

Report of On-Site Evaluation

ACEJMC
Undergraduate program
2017-2018

Name of Institution: University of Florida
Name and Title of Chief Executive Officer: President W. Kent Fuchs
Name of Unit: College of Journalism and Communications
Name and Title of Administrator: Dean Diane McFarlin
Date of 2017-2018 Accrediting Visit: Jan. 28-31, 2018

Date of the previous accrediting visit: Jan. 29-Feb. 1, 2012

Recommendation of the previous site visit team: Reaccreditation

Previous decision of the Accrediting Council: Reaccreditation

Recommendation by 2017-2018 Visiting Team: Reaccreditation

Prepared and submitted by:

Team Chair

Name and Title: Christopher Callahan, Dean and Vice Provost
Organization/School: Walter Cronkite School of Journalism and Mass Communication, Arizona State University

Signature _____

Team Members

Name and Title: Peter Debreceeny, Strategic Communications Consultant
Organization/School: Arthur W. Page Society

Signature _____

Name and Title: Vincent Duffy, News Director
Organization/School: Michigan Radio

Signature _____

Name and Title: Dr. Anne Hoag, Associate Professor and Director of Intercollege Minor in Entrepreneurship & Innovation
Organization/School: Donald P. Bellisario College of Communications, Pennsylvania State University

Signature _____

Name and Title: Dr. Carol J. Pardun, Professor
Organization/School: College of Information and Communications, University of South Carolina

Signature _____

Name and Title: Patricia Thompson, Assistant Dean
Organization/School: Meek School of Journalism and New Media, University of Mississippi

Signature _____

PART I: General information

General Information

Name of Institution: University of Florida

Name of Unit: College of Journalism and Communications

Year of Visit: 2018

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

- Middle States Association of Colleges and Schools
- New England Association of Schools and Colleges
- North Central Association of Colleges and Schools
- Northwest Association of Schools and Colleges
- Southern Association of Colleges and Schools
- Western Association of Schools and Colleges

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

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

- Private
- Public
- Other (specify)

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

The University of Florida (UF) Board of Trustees is the public body corporate of the university. It sets policy for the institution and serves as the institution’s legal owner and final authority. The UF Board of Trustees holds the institution’s resources in trust and is responsible for their efficient and effective use. The UF Board of Trustees consists of six citizen members appointed by the Governor and five citizen members appointed by the Board of Governors. The Chair of the Faculty Senate and the President of the Student Body are also voting members.

Question 4. Has the journalism/mass communications unit been evaluated previously by the Accrediting Council on Education in Journalism and Mass Communications?

- Yes
- No

If yes, give the date of the last accrediting visit: January 29-February 1, 2012

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

1950

Question 6. Provide the unit's undergraduate mission statement and the separate mission statement for the graduate program. Statements should give date of adoption and/or last revision.

The following is the mission statement for both the undergraduate and graduate programs in the College of Journalism and Communications and was adopted in Spring 2017:

“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.”

Question 7. What are the type and length of terms?

Semesters of 16 weeks

Summer sessions of 6 and 12 weeks

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

Bachelor's degree

Master's degree

Ph.D. degree

Question 9. List the specific undergraduate and professional master's degrees as well as the majors or sequences being reviewed by ACEJMC. *Indicate online degrees.

B.S. Advertising, on-campus only

B.S. Journalism, Journalism Track, on-campus only

B.S. Journalism, Sports and Media Track, on-campus only

B.S. Public Relations, on-campus and online

B. S. Telecommunication, Management and Strategy Track, on-campus only

B. S. Telecommunication, Media and Society, on-campus and online

B. S. Telecommunication, News, on-campus only

B. S. Telecommunication, Production, on-campus only

In 2018, ACEJMC is conducting a review of only the undergraduate programs.

Question 10. Credit hours required by the university for an undergraduate degree. (Specify semester-hour or quarter-hour credit.)

124 semester hours

Question 11. Give the number of credit hours students may earn for internship experience. Specify semester-hour or quarter-hour credit.

Students can earn 1-6 credits for an internship in any given semester, depending on the department. A student can earn up to 6 credits total. The following is from the current 2017-18 undergraduate catalog:

“Students can earn credits by completing professional internships. Grades for internships must be S/U. Internship credit can be repeated with change of assignment for a maximum of six credits. Any internship credit beyond the six, such as through the Honors office, will not count toward a student’s 124-credit total needed for the degree. Retroactive credit for internships cannot be granted.”

Question 12. List each professional journalism or mass communications sequence or specialty in the undergraduate program and give the name of the person in charge.

Name of Sequence or Specialty	Person in Charge
Department of Advertising	Tom Kelleher, Chair
Department of Journalism	Ted Spiker, Chair
Department of Public Relations	Marcia DiStaso, Chair (starting July 2017) John Wright, Interim Chair (June 2016-June 2017)
Department of Telecommunication	David Ostroff, Chair

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

As of the beginning of Fall 2017, 39,240 undergraduate students were enrolled in the University of Florida, and 2,519 students were enrolled in CJC undergraduate degree programs.

Question 14. Number of undergraduate majors in the unit, by sequence and total (if the unit has pre-major students, list them as a single total):

Name of Sequence or Specialty	Undergraduate majors (Spring 2017)	Undergraduate Majors (Fall 2017)
Advertising	615	599
Journalism	412	460
Journalism (Sports and Media)	23	40
Public Relations	614	614
Public Relations (Online)	29	65
Telecommunication (Management)	37	32
Telecommunication (Media and Society)	143	136
Telecommunication (News)	222	213
Telecommunication (Production)	300	278
Telecommunications (Online)	84	82
Totals	2,479	2,519

Question 15. Number of graduate students enrolled in Spring 2017 on-site:

The College is not pursuing reaccreditation of its graduate program at this time.

Question 16. Number of students in each section of all skills courses (newswriting, reporting, editing, photography, advertising copy, broadcast news, public relations writing, etc.). List enrollment by section for the term during which the visit will occur and the preceding term. Attach separate pages if necessary. Include a separate list for online skills courses, which also must meet the 20-1 ratio. (The Council has ruled that campaigns courses are exempt from the 20-1 ratio.)

Enrollment in Advertising and Mass Communication Skills Courses

FALL 2016

Course	Section	Enrollment
ADV4101 Copy and Visualization	02D2	18
ADV4101 Copy and Visualization	04BH	19
ADV4101 Copy and Visualization	0618	20
ADV4101 Copy and Visualization	8306	19
ADV4101 Copy and Visualization	8883	20
MMC2100 Writing for Mass Communication	042A	20
MMC2100 Writing for Mass Communication	1A18	20
MMC2100 Writing for Mass Communication	17E3	20
MMC2100 Writing for Mass Communication	2693	11
MMC2100 Writing for Mass Communication	2694	8

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Course	Section	Enrollment
ADV4101 Copy and Visualization	0064	18
ADV4101 Copy and Visualization	1H04	18
ADV4101 Copy and Visualization	1H05	11
ADV4101 Copy and Visualization	1374	9
ADV4101 Copy and Visualization	5106	18
ADV4101 Copy and Visualization	5374	13
MMC2100 Writing for Mass Communication	0089	18
MMC2100 Writing for Mass Communication	0817	0
MMC2100 Writing for Mass Communication	094F	20
MMC2100 Writing for Mass Communication	094G	17
MMC2100 Writing for Mass Communication	2A29	17
MMC2100 Writing for Mass Communication	2H67	18
MMC2100 Writing for Mass Communication	208G	9

Enrollment in Journalism Skills Courses

FALL 2016

Course	Section	Enrollment
JOU 3101 Reporting	4977	16
JOU 3101 Reporting	4980	20
JOU 3101 Reporting	4982	18
JOU 3101 Reporting	4995	18
JOU 3101 Reporting	5016	14
JOU 3101 Reporting	5022	20
JOU 3101 Reporting	5025	15
JOU 3101 Reporting	7443	9
JOU 3109 Multimedia Writing	1A00	19

JOU 3109 Multimedia Writing	1A01	21
JOU 3109 Multimedia Writing	1A04	19
JOU 3109 Multimedia Writing	1A05	17
JOU 3109 Multimedia Writing	1A09	17
JOU 3109 Multimedia Writing	1A10	20
JOU 3109 Multimedia Writing	1A11	20
JOU 3109 Multimedia Writing	1A13	20
JOU 3109 Multimedia Writing	1A15	19
JOU 3109 Multimedia Writing	1C57	19
JOU 3109 Multimedia Writing	1C65	18
JOU 3213 Design	192D	14
JOU 3305 Data Journalism	18DC	25
JOU 3601 Photographic Journalism	2930	17
JOU 3601 Photographic Journalism	2939	15
JOU 4214 Advanced Design	1426	6
JOU 4201 News Center Practicum	1C12	6
JOU 4201 News Center Practicum	1D22	12
JOU 4201 News Center Practicum	1D38	13
JOU 4201 News Center Practicum	1H44	13
JOU 4201 News Center Practicum	1H50	5
JOU 4202 Advanced News Center Practicum	O5AD	2
JOU 4202 Advanced News Center Practicum	O5A4	2
JOU 4202 Advanced News Center Practicum	O5CE	2
JOU 4202 Advanced News Center Practicum	O5DH	1
JOU 4202 Advanced News Center Practicum	O5D3	1
JOU 4308 Magazine and Feature Writing	1336	9
JOU 4308 Magazine and Feature Writing		
JOU 4311 Advanced Magazine Writing	17C2	9
JOU 4447 Applied Magazines	5057	5
JOU 4311 Advanced Magazine Writing	17C2	9
JOU 4447 Applied Magazines	5057	5
JOU 4604 Advanced Photo 1	5059	6
JOU 4930 Nature Journalism	OO29	10
JOU 4930 Audience Engagement	O425	20
JOU 4930 Hearst Project	047E	7
JOU 4930 Data Literacy	047F	10
JOU 4930 Health Media Innovation	047G	6
JOU 4930 Entertainment Writing	O476	9
JOU 4930 Video Storytelling	O48B	3
JOU 4930 Intro to Wen Apps	O49A	22
JOU 4930 Solutions Journalism	17D3	6
JOU 4930 Innovative Storytelling	19H1	13

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Course	Section	Name	Enrollment
JOU 3101	08FE	Reporting	20
JOU 3101	08FF	Reporting	19
JOU 3101	1G48	Reporting	20
JOU 3101	1993	Reporting	21
JOU 3101	2285	Reporting	20
JOU 3101	2652	Reporting	21
JOU 3101	2653	Reporting	20
JOU 3101	2655	Reporting	19
JOU 3101	2657	Reporting	20
JOU 3109	003G	Multimedia Writing	20
JOU 3109	06A1	Multimedia Writing	17
JOU 3109	06A3	Multimedia Writing	16
JOU 3109	06BA	Multimedia Writing	16
JOU 3109	06BB	Multimedia Writing	20
JOU 3109	06B5	Multimedia Writing	18
JOU 3109	06CG	Multimedia Writing	19
JOU 3109	06C2	Multimedia Writing	17
JOU 3109	12HB	Multimedia Writing	18
JOU 3109	16D5	Multimedia Writing	16
JOU 3109	16GD	Multimedia Writing	15
JOU 4111	11A0	Advanced Reporting	13
JOU 4201	1C93	News Center Practicum	10
JOU 4201	1C86	News Center Practicum	10
JOU 4202	1F85	Adv News Center Practicum	2
JOU 4202	1G19	Adv News Center Practicum	2
JOU 4308	1B18	Magazine & Feature Writing	16
JOU 4308	2676	Magazine & Feature Writing	15
JOU 4313	5129	Sports Reporting	7
JOU 4447	8717	Applied Magazines	13
JOU 4603	3119	Speiclaized Photo	10
JOU 4605	1648	Advanced Photo 2	7
JOU 4930	015A	Dataviz and Mapping	10
JOU 4930	08B2	360 Video	15
JOU 4930	.08CH	Play by Play	6
JOU 4930	O8E5	Adv Social Media	9
JOU 4930	1G51	Data Literacy	12
JOU 4930	1211	Adv Web Apps	9
JOU 4930	122D	Hearst Projects	9
JOU 4930	14CA	Innovative Storytelling	9
JOU 4930	2444	Audience Engagement	17

Enrollment in Public Relations Skills Courses**FALL 2016**

Course	Section	Enrollment
*PUR4100 Public Relations Writing	203G	20
PUR4100 Public Relations Writing	2E22	19
PUR4100 Public Relations Writing	4071	20
PUR4100 Public Relations Writing	4072	14

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Course	Section	Enrollment
PUR4100 Public Relations Writing	03DG	19
PUR4100 Public Relations Writing	04C2	18
*PUR4100 Public Relations Writing	1557	20
PUR4100 Public Relations Writing	1A88	20
*PUR4100 Public Relations Writing	2A36	1

Enrollment in Telecommunication Skills Courses**FALL 2016**

Course	Section	Enrollment
RTV 2100 Writing for the Electronic Media	124F	20
*RTV 2100 Writing for the Electronic Media	21E6	13
RTV 2100 Writing for the Electronic Media	2231	20
RTV 2100 Writing for the Electronic Media	2231	20
RTV 2100 Writing for the Electronic Media	4471	18
RTV 2100 Writing for the Electronic Media	4474	18
RTV 2100 Writing for the Electronic Media	4475	20
RTV 2100 Writing for the Electronic Media	5166	19
RTV 3101 Advanced Writing for the Electronic Media	03D2	21
RTV 3101 Advanced Writing for the Electronic Media	03D4	20
RTV 3303 Electronic News Media 1	4487	14
RTV 3303 Electronic News Media 1	6904	13
RTV 3304 Radio News 2	1732	6
RTV 3305 Investigative Reporting	3D03	4
RTV 3305 Investigative Reporting	4488	18
RTV 3320 Electronic Field Production	09E3	19
RTV 3320 Electronic Field Production	09E5	19
RTV 3511 Fundamentals of Production	0505	16
RTV 3511 Fundamentals of Production	09AA	16
RTV 3511 Fundamentals of Production	1583	15
RTV 3511 Fundamentals of Production	4483	14
RTV 4301 TV News 1	5196	26
RTV 4681 TV News 2	06C9	17
RTV 4929c Senior Advanced Production Workshop	0625	20
RTV 4929c Senior Advanced Production Workshop	1218	14
RTV 4929c Senior Advanced Production Workshop	1984	13
	1G53	3

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Course	Section	Enrollment
RTV 2100 Writing for the Electronic Media	01C8	20
RTV 2100 Writing for the Electronic Media	01DB	19
*RTV 2100 Writing for the Electronic Media	24DD	14
*RTV 2100 Writing for the Electronic Media	2D03	12
RTV 2100 Writing for the Electronic Media	3577	17
RTV 2100 Writing for the Electronic Media	5648	20
RTV 2100 Writing for the Electronic Media	5649	20
RTV 3101 Advanced Writing for the Electronic Media	2384	20
RTV 3101 Advanced Writing for the Electronic Media	4325	21
RTV 3101 Advanced Writing for the Electronic Media	7408	20
RTV 3303 Electronic News Media 1	4994	17
RTV 3303 Electronic News Media 1	7823	12
RTV 3304 Radio News 2	5101	4
RTV 3305 Investigative Reporting	1832	20
RTV 3305 Investigative Reporting	1B56	19
RTV 3320 Electronic Field Production	245H	13
RTV 3320 Electronic Field Production	3320	19
RTV 3320 Electronic Field Production	4335	21
RTV 3511 Fundamentals of Production	0240	15
RTV 3511 Fundamentals of Production	3648	15
RTV 3511 Fundamentals of Production	4328	16
RTV 3511 Fundamentals of Production	7423	13
RTV 4301 TV News 1	4331	21
RTV 4681 TV News 2	4343	17
RTV 4929c Senior Advanced Production Workshop	1045	22
RTV 4929c Senior Advanced Production Workshop	1742	6
RTV 4929c Senior Advanced Production Workshop	4991	10
RTV 4929c Senior Advanced Production Workshop	5070	15

*Indicates an online section

Question 17. Total expenditures from all sources planned by the unit for the 2017 – 2018 academic year: \$26 million

Give percentage increase or decrease in three years: +33%

Amount expected to be spent this year on full-time faculty salaries: \$7,405,884

Question 18. List name and rank of all full-time faculty.

(Full-time faculty refers to those defined as such by the university.) Identify those not teaching because of leaves, sabbaticals, etc.

Semester or Quarter: Fall, 2017

Unit Administrator	Assistant Professor
Diane McFarlin, Dean	Frank Waddell
Spiro Kiouisis, Exec. Assoc. Dean	Lecturers/Instructors
Debbie Treise, Sr. Assoc. Dean	Mike Foley, Master Lect

Michael Weigold, Assoc. Dean
Richard Drake, Asst. In.
Yulia Strelakova
DEPARTMENT OF ADVERTISING
Professors
Tom Kelleher, Chair
Jon Morris
Janice Krieger
Associate Professors
Robyn Goodman
Cynthia Morton
Assistant Professors
Huan Chen
Carla Fisher
Eunice Kim
Jordan Alpert
DEPARTMENT OF JOURNALISM
Professors
Ted Spiker, Chair
Sandra Chance
Sri Kalyanaraman
John Kaplan
Mindy McAdams
Kim Walsh-Childers
Frank LoMonte
Wayne Wanta
Clay Calvert
Associate Professors
John Freeman
Norm Lewis
Ron Rodgers
Bernell Tripp

Matt Sheehan, Lect.
Herb Lowe, Lect.
Dave Carlson, Assoc. In.
DEPARTMENT OF PUBLIC RELATIONS
Professors
Ann Christiano
Mary Ann Ferguson
Linda Hon
Kathleen Kelly
Associate Professor
Marcia DiSanto, Chair
Cama Bylund
Rita men
Moon Lee
Lecturers
Deanna Pelfrey, Senior Lecturer
Kay Tappan, lecturer
Pat Ford
DEPARTMENT OF TELECOMMUNICATION
Professors
Dave Ostroff, Chair
Sylvia Chan-Olmsted
Churchill Roberts
James Babanikos
John Wright
Associate Professors
Amy Coffey
Michael Leslie
Tim Sorel
Assistant Professors
Jasmine McNealy
Yu-Hao Lee
Lecturers/Instructors
Eric Esterline, Lecturer
Houston Wells, Lecturer
Mark Leeps, Asst. In.

*Note that there are 19 additional College staff who effectively serve in a teaching capacity, but are officially classified as part of the Division of Media Properties, assigned to immersion activities such as The Agency, or who are departmentally affiliated. They are not reflected in this table, but significantly contribute to the educational experience of our students.

**Kathleen Kelly and Amy Jo Coffey will be on sabbatical.

Semester or Quarter: Spring, 2018

Unit Administrator
Diane McFarlin, Dean
Spiro Kiouisis, Exec. Assoc. Dean
Debbie Treise, Sr. Assoc. Dean
Michael Weigold, Assoc. Dean
Richard Drake, Asst. In.
Yulia Strelakova
Jim Harrison
DEPARTMENT OF ADVERTISING
Professors
Tom Kelleher, Chair
Jon Morris
Janice Krieger
Associate Professors
Robyn Goodman
Cynthia Morton
Assistant Professors
Huan Chen
Carla Fisher
Eunice Kim
Jordan Alpert

Assistant Professor
Frank Waddell
Lecturers/Instructors
Mike Foley
Matt Sheehan
Herb Lowe
Dave Carlson
Cynthia Barnett
DEPARTMENT OF PUBLIC RELATIONS
Professors
Ann Christiano
Mary Ann Ferguson
Linda Hon
Kathleen Kelly
Associate Professor
Marcia DiSanto, Chair
Cama Bylund
Rita men
Moon Lee
Lecturers
Deanna Pelfrey, Senior Lecturer

Lecturers/Instructors
Bienvenido Torres
DEPARTMENT OF JOURNALISM
Professors
Ted Spiker, Chair
Sandra Chance
Sri Kalyanaraman
John Kaplan
Mindy McAdams
Kim Walsh-Childers
Frank LoMonte
Wayne Wanta
Clay Calvert
Associate Professors
John Freeman
Norm Lewis
Ron Rodgers
Bernell Tripp

Kay Tappan, lecturer
Pat Ford
DEPARTMENT OF TELECOMMUNICATION
Professors
Dave Ostroff, Chair
Sylvia Chan-Olmsted
Churchill Roberts
James Babanikos
John Wright
Associate Professors
Amy Coffey
Michael Leslie
Tim Sorel
Assistant Professors
Jasmine McNealy
Yu-Hao Lee
Lecturers/Instructors
Eric Esterline, Lecturer
Houston Wells, Lecturer
Mark Leeps, Asst. In.
Andrew Selepak

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Question 19. List names of part-time/adjunct faculty teaching at least one course in fall 2017. Also list names of part-time faculty teaching spring 2017. (If your school has its accreditation visit in spring 2018, please provide the spring 2018 adjunct list in the updated information.)

FALL 2017

Name
Title and Affiliation
Courtney McCurry Allen Talent, DDO Artists Agency; Brand Ambassador, Priceless One Management; Talent, The Block Agency
Kathryn Allred Designer, Social Media and Web for churches and other organizations
Richard Anguiano Copy Editor, <i>The New York Times Wire Service</i>
James Baer Graphic Designer, UF Foundation
Ellen Baisley – Nodine M.A.E. Educational Technology and Curriculum Design
Cynthia Barnett Author, <i>Rain: A Natural and Cultural History</i> (nominated for the National Book Award and PEN/E.O. Wilson Literary Science Writing Award)
James Bates TV Announcer, ACC Network
Christopher Bona Independent Communications Consultant and Public Relations Strategist, Chicago, IL
Dr. Jennifer Braddock Adjunct Professor, Various Institutions
Dr. Mato Brautovic Professor of Journalism, University of Dubrovnik, Croatia
Tatiana Budelman Associate Manager, Communications and External Affairs, Colgate-Palmolive Co.
Jerald Butler Former Director of Programming, Division of Media Properties; Radio Programming Consultant
Lisa Buyer President and CEO, The Buyer Group
Eric Castillo Assistant Dean and Campus Director, Springfield College
Kathy Chambers Director of Media Services, CJC Division of Media Properties; former News Producer, Dispatch Broadcast Group
Kelly Chernin Ph.D., Journal Manager, Journal of Public Interest Communications
Adriana Cherry CEO & Founder of Enter the Biz Digital Marketing Solutions
Lawrence Clark Former Partner, 3Guys Communications; Independent Communications Counselor
Dr. Gladys Cleland Retired Professor, SUNY and Freelance Production Assistant
Theresa Collington Former Digital Executive Producer, WTSP-TV Tampa
Darlana Cunha Writer, Various National Publications
Daron Andrew Dean Photojournalist, M.F.A.
Judith Higgins Donohue Former New England Public Affairs Manager, Hewlett-Packard
Karen Dooley Director, Development and Alumni Communications, College of Medicine, University of Florida
Timothy Drachlis Former editor, <i>Newsday</i>
Amy Haywood Dutton Writer, researcher and educator specializing in journalism and media law, Ph.D.

Robert Engle President, Engle & Co, Washington, D.C. (public relations, government and investor relations strategies)
Jennifer Ford Senior Graphic Designer, UF Online
Patrick Ford Senior Advisor, Burston-Marsteller; Professional in Residence at UF College of Journalism and Communications
Regina Giacusa, J.D. Attorney, Member of the Entertainment, Arts, and Sports section of Florida Bar Association
Paul Gordon Principal Consultant, Gordon Sales Consulting
Gary Green Deputy News Editor and Digital News Director, CJC Innovation News Center; former Senior Multimedia Journalist, Orlando Sentinel
Robert Grupp President, Grupp Global Partners LLC, management consultancy
Lillian Guevara-Castro Former Assistant City Editor, <i>Gainesville Sun</i>
Gregory Hamilton Editor, <i>Gainesville Sun</i>
Lisa Hope Digital Marketing Strategist, Frankel Media Group; Program Director, Master's in Digital Strategy
Robert Hughes Various positions in Advertising, Media, and Marketing, Georgia Power
Nicole Irving Publisher, <i>Giggle Magazine</i>
Sarah Jackson Director of Communications, Institute for Public Relations
Richard Kalehoff II Curriculum Lead/Senior Content Developer, Udacity
Michelle Kimball Writer, researcher and educator specializing in journalism and media law, Ph.D.
Andrea Kneeland Billups Former Writer, <i>People</i>
Sarabdeep Kaur Kochhar Director of Strategic Engagement, APCO Worldwide; Director of Research, Institute for Public Relations
Alyson Landry Larson Special Projects Producer, Division of Multimedia Properties, College of Journalism and Communications
Heather Laude Creative Manager, Advantus Corp.
Ophir Lehavy Managed the marketing and communications programs for the CPA Exam, serving on the senior management team. Former Director of Marketing, Jewish Federation of Princeton Mercer Bucks
Jonathan Levy Assistant News Director, WCJB-TV
Kristina Libby Co-founder SoCu, former Consumer Marketing Lead at Microsoft
Ronnie Lovler Former Journalist, CNN, CBS Radio, NPR, AP
Ethan Magoc News Editor, CJC Innovation News Center; formerly Social Media Content Editor, Pittsburgh Post-Gazette
Megan Mallicoat Writer and Editor, Various Publications
Spencer Mann Retired Spokesman, Alachua County District Attorney's Office
Robert Marino

Associate Professor, College of Central Florida
Jessica Marsh Adjunct Instructor, Department of Humanities and Languages, Santa Fe College
Dr. Renee Martin-Kratzer Adjunct Professor, Various Institutions
Kelsi Matwick Lecturer at Embry-Riddle Aeronautical University, Language Consultant, Ph.D., Linguistics
Keri Matwick Lecturer at Embry-Riddle Aeronautical University, Language Consultant, Ph.D., Linguistics
Joy Mayer Audience Engagement Strategist, M.A.M.C.
Tina Marie McCorkindale President/CEO, Institute for Public relations; Graduate Instructor, West Virginia University
Sean McCrory Executive Editor, Messenger Post Media
Colleen McEdwards Former Anchor, CNN International; Former Reporter, Canadian Broadcasting Corporation
Katrice McIntosh Knight Division Director, College of Journalism and Communications, UF
David Montez Former Research Analyst and Program Manager
David Moore Managing Editor for Content, Kwikturn Media
Jonathan Mueller Senior Art Director, BBDO
Michael Munroe Video Producer II, UF-IFAS Communications
Robin O'Callaghan Senior Instructional Designer, Teaching, Learning and Technology Services, Winona State University; Co-Coordinator, Minnesota Online Quality Initiative, Minnesota State Colleges and Universities
Steve Orlando National Media Strategist, University of Florida
Robert Padovano Instructor, First-Year Florida; Faculty Advisor, Preview
Kara Page Associate Director, Distance Education, College of Journalism and Communications; Ad Society Advisor
Jessica Pelasky Freelance web designer
Jared Preusz Social Media Manager & Digital Marketing Professional, Digital Media Solutions Group, Salt Lake City, UT
Emily Ramsey Web & Graphic Designer; former Application User Interface Designer, Blue Cross & Blue Shield of Mississippi
Dr. William Renkus Adjunct Instructor, Several Area Institutions
Gary Ritzenthaler UF Instructor, Ph.D., Mass Communication
Tiffany Robbert Student Services Coordinator, University of Florida
Jon Roosenraad Professor Emeritus, College of Journalism and Communications, University of Florida
James Martin Ross Managing Editor, Ocala Star Banner
Melanie Ross Chief Communications Officer, University of Florida Health
Joseph Rucker Adjunct Instructor, Jacksonville Art Institute; Production Assistant, Division of Media Properties
Bryan Ruiz Industry manager, Food, Beverage and Restaurants, Google; CEO, Artzee Designs; Former Account Executive in Digital media Sales at Sony Pictures Entertainment
Jorie Scholnik Career Counselor, UF Career Resource Center

Diana Schuh Freelance Writer
Andrew Selepak Program Director for MAMC in Web Design and Online Communication, UF College of Journalism and Communications
Richard Franklin Shaw M.A.M.C.
Dr. Walter Starr Station Manager, WGMA FM 99.5 & 99.7
Michael Stone Web Editor/News Manager at WUFT; freelance writer and photographer
Tyrone Stude Graphic Designer, The Dali Museum and Creative Circle
Dr. Anne Sugar Various positions in news and research at NPR, Colorado Public Radio, and elsewhere; Adjunct instructor at several universities
Thomas Leon Thompson Professional photographer
Bienvenido Torres III Visiting Lecturer/Creative Director, College of Journalism and Communications; Marketing Intern, Trendy Entertainment
Efren Vasquez Administrative Services, Accounting and Sales, EP&S Mining Equipment
Ryan Caesar Vasquez Multimedia News Manager, Innovation News Center, CJC; former <i>All Things Considered</i> Reporter, Alabama Public Radio
Cynthia Villafranca Senior Specialist, Measurement and Analytics/ Communication and Outreach, Southwest Airlines
Robert Williams Former News Director, WCJB-TV
Lauren Yockey Multimedia and Website Coordinator, Northwest Florida State College
Kenneth Zaron Web Application Developer at University of Florida IFAS
Iman Kamal Zawahry Independent Filmmaker

SPRING 2017

Name
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Question 20. Schools on the semester system:

For each of the last two academic years, please give the number and percentage of graduates who earned 72 or more semester hours outside of journalism and mass communications.

Students Earning 72 or More Semester Hours Outside of CJC

	Total Graduates	Number	Percent
2016-2017	654	654	100
2015-2016	620	620	100

PART II — Standard 1: Mission, Governance and Administration

The policies and practices of the unit ensure that it has an effectively and fairly administered working and learning environment.

Unit performance with regard to indicators:

a) The unit has a written mission statement and a written strategic or long-range plan that provides vision and direction for its future, identifies needs and resources for its mission and goals and is supported by university administration outside the unit.

The University of Florida, which started in 1853 as the East Florida Seminary, today is one of the nation's largest and best comprehensive public research universities. UF today has more than 50,000 students and nearly 5,000 faculty members in 16 colleges across its sprawling 2,000-acre campus in Gainesville in northcentral Florida. The University, which has more than 200 centers and institutes, had \$724 million in funded research last year and is one of the 62 members of the Association of American Universities. U.S. News & World Report ranks the University at No. 9 among the nation's best public universities.

The College of Journalism and Communications is one of the University's 16 colleges. The College has long been one of the largest, strongest and most comprehensive within the journalism and mass communication disciplines. The first journalism course was offered on the Gainesville campus more than 100 years ago. The journalism program at UF has been continuously accredited by ACEJMC since 1950. The College was created in 1967.

The last ACEJMC site team in 2012 reported new and effective faculty-governance structures installed to address concerns related to a schism that had developed between faculty and a previous dean, which had been a highlight of the 2005 ACEJMC site team report. The 2012 site team reported those problems were resolved, but the team also reported a significant impact on the College from deep University-wide budget cuts during that accreditation cycle. The College budget shrank nearly 20 percent in three years and the full-time faculty was reduced by 22 percent over the cycle – from 68 to 53. Those cuts had a measurable impact on programs and overall morale, the 2012 site team found.

The picture of the College of Journalism and Communications at UF today is dramatically improved, with a dynamic new dean who has led the creation of innovative new professional and research-based programs and initiatives, impressive increases in private fundraising and funded research, a smart integration of the College's seven professional media platforms into the student-learning experience, new degree specializations, online degree programs and a steady increase in student enrollment.

The outlook going forward is even brighter. The University has committed to an unprecedented funding of 15 new faculty positions within a 12-month time span. The full-time faculty size, which was 53 at the end of the six-year accreditation cycle, already has grown to 61 and is expected to reach 73 by this fall, largely due to the new University investment. The new faculty positions are part of the first year of a Florida Legislature-funded initiative to add 500 new full-time faculty positions across the UF campus over a two-year period. The Provost said he expects the College to receive more faculty positions next year.

The College, which has long offered 124-credit degree programs in Advertising, Journalism, Public Relations and three Telecommunications specializations, added a Sports and Media major to its

Journalism offerings and new online degrees in Public Relations and Telecommunications. Bolstered in part by the new degree programs, undergraduate enrollment increased nearly 10 percent. The past six years saw major enrollment increases in Advertising (18 percent), Public Relations (12 percent) and three of the four Telecommunications majors (38 percent). The news-related majors, however, both declined (Journalism dipped by 6 percent and Telecommunications-News was down 23 percent).

The six-year review period saw the creation of a wide array of new high-impact initiatives. A strength of the College long has been its affiliated professional media properties, starting 90 years ago with the creation of WRUF-AM. But during this accreditation cycle, new professional media outlets were added (a 24-hour TV weather channel and an ESPN-affiliated sports radio station) to long-standing operations, which include the region's PBS and NPR stations. Significantly, the seven media properties were restructured to work together in a more unified way. Meanwhile, the College created the Innovation News Center in a new \$4.4 million state-of-the-art two-story news hub and combined platform-specific student-produced news operations into a single multiplatform news entity. Content from the Innovation News Center is used on the various College-owned broadcast and digital outlets, creating a deep and robust journalistic "teaching hospital."

For public relations and advertising students, the College launched The Agency, a student-staffed, professionally led strategic communications agency that provides real-life, immersive learning experiences for students and provides significant new revenue sources for the College through paid clients.

During the cycle, the College also expanded its research capacity dramatically, increasing funded research 15 fold over the past three years, and created two major research centers – the STEM Translational Communication Center, which already has secured a \$3 million NIH grant, and the Media Effects and Technology Lab, which is focusing its current research on virtual reality content.

The College, already one of the discipline's top programs, improved significantly by nearly all measures over the past six years. Faculty members were nearly unanimous in saying that they felt the College was better today than it was six years earlier. And the College is poised for even greater successes over the next six years as they add the 15 new full-time faculty, which has added to the continued rise in morale.

The one significant resource obstacle remains space. Weimer Hall is the 36-year-old home to the College, named after the institution's founding dean. The University has added new wings, sections and extensions to the building four times over the years, providing more space but also creating a difficult-to-navigate labyrinth with a hodgepodge of architectural styles. But more importantly, College leaders fear the 146,439-square foot structure will be insufficient for the planned growth of the College, faculty, students and programs.

b) The unit has policies and procedures for substantive faculty governance that ensure faculty oversight of educational policy and curriculum.

The faculty has final determination over the curriculum, criteria for promotion and tenure, evaluation of students and recommendations regarding accreditation, and make recommendations to the Dean on budget, technology and other matters that involve teaching and research.

The College Faculty Senate meets once or twice a month during the academic year. Faculty meetings can be called by the Dean or the Chair of the Faculty Senate. The Faculty Senate Chair leads the meetings she/he calls. Under the College Constitution, faculty must meet at least once a semester. During the 2016-

17 academic year, there were six faculty meetings – three called by the Dean and three by the Faculty Senate Chair. The Dean also delivers a State of the College address every April and a financial review every December. At the department level, faculty meetings are held at least twice a semester in each of the four departments.

The College also has 21 faculty committees in addition to various ad hoc committees and task forces. University-mandated committees at the college level include Tenure and Promotion, Sustained Performance Evaluation, Sabbatical/Faculty Enhancement Opportunity and Professional Development Leave. College standing committees include Budget and Long-Range Planning, Curriculum and Teaching, Faculty Development and Welfare, Graduate, Research, Technology and Undergraduate. There also are 10 department-level standing committees. Ad hoc committees and task forces are formed on an as-needed basis at both the College and department level.

c) The unit’s administration provides effective leadership within the unit and effectively represents it in dealings with university administration outside the unit and constituencies external to the university.

University leaders, executives from the various communication industries and the faculty are nearly unanimous in attributing the College’s wide array of successes over the past five years to the Dean, who was hired in January 2013. A former newspaper publisher and star alumna of the College, she is praised across the board for her leadership, forward-looking vision, innovative and entrepreneurial spirit, highly collaborative and transparent style, optimistic outlook, impressive fundraising successes and highly effective working relationships with the University’s leadership, other colleges across campus and leaders throughout the communications industries. Many faculty members noted that some were initially skeptical about a new dean who was not an academic, but they now praise her deep understanding and focus on the importance of scholarly research and her consultative approach to decision-making.

The Dean also has emerged as a University-wide leader. She has chaired the searches for the dean of the Levin College of Law and vice president for Strategic Communications and Marketing. The Dean also is leading the UF Deans and Directors Development Council for the University’s \$3 billion capital campaign and serves on the Foundation’s Executive Board. The Dean has raised more than \$30 million in her five years at UF, a dramatic increase from the previous five years, while an intentional focus on sponsored research has increased funded research grants 15 fold during her tenure.

d) The institution and/or the unit defines and uses a process for selecting and evaluating its administrators.

Department chairs are identified by a search committee, which makes unranked recommendations of finalists to the Dean. Chairs serve three-year renewable terms. The chairs are selected internally unless funding for a new position is available. Search committees also identify candidates for associate and assistant deans. The Dean appoints the assistant and associate deans.

e) Faculty, staff and students have avenues to express concerns and have them addressed.

Faculty members are encouraged to first bring any concerns or complaints to their department chair. The self-study notes that most faculty concerns are resolved at that level. Problems that cannot be resolved at the chair level are referred to the Dean or Executive Associate Dean for resolution. Faculty members also can file formal grievances through the University in accordance with UF’s collective bargaining agreement.

Similarly, staff members are encouraged to bring any complaints or concerns first to their immediate supervisor. If a resolution cannot be found, the case is elevated to the next level of administrator. Complaints or concerns also can be brought to the College's Human Resources Manager. Finally, staff can file formal grievances through the University.

Students are encouraged to bring concerns to the faculty member. If the issue cannot be resolved at that level, the case is brought to the appropriate department chair. The student can then appeal to the Associate Dean for Undergraduate Affairs and Enrollment Management. Students also can file complaints with the Office of the University Ombudsman. For grade appeals, the College outlines a detailed process that takes a student grade challenge from the instructor to the Chair of the Student Evaluation Committee to the Associate Dean for Undergraduate Affairs to a specially appointed ad hoc committee with three full-time faculty members and then to the appropriate department chair.

Overall evaluation compliance / non-compliance: COMPLIANCE

PART II — Standard 2: Curriculum and Instruction

The unit provides curriculum and instruction, whether on site or online, that enable students to learn the knowledge, competencies and values the Council defines for preparing students to work in a diverse global and domestic society.

Unit performance with regard to indicators:

Discussions of indicators b, c and e must describe and evaluate the individual academic sequences in the unit.

a) The unit requires that students take a minimum of 72 semester credit hours (or 104 quarter credit hours) required for a baccalaureate degree outside of journalism and mass communications and meet the liberal arts and sciences-general education requirements of the institution. ACEJMC expects at least 95 percent of the graduating classes in the two academic years preceding an accreditation visit to meet this requirement.

The unit is in 100 percent compliance.

b) The unit provides a balance between theoretical and conceptual courses, professional skills courses, and courses that integrate theory and skills to achieve the range of student competencies listed by the Council.

The curriculum is strong, balanced and supplemented with outstanding immersion and experiential learning opportunities under the supervision of faculty and professional staff. Students in each major complete a common core of classes, and each of the four departments provides many opportunities for specialization and customization.

In 2013-2014, the College created a task force to examine ways to combine courses that overlap across majors. It led to combined classes in visual communication, media ethics, intro to media, media entrepreneurship and personal branding.

Almost all undergraduates take Introduction to Media and Communications; Law of Mass Communication; Sight, Sound and Motion; Ethics and Problems in Mass Communications; and Consumer and Audience Analytics. The exceptions: Telecomm students take a communications law class with a broadcast media focus and have two options for their ethics course, and PR students take an ethics course focused on PR ethics and professional responsibility.

All students complete general education requirements that meet or exceed university minimums and are established by the State of Florida. All students complete an outside concentration of 12 credits in a department, or an approved minor, outside the College. Nine of the 12 credits must be at the 3000 level or above. All students take an introductory statistics course.

Students are required to demonstrate proficiency or complete credits in a single foreign language. Competency can be demonstrated by completing two courses in a language, taking a proficiency test, or by passing an appropriate examination. Students have the option of substituting a quantitative option, such as completing eight credits emphasizing numeracy (Introduction to Financial Accounting, Statistics for Social Science and Computing in the Business Environment).

Full-time faculty, or in some cases very experienced adjuncts, review curriculum and serve as course leaders or course coordinators for courses with multiple sections.

The College provides students with real-world experience through broadcast and digital properties: a public TV station, an NPR affiliate station, a classic radio station, a local TV station, a sports radio station affiliated with ESPN, a country music and sports radio station, and a radio reading service.

In 2012, the College built the Innovation News Center for multimedia journalism, a newsroom serving 19 counties in north central Florida. The Center produces more than six hours of broadcast content every day, plus digital updates. A sports studio integrates ESPN sports programming with social media. The Florida Public Radio Emergency Network provides severe weather and other emergency information to public stations, and great training opportunities for students.

The former Innovation News Center director now leads Hatch, a content and product incubator to experiment with digital technology. Examples of what Hatch has explored: a 2016 election results dashboard, Facebook Messenger Bots and hip-hop based musical explanatory journalism.

The Agency was created in 2015 and serves regional and national clients. It provides opportunities for advertising and public relations students. The STEM Translational Center was launched in 2016. GHQ was established as a research and development project for the radio industry.

ADVERTISING: Advertising has 615 majors, which represents a 25 percent growth over the past two years. Advertising students take five required courses in their majors: Principles of Advertising, Advertising Strategy, Copywriting and Visualization, Media Planning and Advertising Campaigns. They also take 12 credit hours of “Professional Electives,” which can be advertising focused or not. The Department Chair indicated that the vast majority of advertising students choose advertising topics for some of these courses, such as Advertising Sales, International Advertising and Internships.

Students have two main immersion options: working for The Agency or participating in Ad Society, a student-run agency. There is also a new research immersion class for students who want to dig deeper into the research tools use to gain insights into specific target audiences. The Agency is an actual agency, led by professionals and staffed by students. Students apply to join, which is a competitive process. They can participate in The Agency as a volunteer or for academic credit. In the meeting with advertising students (about 20 students were present), some majors who had not had the opportunity to join the Agency said the application process was a “mystery” and they didn’t understand why some students could work there for three years and others did not have an opportunity to interview for a place. Many said that at the very least the process should be publicized and transparent. Students spoke positively about their Ad Society experience, but expressed frustration that it wasn’t adequately overseen by a professor and/or professionals who would offer reviews of their work.

Students spoke enthusiastically about many of their courses, but also offered criticisms of some specific courses, particularly those taught online. For example, most of the students expressed the importance of embracing diversity and said that the International Advertising class would be an important course to demonstrate diverse perspectives. However, the students who had taken the class online said that the course was extremely outdated and didn’t deal with any issues important to the contemporary world. Others offered other criticisms of their online classes.

Students are able to take up to 12 hours of online graduate level courses that can be applied toward graduation (and, later, to a graduate degree). According to those students, these classes are both demanding and current.

The syllabi show a thoughtful and demanding curriculum. Some students said that some courses could be more current to better match the current advertising landscape.

JOURNALISM: The Journalism department has two tracks: Journalism, and a cross-discipline Sports and Media track created in 2016. In Fall 2017, Journalism had 450 students, and Sports and Media had 40 students (increases from Spring 2017, when Journalism had 416 students and Sports and Media had 23 students). The Department Chair, who was praised by students for his accessibility and guidance, was named University of Florida Teacher of the Year in 2017.

Out of the 124 hours required for graduation, Journalism requires 13 credits of core courses (Reporting; Writing Fundamentals for Communicators; Law of Mass Communication; Sight, Sound and Motion); 19 credits of core courses within the journalism track; and 14 credits of College professional electives.

Journalism's Sports and Media track requires the same 13 hours of core courses that other journalism majors take; 32 hours within the Sports and Media track, including Sports Media and Society and Multimedia Sports Reporting); and 9 hours of College professional electives.

Journalism created specializations in data journalism and coding, and launched new courses in video storytelling, social media, environmental journalism, web apps and others. Journalism students are required to work in the Innovation News Center. Students praised their Innovation News Center experience, and said faculty and staff provide critiques and guidance on their work on a regular basis. The Department Chair and faculty are working on ways to increase the Center's involvement in curriculum.

In 2016-2017, the Department voted to eliminate single-topic capstones and instead have collaborative capstones, where students work on long-term journalism projects. An intermediate multimedia reporting course was added, and an intro class was eliminated. A one-credit data literacy class was added.

Another major resource for students and the profession is the Brechner Center. Projects the Center plans to explore include the Government Gagged Project examining heavy-handed controls on employee speech, the Shadow Governments Project about "quasi-governments" that hide behind the shell of private incorporation, and a Vanishing History Project about government correspondence routinely destroyed without consequence.

In the small group meeting with students (eight students), concern was expressed about the quality of some online courses.

PUBLIC RELATIONS: In addition to the University's General Education requirements and the core courses common to all Departments in the College, the Public Relations Department requires students to take the following core courses: Reporting, Multimedia Writing, Writing Fundamentals for Communicators, Principles of Public Relations, Public Relations Research, Public Relations Strategy, Public Relations Writing, International Public Relations, and Public Relations Campaigns, the capstone course.

In addition, students take a total of 13 credits of professional electives. Seven to 10 credit hours are selected from a block of 14 different courses ranging from Public Interest Communications to Communications on the Internet, and designed to give students grounding in their chosen specialty within Public Relations. Three to six credit hours can be chosen from a block that is primarily composed of immersion opportunities, including internships (up to a total of six credit hours) and participation in The Agency, the College's integrated communications agency.

The Public Relations curriculum provides a good balance between skills-based and conceptual courses and real-world opportunities. The Department takes pains to supplement current curriculum with relevant industry content. Most students start their public relations specific courses with Principles of Public Relations and receive a good grounding in public relations theory. Students reported that they felt they had received a strong conceptual understanding of the field, as well as a variety of skills-based courses. There are multiple opportunities to gain real world experience including internships, participation in The Agency, Alpha Productions (a PRSSA unit which produces public relations campaigns for pro bono clients) and the team competing in the PRSSA Bateman Case Study Competition.

The Public Relations Department had 614 students in Spring 2017 and Fall 2017. The online PR program had 29 students in Spring 2017 and 65 students in Fall 2017.

TELECOMMUNICATIONS: The Telecommunications Department offers four specializations. The News track prepares students for careers as reporters and anchors or producers in electronic newsrooms. The Production track prepares students for careers in program creation, writing and the creative application of video and audio technology. The Management and Strategy track prepares students to enter the profession through careers in research, sales and marketing. The Media and Society track focuses on theories, methods and techniques used to distribute media messages.

Enrollment in Telecommunications was 786 in Spring 2017 (37 in Management, 143 in Media and Society, 222 in News, 33 in Production and 84 in Online), and 741 in Fall 2017 (32 in Management, 136 in Media and Society, 213 in News, 278 in Production and 82 in online).

Students benefit from a good mix of academic and theoretical courses and skills courses and access to numerous media properties housed within the College including two commercial radio stations, two public radio stations, one public television station, and a commercial weather television station.

In addition to the core courses taken by all College majors, Telecommunications requires the following: Mass Communication Ethics or Ethics and Problems in Telecommunication; Writing for Electronic Media; Introduction to Media Industries and Professions; Television and American Society; and Telecommunication Law and Regulation or Law of Mass Communication.

Students in the News specialization are required to take the following courses (18 credits): Reporting, Interactive Media, Electronic News Writing and Reporting, Investigative Reporting and Fundamentals of Writing for Communicators. Students in the News specialization must take as elective courses Advanced Radio Reporting and Advanced TV Reporting or Electronic News Producing and Special News Projects.

Students in the Production specialization are required to take the above core courses, along with Advanced Writing for Electronic Media, Electronic Field Production I & II, Fundamentals of Production, Telecommunication Programming and Senior Advanced Workshop.

Students in the Management and Strategy specialization take the required core courses, and Principles of Advertising, Understanding Audiences, Telecommunication Programming, Telecommunication Research or Consumer/Audience Analytics, Telecommunication Planning and Operations, and Fundamentals of Writing for Communicators.

Students in the Media and Society specialization take the core courses and Fundamentals of Writing for Communicators, Senior Project or Thesis, and three of the following five courses: History of Journalism, Media and Politics, Sports and Society, World Communication Systems, and Race, Gender, Class and the Media.

Some students complain that there is significant overlap of material and assignments in required courses, especially in Television and American Society, Introduction to Telecommunications and Television Programming. One faculty member acknowledged that this was the case and said efforts were underway to address this problem.

c) Instruction, whether on-site or online, is demanding and current, and is responsive to professional expectations of digital, technological and multimedia competencies. Achievements in teaching and learning are recognized and valued.

Curriculum revisions have resulted in courses that reflect digital and technological changes in the industry. Interviews with students and alumni, reviews of syllabi and visits to classes show evidence of instruction that is challenging and current. The College has hired instructors with national reputations. Students also have many opportunities to hear from guest speakers who are currently working in professional media, and to travel to media companies to learn more about what they do.

Excellence in teaching is a major criterion for promotion. College instructors' average ratings from 2012-2017 were near or above 4.00 for all semesters, the equivalent of "very good" on the university's five-point scale. The College expects faculty to achieve distinction in teaching, and many have won awards for their teaching. UF offers workshops to improve teaching.

ADVERTISING: Students have the opportunity to take both conceptual and skills courses in the advertising major. Students mentioned how helpful some of their outside courses were to help them connect advertising to broader concepts. For example, one student talked about her global communication courses and how they provided "actionable knowledge" that was important for the study of advertising.

JOURNALISM: Students, professional journalists and alumni expressed strong support for the Department and its faculty and the quality of its graduates. They described journalism graduates as among the highest performers in the nation, exceptionally talented in terms of preparation, maturity and perspective, with a good mix of new skills and foundation skills. They said students are taught the critical breaking work needed today and also how to do data work and investigations. Students win numerous national awards, including in the prestigious Hearst competition.

PUBLIC RELATIONS: The Public Relations Department has taken pains to ensure that the curriculum reflects current advances in the field, including keeping up to date on new social media tools, new digital technologies and other technological advances. Technology and digital media have been identified as areas of high importance for greater emphasis in a curriculum review that the new department head has begun. Each of the core public relations courses typically include at least one module that includes writing for social media, analyzing social media, or reviewing campaigns and/or case studies involving social or digital media. Public relations students and faculty are encouraged to stay as informed as possible and often readings, assignments and projects are included in the curriculum to encourage critical thinking and experience with different digital tools and technologies. The faculty has international academic and professional recognition, and the only Public Interest Communications professor. An area of emphasis has been to bring in top public relations professionals to speak in classes and with student groups, and students reported that they particularly appreciated the opportunity to interact with outside professionals.

Public Relations students report that they appreciate the demanding standard of teaching in the Department and have benefited from the high expectations faculty have of them.

TELECOMM: The Telecommunications curriculum has undergone recent reviews, and both the faculty and students agree that it is demanding and current. Students report that they feel adequately prepared for the job market and are more prepared than peers from other institutions at their internships. Some faculty express frustration that the curriculum in the news and production tracks cannot keep up with the rapid industry changes that students experience in the immersion venues, but students felt this wasn't a problem and were happy that modern equipment and platforms were utilized in the news outlets operate by the College. There did seem to be a difference between the robustness of requirements between classroom assignments and online course assignments. Some students said the number of online assignments were less than classroom delivered assignments for the same course. But overall, faculty believed they were providing an up-to-date and rigorous curriculum, and the students agreed.

d) Student-faculty classroom ratios facilitate effective teaching and learning in all courses; the ratio in skills and laboratory sections, whether on-site or online, should not exceed 20-1. (Campaigns classes are exempt from the 20-1 ratio.)

The great majority of skills and laboratory sections met the 20-1 ratio standards, but 11 classes over a period of two semesters enrolled more than 20 students.

Overall, for the entire College, the student-to-full-time faculty ratio was 36.2/1. Journalism and telecomm had better ratios than advertising and public relations.

e) The unit advocates and encourages opportunities for internship and other professional experiences outside the classroom and supervises and evaluates them when it awards academic credit.

Schools may award academic credit for internships in fields related to journalism and mass communications, but credit should not exceed six semester credits (or nine quarter credit hours).

Students may take up to two semester courses (or their equivalent) at an appropriate professional organization where the unit can show ongoing and extensive dual supervision by the unit's faculty and professionals. Students may take up to three semester courses (or their equivalent) at a professional media outlet owned and operated by the institution where full-time faculty are in charge and where the primary function of the media outlet is to instruct students.

The College's internship policies are in compliance. Internships are not required, but strongly encouraged and supported. Students earn from one to six credit hours for internships, and policies are in place that require professional supervision, regular reports during internships and reviews and evaluations after internships are completed. The department chairs make the final decision about whether the student is graded satisfactory or unsatisfactory.

Surveys of graduating seniors showed very high participation in a six-plus-week or 150-hour internships while they were at UF (77 percent of the 2016 class and 80 percent of the 2017 class).

The Knight Division for Scholarships, Career Services and Multicultural Affairs sponsors a career and internship fair each fall and spring, with visits from many employers. Internship and job opportunities are listed on websites, communicated with students via emails and social media. An internship list is updated weekly. Employers can register and post directly. Each department also provides its own internship information. In the meetings with students, many students said they found their internships on their own, but most indicated they were aware of College communications about opportunities. Students also said some of their professors were directly responsible for helping them land internships with national media through their alumni and professional connections.

ADVERTISING: According to both meetings with students, it is apparent that many of the advertising students take internships. Those working in The Agency said their work gave them excellent access to exceptional internships. Others said they had to find internships on their own. Some students mentioned they would have appreciated a strong assessment of the work completed during their internships.

JOURNALISM: The department allows up to three hours of credits for internships. Internship applications are approved by the Department Chair. Many students said they do two or three internships before they graduate. Students report great success landing internships, with a number of national media internships. Some said their professors were directly responsible for their internships through their alumni and professional connections.

PUBLIC RELATIONS: Public Relations students can take up to six credits for approved internships. The intern must be supervised by a full-time employee of the sponsoring organization who is knowledgeable about public relations. Students reported that the College had supported them well in the internship process, including regularly advising about internship opportunities via the Knight Division. Organizations that had provided internships said that the students from the Department had been outstanding interns with strong skills in writing and communication, and excellent strategic and tactical understanding and capabilities.

TELECOMMUNICATIONS: Students can earn one to six credit hours for an internship in any given semester, and a total of six credit hours can be applied toward graduation. Students report these credits are easy to fulfill through the many immersive venues available within the College, but most students interviewed also pursue internships outside the College as well. The immersion venues allow students to enhance their skills and education and put their academic instruction into real world practice. They include five radio stations, a public television station, a student run ad agency, opportunities to work with an ESPN-affiliate radio station, an experimental storytelling lab and a media research operation.

Overall evaluation, compliance/non-compliance: COMPLIANCE

PART II — Standard 3: Diversity and Inclusiveness

The unit has an inclusive program that values domestic and global diversity, and serves and reflects society.

Unit performance with regard to indicators:

a) The unit has a written diversity plan for achieving an inclusive curriculum, a diverse faculty and student population, and a supportive climate for working and learning and for assessing progress toward achievement of the plan. The diversity plan should focus on domestic minority groups and, where applicable, international groups. The written plan must include the unit's definition of diversity and identify the under-represented groups.

The College adopted a diversity statement in 2011 and revised it in 2017. Diversity and inclusion were integrated in the College strategic plan. The College 2020 Goals and Strategies plan includes the statement: "Establish CJC as a leader in the recruitment, retention and placement of multicultural faculty, staff, and students." Strategies included expanding the Knight Division, a review of faculty hiring criteria and interview processes, regular climate surveys, and incorporating immersion assignments into classes. These goals and strategies had Fall 2017 or Fall/Spring 2018 timelines.

In 2016, the College created a Student Diversity Task Force, which conducted a student climate survey and partnered with the Dean's Student Advisory Council on diversity initiatives. Twenty advertising students who were finalists in the American Academy of Advertising's Multicultural Advertising Internship program were placed in agencies to focus on multicultural marketing.

In September 2017, a new position for an Assistant Dean for Inclusion was posted. The assistant dean would be shared by the College of Journalism and Communications, the College of Health and Human Performance and the Levin College of Law. The job description states that the new assistant dean will lead the colleges in supporting a climate of inclusion, and develop and implement recruiting and retention strategies and metrics for success. At the time of the site team visit, the colleges had not completed their search.

The 2016 annual College retreat focused on diversity and inclusion. There were presentations, workshops and panels. Recommendations from the retreat included: develop more classes and workshops on diversity and inclusion; create groups that allow diverse students to interact with others of different races and cultures; include inclusivity statements in syllabi; make sure students are aware of resources; recruit speakers who can address issues of concern; assign students projects outside of their comfort zones; recruit more diverse professionals; do a better job of preparing students for diverse work environments; provide more mentoring; and provide more funding to help low-income students afford internship.

A speakers series called Becoming a Woman of Influence is an annual event that started in 2015 and brings to campus accomplished female executives to provide advice to students. The 2017 panel included the senior vice president of MSNBC and NBC News, and the senior director of federal relations for Exxon Mobile. Last year's panel included the managing partner of one of the nation's top advertising agencies.

b) The unit's curriculum fosters understanding of issues and perspectives that are inclusive in terms of domestic concerns about gender, race, ethnicity and sexual orientation. The unit's curriculum includes instruction in issues and perspectives relating to mass communications across diverse cultures in a global society.

Students said discussions about the importance of diversity and inclusion are included in some classes. In the large group meeting, students described the attention to diversity issues in their College courses as adequate but not strong. Some syllabi were detailed and mentioned diversity and multiculturalism, but many did not. At the faculty diversity retreat in 2017, one of the recommendations was to include diversity and inclusion statements in all syllabi and assignments.

All University students must complete a general education class that meets a UF diversity requirement. The College offers a number of courses focused just on diversity, such as International and Cross Cultural Advertising; Sports and Social Issues; Race, Gender, Class and Media; Islam and Popular Culture; and Understanding Audiences.

c) The unit demonstrates effective efforts to recruit women and domestic minority faculty and professional staff and, where feasible, recruits international faculty and professional staff.

The percentage of minority faculty has declined since the last site team visit, from 26 percent to 21 percent. Female faculty comprised 54.7 percent of the faculty six years ago; in Fall 2017, females comprised 45.6 percent of the faculty.

In Fall 2017, The College had 57 full-time faculty. There were 45 white faculty, five African-American faculty, seven Asian faculty (79 percent white, 21 percent non-white). There were 26 females (45.6 percent) and 31 males (54.4 percent).

Since the last self-study, the College has hired 15 faculty: 9 women and 6 men, 11 white and four non-white (one black and three Asians). There was evidence of diversity in the hiring pools.

Over the past six years, 32 faculty and staff have left, the College reported. That number included 16 males, 16 females, 26 white, two black, three Asians and one Latino.

Since the last visit, the College has made several prominent hires who are among the 19 the College refers to as "teaching staff." They are not full-time instructors, but include, for example, the director of the News Innovation Center, a black female with extensive national multimedia experience who reports directly to the Dean, and the director of Spanish-language news, a Hispanic female who has worked for Univision.

The College reports that its faculty and staff is 58 percent female, and 45 percent of the College leadership team is female. Of the five winners of the College top faculty awards for 2016-2017, four are women and one of the women is African-American. The University established a "term professorship" program to support outstanding scholars. The College selected eight faculty for the program; six are women, including one black and two Asian women. The College nominates women and minorities for the UF Research Foundation Professorship. Among the 17 faculty nominated by the College for the UF Research Foundation Professorship, nine are women and four are minorities. The College awarded the first three Flanagan Professorships to women, one of whom is Asian. Women also hold three of the five endowed professorships in the College.

The College's part-time/adjunct faculty is 53 percent male and 47 percent female, and 90 percent white.

The College is exploring ways to recruit a more diverse pool of adjuncts in other Florida cities like Orlando and Tampa, and offering opportunities to teach online classes.

Students, faculty and administrators stressed the importance of using current openings to increase the number of faculty of color.

d) The unit demonstrates effective efforts to help recruit and retain a student population reflecting the diversity of the population eligible to enroll in institutions of higher education in the region or population it serves, with special attention to recruiting under-represented groups.

Female students comprise 76 percent of undergraduate enrollment in the College, compared to 54.4 percent for the University of Florida. About 45 percent of students in the College are non-white, comparable to the 46.4 percent non-white enrollment at UF.

In the College, 55.1 percent of the students are white; 22.5 percent are Hispanic; 7.4 percent are African-American; 5.1 percent are Asian; international students are 3.4 percent; 0.7 percent are American Indian/Alaska Native; and the College said it is unknown how many students are Native Hawaiian/Pacific Islander or two or more races.

For the overall university, the numbers reported are: 53.6 percent white; 17.4 percent Hispanic/Latino; 5.9 percent African-American; 2.48 percent are two or more races; 7.9 percent international; 3.1 percent other races; and small percentages for American Indian/Alaska Native and Native Hawaiian/Pacific Islander.

The Knight Division for Scholarships, Career Services and Multicultural Affairs conducts significant outreach to high schools, colleges and community colleges. It funds the National Association of Black Journalists chapter on campus and the Hispanic Communicators Association. The Knight Division director is the adviser for the NABJ chapter and the co-adviser for the HCA.

Retention rates in the College were very high for all groups of students, including minority students.

e) The unit has a climate that is free of harassment and all forms of discrimination, in keeping with the acceptable cultural practices of the population it serves, accommodates the needs of those with disabilities, and values the contributions of all forms of diversity.

Accreditation site visit teams will apply this standard in compliance with applicable federal and state laws and regulations, as well as the laws of the countries in which non-U.S. institutions are located.

The university has policies for dealing with alleged harassment and discrimination. Syllabi contain language about accommodating the needs of those with disabilities. The College has conducted several climate surveys, and a general review of those surveys showed students respect and value diversity. More than 200 students responded to one of the surveys. Interviews with students and faculty, in general, described the College as a welcoming, inclusive environment.

Overall evaluation, compliance/non-compliance: COMPLIANCE

CJC Faculty Populations (Full time) for Fall 2017

Group	Female	% of Total Faculty	Male	% of Total Faculty
Black/African American	3	5.2%	2	3.50%
White	18	31.6%	27	47.4%
American Indian	0	0%	0	0%
Asian	5	8.8%	2	3.5%
Hispanic/Latino	0	0%	0	0%
Native Hawaiian/Pacific Islander	0	0%	0	0%
Two or more races	0	0%	0	0%
Other races	0	0%	0	0%

CJC Faculty Populations (Part time) for Spring 2017

Group	Female	% of Total Faculty	Male	% of Total Faculty
Black/African American	0	0.0%	2	3.0%
White	28	42.4%	30	45.4%
American Indian	0	0%	0	0%
Asian	1	1.5%	1	1.5%
Hispanic/Latino	1	1.5%	1	1.5%
Native Hawaiian/Pacific Islander	0	0%	0	0%
Two or more races	0	0%	0	0%
Other races	0	0%	0	0%

PART II — Standard 4: Full-Time and Part-Time Faculty

The unit hires, supports and evaluates a capable faculty with a balance of academic and professional credentials appropriate for the unit's mission.

Unit performance with regard to indicators:

a) The unit has written criteria for selecting and evaluating the performance of all full-time and part-time faculty and instructional staff.

Each Department conducts searches for its own faculty. Advertisements for faculty positions are placed nationally to assure robust applicant pools. College and departmental policies clearly spell out how colleagues are selected and how they will be evaluated.

b) Full-time faculty have primary responsibility for teaching, research/creative activity and service.

Currently, full-time faculty teach fewer than half of the classes in the College (38.5 percent for 2017, for example), but the Dean indicated that this number will improve as soon as the next academic year when 15 new full-time faculty begin teaching. These positions are being funded by the University in order to help with the large student/faculty ratio. In addition, even though the percentage is lower than desired, it should be noted that some courses are taught by full-time employees of the College who have appropriate credentials and have teaching expectations as part of their job, but do not hold the designation of “faculty.” For the most part, students were complimentary when asked about the competence of their instructors, although some complained that they had too many teaching assistants and adjunct instructors who were not as available to the students as they expected.

c) Credentials of the unit's faculty represent a balance of professional and scholarly experience and expertise kept current through faculty development opportunities, relationships with professional and scholarly associations, and appropriate supplementation of part-time and visiting faculty.

There is a balance between professional and scholarly expertise among the faculty, which gives the students a wide range of opportunities to both engage in undergraduate research as well as real-world projects that helps them land internships and jobs. In student meetings, some complained that not all faculty kept current as they should, but others expressed great appreciation for their instructors' dedication.

The College provides opportunities and funding for faculty who want to improve their teaching, present their scholarship and engage in public service. The College spent \$365,000 on faculty travel alone last year. Several faculty are involved in multiple professional and academic organizations such as the Association for Education in Journalism and Mass Communication, the American Journalism Historians Association and the Public Relations Society of America.

The College also hires influential leaders in the profession to expose students to key thought leaders. In addition, each Department has an active Advisory Council, which meets with students at least twice a year. Students were enthusiastic about their access to these professionals and shared how helpful they have been.

d) The unit regularly evaluates instruction, whether onsite or online, using multiple measures that include student input.

All instructors are evaluated by students using the University-wide online system, based on a five-point scale. During the accreditation cycle, the average ranking of the instructors ranged from a low of 3.39 (Summer 2017) to a high of 4.30 (Spring 2012). The College states that online instruction is as rigorous as on-the-ground teaching, but the site team heard from many students who stated that they were disappointed in many of their undergraduate online classes. (They had high praise for the graduate online courses they took as undergraduates, however.) Some students said that they never had the opportunity to interact with their instructor (even online). Others complained of busy work and readings that were outdated.

Faculty colleagues also evaluate faculty through a peer evaluation process. Faculty are evaluated by colleagues who are both inside and outside their respective Departments. In addition, each faculty member conducts an annual self-evaluation. All these materials are included in the faculty member's file as they progress through the promotion process.

e) The faculty has respect on campus for its university citizenship and the quality of education that the unit provides.

Representatives throughout campus who attended the luncheon with the site team were effusive in their praise of the College at all levels, including the quality and experience of the students, the expertise and reputations of the faculty and the vision and enthusiasm of the Dean.

Overall evaluation, compliance/non-compliance: COMPLIANCE

PART II — Standard 5: Scholarship: Research, Creative and Professional Activity

With unit support, faculty members contribute to the advancement of scholarly and professional knowledge and engage in scholarship (research, creative and professional activity) that contributes to their development.

Unit performance with regard to indicator

a) The unit requires, supports and rewards faculty research, creative activity and/or professional activity.

Tenure-track faculty follow one of two tracks: research or creative/professionally focused. During faculty interviews it was clear that faculty understood what was expected of them in regards to scholarship. Both the College and the University have made efforts in recent years to enhance the research footprint of the College. For example, the College was able to take advantage of the University's priority of hiring senior scholars under the "Pre-eminent Scholar" initiative at the University level. As a result, the unit was able to hire a senior researcher with expertise in media effects, which has resulted in a one-of-a-kind media effects lab (METL UF) focusing on virtual reality for the social good. The College also recruited a pre-eminent scholar focusing on cancer communication. Both hires brought additional research collaborative opportunities for undergraduate and graduate students, as well as faculty in other disciplines.

Junior faculty enthusiastically talked about the support they received as they began their careers in the College. Some mentioned reduced course loads, summer research support and research mentors for example. Others spoke about the collaborative environment. As one recently hired faculty member said, "I have met more people across the University in two years here than I did at my previous institution."

b) The unit specifies expectations for research, creative activity and/or professional activity in criteria for hiring, promotion and tenure.

There is a promotion and tenure document in line with extensively high research universities. The tenured and tenure-track faculty (both creative-oriented as well as traditional academic focused) indicated they understood the expectations required for them to be successful. Incoming faculty are informed about the specifics of their particular job expectations in the letter offer from the Dean.

c) Evaluation criteria for promotion, tenure and merit recognition account for and acknowledge activities appropriate to faculty members' professional as well as scholarly specializations.

The College has a thorough process for evaluating faculty for promotion tenure and merit considerations, which includes an annual review, an extensive third-year review and the regular tenure and promotion process. Faculty spoke about their faculty research mentors who have helped them develop fruitful scholarly projects.

d) Faculty members communicate the results of research, creative and/or professional activity to other scholars, educators and practitioners through presentations, productions, exhibitions, workshops and publications appropriate to the activity and to the mission of the unit and institution.

Faculty routinely communicate results of their creative scholarship. For example, the self-study reports that since the last accreditation visit, faculty have produced 562 products of scholarship, including 423

refereed journal articles, 111 book chapters and 28 books, a substantial increase from the previous accreditation cycle. While some mentioned that they wished there was more collaboration among faculty (within Departments and the College), others emphasized the increase in collaborative efforts since the last accreditation period. In addition, the faculty are visible at key academic and professional conferences such as AEJMC, ICA, PRSA, etc. Faculty are guaranteed funding for at least one conference per year in order to present research, but there are other opportunities for additional funded presentations.

e) The unit fosters a climate that supports intellectual curiosity, critical analysis and the expression of differing points of view.

During faculty interviews, many professors spoke positively about the atmosphere of intellectual curiosity in the College. While walking around the building, the site team noticed a plethora of physical spaces for collaborative work. In addition, posters highlighting research from both students and faculty were featured throughout the building, which also helped to create an environment of critical analysis.

Several faculty have developed research expertise that is important to both the academic and professional arenas. Some faculty have explored different roles of data visualization and social media impacts, for example. Others are nationally recognized for their understanding of legal issues. Faculty examine health issues such as eating disorders, cancer care, etc. Other faculty regularly participate in photo exhibits and other creative outlets. Clearly, the faculty are active in intellectual engagement.

Overall evaluation, compliance/non-compliance: COMPLIANCE

Research Productivity Measures	Previous Accreditation Period	Current Accreditation Period	Growth Rate
Books published (scholarly/edited/monographs)	47 (7.8/year)	28 (4.7/year)	-
Chapters in books published	88 (14.7/ year)	111 (18.5/year)	26.1%
Refereed articles published	209 (34.8/year)	423 (70.5/year)	102.4%
Total	344 (57.3/year)	562 (93.7/year)	63.4%

Total Research Faculty Productivity from 2010-2016

Scholarship, Research, Creative and Professional Activities	By Unit	By Individuals' Ranks (number of faculty)				
		Full Professor	Associate Professors	Assistant Professors	Other Faculty	Total
Awards and Honors	77	4	6	7	0	17
Grants Received Internal	33	4	7	5	0	16
Grants Received External	71	13	7	3	0	23
Scholarly Books, Sole- or Co-authored	25	7	2	1	0	10
Textbooks, Sole- or Co-authored	1	1	0	0	0	1
Books Edited	2	2	0	0	0	2
Book Chapters	111	14	6	8	0	28
Monographs	4	0	1	0	0	1
Articles in refereed Journals	423	18	11	9	0	38
Refereed Conference Papers	527	16	12	9	0	37
Invited Academic Papers	10	1	0	0	0	1
Encyclopedia Entries	15	2	2	0	0	4
Book Reviews	18	2	3	0	0	5
Articles in Non-refereed Publications	103	10	3	6	0	19
Juried Creative Works	42	2	2	0	0	4
Non-Juried Creative Works	45	4	1	0	0	5
Other (specified)	4	1	0	0	0	1

PART II — Standard 6: Student Services

The unit provides students with the support and services that promote learning and ensure timely completion of their program of study.

Unit performance with regard to indicators:

a) Faculty and/or professional advising staff ensure that students are aware of unit and institutional requirements for graduation and receive career and academic advising.

Students are made aware of requirements through a variety of channels and enjoy career advising and extensive academic advising that ensures timely graduation.

Since the last accreditation visit, the College significantly expanded and re-organized advising with the launch of the Professional Advising and Teaching Hub (PATH). Convenient to students in a spacious, renovated facility on the first floor of Weimer Hall, PATH is the one-stop shop for all majors for academic and co-curricular immersion advising, assistance on scholarships, career resources, multicultural affairs and online learning. Other changes include increasing the professional advising staff from five to eight and consolidating advising for all first-year, second-year, junior- and senior-level students within PATH. Faculty, who were previously responsible for junior/senior academic advising, widely endorse the change. Other channels for making students aware include weekly e-newsletters, listservs, peer counseling and online self-advising information and resources. All students who visit PATH are surveyed post-visit to assess their experience and reported satisfaction is high. Students told the site team they are well aware of the range of advising services available to them and most agreed advising is very good.

b) Faculty are available and accessible to students.

Faculty are available and accessible to students. Beyond the traditional means such as posted office hours and email, students mentioned how welcoming and enthusiastic many faculty are to mentoring, giving academic and career advice, sponsoring undergraduate research and active involvement in the media properties and other immersion outlets.

c) The unit keeps students informed about the activities, requirements and policies of the unit.

Students are kept informed through a variety of channels including the College website, weekly e-newsletters, listserv announcements, printed guides and posters and big screens in lounges and public areas.

d) The unit and the institution provide students with extra-curricular activities and opportunities that are relevant to the curriculum and develop their professional as well as intellectual abilities and interests.

This is a strength of the program. Students in every major have the opportunity to gain professional and/or research experience and ascend to leadership in more than 20 immersion experiences and media-related student organizations, many of which are student chapters of professional organizations. The Division of Media Properties offers a wide array of opportunities in conventional media platforms (two TV outlets, five radio stations, both public and commercial), GatorVision (a partnership with the University's Athletic Association) and a host of multimedia and experimental digital outlets. Since the

last accreditation review, the College has built on its already immense portfolio of media properties and co-curricular offerings, adding multi-media and experimental digital outlets. Of these, the Innovation News Center (INC), Hatch, The Agency, GHQ (a test bed for mobile, digital and social concepts) and the Media Effects and Technology Lab (METL) stand out as especially cutting-edge and entrepreneurial. Many faculty pointed to these innovations as the improvements of which they are most proud.

e) The accredited unit must gather, maintain and analyze enrollment, retention, graduation rates and other aggregate information for improving student services and reducing barriers to student success. The unit annually publishes retention and graduation information on its website.

The College collects and analyzes all necessary data and has implemented some innovative methods for measuring student access to and satisfaction with advising. At the time of the site team's visit, the College's website showed graduation rates from the 2010 cohort and retention rates for 2015-2016.

Overall evaluation, compliance/non-compliance: COMPLIANCE

PART II — Standard 7: Resources, Facilities and Equipment

The unit plans for, seeks and receives adequate resources to fulfill and sustain its mission.

Unit performance with regard to indicators:

a) The unit has a detailed annual budget for the allocation of its resources that is related to its long-range, strategic plan.

The College of Journalism and Communications is in a significantly improved financial position since its last accreditation, due to substantial increases in grant funding and fundraising, but also sizeable growth in the budget allocation from the State of Florida. Fundraising increased 146 percent during the six-year period, and funding from the Legislature has grown by more than 20 percent in the last three years. The overall budget has increased 33 percent in the last three years.

In 2016, the Legislature provided substantial funds to state universities to hire faculty. The College was awarded 15 new faculty lines as a result. Three of those lines have been filled and searches are underway for the remainder.

A major part of the College budget goes toward funding its immersion venues, including professional staff and equipment and operating expenses. This fits with the “teaching hospital” strategy of the College and curriculum. Many of the immersion venues are also revenue generators.

b) The resources that the institution provides are adequate to achieve the unit’s mission. The resources are fair in relation to those provided other units.

The College’s budget process is guided by a University-wide system known as Responsibility Center Management (RCM), which is designed to provide transparency and encourage colleges to participate fully in funding allocations. Under RCM, each college’s allocation is based on its student credit hour productivity. The University believes this removes much of the subjectivity and pugilistic atmosphere of budget debates. The College of Journalism and Communications has a history of being allocated an equitable share of University resources, including financial and physical resources.

Within the College, both academic department heads and leaders of the immersion venues are consulted for budget and investment priorities. Things have so greatly improved since the last accreditation visit that there were no complaints about current budgets and funding.

c) The facilities of the unit enable and promote effective scholarship, teaching and learning.

The building and academic classrooms and labs are more than adequate, and the broadcasting, media production and immersion facilities are simply outstanding. A highlight of the facility includes the Innovation News Center (INC), a two-story combination newsroom for the radio station and television news and sports departments. The INC is organized around a “super desk” where assignment editors and news managers coordinate the coverage for all platforms. More than six hours of broadcast content a day is produced in the INC, mostly by students under professional staff supervision.

The College operates four computer labs throughout Weimer Hall, two designated digital editing labs, and numerous radio production studios. There is 24-hour access to the building for students, and programmable key cards allow students enrolled in particular classes to have 24-hour access to the

various newsrooms, editing labs, studios and control rooms that might be necessary to complete assignments for a particular course. Students report access to desired studios and editing labs is not a problem, although there can be a rush and some wait times towards the end of a semester when projects are due.

What really sets the College of Journalism and Communications apart from other institutions is the wide variety of professional media and immersion experiences available in the building to all students. Whether as interns, or volunteers, or as part of their assigned coursework, students have many opportunities to work alongside professional media personnel or in professional settings. Both faculty and students agree that sometimes the media training offered in the immersion venues are more cutting-edge and up to date than classroom curriculum. The College takes a “teaching hospital” approach to its instruction and strongly encourages all students to participate in as many of the following immersive venues as possible:

- **WUFT-TV** This is a PBS affiliate television station producing award-winning local newscasts Monday through Friday at 5 p.m. during academic semesters. Students report, produce, anchor and direct this live 30-minute newscast on modern studio equipment and sets. Reporters, editors and news managers operate in the INC to prepare the newscast.
- **WUFT-FM** This is an NPR affiliate station licensed to the University and operated out of the Innovation News Center. Under the guidance of professional staff, students produce the bulk of local news content that airs during local newscasts and cutaways during NPR news magazine programs.
- **WRUF-AM** This is a commercial radio sports station providing live, local sports talk and sports journalism that allows students to work alongside professional staff in all elements of the programming.
- **WRUF-FM** This is a commercial country music radio station staffed by professionals.
- **WUFT-Classic** This is classical music and arts format station that provides audio production experience to students including the production of live performances.
- **Innovation News Center ()** The Innovation News Center (INC) is a fully integrated, multi-platform newsroom where students produce news, weather and sports content, in English and Spanish, for all of the media properties. The two-story, 14,000-square-foot space provides nearly 100 seats for reporters, producers and editors working under the direction of professional news managers. The INC produces digital content and more than six hours of broadcast content every day.
- **GHQ** This is an audio-based multimedia platform project designed to test mobile, digital and social media concepts for the commercial radio industry. The backbone is a student run, online CHR music format that works with industry partner Futuri to test social media and format applications for millennials.
- **Florida Public Radio Emergency Network** This is a studio designated to providing severe weather coverage and information to Florida’s 13 public radio stations via audio, and video through online and Facebook Live. The network provides critical hurricane, tropical storm and flood coverage with two full-time meteorologists and a staff of student talent and production teams.
- **GatorVision** This is partnership between the College and the University of Florida Athletic Association. It provides students the opportunity to use state-of-the-art media equipment to assist in live broadcasts and coverage of UF athletic events. Through a partnership with GatorVision, the College also houses a remote “play by play” studio booth allowing students to practice play by play coverage during live and recorded broadcasts.
- **WRUF-LP** This is a 24-hour platform for student created content. News, weather, sports and

- feature content produced by students and professional staff form the core of the programming.
- **HATCH** This is a faculty-let, student run content and product incubator.
 - **The Agency** This is an integrated advertising, public relations and digital firm led by professionals and staffed by a team of 100 students. It allows students to craft creative concepts to help brands and marketers effectively communicate to the Millennial generation. Students work on real, revenue generating accounts in a structured agency environment.

The growth of faculty and staff, and the expectation of 12 more faculty hires, has created space issues in Weimer Hall. Some faculty and graduate student offices are currently located against the back wall of a computer lab/classroom. The College is redesigning some under-utilized conference rooms and other spaces for more offices. During faculty interviews, most faculty members indicated they did not think finding space for the additional staff would be a problem.

Some required courses are not taught in Weimer Hall, but are usually located in nearby buildings and students report this has not been a problem.

d) The institution and the unit provide faculty and students with equipment or access to equipment to support its curriculum and the research, creative and professional activities of the faculty.

The College maintains an equipment room with an outstanding array of high quality field equipment for student use. The equipment inventory for the College makes for impressive reading and would rival those of many major market television stations or production studios. The equipment room handles almost 2,000 check-outs each semester.

The equipment is funded through course fees and all courses requiring equipment have their own equipment designated for use only by students enrolled in that course. There is also adequate high-end equipment available to any student in the College to check out for student media projects not related to specific course assignments. The equipment room is staffed with knowledgeable staff and student employees and students report the equipment is well maintained and always in good working order. The course fees allow the equipment to be maintained well and updated on a three-year cycle. While all the students recognize and appreciate the abundance and quality of the equipment, some underclassmen expressed a desire to be able to get the opportunity to use the higher-end equipment sooner in their college career, and not just as part of upperclassmen coursework.

The College is host to the Media Effects and Technology Lab (METL), dedicated to conducting experimental research on the psychological effects of media messages, form and technology. The lab is also working on how to create messages of “social good” with virtual reality technology. The VR demonstrations provided for the site team members was amazing and the research being done in the METL is interdisciplinary and cutting edge.

There is a College Research Lab equipped with 22 research stations and the tools required for conducting both quantitative and qualitative research, including projectors, digital recording devices and phones.

e) The institution and the unit provide sufficient library and information resources to support faculty and student research and professional development.

The College of Journalism and Communications does not maintain its own library. Library resources are available to students physically or electronically in Library West, the main humanities and social science branch of the University library system. Library West is open 24 hours, seven days a week during

academic semesters. The library's journalism and mass communications acquisitions budget is roughly \$7,000 per year.

The self-study indicates courses in the College require students to use library resources to complete readings and other assignments, including scholarly peer-reviewed research. Conversations with students indicated few undergraduates make use of library resources, but the few who have said library personnel were extremely knowledgeable and helpful.

There is a full-time professional librarian assigned to assist graduate and undergraduate students from the College. Students who have made use of this professional say she provides outstanding assistance, and will even be helpful to CJC students working on research and papers for non-CJC courses.

The College, along with its immersion venues, subscribe to numerous news sources and databases, including Access World News, Lexis-Nexis, Factiva and ProQuest News & Newspapers. Students say they have no trouble accessing enough quality news sites and sources to do their work.

Overall evaluation, compliance/non-compliance: COMPLIANCE

PART II — Standard 8: Professional and Public Service

The unit and its faculty advance journalism and mass communication professions and fulfill obligations to its community, alumni and the greater public.

Unit performance with regard to indicators:

a) The unit consults and communicates regularly with its alumni and is actively engaged with alumni, professionals and professional associations to keep curriculum and teaching, whether on-site or online, current and to promote the exchange of ideas.

The College has invested in a program to increase and improve its alumni outreach, supported by a four-person development and alumni affairs team and the College's executive director of External Relations working in close collaboration with the Dean. An e-mail newsletter, *eCommunigator*, is the primary communication vehicle to alumni and is e-mailed 10 times a year to more than 14,000 alumni and other external stakeholders. It covers updates about College activities, news about alumni, faculty and student achievements, and College events.

In October 2016 the College launched a second e-mail newsletter, *Research and Insights*, that features summaries of faculty and staff research and perspectives. The newsletter is distributed to more than 14,000 alumni and 4,900 academics, industry executives, policymakers and journalists, and is intended to showcase the College's range of experts and expertise and attract more funding, partnerships and top faculty and graduate students.

The College previously published a twice yearly printed magazine for alumni but suspended publication in 2015. In early 2017, the College published its first *Dean's Report*, a printed report with a recap of College activities, fiscal year financials, faculty and student profiles, and plans for the upcoming year. The College plans to distribute the *Dean's Report* to alumni on an annual basis.

In 2016, the website section devoted to alumni was rebuilt, and includes latest alumni news, giving opportunities, an honor roll of donors, "Defining Moments" profiles of alumni, archive of *eCommunigators*, and awards of distinction.

The College also uses social media extensively to inform current students and alumni. An undergrad student assistant in the Communications Department is dedicated to social media messaging 10-15 hours each week. The College has 16,500 Twitter followers, 7,500 who have liked the College Facebook page and 5,400 members in the College LinkedIn group.

The College's Department of Public Relations surveyed alumni about communication channels they use to receive updates about the College in 2016. Sixty-two percent of respondents said they use social media, 48 percent from the *eCommunigator*, 41 percent from College e-mails, 27 percent from contact with students, faculty or staff, and 12 percent from the College's website.

The College hosts various alumni gatherings in Gainesville and elsewhere to maintain communications and relationships with alumni. Over the past three years, the Dean has crisscrossed the country to update alumni on College developments, exchange ideas about the current curriculum, establish career and internship pipelines, and communicate current needs. The Dean also sends periodic emails and letters to alumni, primarily for fundraising purposes.

Alumni are active in many College activities. Each of the College's four departments has an advisory council comprised of industry executives. More than three quarters of advisory council members are alumni. Each council normally meets at the College twice a year, during which members visit and speak

to classes, counsel students and faculty, and assess student performance. A portion of each advisory council's meeting is devoted to one-on-one sessions and/or small group discussions with students, focusing on professional issues, including internships, resumes, professional skills and placement.

Advisory council members regularly address curriculum issues, suggest improvements, contribute to program reviews, and review proposed changes. Most meetings end with an evaluative discussion of individual programs, based on council members' interactions with students. Council members often are contacted when students seek employment in various markets. Many council members speak in classes when they visit campus. The Department of Advertising is creating a resource to allow council members and their colleagues to interact more regularly with students through digital channels.

In academic year 2016-17, the Department of Journalism started the Young Alum Boot Camp series, a program that brings an alumnus to campus for a public talk and a one-day workshop focusing on a special skill set.

In 2016, the Dean formed a Dean's Leadership Council of 20 people in senior industry positions who provide her with strategic advice, connections for possible industry partnerships and help in fundraising activities.

b) The unit provides leadership in the development of high standards of professional practice through such activities as offering continuing education, promoting professional ethics, evaluating professional performance, and addressing communication issues of public consequence and concern.

The College is very active in providing leadership in communication and innovation in a variety of community areas.

The College has a one-of-a-kind endowed chair in public interest communications, focused on strategic communications for those engaged in social change, including creating a curriculum around this field of study, fostering research and best practices, and building a community of social change communicators, educators and movement builders. The chair holds an annual international conference on public interest communications, attracting more than 300 participants, including leading scholars and professionals in social change communication research and practice.

The University has the only communication college with a STEM center. The College's STEM Translational Communication Center undertakes research to help healthcare providers discuss complex issues with their patients and to engage individuals on the importance of preventive care, and is the only program to offer undergraduate students the opportunity to specialize in STEM message design, dissemination and evaluation. The College employs five cancer communication scholars, the largest number in the nation. In 2017 the Center Director was awarded a \$3.04 million grant from the National Institutes of Health, the largest research grant ever awarded to the College. The five-year grant will be used to develop and test a virtual human application to promote colorectal cancer screening – a disease that the Center has prioritized in its research.

The College's Joseph L. Brechner Center for Freedom of Information and Marion B. Brechner First Amendment Project provide research, education and advocacy on freedom of information and First Amendment issues. The Center's mission is to be a catalyst for making information more accessible and useful. Under a directive from the Dean, the Center is broadening its scope of work also to include building an intellectual foundation for public-policy reforms that advance the rights of all citizens,

including journalists, to gather and disseminate information and data. The Project addresses First Amendment issues in multiple ways, including filing friend-of-the-court briefs in major cases affecting First Amendment rights; publishing law journal articles and op-ed commentaries in mainstream newspapers; presenting speeches and papers at conferences and symposia across the country; providing expert commentary to news organizations and media outlets at the local, state, and national level; and testifying before legislative bodies regarding bills affecting First Amendment rights.

The state's major organization for high school journalism teachers, the Florida Scholastic Press Association, has been supported by the College for more than 50 years and is housed in the College. Among other services and activities, FSPA offers an evaluation service for high school newspapers, magazines, yearbooks, and broadcast programs. Since the 1960s the College has hosted the FSPA's week-long summer workshop for high school students. The College provides significant resources to FSPA, including funding for the association's Director, office space, faculty speakers, and support for an advisers' reception at the association's annual statewide conference. The Dean and other members of the College's leadership team attend and speak during the annual conference

Various faculty members have served as judges for many journalism contests as a service to the industry. Some of these awards programs include the National Magazine Awards, the City Regional Magazine Association Awards, the Local Media Association Awards, the Lowell Thomas Travel Writing Competition, among others. Faculty members are also involved with professional outreach that involve working with professionals.

Since 1995, the College has headquartered the Institute for Public Relations, an organization whose mission is to "expand and document the intellectual foundations of public relations and to make this knowledge available and useful to all practitioners, educators, and researchers, as well as the corporate and institutional clients they serve." The Institute is the parent organization of several public relations specific commissions including the Measurement Commission, which develops and promotes standards and best practices for research, measurement, and analytics that contribute to ethical, strategic, and effective public relations.

c) The unit contributes to the improvement of journalism and mass communication as academic disciplines by supporting the faculty's involvement in academic associations and related activities.

The College's faculty are very active in the academic community, joining and serving on boards and committees of major academic associations, participating on accreditation committees, serving on editorial boards and as reviewers for academic journals, participating in workshops and panel discussions, guest lecturing at other international academic institutions, mentoring colleagues and more. Faculty share their research findings at major conferences, including the Association for Education in Journalism and Mass Communication, the International Communication Association, the American Academy of Advertising, the World Media Economics and Management Conference, and the Deutsche Welle Global Media Forum.

Several faculty serve on the editorial boards of major journals, such as the Journal of Broadcasting and Electronic Media, Journal of Media Economics, Journalism and Mass Communication Quarterly, International Journal on Media Management, Journal of Media Business Studies, and International Journal of Hispanic Media. Tenured and tenure-track faculty members have regularly served as reviewers for multiple academic conferences, major journals and other publications. Faculty who teach video production have judged entries in faculty and student competitions. For several years faculty members were judges for the Nielsen Student Case Competition.

The College has partnered with the Philip Merrill College of Journalism at the University of Maryland and the University of Missouri School of Journalism to organize an annual conference for journalism educators. The College hosted the conference in 2013 and 2016. The mission of the Journalism Interactive Conference is to improve journalism education by advancing the national discourse about how journalism schools are preparing students for a rapidly changing industry; expanding the knowledge of media educators through training in digital media teaching strategies and technologies and creating a community of journalism educators engaged in teaching and using digital media, providing them with networking opportunities to share teaching strategies and techniques.

Department of Advertising faculty members also serve in key academic leadership positions that leverage their academic expertise in service to the discipline; including in a variety of capacities for the American Academy of Advertising; vice-chair of the Intergroup Interest Group for the International Communication Association, and Executive Board Member of the International Association for Language and Social Psychology.

Telecom Faculty members have served in leadership roles in many media-related organizations, including as head of the AEJMC Media Management, Economics, and Entrepreneurship Division; Vice Chair of the ICA Communication Law and Policy Division; serving on the Research and Advisory Board of the Cable Center's Magness Institute; and Vice Chair of the Frieda Saeys Foundation (Ghent, Belgium).

The College provides financial support for faculty to attend academic conferences and workshops with funds from its operating budget and private funds. In 2015-16, these totaled about \$364,656. Additional travel support comes from College and University sources, and grants and contracts.

d) The unit contributes to its communities through unit-based service projects and events, service learning of its students and civic engagement of its faculty.

Through the Division of Media Properties, the College administers an impressive combination of commercial and non-commercial/public radio and television stations and associated websites, social media accounts, and mobile apps. This combination of traditional and new media owned by the College provides students with an unmatched immersion opportunity to extend their academic experiences and gain experience in all aspects of multimedia content production and operations. Each of the platforms provide a significant public service to northern Florida, and the state as a whole.

WUFT-TV is a full-power PBS television affiliate serving North Florida with a digital/high definition signal coverage and via cable. The station provides news, weather information and state emergency management announcements to more than 1.76 million people in 21 counties. It features children's educational programming, news, public affairs and documentary programs, as well as entertainment and community service specials. College students, supported by WUFT-TV's professional staff, lead the station's live remote productions including producing, directing, hosting and reporting on site during the events.

The Department provides local news coverage to a large and diverse audience in North Central Florida. Each year the WUFT-TV News Department supervises the student production of 200-plus live half-hour weekday and 100 six-minute live midday television newscasts. Broad topics such as agriculture, medical, education, environmental, politics and legislative issues, and public safety are included in the scope of coverage. With rotations for various positions, this newscast alone provides yearly pre-professional training experiences for up to 40 producers, associate producers, editors and anchors (news, sports, weather), plus specialty segments that have included entertainment, politics, consumer, health,

technology, as well as more than 120 reporting experiences tied to radio and television classes. Student volunteers provide the manpower for almost all crew positions for the newscasts, as well as for most other productions.

WUFT operates three additional TV channels. **WUFT-TV, 5.2 – Create** features “how-to” programs from PBS and other independent program providers. **WUFT-TV, 5.3 – The Florida Channel/WORLD** provides updates on the Florida legislative session and other legislative topics throughout the year. **WRUF-TV** is a low-power digital/HD and cable commercial television station that broadcasts local and regional news, weather, traffic updates, long-form informational videos and UF Gator athletics video features and profiles. Students play a key role in the production of various local news, weather and sports content that comprises the bulk of programming seen on WRUF-TV.

The College runs **WUFT-FM**, a 100,000-watt public radio station and NPR affiliate serving North Florida. College telecommunication and journalism majors contribute more than 30 minutes of live, local news content to WUFT’s NPR Morning Edition program on weekdays; news inserts for All Things Considered and the WUFT-FM evening newscasts.

In addition, students produce a weekly music program produced and hosted by a WUFT community volunteer, a live weekly hour-long call-in program highlighting the care of animals with University of Florida veterinary professionals providing input and advice; a weekly one-hour antiques and collectibles call-in program hosted by local experts, and three short program inserts modules which are distributed nationally. The station supports various community activities including the annual Independence Day Eve celebration for the Gainesville and Alachua County community.

The Department also hosts **WRUF-AM**, a sports format radio station; country station **WRUF-FM; GHQ**, an audio-based multimedia project targeted at millennials and Gen Z’ers, **WUFT Classic**, a 24-hour classical/arts format station, and the **WUFT Radio Reading Service** which provides 24-hour-a-day programming giving blind and visually impaired individuals access to spoken word versions of *The Gainesville Sun* daily newspaper, various magazines, articles, and books.

In 2014, the College received approval and funding from the Florida Legislature to develop the Florida Public Radio Emergency Network (**FPREN**). Students and staff members of the Division of Media Properties feed stories and weather information to public and commercial radio stations throughout the state during times of emergency. During Hurricane Irma, FPREN and WUFT-FM began alerting millions of Floridians to the potential of a serious tropical weather event, prompting a large-scale evacuation. FPREN also reaches residents through the **Florida Storms** app, which now has more than 100,000 downloads

In 2010, as a partnership between the University of Florida’s Athletic Association (UAA) and the College’s Division of Media Properties, UAA’s multimedia unit moved into Weimer Hall and operates in conjunction with the media properties. **GatorVision** professionals work alongside College students to produce various types of content that are distributed via FloridaGators.com and the various multimedia platforms operated by the College and the Division of Media Properties. As many as three simultaneous athletic events with end-product broadcasts can be provided to numerous media platforms such as ESPN networks and the SEC Network, FloridaGators.com and more. The infrastructure that supports GatorVision also benefits the College’s media properties and various immersive student experiences including those related to video production, sports journalism and event production in addition to sports broadcasting.

GatorVision also produces all videoboard production for Florida Gator football, men’s and women’s basketball, gymnastics and other University-related events such as commencement and convocation

exercises. Fiber connectivity from the College's media properties to all major academic and athletic venues on campus enables events to be produced on a routine basis year-round. College students work alongside media properties and UAA professionals in each of these productions, and the experience places them among the best-trained media production students in the nation.

The Agency is a strategic communication firm led by a professional staff of five and 100 student team members. It was established to give students immersive learning opportunities while providing a valuable service to clients. Although focused on Advertising and Public Relations students, it includes students from Journalism and Telecommunication as well as students from other UF colleges, including Business and Engineering. In addition to its paying clients, The Agency also has taken on pro bono clients.

UF Ad Society, the department's pre-professional organization for advertising students, includes a student-run firm, hosts an annual philanthropic event that connects students with local nonprofit clients in a friendly competition with the purpose of improving the community, as well as building student portfolios and community connections.

The Public Relations Department provides professional service and outreach through the **Public Relations Student Society of America**. The department's PRSSA chapter has won national Star Chapter recognition four of the past five years. The chapter was selected to host a chapter development session on chapter branding at the 2013 PRSSA National Conference and recently formed a task force to read, share and publish research with the Institute for Public Relations. The chapter is also hosting workshops for local high school students to help them learn more about academic and career opportunities in public relations and communications. Alpha PRoductions, a division of the UF PRSSA, has more than 40 associates who work on pro bono public relations campaigns for seven to 10 clients every semester.

The Department has maintained a strong commitment to international service, including cooperative agreements with Universidad de Sao Paulo in Brazil, Universidad de San Martin Porres in Peru, and Universidad de Medellin in Colombia. In 2014, the Department designed and offered an executive seminar to members of the Colombian Center of Public Relations and Organizational Communication in Medellin.

Telecommunications Department faculty have conducted workshops for professionals for a number of venues, including a weeklong summer workshop in digital storytelling, a workshop for business leaders and communications professionals on Adobe Production Software, and workshops on electronic media technology and policy for the Public Utility Research Center's program for Thai broadcast regulators.

e) The unit supports scholastic journalism through such activities as faculty workshops, visiting lectures and critiques of student work.

Professionals routinely visit the College and interact with students and faculty. Each of the four departments has an advisory council comprised mostly of industry professionals who advise department chairs on curriculum and programs and work directly with students, sharing industry insights and developing interviewing skills.

Faculty involve professionals on an ongoing basis as guest lecturers and as clients for campaign classes. Since 2015, more than 150 professionals have guest lectured at the College. Additionally, the College engages professionals as visiting faculty. In the past year, a highly respected journalist and author joined the College as an environmental journalist-in-residence, a former executive with Ogilvy was a visiting lecturer in public relations, and an experienced advertising creative professional was a visiting lecturer in advertising. This year, the current vice chairman of Burson-Marsteller is a professional-in-residence in

the Public Relations Department. The majority of adjunct faculty are working professionals.

The College co-sponsors UF's Science Journalist-in-Residence, a weeklong program in which a professional science journalist visits campus and participates in public talks, classroom visits, meetings with faculty, among other activities. The program, now in its third year, typically features two guests per year. The *Great Storytellers* series, launched in 2016, brings accomplished storytellers across media platforms to campus to share their craft with students and faculty. The *Becoming a Woman of Influence* series, which began in 2015, features prominent women alumni who discuss the challenges and opportunities for young women in careers generally, and communication careers specifically, and offer advice on how to navigate their advancement. The *Innovators Series*, funded by the Knight Foundation, brought six up-and-coming innovators to the College between 2014 and 2016 to work with students and faculty, including reviewing new opportunities in media and curricula ideas with faculty.

Overall evaluation, compliance/non-compliance: COMPLIANCE

PART II — Standard 9: Assessment of Learning Outcomes

The unit regularly assesses student learning and applies results to improve curriculum and instruction.

Unit performance with regard to indicators:

The Accrediting Committee and Council seek site-team reports on assessment that are appropriately detailed for a judgment on compliance that is informed, fair and consistent from one team to another. Please respond to each of these questions in your report on indicators (a), (b) and (c):

a) The unit defines the goals for learning that students must achieve, including the “Professional Values and Competencies” of the Council.

At the time of the last accreditation review, the overall evaluation on the Assessment standard was compliance. The 2011-2012 Report of On-Site Evaluation indicated the College had included all of ACEJMC’s values and competencies in a written assessment plan. At this time, University policy and SACS require learning assessment be managed at the department level. According to the self-study prepared for the present review and supplementary information provided during the site visit, the four department assessment plans include learning goals that align with many but not all of the Council’s values and competencies. The College does measure all 12 in a single indirect measure, a survey of graduating seniors. The written plans of each department define student learning objectives (SLOs) that correspond to many, but not all, of the 12 values and competencies. For example, the journalism plan’s SLOs map to six of the 12. For advertising, public relations and telecommunications it is 11, nine and nine respectively.

• *Who is in charge of the assessment program (e.g., administrator, sequence coordinator or faculty committee)?*

The Associate Dean for Undergraduate Affairs and Enrollment Management is in charge of the assessment program with each department chair responsible for department-level learning assessment management. As mentioned earlier, the University’s accrediting body, SACS, and the University require that assessment be managed at the department level.

• *How has the unit verified that core and required courses cover all 12 of ACEJMC’s professional values and competencies?*

Learning assessment is largely a function of the four departments. The plan of each department explains how it ensures that its curriculum teaches each of its SLOs. But the SLOs do not cover all 12 values and competencies. It is claimed that those values and competencies not specifically covered by SLOs are assessed in a required course in the major. However, since some values and competencies are missing from the assessment plans, this is insufficient.

• *How has the unit ensured that the syllabi for these courses state learning outcomes that address the values and competencies appropriate for each course?*

The College ensures that faculty include learning objectives in syllabi but does not require they map to the 12 values and competencies. The site team’s review of recent syllabi bears this out: Seldom do learning objectives correspond to the values and competencies.

b) The unit has a written assessment plan that uses multiple direct and indirect measures to assess student learning.

- *What direct measures of assessment does the unit use, where in the curriculum and when?*
- *What indirect measures does it use, where and when?*
- *Are these measures effective for assessing ACEJMC's professional values and competencies?*

The assessment plan provided in the self-study was incomplete and supplements to the plan were assembled and provided during the visit. The main method of direct measure, according to the self-study was in-class grades. Other listed direct measures -- external reviews of student work and internship supervisor assessments -- may be fitting but are not used systematically nor in all departments (Telecommunications and Public Relations ask internship supervisors to assess interns on all 12 values and competencies.). Moreover, the site team was not able to view examples of student work used in assessment. There is one college-wide indirect measure, a survey of graduating seniors that measures perceptions of student learning of the 12 values and competencies. The College compiles and promotes its excellent record of student awards and performance in national competitions.

c) The unit collects and reports data from its assessment activities and applies the data to improve curriculum and instruction.

- *How does the unit collect and analyze the findings and identify unsatisfactory learning of specific values and competencies?*
- *What specific values and competencies had graduating classes not mastered satisfactorily?*
- *How does the unit decide how to address these areas of concern and what actions did it take to do so?*
- *How does the unit evaluate whether its actions overcame the weaknesses in student learning and what were the results?*
- *Was the program of data analysis and action effective for identifying and overcoming unsatisfactory student learning?*

The departments do collect and analyze learning outcome data and use it to improve curriculum and instruction. The self-study included a thorough report of outcomes, results and use of results for the 2015-2016 year. For example, a finding of poor student achievement in the numeracy competency led to the creation of at least four new data-related courses. Since the last review, all four departments added a major requirement of a basic statistics course.

d) The unit maintains contact with the alumni to assess these experiences in the professions and to provide suggestions for improving curriculum and instruction.

Each department has an advisory council of professionals, most of whom are alumni. The assessment plans for advertising and journalism stipulate that professionals evaluate student performance or formally review portfolios but did not elaborate on methods. The council members also come to campus twice per year and their visits include informal assessment at best. For example, the self-study describes time spent mentoring and giving feedback to students. The other two departments' plans do not explain how alumni are involved.

e) The unit includes members of journalism and mass communication professions in its assessment process.

See c) above.

Overall evaluation, compliance/non-compliance: NON-COMPLIANCE

PART III: Summary by site visit team

1) Summarize the strengths and weaknesses of the unit.

Strengths:

- A dynamic, dedicated and visionary dean who is credited with re-energizing the College, securing substantial new resources internally and externally and creating new research institutes and immersive learning professional programs.
- An intellectually and professionally diverse faculty that embraces collaboration and excels both in teaching and scholarly research.
- A diverse and engaged student body that is demonstrating its excellence through superior performances in the College's immersion programs and at national intercollegiate competitions such as the Hearst Journalism Awards and the Bateman Competition.
- A stunning two-story, \$4.4 million state-of-the-art multiplatform news hub where students learn in an immersive "teaching hospital" environment, guided by professionals while creating content for the College's professional TV, radio and digital platforms.
- The Agency, a professionally led integrated strategic communications enterprise that serves as a superb "teaching hospital" for the College's public relations and advertising students.
- A focus on sponsored research that has led to the creation of two new research centers and a 15-fold increase in funded research, including a \$3 million NIH grant to the new STEM Transactional Communication Center.
- Smart leveraging of the College's unique assets in seven professional media properties by bringing the organizations under one leader and more closely aligning them with the College's teaching enterprise.
- An undergraduate enrollment increase of nearly 10 percent achieved through new market-informed degree programs such as Sports and Media and successful all-online degrees in Public Relations and Telecommunications.
- Installation of a robust professional advising system, removing the burden of academic advising from faculty while providing students with more consistent guidance to navigate the University from orientation through graduation.
- A dramatic increase in fundraising led by the new Dean, leading to more than \$30 million in new gifts.
- An unprecedented commitment from the University to fund 15 new full-time faculty positions in a 12-month period, giving the College the ability to advance to new heights and keep up with the growing enrollment.

Weaknesses:

- Assessment. See Question 3 below.
- A concerning lack of faculty from underrepresented minorities, particularly Latinos. The College has the rare opportunity to change dramatically the ethnic makeup of the faculty with the addition of 15 new faculty members within a year.

- A building that can neither fully accommodate the planned growth moving forward nor match the extraordinary quality of the College's students, faculty, curriculum, programs, technology and professional media outlets.

2) List the standards with which the unit is not in compliance.

- Standard 9: Assessment

3) Summarize the problems or deficiencies that should be addressed before the next evaluation (i.e., related to non-compliance with standards).

- The 2012 site team concluded that the assessment plan, while in compliance, "still needs work and deeper demonstrated impact." That site team found a series of direct measures that included revised internship evaluations that map to the 12 ACEJMC standards and competencies and external portfolio reviews. The 2018 site team found an assessment plan that was largely, according to the self-study, the College's SACs assessment plan. The only clear mapping to the 12 ACEJMC competencies and values was an indirect measure – a College-wide exit survey given to graduating students. The self-study said that instrument is the lone ACEJMC-designed measure. The direct measures, according to the self-study, are based on the SACs assessment, which do not cover adequately ACEJMC standards and competencies. The primary direct assessment tool, according to the self-study, is in class tests evaluated solely by the instructor. Furthermore, portfolios also were listed as a direct measure for some departments, but the College could not provide either sample portfolios nor assessment results. Finally, the internship evaluations, which the previous site team found mapped with the ACEJMC values and competencies, do not do so comprehensively across all departments. The College needs to design, execute and feed back into the curriculum an assessment strategy that includes direct and indirect measures that evaluate the ACEJMC values and competencies.

4) In the case of a recommendation for provisional accreditation, list the deficiencies that should be addressed before the provisional status can be removed.

- N/A

5) In the case of a recommendation for denial of accreditation, clearly and fully explain the reasons that led to the recommendation.

- N/A

6) If the unit was previously accredited, summarize the significant deficiencies noted in the previous report and the actions taken to correct them. If the unit was in noncompliance in the same standard(s) on the previous two visits, identify the standard(s) and the problems noted. Explain actions taken to correct the problems.

- Budget Reductions. Severe budget cutbacks in the previous accrediting cycle have been replaced by substantial budget increases for the College, both during this most recent six-year period and moving forward with the 15 newly funded faculty positions.
- Adjunct Reliance. The percentage of courses taught by part-time faculty continued to be above the ACEJMC-recommended 50 percent threshold, but the 15 new full-time faculty positions should resolve this next year. Furthermore, the College has 19 professionals working in immersion programs and the professional media properties teaching and guiding students as lab sections of a wide array of skills courses.
- Assessment. See Question 3.

7) The self-study is the heart of the accrediting process. Often the quality of that document determines the degree of success of the site visit. Summarize the team members' judgment of the self-study.

The self-study was mostly well written.