of students who completed the survey said that they Strongly Agree or Agree that they were satisfied with their advising session.

Post-Advising Survey

Students log into the advising system electronically prior to meeting with an adviser in-person or virtually. Once the adviser has closed the student's file, the student receives an automated survey to rate their experience.

Below is a list of the survey questions and a chart displaying advising traffic, survey responses and overall satisfaction per semester.

UF ADVISING CASE MANAGEMENT POST-ADVISING SURVEY QUESTIONS (as of Summer 2024)	
Responses: Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree	
1	Overall, I am satisfied with my advising session.
2	My adviser reviewed strategies to assist with meeting my academic goals.
3	My adviser acted professionally and appropriately during the advising session.

UF ADVISING CASE MANAGEMENT POST-ADVISING SURVEY QUESTIONS (as of Summer 2024)

Responses: Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree

4	My adviser reviewed my current academic status (e.g. timely graduation date, on-track or off-track, probation, etc.).
5	My adviser clearly explained rules and procedures that related to my situation.
6	My adviser clearly communicated my requirements (to be on track, to graduate, for double major, etc.).
7	My adviser asked questions that made me think about my academic decisions.
8	My adviser made me feel comfortable in the advising session.
9	My adviser referred me to appropriate resources related to the topics we covered.
10	My adviser was realistic and honest with me.
11	My adviser allowed sufficient time for our advising session.
12	My adviser took time to listen to my questions, comments, and concerns.

CJC ADVISER SESSIONS AND SURVEY RESPONSE*

Semester	# of Advising Sessions	# of Students Taking Survey	% Positive responses (Strongly Agree/Agree)
Summer 2024	629	15	100%
Spring 2024	2053	269	91.6%
Fall 2023	2081	353	96.3%
Summer 2023	833	84	97.6%
Spring 2023	1962	299	97.32%
Fall 2022	2061	451	98.89%
Summer 2022	821	141	96.45%
Spring 2022	2165	413	96.13%
Fall 2021	2255	538	97.4%
Summer 2021	983	195	94.36%
Spring 2021	2287	471	92.78%

*The UF Online advisers' students never enter the virtual lobby, so they don't receive the survey. The online advisers are supposed to manually enter survey responses into Salesforce after each appointment but that does not happen consistently. The College is working with UF IT on a system where students with online advisers automatically receive the survey after each session.

4. Describe student professional organizations or other extracurricular 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. Do not duplicate information already included in Standard 2 (Curriculum and Instruction).

STUDENT ORGANIZATIONS

The College has two officially sponsored student organizations, the Journalism and Communications Ambassadors (JCAs) and the Graduate Students in Mass Communications Association (GSMCA). Officially sponsored student organizations are those that are registered with the office of Student Activities and Involvement, do not charge dues and receive financial support from the College. As sponsored student organizations, their operations are deemed an extension of the services of the College. For example, the Journalism and Communications Ambassadors serve as tour guides and hosts for college visitors, high school panels, and College events.

The University allows for non-college sponsored student organizations to register with the Office of Student Activities and Involvement (SAI) as general registered student organizations (GRSO). This registration process requires a certain level of membership participation, training of officers and compliance with university policies in exchange for access to campus resources. CJC allows all registered student organizations with a focus on journalism and communications careers to book meeting room space in Weimer Hall.

CJC promotes journalism and communications-focused student organizations during the College's Student Involvement Days, in CJC's [Thrive Guide](#), and in individual advising sessions when students are seeking opportunities for involvement and professional development. Descriptions of each of the student organizations in the communications industry and student organization contact information is displayed on the [student organization page](#). The university maintains a [searchable database](#) for all registered student organizations, regardless of whether they are service, career, or leisure oriented. This allows students from any major to find organizations that align with their goals and interests.

Each fall and spring semester, the College hosts a Student Involvement Day event, planned by the Knight Division for Scholarships and Student Inclusion. This event is held mid-week, from 10 a.m. to 2 p.m. in the College's atrium and lawns. All student organizations that are affiliated with journalism and communications' careers can register for this free event. In addition, CJC invites the University's Career Connections Center, Gatorwell and all immersive learning experiences the opportunity to register as well. Registered organizations are provided a table and tablecloth to promote membership to their organizations.

The Knight Division handles promotion of the event, marketing on the College's digital monitors, the student news website, social media, the monthly Student Communicator, and the Weekly Update and weekly Knight Division e-newsletters. The Knight Division also provides participation cards to students. The cards increase engagement by allowing students to receive a stamp from each table they visit. Once they garner several stamps, they are able to receive treats. If they complete all 10 stamp slots, they enter a raffle for prizes.

Participation in the Student Involvement Fair decreased when the campus reopened after the pandemic. However, it has since rebounded with the highest levels of engagement since the event's inception. The table below displays the number of students who utilize the meal ticket cards given to increase event engagement and the number of organizations that hosted a table. Table hosts were a combination of student organizations, immersive learning venues, and campus resource offices.

STUDENT INVOLVEMENT FAIR PARTICIPATION		
Semester	Meal Tickets Used	# of Org Tables
Fall 2017	128	28
Fall 2018	155	23
Fall 2019	187	22
Fall 2020 (Virtual)	1,107 video engagements; 151 participants	19
Spring 2021 (Virtual)	554 video engagements, 137 unique users	21
Fall 2021	71 (post COVID – live w/ masks required)	21
Spring 2022	106 (post COVID- live w/ masks optional)	23
Fall 2022	188	23
Spring 2023	147	30
Fall 2023	234	28
Spring 2024	207	25

NBCU ACADEMY EVENTS AND RESOURCES

In 2022, the College was selected to join the [NBCU Academy](#) as the second cohort of academic partners. CJC is one of only 46 partners nationwide.

As a part of this program, CJC received \$175,000 to spend over a two-year period, including \$25,000 toward the purchase of a Ross Overdrive, an automated broadcast production control system, to improve the technology students use in the Innovation News Center. The other \$150,000 was distributed as scholarship funding to two cohorts of students who were selected to participate in an NBCU Academy Fellowship program. Program participants were selected based on a series of eligibility requirements. Eligibility required a minimum 3.0 GPA, academic standing as a junior, senior or master's student, work samples and a statement on their passion for inclusive storytelling and how it aligns with their career goals. Program participants were required to participate in multiple workshops each semester.

The program also offered NBCU-sponsored learning resources that CJC professors were able to use in the classroom. They provided virtual career workshops and collaborated to provide guest speakers for programming sponsored by the College. For example, CJC in 2023 hosted an Inclusive Storytelling Workshop, and NBCU flew NBC correspondent Ron Allen to Florida to lead the workshop with more than 50 student participants, visit journalism classes for Q&A sessions, and serve as a guest for the College's student-led talk show, Knight Talks.

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.

In 2020, thanks to a generous donation from one of the College's alumni, CJC launched the Office of Careers and Corporate Partnerships (OCCP) to build internship and career pipelines to top employers, promote graduates to potential employers and provide career preparation and planning resources for students and recent graduates. The OCCP, staffed by a full-time director and marketing analyst and part-time graduate assistant, provides the following services to students and employers:

- Two [career fairs](#), one held in the fall and one in the spring
- Free posting on the College's [jobs and internship database](#)
- Virtual and in-person recruiting opportunities
- Connections to students via guest lectures or workshop hosting
- [Mentorship opportunities](#)
- Access to career readiness resources for students and CJC alumni

CAREER PLANNING

The OCCP's in-person career fairs provide 300–400 students each semester with an opportunity to meet directly with employers representing a range of disciplines. The College introduced a virtual career fair during the pandemic and continued to offer that opportunity to expand the recruitment opportunities available to employers and students. In 2020–2021, the virtual fairs were operated by UF's Career Connection Center. In 2023–2024, CJC invested in its own virtual platform that allowed students to meet one-on-one with employers and/or drop off resumes.

CAREER FAIR PARTICIPATION				
Semester	Fair Format	Employers	Students	Interactions*
Fall 2019	In-person	26	**	n/a
Spring 2020	Virtual	14	60	155
Fall 2020	Virtual	20	190	335
Spring 2021	Virtual	19	86	222
Fall 2021	In Person + Virtual Interview Day	31	304	n/a
Spring 2022	In-person	56	302	n/a
Fall 2022	In-person	45	385	n/a
Spring 2023	In-person	54	342	n/a
Fall 2023	In-person	30	443	n/a
Fall 2023	Virtual	8	61	37 booked appt 34 dropped resume

CAREER FAIR PARTICIPATION				
Semester	Fair Format	Employers	Students	Interactions*
Spring 2024	In-person	43	285	
Spring 2024	Virtual	8	45	21 booked appt 34 dropped resume
Summer 2024	Virtual (Career Fair Plus)	9	27	12 booked appt 34 dropped resume

* Interactions represent unique touchpoints between students and employer representatives during virtual career fairs. It is not applicable to the in-person career fairs.

** Student attendance was not tracked for the Fall 2019 fair.

OCCP also partners with employers to engage students by organizing employer-sponsored workshops. During the 2023–2024 school year, OCCP facilitated recruitment and professional development workshops hosted by TEGNA, Sinclair Broadcast Group, Report for America, and BCW Global Agency. The workshop topics ranged from 1-on-1 on-air talent coaching to investigative reporting techniques.

CAREER CONNECTIONS CENTER

The College partners with the University's Career Connections Center (CCC) to offer career development and coaching resources to students. The CCC is UF's student career hub, sponsoring multiple career fairs, workshops and career coaching services while managing employer relationships with the university and students.

Part of the CCC's website is dedicated to Career Pathways, providing resources and opportunities targeted toward specific career interests. CJC promotes the [Arts, Communications, Media and Marketing pathway](#) page to its students.

There are two university-wide Career Showcases each school year, in addition to the career fairs sponsored by the College. This means that students have at least six free and convenient career fair options per school year.

The Career Connections Center allows students to schedule in-person or virtual appointments with their Career Pathways Coaches, who specialize in various career industries. Students can also utilize Express Drop-In areas.

CAREER PLACEMENT

The College has seen a steady increase in the number of students who have accepted a position at graduation or who have been offered employment at graduation.

PLACEMENT STATISTICS FOR COLLEGE OF JOURNALISM AND COMMUNICATIONS GRADUATES					
	2019-20	2020-21	2021-22	2022-23	2023-24
Accepted a position	13%	22%	17%	24%	28%
Staying in current position	13%	16%	18%	11%	11%
Considering an offer	7%	7%	9%	10%	6%
Applied for jobs, declined an offer, and still looking	5%	5%	4%	4%	4%
Applied for jobs, interviewed, but have not received an offer	21%	16%	18%	22%	22%
Applied for jobs, but have not received any interview offers	24%	18%	21%	16%	17%
Have not started applying for jobs	17%	15%	13%	12%	11%
Total offered employment at time of graduation	38%	50%	48%	49%	49%

The data shows that 49% of the students were offered employment upon graduation in spring 2024. Many students opt to take some time off after finishing their degree and before starting a full-time position. CJC is developing a method for tracking how many graduates are working in the field six months after graduation.

In August 2024, the College hired a new outreach coordinator, the first in the College's history, to steward CJC's outreach to prospective, applying and current students. This position will interact with prospective students, organize recruitment events, monitor the progress of applicants and collaborate with staff and faculty for recruitment initiatives. The position will also support the Office of Careers and Corporate partnerships. With the new hire, the College will dedicate more bandwidth to developing a post-graduation data collection process.

STUDENT MENTORING

The OCCP's Gator-to-Gator mentor program invites graduating seniors and recent graduates to be paired with alumni for virtual career coaching. Participants are matched with alumni who have achieved success in their desired industry, providing current and relevant career advice, networking and encouragement. The coaching sessions are 30– 60 minutes long. This opportunity is promoted each semester to students who have completed a graduation application.

GATOR-TO-GATOR COACHING PROGRAM PARTICIPATION		
Semester	Student Participation	Coach/Alumni Participation
(Pilot) Summer & Fall 2020	42	31
2021	105	96
2022	99	80
2023	82	73
Spring 2024	85	69
Summer 2024	16	14

The Gator-to-Gator program quickly displayed its promise, winning the 2022 Florida Public Relations Association (FPRA) Golden Image Award for outstanding programming. The program has been nominated again for the 2024 awards. Its impact can also be seen in student and alumni testimony. [Adriana Fernandez](#), a Fall 2020 graduate, described the program as “one of the best decisions she made.”

Alumni are also finding the opportunity to serve as a mentor rewarding. Jim Jenkins, a 1984 Advertising alumnus, said he was “happy to put people in touch” after years of experience and building his network. The program has become an opportunity for alumni to engage with the rising generation of CJC communicators, sharing their insights and providing encouragement for recent graduates. Likewise, graduating seniors and new professionals are able to find guidance and a network as they enter the industry.

The College is working to increase its offering of industry coaching and professional development. In 2022, the College introduced Industry Edge, a series of brief video clips featuring industry professionals sharing their advice on various aspects of career planning and placement. The videos are housed on the CJC [website](#) and [YouTube](#) and shared across the College's social media channels for greater consumption.

Since Spring 2022, graduates have landed jobs at industry-leading companies, including Amazon, Berkshire Hathaway, Dell, ESPN, Facebook, Forbes, Google, IBM, Marriott, New York Times, Nielsen, Paramount, P&G, Royal Caribbean and Warner Brothers-Discovery.

6. Discuss the processes in place to collect, maintain and analyze enrollment, retention and graduation rates within the major, and provide comparison to the university's rates. Discuss the findings of the analysis.

ENROLLMENT

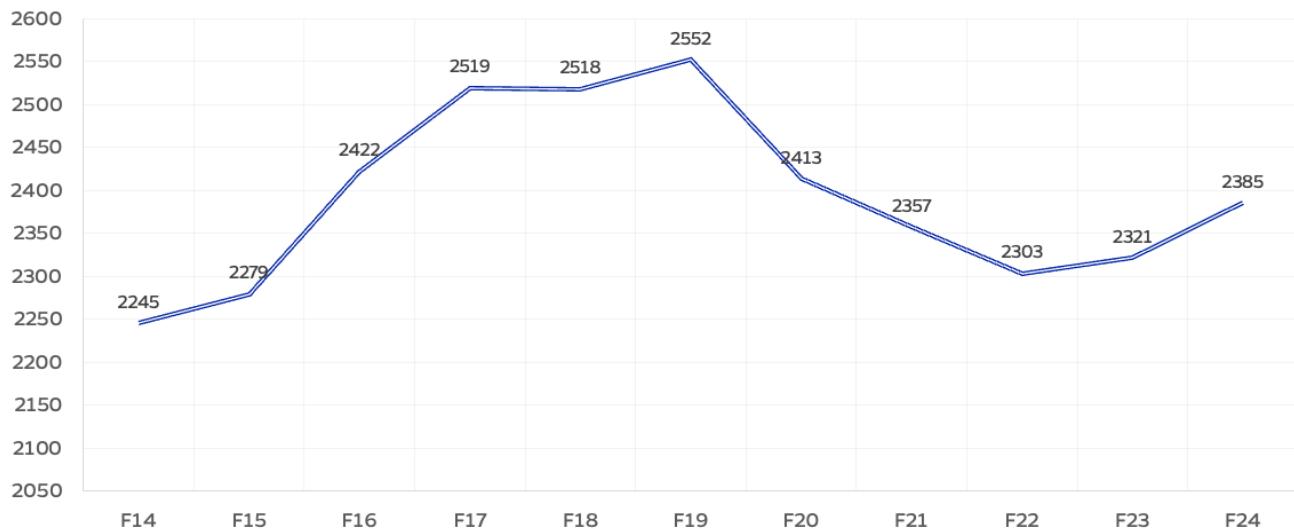
The associate dean of undergraduate affairs monitors student enrollment, retention and graduation rates based on data from UF's Institutional Planning and Research and the UF Registrar. This monitoring and reporting allow the College to track enrollment trends, set recruitment goals, and guide CJC in identifying issues that may impact enrollment in specific areas or majors.

Enrollment for the University and each unit is posted publicly each spring to the [Institutional Planning and Research site](#) with data from the previous fall semester. Data for full-time and part-time students is available for every year starting in 2011 and includes information on residency, gender, race/ethnicity and class level. The data can be analyzed by student category (all, main, online), sub-type (all, PaCE, PaCE transition to main, main, online), and major.

Separately, the associate dean for undergraduate affairs provides College leadership with enrollment figures for each semester for evaluation and planning purposes. The data include gender, race/ethnicity, class year, type of study (on campus, online, transfer, etc.) and enrollment by department.

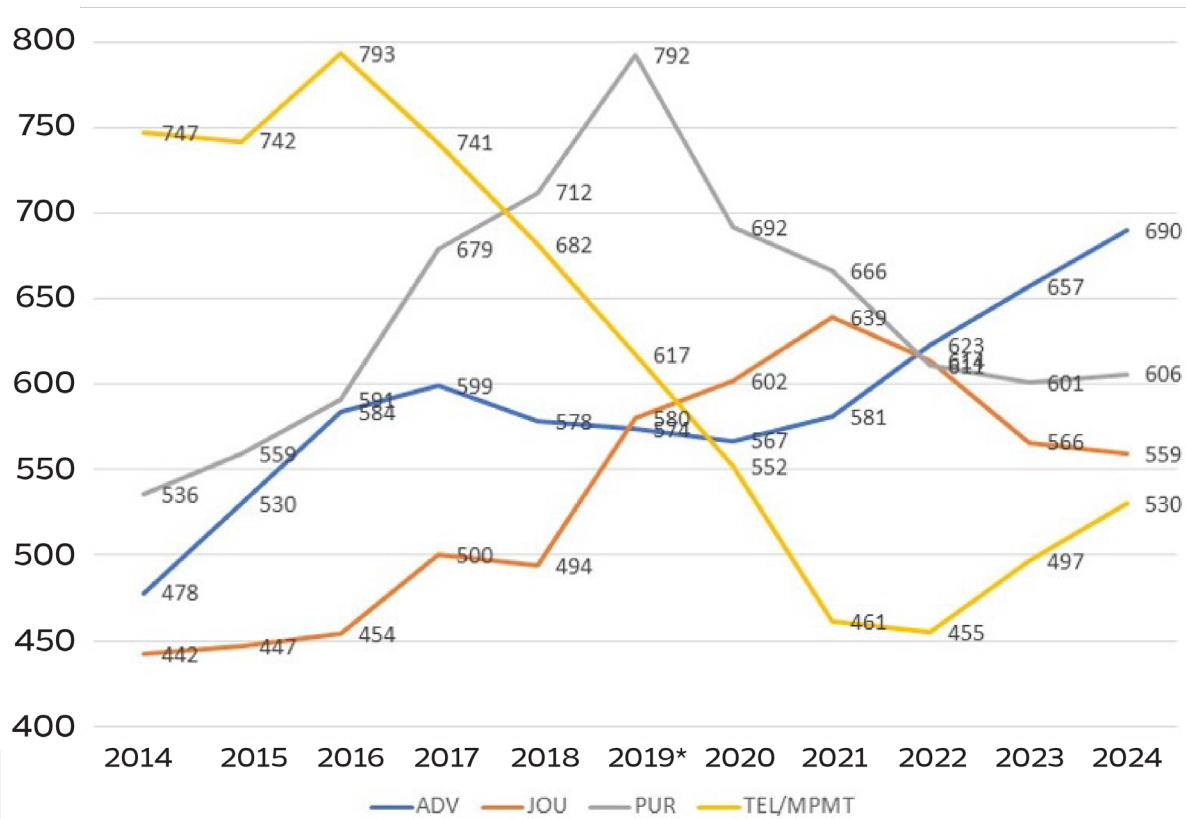
CJC undergraduate enrollment hit its peak during the past decade in Fall 2019 with 2,552 students. During the global pandemic, enrollment declined by 10% between Fall 2019 and Fall 2022. Enrollment began its upward trajectory again Fall 2023.

ENROLLMENT FALL 2014-2024



As of Fall 2024, Advertising was the College's largest major with 690 students, followed by Public Relations (606), Journalism (559) and Media Production, Management, and Technology (530). To consolidate all of the College's news majors, in 2019 MPMT news students and news curriculum were moved to the Journalism major.

ENROLLMENT BY MAJORS



Out-of-state enrollment has remained flat since 2018, hovering around 9%-10% of the total enrollment.

In 2018, the College shifted its focus from high school recruitment to community college transfer recruitment. While the University controls freshman admissions, the College controls transfer admissions and can directly impact enrollment numbers. Most of the transfer recruitment efforts focus on community colleges in underserved communities. CJC's high school engagement efforts center around the Summer Media Institute week-long summer program, local recruitment through field trips and programs, and support for the Florida Scholastic Press Association.

GRADUATION AND RETENTION RATES

Graduation and Retention rates are updated annually and are publicly available on the CJC [website](#). University graduation and retention data can be found on the [UF Institutional Research page](#).

The one-year retention for students who became a CJC student in 2022 is 90.2% (n=258) compared to 97% for the University overall. That compares to an 81.8% retention rate for the 2015 cohort (n=390). The graduation rate for CJC students is 82.0% (four year) and 96.2% (six year).

RETENTION RATES		
One-Year	CJC	UF
2022-2023	90.2%	97.1%
2021-2022	90.7%	96.6%
2020-2021	88.4%	96.7%
2019-2020	86.4%	97.3%
2018-2019	93.3%	96.6%

GRADUATION RATES				
Cohort	CJC		UF	
	4-Year	6-Year	4-Year	6-Year
2017	85.9%	95.8%	75.6%	91.4%
2016	82.0%	96.2%	72.2%	90.0%
2015	82.5%	85.1%	71.6%	90.8%
2014	80.2%	95.7%	67.3%	88.8%
2013	75.8%	94.8%	66.7%	88.4%

GRADUATION RATES BY UF COLLEGE

COLLEGES	Cohort 2016		Cohort 2016	
	Declared N	4-year Grad. Rate	Declared N	6-year Grad. Rate
AGRICULTURAL AND LIFE SCIENCES				
Declared college in 1st year	405	67.73%	438	73.24%
Declared college in 3rd year	539	80.57%	623	93.12%
ARTS				
Declared college in 1st year	106	57.92%	126	68.85%
Declared college in 3rd year	123	74.55%	152	92.12%
BUSINESS, WARRINGTON COLLEGE				
Declared college in 1st year	679	62.75%	762	70.43%
Declared college in 3rd year	790	83.16%	910	95.79%
DESIGN, CONSTRUCTION AND PLANNING				
Declared college in 1st year	69	51.11%	103	76.30%
Declared college in 3rd year	72	47.37%	143	94.08%
EDUCATION				
Declared college in 1st year	37	84.09%	37	84.09%
Declared college in 3rd year	52	86.67%	57	95.00%
ENGINEERING, HERBERT WERTHEIM COLLEGE				
Declared college in 1st year	465	31.10%	1,084	72.51%
Declared college in 3rd year	477	39.68%	1,130	94.01%
HEALTH AND HUMAN PERFORMANCE				
Declared college in 1st year	242	67.60%	263	73.46%
Declared college in 3rd year	498	86.01%	554	95.68%
JOURNALISM AND COMMUNICATIONS				
Declared college in 1st year	275	72.37%	301	79.21%
Declared college in 3rd year	392	82.01%	460	96.23%
LIBERAL ARTS AND SCIENCES				
Declared college in 1st year	1,508	62.42%	1,632	67.55%
Declared college in 3rd year	1,765	83.53%	1,940	91.81%
NURSING				
Declared college in 1st year	84	35.90%	93	39.74%
Declared college in 3rd year	94	91.26%	99	96.12%
PUBLIC HEALTH AND HEALTH PROFESSIONS				
Declared college in 1st year	202	57.71%	202	57.71%
Declared college in 3rd year	266	97.79%	269	98.90%
UF Main Campus Total (3rd-year students)	5,068	75.16%	6,337	93.98%

7. Describe the process for academic and career advising of professional master's students.

CJC is not seeking accreditation of its professional master's program.

8. Discuss retention and graduation rates in the master's program, including the grade-point average required to remain in the program and the expected time to degree.

CJC is not seeking accreditation of its professional master's program.



PART II: **STANDARD 7 RESOURCES, FACILITIES AND EQUIPMENT**

Part II: Standard 7, Resources, Facilities and Equipment

EXECUTIVE SUMMARY

The College has made substantial progress since its previous accreditation in upgrading the building infrastructure, reworking space to accommodate new faculty and staff and upgrading technology to ensure students have access to cutting-edge tools and space and faculty have optimum research capabilities.

Among the highlights was the construction of the Atlas Lab, a state-of-the-art digital media analysis lab that will help students build new analytical skills and provide large data sets for researchers to study, funded in part by a \$500,000 grant from the UF Provost's Office. CJC built a new, state-of-the-art TV studio and control room in the Innovation News Center (previously located on a different floor) and acquired a Ross Overdrive automated broadcast production system. The College also received funds as part of UF's strategic funding initiative to upgrade research labs and build a portable set for CJC's new, live sports preview campaign.

The College has also received funding from a University deferred maintenance program to upgrade building infrastructure, including replacing/sealing windows, replacing air-handling units, strengthening broadcast system resiliency, reworking existing spaces to accommodate new faculty and staff, and relocating centers and divisions. Funding has also been used to upgrade media technology used by students and classroom technology.

While limited space for expansion continues to be an issue, the College is providing world-class opportunities to students and is well positioned for the future. A Facilities Task Force has developed concepts for a reimagined space and the College is currently seeking funds from UF and from donors to conduct an architectural review of Weimer Hall and propose options for maximizing available space.

1. Complete and attach here Table 10, "Budget." If necessary, provide a supplementary explanation.

BUDGET ITEM	FY2023-2024	FY2022-2023	FY2021-2022
Teaching salaries (full time)	\$12,192,140	\$11,434,146	\$10,559,290
Administrative salaries	\$7,545,634	\$7,615,248	\$6,939,088
Clerical Salaries	\$713,412	\$855,270	\$895,154
Graduate/Teaching Assistants	\$1,538,647	\$1,875,485	\$1,828,471
Teaching salaries (part time/adjunct)	\$3,405,059	\$3,319,633	\$3,267,816
Post Docs	\$72,950	\$167,577	\$182,543
Other OPS Wages	\$946,899	\$1,060,356	\$947,962
Technical Salaries	\$656,835	\$621,681	\$694,346
Sales Salaries	\$433,902	\$424,117	\$397,227
Undergraduate Student Assistant Wages	\$534,014	\$511,683	\$410,425
Subtotal Personnel Costs	\$28,039,491	\$27,885,197	\$26,122,321

BUDGET ITEM	FY2023-2024	FY2022-2023	FY2021-2022
Legal, Accounting and Consulting Services	\$135,622	\$110,149	\$80,433
Other Misc Services	\$159,072	\$240,348	\$193,653
Advertising/Marketing	\$511,567	\$544,976	\$396,355
Other Services Non-Employee	\$2,572,119	\$1,800,694	\$1,128,532
Moving Contractor	\$2,049	\$2,109	\$1,700
Utilities – Electricity, Gas, Cable	\$84,678	\$83,861	\$77,492
Telephone/Cellular	\$83,373	\$97,492	\$161,873
Audio Visual Supplies and Equipment	\$281,313	\$334,571	\$294,777
Office Supplies and Equipment	\$116,021	\$173,258	\$118,803
Misc Other Supplies & Equipment	\$38,729	\$63,031	\$75,918
Building Supplies	\$10,112	\$5,256	\$1,029
Computer Supplies, Software and Equipment	\$532,669	\$676,316	\$527,519
Repairs and Maintenance	\$90,699	\$114,231	\$69,709
Scholarships	\$983,071	\$885,366	\$588,343
Fellowships and Stipends	\$28,958	\$16,000	\$15,000
Honorarium	\$28,196	\$39,590	\$49,395
Travel In State	\$94,582	\$108,394	\$61,028
Travel Out of State	\$627,354	\$514,388	\$198,624
Travel Foreign	\$117,412	\$96,044	\$39,795
Furniture and Equipment	\$187,289	\$172,378	\$107,819
Membership Dues and Subscriptions	\$335,611	\$287,175	\$272,577
Rentals Space and Equipment	\$210,793	\$256,909	\$83,573
Printing and Copying	\$127,828	\$106,697	\$83,283
Postage and Freight	\$48,355	\$47,319	\$67,325
Books & Publication/Library Use	\$34,768	\$38,360	\$20,663
Programming	\$1,167,597	\$1,151,887	\$614,172
Food and Beverages	\$227,427	\$251,151	\$103,733
Membership Gifts	\$52,546	\$58,850	\$19,699
Research Subcontracts and Participant Pay	\$158,107	\$56,153	\$78,824
Construction	\$320,400	\$424,040	\$640,729
Administrative Overhead Expenses	\$811,149	\$523,081	\$405,838
Other Expenses	\$1,443,103	\$1,637,260	\$1,123,852
Total College Budget Expenses	\$39,662,059	\$38,802,530	\$33,824,384

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 remained fairly consistent during the beginning of the review period.

The State of Florida provided the University \$130 million in "block-grant" funding in July 2023. About \$80 million was provided to colleges based on a metric-driven approach to advance the college's strategic initiatives that align with UF's overarching strategic plan and support operating costs. From that \$50 million, \$43 million in one-time funding was made available to colleges and units based on approval of submitted proposals. The remaining \$80 million was made available directly to colleges to support their own strategic initiatives. The College received nearly \$400,000 in one-time funds from the President's Office fund and \$1.7 million in recurring funds for discretionary spending (e.g., overhead, salaries); CJC also received \$720,00 in recurring funds to support its own strategic initiatives. For more details on the block-grant funding, see Part II: Supplementary Information.

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 annual budgeting process is guided by the University's RCM (incentive based) model, which went through a budget model enhancement that began in July 2023. The goal of the budget model enhancement is to provide greater transparency, ensure funds are allocated equitably across the campus to align with the strategic initiatives of the University and colleges and increase financial decision-making control for the colleges.

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 executive 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 new director of finance was hired in 2022 to provide continued fiscal oversight for CJC's finances, compliance with fiscal policies and long-range planning. The Business Office staff is now composed of three staff members and one temporary (OPS) hire: the director, one staff member focused primarily on the finances of the College, one primarily focused on the finances of the Division of Media Properties, and an OPS hire to assist with travel and invoices for Media Properties and the director of finance.

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

The College receives about \$36 million in revenue on average during each fiscal year to support programs and facilities.

CJC REVENUE	FY2021-2022	FY2022-2023	FY2023-2024
State Appropriations	\$16,453,935	\$16,352,443	\$16,906,361
FY24 Block Grant			\$2,392,222
Other Revenue*	\$19,118,704	\$17,092,190	\$18,622,044
Total Revenue	\$35,572,639	\$33,444,633	\$37,920,627

*Other revenue includes grants, donations/gifts, auxiliary funds.

Over the past several years, the College has received funds from the University (via enhanced funding from the Florida State Legislature), the Corporation for Public Broadcasting, alumni and other sources to improve its infrastructure, facilities and learning environments, including:

- As part of the University's strategic funding initiative in 2023-2024, the College received \$2.4 million in recurring funds, including \$1.7 million in discretionary spending for overhead, salary increases, etc. The remaining \$700,000 is used to support its own strategic goals. Of that funding in FY2024, \$90,000 has been committed to enhance research labs to better support faculty and grad student research. In addition, the UF President's Office in FY2024 provided \$70,000 in seed money to build a portable set for CJC's new, live UF sports preview program that will be used in highly visible locations across the campus. (For more information on strategic funding, see question three in Supplemental Information.)
- The University's Provost Office in 2022 allocated \$500,000 for the College to build the Atlas Lab, a state-of-the-art digital media analysis lab, which will help students build new analytical skills and provide large data sets for researchers to study.
- Deferred maintenance program funds from the state of Florida in 2024 allowed the College to replace 14 of the 36 air-handling units and the overall control system that regulates air temperature and quality throughout the building and invest in a new HVAC control unit and software for the entire building, providing more efficiency and control to CJC's facility team.
- Deferred maintenance funds also were earmarked to replace all of the original external windows of the 40-year-old Weimer Hall. With a total budget in excess of \$3 million, 2024's budget provided the funding to replace the worst of the original windows, setting the stage for the completion of the full initiative in 2025-2026.
- The College's Division of Media Properties (DMP) has secured more than \$4 million in funding from the state of Florida since 2017 to support infrastructure and broadcast systems resiliency and has invested those funds in a variety of projects, including a complete redesign and rebuilding of a new technical operations center (TOC) for the College's media enterprise.
- A grant from the Corporation for Public Broadcasting allowed WUFT to transition from a locally managed master control to a state-of-the-art cloud "Joint Master Control" system, joining other notable public broadcasters, including WGBH in Boston, KPBS in San Diego, and WETA and WHUT in Washington D.C. WUFT-TV's master control operation is now operating in the most resilient and high-quality environment ever and is well positioned for the future.

College donors have contributed an average of \$2.7 million a year since 2018 to support various college functions, including facilities, student education and financial aid, research, career planning and preparation, etc.

GIFTS TO THE COLLEGE	
Year	Amount
2024	\$3,247,697
2023	\$3,370,411
2022	\$3,299,692
2021	\$2,512,293
2020	\$2,424,203
2019	\$2,307,038
2018	\$2,300,273
Average	\$2,702,318

MAJOR GIFTS INCLUDE:

- MICHAEL AND LINDA CONNELLY PROFESSORSHIP IN INVESTIGATIVE JOURNALISM:** CJC alumnus and best-selling author Michael Connelly and his wife provided a \$1 million endowment in 2018 to establish the Michael and Linda Connelly Professorship in Narrative Nonfiction. Former CNN Senior Editor Moni Basu was the original Connelly Professor before leaving CJC in 2023. She was named University of Florida Teacher of the Year in 2020. The professorship was renamed to the Michael and Linda Connelly Professorship in Investigative Journalism in 2023, a position now held by Senior Lecturer Ted Bridis, former editor of the AP Washington Bureau Investigations Team.
- DIANNE B. SNEDAKER CHAIR IN MEDIA TRUST:** CJC alumna Dianne Snedaker, former president of Ketchum Advertising, provided a \$2 million endowment to fund a research director for the College's Consortium on Trust in Media and Technology. The current chair, Journalism Professor Seungahn Nah, is responsible for setting an agenda for groundbreaking work on trust and the role of artificial intelligence in journalism and strategic communication.
- COLLIER PRIZE AND SYMPOSIUM FOR LOCAL ACCOUNTABILITY JOURNALISM ENDOWMENT:** In 2024, local real estate developer Nathan Collier, a descendant of publisher Peter Collier, established this \$8 million endowment to fund the Collier Prize for State Government Accountability in perpetuity, hire a full-time director to promote and administer the prize, and establish a national symposium on local journalism. Veteran local news executive Rick Hirsch was hired as director in August 2024. Collier originally established the prize in 2019 with a \$50,000 annual gift, which offers a \$25,000 first-place prize, one of the largest journalism prizes in the nation.
- MITCHELL AND ELISSA HABIB FUND:** In 2021, alumnus Mitchell Habib and his wife, Elissa, gave a \$1 million gift to initially fund a professional advisory board for the Consortium on Trust in Media and Technology, and to create the Habib Dean's Excellence Fund to support other College initiatives.
- JUDY LYNN PRINCE PROFESSORSHIP:** In 2024, CJC alumnus Judy Lynn Prince posthumously donated \$1 million to establish this professorship. A decision on how the professorship will be awarded will be made in Fall 2024. Prince, a founding member of the College's Dean's Leadership Council, had donated more than \$2.5 million to UFCJC over the years, including the establishment of the Judy Lynn Prince Scholarship/Assistantship.
- THE COLLEGE RECEIVED A \$3 MILLION ANONYMOUS BEQUEST** in 2020 to support the College at the dean's discretion and a **\$3.3 MILLION ANONYMOUS BEQUEST** in 2019 to partially support WUFT-FM and the College at the dean's discretion. The funds will be available upon the passing of each donor.
- The College's Journalism and Public Relations Departments also receive funds through revenue-sharing agreements with CJC's online master's program, which offers concentrations in digital journalism and multimedia storytelling and in public relations.

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

In addition to collected tuition revenue, the state appropriations funding provided by UF is comprised of provost or University initiatives to increase faculty hires and the general funds supplement, which is a mechanism used to maintain consistency in funding levels for colleges and designed to eliminate large variations from year to year.

FY 2023-2024 TUITION AND STATE APPROPRIATION ALLOCATION			
Total Net Tuition and State Appropriations to Colleges	FY2021-2022	FY2022-2023	FY2023-2024
All Colleges	\$601,705,944	\$639,328,782	\$668,867,336
Liberal Arts and Sciences	\$133,182,068	\$135,844,673	\$141,654,203
Engineering	\$90,591,183	\$92,861,301	\$95,451,826
Medicine	\$75,397,828	\$77,025,590	\$88,122,076
IFAS - Agricultural and Life Sciences	\$46,098,541	\$47,318,070	\$50,730,584
Business Administration	\$38,018,289	\$46,576,332	\$48,152,991
Veterinary Medicine	\$26,796,869	\$30,068,135	\$30,056,742
Law	\$24,601,937	\$32,203,745	\$28,920,594
Dentistry	\$24,260,863	\$24,991,357	\$26,482,339
Public Health & Health Performance	\$22,397,173	\$24,290,310	\$25,924,976
Education	\$20,714,789	\$22,359,648	\$24,738,161
The Arts	\$19,764,741	\$20,358,813	\$22,293,657
Pharmacy	\$22,810,581	\$23,197,793	\$21,424,176
Journalism and Communications	\$16,453,935	\$16,352,443	\$16,904,361
Nursing	\$12,209,701	\$16,087,968	\$16,268,245
Design, Construction and Planning	\$13,850,227	\$14,660,367	\$16,039,133
Health & Human Performance	\$14,557,219	\$15,132,237	\$15,703,272
Total College Budget Expenses	\$39,662,059	\$38,802,530	\$33,824,384

CJC has the fifth-largest number of undergraduate students among 16 colleges at UF. In comparison with similar units across campus, such as The Arts, Design Construction and Planning, and Health and Human Performance, CJC ranks second in share of collected tuition revenue, general funds supplement funding and other Provost/University initiatives to support faculty hires.

REVENUE	The Arts	DCP	Journalism	HHP
In State – UG	\$5,203,502	\$3,973,685	\$5,926,531	\$6,456,279
In-State – Grad 1	\$344,072	\$1,808,567	\$910,721	\$1,416,994
In-State – Grad 2	\$173,042	\$690,952	\$46,267	\$524,683
In State Prof				
Total In-State	\$5,720,616	\$6,473,204	\$6,883,519	\$8,397,956
Out of State – UG	\$2,064,970	\$1,375,921	\$3,653,183	\$4,360,528
Out of State Grad – 1	\$70,476	\$568,803	\$303,407	\$1,099,484
Out of State Grad – 2	\$23,194	\$364,162	\$12,554	\$79,336
Out of State – Prof				
Total Out of State	\$2,158,640	\$2,308,886	\$3,969,144	\$5,539,348
Total Tuition	\$7,879,256	\$8,782,090	\$10,852,663	\$13,937,304
Total Tuition to College	\$5,814,286	\$7,406,169	\$7,199,480	\$9,576,776
General Funds Supplement	\$19,253,937	\$8,401,257	\$9,589,006	\$6,960,796
Misc Provost Allocation				\$17,000
FY2024 Legislative Specials		\$1,875,000		
FY2023 Raise and Faculty Promotions	\$744,953	\$494,624	\$572,102	\$467,817
AI Hires	\$410,030	\$468,325	\$239,205	\$241,040
Preeminence	\$2,407,250	\$2,320,017	\$1,828,332	\$2,028,214
World Class Faculty	\$391,694		\$855,900	
Total Other Funding	\$23,207,864	\$13,559,223	\$13,084,545	\$9,714,867
Total State Appropriations	\$29,022,150	\$20,965,392	\$20,284,025	\$19,291,643
Total of each section				
Tuition to College	\$5,814,286	\$7,406,169	\$7,199,480	\$9,576,776
General Funds Supplement	\$19,253,937	\$8,401,257	\$9,589,006	\$690,796
Other Initiatives	\$3,208,974	\$2,788,342	\$2,923,437	\$2,269,254

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

The 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. 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.

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 are located 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.

As mentioned earlier, the College received \$500,000 from the Provost's Office to build the Atlas Lab digital media analysis center. Fueled by sophisticated, AI-driven digital media analysis tools, the lab provides students with valuable, real-world experience in data analytics, researchers with a treasure trove of data to develop new insights for industry, and best-in-class tools to help immersion venues provide additional value to customers and the community. Students, faculty and staff will be able to:

- Analyze social media, print and digital global news, eCommerce reviews, customer feedback landscapes, financial-market data, and first-party data integrations across platforms
- Identify emerging social, political and cultural trends
- Monitor and analyze media coverage on an unlimited number of topics
- Track the health and perception of brands
- Identify the influencers who are driving message dissemination
- Test product and message concepts and approaches

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.

Over the past seven years the College has continued to invest heavily in the facility and infrastructure of Weimer Hall, incorporating all the systems that support safety and security in addition to more traditional building systems like HVAC and the systematic replacement of the external windows of the original wing of the structure. Central to these investments is the replacement of 14 of the 36 air-handling units and the overall control system that regulates air temperature and quality throughout the building and the complete modification of the external window system for a portion of the building.

With the \$4 million investment from the state of Florida since 2017, the College's Division of Media Properties (DMP) has been able to support infrastructure and broadcast systems resiliency and has invested those funds in a variety of projects including a complete redesign and rebuilding of a new technical operations center (TOC) for the College's media enterprise, transitioning all studios and systems into a new highly resilient TOC that is designed to ensure the College's service mission is upheld during the worst of potential crisis situations.

Having founded the Florida Public Radio Emergency Network (FPREN) in 2013, the College's WUFT-FM and FPREN continue to be recognized nationally for work in advancing public safety and this position has greatly enhanced the College's ability to generate funding in support of systems resiliency, designed to ensure the service provided to the entire state of Florida endures even a catastrophic scenario. As a result of the increased funding received from the state of Florida, each of the College's radio/audio studios and control rooms, including the FPREN StormCenter studio, operates with state-of-the-art equipment that is tied to the TOC enabling maximum impact and resiliency for each of the broadcast properties CJC operates.

With funds from the state of Florida for the media properties' public safety mission, CJC constructed a state-of-the-art news and FPREN production control room on the top level of the Innovation News Center. This facility enhancement upgraded all the equipment to produce live local newscasts and ongoing coverage of hurricanes and other significant events for FPREN partner stations across Florida. The College also constructed a new, state-of-the-art news studio in the Innovation News Center space providing students with an enhanced real-world experience.

From 2018–2019, the College hired 24 new faculty members as part of the University's faculty hiring initiative. The college spent \$113,000 to reconfigure current space and buy furniture to accommodate offices for the new faculty members as well as to build a home for the Center for Public Interest Communications.

In 2022, the College launched a new funding initiative to “build critical infrastructure and spaces to ensure students have a world-class learning environment and faculty and staff have ideal working conditions.” As part of that initiative, the College conducted a building survey with students, faculty and staff to gauge their needs and ideas about new spaces. A Facilities Task Force, working with the UF College of Design, Construction and Planning Interior Design Department, developed concepts for a reimagined space, based in part on the survey results. The College is currently seeking funds from UF and from donors to conduct an architectural review of Weimer Hall and propose options for maximizing available space. In the meantime, the College reconfigured existing space to move centers and divisions for maximum organizational benefit. CJC Online, the College's online master's program, was moved from a separate space into the Graduate Division offices so all graduate programs were housed in the same area. The STEM Translational Communication Center was moved next to the Center for Public Interest Communications and the Brechner Center for the Advancement of the First Amendment was moved next to the Consortium on Trust in Media and Technology to facilitate greater collaboration and more efficient and effective workspaces.

Weimer Hall floor plans are [available here](#).

EQUIPMENT ASSESSMENT AND EXPENDITURES

The College has implemented a four-year equipment lifecycle for all CJC computers and technology. As part of that process, the College, using a device management system, identifies the equipment that needs to be prioritized for upgrade. For student-use equipment, CJC's IT team works with the department to identify computing needs and offer suggestions. The CJC Technology Committee then reviews proposals from each department and sends the proposal to the executive associate dean for approval.

Faculty receive a \$3,000 budget for technology when they are first onboarded. The \$3,000 is allocated again when the faculty member is due for their four-year equipment renewal.

The College, on average, spends about \$100,000 a year on equipment for labs and facilities including:

- **Innovation News Center:** \$25,500
- **Graduate Student offices:** \$2000
- **Labs:**
 - **3324:** \$18,000
 - **3024:** \$12,500
 - **3028:** \$12,500
 - **G215:** \$30,000

CJC also has made substantial investments in state-of-the-art audio/visual equipment that students can use for class projects. The investments over the past four fiscal years include:

- **FY24:** \$168,883.65
- **FY23:** \$98,483.87
- **FY22:** \$103,087.64
- **FY21:** \$51,443.65

CJC partners with UF's Academic Technology Division to support classrooms and equipment. CJC pays \$10,400 annually for full support for 18 classrooms and for AV support for another six. This allows CJC to save costs on support and upgrades, while maintaining priority booking for the space during class scheduling.

A complete equipment inventory is [available here](#).

LIBRARIES

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 10-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 until 1 a.m. on weekdays 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 \$5,000 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, 1,200 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 other relevant cross-disciplinary resources from the library's social sciences e-resources collection.

The library's news databases, including Access World News, Nexis-Uni, 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, SRDS, Mintel and Simply Map, along with other tools from the virtual business library, provide 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 is assigned to the College through the University library system. She holds research consultations with students virtually and in-person and is also available by email. The librarian conducts customized instruction sessions, research workshops and webinars for classes and student organizations in the College and is also available through 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.

SAFETY AND SECURITY

CJC is widely recognized at the University of Florida for having one of the most proactive and constantly evolving plans for the safety and security of its facility, faculty, staff and students. Over the past decade, the College has made significant investments in the latest safety-related technology to help ensure Weimer Hall is both a welcome and accessible facility but also one that places a priority on safety and security.

In recent years, CJC has worked closely with University of Florida Police (UPD) and University of Florida Emergency Management to investigate and make priority investments in the following impactful initiatives related to safety and security:

- Live security cameras
- GatorOne Card room entry system
- Panic buttons in high-traffic entry points
- Updated emergency signage
- AED Devices and Ongoing/Recurring Training

SUPPORT SERVICES

In 2012, CJC consolidated all information technology, facility support and engineering services into a single department called the Technology Advancement Group (TAG). Since that time, CJC's strategic planning, budgeting, procurement and implementation of operational priorities related to those critical areas has been driven through TAG, a department consisting of experienced IT and engineering professionals.

Since the last accreditation a number of important initiatives have been launched through TAG to ensure the IT, facility and systems infrastructure remain front and center ensuring the College's position as a leader is supported through the technology and facility strategies implemented by TAG. Recent enhancements led by TAG include the following:

- Working with the CJC Technology Committee, worked to implement a four-year computer lifecycle for all CJC Faculty/Staff/Classroom/Lab systems.
- Ensures all mobile and capital equipment is inventoried, asset tracked, and audited yearly.
- Upgrade 10 computers each quarter in the Innovation News Center
- Upgraded editing, writing, photography and research labs with new computers

The College partners with UF's Academic Technology division to support classrooms and equipment. Academic Technology fully supports 18 classrooms and provides AV support for another six. This change allowed CJC to save costs on support and upgrades, while maintaining priority booking for the space during class scheduling.

6. Describe the unit's most urgent needs for space or equipment and the plan to address these needs.

The enhancements to the College's facilities, infrastructure and equipment have provided new learning opportunities, research capabilities and space for new faculty, all in a more secure and welcoming environment.

The launch of the Atlas Lab, addition of state-of-the art facilities for the Innovation News Center and Florida Public Radio Emergency Network, and upgrades to labs and classrooms allow students to gain knowledge and build skills that employers are seeking today and into the future. These facilities and technology provide students graduating from CJC with a competitive advantage over other graduates just entering the workforce.

An upgrade to classroom technology, particularly with the emergence of online and hybrid classes, has improved teaching experiences and capacities. And the upgrades to research labs have provided more scholarship opportunities.

At this time, the most urgent needs are completion of infrastructure improvements and additional space to accommodate the increase in faculty and staff and to provide additional meeting and collaboration space for students.



PART II:

STANDARD 8

PROFESSIONAL AND

PUBLIC SERVICE



Part II: Standard 8, Professional and Public Service

EXECUTIVE SUMMARY

The College is committed to serving local, national and international communities through research, immersion venues and the character of the College's graduates as they take on leadership positions in their organizations. CJC's 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.

Public service is explicit in posted values and guiding principles, including “serve our communities through our teaching, service, creative and research endeavors,” “strive for both local and global reach and impact through our work and by preparing students to work in a global environment,” and dedication “to teaching and embodying ethical decisions that acknowledge our social responsibilities.”

The College's commitment to public and professional service is evident in its initiatives, the activities of faculty and staff, and the commitment of CJC's alumni. Faculty and staff are very active in academic and professional conferences, sharing their insights and expertise on a range of topics. Speaker series and events like Science Journalist in Residence, Great Storytellers, Climate Communication Summit and frank expose the community and professionals to the latest insights on effective communication and its impact on critical social issues.

CJC's alumni, which now number more than 34,000 (living), are also very active in their support for the College, including serving on advisory councils, guest lecturing, mentoring and opening internship and career pipelines. The College maintains continuous communication with alumni through both print and digital platforms to keep them abreast of students, faculty and staff achievements, new developments, recent research, opportunities to give back to the College and more.

- 1. Describe the unit's contact with alumni, professionals and professional organizations to keep curriculum and instruction 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.**

As described later in this Standard, the College maintains regular contact with alumni through online publications and a print publication, and through one-on-one contacts from the Advancement and Alumni Relations Office and from faculty and staff.

The Dean's Leadership Council, comprised of 8–10 prominent alumni and donors, meets in the fall and spring (on campus and online) for updates on College initiatives and fundraising metrics. The Council was formed primarily to help CJC's fundraising efforts.

The College's Advertising, Journalism, Media Production, Management, and Technology and Public Relations Advisory Councils, comprised mainly of alumni, meet each semester to hear updates and provide feedback on programs and curricula and to network with students, including one-on-one meetings about career planning and job search recommendations. In 2023, the College held a Leadership Summit that brought together all advisory councils and provided an opportunity for cross-department collaboration.

A list of advisory council members is [available here](#).

CJC's Office of Careers and Corporate Partnerships (OCCP), launched in March 2020 to build employer networks, regularly communicates with alumni and other potential employers to establish career and internship pipelines, as well as to establish mentoring opportunities. This includes both in-person and virtual career fairs each semester. In 2020, the Office launched the "Gator to Gator" mentorship program, which pairs CJC alumni with graduating students, linking students to potential jobs and internships, providing career development advice and building the student's professional network. In Spring 2024, 85 students and 69 alumni participated in the program.

The OCCP distributes a monthly newsletter and connects through Zoom or phone calls with employers and hiring managers, many of whom are alumni. They receive referrals from faculty and administrators, who are regularly connecting with alumni and others in the field looking to hire, and work with alumni and advisory council members to find more opportunities for students.

The College honors alumni with several programs. CJC's Hall of Fame, its highest honor for alumni, inducts new members annually. Since its inception in 1970, 177 alumni have been honored. As part of a larger UF "Grand Guard" initiative, CJC honors alumni who graduated 50 years ago with a lunch program and tours of the College. In 2023, the College launched the Sports@CJC Ring of Honor, honoring prominent UF sports media alumni. Honorees are inducted annually at the College's annual Sports Collective Symposium.

Faculty and staff are regular speakers at professional conferences (see question 2). Since 2014, the College has had a partnership with the Online News Association to sponsor the UF Data Investigative Journalism Awards, two \$7,500 awards given to a large and medium/small news organization. In 2023, CJC expanded its professional organization partnerships by sponsoring two \$5,000 awards with the National Association of Black Journalists and the National Association of Hispanic Journalists, both recognizing the top multimedia investigative stories that, in part, shed light on wrongdoing, injustice, corruption and abuse of power affecting under-represented communities of color as a result of policies, individuals and/or corporations.

Public Relations Department faculty have been extensively involved with the Public Relations Society of America and the Public Relations Student Society of America (PRSSA) as officers and committee members. CJC students have served in various capacities on the PRSSA National Committee, including president in 2018–2019, 2019–2020 and 2020–2021, VP for Events and Fundraising for 2021–2022, VP for member services for 2022–2023, and incoming 2024–2025 national VP of professional development.

The College's CJCxNYC program, launched in 2022, expanded CJC's footprint to New York City with both week-long summer programs and semester-long programs. Students meet with alumni and other professionals working at agencies and media companies and participate in a campaign competition. The semester-long program provides internships for students with alumni and other professionals.

The College is now developing a similar program for Washington, D.C. (CJCxDC) that would establish an educational and professional presence and immerse students in a rich political and urban environment where unique opportunities exist in strategic communication, journalism and more. The program is scheduled to launch in 2025.

2. List examples of professional and public service activities undertaken by members of the faculty during the review period. Limit to five examples per faculty member. The unit has the option of providing a complete list in a separate digital file. Do not include service to the unit or institution; this information should be presented in Standard 1, Question 7.

ADVERTISING

Elizabeth Calienes, Assistant Instructional Professor

- Reviewer/Referee, ANA Multicultural Excellence Awards (2021–2024)
- Reviewer/Referee, International Communication Association Conference (2022)
- Reviewer/Referee, IDEC Conference (Interior Design Educators Council) (2020, 2021)
- Reviewer/Referee, AAA Conference (2021)
- Workshop Leader, OLA High School (2021)

Huan Chen, Associate Professor and Department Chair

- Panelist, American Academy of Advertising, 2023 Graduate Student Symposium (2023)
- Editorial Review Board Member, Journal of Advertising Research (2022)
- Editor, Journal of Business Research (2022)
- Reviewer Referee, Journal of Product & Brand Management (2022)
- Committee Member, American Academy of Advertising Research Committee (2019)

Yang Feng, Associate Professor in Artificial Intelligence (STARTED IN 2022)

- Committee Member, American Academy of Advertising (2024–2025)
- Panelist, National Endowment for the Humanities (2023)
- Editor, Journal of Advertising Research (2022)
- Editorial Review Board Member, International Journal of Advertising (2022)
- Committee Chair, American Academy of Advertising (2021–2023)

Juliana Fernandes, Assistant Professor

- Committee Chair, American Academy of Advertising (2021–2023)
- Editorial Review Board Member, Journal of Advertising (2023)
- Reviewer/Referee, Dutch Research Council (2023)
- Committee Member, American Academy of Advertising Research Committee (2021)
- Editorial Review Board Member, Journal of Advertising Education (2021)

Carla Fisher, Associate Professor (DEPARTED IN 2023)

- Committee Member, DC Health Communication Conference, 2021
- Reviewer/Referee, Health Communication (2020)
- Reviewer/Referee, Journal of Social and Personal Relationships (2020)
- Committee Member, National Communication Association, Communication & Aging Division (2020)

Robyn Goodman, Associate Professor

- Treasurer, American Academy of Advertising (2022–2024)
- Editorial Review Board Member, Journal of Advertising (2022)
- Reviewer/Referee, Visual Communication (2022)
- Reviewer/Referee, Journal of Advertising (2020)
- Moderator/Discussion Leader, American Academy of Advertising (2019)

Benjamin Johnson, Associate Professor and Interim Director, STEM Translational Communication Center

- Editor, Media Psychology (2021–2024)
- Editorial Review Board Member, Journal of Advertising (2022–Present)
- Editorial Review Board Member, Journal of Media Psychology (2021–Present)
- Officer, AEJMC Communication Theory and Methodology Division (2018–2022)
- Special Issue Editor, Psychology of Popular Media (2020–2021)

Santiago Kember, Lecturer (STARTED FULL TIME IN 2022)

- Committee Chair, Hispanic Marketing Council (2023)

Won-Ki Moon, Assistant Professor (STARTED IN 2022)

- Editorial Review Board Member: Journal of Interactive Advertising (2023–current)
- Board of Directors, Korean Association of Advertising and Public Relations (2022)
- Board of Directors, Korean American Communication Association (2022–2025))
- Committee Member, Korean American Communication Association (2021–2023)
- Moderator/Discussion Leader, AEJMC (2022)

Cynthia Morton, Professor

- Board of Advisors, American Academy of Advertising (2022)
- Editorial Review Board Member, Journal of Advertising Education (2022)
- Committee Member, American Academy of Advertising Publications Committee (2022)
- Editorial Review Board Member, Journal of Current Issues and Research in Advertising (2021)
- Moderator/Discussion Leader, American Academy of Advertising Conference (2021)

Yuan Sun, Assistant Professor (STARTED IN 2023)

- Reviewer/Referee, Journal of Advertising Research (2024)
- Reviewer/Referee, Social Media and Society (2024)
- Reviewer/Referee, Journal of Business Research (2024)
- Reviewer/Referee, Computers in Human Behavior (2024)
- Reviewer/Referee, Chinese Journal of Communication (2023)

Debbie Treise, Professor (DEPARTED IN 2023)

- Executive Director, American Academy of Advertising (2020–Present)
- Board of Advisors, American Academy of Advertising (2019–2024)
- Associate Editor, Journal of Advertising (2019–2022)
- Program Organizer, American Academy of Advertising (2022)
- Program Reviewer, Southern Methodist University (2019)

Jinping Wang, Assistant Professor (STARTED IN 2023)

- Reviewer/Referee, Culture, Medicine, and Psychiatry (2024)
- Reviewer/Referee, Health Communication (2024)
- Reviewer/Referee, Scientific Reports (2024)
- Reviewer/Referee, Social Media + Society (2024)
- Reviewer/Referee, Communication Reports (2023)

Michael Weigold, Professor

- Editorial Review Board Member, Journal of Advertising (2021)

Dan Windels, Lecturer

- President, American Advertising Federation (2021– Present)
- Committee Member, American Advertising Federation National Education Executive Council (2022)

Kasey Windels, Associate Professor

- Reviewer/Referee, Women’s Studies International Forum (2024)
- Reviewer/Referee, International Journal of Advertising (2024)
- Editorial Review Board Member, Journal of Current Issues and Research in Advertising (2023)
- Committee Member, American Academy of Advertising Research Committee (2022)
- Associate Editor, Journal of Advertising (2021)

JOURNALISM**Moni Basu, Michael and Linda Connelly Lecturer in Narrative Nonfiction (DEPARTED IN 2022)**

- Board of Advisors, Asian American Journalists Association (2021)
- Committee Member, Society of Professional Journalists (2021)
- Editorial Review Board Member, CASE Circle of Excellence (2019)

Ted Bridis, Michael and Linda Connelly Senior Lecturer in Investigative Reporting

- Judge, Syracuse University Toner Prize for Excellence in Political Reporting (2018–2019), (2021–2022)

Clay Calvert, Brechner Eminent Scholar in Mass Communications (DEPARTED IN 2022)

- Editorial Review Board Member, Communication Law & Policy (2022)
- Editorial Review Board Member, Journal of Free Speech Law (2021)
- Advisor, American Law Institute (2019)

John Freeman, Associate Professor (DEPARTED IN 2024)

- Reviewer/Referee, AEJMC Viscom Division (2022)
- Editorial Review Board Member, Visual Communication Quarterly (2022, 2021, 2019)
- Judge, National Press Photographers Association (2020)
- Reviewer/Referee, AEJMC Viscom Division Best of the Web (2021)

Rachel Grant, Assistant Professor

- Secretary, International Communication Association Communication History Division (2023)
- Event Chair, American Cancer Society Relay for Life (Little Rock, Arkansas) (2014–Present)

Joanna Hernandez, Lecturer

- Board of Directors, Journalism & Women Symposium (2021–Present)

Harrison Hove, Senior Lecturer and Associate Chair

- Reviewer/Referee, Edward R. Murrow Awards (2024)
- Chair/Senior News Judge, Broadcast Education Association Festival of Media Arts News Division competitions (2023)
- Chairperson, AEJMC LGBTQ Interest Group (2022–2023)
- Chairperson, AEJMC Broadcast and Mobile Journalism Division (2021–2022)
- Board of Directors, Florida Association of Broadcast Journalists (2020)

Mindy McAdams, Professor and Knight Chair, Journalism Technologies and the Democratic Process

- Panelist, AEJMC Professional Freedom and Responsibility (2021)
- Moderator/Discussion Leader, Computation + Journalism Symposium (2019)
- Presenter, Florida Press Foundation Program (2019)

Seungahn Nah, Professor and Dianne Snedaker Chair in Media Trust (STARTED IN 2023)

- Special Issue Editor on Gen AI, Human–Machine Communication (2024)
- Committee Chair, IC2S2 2024: 10th International Conference on Computational Social Science (2024)
- Editorial Review Board Member, New Media & Society (2022–Present)
- Editorial Review Board Member
- Reviewer/Referee, Journalism and Mass Communication Quarterly (2016–Present)
- Program Organizer, Artificial Intelligence Research (AIR) Group Research Talk Series (2023)

Ted Spiker, Professor and Chair

- Reviewer/Referee, 3MT Competition
- Reviewer/Referee, Florida Scholastic Press Association journalism contest (2022)
- Webmaster, AEJMC Magazine Media Division (2019–2021)
- Reviewer/Referee, Delaware Press Association state media contest (2016–2020)
- Chairperson, AEJMC Magazine Media Division (2018–2019)

Bernell Tripp, Associate Professor

- Administrator/Cancer Patient Advocate, North Florida Regional Medical Center Breast Cancer Support Group (2021)
- Volunteer, Masks for Gainesville Police Department (2020–2021)
- Board of Advisors, American Journalism Historians Association (2020)
- Reviewer/Referee, Joint Journalism and Communication Historians' Conference (2020)
- Editorial Review Board Member, Southeastern Review of Journalism History (2019)

Maria Celeste Wagner, Assistant Professor (STARTED IN 2022 AND DEPARTED IN 2024)

- Reviewer/Referee, International Communication Association Global Communication and Social Change Division Best Book Award (2024)
- Editorial Review Board Member, Digital Journalism (2023)
- Board of Advisors, University of Pennsylvania Center for Advanced Research in Global Communication (2020–2024)

Kim Walsh-Childers, Professor

- Chair, Alachua County League of Women Voters Health Care Committee (2023)
- Reviewer/Referee, Science Communication (2021)
- Reviewer/Referee, Routledge Publishing (2021)
- Reviewer/Referee, Kansas University William Allen White School of Journalism & Mass Communication (2021)
- Reviewer/Referee, Palgrave Publishing (2020)

Wayne Wanta, Professor (DEPARTED IN 2023)

- Reviewer/Referee, University of South Alabama Tenure and Promotion review (2019)
- Reviewer/Referee, University of Missouri Tenure and Promotion review (2019)
- Reviewer/Referee, Boston University Tenure and Promotion review (2019)
- Reviewer/Referee, University of Louisiana Lafayette third-year review (2019)
- Judge, Communication University of China International Short Video Competition (2019)

MEDIA PRODUCTION, MANAGEMENT, AND TECHNOLOGY *(formerly Telecommunication)*

Sylvia Chan-Olmsted, Professor

- Task Force Member, AEJMC Presidential Task Force on Careers (2019)
- Editor, International Journal on Media Management (2019)
- Editor, Journal of Global Sports Management (2019)
- Editorial Review Board Member, International Journal of Media Management (2019)
- Vice President, World Media Economics Conference (2019)

Roxane Coche, Associate Professor and Chair

- Editorial Review Board Member, Sociology of Sport Journal (2024)
- Secretary and Awards Chair, AEJMC Commission on the Status of Women (2023–Present)
- Research Chair, Broadcast Education Association International Division (2023–Present)
- Editorial Review Board Member, International Journal of Sport Communication (2019)
- Secretary, International Association for Communication and Sport (2021)

Amy Jo Coffey, Associate Professor (DEPARTED IN 2024)

- Editorial Review Board Member, Journal of Media Economics (2024)
- Reviewer/Referee, European Media Management Association Conference (2023)
- Reviewer/Referee, International Journal on Media Management (2022)
- Reviewer/Referee, Journal of Broadcasting & Electronic Media (2022)
- Board of Directors/Committee Chair, AEJMC Standing Committee on Research (2019–2020)

Eric Esterline, Senior Lecturer in Sports Media and Communication, Director of the Sports Journalism and Communication program

- Senior Chair, Broadcast Education Association Sports Division Awards (2019–2023)

Yu-Hao Lee, Associate Professor and Research Director, Center for Public Interest Communications

- Editorial Review Board Member, Frontiers in Psychology – Media Psychology (2022–present)
- Editorial Review Board Member, Journal of Media Psychology (2021–present)
- Reviewer/Referee, Journal of Computer–Mediated Communication (2014–present)
- Reviewer/Referee, Psychology of Popular Media (2021–present)
- Committee Member, International Communication Association Game Studies Division (2021)

Michael Leslie, Associate Professor

- Reviewer/Referee, Routledge Publishing (2020)

Jasmine McNealy, Associate Professor

- Committee Member, ICA Political Statement Taskforce (2021–2023)
- Editorial Review Board Member, Communication Law & Policy (2020–Present)
- Co-chairperson, ICA IDEA Standing Committee (2020–2023)

- Editorial Review Board Member, Misinformation Review (2019–Present)
- Chairperson, ICA Communication Law & Policy Division (2021)

Churchill Roberts, Professor (DEPARTED IN 2024)

- Reviewer/Referee, University of Kansas faculty member promotion portfolio (2023)
- Reviewer/Referee, Bloomsbury Publishers (2020)
- Reviewer/Referee, University of Oregon endowed chair candidate (2020)
- Reviewer/Referee, Mass Communication and Society (2019)

Andy Selepak, Instructional Assistant Professor

- Committee Member, Student Community Relations Advisory Board (2021–2022)
- Guest Speaker, Florida Public Relations Association Volusia/Flagler Chapter (2022)
- Guest Speaker, Florida House of Representatives Commerce Committee (2021)
- Guest Speaker, Palm Beach County Library Association (2021)
- Guest Speaker, Ole Miss School of Journalism and New Media (2020)

Jieun Shin, Assistant Professor

- Workshop Organizer, Summer Institute in Computational Social Science Florida (2024)
- Editorial Review Board Member, Journal of Communication (2023)
- Officer, AEJMC Communication Technology Division (2023)
- Reviewer/Referee, Journal of Computer Mediated Communication (2023)
- Board of Advisors, QS Rankings Advisory Board (2023)

Tim Sorel, Professor

- Moderator/Discussion Leader, Broadcast Education Association (2019)

Houston Wells, Senior Lecturer

- Board of Directors/Member, Prairie Creek Conservation Cemetery (2020–2023)
- Organizer, BEA Festival of Media Arts Music Video Awards category (2020, 2022, 2023)
- Program Organizer, NAB/BEA Media Motion Ball (2019, 2020, 2023)
- Judge, BEA Festival of Media Arts National Student Filmmaking Competition (2019)

Kun Xu, Assistant Professor in Emerging Media

- Program Organizer, International Communication Association HMC Interest Group 2nd Annual “International Meet the Lab” event (2024)
- Reviewer/Referee, International Journal of Social Robotics (2024)
- Officer, International Liaison, International Communication Association Human–Machine Communication Interest Group (2023)
- Reviewer/Referee, Journal of Human–Machine Communication (2023)
- Reviewer/Referee, Environmental Communication (2023)

Iman Zawahry, Lecturer

- Judge, BEA Festival of Media Arts National Student Filmmaking Competition (2020)
- Board Member, Celebrate Women 2020 (2020)

PUBLIC RELATIONS**Natalie Asorey, Lecturer and Associate Director, The Agency**

- Chair, Hispanic Public Relations Association Board of Directors, Mentorship and Student Programs Chair (2023–Present)
- Committee Member, Hispanic Public Relations Association ¡BRAVO! Awards (2022)
- Volunteer, Kyan’s Kause Swimming Foundation (2019)

Angela Bradbery, Clinical Professor and Karel Endowed Chair in Public Interest Communications

- Reviewer/Referee, Oxford Bibliographies/Oxford University Press (2022, 2023)
- Advisor, AEJMC Public Relations Division “Give Back” day of service (2023)
- Reviewer/Referee, National Communication Association Conference proposals (2023)
- Reviewer/Referee, Routledge/Taylor & Francis Group (2022)
- Committee Chair, Public Interest Communications Curriculum Development Group (2021)

Haoran Chris Chu, Assistant Professor (STARTED IN 2021)

- Editorial Review Board Member, Science Communication (2024)
- Reviewer/Referee, Communication Research (2024)
- Guest Editor, Journal of Communication Management (2022)
- Reviewer/Referee, Journal of Environmental Studies and Sciences (2022)
- Editorial Review Board Member, Environmental Communication (2021)

Marcia DiStaso, Professor, Associate Dean for Research and Interim Associate Dean for Graduate Studies

- Trustee, Institute for Public Relations (2015–present)
- Board of Advisors, Ragan Communications (2021–present)
- Board of Advisors, RepTrack (2021, 2022)
- Board of Directors, Global Alliance (2019–2020)
- Editorial Board Member, Journal of Public Relations Research (2014–present)

Rebecca Frazer, Assistant Professor (STARTED IN 2023)

- Editorial Review Board Member, Journal of Media Psychology (2024)
- Editorial Review Board Member, Media Psychology (2024)
- Reviewer/Referee, AEJMC Annual Convention (2024)
- Reviewer/Referee, Communication Research (2023)

Jay Hmielowski, Associate Professor

- Editorial Review Board Member, Environmental Communication (2024)
- Editorial Review Board Member, Human Communication Research (2023)
- Reviewer/Referee, Social Science Quarterly (2021)
- Associate Editor, Mass Communication and Society (2021–2024)
- Editorial Review Board Member, The Social Science Journal (2019–2024)

Myiah Hutchens, Associate Professor and Chair

- Reviewer/Referee, Computers and Human Behavior (2022)
- Reviewer/Referee, Human Communication Research (2022)
- Reviewer/Referee, Social Media & Society (2022)
- Reviewer/Referee, International Journal of Communication (2021)
- Editorial Review Board Member, Communication Research (2020)

Rita Men, Professor and Director, Internal Communication Research

- Board of Advisors, Developmental Evaluation of UNICEF'S Internal Communication and Staff Engagement (2023)
- Board of Advisors, Global Listening Center (2023)
- Committee Member, Thesis Committee Member, Chinese University of Hong Kong (2022)
- Editorial Review Board Member, International Journal of Strategic Communication (2021)
- Editor, Journal of Communication Management (2021)

Mickey Nall, Senior Lecturer and Professional-In-Residence

- Committee Member, Public Relations Society of America National Nominating Committee (2022)
- International Judge, Public Relations Student Society of America J. Carroll Bateman Competition (2021, 2022)
- Committee Member, Public Relations Society of America – 75th Anniversary Committee (2021–2022)
- Board of Directors, Communities in Schools of Georgia (2019)

3. Summarize the professional and public service activities undertaken by the unit. Include short courses, continuing education, institutes, press meetings; judging of contests; sponsorship of speakers addressing communication issues of public consequence and concern; and similar activities.

PUBLIC SERVICE

The College has provided news and information to the 19-county North Central Florida community since 1958. News, weather and sports is produced by professionals and by students through a state-of-the-art newsroom and distributed across seven broadcast properties and companion digital sites, including local PBS (WUFT-TV), NPR (WUFT-FM) and ESPN (WRUF AM/FM) affiliates. The College's radio stations have broad coverage in the North Central Florida region. According to the fall 2023 Nielsen Audio Metro ratings (Alachua, Marion, Levy and Gilchrist Counties).

- **WUFT-FM**, an NPR-affiliated news/talk station, has been ranked in the top five consistently with adults 35 and older. In Alachua County, WUFT-FM was ranked No. 1 in multiple demographics including persons 12-plus, 25-plus and 35-plus.
- **WUFT CLASSIC**, a classical music and arts FM station, achieved its highest rankings in two years. WUFT Classic ranked in the top 10 with persons 35-plus and top 6 with persons 55-plus.
- **103.7 THE GATOR**, a commercial country music FM station, was ranked third with persons 12-plus and 25-54. The station is also the highest rated station with women 18-49.
- **WRUF-AM**, an ESPN affiliated sports station, provides the most play-by-play coverage of the Gators in the nation. The station, one of the oldest in Florida, is the highest rated station in Alachua County with men 35-64.
- **GHQ-FM**, a Top-40 station powered by students, ranks in the top 10 with young adults in Alachua County. Through the FM signal and Futuri-powered mobile app, GHQ listeners can get a flavor of Gator campus life wherever they go.

WUFT-FM regularly runs public service announcements for North Florida community. In 2023, the public media station ran a total of 937 30-second PSA messages and 2,407 15-second PSAs, a typical annual amount.

Community events sponsored by our public media stations include:

- **EDUCATION OUTREACH:** Read for the Record program and literacy activity at local elementary schools
- **BEST FRIENDS FOR LIFE BOOK BUDDY:** Providing elementary school children with books based on PBS children's shows. The program was extended to include children receiving in-patient or out-patient treatment at UF Health Shands Hospital cancer infusion unit.
- **ARTISTRY IN MOTION:** An even featuring local artists
- **PBS KIDS ZONE:** Events and information during the stations' annual "Fanfare and Fireworks" celebration on July 3.

CJC students produce a weekday local news program called "First at Five," regular news updates on public media stations, and weather and sports on WRUF-TV, the local all-news channel. Staff and students also produce a weekday news round-up e-mail newsletter distributed to local subscribers.

In addition to breaking news, students regularly produce special projects of interest to the community, including:

- **WATERSHED** (winner of the 2023 Online News Association Student Journalism Award), which pursued the question of whether water quality is worsening today, 50 years after the passage of the Clean Water Act and the Florida Water Resources Act.
- **Unintended**, a series of articles that explored the consequences of unintended shootings in Florida.
- **Small-Town Democracy in Alachua County**, a series exploring why small towns and cities had canceled five of seven elections to choose municipal leaders.

- For the [Decolonizing the Curriculum](#) podcast series, WUFT worked with high schools in Alachua County throughout 2022 to produce elements for “Broadcasting Hope” and the “Decolonizing the Curriculum” project.

In 2019, the College launched Fresh Take Florida, a student news service producing top-caliber investigative and political content focusing on Florida’s state government, including the Legislature, and other issues of statewide, regional or national interest. Each semester, students travel regularly to the state capital for interviews and to monitor legislation, committee hearings, floor votes and other action. Stories are written by student journalists under the direction of CJC faculty and staff. Stories, photos, video and audio packages, graphics, and data visualizations are distributed directly to Florida’s largest news organizations and more broadly under distribution agreements with The Associated Press, CNN, the Florida Public Radio Network, Gatehouse/Gannett, Tribune Media Company, McClatchy Co. and TEGNA.

Non-journalism students also contribute to the community by producing pro bono campaigns in the College’s capstone campaign classes. Most recently, Advertising students have produced campaigns for the Humane Society in Columbia, Missouri, and the Honey Baked Ham Company in Gainesville. Public Relations students have created pro bono campaigns for organizations that include the Sea Turtle Conservancy, Florida Springs Council, Life Unplastic and Roots Plant Studio.

The College’s Bateman Case Study Competition Teams have created campaigns for clients participating in the prestigious Public Relations Student Society of America competition. The team won first place in 2024 with a campaign for Culturs, a global multicultural magazine. The team also won first place in 2023 with a campaign for the News Literacy Project. Past clients have included the Lymphoma Research Foundation, U.S. Census Bureau and Student Veterans of America.

The College’s Media Services unit produces several programs for the North Florida Community including:

- **WUFT’S GREATER GOOD:** A half-hour shows that highlight non-profits across our area, from arts organizations and animal rescues to social service providers and environmental conservation groups
- **WUFT AMPLIFIED:** A half-hour episode that features local musicians and bands who perform in the College’s studios.
- **ARTISTRY IN MOTION:** Produced every spring, is an initiative highlighting local painters, sculptors, performers and creators.
- **KNIGHT TALKS:** A half-hour interview/talk show where CJC students interview established professionals in varying media fields.
- **ANTIQUES APPRAISAL DAY:** A new program debuting in fall 2024, which is a local version of Antiques Roadshow.

In the past year, Media Services invited to the College Eastside High School, located in an underrepresented community, and Aces in Motion, a sports-based after-school youth development program for middle and high school students, for short programs where students participate in filming guest speakers.

Since 2019, the College and its students have been honored for their news and information coverage with more than 400 state, regional and national awards. The College placed second nationally in the prestigious Hearst Journalism Awards Intercollegiate Competition for four years in a row between 2020–2021 and 2023–2024. In 2023–2024, CJC won second place in Writing (including first place in the Explanatory Writing competition and first in the Personality/Profile competition), third place in Audio, fourth place in Television and fourth place in Multimedia. Providing high-quality news coverage to the College’s listening area is a cornerstone of the College’s service efforts.

In 2014, the College received approval and funding from the Florida Legislature to develop the Florida Public Radio Emergency Network (FPREN). Division of Media Properties staff and students feed stories and weather information to public and commercial radio stations, reaching 20 million Florida residents during times of emergency. In addition to broadcast radio, FPREN reaches residents through the Florida Storms app. 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.

The value of this service has been proven during hurricanes Michael, Ian and Idalia, when students produced content that was both hyperlocal to the Gainesville–Ocala market and to a statewide audience.

WUFT-FM produces a number of programs in collaboration with other UF colleges on topics of public interest, including:

- **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 country and on the Armed Forces Radio Network.
- **TELL ME ABOUT IT:** A weekly audio storytelling series focusing on non-profit organizations and events as well as research projects by University of Florida faculty and staff.
- **TINY TECH RADIO:** A series of radio modules focusing on the science and engineering of the very small. Each module features an aspect of different nanoscale objects.
- **UF AI MINUTE:** A weekly one-minute broadcast featuring research developments in artificial intelligence at the University of Florida, as well as explanations of AI terminology.
- **MARINE SCIENCE MINUTE:** A weekly broadcast delivering informative segments that help the listener understand their connection to Florida's coastal resources.

WUFT-FM/WJUF-FM are also actively involved in community activities:

- **ANNIVERSARY POSTER SIGNING:** An annual event showcasing 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:** The annual Independence Day Eve celebration for the Gainesville and Alachua County community hosted by the Division of Media Properties. Since 1989, the event has been 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-TV provides a variety of educational outreach programs:

- The **WUFT-TV 5.1** schedule 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 to help children get ready to learn and ready to read. The WUFT Best Friends program offers books and educational videos to children at Shands Children's Hospital's Immune Compromised Unit. Collaborating with the Florida Department of Education, WUFT-TV participates in the annual "Read for the Record" event, which includes corresponding programs and activities in local elementary schools. WUFT-TV continues to work with community and volunteer groups to disseminate information to viewers of all ages. WUFT is actively engaged with the education community and promotes pbslearningmedia.org to educators throughout the viewing area.
- **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:** As a member of the Florida Public Broadcasting Service (FPBS), WUFT-TV broadcasts The Florida Channel, which provides updates on the Florida Legislative session and other legislative topics throughout the year.

The College organizes speaker series that bring prominent industry experts to campus to meet with students and to present to the public on topics of interest. Series include:

Science Journalist in Residence program, organized in conjunction with several UF colleges, brings science writers to campus to discuss the craft of science writing. Recent guests have included:

- Helena Bottemiller Evich, the founder and editor-in-chief of Food Fix, an in-depth publication about food policy in Washington and beyond.
- Drew Harwell, technology reporter for The Washington Post, shared insights on the development and rollout of AI.
- Dr. Ainissa Ramirez, a science communicator and science storyteller, discussed her award-winning book “The Alchemy of Us: How Humans and Matter Transformed One Another.”
- Sam Kean, best-selling author of six books, discussed his latest book, “The Icepick Surgeon: Murder, Fraud, Sabotage, Piracy, and Other Dastardly Deeds Perpetrated in the Name of Science.”
- Carl Zimmer, science columnist with The New York Times, shared insights on the progression of the COVID-19 virus and the impact of the pandemic.
- Jenny Staletovich, environment reporter at WLRN in Miami and a Florida journalist for 20 years, including covering the environment, climate change and hurricanes, discussed communicating climate change, uncertainty, and the future of Florida.
- Francie Diep, staff writer at The Chronicle for Higher Education who focuses on accountability reporting in science and health and the intersections in science, culture and policy, talked about reporting on science in the Trump era and beyond.

Great Storytellers is a series that features prominent communicators discussing their craft. The series is open to the general public. Recent speakers have included:

- McKenzie Barney, Emmy-award winning director and producer
- Essdras Suarez, two-time Pulitzer Prize-winning photographer
- Carl Hiaasen, award-winning journalist, columnist and best-selling author
- Brett Berish, president and CEO of Sovereign Brands
- Leonard Downie, former Washington Post executive editor
- Women and the Art of Film: During the pandemic, the College held several Zoom events with prominent and diverse women in film, including Lena Kahn, Jesi Rojas, Li Lu and Chloe Weaver
- Jacqueline Olive, award-winning documentarian
- Scott Sanders, Emmy, Grammy and Tony Award-winning producer

The **Climate Communications Summit** brings together journalists and scientists to share insights on climate change and how to effectively communicate its impact. Each year focuses on a different theme. CJC has also offered workshops to working reporters and students on climate reporting, in conjunction with the summit. Recent speakers have included:

- Dr. Amy Clement, University of Miami marine scientist
- Dr. J. Marshall Shepherd, University of Georgia atmospheric scientist
- Alex Harris, lead climate reporter for the Miami Herald
- Melissa Aronczyk, associate professor at Rutgers University and co-author of “A Strategic Nature: Public Relations and the Politics of Environmentalism”
- Dr. Ed Maibach, distinguished professor and director of George Mason’s Center for Climate Change Communication
- Dr. Faith Kearns, a scientist and science communication practitioner who writes about water, wildfire, climate change, and people

- Frank is an annual national gathering organized by the College's Center for Public Interest Communications for public interest communicators and social movement builders. The event has been offered 10 times since 2014 and was on hiatus in 2024. The gathering features prominent communication professionals and social activists, including:
- Bennett Callaghan, a social psychologist who researches inequality's influence on politics and public opinion
- Brandi Collins-Dexter, associate director of research at the Technology and Social Change Project at Harvard
- Nicole Bronzan, vice president of communications and content at the Council on Foundations
- Rick Serdiuk, co-founder and Creative Director of Banda, a ground-breaking Ukrainian creative agency
- Rodrigo Dorfman, a Latino Chilean award-winning writer, filmmaker and multimedia producer known for his work documenting the Great Latino Migration to the American South
- Kamal Sinclair, executive director of the Guild of Future Architects and artist at Sinclair Futures
- Shankar Vidantram, host of NPR's Hidden Brain
- Liz Winstead, co-creator and former head writer of The Daily Show and co-founder of Air America Radio

The College also provides public service through its centers and programs.

The **Joseph L. Brechner Freedom of Information Project**, founded in 1977, has been committed to equipping people, through research and education, with the tools they need to acquire government records, identify threats to transparency, implement solutions to improve laws and practices, and increase support for freedom of information. In 2023, responsibility for the leadership of Sunshine Week, which highlights the importance of open government and the dangers of excessive and unnecessary secrecy, was transferred to the FOI Project and the Knight Foundation provided a grant to support the expansion of the initiative.

The **Marion B. Brechner First Amendment Project** is a non-profit, non-partisan organization dedicated to current and contemporary issues affecting the First Amendment freedoms of speech, press, thought, assembly and petition. The Project addresses these issues in multiple ways, including by filing legal briefs in court cases, publishing op-ed commentaries in mainstream newspapers, presenting speeches and papers at conferences and symposia across the country, providing commentary to news organizations and media outlets and testifying before legislative bodies regarding bills affecting First Amendment rights.

The **STEM Translational Communication Center** strives to improve human health and environmental quality by making scientific research more accessible, understandable and usable. The Center creates strategic partnerships among university researchers, community members, the healthcare industry and the environmental sector around evidence-based communication to improve the messages, techniques, and strategies in science, environment, and health literacy, enhancing knowledge engagement, and behavioral change.

The **Center for Public Interest Communications** provides research and training on effective communications to impact positive social change. Over the past several years, it has worked with the United Nations and other non-profit organizations on a variety of projects, including:

- Creating a science-driven guide on building vaccine confidence for the United Nations
- Providing communications strategy and support to the UN Agency on Refugees Innovation Service and advising on a public interest communications approach
- Providing training and support for UN Agency on Refugees in North Macedonia
- Supporting the International Labour Organization's Knowledge Mobilisation and Storytelling initiative
- Partnering with The Agency, CJC's strategic communication agency, in collaboration with City of Gainesville to produce a campaign encouraging college students to wear masks while in bars
- Providing research support to the Bill & Melinda Gates Foundation's efforts to increase support for investments in global health (working with their London-based team)

- Sharing research insights with the Bill & Melinda Gates Foundation's Berlin team
- Visiting University of Canterbury and meeting with Māori leaders in Christchurch, New Zealand

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 (including the Journal of Advertising Research, Journalism and Mass Communication Quarterly, International Journal of Media Management, Journal of Media Psychology and International Journal of Strategic Communication), participating in workshops and panel discussions, guest lecturing at international academic institutions, mentoring colleagues and more. The College has been one of the leading institutions in the sharing of 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.

Applied research from faculty provides insights to industry professionals navigating a rapidly changing media environment. The “Research and Insights” section of the College’s website, along with a companion newsletter sent to 20,000 alumni and more than 3,000 professionals, provides summaries of academic research, written for non-academic audiences. The research covers a wide range of communication-related topics, including AI, communication and technology, health and science, social change and trust. Recent research of value to the professional community includes:

- Can Virtual Humans Combat Climate Change Misinformation?
- How Audiences Perceive Gender Presentations by Virtual Influencers
- The Art of Persuasion: Decoding the Perfect AI-Powered Digital Ad
- The Like Economy: How Social Media Reshapes News Priorities
- How to Build a Trustworthy Robot
- Examining Different Viewer Engagement Patterns for Social Capital on Streaming Communities
- When It Comes to Communicating Sea-Level Rise, Hope Wins
- This Untapped Tool Could Help Boost Vaccination Rates
- How Partisanship and Political Fandom Affect the Spread of Misinformation

Several faculty members’ expertise and research has been featured in [The Conversation](#), a non-profit news site that provides an academic perspective on current events and trending topics. Topics that faculty have written about include “Appeals court rules against Trump blocking critics on Twitter,” “Foundations are using so many confusing words that few people can figure out what they’re doing,” “Half of unvaccinated workers say they’d rather quit than get a shot – but real-world data suggest few are following through,” “Coronavirus vaccines: Health experts identify ways to build public trust,” “What is doxxing, and why is it so scary?,” “Workers like it when their employers talk about diversity and inclusion,” and “When MSNBC or Fox News airs in public places, how do people react?”

Faculty and staff have been quoted in media articles or appeared in media interviews more than 800 times since Jan. 1, 2020. Faculty expertise has been tapped in articles from national news organizations, including a story on movie spoilers in the Financial Times, how employers are training employees to be influencers in Forbes, how management should respond to unionizing workers in Fortune, Florida’s “Don’t Say Gay” bill on NBC News, colleges rescinding admissions offers because of racist social media posts in The New York Times, how America’s culture war is extending into medicine in The Economist, and travelers’ worries about facial recognition technology in The Washington Post.

Since 2019, the Center for Trust in Media and Technology (CTMT) has been exploring ways to identify and combat the spread of misinformation and disinformation. In 2024, it launched Authentically, an AI-powered tool that helps communicators assess in real-time whether their word choices and language framing are unbiased and assist them in making choices that lower barriers to information trust. The tool will be made available to news organizations and other media companies.

CTMT Research Director Seungahn Nah and colleagues, in Spring 2024, launched [MyMiamiNews.org](https://mymiami.news.org), an AI-empowered, non-profit news platform that is citizen and community focused. The research team is conducting an experimental community-intervention study with students from Florida International University to test how the AI news platform works in terms of leveraging the level of trust in human-generated and AI-generated news content and how the level of trust in news leads to civic engagement.

The College also serves journalism communities by sponsoring national awards. Since 2020, the annual Collier Prize for State Government Accountability has offered a \$25,000 prize to news organizations that have produced excellent state-level government and political investigative journalism. The goal is to help incentivize increased coverage of state-level government. The prize is funded by local developer Nathan Collier, who in 2024 established an \$8 million endowment to fund the prize in perpetuity, hire a full-time director, and create an annual local news symposium.

As mentioned earlier, CJC sponsors the Online News Association's UF Data Investigative Journalism Award, honoring excellence in data journalism. The College for the past three years has also sponsored a session at the ONA annual conference to drill deeper into data investigative journalism. In 2023, CJC expanded the awards program to the National Association of Black Journalists and the National Association of Hispanic Journalists to award coverage of their respective communities. These awards are funded through the estate of the late Lorraine Dingman.

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."

The College is also committed to advancing thought leadership in communication fields. 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. The annual **Sports Collective Symposium**, which debuted in 2023, brings prominent sports media professionals to campus to discuss the future of sports and sports communication. As part of UF's **Climate Communication Summit** series, the College organizes periodic workshops for journalists on how to write about climate change.

In addition to academic conferences, faculty and staff regularly present at professional conferences to share their expertise and insights. Examples of conferences and workshops that faculty and staff recently have presented at include:

- PRSSA 2021 Sunshine State District Conference
- American Enterprise Institute special event
- International Symposium on Water Sustainability 2022
- Entertainment and Sports Law Society Spring 2022 Symposium
- First Amendment Law Review Symposium: Election Speech and the First Amendment
- 2023 World Media Economics and Management Conference
- 32nd annual Ethnographic and Qualitative Research Conference
- Society for Risk Analysis Annual Meeting
- ESJ Paris Conference Hebdomadaire
- IACS Summit on Communication and Sport

- Ragan’s Social Media Conference
- Kuala Lumpur International Public Relations Conference
- 9th International Symposium on Security and Privacy in Social Networks and Big Data
- The Leukemia & Lymphoma Society (LLS) – Annual Meeting
- City-County Communications & Marketing Association annual conference
- Ivan L. Preston Research Symposium, University of Wisconsin–Madison
- Human Sciences Research Council, Pretoria, South Africa
- International Conference on Intercultural Communication
- Society for the Social Study of Science
- Berkeley Tech Law Symposium
- Data Protection World Forum
- Immersive Learning Research Network Conference

In Fall 2024, the College launched the first in a series of professional and workforce development programs — non-degree and non-credit-earning courses that are open to the public. At the completion of each course, individuals are awarded a digital badge from [Credly](#) that they can share with their professional networks. The first course is titled “[Leadership Essentials for Communications Professionals](#).”

4. Describe the unit’s methods for communicating with alumni, such as newsletters or other publications. Provide the web link(s) for communication during the previous academic year or provide print copies in the workroom.

The College maintains regular contact with alumni, professionals and friends through its monthly e-mail newsletter *CommuniGator*, which provides recent news; alumni, student, faculty and staff profiles; major developments and achievements from the College; and the *Research and Insights* e-mail newsletter, which contains links to four or five research summaries each month. Both newsletters are sent to more than 20,000 alumni each month.

Click below to view archives of these publications.

[CommuniGator Archives](#)

[Research and Insights Archives](#)

Since 2017, the College has produced a print and digital version of the annual Dean’s Report, which is mailed to 5,000 alumni and made available online to everyone else. The Dean’s Report features highlights from the previous year; updates on major initiatives; profiles of students, faculty, staff and alumni; a roundup of awards and honors; financial information; etc. In 2024, CJC launched the first web-based version of the Dean’s Report with additional multimedia content, along with the print edition.

[Dean’s Report Archives](#)

[2024 Dean’s Report site](#)

The College also uses social media extensively to communicate with both students and alumni. The College regularly posts messages about college news, achievements and new developments on X/Twitter (20,500 followers), Facebook (10,000 followers), Instagram (7,000 followers) and LinkedIn (9,600 followers.)

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 he has visited multiple times include New York, Washington, D.C., Los Angeles, Cincinnati, San Francisco, Orlando, Miami, Tampa and other cities throughout Florida. Professional lunches and dinners were held with alumni in senior industry positions. 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.

5. Describe the unit's support of scholastic (high school) journalism and communications, 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 a free student press.

The College has supported the Florida Scholastic Press Association (FSPA) for more than 50 years and continues to provide funding for its executive director. FSPA 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.

The College has also hosted a week-long summer program for high school students for more than 50 years. The Summer Media Institute (SMI), formerly Summer Journalism Institute, brings students from across the country to campus for six days to help develop writing, editing, filmmaking, video production, design, photo-journalism and other skills, working directly with CJC faculty, staff and students. More than 160 students participated in the program in 2024 from 14 states and one foreign country. About 25% of the students attending were from outside Florida. This year, SMI awarded scholarships to 50 students totaling more than \$43,000.

In 2023, the College launched a new program called CJC on the Go, a two-day immersive learning experience for students at Title 1 high schools, including access to a pre-college CJC mentor. In the program, funded through a grant from the Hearst Foundation, CJC faculty and staff travel to high schools in Florida, with four stops planned per year. Participating students are eligible for scholarships to attend SMI each year.

The College regularly hosts multiple high schools for tours and student panels, and faculty and staff often travel to high schools as guest speakers and advisers. CJC also participates in a University of Florida collaboration with local high school Eastside High on their African American Studies program. Over the past several years, the College has had a presence at the Journalism Education Association's National High School Journalism Conventions as exhibitors and as speakers.

In 2024, CJC's Media Production, Management, and Technology Department debuted the Orange and Blue Film Festival, the only state-wide collegiate/high school film festival hosted by a public university in Florida. This festival includes film screenings, workshops, industry panels and awards.



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