



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)

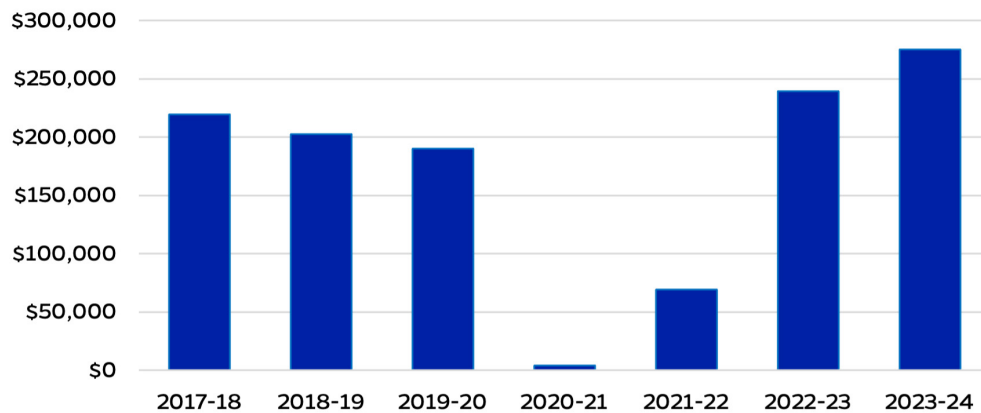
Dr. Morton worked on advancing an existing research agenda about sexual health efficacy and self-advocacy among mature-aged women that included four research investigations – two that intend to test advertising presentation and copy messages and two that intend to take a closer look at the scripts that 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