Standard 1 Mission, Governance and Administration

Executive Summary

During the period under review, the College of Journalism and Communications experienced leadership changes in its two top positions – the Dean (Diane McFarlin) and Executive Associate Dean (Spiro Kiousis) – and maintained leadership in the Senior Associate Dean for Research and Graduate Studies (Debbie Treise) and Associate Dean for Undergraduate Affairs (Mike Weigold) roles. There were three changes in department chairs and significant other reorganization of the leadership structure, including hiring of some new key support positions. We also added a number of strategic positions including a director of grants development, a head of financial affairs, and an executive director of external relations, all of whom are able to offer vital support to key functions of the College.

The College created the *2020 Strategic Plan*, a long-range document charts the course for the College (See Page 62.) That plan, developed through the faculty governance process, emphasizes metrics to measure goals and ways to accomplish them. It evolved out of a series of regularly scheduled faculty and committee meetings as outlined below. It was based in light of the strategic plan adopted by the College in 2011.

Question 1. Describe the administrative structure of the unit, including to whom the unit administrator reports to within the university. Include names and titles. The information should extend from the lowest level of administrative responsibility within the unit to the institution's chief executive officer.

The responsibilities of the administrators of the College are described below. All administrators and other members of College leadership are expected to work collaboratively with the dean and each other to carry out their responsibilities.

Dean: Diane McFarlin (Reports to Provost Joe Glover)

- Exercises overall administration of the College.
- Maintains effective liaison with the university administration, the State University System, Board of Trustees, and members of the Legislature to encourage maximum support for the College and its activities.
- Promotes high morale within the faculty, staff, alumni, donors, and student publics of the College.
- Exercises oversight of the State and Foundation budgets of the College and supervises work of the college Director of Finance.
- Supervises associate deans in charge of graduate students and research, undergraduate students, and the directors in charge of the Brechner Center for Freedom of Information, the Marion B. Brechner First Amendment Project, the Division of Multimedia Properties, the Knight Division for Scholarships, Career Services and Multicultural Affairs, and The Agency.
- Provides for the maximum integration of students within these activities.

- Leads fund-raising activities of the College, supervises work of the college development officer and administers endowments.
- Serves as liaison with professionals in all communication fields and with academic administrators across UF and at other schools or colleges of mass communication to enhance the reputation of the College.
- Coordinates all activities related to alumni relations and promotes the reputation of the College with all external publics.
- Supervises external communications.
- Prepares administrative reports, including annual reports to professional and accrediting associations and the university administration.

Executive Associate Dean: Spiro Kiousis (Reports to Dean McFarlin)

- Serves as second-ranked administrator with supervisory authority over directors and department chairs, and assists the dean in overall administration of the College and in carrying out the duties and responsibilities of his/her office.
- Assists the dean and dean's administrative assistant in coordinating all matters related to academic affairs, including tenure and promotion, Sustained Performance Evaluations, Salary Plan for Professors, sabbatical and Faculty Enhancement Opportunity selection, and other UF awards related to academic affairs.
- Supervises the work of department chairs and their respective academic programs.
- Acts as the dean designate for implementation and ongoing evaluation of shared governance procedures in the College. In this role, the executive associate dean works closely with the chair of the Faculty Senate and elected senators (internal/unit departmental representative and those elected to UF Faculty Senate) to ensure the College develops and sustains procedures that are in compliance with UF procedures.
- Coordinates elections to College committees and assignment to committees not elected by the faculty, including dean's committees.
- Serves as an ex-officio member of College committees related to faculty development.
- Supervises dean's office staff in coordinating facility issues related to Weimer Hall classrooms.
- Supervises dean's office staff in coordination of special events involving faculty and students.
- Handles all matters related to conflict resolution not resolved by other deans, department chairs, or the college Human Resources Coordinator, including faculty grievances.
- Serves as the college's EEO officer and assists dean in implementation of diversity initiatives in the College related to faculty and students.

Associate Dean for Graduate Studies and Research: Debbie Treise (Reports to Dean McFarlin)

- Promotes the graduate programs, including the preparation of materials, website, processing requests for information, and recruiting students.
- Administers the program, including oversight of the processing of applications, supervision of student records, handling of drop/add.
- Recommends candidates for graduate research and teaching assistantships and oversees all graduate student appointments.

- Schedules courses and instructors, working in cooperation with the department chairs.
- Coordinates the work of the Graduate Committee.
- Works with graduate coordinators, in the various master's specializations.
- Encourages research and grant activity among college faculty.
- Supervises and assists in the search for new grants.
- Coordinates all efforts of departments and groups of faculty working together on
- research projects.

Associate Dean for Undergraduate Education and Enrollment Management: Michael Weigold (Reports to Dean McFarlin)

- Serves as college liaison with UF central administration for all matters related to undergraduate education and is the contact person for the associate provost for undergraduate affairs and the Associate Deans Council.
- Supervises all enrollment management functions in the College, including providing enrollment data and data analysis for four departments and graduate programs to deans and chairs on a regular basis and as requested by the dean.
- Chairs College Curriculum and Teaching and Undergraduate Affairs Committees and is the administrative liaison for the University Curriculum Committee and General Education Committee; and all other UF committees related to undergraduate affairs, as appropriate.
- Handles recruitment of undergraduate students, including coordination of all "Preview" activities and materials.
- Handles transfer student admissions and advising sessions.
- Supervises advising in the College and is coordinator of the Office of Undergraduate Affairs.
- Serves as resource person to answer any academic questions regarding student records.
- Supervises the director of the Knight Division for Scholarships, Career Services and Multicultural Affairs.
- Coordinates updates and changes to the *Undergraduate Catalog*.
- Works with department chairs to continually correct and refine audits for students on different catalog years.

Department Chairs: (Report to Executive Associate Dean Kiousis)
Tom Kelleher, Advertising
Ted Spiker, Journalism
Marcia DiStaso, Public Relations
David Ostroff, Telecommunication

- Leads the department by establishing priorities for human and financial resources and setting the agenda for activities.
- Runs the department office in an efficient and effective manner.
- Recommends the hiring of personnel.
- Schedules classes and instructors in an effective, efficient, and inclusive manner.
- Initiates curriculum study and change.
- Evaluates all personnel, recommends the fair allocation of merit pay.
- Assigns personnel to teaching, research, and service functions.

- Maintains effective liaison with professionals and alumni in the field, especially with
- professional societies, advisory groups, and visiting lecturers.
- Supervises internships.
- Provides effective liaison with administration of the College in making known the needs and views of the department.

Executive Director, Division of Multimedia Properties: Randy Wright (Reports to Dean McFarlin)

- Leads the College's Division of Multimedia Properties including complete oversight of the following media properties: WRUF-AM, WRUF-FM, WRUF-TV, WUFT-TV, WUFT-FM, WJUF-FM, and associated websites.
- Provides strategic vision and leadership to the College to ensure proper positioning of the multimedia properties in the North Florida market.
- Leads the senior management team ensuring top performance by the multimedia properties and staff.
- Ensures compliance with all Federal Communications Commission regulations by the multimedia properties.
- Works to ensure the multimedia properties are meeting the academic mission of the College and maximizing the number of student experiences that are available through the radio and television stations and associated websites.
- Works to create unique external partnerships and alliances to better position the multimedia properties, College, and UF.
- Serves as primary public ambassador for the multimedia properties representing the University and College to community and industry groups. Provides oversight and coordination of the multimedia/convergence newsroom construction project.
- Oversees Florida Public Radio Emergency Network (FPREN) operations.
- Oversees Technology Advancement Group (TAG) operations.

Director of Distance Education: Michael Weigold (Reports to Dean McFarlin)

- Works with department chairs and deans to develop curriculum and facilitate delivery of online on-book and self-funded courses, certificate programs, and undergraduate and graduate degrees.
- Supervises instructional designer and manages staff support related to all aspects of distance education.

Director of Finance: Jeffrey Pole (Reports to Dean McFarlin)

- Serves as chief financial officer for the College of Journalism and Communications. Responsible for the financial integrity of the College of Journalism and Communications.
- Maintains a system of accounts to provide monthly financial reports.
- Performs long-range strategic planning for financial and administrative affairs for academic units, media properties and other businesses managed by the College. Oversees development and management of Capital Plan. Tracks expenditures and works with fund administrators and department personnel to ensure compliance with UF/UFF directives and procedures.
- Responsible for and establishes controls/processes to ensure compliance in all functional areas.

Executive Director of External Relations: Randy Bennett (Reports to Dean McFarlin)

- Establishes the communication and marketing strategy for the college. Oversees all communications from CJC to students, faculty, alumni, media, and other external audiences. Manages the personnel and operations of the Communication Department.
- Connects with leaders of businesses and institutions in the media and communication industries and related sectors, such as technology, and develops programs for ongoing engagement of these leaders. Connects faculty and staff with business leaders who have an interest in working with the College and/or the Division of Media Properties. Explores career and internship opportunities.
- Establishes strategic partnerships that bring revenue or in-kind support to the College and its programs and subsidiary businesses. Explores and negotiate collaborations and partnerships with external organizations, including media companies, other colleges at UF and other Universities. Helps identify and secure industry sponsorships of research, workshops and events. Works with the Senior Development Officer to identify business leaders who are potential donors.
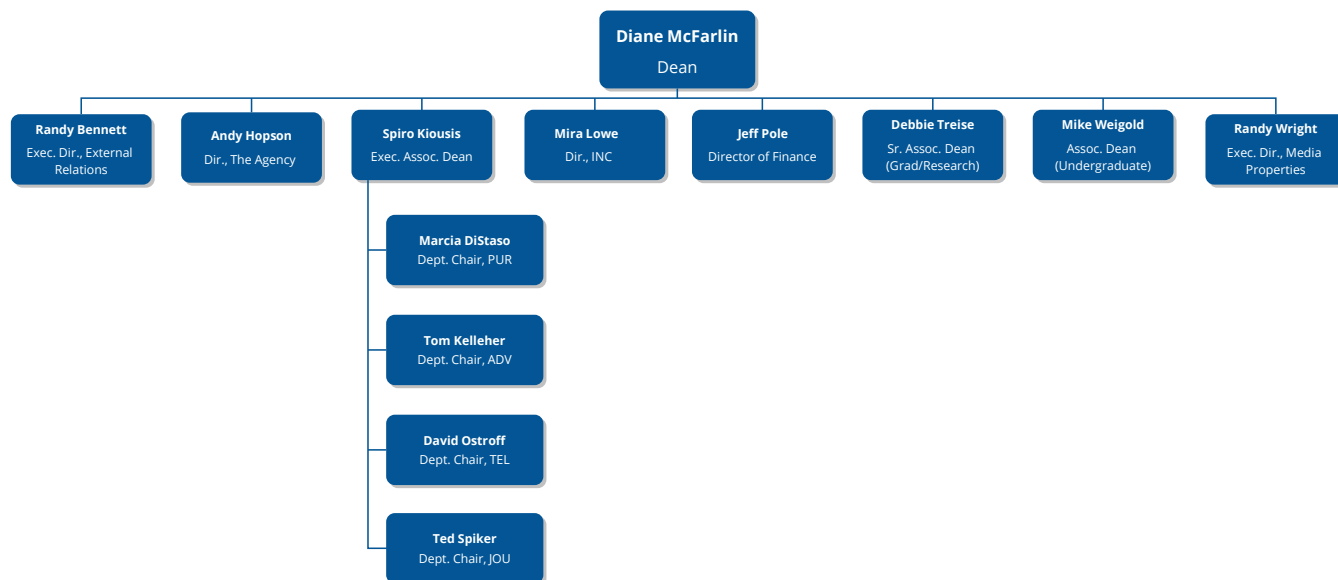
Director of INC, Mira Lowe (Reports to Dean McFarlin)

- Oversees production of the news, weather and sports content created in the Innovation News Center (INC) and related digital assets/platforms.
- Supervises six full-time, professional news managers; works with the supervisor of *Noticias WUFT* and the director of WRUF-TV.
- Participates in the College's efforts to develop digital businesses and oversight of external commercial news partnerships and alliances.
- Assists in the teaching, mentoring and oversight of student reporters, photographers, videographers, producers, editors, etc.
- Works with the College's academic departments to provide educational opportunities for CJC students.

Executive Director, The Agency, Andy Hopson (Reports to Dean McFarlin)

- Oversees operations of The Agency, the college's strategic communications agency, with a goal of making it sustainable in support of students. Primary steward of the College's student-staffed advertising, public relations, and digital communications service operation.
- Responsible for the development of policies and procedures, the calculation of an operational budget, and the mentorship of student staffers.
- Cultivates and secures clients not only from the University of Florida and the Gainesville community, but also throughout the United States and around the world.
- Acts as a liaison to faculty and other scholars to ensure that the agency's work is grounded in sound research and best practice. Ensures that the agency capitalizes on the unique resources available to it, including access to preeminent scholars, teachers, and experts in the sister communications disciplines and related areas.
- Creates policies and procedures, including specific direction for hiring students, billing clients, and a creating a code of agency ethics. Oversees all the financial and budgetary functions of the agency, including annual budgeting, reporting, and forecasting of business operations and staffing.
- Establishes an executive advisory council of industry representatives who can lend direction, advice, and the power of their own national and international professional networks to the agency's success

The abbreviated leadership chart below includes the positions detailed above. The College's extended leadership structure is depicted in Appendix 1C.

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                            Diane McFarlin
                                Dean
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Randy Bennett	Andy Hopson	Spiro Kiousis	Mira Lowe	Jeff Pole	Debbie Treise	Mike Weigold	Randy Wright
Exec. Dir., External Relations	Dir., The Agency	Exec. Assoc. Dean	Dir., INC	Director of Finance	Sr. Assoc. Dean (Grad/Research)	Assoc. Dean (Undergraduate)	Exec. Dir., Media Properties

Marcia DiStaso
Dept. Chair, PUR

Tom Kelleher
Dept. Chair, ADV

David Ostroff
Dept. Chair, TEL

Ted Spiker
Dept. Chair, JOU

The deans and chairs usually meet weekly to discuss issues important to the College. The executive associate dean and dean seek input from the chairs and other deans regarding agenda items. The **agendas and minutes** are posted on the College website.

Question 2. Describe the unit's process for strategic or long-range planning. Provide a copy of the unit's written strategic or long-range plan. This plan should give the date of adoption/ revision and any timeline for achieving stated goals. Discuss how the plan provides vision and direction for the unit's future and how it is has encouraged and contributed to quality and innovation in the unit.

The College's *2020 Strategic Plan* began in April 2017. The plan is designed to focus the College's investments, resources and energies in six key areas, all designed to provide additional educational and career opportunities for students and increase the prominence of the College.

The 2020 development process was launched with a college-wide retreat in Fall 2015 to discuss long-term goals and outcomes. A 12-member, cross-discipline task force was formed to draft a "strawman" plan to share with faculty and staff. Several college-wide meetings were held to get input on the draft. In addition, the task force met separately with faculty in their department meetings. An outline of strategic goals based on those discussions was approved by faculty in February 2016 (see page 62 and online). Before that, the College followed the strategic plan adopted by the College in 2011 (see page 73 and online **http://my.jou.ufl.edu/wp-content/ uploads/2011/06/College-Strategic-Plan-October-2011.pdf**). On an annual basis, the senior leadership and faculty of the College review the strategic plan, mission statement, and College constitution and other governance documents to ensure alignment with current and future directions of our unit.

Question 3. Describe the unit's policies and procedures for faculty governance. Provide the Web link or make available in the site team workroom a copy of faculty policy manuals, handbooks or other documents specifying policies, procedures and the roles of faculty and students in governance and in development of educational policy and curriculum.

UF uses a model of shared governance whereby faculty and administration have clear delegation of roles and responsibilities and participate in joint decision making. The **UF Senate** serves as the university-wide faculty body for shared governance and typically includes two to three members from the College with the number proportional to the number of eligible faculty in the unit.

At the College level, the College Faculty Senate and special task forces embody groups where shared governance resides. Shared governance at the College level means that the faculty has final determination on matters such as curriculum, criteria for tenure and promotion, evaluation of students, and recommendations regarding accreditation. Faculty make recommendations on certain matters, including, but not limited to, the College budget and technology decisions that impact teaching and research. The faculty also must have an opportunity for consultation with the dean (or her designee) on other matters connected with the priorities and policies of the College and their implementation. Consultation implies that faculty members have input into the decision-making process and are informed of the nature and rationale for the decision before they are made. Faculty are also very involved in the hiring search process as detailed in Appendix 4B (Procedures for Conducting Faculty Searches and Hiring.)

The Faculty Senate typically meets once a week or biweekly during the academic year. The dean or executive associate dean (or both) attends the meetings, makes reports as needed, and serves to answer questions and follow up on requests. Minutes are taken by a senator on a rotating basis and, when approved, posted online.

Since its formation, the Senate has collaborated with the college administration and elected faculty committees to develop and implement a number of initiatives including revising the College Constitution, Faculty Standards and Criteria guidelines for tenure and promotion, strategic planning, etc.

The chair of the Faculty Senate typically calls all-faculty meetings once or twice a semester. The faculty determines the agenda and the chair of the Faculty Senate chairs the meeting. Minutes are taken by a faculty member and, when approved, are posted online. These meetings are coordinated with the dean to complement faculty meetings called by the dean throughout the semester. The Faculty Senate, in conjunction with the executive associate dean, also handles the election of college faculty to the UF Faculty Senate.

Faculty members share in the governance of the College in a number of other ways. For example, faculty have participated in a variety of important initiatives through Task Forces called by the dean. One of the key elements of shared governance that faculty members determine is curriculum. All changes in requirements, new course proposals, and other curriculum developments are first approved by faculty in the relevant department. Proposals next go to the College Curriculum Committee, consisting of the department chairs and faculty representatives for each department. The College's associate dean for undergraduate affairs and enrollment management chairs this committee. Once approved by the Curriculum Committee, proposals go to the entire faculty for approval by majority vote. Curriculum changes also must be approved by the University Curriculum Committee before final approval by the state governing body.

Students are also involved as key stakeholders in the governance of the College. There is student representation on some standing committees such as the Graduate Committee. The dean has continued the tradition of the previous administration and meets regularly with the Dean's Student Advisory Council which consists of student representation from across the college. This group was instrumental in the formation of The Agency, curriculum redesign, and the decision to pursue an Assistant Dean of Inclusion. The dean also formed a Graduate Student Advisory Council and regularly meets with them to discuss and develop priorities for the master's and doctoral programs. The dean or executive associate dean also regularly attends at least one meeting of every major student group in the college to seek input on the governance of the college.

Question 4. How often did the faculty meet during the most recent academic year?

The College Constitution specifies that the faculty must meet at least once a semester. However, the faculty typically meets at least twice each Fall and Spring semester. These meetings are called by either the dean or the chair of the Faculty Senate. For the dean-called meetings, the dean formulates the agenda and announces the meeting. For the Senate-called meetings, the chair of the Faculty Senate develops the agenda and announces the meeting. In addition, the College's Kick-Off Meeting each August generally lasts all day although the afternoon session often has been allocated to departmental meetings. The dates of the dean-called faculty meetings during the 2016-17 academic year were as follows:

- All Faculty met together six times during the 2016-2017 academic year.
- Dean-called faculty meetings: August 16, 2016, December 12, 2016, April 20, 2017.
- Dean's Annual Financial Review, held every December.
- Dean's State of the College Address, held every April.
- Faculty Senate-called faculty meetings: December 12, 2016, April 12, 2017, April 20, 2017.
- Departments hold faculty meetings two or more times per semester. In addition, one meeting each semester is a joint faculty and Department Advisory Council meeting.

Question 5. List faculty committees and chairs. List any ad hoc committees in operation at the time of the self-study.

The list of **College committees** and names of members is available online.

The committees are divided into two groups: university mandated committees and faculty standing committees. The university mandated committees include Tenure and Promotion, Sustained Performance Evaluation, Sabbatical/ Faculty Enhancement Opportunity, Professional Development Leave, and UF Senate. Eligibility requirements, election procedures and policies related to the university-mandated committees are stipulated in the **UF Faculty Contract**.

Within the College, members of the Tenure and Promotion, Sabbatical/Faculty Enhancement Opportunity, and Professional Development Leave Committees are elected by the faculty and the committee elects its own chair. Members of the Sustained Performance Evaluation Committee are the full professors who have completed the second year of their term on the Tenure and Promotion Committee; this committee also elects its own chair. These committees act in an advisory capacity to the dean who makes the final recommendations on tenure and promotion, sabbaticals, FEOs, and professional development leaves to the Office of the Provost. The College's representatives for the UF Faculty Senate are nominated and elected by the faculty.

The Tenure and Promotion Committee responsibilities for the College are discussed in the *Faculty Standards and Criteria* document.

The faculty standing committees include Budget and Long Range Planning, Curriculum and Teaching, Faculty Development and Welfare, Graduate, Research, Technology, and Undergraduate Affairs. Members of these committees are elected by the faculty in a faculty meeting after an election committee made up of representatives from the Faculty Senate and the executive associate dean prepares a slate. Several committees elect their own chair: Budget and Long-Range Planning, Faculty Development and Welfare, Graduate, and Technology. Other committees are chaired by the appropriate administrator (Curriculum and Teaching and Undergraduate Affairs: associate dean for undergraduate affairs and enrollment management; Graduate: associate dean for graduate studies; Research: associate dean for research).

All committee responsibilities are described in the **College Constitution**.

Departmental Committees

The **Department of Advertising** has three standing committees: 1) Salary Equity & Merit Pay, 2) Student Evaluation & Assessment, and 3) Mentoring. Other committees are ad hoc and formed when necessary.

The **Department of Journalism** has a standing committee on curriculum and teaching, which recently examined the curriculum, made recommendations, and implemented a revised curriculum. It also has the following committees: budget, mentoring, professional outreach, and salary equity. The department also has ad hoc committees as necessary.

Committees in the **Department of Public Relations** are primarily ad hoc and formed as necessary, as in the case of the department chair search this past year, and some matters are assigned to a committee of the whole. The exception is the Salary Equity Committee, as required by the College.

Committees in the **Department of Telecommunication** are primarily ad hoc and formed as necessary, and in some cases issues assigned to a committee of the whole. The exception is the Salary Equity Committee, as required by the College. In addition, faculty members in the respective tracks meet on an ad hoc basis to address issues specific to those tracks, including curriculum, equipment and facilities, and student awards.

Question 6. Describe the faculty's contributions to the administration and governance of the university.

The College's faculty contribute to administration and governance of the University in many ways. The College has two senators who serve on the UF Faculty Senate (currently Churchill Roberts from Telecommunication and Clay Calvert from Journalism). "The Faculty Senate is the legislative body of the University of Florida providing a forum for mutual exchange of ideas between senior officers and faculty."

The faculty serve on various important university committees. For example, one faculty member from Public Relations chaired the UF Faculty Senate's Faculty Welfare Council for two years (Deanna Pelfrey). Another faculty member from Journalism (Dave Carlson) is chair of the UF Faculty Information Technology Committee and member of the eLearning Advisory Committee. The executive associate dean serves on a committee for faculty affairs. The associate dean for graduate studies and research serves on the Council of Graduate Deans and the Council of Research Deans. The associate dean for undergraduate affairs is a member of the University Curriculum Committee, which reviews and approves all undergraduate curriculum and catalog requests at the university. In addition, he serves on the Advisory Council for Undergraduate Affairs (ACUA), which is responsible for advising the Office of Undergraduate Affairs on all aspects of the undergraduate experience. The ACUA may discuss specific topics of importance to the university and/or colleges as a means of offering guidance and best practices to assist and enhance the work of the OUA.

Question 7. Describe the process for selecting, appointing and evaluating unit administrators.

The College's normal process for the selection of department chairs includes formation of a faculty search committee, which acts in an advisory capacity and recommends an un-ranked list of at least two finalists, preferably three, to the dean. Appointments of administrators are normally for three-year terms, with the possibility of renewal. However, technically, all unit administrators in the Florida State University System have one-year contracts. Department chairs are selected internally unless funding for a new position is available, in which case a national/international search is conducted.

Of the department chairs appointed since the last Self-Study Report, only Dr. John Wright was selected internally as an interim in Public Relations. The others were hired after a national/international search (Kelleher in Advertising, Molleda and DiStaso in Public Relations, and Spiker in Journalism). Emeritus faculty member Joe Pisani was interim chair in Advertising for one year during the review period.

The dean appoints associate/assistant deans following a process that parallels the hiring/appointing of department chairs, except that search committees for a national/international search include faculty members from each of the four departments. If the candidates are internal, the dean consults widely with relevant faculty and other administrators. Since the last accreditation, the most recent associate dean appointments were Spiro Kiousis (executive associate dean) and Debbie Treise (combining graduate studies and research).

Question 8. Describe the unit's process for timely and equitable resolution of complaints and concerns expressed by faculty, staff or students.

Faculty members with complaints and concerns meet first with their department chair. Faculty members have the opportunity to express concerns and complaints to the department chair through individual meetings, email correspondence, department meetings, and in their annual self-evaluations. Faculty concerns normally are resolved through discussions with the chair. Issues that may affect more than one faculty member are discussed with the dean and/or executive associate dean, in faculty meetings, and in meetings with the affected faculty. Faculty members with concerns and complaints that department chairs cannot address/resolve are referred to the executive associate dean or dean. Faculty members also may file formal grievances through processes established by the University and the **United Faculty of Florida** through collective bargaining agreement in Article 28.

The College Faculty Senate 's responsibilities include providing an official faculty body for representing the College faculty on issues of concern with the university administration, and in consultation with the administration, developing a process for resolution of conflict between the faculty and administration. Faculty members are encouraged to bring issues forward to their departmental representatives or the chair of the Faculty Senate. The chair regularly meets with the dean and/or executive associate dean to encourage communication, a collaborative approach for problem solving, and productive Senate and faculty meetings. The dean's office regularly reports data back to the Senate about questions that have been raised.

Staff members with complaints meet first with their immediate supervisor. If this meeting does not resolve the matter or if the complaint involves the immediate

supervisor, the staff member proceeds to the next appropriate administrator overseeing the area of employment. Staff members also may file formal grievances through processes established by the University. The College's Human Resource Manager also assist to resolve issues and grievances that may arise.

Student Complaints and Concerns Undergraduate students with complaints that cannot be resolved at the instructor level usually discuss the matter with the respective department chair. Graduate students discuss their concerns with the associate dean for graduate studies. If this meeting does not resolve the issue or prove satisfactory, undergraduate students are referred to the associate dean for undergraduate affairs and enrollment management and graduate students are referred to the executive associate dean. If the matter involves a grade complaint, the student is referred to the chair of the Student Evaluation Committee, who guides the grade appeal process discussed below. Students also are referred to the executive associate dean if they are dissatisfied with findings of the Evaluation Committee. Students also may address complaints to the Office of the University Ombudsman.

Student Grade Appeals

1. Student notifies instructor with dated email she/he is appealing a grade within 10 business days of final grades being released. Notification should include basis of the appeal (bias, departure from syllabus, etc.) and what specific assessment is being appealed (participation grade, exam grade, etc.). The student should indicate what grade they believed they should have earned on the assessment.

2. Student meets (if possible) to discuss grade disagreement with instructor. Meeting should occur as soon as possible (January following a fall grade appeal, September or sooner following a spring grade appeal). If circumstances prevent a meeting, appeal can go to step

3. If instructor and student do not agree on the appeal and remedy, student should notify the department chair within 30 days of meeting with instructor. Chair should be notified in dated email, followed by a meeting between the student and the chair.

4. Chair contacts faculty member regarding student meeting, updates faculty member on student appeal, and determines whether the faculty member intends to change the grade.

5. If still not resolved to the satisfaction of the student and the faculty member, chair forwards the student petition to the Associate Dean for Undergraduate Affairs. The dean will form a committee of three full-time faculty. Faculty may be from any department but may not include the course instructor. The chair notifies the faculty member that a college committee has been formed.

6. Committee reviews evidence for appeal from both instructor and student. Committee may contact either party for more information.

7. Committee recommendation to change or not change the grade is made in writing to the department chair.

8. Department chair conveys committee decision to the faculty member. Faculty member indicates whether she/he intends to modify the student grade.

9. Chair conveys outcomes of the process to the student, Associate Dean, and Ombuds (if necessary)

Basis of an Appeal

1. The burden of proof that a grade is inappropriate is borne by the student and the default presumption is that the grade is appropriate. A student must provide evidence substantiating a grade appeal claim.
2. A grade may not be challenged on the basis of subjective assessment (difference of opinion about the quality of the work)
3. Appropriate bases for a grade appeal include:
    a. Bias or mistreatment of the student in comparison to other students
    b. A significant deviation from the syllabus of the class (dropping an exam, increased weighting of a project from what was described in the syllabus, the introduction of a new assessment not mentioned in the syllabus)
    c. A failure of the faculty member to follow UF policy, for example, UF's attendance policies exemptions for religious observances.

Sexual Harassment and Hostile Work Environment Complaints   All complaints, whether from faculty, staff, or students, involving allegations of sexual harassment or hostile work environment are handled by the same process. All sexual harassment and hostile work environment complaints are referred to staff members in UF's Division of Human Resources for investigation and resolution. Reports of the investigations are sent to the dean for appropriate action. A complete description of these policies can be found at **http://hr.ufl.edu/manager-resources/policies-2/sexual-harassment/**.

UF expects all employees to complete sexual harassment training and receive UF training compliance certification. New hires are expected to meet this training compliance requirement within the first 30 days of employment and provide certificate of training completion to appropriate department personnel. Current employees who have not previously met the compliance requirement through seminar or mini-conference attendance are required to complete the compliance requirement through online training.

CJC Strategic Plan

In Fall 2016, the process for fleshing out the strategic goals was launched. Faculty and staff were invited to meetings to brainstorm on tactics related to the six strategic goals and strategies. A draft of the strategic plan was discussed at three separate CJC Faculty Senate meetings and two all-faculty meetings. Following is the strategic plan approved in April 2017. For the strategic plan in place during the review period, see page 73.

UF | College of Journalism and Communications
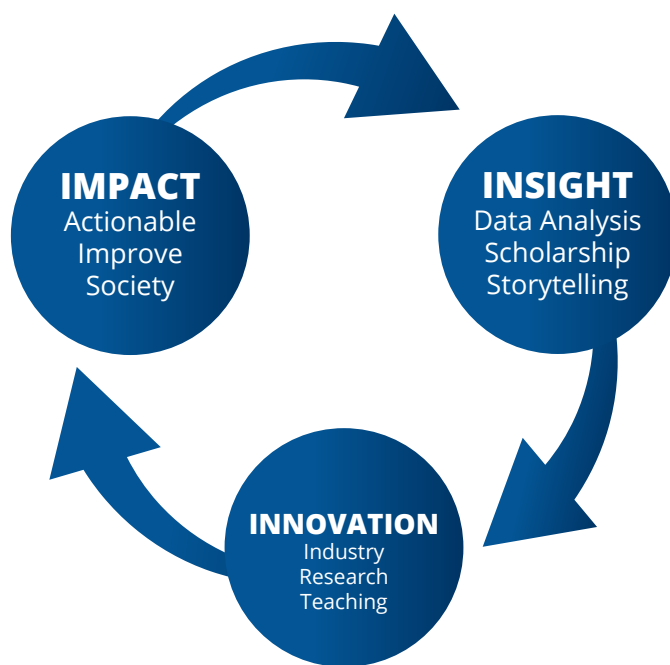**UNIVERSITY *of* FLORIDA**

Mission

The University of Florida College of Journalism and Communications (CJC) is committed to a diverse and inclusive environment, preeminent scholarship, cross-disciplinary education, superior skills development and collaboration spanning the science and practice of communication to produce significant societal impact on a local, state and global scale.

The Vision

The College of Journalism and Communications is the only academic community at the intersection of rigorous storytelling and data sciences, consumer-facing communication industry excellence, and social impact.

Through world-class accomplishment within—and deliberate exchange among—these three perspectives, the College of Journalism and Communications seeks to create a "virtuous communications cycle" that continuously improves communication for a more informed, articulate, and empathetic world.

IMPACT Actionable Improve Society

INSIGHT Data Analysis Scholarship Storytelling

INNOVATION Industry Research Teaching

Values

- Highest standards of academic excellence
- Commitment to the well-being and betterment of society and its institutions
- Preparing students to achieve life goals
- A culture of collaboration, cooperation, entrepreneurship, and risk-taking
- Embracing diversity in ethnicity, race, gender, and other characteristics among faculty, staff, and students
- Courage, honesty, and integrity in professional and academic endeavors

Guiding Principles

- Dedication to ethics, legal and social responsibilities
- Interdisciplinary teaching and initiatives with specialized expertise
- Grounding in forward-thinking scholarship—scientific and creative
- Integrated theoretical and practical education and experience
- Faculty and staff with a diverse mix of academic and professional backgrounds
- Global reach and impact
- Commitment to thought leadership in communication education and industry
- Nurturing of faculty and staff welfare and accomplishment

2020 Goals and Strategies

1) ## Strengthen CJC's Reputation for Academic Excellence in Media and Communication Science (UF Goals 1, 3, and 4)

Primary audiences: Academic community, Prospective faculty, Ph.D. students, UF Administration, Industry, Funders

Rationale: A preeminent university depends on internationally recognized scholarship and the discovery of meaningful new knowledge. Success is indicated in peer-reviewed publication, awards, and recognition among programs in journalism and communications. To achieve preeminence, however**,** the College will build prominent partnerships across campus and across the globe, secure significant investment from external sources, and earn recognition for the impact of the College's scholarship well beyond familiar communities of scholars in peer programs. When top students look at the College's Ph.D. program, they should see scholars standing among the best in the world. When researchers at UF and beyond look for communication research partners, they automatically should think of the College. When the world's most influential media report on topics related to the College's areas of research, they should call on College faculty as experts.

Strategies

1) **Build a stronger research culture at the College**

   The College will strengthen its research culture by institutionalizing the sharing of research and regular meetings between research faculty and College leadership. We will also explore opportunities to establish more undergraduate research opportunities.

   Key Milestone: Establish 1 – 2 meetings per semester between scholars and leadership
   Timeline: Fall 2017

2) **Recruit top tier faculty and graduate students, particularly those with specialties or interest in key areas of focus and expertise.**

   We will reaffirm our commitment to current areas of research focus: Health and Science Communication, Media Effects, Communication and Technology, Law and Policy and History, Media Industry and Consumers, Strategic Communication and International Communication and explore new areas of focus that could elevate the College. We will invest more to promote our graduate programs domestically and overseas and actively recruit at academic conferences, particularly for diverse set of candidates.

   Key Milestone: Develop marketing plan to recruit international students to our master's and doctoral programs.
   Timeline: Spring 2018

3) **Encourage current faculty to publish in high-impact journals and to focus and collaborate on scholarship around key areas of research**

The College will provide additional rewards/incentives to conduct research in strategic areas of focus, create additional curriculum around strategic areas of focus, publish in high-impact journals and publish collaboratively with other UF institutions or other universities.

Key Milestone: Increase average number of journal articles across faculty by 20 percent
Timeline: Spring 2019

4) **Build greater exposure for the College and its faculty and staff and position the College as a thought leader.**

The College will invest in capabilities for ongoing translation of research findings and insights, connect with alumni to promote availability of experts and insights and pursue grants and donations to fund speaker programs.

Key Milestone: Increase College mentions in mainstream media by 20 percent
Timeline: Fall 2018

Metrics: Improved Academic Analytics ranking, articles published in high-impact, peer-reviewed journals, citations, funding, service on journal editorial boards, increased university, industry, and academic engagement/partnerships, solicitations for speaking and/or publishing at prestigious events, recruiting and retention of diverse, high-quality faculty, and Ph.D. job placement.

2) Establish CJC as a Leader in the Recruitment, Retention, and Placement of Multicultural Faculty, Staff, and Students (UF Goal 1)

Primary audiences: Academic community, current and prospective faculty, current and prospective undergraduate and graduate students, Industry.

Rationale: The College must prepare students for success by reflecting society and the workplace that students will find themselves soon entering. The College is committed to providing experiences that are an exemplar of the quickly evolving diverse population of the United States and the increased globalization of communication industries. A College environment that embraces and measurably demonstrates diversity in all of its forms among faculty, staff, and students can be tapped for creative problem solving, strengthening collaborative skills, and encouraging academic discovery. Being a pacesetter in the academic preparation of diverse scholars and career-ready practitioners will position the College as unique among its peers and authenticate the promise of higher education as a beacon of equality and inclusivity.

Strategies

1) **Expand the Knight Division Multicultural Affairs function to attract new students from all backgrounds and create an environment welcoming to a multicultural population.**

    The College intends to provide greater resources to our multicultural affairs function to help guide strategies and programs, introduce more opportunities for cultural awareness, more aggressively promote our programs and work with individual units to craft their own diversity and inclusion policies consistent with the College's overall policy.

    Key milestone: Hire a director of inclusion (to be shared with two other colleges)
    Timeline: Fall 2017

2) **Design a recruitment process that addresses and mitigates bias and ensures a broad and diverse pool of high-caliber faculty and graduate students.**

    The College will actively review faculty hiring criteria, recruitment and interview processes to ensure they are free of bias and that promotion of job openings is targeted at multicultural markets. For the recruitment of graduate students, the College will pursue more opportunities to meet in person with diverse groups of students (e.g. at conferences, on-campus visitations), look for funding for additional Ph.D. lines focused on relevant multicultural research and build awareness of our pool of diverse graduate students among peer institutions.

    Key milestone: Review and recruitment process and implement process changes
    Timeline: Fall 2017

3) **Create processes and mechanisms to make the environment and culture more welcoming for diverse students and faculty**

The College will conduct regular climate surveys to assess improvements, improve its mentoring for junior multicultural faculty, establish a more unbiased and incentivized faculty evaluation process, provide regular diversity and inclusion training, help subsidize low-income student immersion opportunities, establish relationships with external programs (e.g. African Studies program) to bring a more diverse set of undergraduates to our College.

Key milestone: Establish mentoring system for multicultural faculty
Timeline: Spring 2018

4) **Integrate diversity and inclusion into curriculum and immersion experiences**

Expand curriculum focused on diversity and inclusion, expose students to different races and cultures through intentional class groupings and assignments that build awareness of different races and cultures, recruit visiting lecturers and guest speakers that reflect diversity and can address race and cultural issues.

Key milestone: Incorporate classroom and immersion assignments that expose students to different cultures.
Timeline: Fall 2018

Metrics: Expansion of faculty/staff/student multicultural presence, recruitment and retention of diverse faculty, recruiting and academic success of diverse, high-quality Ph.D. students, meaningful improvement in climate survey results, audits of curriculum and classroom approaches to addressing diversity.

3) Strengthen professional skills development to ensure we are providing the greatest opportunity for student career placement.

Primary audiences: Prospective students, Undergrad and Grad students, Industry

Rationale: The pace of change in the media environment is accelerating, resulting in a continual evolution of career opportunities and desired skills. Employers will seek out those candidates that have the necessary foundational, emerging and analytical skills. As media become more cost conscious, many are eliminating in-house training programs, requiring them to look outside for employee prospects who have up-to-date expertise and the greatest understanding of consumer behavior. With CJC's evolving curriculum and world-class immersion opportunities, we are well positioned to be a leading source for communication industry talent.

Strategies

1) **Continue to invest in current immersion opportunities and infrastructure to ensure students have access to high-caliber professionals and state-of-the-art facilities.**

   The College will explore strategies to engage more students in immersion programs and ease the transition from classroom to real-world venues. We will invite more faculty and professionals to participate alongside professional staff in immersion venues. And we will be purposeful in assignments and pairings to ensure exposure to multiple cultures (see Diversity and Inclusion section)

   Key milestone: Increase student participation in immersion venues by 30 percent
   Timeline: Fall 2018

2) **Identify opportunities for new skills development in the classroom and ensure smoother transitions between academics and immersion.**

   We will conduct annual curriculum audits to ensure up-to-date skills and theory are being taught, establish online courses to accelerate skills development curriculum, encourage more cross-departmental curriculum development; identify more cross-pollination opportunities, provide more hands-on experience in course work earlier in students' academic career and establish regular communications/meetings between faculty and venue leaders.

   Key milestone: Establish regular discussions between faculty and venue staff to ensure classroom and practice are in sync
   Timeline: Spring 2018

3) Create opportunities for faculty and staff to learn new skills

The College will incentivize faculty to upgrade or learn new, relevant skills and support site visits for faculty/staff/students to media operations, newsrooms and tech companies to observe and learn practices and policies. We will explore rotating faculty through in-house or industry immersion experiences to increase collaboration and insights among industry, curriculum, and research.

Key milestone: Establish program to arrange regular site visits to media companies
Timeline: Fall 2018

Metrics: Boost immersion experiences to 100%, increase job placement at graduation to 70%, industry rating of strength of our program, increase internship rate, rate of curriculum change.

4) Improve Student Career Preparation, Readiness, and Competitive Standing (UF Goals 2, 6)

Primary Audiences: Prospective Students, Undergrads/Grads, Industry

Rationale: A significant hallmark of a college's performance is the success of its alumni. The College must demonstrate an unwavering commitment to successfully preparing students for careers in communication industries as well as applied research and academe. This paramount obligation serves the two essential goals of attracting and retaining top-quality students while increasing the relevance of the College to communication industries and the organizations that hire and retain communication specialists and services. Ensuring professional excellence among all students in the College broadens the gateway to externally-supported programming, collaboration, and research. Strategically and purposefully, linking innovative and relevant curriculum, a full range of immersion opportunities, and enhanced initiatives for career readiness optimizes the College's ability to ensure the highest levels of professional achievement among all of its students.

Strategies

1) Create and resource a standalone career preparation unit that will interact with undergraduate and graduate students from enrollment through placement.

The College will pursue funding to increase staff focused on professional development of students, establish more systematic internship and career pipelines with potential employers and focus on improvement of "soft skills", including personal branding/ advocacy and interviewing and communication skills.

Key milestone: Acquire funding to support additional career preparation staff
Timeline: Fall 2018

2) **Establish more personalized advice for students from internal and external mentors.**

> The College will establish a career roadmap for all students starting in freshman year and reviewed on an annual basis, create a state-of-the-art mechanism and process for mentoring and to connect prospective employers, particularly alumni, with qualified students and train academic advisers on career coaching.
>
> **Key milestone:** Establish a formalized mentorship program
> **Timeline:**   Fall 2018

Metrics: Career placement rates, career advancement, prestige of employers, employer solicitations and participation, internship placement levels, alumni engagement.

5) Establish CJC's Preeminence in Storytelling Grounded in Research (UF Goal 2)

Primary Audiences: Prospective Students, Undergraduates/Graduates, Industry, Prospective Faculty

Rationale: As the media and communication ecosystem rapidly evolves, communicators must understand how to best reach their audiences or stakeholders to increase knowledge, change attitudes, or affect behavior. All communication disciplines are embracing the power of storytelling–the interplay of media, message, and form–to inform, persuade, or connect with audiences and stakeholders most effectively. The College can be a leader in effective messaging by understanding the science and art behind compelling and persuasive narratives across a range of media and platforms.

Strategies

1) **Focus on the science of storytelling as a key differentiator for the College**

> The College will pursue funds for an endowed chair to coordinate, develop, and advocate for the College's storytelling research, curriculum, and communication; recruit world-renowned thought leaders and practitioners to both teach and advance thinking around storytelling and become a clearinghouse of related research from other disciplines.
>
> **Key milestone:** Acquire funding for endowed chair
> **Timeline:**   Spring 2019

2) **Conduct collaborative research and advance thought leadership on the science and art of storytelling and best practices.**

> The College will conduct engagement research focused on how to engage audiences, how well media are meeting consumer needs, elements of effective story building and effective messaging based on the interplay of information and technology.
>
> **Key milestone:** Hold cross-disciplinary summit on effective storytelling
> **Timeline:**   Spring 2019

3) **Integrate into the curriculum principles and techniques for interdisciplinary and multi-platform storytelling and audience engagement, based on science, data analytics, and best practices.**

> The College will explore enhancing the curriculum with courses on storytelling theories and elements of good stories, entrepreneurship to spur creative thinking about storytelling, using analytics to improve storytelling.

> **Key milestone:** Establish plan for storytelling integration
> **Timeline:** Spring 2018

Metrics: Student career placement, citations and recognition, engagement with industry luminaries, solicitations for speaking and/or publishing, peer-reviewed original research.

6) Invest in Communication Research, Curriculum, and Practice Focused on Advancing Human Values, Improving Quality of Life, and Sharing Knowledge for a Diverse Society

Primary Audiences: Prospective students, Funders, Industry, Academic partners

Rationale: The mission of a land-grant university, the networked opportunities of the digital era, and the imperatives of momentous social challenges – coupled with the idealism of the millennial generation – create the nexus for the College's commitment to communication that improves the human condition. The College aspires to advance teaching, scholarship, and service that foster communication with meaningful and measurable social impact locally, within Florida, and on a global scale. Students should be prepared for careers that allow them to achieve their life goals while adding value to society. Given potential collaboration toward these ends with other disciplines on campus such as business, law, medicine, public health, arts, and agriculture, the College is uniquely positioned to be a global forerunner in the science and practice of communication that advances humanity.

Strategies

1) **Build the field of public interest communication**

> The College will pursue funds to establish a Center to conduct and coordinate research, outreach, partnerships, funding, training, etc., on effective social change communication strategies and techniques. We will establish an academic journal for the field; define, build and expand the community of public interest professionals; expand undergraduate curriculum in public interest communication and establish an online master's in public interest communication.

> **Key milestone:** Establish Center for Public Interest Communications
> **Timeline:** Fall 2020

2) **Develop a program and capacity for solutions journalism**

The College will connect our data journalism program to solutions journalism, use the community as a living laboratory and expand our environmental journalism program.

Key milestone: Create a class-wide solutions journalism project in data journalism program.
Timeline: Spring 2018

3) **Engage other disciplines in collaborative and translational approach to address social change**

The College will provide incentives to encourage cross-disciplinary research, create opportunities for students (inside and outside the college) and across disciplines, and recruit grad students synthesize ours and others research around social change

Key milestone: Integrate public interest communications research program into annual Frank gathering of social change communicators
Timeline: Spring 2018

Metrics: Funding levels, published research, solicitations for speaking and/or publishing, engagement with industry, community, and social change leaders.

Strategic Plan
College of Journalism and Communications
Approved by the Faculty: Sept. 26, 2003
Revisions approved: April 7, 2004; August 16, 2005; October 19, 2011

College Overview

Our mission is to prepare exemplary professional practitioners and scholars for journalism and communications fields and to generate and exchange new knowledge about these fields. The College is the home for the world's most respected educators and scholars who advance the value, practice, and understanding of journalism and communications in a democratic society. The faculty are committed to preparing professionals and scholars to practice and teach in a global society, providing leading research and service while generating and sharing knowledge.

The College is a national leader in the professional education of communication practitioners as well as teacher-scholars for the field. The College is nationally accredited by the Accrediting Council on Education in Journalism and Mass Communications. It offers B.S. degrees in advertising, journalism, public relations, and telecommunication and has approximately 2,200 majors in these four departments, including freshman through senior levels. The College's undergraduate curricula are concentrated at the junior and senior levels as is true of similar programs throughout the country. The College offers master's and doctoral degrees in mass communication and enrolls approximately 211 students at the graduate level. The graduate programs in mass communication are administered through the College's Division of Graduate Studies and Research.

The College's master's degree program began in the mid-1940s. Its doctoral program began in 1985 and is regarded as among the strongest in the field nationally—a tribute to faculty in the College who invested it from the beginning with high standards, high quality, and high expectations.

The graduate programs continue to evolve. In recent years we added a Master of Advertising degree and are adding a Master of Arts in Mass Communication specialization in multimedia journalism, 4/1 program in advertising sales, and distance education programs in Global Strategic Communications and Web Design and Online Communications.

The College also includes the Joseph L. Brechner Center for Freedom of Information; the Center for Media Innovation + Research; the Jerry Davis Interactive Media Laboratory; the Knight Division for Scholarships, Career Services and Multicultural Affairs; the Marion B. Brechner First Amendment Project; and six broadcasting facilities (the local PBS television station, WUFT-TV; the local National Public Radio affiliate, WUFT-FM and its sister station, WJUF-FM whose signal reaches the State's central Gulf Coast; two commercial radio stations, WRUF-AM/FM; and a low-power commercial television station, WRUF-TV).

What characteristics do we share with other top programs?

- Balanced curricula that include a mix of conceptually based courses and practical/applied (skills) courses, with support and opportunities for undergraduate and master's students to obtain internships;
- Faculty depth and expertise that includes a balance of strong academic background/ credentials and strong professional experience. Sometimes one individual has both, but the key is that the faculty as a whole includes breadth and depth of both academic and practical background and experience;

- Faculty noted for effective teaching, as well as productive, quality research/creative activities, and involvement and leadership in scholarly and professional associations at the national/international levels;

- Sufficient size to offer complete curricula, with sufficient faculty expertise to maximize curricular quality;

- Professional accreditation by the Accrediting Council on Education in Journalism and Mass Communications;

- Budget adequate to provide high quality in administration, instruction, research/creative activities, facilities/equipment, and support services;

- A commitment to shared governance;

- Effective leadership, both position leadership (those holding administrative positions/ titles) and leadership by influence (reputation of faculty and others among peers and key publics);

- Overall instructional student-faculty ratio (SFR) no higher than 35:1 (and generally lower, averaging approximately 29:1); instructional SFR in professional skills classes at a maximum of 20:1 (and often as low as 15:1);

- Sufficient quantity and quality of facilities and equipment to sustain high-quality teaching, research/creative activities, and service;

- Regular, systematic, and quality outreach to professionals practicing in the fields for which the programs prepare students;

- Undergraduate, master's, and doctoral students who compete successfully with students from other programs throughout the country in a range of activities at national and international levels (e.g., winning "top paper" or similar awards in nationally competitive research paper competitions; Hearst Competition for journalism students, Bateman Case Study competition in public relations, and ADDY competitions for advertising students;

- Alumni who include nationally known practitioners and leaders in their fields and in the academy;

- A commitment to preparing future journalism and communications professionals to work in a diverse, multicultural, global community;

- A faculty and student body inclusive across race, ethnicity, gender, and a curriculum that exposes students to issues of inclusiveness affecting journalism and communications;

- Ability to attract external funding, through philanthropy or contracts and grants.

Where does UF rank among Colleges of Journalism and Communications?

The College of Journalism and Communications at the University of Florida is among the top-ranked programs in the nation. In every national ranking of programs in the fields of journalism and communications over the years, all four of the College's undergraduate programs and the master's program have ranked consistently among the top 10. Their evaluations include rankings of colleges as a whole as well as rankings of individual academic specialties. Other top programs in journalism and communications at AAU institutions in the United States include, in alphabetical order, Illinois at Urbana-Champaign, Indiana, Michigan State, Minnesota, Missouri, North Carolina at Chapel Hill, Northwestern, Penn State, Syracuse, and Texas at Austin. It is noteworthy that the majority of the top programs in journalism and communications are at relatively comprehensive land-grant institutions. Many of these major universities see a natural link between the fundamental role and function of journalism and communications in a democratic society and the importance of fostering excellent programs in these fields as part of the essential mission of a land-grant institution. Also of note is that most of the top programs are structured as colleges/schools headed by a dean.

The College's graduate programs also are highly regarded. For example, in the only ranking of journalism and communications programs conducted by U. S. News & World Report (1996), the College's graduate programs in advertising, public relations, and telecommunication (radio/television) were ranked second nationally, and the journalism program was ranked sixth nationally. In our fields, these rankings generally are regarded also as reflecting rankings of the undergraduate programs. No other college in the nation had all of its programs ranked in the top six.

The College's doctoral program, which began in 1985, also has gained recognition as one of the top programs in the nation. A 2010 study published in the *Journal of Communication* analyzed of the quality of 102 communication doctoral programs in the United States.[1] The results ranked the University of Florida's College of Journalism and Communications at number six among NRC programs. Our position placed us just behind programs at Stanford, the University of Texas at Austin, and the University of Illinois—Champaign, and ahead of prominent programs at Wisconsin-Madison, the University of Minnesota, and Northwestern University. The study assessed program quality by using objective and quantifiable indicators rather than subjective rankings that are common in other rankings, emphasizing the number and quality of programs that hired new Ph.D.s from each institution. Doctoral programs that ranked highest in quality were ones that had a larger number of graduates hired at the most prestigious schools.

Other overall college rankings have included those by such organizations as the Associated Press Managing Editors Association and the Radio Television Digital News Association, and media including *Madison Avenue* and *The Gannett Center Journal*. The top-ranking status of the College also has been validated by the support the College has received over many years from the major foundations that fund programs in journalism and communications, including The Freedom Forum (the former Gannett Foundation) and The John S. and James L. Knight Foundation. Since 1990, the Knight Foundation, for example, has awarded 16 endowed chairs, with grants of $1.5 million each, only to elite journalism programs in the United States. One was given to UF's College of Journalism and Communications.

The College of Journalism and Communications is positioned to play a significant role as the University of Florida continues to enhance national recognition through top-10 rankings across disciplines. The College is, by its nature, interdisciplinary. The study of journalism and communications not only is essential for understanding and functioning in a democracy, it also is critical in today's global society. The media often convey information from across the intellectual and social spectrum. Teaching, scholarship, and outreach/service related to the roles and functions of journalism and communications are significant components of 21st century universities. The College is a leader in research in emerging media across all disciplines.

What are our Core Values and Principles?

The faculty members of the College of Journalism and Communications are dedicated to research, teaching, and service that demonstrate commitment to the following:

- Shared governance among administrators and faculty members
- Excellence in education, scholarship, and service that enhances the reputation of the College

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[1]Barnett, G., Danowski, J., Feely, T. & Stalker, J. (2010). Measuring quality in communication doctoral education using network analysis of faculty-hiring patterns. *Journal of Communication, 60,* 388-411.

- The critical role of journalism and communications in creating and sustaining open and transparent communication in free societies
- The ethics and values of the professions we serve
- Professional advancement for journalism and communication professions through social responsibility and strategic contributions to organizations
- Innovation in teaching, scholarship, and service that is responsive to industry trends
- Teaching, scholarship, and service that foster collaboration across departments and disciplines yet preserve the unique expertise of individual faculty members and the values of the College's various professions
- Appreciation of the dual role of faculty members as teachers and scholars
- Integration of theory and practice in the College's various curricula
- Diversity among students, faculty, and staff and an appreciation for diverse experiences and perspectives
- Internationalization and dedication to the responsibilities of journalism and communications professionals and scholars in a global society
- Access to quality education for a broad range of constituencies through distance and professional master's courses and programs

Goals and Strategies:

The overall goal of the College of Journalism and Communications is to enhance and deepen the reputation of the College as one of the nation's top-ranked programs in the graduate and undergraduate study of journalism and communications.

This Strategic Plan lists specific goals and strategies to meet this overall goal. This plan is intended to be a dynamic document that is continually revised and provides a basis for which the faculty and administration share in the pursuit of common goals and frequent re-examination of those goals. The plan is assessed by the faculty each semester and plays a role in allocation of resources as well as decisions regarding hiring and curriculum.

The goals and strategies of the College of Journalism and Communications Strategic Plan are listed in eight categories. The goals, first approved by the faculty on Sept. 26, 2003, and subsequently revised as stated above, appear below.

1. Shared Governance

Goal: The College's success depends on the ability of faculty members to formulate a vision for their units and to initiate strategies to realize unit goals. Faculty should share in developing these programs and should participate in shared governance of the College. The faculty and administration will work together in a culture of shared governance that endorses shared authority and responsibility for implementation of strategies to achieve the goals set forth in this plan.

Strategies

A. Continue to increase shared governance, including significant faculty participation in governance regarding budgets, curriculum, development of grants, enrollment, hiring, tenure and promotion, and other similar decisions.

B. Re-examine the College's constitution every two years and update as needed to reflect goals and strategies related to shared governance.

C. Begin to extend shared governance to departmental levels by creating bylaws and implementing best practices.

D. Improve meeting management skills of faculty by using agendas and minutes; ensure follow-up on actions by shared accountability to use time productively to advance stated goals and objectives.

2. Graduate Enrollment/Education

Goal: To maintain the College's position among the top master's and doctoral programs in the nation and to grow and enhance graduate enrollment and increase the proportion of graduate students in the overall college enrollment.

Strategies

A. Maximize use of existing resources and seek additional resources to increase and refine recruiting and vpromotion efforts, possibly involving the College's communications director.

B. Maintain the high quality and national and international diversity of the College's graduate student population as we grow graduate enrollment.

C. Seek additional funding for assistantships and fellowships to remain competitive in recruiting the highest-quality doctoral students.

D. Continue to conduct research and analyses to ascertain fields of master's and doctoral study in greatest demand.

E. Complete planning and implementation of 4-1 programs where appropriate; develop systematic, effective, and ongoing methods of informing undergraduates of 4-1 opportunities in the College.

F. Implement newly-developed specializations in emerging journalism technologies and media sales and management.

G. Enhance interdisciplinary teams and reduce barriers to team work within the College and with units across the University. In particular, maintain and enhance emphasis on international/cross-cultural communication, science/health communication, media law, and political communication specializations. Reduce barriers to team and interdisciplinary teaching.

H. Enhance graduate student involvement in the College's multimedia properties.

3. Research and Creative Activities

Goal: To continue to increase the quantity and quality of faculty and graduate student refereed research and juried creative activities at the national and international levels.

Strategies

A. Continue to improve the research infrastructure within the College, including space, equipment, personnel, and funding.

B. Increase the number and amount of externally funded research projects in the College.

C. Hire new faculty at the associate and full professor levels to provide mentors for new faculty and graduate students and additional research leadership and prominence for the College.

D. Further develop the reward system for faculty who are productive researchers and grant-seekers, including additional assigned time for research; increased professional development funds; additional "research summers" funding; summer funding for grant writing, and additional assignment of graduate research assistants.

E. Encourage research and creative activities of the College in interdisciplinary areas that will take advantage of College and University strengths.

F. Enhance the national/international research reputation of the College and University by evaluating how to best recognize practitioners and scholars who are using and conducting research on the use of innovative media.

G. Continue to encourage faculty involvement in editorships of prestigious national and international journals and seek resources to support and reward faculty members who serve as editors.

4. Internationalization

Goal: To maintain and improve the quality of the College's efforts to prepare our students to function in a multicultural, diverse global community and enhance the internationalization of UF in teaching, research, and service.

Strategies

A. Continue to integrate international/cross-cultural/social issues in courses by encouraging suggestions for further internationalization of the curriculum including the 4-1 graduate programs; continuing to host international speakers in courses to provide students international exposure; continuing to develop technological capabilities related to international digital conferencing; and continuing to develop and implement curricular activities and projects that allow students hands-on experience in functioning in a diverse global community.

B. Expand study-abroad programs in which students attend classes at a UF international remote campus site or complete coursework while abroad through distance education.

C. Encourage strategic partnering with international faculty members by supporting international exchanges and joint research endeavors.

D. Continue to develop new professional certificate programs that will attract international students.

E. Continue to pursue international grants and research projects emphasizing opportunities for interdisciplinary partnerships with colleges and units at UF.

F. Continue to expand the international mission and activities of the Brechner Center for Freedom of Information. Attract additional resources to support the Center's goals to study, collect, and disseminate information about freedom of information laws and policies around the world.

G.   Enhance existing relationships with international programs and offices on campus by developing an outreach program that will make the College more visible in the international community. The program could include an annual international conference hosted by the College as well as seminars and certificate programs for international media professionals, students, and academics.

H.   Continue to build relationships with international media professionals in the state, nation, and world and develop international internship opportunities.

I.   Increase efforts to promote democracy and enhance understanding of the role of journalism and communications in the construction and consolidation of democratic societies.

J.   Conduct workshops to assist faculty members in integrating international perspectives into courses where appropriate.

K.   Continue to include international teaching and research as a factor in the hiring and evaluation of faculty members where appropriate.

L.   Develop opportunities for multi-lingual or bi-lingual media training.

5. Collaboration and Interdisciplinary Initiatives

Goal: To maintain and enhance collaborative efforts across departments and interdisciplinary programs and activities.

Strategies

A.   Develop strategies to increase awareness and understanding across campus of the role of the College and its mission, with a special emphasis on research/creative activities and accomplishments and how College of Journalism and Communications scholars contribute to interdisciplinary endeavors and other strategic priorities of the University.

B.   Maintain and enhance graduate programs in media law, political communication, international communication, innovative media technologies, and science/health communication.

C.   Enhance and facilitate development of specific interdepartmental programs such as media management and a converged newsroom. Create partnerships with other disciplines, including engineering and computer science (incorporate global positioning, video and audio, wireless Internet and streaming technology).

D.   Continue to develop partnerships with other disciplines in grant development and research projects. Specifically, the College should continue to partner with colleagues in other colleges, such as the College of Medicine and the College of Engineering, and should develop partnerships with other colleges/units, as appropriate and feasible, on journalism and communications perspectives as they relate to research priorities of the University.

E.   Provide leadership for the University and partner with faculty members in other disciplines for research and development in new information technologies.

F.   Partner with other disciplines within the University in a series of specialized course offerings aimed at long-term public service to increase awareness of advances in the sciences, for example, environmental reporting, medical/health reporting, the arts, economics, and history.

G.   Continue to establish interdisciplinary institutes on communications and democracy, incorporating key roles of advertising, journalism, public relations, and telecommunication in the democratic process both here and abroad. Pursue funding from foundations such as the Knight Foundation, the Pew Charitable Trusts, The Fulbright Commission, and government agencies such as the U.S. Agency for International Development and the U.S. State Department.

H. Pursue creation of an annual interdisciplinary conference on Telecommunication Policy and Regulation in conjunction with the College of Business Administration and the Levin College of Law.

6. Professional Reputation/Stature

Goal: To remain a national leader and further enhance the national and international reputation of the College and University by continuing to provide cutting-edge professional undergraduate and graduate education, leadership, and service. By doing so, the College will continue to be a magnet for top students in Florida and the world and our students will continue to be the top choice for potential employers.

Strategies

A. Complete development of the master's specialization in multimedia journalism, the converged newsroom, and the converged newsroom facility. Encourage participation by students from other relevant disciplines of the University in projects involving topics related to those disciplines.

B. Continue to upgrade facilities for magazine and visual communications, including photojournalism curricula.

C. Continue to upgrade computer labs, including introduction and maintenance of Macintosh computers to provide a dual-platform environment for all curricula.

D. Establish a program to increase student contact with state media professionals in major media outlets, public relations firms, advertising agencies, and other communications fields in the high national profile media markets of South Florida, Tampa-St Petersburg, and Orlando.

E. Continue to develop a process for more effective tracking of alumni to assist in job placement and in generating a diversity of internship opportunities.

F. Continue to strengthen relationships with journalism and communications professionals, especially through department Advisory Councils, the College's Board of Advocates, the Brechner Center for Freedom of Information, and programs like the Hearst Visiting Professionals and The Freedom Forum Distinguished Visiting Professor. Increase overall efforts to bring nationally and internationally known media professionals and mass communication scholars to campus.

G. Develop a process to conduct regular, systematic evaluations of national and international reputations of the College.

7. Innovation and Emerging Technologies

Goal: To be a respected member among the community of global leaders in education and scholarship in digital communications that advances the professional disciplines we serve.

Strategies

A. Increase and enhance emphasis on emerging communication technologies at the graduate and undergraduate levels.

B. Create graduate-level professional programs.

C. Continue to improve and enhance technology infrastructure and computing facilities throughout the College to maintain our position on the cutting edge.

D. Continue to assure that students are proficient in the use of software and technology used in professions.

E. Help faculty members identify and take advantage of opportunities to receive training in the use and implementation of emerging software and technology.

F. Reassess regularly the specifications for the computer requirement for students.

G. Establish departmental responsibility for creating and implementing a method to constantly assess what technologies are being used currently in its profession and bringing that into the curriculum in real time.

H. Determine the appropriate concepts and principles for use of technology through research and communicate those with industry professionals.

I. Create content fluency across platforms.

J. Create a student and alumni population that recognizes the need for life-long learning and has the skill base to assess and adapt to new technologies as they emerge.

K. Fill the gap between research and theory on the strategy and practical application of new technologies.

L. Teach content creation and audience reaction processes to students so they can acquire the skills to measure and evaluate their organizations' use of strategic technologies.

M. Use the Center for Media Innovation + Research as an ongoing opportunity to provide an environment for students and faculty to experience and conduct research on emerging technologies.

8. Distance Education and Entrepreneurial Activities

Goal: To establish the College as a preeminent provider of distance education programs and entrepreneurial activities for mass communication and related fields.

Strategies

A. Develop online programs that provide top quality instruction and training to students via distance education and entrepreneurial activities to complement and build on our in-residence programs within the state, region, nation, and world.

B. Provide new teaching opportunities to our instructors via distance education and entrepreneurial activities to complement and build on our in-residence programs within the state, region, nation, and world.

Summary

The College seeks to maintain its position as one of the top journalism and communications programs in the nation. As the College grows in stature over the next few years, the College will remain committed to preparing exemplary professional practitioners and scholars for journalism and communications fields and to generating, translating, and disseminating new knowledge about these fields. The mission of the College aligns well with the directions of the University, especially with respect to the role and functions of journalism and communications within a global digital communications environment and advancement of the understanding and practice of journalism and communications for a diverse global community.

This plan outlines eight general goals and a number of strategies the College seeks to employ to meet those goals. Some can be achieved within the existing budgetary framework, but most will require additional resources. Some additional resources must be designated for faculty.

This includes funding for additional faculty lines and for current faculty to engage in teaching, research/creative activities, and service of the highest quality. The University Strategic Work Plan places particular emphasis on hiring and retaining high-quality faculty members, creating an environment that fosters cutting edge research, and, providing excellence in education to a diverse and global community of students. We share these commitments. The College of Journalism and Communications is already ranked among the nation's best. However, *our overall goal is to continue to increase faculty productivity and national and international visibility in critical areas of study and provide excellence in teaching at the undergraduate and graduate level.* Therefore, we must combine existing sources of funding with new allocations to accomplish the following:

- Add tenure-track faculty lines at the assistant and associate professor levels to further enhance the national/international reputation of the doctoral program, to grow graduate enrollment, and to enhance curricular offerings, research/creative activities productivity and national reputation, particularly in science/health communication, media law, political communication, emerging media technologies, and international communication.

- Add tenure-track faculty lines at the assistant professor level to accommodate a reasonable percentage of the high numbers of UF students seeking majors in the College and to meet demands for courses.

- Maintain and expand resources for faculty to remain on the cutting edge of innovation, particularly involving collaborative and interdisciplinary initiatives.

- Continue to provide funds for summer programs designed to facilitate research/creative activities and professional development of the faculty.

- Provide additional resources for faculty international activities, including teaching, research/creative activities, and international programs.

- Continue to develop the College's assessment plan, consistent with ACEJMC and SACS accreditation standards.

These goals can be achieved through the combined efforts of the faculty, staff, and administrators in the College of Journalism and Communications and in the various disciplines across the campus, as well as the administration of the University.