



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			
Cohort 2018 FTIC	in CoJ		in any UF program	
	N	%	N	%
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			
Cohort 2019 FTIC	in CoJ		in any UF program	
	N	%	N	%
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			
Cohort 2020 FTIC	in CoJ		in any UF program	
	N	%	N	%
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			
Cohort 2021 FTIC	in CoJ		in any UF program	
	N	%	N	%
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			
Cohort 2022 FTIC	in CoJ		in any UF program	
	N	%	N	%
Entering CoJ in First Year (N=86)	81	94.2%	86	100%

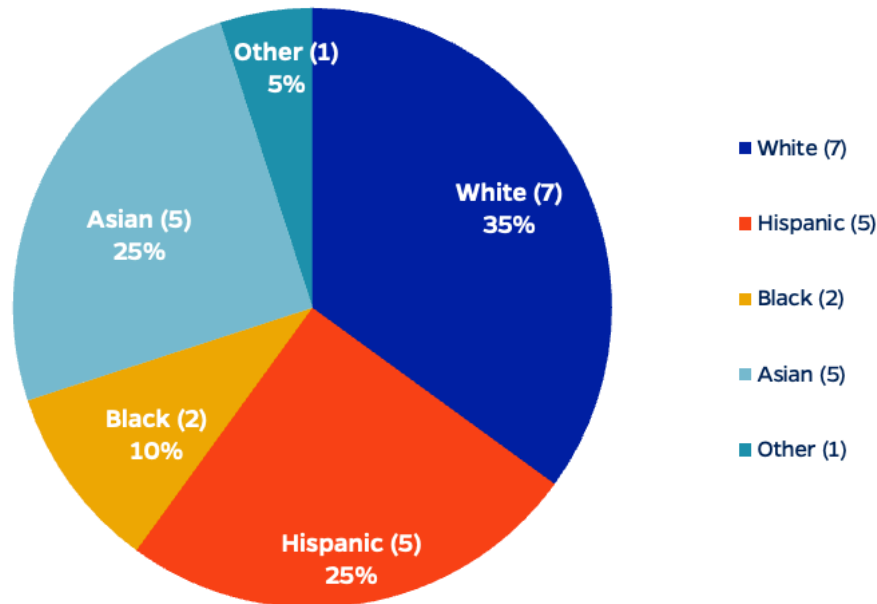
Source: FTIC: Retention File

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