



PART II: **SUPPLEMENTAL INFORMATION**

UF

Weimer Hall

Advertising
Journalism
Public Relations
Media Production, Management, & Technology

Part II: Supplemental Information

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

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

TABLE 1. STUDENTS

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

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

*Includes Summer 2023, Fall 2023 and Spring 2024 semesters

TABLE 2. FULL-TIME FACULTY

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

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

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

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

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

* Had substantial administrative duties

TABLE 3. PART-TIME FACULTY

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

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

FALL 2024

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

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

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

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

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								In Charge of Course	Lectures	Assists in Lab	Teacher In Charge
Frank Sutera	27	0	0	B.S.	Yes	No	3		X		X
Heather van Blokland	25	0	2.5	M.A.	No	No	7	X	X	X	X
Kevin VanValkenburgh	12	0	7	M.A.	Yes	No	6		X		X
Flavia Vigio	33	0	1	B.A.	Yes	No	1		X		X
Austin Vining	4	0	2.5	Ph.D.	Yes	No	9		X		X
Benjamin Vollmer	0	0	0	M.A.	Yes	Yes	3	X	X		X
Meisha Wade	20	0	3	B.S.	Yes	No	1		X		X
Layne Weitzel	7	0	0.5	M.Ed.	Yes	No	2		X		X
Ashleigh Kathryn White	5	0	4	M.A.	Yes	No	3		X		X
Robbie Woliver	25	0	4	M.F.A.	No	No	3		X	X	X
Xinlei Wu	12	0	0	M.S.	Yes	Yes	3		X		X
Suny (Qing) Xu	5	0	0	M.A.	Yes	Yes	3		X		X
Daniel Yesenosky	12	0	2	M.A.	Yes	No	6		X		X

SPRING 2024

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The University of Florida College of Journalism and Communications is one of 16 academic colleges at UF, a major public, comprehensive, land-grant research university, and a member of the American Association of Universities. UF was recently named the No. 1 public university in The Wall Street Journal's "2024 Best Colleges in the U.S." report and sixth-best public university by U.S. News and World Report. The College of Journalism and Communications is one of the eight "educational and general" UF colleges directly supervised by UF's provost and vice president for academic affairs.

Based in Gainesville, Florida, in the north central part of the state, UF's total enrollment was more than 60,000 undergraduate and graduate students with more than 10,000 full-time faculty and staff in Fall 2023. The University offers more than 300 undergraduate and graduate degree programs on campus and online.

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

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

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

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

The College provides a variety of experiential opportunities for students, including the Innovation News Center (a multimedia newsroom), The Agency (a strategic communication agency), the Atlas Lab (digital media analysis lab), CJCxNYC (the College's New York City program), and a variety of study abroad programs. Students also have a range of real-world opportunities in CJC's Division of Multimedia Properties, which includes seven units: a full-power PBS affiliate (WUFT-TV); a local news, weather, and Gator sports television station (WRUF-TV); a 100,000-watt public NPR-affiliated FM station (WUFT-FM); its repeater station (WJUF-FM); WUFT Classic (streamed online and over the air); and two commercial stations, ESPN affiliate WRUF AM/FM and Country 103.7. The College houses GatorVision, the University Athletic Association's official home for UF Gator sports production, the SEC Network and the Florida Public Radio Emergency Network. The Division includes GHQ, a multiplatform audio entertainment and news lab run by students. It also provides a steady lineup of news programming, including hourly, daily and weekly news broadcasts in English and Spanish – all involving students.

The College also houses the Institute for Public Relations, an independent nonprofit organization dedicated to the science beneath the art of public relations, and the Florida Scholastic Press Association, whose mission is to educate, train and support scholastic journalists and their advisers.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Significant developments include:

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

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

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

5. If the unit was previously accredited, summarize each deficiency noted in the previous accreditation report (Part 3, item 6) that the site team said should be addressed, followed by a response to each of actions taken and the results. If the unit was in noncompliance in the same standard(s) on the previous two visits, identify these standard(s), the reasons cited, and how these problems have been addressed.

ADJUNCT RELIANCE

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

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

NON-COMPLIANCE AND ASSESSMENT

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

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

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

The direct measures are:

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

The indirect measures are:

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

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

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

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

BUILDING INFRASTRUCTURE

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

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

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

See Standard 7 for more information on building improvements.

6. Describe the process used to conduct the self-study, including the roles of faculty members, students and others. Describe the strengths and weaknesses of the program discovered during the process, and describe any changes undertaken or planned as a result.

The writing of the self-study was led by the dean and executive associate dean in consultation with other senior administrators in the College, including the associate dean for graduate affairs, associate dean for research, department chairs, the executive director of the Division of Multimedia properties, executive director of the College's online master's program, the CFO/director of finance, the senior director of advancement and alumni relations, and the executive director of external relations. A large group of support staff was involved in developing the initial draft.

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

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

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

Here is the timeline for drafting the self-study:

SELF-STUDY

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

STRENGTHS AND WEAKNESSES

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

STRENGTHS

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

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

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

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

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

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

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

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

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

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

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

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

WEAKNESSES

Among the areas that the College seeks improvement on are:

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

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

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

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

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

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