

Report of ACEJMC Evaluation

Undergraduate program 2024-2025

Name of Institution: University of Florida

Name and Title of Chief Executive Officer: Kent Fuchs

Name of Unit: College of Journalism and Communications

Name and Title of Administrator: Hub Brown, Dean

Date of 2024-2025 Accrediting Visit: Feb. 2-5, 2025

Date of the previous accrediting visit: Jan. 28-31, 2018

Recommendation of the previous site visit team: Reaccreditation

Previous decision of the Accrediting Council: Reaccreditation

Recommendation by 2024-2025 Visiting Team: Reaccreditation

Prepared and submitted by:

Team Chair

Name and Title: Marie Hardin, Dean, Donald P. Bellisario College of Communications

Organization/School: Penn State University

Signature

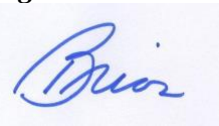


Team Member

Name and Title: Brian Sheehan, Professor, Newhouse School of Public Communications

Organization/School: Syracuse University

Signature



Team Member

Name and Title: Janet Rose, Professor of the Practice & Director

Organization/School: William Allen White School of Journalism and Mass Communications,
University of Kansas

Signature

Janet Rose

Team Member

Name and Title: Chip Mahaney

Organization/School: The E. W. Scripps Company

Signature



Team Member

Name and Title: Brian Butler, Dean, College of Communication and Information Sciences

Organization/School: University of Alabama

Signature



Team Member

Name and Title: Diana Martinelli, Director, School of Media and Communications

Organization/School: West Virginia University

Signature



Team Member

Name and Title: Will Sutton, columnist, editorial board member

Organization/School: The Times-Picayune | The Advocate | NOLA.com

Signature

William W. Sutton Jr.

wwsj

Team Member

Name and Title: Barbara Cochran, Professor Emerita

Organization/School: Missouri School of Journalism

Signature



PART I: General information

PART I: General Information

Name of Institution: University of Florida

Name of Unit: College of Journalism and Communications

Year of Visit: 2025

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

- ☐ Higher Learning Commission
- ☐ Middle States Association of Colleges and Schools
- ☐ New England Association of Schools and Colleges
- ☐ Northwest Association of Schools and Colleges
- ☒ Southern Association of Colleges and Schools
- ☐ Western Association of Schools and Colleges

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

- ☐ Private
- ☒ Public
- ☐ Other (specify)

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 cite legislative acts; 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.

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 28–31, 2018

5. When was the unit or sequences within the unit first accredited by ACEJMC? 1950

6. Insert here the undergraduate mission statement and the separate mission statement for the graduate program. Statements should give the date of adoption and/or last revision.

Below is the mission statement for the College of Journalism and Communications originally adopted in spring 2017 and reaffirmed in fall 2023.

The University of Florida College of Journalism and Communications 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.

7. What are the type and length of terms?

Number of weeks in a semester: 16

Number of weeks in summer sessions: Sessions of 6 and 12 weeks

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

☒ Bachelor's degree

☒ Master's degree

☒ Ph.D. degree

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, Agency track, on campus only

B.S. Advertising, Persuasion track, on campus and online

B.S. Journalism, Journalism track, on campus only

B.S. Journalism, Sports and Media Track, on campus and online

B.S. Public Relations Corporate Communications Track, on campus and online

B.S. Public Relations Public Interest Communication Track, on campus and online

B.S. Media Production, Management, and Technology Digital Film and TV Production Track, on campus only

B.S. Media Production, Management, and Technology Management and Strategy Track, on campus only

B.S. Media Production, Management, and Technology Media and Society Track, on campus and online

10. Credit hours required by the university for an undergraduate degree:

Prior to 2023, all CJC students were required to complete 52 credits of CJC courses and 72 credits of non-CJC courses, totaling 124 credits required for graduation. The College changed those requirements in 2023 to 120 credits required for graduation, with the number of CJC and non-CJC credits varying by major.

Undergraduate Degree	Core	Prof. Electives	Total CJC Credits	Non-CJC Credits	Total Credits
Advertising: Agency	39	12	51	69	120
Advertising: Persuasive	36	16	52	68	120
Journalism	39	13	52	68	120
Journalism: Sports/Media	38	14	52	68	120
Public Relations	33	19	52	68	120

PR: Public Interest	33	19	52	68	120
PR: Corporate	33	19	52	68	120
MPMT: Management	46	5	51	69	120
MPMT: Digital TV/Prod.	39	12	51	69	120
MPMT: Media and Society	43	8	51	69	120

The minimum full-time load for undergraduate students per semester is 12 credits, including Summer term. Postbaccalaureate students are considered undergraduates. Students with disabilities may be eligible for a reduced course load accommodation. This accommodation allows students full-time status at 11 credits or below.

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 2023–2024 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 in most of the CJC majors. Any internship credit beyond the six, such as through the Honors office, will not count toward a student’s 120–credit total needed for the degree.”

12. List each professional journalism or mass communications sequence or specialty offered in the undergraduate program and give the name of the person in charge. Add lines as needed.

Name of Sequence or Specialty	Person in Charge
Department of Advertising	Huan Chen, Chair
Department of Journalism	Ted Spiker, Chair
Department of Media Production, Management, and Technology	Roxane Coche, Chair
Department of Public Relations	Myiah Hutchens, Chair

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

A total of 44,766 undergraduate students were enrolled in the University of Florida (as of Fall 2023) and 2,434 undergraduate students were enrolled in the UF College of Journalism and Communications (as of Spring 2025).

14. Number of undergraduate majors in the accredited unit, by sequence. (If the unit has pre-major students, list them as a single total). Give the semester and academic year represented. Add lines as needed.

Name of Sequence or Specialty	Undergraduate Majors (Spring 2025)	Undergraduate Majors (Fall 2024)
Advertising Total	724	690
Agency Track	326	310
Persuasive Messaging Track	398	380
Journalism Total	539	561
Journalism Track	290	298
Journalism Sports and Media Track	249	263
Media Production, Management, and Technology Total	531	530
Production Track	244	266
Media & Society Track	176	159
Management Track	102	104
No Track	9	1
Public Relations*	640	606
Public Relations	575	550
Corporate Track	26	24
Public Interest Track	39	32

*PR Corporate and Public Interest Communications tracks launched in Spring 2024 and did not have majors in that semester.

15. Give the number of graduate students enrolled on-site:

The College is not pursuing re-accreditation of its graduate programs at this time.

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. Submit two semesters with the self-study and update the list as needed for spring 2025 visits.

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.)

ADVERTISING FALL 2024			
Course	Title	Class Section	Enrollment
ADV3943	The Agency	486B	21
ADV3943	The Agency	486C	19
ADV4101	Copy and Visualization	0618	16
ADV4101	Copy and Visualization	4A20	16
ADV4710	Advertising Portfolio I	1953	10
ADV4800	Advertising Campaign	564	13
ADV4950	Advertising Portfolio II	133	2
ADV4951	Advertising Portfolio III	C50L	4

ADVERTISING SPRING 2025			
Course	Title	Class Section	Enrollment
ADV3943*	The Agency	128	48
ADV3943	The Agency	128B	3
ADV3943	The Agency	UFO1	1
ADV4101	Copy and Visualization	1H05	8
ADV4101	Copy and Visualization	1H06	6
ADV4101	Copy and Visualization	1H07	15
ADV4710	Advertising Portfolio I	722	11
ADV4800	Advertising Campaign	08D8	16
ADV4800	Advertising Campaign	1207	18
ADV4800	Advertising Campaign	3416	13
ADV4800	Advertising Campaign	1208	15
ADV4801	Sports Adv Campaigns	35B2	6
ADV4950	Advertising Portfolio II	MGC2	5
ADV4951	Advertising Portfolio III	S2J4	2

*Class meets in shifts that meet the ratio for skills classes.

JOURNALISM FALL 2024			
Course	Title	Class Section	Enrollment
JOU3101	Reporting	07A0	20
JOU3101	Reporting	191D	17
JOU3101	Reporting	4977	19
JOU3101	Reporting	4980	15
JOU3101	Reporting	4995	12
JOU3101	Reporting	5016	9
JOU3101	Reporting	5022	10
JOU3101	Reporting	ONL1	17
JOU3101	Reporting	5025	11
JOU3213	Design	192D	6
JOU3305	Data Journalism	18DC	10
JOU3346 L	Multimedia Reporting	1916	13
JOU3346 L	Multimedia Reporting	192C	3
JOU3346 L	Multimedia Reporting	192G	18
JOU3346 L	Multimedia Reporting	192H	20
JOU3363	Intro Comm Web Apps	07D7	15
JOU3601	Photographic Journalism	2930	12
JOU4201	News Center Practicum	1C11	37
JOU4201	News Center Practicum	1C12	3
JOU4201	News Center Practicum	ESP2	14
JOU4201	News Center Practicum	ESP3	1
JOU4201	News Center Practicum	ESPF	6
JOU4201	News Center Practicum	ESPG	23
JOU4201	News Center Practicum	ESPN	15
JOU4201	News Center Practicum	ESPS	17
JOU4201	News Center Practicum	ESSO	10
JOU4201	News Center Practicum	LEDE	4
JOU4201	News Center Practicum	GTPD	10
JOU4201	News Center Practicum	REPT	8
JOU4201	News Center Practicum	STBY	9

JOU4201	News Center Practicum	RADI	12
JOU4201	News Center Practicum	METS	5
JOU4201	News Center Practicum	GGD1	8
JOU4201	News Center Practicum	INCJ	5
JOU4308	Mag and Feature Writing	1336	14
JOU4308	Mag and Feature Writing	3741	6
JOU4311	Narrative Nonfiction Writ	17C2	3
JOU4313 C	Sports Reporting	3H76	16
JOU4313 C	Sports Reporting	SR03	15
JOU4314	Envirnmentl Journalism	EJ01	11
JOU4318	Sports Data Journalism	SPDJ	10
JOU4447 C	Applied Magazines	ATR1	10
JOU4604	Advanced Photo Jou 1	5059	2
JOU4930	Special Study	INTV	7
JOU4930	Special Study	TVS1	6
JOU4930	Special Study	047E	14
JOU4930	Special Study	048A	7
JOU4930	Special Study	1G89	5
JOU4930	Special Study	BN01	5

JOU4941	Fresh Take Florida	FTF1	8
JOU4950	Applied Journalism	4E65	20
JOU4950	Applied Journalism	HMM2	6
JOU4951	Noticias	AN0T	12
RTV330 3	Audio News Rprting	4487	5
RTV363 2	Brdcst News Prdcing	0980	5
RTV430 1	TV News Reporting	5196	9
RTV468 1	Adv TV News Reporting	06C9	11
RTV468 4	Advd Brdcst News Prdg	14BB	3

JOURNALISM SPRING 2025			
Course	Title	Class Section	Enrollment
JOU3101	Reporting	08FE	18
JOU3101	Reporting	08FF	20
JOU3101	Reporting	1993	19
JOU3101	Reporting	1G48	18
JOU3101	Reporting	2285	17
JOU3101	Reporting	2653	20
JOU3101	Reporting	2655	20
JOU3101	Reporting	2657	20
JOU3101	Reporting	26C1	20
JOU3121	DataViz and Mapping	DVIZ	7
JOU3202	Editing and Coaching	EDIT	20
JOU3346 L	Multimedia Reporting	2F11	14
JOU3346 L	Multimedia Reporting	3G01	6
JOU3346 L	Multimedia Reporting	3G02	20
JOU3346 L	Multimedia Reporting	MMR4	4
JOU3601	Photographic Journalism	PJ01	15
JOU4111	Advanced Reporting	AR01	7
JOU4201	News Center Practicum	TVAN	39
JOU4201	News Center Practicum	ESIN	19
JOU4201	News Center Practicum	ESG1	21
JOU4201	News Center Practicum	ESG2	16
JOU4201	News Center Practicum	ESG3	2
JOU4201	News Center Practicum	ESGS	9
JOU4201	News Center Practicum	ESGF	6
JOU4201	News Center Practicum	SPTV	16
JOU4201	News Center Practicum	PHTO	9
JOU4201	News Center Practicum	ESPS	10
JOU4201	News Center Practicum	INCA	3
JOU4201	News Center Practicum	INCB	2
JOU4201	News Center Practicum	RR02	5

JOU4201	News Center Practicum	STPN	12
JOU4201	News Center Practicum	MTGY	5
JOU4201	News Center Practicum	SENT	4
JOU4214	Adv Design	ADVD	6
JOU4304	Science Journalism	SW01	5
JOU4306	Adv Data Journalism	ADV1	9
JOU4308	Mag and Feature Writing	1B18	3
JOU4308	Mag and Feature Writing	FEA3	13
JOU4311	Narrative Nonfiction Writ	NNF	1
JOU4313 C	Sports Reporting	5129	17
JOU4313 C	Sports Reporting	SPR2	15
JOU4364	Adv Web Apps	2F03	8
JOU4447 C	Applied Magazines	OB02	7
JOU4604	Advanced Photo Jou 1	3G48	9
JOU4930	Special Study	MJ01	17
JOU4930	Special Study	ADEJ	12
JOU4930	Special Study	TVSP	5
JOU4930	Special Study	ARZ1	13
JOU4930	Special Study	BRKG	7
JOU4930	Special Study	INFL	12
JOU4941	Fresh Take Florida	FTF1	8
JOU4950	Applied Journalism	3G04	27
JOU4950	Applied Journalism	AJ0N	5
JOU4951	Noticias	NOT1	8
JOU4951	Noticias	NOTI	13
RTV3303	Audio News Rprting	4487	13
RTV3304	Adv Audio Storyteling	5101	3
RTV3632	Brdcst News Prdcng	2520	5
RTV4301	TV News Reporting	4311	11
RTV4681	Adv TV News Reporting	4343	4
RTV4684	Advd Brdcst News Prdg	14BB	3

PUBLIC RELATIONS FALL 2024			
Course	Title	Class Section	Enrollment
PUR4100	Public Relations Writing	13EG	19
PUR4100	Public Relations Writing	292B	19
PUR4100	Public Relations Writing	13EF	19
PUR4100	Public Relations Writing	4072	20
PUR4800	Pub Rela Campaigns	NALL	18
PUR4800	Pub Rela Campaigns	18AD	18
PUR4802	PIC Campaigns	4802	1

PUBLIC RELATIONS SPRING 2025			
Course	Title	Class Section	Enrollment
PUR4100	Public Relations Writing	1557	10
PUR4100	Public Relations Writing	1A88	10
PUR4100	Public Relations Writing	1558	18
PUR4100	Public Relations Writing	4030	14
PUR4800	Pub Rela Campaigns	1545	24
PUR4800	Pub Rela Campaigns	2331	27
PUR4800	Pub Rela Campaigns	2332	24
PUR4800	Pub Rela Campaigns	26HG	24
PUR4800	Pub Rela Campaigns (this is Bateman students only)	BTMN	6
PUR4802	PIC Campaigns	BRAD	9

MPMT FALL 2024			
Course	Title	Class Section	Enrollment
RTV2100	Writing Electron Media	KCOL	20
RTV2100	Writing Electron Media	EMA1	20
RTV2100	Writing Electron Media	EMA2	20
RTV2100	Writing Electron Media	GDAV	19
RTV3101	Advd Writ Elect Media	DLE2	18
RTV3101	Advd Writ Elect Media	BVOL	20
RTV3101	Advd Writ Elect Media	DLE1	15
RTV3320	Electronic Field Prod	IZA1	18

RTV3320	Electronic Field Prod	IZA2	20
RTV3502C	Fund Sports Prod	GTH1	17
RTV3502C	Fund Sports Prod	GTH2	19
RTV3511	Funda of Production	HWE3	13
RTV3511	Funda of Production	HWE4	14
RTV3511	Funda of Production	HWE1	10
RTV3511	Funda of Production	HWE2	15
RTV3516	Electronic Field Production 2	JHEA	16
RTV3516	Electronic Field Production 2	BSH2	19
RTV3516	Electronic Field Production 2	HWEL	5
RTV3516	Electronic Field Production 2	JHEA	16
RTV3516	Electronic Field Production 2	IZAW	16
RTV3945	Elec Media Practicum	CLAS	2
RTV3945	Elec Media Practicum	KNIG	11
RTV3945	Elec Media Practicum	GHQ1	13
RTV3945	Elec Media Practicum	LSPP	10
RTV3945	Elec Media Practicum	KNUF	4
RTV3945	Elec Media Practicum	BARA	2
RTV3945	Elec Media Practicum	FILM	34
RTV3945	Elec Media Practicum	WUFT	17
RTV4929C	Sr. Adv Prod Wkshp	TSOR	17
RTV4929C	Sr. Adv Prod Wkshp	HWEL	15
RTV4929C	Sr. Adv Prod Wkshp	IZAW	15
RTV4929C	Sr. Adv Prod Wkshp	JBAB	15
RTV4929C	Sr. Adv Prod Wkshp	TSOR	15
RTV4930	Special Study	SSN1	9
RTV4930	Special Study	INT2	12
RTV4930	Special Study	SECF	5
RTV4930	Special Study	DAVI	20
RTV4930	Special Study	IZAW	18
RTV4930	Special Study	SECF	2
RTV4930	Special Study	FOW	5
RTV4930	Special Study	AGEN	15
RTV4930	Special Study	SSN1	4
RTV4959C	Sports Capstone	EEST	10
RTV4959C	Sports Capstone	INT1	12

MPMT SPRING 2025			
Course	Title	Class Section	Enrollment
RTV2100	Writing Electron Media	EMA2	17
RTV2100	Writing Electron Media	EMA1	20
RTV2100	Writing Electron Media	KCOL	20
RTV3101	Advd Writ Elect Media	BVOL	20
RTV3101	Advd Writ Elect Media	DLE2	17
RTV3101	Advd Writ Elect Media	DLE1	15
RTV3320	Electronic Field Prod	JHE1	20
RTV3320	Electronic Field Prod	JHE2	20
RTV3502C	Fund Sports Prod	GTH1	17
RTV3502C	Fund Sports Prod	GTH2	17
RTV3511	Funda of Production	HWE4	15
RTV3511	Funda of Production	HWE1	14
RTV3511	Funda of Production	HWE2	15
RTV3511	Funda of Production	HWE3	10
RTV3516	Electronic Field Production 2	HWEL	7
RTV3516	Electronic Field Production 2	BSH1	16
RTV3516	Electronic Field Production 2	ALAR	16
RTV3516	Electronic Field Production 2	BSH2	16
RTV3945	Elec Media Practicum	CLAS	4
RTV3945	Elec Media Practicum	GHQ1	14
RTV3945	Elec Media Practicum	GHQ2	5
RTV3945	Elec Media Practicum	KNIG	14
RTV3945	Elec Media Practicum	LSPP	10
RTV3945	Elec Media Practicum	FILM	41
RTV3945	Elec Media Practicum	BARA	3
RTV3945	Elec Media Practicum	TNP3	5
RTV3945	Elec Media Practicum	WEAT	8
RTV3945	Elec Media Practicum	WUFT	13
RTV4800	Media Mgmt & Strat	KFOW	20
RTV4929C	Sr. Adv Prod Wkshp	TSOR	15

RTV4929C	Sr. Adv Prod Wkshp	HWEL	10
RTV4929C	Sr. Adv Prod Wkshp	IZBS	13
RTV4929C	Sr. Adv Prod Wkshp	JBAB	16
RTV4930	Special Study	KFO1	6
RTV4930	Special Study	SSN1	6
RTV4930	Special Study	GDAV	8
RTV4930	Special Study	FOW	2
RTV4930	Special Study	GTHO	7
RTV4930	Special Study	SECF	2
RTV4930	Special Study	SSN1	4
RTV4959C	Sports Capstone	EEST	11
RTV4959C	Sports Capstone	RHUN	20
MMC3260	Communications on the Internet	GRIT	5

ONLINE-ONLY SKILLS COURSES

ADVERTISING FALL 2024 (<i>Online</i>)			
Course	Title	Class Section	Enrollment
ADV3920C	Advertising Workshop	UFO1	2
ADV4101	Copy and Visualization	8884	16
ADVERTISING SPRING 2025 (<i>Online</i>)			
Course	Title	Class Section	Enrollment
ADV3943	The Agency	UFO1	1
ADV4101	Copy and Visualization	1H08	28
ADV4101	Copy and Visualization	UFO1	9
JOURNALISM FALL 2024 (<i>Online</i>)			
Course	Title	Class Section	Enrollment
JOU3101	Reporting	03D4	16
JOU3101	Reporting	07AH	18
JOU3346L	Multimedia Reporting	MM04	6
JOU4201	News Center Practicum	UFO2	6

JOU4201	News Center Practicum	UFOE	16
JOU4313C	Sports Reporting	SR02	4
JOURNALISM SPRING 2 025 (Online)			
JOU3101	Reporting	34EB	17
JOU3101	Reporting	34EC	16
JOU3346L	Multimedia Reporting	MMR5	5
JOU4201	News Center Practicum	UFOI	16
JOU4201	News Center Practicum	UFO2	7
JOU4313C	Sports Reporting	SP02	5
PUBLIC RELATIONS FALL 2024 (Online)			
Course	Title	Class Section	Enrollment
PUR4100	Public Relations Writing	0UFO	12
PUR4800	Pub Rel Campaigns	1UFO	10
PUBLIC RELATIONS SPRING 2025 (Online)			
Course	Title	Class Section	Enrollment
PUR4100	Public Relations Writing	0UFO	10
PUR4800	Pub Rel Campaigns	0UFO	13
MPMT FALL 2024 (Online)			
Course	Title	Class Section	Enrollment
RTV4930	Special Study	UFO1	1
MPMT SPRING 2025 (Online)			
RTV2100	Writing Electron Media	UFO1	19
RTV2100	Writing Electron Media	UFO2	19
RTV3502C	Fund Sports Prod	UFO1	12
RTV3945	Elec Media Practicum	UFO1	3
RTV4959C	Sports Capstone	UFO1	4
MMC3260	Communications on the Internet	UFO1	10

1JOU4201 are immersion sections—one TV anchor and one sports. The classes meet in shifts so small groups get individualized attention on their work.

2RTV3945 is an immersion experience for which students never meet as a full class. These 22 students interned for the College's radio stations.

17. Total expenditures planned by the unit for the 2024–2025 academic year: \$40,095,961

Give percentage increase or decrease in three years: +3.3%

Amount expected to be spent this year on full–time faculty salaries: \$12,192,140 (includes dean’s salary). Full–time staff expenditures expected: \$9,783,685.

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

SPRING 2025 (Total: 84 faculty members)

PROFESSORS (15 faculty members)

Babanikos, James

Bambauer, Jane

Brown, Hub

DiStaso, Marcia

Kelleher, Tom

Kiousis, Spiro

McAdams, Melinda Jeanne

McNealy, Jasmine E

Men, Linjuan Rita

Morton Padovano, Cynthia R

Nah, Seungahn

Ostroff, David Howard

Sorel, Timothy

Spiker, Ted

Walsh-Childers, Kimberly B

ASSOCIATE PROFESSORS (17 faculty members)

Camaj, Lindita

Chen, Huan

Coche, Roxane

Dalisay, Francis

Feng, Yang

Goodman, Robyn

Hmielowski, Jay

Hutchens, Myiah

Johnson, Benjamin

Lee, Yu-Hao

Leslie, Michael

Lewis, Norman Paul

Liu, Wenlin

Tripp, Bernell E

Waddell, Thomas F

Windels, Kasey Farris (on sabbatical for 2024-2025) Xu, Kun

ASSISTANT PROFESSORS (13 faculty members)

Buckley, Christen

Bullock, Olivia

Chu, Haoran

Fernandes, Juliana D

Frazer, Rebecca Danielle

Grant, Rachel L

Ham, Jeongmin

Haywood, Antoine

Liu, Jiawei

Moon, Won Ki

Shin, Jieun

Sun, Yuan

Wang, Jinping

CLINICAL PROFESSOR (2 faculty members)

Bradbery, Angela
Christiano, Ann

ASSOCIATE IN (5 faculty members)

Barasoain, Dave
Alexandrino Borges, Dania
Magoc, Ethan F
Jeremy St. Louis
Whitman, Kalisha

ASSISTANT IN (4 faculty members)

Abramson, Matthew D
Coleman, Tywanna Alicia
Leeps, Mark O
Pemberton, Kenneth A

MASTER LECTURER (1 faculty member)

Foley, Michael

SENIOR LECTURER (13 faculty member)

Asorey, Natalie	Lowe, Herbert
Barnett, Cynthia	Nall, Mickey Glen
Bridis, Theodore W	Selepak, Andrew G
Calienes Lay, Elizabeth C	Sheehan, Matt
Esterline, Eric	Wells, Houston A
Hernandez, Joanna	Zawahry, Iman
Hove, Harrison	Kamal

LECTURER (9 faculty members)

Bucan, Christine	Iudin, Robert P
Ford, Patrick	Kember, Santiago
German-Coley, Mariano	Thompson,
Henry, Jonelle	Geoffrey
Hunt, Ryan J	Windels, Daniel M

VISITING LECTURER (5 faculty members)

Dean, Daron
Fowler, Kimberly
Meyer, Brandon P
Shenk, Brandon Martin
Williams, Carlina

19. List names of part-time/adjunct faculty teaching at least one course in Fall 2023. Also list names of part-time faculty teaching spring 2024. (If your school has its accreditation visit in spring 2025, also provide the spring 2024 adjunct list in the updated information.)

FALL 2024 (175 total)

Zachary, Abolverdi
Yewande O., Addie
Kyle, Allison
Kathryn, Allred
Haytham, Al-Rabeah
Ryan Jon, Anderson
Hank, Astengo
Alex, Avelino
Ian, Bailey
Frank, Barnas
Jack, Barry
Aqsa, Bashir
James, Bates
Ethan, Bauer
Meredith, Bauer
Katie, Bentley
Brian, Binder
Gregg, Birnbaum
April, Biss
Kelly, Bjorklund
Jessica, Blair
Kristin, Blitch
Heather Van, Blokland
Nicole, Bodlak
Megan, Borowski
Jennifer, Braddock
Vicki, Bradley
Mato, Brautovic
Bridget, Braxton
Justin, Brown
Maria Fernando, Camacho
Dave, Carlson
Eric, Castillo
Sara E. Ganim, Cevallos
Matt, Charles
Lawrence, Clark
Jean Magri, Clary
Gladys, Cleland
Janet, Coats

Matthew, Cretul
Darlena, Cunha
Nicole, Dahmen
Gregory, Davis
Tishawna, Dawson
Stanley, Dezern
Athanasios, Dimadis
Robert, Dodge
Aurora, Dominguez
Judy, Donohue
Karen, Dooley
Kristi, Dosh
Timothy, Drachlis
Matt, Duffy
Karla, Dugan
Bridget, Dunbar
Robert, Engle
Maria, Esterline
Allison, Faircloth
Amanda, Felbab
Arnold, Feliciano
JaKera Lakise, Felton
Michael, Ferrigno
Alexis Noelle, Fitzsimmons
Andy, Ford
Indee, Freas
Karen, Freberg
Pam, Fultz
Thomas, Garvey
Ana, Goni-Lessan
Bridget, Grogan
Brittany, Grubbs
Kelly, Gudahl
Lilliana, Guevara-Castro
Robyn, Hankerson-Printemps
Derrick, Harmon
Seth, Harp
Jonathan, Heffelfinger
Lauri Ann, Hennessey
Jillaine, Henry
Dana, Hill
Carolyn Lagoe, Hinton
Rick, Holberg
Natalie Van, Hoose
Lisa, Hope
Robert, Hughes
Francis Lainey, Johnson

Liudmila, Khalitova
Hyojin, Kim
Heidi, Kirby
Joe, Klimavich
David, Kofahl
Evan, Kropp
Lawrence, Krutchik
Rena, Langley
Liandra, Larsen
Alyson, Larson
Ophir, Leheavy
Joanne, Leoni
Daliso, Leslie
Joe, LoCicero
Ronnie, Lovler
Ben, Lynn
Megan, Mallicoat
Yana, Manyuk
Jessica, Marsh
Celeste, Martinez
Raymond, Martinez
Renee, Martin-Kratzer
Debra Anne, Mason
Kelsi, Matwick
Keri, Matwick
Gordon, Mayer
Gisele, McAuliffe
Steven, McClain
Thomas, McCloskey
Katrice, McIntosh
Tod, Meisner
Sunita, Menon
Ajia, Meux
Holly, Michael
Blakeley, Miller
Pablo, Miro
Alecia, Monteiro
Ashley, Moore
Carol, Morgan
Ashira, Morris
Kris, Murphy
Joseph Florido, Newman
Thomas, Nolen
Cheryl, Oberlin
Patrick, O'Keefe
Robert, Padovano
Kara, Page

Joseph, Panzarella
Sarah, Papadelias
Jacqueline Ann, Price
Glenn, Rickard
Michael, Ridaught
Gary, Ritzenthaler
Tiffany, Robbert
Jim, Ross
Melanie, Ross
Joseph , Rucker
Ryan, Rucker
Bryan, Ruiz
Brittani, Sahm
Juan, Segui
Amar, Shah
Summer, Shelton
Kathleen Van, Sickler
Michael Van, Sickler
Nila, Simon
Chad, Skelton
Scott, Snyder
Leticia, Solaun
Cindy, Spence
Stacy, Spencer
Jeffrey, Stevens
Michael, Stone
Tyrone, Stude
William, Stump
Frank, Sutura
Deborah, Treise
Kevin Van, Valkenburgh
Efren, Vasquez
Flavia Jeolas Cardoso, Vigio
Austin, Vining
Meisha, Wade
Kelly, Wagner
Sasha Matar, Waked
Lee, Warrick
Layne, Weitzel
Ashleigh K., White
Robbie, Woliver
Dan, Yesenosky

SPRING 2025 (149 total)

Abolverdi, Zachary
Addie, Yewande O.
Aliche, Obianuju
Allred, Kathryn
Al-Rabeah, Haytham
Anderson, Jon
Anderson, Ryan
Andriollo, Gabriel Leonardo
Astengo, Hank
Avelino, Alex
Bailey, Ian
Barnas, Frank
Bashir, Aqsa
Bates, James
Bauer, Ethan
Bauer, Meredith
Bentley, Katie
Binder, Brian
Birnbaum, Gregg
Biss, April
Bjorklund, Kelly
Blair, Jessica
Blitch, Kristin
Bolen, Allicia
Borowski, Megan
Braddock, Jennifer
Bradley, Vicki
Brown, Justin
Burchfield, Rachel
Caballero, Patricia
Camacho, Maria Fernando
Carlson, Dave
Castillo, Eric
Cevallos, Sara E. Ganim
Charles, Matt
Dahmen, Nicole
Davis, Gregory
Dawson, Tishawna
Dimadis, Athanasios
Dodge, Robert
Donohue, Judy
Dooley, Karen
Dosh, Kristi
Duerson, Adam
Duffy, Matt
Dugan, Karla

Eisenberg, Adam
Engle, Robert
Esterline, Maria
Evans, Victor
Faircloth, Allison
Felbab, Amanda
Feliciano, Arnold
Felton, JaKera Lakise
Ferrigno, Michael
Fleming, Brianne
Ford, Andy
Freas, Indee
Freberg, Karen
Fultz, Pam
Garvey, Thomas
Gasson, Eva
Gibbons, Lori
Goni-Lessan, Ana
Grogan, Bridget
Guevara-Castro, Lillian
Hankerson-Printemps, Robyn
Harmon, Derrick
Harp, Seth
Harrison, Gregory
Hawrysh, Fred
Heffelfinger, Jonathan
Hinton, Carolyn
Holberg, Rick
Hoose, Natalie Van
Hope, Lisa
Hughes, Robert
Jones, Paula
Kearney, Megan
Kim, Hyojin
Kirby, Heidi
Knowles, Krystal
Kofahl, David
Kropp, Evan
Krutchik, Lawrence
Larsen, Liandra
Larson, Alyson
Lehavy, Ophir
Leslie, Daliso
Lynn, Benjamin
Mallicoat, Megan
Marsh, Jessica
Martin-Kratzer, Renee

Matwick, Kelsi
Matwick, Keri
McClain, Steven
McCloskey, Thomas
Meisner, Tod
Michael, Holly
Monteiro, Alecia
Morris, Ashira
Murphy, Kris
Nolen, Thomas
Oberlin, Cheryl
O'Keefe, Patrick
Padovano, Robert
Page, Kara
Panzarella, Joseph
Papadelias, Sarah
Pelto, Jonathan
Ridaught, Michael
Ritzenthaler, Gary
Robbert, Tiffany
Ross, Jim
Ross, Melanie
Rucker, Joseph
Rucker, Ryan
Ruiz, Bryan
Sahm, Brittani
Segui, Juan
Shelton, Summer
Sickler, Kathleen Van
Sickler, Michael Van
Simon, Nil Do
Sjuts, Megan
Skye Katz, Alisha
Smith, Melodi
Snyder, Scott
Solaun, Leticia Maria
Spence, Cindy
Spencer, Stacy
Stevens, Jeffrey
Stone, Michael
Stude, Tyrone
Stump, William
Sutera, Frank
Valkenburgh, Kevin Van
Vasquez, Efren
Vigio, Flavia Jeolas Cardoso
Vining, Austin

Waked, Sasha Matar
Walker, Ryan
Warrick, Lee
Wax, Samantha
White, Ashleigh
Woliver, Robbie
Wood, Tristan
Yesenosky, Dan
York, Dustin

UF ONLINE INSTRUCTORS (52 total)

Abolverdi, Zachary A
Bailey, Ian Wyndham
Bashir, Aqsa
Beelaerts Van Blokland, Heather
Bodlak, Nicole Lynn
Borowski, Megan Lynn
Braddock, Jennifer J
Brautovic, Mato
Brown, Justin Scott
Clary, Jean Magri
Cleland, Gladys L
Cretul, Matthew R
Cunha, Darlena M
Dominguez, Aurora Lydia
Dosh, Kristi A
Drachlis, Timothy C
Dunbar, Bridget T
Engle, Robert Carl
Esterline, Maria Anh Truong
Fahey Widman, Ann M
Felton, JaKera Lakise
Gillen, Katie P
Grogan, Bridget A
Grubbs-Hodges, Brittany Leaw
Hennessey, Lauri Ann
Hughes, Robert
Johnson-Sutika, Francis Lenau
Khalitova, Liudmila
Krutchik, Lawrence F
Lynn, Benjamin
Mallicoat, Megan E
Marsh, Jessica Dosh, Kristi A
Drachlis, Timothy C
Dunbar, Bridget T
Engle, Robert Carl
Esterline, Maria Anh Truong
Fahey Widman, Ann M

Felton, JaKera Lakise
Gillen, Katie P
Grogan, Bridget A
Grubbs-Hodges, Brittany Leaw
Hennessey, Lauri Ann
Hughes, Robert
Johnson-Sutika, Francis Lenau
Khalitova, Liudmila
Krutchik, Lawrence F
Lynn, Benjamin
Mallicoat, Megan E
Marsh, Jessica A
Martinez, Celeste
Martinez, Raymond Angelo
Martin-Kratzer, Renee
Mason, Debra Anne
Matar, Sasha
Meux, Ajia
Miro, Pablo Esteban
Nasca, Peter
Newman, Joseph Florido
Padovano, Robert
Page, Kara Lowe
Park, Allyson Furr
Redditt, Samantha N
Ruiz, Bryan
Rutstein, Tyler A
Stude, Tyrone
VanValkenburgh, Kevin M
Weitzel, Layne Jordan
Zeigler, Cyd

20. For each of the last two academic years, please give the total number of graduates.

Undergraduates:

Fall 2024: 146

Summer 2024: 121

Spring 2024: 422

Fall 2023: 151

Summer 2023: 154

Spring 2023: 465

PART II — Standard 1: Mission, Governance and Administration

The College of Journalism and Communications (CJC) is situated at the University of Florida (UF), which was established as a land-grant research university in 1903 and is a member of the American Association of Universities. In Fall 2023, the university had over 60,000 undergraduate and graduate students and more than 10,000 full-time faculty and staff. UF offers over 300 undergraduate and graduate degree programs both on campus and online. It was recently named the No. 1 public university in *The Wall Street Journal's* “2024 Best Colleges in the U.S.” report and sixth-best public university by *U.S. News and World Report*.

The CJC's beginning can be traced back to 1925, when the Florida Legislature approved a Department of Journalism in the School of Business Administration and Journalism. In 1928 the first degrees in journalism were conferred, and WRUF-AM went on the air. In 1949, the School of Journalism was founded, and was first accredited in the 1950s. In 1956, WUFT-TV went on the air. In 1967, the school became a college.

The College has four academic departments: Advertising, Journalism, Media Production, Management, and Technology, and Public Relations. CJC offers Bachelor of Science degrees in each of these areas, with various specializations. The College also offers on-campus master's programs and a Ph.D. program, along with an online master's program with seven concentrations and four certificate programs. The CJC operates as a “teaching hospital,” where students gain hands-on experience through immersion opportunities, including the Innovation News Center, The Agency, the Atlas Lab, and various media properties such as WUFT-TV and WUFT-FM.

The CJC, along with the university, has thrived in fulfilling its mission and living its values despite the tumultuous political environment in the state, with the resources it needs to move boldly toward its aspirations.

Unit performance with regard to indicators:

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

The unit has both a mission statement and a strategic plan that meets ACEJMC expectations for its level of detail. The mission statement for the College of Journalism and Communications, which applies to both undergraduate and graduate programs, was originally adopted in Spring 2017 and reaffirmed in Fall 2023. The College's strategic plan is called “CJC 2028” and includes five goals plus related strategies and tactics. Goals are related to faculty scholarship, student success, infrastructure, pathways for faculty and staff promotion and growth, and community culture.

The strategic planning process began in the fall of 2021 with a retreat to discuss the CJC's strengths, weaknesses, opportunities, and threats. A strategic planning workgroup was formed to draft strategic goals, which were approved in Spring 2022. Five working groups developed objectives, strategies, and tactics for each goal during the 2022-2023 academic year. The final plan was endorsed by the CJC Staff Council and CJC Faculty Senate in Fall 2023. The plan is reviewed annually by senior leadership and select faculty and staff to ensure alignment with the unit's current and future direction.

The unit posts its mission statement and strategic plan in a prominent, easy-to-find place on its website.

The plan can be found at: <https://www.jou.ufl.edu/wp-content/uploads/2024/09/CJC-2028-Strategic-Plan-Final-100124.pdf>

Describe in detail how the mission statement/strategic plan is implemented, plays into the daily life of the unit and its effectiveness in driving progress. Who has responsibility for keeping the plan updated? Is it revised regularly to deal with rapidly changing issues of instruction and technology?

The CJC self-study describes a process that ensures engagement with the strategic plan on a consistent basis by faculty, staff and administrators in the College. Conversations and activity in Weimer Hall indicate that the strategic plan, which was last updated in late 2023, is a living document that aligns with the life of the CJC. Leadership changes at the university guarantee it will be updated; UF is searching for a new president, and the interim provost indicated that the CJC and other units will be asked to redesign their strategic plans based on the new president's vision.

The self-study describes specific ways the plan has guided implementation of programs related to scholarly excellence, diversity and inclusion, curriculum design, and course delivery, among other initiatives. For example, to build on scholarly excellence, the College invests in research initiatives and faculty development (See Standard 5). Multiple initiatives are tied to the strategic plan, including the work of the College's Community + Culture Committee, its Operation FUBU, the work of its centers, and the programs offered by its Office of Careers and Corporate Partnerships. The College's Director of Finance and Chief Financial Officer confirmed that the plan, which includes a focus on keeping technology and instruction current, drives decision-making priorities for the CJC.

(b) 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. Characterize in depth the leadership of the unit as an agent for progress, advocate for the unit's fields of study within the university and aggressive connector with alumni. What significant achievements can be attributed to the leader? Has the leader built partnerships within the university? Is the leader seen as a strong advocate on matters of diversity, inclusion and equity? Is faculty and student diversity improving? Do scholars and professionals work collaboratively? Is creativity in curriculum, teaching and research sought and rewarded? Is the leader driving forward the curriculum (while respecting faculty governance and required process) to keep up with a rapidly changing media world?

The recent accreditation review period has involved two deans: Diane McFarlin (2013-2020) and Hub Brown, who became dean in 2021. Dean McFarlin was recognized with the Scripps Howard Administrator of the Year award in 2018. Hub Brown was chosen to lead the College after a national search. According to the self-study and interviews, Dean Brown has been the primary driver of the College's strategic plan and an active fundraiser who secured resources for key initiatives including the Atlas Lab and Center for Public Interest Communications.

Dean Brown has been a strong leader, advocating for the unit's various departments – and students. When a faculty member felt his job status was threatened while working with a student on an investigative story, the Dean stood by the faculty member and the student.

Because of turnover among deans of the university's 16 colleges, Dean Brown has already been in the role longer than others on campus, and the provost described him as a leader who can help new colleagues acclimate to the culture and provide guidance. He described Dean Brown as a good leader, a calming influence and attentive to issues of diversity. Under Dean Brown's leadership, the College has continued to build and sustain partnerships across the university, including with Athletics, the medical school, the law school, and other units. Its focus on immersion learning, and a constellation of public-service media enterprises has also grown under his leadership.

A few faculty, most at the senior ranks, expressed concerns about the way decisions are made about administrative appointments and about the College's administration of post-tenure review. However, most speak in positive terms about Dean Brown – even with turnover at the associate-dean rank in recent years. Many faculty commend him for his highly engaged style, reassuring communication and vision for the College. "His door is always open," said one faculty member. Another noted the College's supportive culture and said, "He is trying to foster an inclusive environment," while another stated she believed "he would go to bat for us."

(c) The unit annually updates its data on the ACEJMC searchable database website (<https://lookup.acejmc.org>).

The website contains updated information about the CJC.

(d) The unit gathers, maintains and analyzes enrollment, retention and graduation data and posts them annually in a prominent, easy-to-find place on its websites.

This information can be found at: <https://www.jou.ufl.edu/academics/graduation-rates/>

On indicators (e), (f) and (g) the site team should make sure the unit operates within accepted academic norms and need only report in detail on extraordinary situations, cases or variances from policy.

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

The CJC has policies and procedures for shared governance that ensure faculty oversight of educational policy and curriculum. The "Constitution of the University of Florida College of Journalism and Communications," reviewed and approved in the fall, operationalizes shared governance in practice and includes Faculty Bylaws. The university also has such guidance.

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

Both the university and the College have outlined processes for selecting and evaluating its administrators. According to the policies and records reviewed by the site team, the CJC follows these guidelines, which are detailed in the "Constitution of the University of Florida College of Journalism and Communications" and the University Constitution.

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

Faculty, staff and students have formal and informal mechanisms to express concerns and to report issues involving ethics, compliance, and bias.

SUMMARY: The CJC operates as a highly functioning unit within a massive, complex, research-intensive university serving a state that has undergone political tumult in recent years. Not surprisingly for a unit this size, there are faculty and staff concerns on any number of issues – and most of those are driven by the impact of University-level decisions on the College. Faculty morale is not universally high, but the overall ethos of the CJC is that it is a unit with many points of pride and is thriving under its current leadership.

Overall evaluation compliance/non-compliance: COMPLIANCE

PART II — Standard 2: Curriculum and Instruction

Unit performance with regard to indicators:

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

(a) Students in the unit complete academic requirements for a baccalaureate degree that meet the liberal arts and sciences/general education requirements of the institution. Programs may identify classes within the unit that contribute to a liberal arts and social sciences perspective for graduates from the unit.

In 2023, the College of Journalism and Communications (CJC) reduced the number of required credits to graduate from 124 to 120. Depending on the program, 51 to 52 of those are required for a major, with 68 to 69 credits required outside the College. Additionally, all students take between nine and 12 hours of core courses, which include an intro class, ethics, law, visual communication and writing fundamentals. All students also must take at least 24 credits outside of the College and meet the university's General Education requirements. The former requirements include such courses as public speaking, statistics, history, political science, and economics. The General Education requirements involve 36 credit hours across seven major areas—English Composition, Humanities, Social and Behavioral Science, Math, Biological or Physical Science, Public Speaking, Foreign Language or Quantitative Option (i.e. numeracy and artificial intelligence courses).

The College offers one general education course for the university at large, Media and Society. Some majors, e.g. Management and Strategy Track students in Media Production, Management, and Technology major and Sports and Media Track students in Journalism complete nine to 12 credits of concentrated coursework outside of the CJC. For majors without an outside concentration requirement, students may take electives of their choosing, which may include earning a minor or certificate.

(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 values and competencies listed by the Council.

CJC students receive a balance of theoretical, conceptual and professional skills courses to achieve competency in ACEJMC's 10 learning values and competencies. The College prides itself on its "teaching hospital" approach, where students actually practice and perform their skills through multiple campus media operations, magazines, a strategic communications agency, student organizations and/or internships. They also house numerous centers and labs, where students can actively work on such issues as First Amendment freedoms, trust in media and technology, data analytics, STEM translational and public interest communications.

Examples of theoretical/conceptual and skills courses by major appear below:

In Advertising, the tracks have a solid balance of required conceptual/theoretical courses to skills courses: seven conceptual/theoretical to seven skills on the Agency Track and seven conceptual/theoretical to five (and an additional two "experiential" courses) on the Persuasion Messaging Track. Beyond the tracks, the Advertising Department offers immersive experiences including a real-world campaign development environment in "The Agency" (not to be confused with

the agency track), which are also taken for credit. These courses are all tracked to ACEJMC's core values and competencies.

The curriculum for Journalism and Journalism Sports and Media majors include a mix of seven conceptual/theoretical courses (principles, law, ethics, culture) and at least six skills-based courses. Journalism majors also take at least 12 additional hours, most of which are skills-based, for one of the department's specializations: Broadcast, Editing/Producing, Visual, Data/Coding, and Topical Reporting.

Media Production, Management, and Technology (MPMT) students are required to take a mix of theoretical and skills courses. The two required theoretical courses (six credits) are Introduction to Media Industries and Professions and a choice of World Communication Systems or Race, Gender, Class and the Media. The required skills (six credits) are Sight, Sound and Motion to introduce visual media skills and Writing for Electronic Media.

In Public Relations, there are four courses (10 credits) of required conceptual/theoretical courses including courses in ethics, law, principles of PR, and diversity; required skills-based classes include seven courses (21 credits), which include writing, analytics, research, reporting, visual, and the capstone campaigns course.

(c) Instruction, whether on-site or online, synchronous or asynchronous, is demanding and current, and is responsive to professional expectations of digital and technological media competencies.

Instruction is current and responsive to each major field's technological environment. Equipment is replaced about every five years, and the Atlas Lab, launched in 2023, provides opportunities for students to engage first-hand with social listening and data analytics to support data journalism and audience engagement, campaigns, social media, crisis communications, and scholarly research projects. Employers who were interviewed said UF graduates were well prepared to step into professional roles and out-performed peers from other programs. One alumna employer said, "Their confidence and experience in writing sets them apart."

The College embraced the university's initiative to ensure all students had a foundation in and understanding of artificial intelligence, creating a number of courses that feature the topic and engaging students in College centers and labs where AI is being researched.

An advisory council of professionals in each major area provide feedback about curricula and student work. Faculty review student performance via assessment measures, adding courses and/or making updates to their respective curricula, as needed, and they remain up-to-date about market and technology trends through professional associations, conferences and hosting professionals as guest speakers in their classes.

To remain current and provide students with enhanced employment opportunities, numerous new courses, tracks and certificates have been added to the College's curricula since the last accreditation. For example, courses in artificial intelligence have been added in Advertising and two optional certificates have been created in media sales and creative. The Journalism program has added such new courses as the Fresh Take Florida news service (investigative, political), Breaking News Writing, environmental and music journalism, and also added a new Sports and Media track. Through new coursework, Media Production, Management and Technology faculty have given students the

opportunity to 1) further specialize in specific technology tools, such as AfterEffects, Premiere and Audition; 2) design mobile apps and games; and 3) gain more hands-on experience through a required Electronic Field Production 2 course. Public Relations students now have two new tracks they may pursue (Public Interest Communications or Corporate), as well as a new rotating-topics course, Industry Perspectives, which focuses on niche areas of public relations taught by current practitioners.

The Advertising program has two tracks: the Agency Track and the Persuasion Messaging Track. Both have a significant number of required courses (10 for the agency track and 8 for the persuasion messaging track) as well as over 20 elective offerings. Required courses are demanding and current. They begin with the Principles of Advertising and move up to more specialized theory and skills, such as Advertising Strategy, Digital Insights and Consumer and Audience Analytics. Students take a deep dive into digital and media competencies throughout the curriculum and especially in the analytics and digital insights courses. Professors are incorporating cutting-edge data analytics and artificial intelligence tools into their curriculum, challenging students to leverage the latest technologies to generate insights and inform strategic communications decisions. For example, the advertising curriculum now has courses focused on Artificial Intelligence (AI).

Particularly impressive in relation to professional advertising expectations are student involvement in “The Agency” (a fully functional student-led agency with university clients, local clients, and large clients, such as Disney) and the Atlas Lab (a state-of-the-art digital media/social listening analysis facility). Another highlight is the STEM Translational Communication Center, an interdisciplinary outreach housed in the college, which builds partnerships with health and science researchers.

Advertising professionals who hire students out of the program noted that the students were ready for the professional advertising world. As one interviewee said: “The training they receive is so real-world and relevant. They are well-trained and ready when they get here.”

Journalism professionals face a rigorous curriculum that covers traditional and innovative topics to see that students graduate ready to enter their profession. They can also take classes in immersion experiences like those offered in the Innovation News Center. In the INC, students do hands-on work with industry-standard equipment to get substantial repetitions and real-time feedback to hone skills. Recruiters who regularly visit CJC report the students are among the best prepared for their careers.

The Media Production, Management, and Technology Department (MPMT), formerly the Department of Telecommunications, was renamed in 2021 after broadcast journalism courses were moved into the Journalism Department. Faculty say the change in department focus has doubled the number of production courses students can take, better preparing them to enter the profession. Students benefit from working with cutting-edge facilities and equipment. The advanced production class allows students to learn to use professional-grade tools such as AfterEffects, Premiere and Audition. Audience and content analysis courses introduce students to a variety of social media data sources and listening tools as well as foundational data analytics technologies such as R and Python. Still, the curriculum is a work in progress. Plans include merging the Management and Strategy Track with the Media and Society Track. Students in the Digital Film and Television Production Track said they need more advanced production classes earlier in the curriculum, and faculty said they are also considering more seven- or eight-week courses to allow students to work on audio, lighting and other productions skills in greater depth.

The Public Relations curriculum also meets the requirements of the professional Public Relations

Society of America's Certification for Education in Public Relations requirements, which includes an emphasis on skills, theoretical and ethical practice. Students may pursue optional tracks in Public Interest Communications or Corporate Communications, and a relatively new one-credit course, Industry Perspectives, offers students opportunities to hear from adjuncts who are current industry professionals in various aspects of PR practice, such as fashion, public affairs, travel and tourism, financial, sports branding, entertainment branding and an immersive New York City experience.

PR students also may apply for spots in the coveted immersion class The Agency (noted above in Advertising), as well as for the Public Relations Student Society of America chapter's student-run, faculty-advised agency. Both provide real-world professional experience opportunities working on real campaigns. The required Campaigns capstone course enlists both well-known national and local pro bono clients. PR students may utilize the Atlas social media listening lab to help drive strategy for their clients, and alumni say they hire UF PR students over others, owing to their professionalism, drive and skills.

Across the College, full-time faculty either teach major core courses or a faculty member or department chair serves as a course "lead" or liaison and works with adjuncts and graduate teaching assistants across sections to ensure course consistency. Online sections maintain the same capacity requirements and learning outcomes and are taught by both full-time and adjunct faculty.

(d) The unit demonstrates efforts to connect faculty and administrators to the professions they represent, with a specific understanding of the changing skills needed to be successful in the workplace.

Each department in the college has its own Advisory Council, which consists of between 15 and 30 active professionals, typically meeting once a year in person and once a year online. These members offer curricular insights and often serve as student work capstone assessors. In addition, each department brings guest speakers into their courses and faculty are actively engaged in professional associations, among them the American Academy of Advertising, International Communication Association, Society of Professional Journalists, AEJMC, Online News Association, National Association of Black Journalists, Broadcast Educators Association, Gotham Film & Media Institute, Public Relations Society of America, and Institute for Public Relations. Many faculty remain actively engaged in their fields and create and participate in additional college programming, including study abroad opportunities and immersive professional experiences.

(e) Student-faculty classroom ratios facilitate effective teaching and learning in all courses. Except for campaigns courses, the ratio in skills and laboratory sections, whether on-site or online, should not exceed 20-1.

The College undoubtedly meets the 20-1 ratio requirement for skills-based and laboratory course sections. Of the nearly 300 course sections listed in the self-study for fall 2023 and spring 2024, there were only four exceptions to the 20-1 ratio; however, all of these exceptions were professional "immersion" courses. They included two Innovation News Center practicum sections (with 24 and 25 students enrolled), where the class meets in shifts; a radio-television practicum section (22 students), where students don't meet together but rather intern for the College's radio stations; and an experiential journalism course, "Noticias" (22 students), the Spanish-language platform for which students produce content for radio, television, web and social media in the college's Innovation News Center.

(f) 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. Units 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 hours).

The College prides itself on its “live and local” teaching hospital–style environment and offers myriad opportunities for professional experiences on campus. Students are encouraged to seek out such opportunities, starting in their freshman year. Students may earn credits for these professional immersion experiences, either as interns or through regular coursework, while others secure paid positions. These professional experiences include working in the multimedia Innovation News Center, which serves more than 400 student content producers for digital, sports, television, radio and Spanish language audiences.

Students within the College produce two live daily newscasts, publish magazines, and work for such entities as the Fresh Take Florida news service; PBS and NPR affiliates; GatorVision, which broadcasts UF’s athletics events, including such high-revenue sports as football and basketball; a low-power campus television station; one student-run and two commercial radio stations, including the state’s oldest radio station; the Florida emergency radio network; a strategic communications agency with both local and national clients; a social listening and data analytics facility, which hosts workshops and courses and engages students across the College; and student organizations that participate in regional and national advertising and campaign competitions. Exceptional students may also gain research and communications experience through the College’s Freedom of Information and First Amendment projects and through the work of the STEM Translational and Public Interest Communications centers.

The College also encourages external internship experiences, although they are not required. College data show the majority of students in the College complete an internship, with 66.8% of graduating students reporting they had completed one and 34% indicating they had completed two or more. The College’s Office of Careers and Corporate Partnerships hosts career fairs three times a year, where students find both internships and employment post-graduation. A newsletter disseminated every Friday lists potential jobs and for-credit and non-credit internships. Recruiters say the College’s career center professional staff is a great resource to connect with students for jobs and internships.

In all majors, students who complete for-credit internships may earn one to three credits per semester, depending on hours worked. (Depending on the department, 60-65 hours of internship work equals one credit hour.) Students receive a grade of either Satisfactory or Unsatisfactory. In some departments, the same internship may be repeated, but students cannot receive more than six internship credits toward graduation. Students also must be supervised by an industry professional, must complete the internship course requirements in addition to the internship roles, and the supervisor must complete an evaluation form at its end, which is tied to ACEJMC values and competencies.

Advertising students of junior or senior rank with required prerequisite courses and at least a 2.5 GPA may take Advertising Internship and Advanced Advertising Internship (up to six credits), which culminate in e-portfolios. Students receive regular feedback from their sponsoring supervisors, which have come from such organizations as Forbes, Kellogg’s, Intel, Pepsi, Tiffany, Pfizer and NBC/Universal Media.

Journalism majors must seek approval before beginning an internship. Students have recently interned at national outlets like CNN and the New York Times, as well as local news outlets and professional teams

in various sports. Students can repeat an internship at the same organization, for up to six credits total.

Media Production, Management, and Technology students may earn up to three internship credits for work done outside of the College, including at other university units. They are required to complete monthly reports and a semester-end report and must receive a satisfactory evaluation from their supervisor to pass the class. MPMT students have interned at such diverse companies as NBC Saturday Night Live, Walt Disney, CBS Broadcasting, Coca-Cola, Nike and the SEC Network.

Public Relations majors are encouraged to complete internships for pay rather than credit and may count up to three credits toward their degree. Students must be supervised by a PR professional and submit weekly progress reports describing the work and reporting the number of hours worked. Students report actively engaging with Advisory Council members, who assist with resume reviews and actively serve as professional contacts, and they appreciate their instructors' large professional networks as well.

When students take courses for internship credit at appropriate professional organizations, the unit must show ongoing and extensive dual supervision by the unit's faculty and professionals.

Each department has its own internship course, and registration is controlled at the department level by the chair or their designee. Students submit regular reports and a final report that details their professional activities. In talking with a site team member, an internship employer confirmed direct supervision of the student, who worked as part of her team, and that she provided extensive feedback to the unit about the student's performance.

Students may take up to nine semester credits (or their equivalent) at professional media outlets 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 hands-on experiential approach to their curriculum affords students generous opportunities for professional experience through College media outlets, where students work side-by-side with professional faculty. Credit hours for these immersion courses are not limited and could theoretically make up 14 elective credits in Journalism.

SUMMARY:

The College offers a robust curriculum, balanced with theoretical, conceptual and practical learning outcomes, that is relevant, rigorous and allows for specializations within majors. Numerous opportunities for professional experiences are available within the College's media outlets, centers and labs and through a rich array of study-abroad opportunities and internships offered by major organizations and media outlets around the country.

Overall evaluation, compliance/non-compliance: COMPLIANCE

PART II — Standard 3: Assessment of Learning Outcomes

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.

Unit performance with regard to indicators:

(a) The unit has a written assessment plan that has been implemented, is up to date and addresses contemporary curricular issues, including instruction related to the rapidly changing digital media world.

The College adopted and implemented a transformed comprehensive assessment plan in 2020. Plan development and coordination began in 2018-2019 in conjunction with the hiring of a new associate dean for undergraduate affairs and included department chairs and faculty. The assessment plan links closely to ACEJMC standards and indicators, in accordance with student learning outcomes. The College also participates in the University of Florida's overall accreditation by the Southern Association of Colleges and Schools Commission, which supplement ACEJMC core values in content knowledge, critical thinking and communication.

The College's assessment emphasizes multiple sources of evaluations of senior skills and projects and includes assessment of selected course outcomes and curriculum in a three-year cycle. In collaboration with the faculty and advisory councils, department chairs evaluate and recommend updates to curriculum based on assessment findings.

Coursework and assessment orient to contemporary curricular issues and the demands of dynamic digital media. Evaluations and feedback by industry professionals, advisory councils, employers and contest juries provide critical emphasis on relevant, current and changing digital competencies including AI, social media and digital creative skills in production.

(a) The unit posts its assessment plan in a prominent, easy-to-find place on its website.

The College's assessment plan is posted on the College's website and is easy to locate.

(b) The unit defines the goals for learning that students must achieve, including the "Professional Values and Competencies" of the Council. (See Standard 2: Curriculum and Instruction.)

The College defines the goals for student learning according to ACEJMC's "Values and Competencies" across departments and courses. It connects and tracks these standards to direct and indirect measures in conjunction with learning objectives.

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

The written assessment plan uses six primary measures of assessment, three direct and three indirect. Direct assessment includes a "Senior Learning Assessment" exam, evaluation of capstone projects by industry professionals, and supervisor evaluations of student internship performance. Indirect measures include recognition in student awards competitions, a graduation exit survey, and job placement data.

(d) At least one direct and/or indirect measure should include journalism and mass communication professionals engaged in assessment data collection.

Journalism and mass communication professionals evaluate senior capstone projects and portfolios. Evaluations and feedback by industry professionals, advisory boards, employers and contest juries evidence the CJC's critical emphasis on industry engagement to provide input critical to the unit's focus on relevant, current and changing competencies.

In addition, department chairs and the Curriculum and Teaching Committee review student internship evaluations to gauge student performance on ACEJMC and unit learning objectives.

(e) The unit collects and reports data from its assessment activities and applies the data to improve curriculum and instruction. There is substantial, concrete evidence of "closing the loop. Multiple examples of "closing the loop" are evident.

There are multiple and specific indications of "closing the loop" including recent updates to curriculum and structure. In response to assessment guidelines and findings, each of the four departments has created course components focused on diversity and inclusion.

Other examples of assessment leveraging course and curriculum changes and updates include: The Advertising Department developed a Creative Advertising Certificate that includes new portfolio courses; the Journalism Department added three new courses in data journalism; the Public Relations Department developed a track in Public Interest Communications; the Media Production, Management, and Technology faculty added additional layers of digital production classes and currently is in the process of evolving the Department's coursework and tracks based on assessment feedback.

Faculty echo the College's responsive changes to assessment and industry advances, citing this as one of the unit's strengths.

SUMMARY:

Since the previous ACEJMC site team report found the College out of compliance on assessment, the CJC has overhauled its assessment approach and plan. The current assessment plan and its implementation is strong, comprehensive and detailed and informs ongoing curriculum, program and student experience changes and updates to ensure a vibrant connection to contemporary challenges and opportunities.

Overall evaluation, compliance/non-compliance: COMPLIANCE

PART II — Standard 4: Diversity and Inclusiveness

Unit performance with regard to indicators:

(a) The unit has a written diversity plan that has been implemented and discussed annually, for achieving an inclusive curriculum, a diverse, culturally proficient faculty, staff 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, identify under-represented groups and articulate key performance indicators upon which the unit intends to focus and improve.

The CJC has a written plan, adopted in 2024, that is foundational for the CJC's work, including by its Community + Culture Committee. The 15-member committee includes a group of representatives from across the College, including faculty, staff and students as well as leaders from the dean's office. The plan has been developed and adjusted to reflect ACEJMC requirements and to comply with state and federal regulations and with university policy.

The plan defines diversity as "all of the differences that exist within people;" inclusion as "feeling as if a person belongs;" and equity as "ensuring fairness and equal opportunity for everyone." The plan echoes the College's 2028 strategic plan, incorporating three specific goals:

- Enhance CJC's recruitment and retention of faculty, staff, and students with diverse experiences and perspectives;
- Develop an environment that fosters a culture of active participatory and open expression, communication, collaboration and collegiality; and
- Elevate undergraduate and graduate student career preparation, readiness, cross-cultural competency, and competitive standing for evolving professions.

The plan seeks an inclusive academic curriculum and a faculty, staff and student body that embodies and embraces difference, and a supportive learning and work environment.

Taking into account various directives, guidance and laws, the unit has adjusted accordingly. Per ACEJMC diversity standards, the plan has a focus on domestic minority groups and is inclusive of a variety of perspectives and voices. The unit's diversity definition is broad, and in sync with university, system and state guidance. As recommended by ACEJMC, there are specific performance indicators for under-represented groups and the unit has pathways for achieving results. That includes regular monitoring and reports.

The CJC's curriculum includes a variety of courses that provide undergraduate students with broad perspectives about journalism, communication and media in this nation and the world, making it more likely that matriculating students have culturally proficient knowledge, domestic awareness of difference and global perspectives. The plan ensures that faculty and staff continue to address diversity and inclusiveness as desired by ACEJMC, including opportunities for conference attendance, learning, interdisciplinary research, mentorship and training. Meanwhile, recruitment and retention continue to be priorities.

The unit posts its diversity plan in a prominent, easy-to-find place on its website.

The plan can be found here: <https://www.jou.ufl.edu/wp-content/uploads/2024/09/CJC-Diversity-Plan-100124-1.pdf>

(b) The unit's curriculum creates culturally proficient communicators capable of learning with, working on and advancing the value of diverse teams. The unit's curriculum includes instruction on issues and perspectives relating to mass communications across diverse cultures in a global society.

The CJC curriculum includes courses focused on cultural understanding as well as courses with such components in advertising, journalism, MPMT and public relations. Advertising majors are required to take ADV3411 Multicultural Advertising. Journalism majors can choose between MMC2604 Media, Culture and Identity or JOU4714 Race, Sports and Media. MPMT majors can choose MMC4302 World Communication Systems or RTV3411 Race, Gender, Class and the Media. Public Relations majors are required to take PUR3211 Diverse Voices. There are a variety of CJC elective courses that include inclusion instruction on these subjects, including several with a multicultural emphasis.

(c) The unit demonstrates effective efforts to enhance all faculty members' understanding of diversity, equity, inclusion and ability to develop culturally proficient communicators capable of learning with, working on and advancing the value of diverse teams. The unit also demonstrates intentional efforts to recruit and retain faculty and professional staff who are from demographics that are historically, domestically marginalized.

A review of documents and interviews with faculty members indicate that the College is committed to fostering a culture where understanding across cultures, viewpoints and identities is valued and promoted. The College has also maintained and, in some areas, increased diversity through its efforts to attract, hire and retain full- and part-time faculty (See Table 6), especially in an uncertain socio-political environment. Specific efforts include onboarding programs, faculty mentorship, research support, teaching resources, and a series of Town Halls over several years to inform faculty and provide a forum for dialogue.

Faculty members praised the College leadership, especially the Dean, for remaining steadfastly committed to an environment that embraces difference, being an honest broker of information with the CJC community, working closely with multiple stakeholders to ensure adherence to state regulations and university policy, and being willing to engage in conversations across the CJC. "Diversity is my whole jam," said a faculty member who joined the College in 2013 as a part-time faculty member and then joined the full-time faculty five years later. "I never felt more supported."

(d) In alignment with the institution's mission, the unit demonstrates effective efforts to help recruit, retain and graduate a student population reflecting the diversity of the population the institution aims to serve.

The university has the overall responsibility for identifying, recruiting and admitting students. The CJC identifies, recruits and enrolls transfer students. The college has student organizations, including a campus chapter of the National Association of Black Journalists and the National Association of Hispanic Journalists.

The CJC's efforts to attract, retain and graduate a student body that reflects state demographics have netted positive results; it is more diverse today than it was three years ago. On the whole, its student demographics are similar to that of the university; however, its proportion of female students is 15

percentage points higher (71%) than that of the university, and its proportion of Hispanic/Latino students (27%) is about five percentage points higher, according to Fall 2023 data.

Many CJC students are from Florida, and its student population also compares favorably to state demographics. Although the proportion of Black students lags the state by more than 10 percentage points, the proportion of Hispanic/Latino students mirrors that of the state. The College's PATHS program (Positioning All Transfers Highly for Success), designed to increase CJC student diversity by recruiting and retaining underrepresented transfer students, involves multiple events, advising support and other features designed to help these students succeed.

Students said they felt the CJC provides a welcoming place to learn and thrive, and that faculty members acknowledge the challenges students face in the current socio-political climate. "Professors are doing a really great job of touching on it," one student said. "As a Black student, that's really important to me." Faculty members reported that they see their efforts inside and outside the classroom as essential for meeting the College's mission, even when external pressures are in the headlines. "A lot of us feel like we're on the front lines," said a faculty member. "We're working together to do what we can do."

Students also reported that CJC leadership maintains an open dialogue with students and asks for their input. Furthermore, student organizations are engaged in inclusivity efforts. One example is an occasional dialogue series by The Agency called "Ascend" and its "FUBU" (For Us, By Us) initiative to publish content representing diverse student perspectives.

(e) The unit demonstrates that it has an inclusive climate, 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.

A review of policies and records, along with faculty interviews, indicate that the CJC fosters an inclusive climate and addresses informal and formal grievances that are surfaced through its human resources office and unit administration. The CJC's Community + Culture Committee is also active in supporting a culture free of discrimination and harassment through its activities and events for the community, which take place regularly. Furthermore, culture surveys conducted annually by the College indicate that more than 9 of every 10 faculty, staff and students in the CJC say they feel as though they belong and can be their "authentic self."

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.

SUMMARY:

Interviews with faculty, staff, students and the Provost all indicate that, under the Dean's leadership, the CJC is effectively attentive to issues of diversity and inclusion. Through investing in its human-resources staffing, mentorship efforts, working closely with experts, and being attentive to the socio-political landscape in the state, the College has forged a path that allows it to ensure that its community is inclusive, that it prepares culturally competent communicators, and that it does so in a sustainable way with positive results.

Overall evaluation, compliance/non-compliance: COMPLIANCE

Table 6: Full-Time Faculty Demographics (% of total full-time faculty)

	2018 n=68	2019 n=73	2020 n=72	2021 n=68	2022 n = 71	2023 n=73	UF 2023 n=6,088
Female	48.5%	48.0%	50.0%	47.1%	47.9%	45.2%	44.7%
Asian	11.8%	10.9%	12.5%	10.3%	14.1%	13.8%	14.1%
Black or African American	7.4%	9.6%	11.1%	11.8%	9.9%	9.6%	4.5%
Hispanic/Latino	5.9%	8.2%	8.3%	8.8%	8.5%	9.6%	9.2%
Two or more races	2.9%	2.7%	2.8%	2.9%	2.8%	1.4%	.74%
White	72.1%	65.8%	62.5%	60.3%	56.3%	56.2%	63.5%
Unknown		1.4%	2.8%	4.4%	4.2%	4.1%	2.2%
Nonresident Alien		1.4%		1.5%	4.2%	5.5%	5.7%
Source: UF Institutional Research as of Fall 2023							

Table 6: Adjunct Faculty Demographics (% of total adjunct faculty)

Group	2018 N=84	2019 N=89	2020 N=99	2021 N=114	2022 N=128	2023 N=142	UF 2023 N=633
Female	51.2%	52.8%	55.6%	50.0%	47.7%	49.3%	50.1%
Asian		1.1%	3.0%	3.5%	2.3%	3.5%	5.5%
Black or African American	3.6%	4.5%	5.1%	5.3%	3.1%	5.6%	5.7%
Hispanic/Latino	16.7%	12.4%	13.1%	13.2%	11.7%	12.0%	11.2%
Two or more races	1.2%	1.1%	2%				0.5%
White	77.4%	80.9%	74.8%	77.2%	81.3%	74.6%	69.4%
Unknown	1.2%		2%	0.9%	1.6%	2.1%	3.5%
Nonresident Alien						2.1%	4.6%
<i>Source: UF Institutional Research as of Fall 2023</i>							

PART II — Standard 5: Faculty

Unit performance with regard to indicators:

(a) Full-time faculty have primary responsibility for curricula, oversight of courses, research/creative activity and service.

Full-time faculty, through departmental and college committees, are responsible for development and assessment of the curricula. Oversight of courses by full-time faculty is accomplished through the assignment of course leads who are responsible for coordinating instructors of multi-section courses to ensure consistent delivery of materials. Through individual research agenda and leadership of groups and centers, full-time faculty shape the research and creative activities of the College. Articulation of research/creative activity standards and application of those standards in individual promotion and review cases is led by departmental and college committees.

(b) The unit's faculty (full- and part-time) are highly qualified and keep their expertise current through professional development opportunities and maintain relationships with professional and scholarly associations.

There is a balance between professional and scholarly expertise among the faculty, giving the student access to a wide range of learning opportunities and connections for launching their careers. Through active recruiting efforts, the College is able to recruit new scholarly faculty from top programs, highly qualified professionals, and established leaders from academia and industry.

The College provides full-time faculty with funds for at least one trip per year for research, creative activity, and/or professional development. These funds are administered through departments, with supplemental resources from College endowments and other project funds. Students report that faculty are consistently willing and able to assist them with new technologies and techniques and make use of their networks to bring current professionals to their classes and projects. The faculty are members of and regular attendees at annual meetings of associations in journalism, advertising, public relations, and media.

(c) The unit requires, supports and rewards faculty research, creative activity and/or professional activity. Expectations for promotion and tenure are clear.

The College has a documented expectation of consistent research/creative productivity for tenure track faculty (i.e. two publications in top journals each year or what is judged to be the creative or scholarly equivalent). Policies and guidelines consistent with an R1 research university are available online for evaluating the research and creative activities of tenure track faculty in the promotion process. Tenure track faculty are assigned mentors and regular feedback is provided to help individuals understand the expectations. Professional faculty who work as full-time lecturers also indicated knowledge of their paths to promotion to senior and master lecturer. Faculty report that they understand what is expected of them with respect to quantity, quality and impact of their research and creative work and the process by which they will be evaluated.

Post-tenure reviews for tenured faculty were recently implemented in response to legislation. Rapid implementation with limited opportunities for input from the College resulted in ambiguity about the criteria and process. Some faculty expressed concern that the implemented review criteria for scholarly activity failed to acknowledge the range of research and creative contributions and emphasized quantity

at the expense of substantive, higher-impact work. A College committee is involved in application of the standards and will have an opportunity to revisit them in three years.

There are continued efforts to grow the College's research output and stature, including restructuring the Associate Dean roles to create a leadership position dedicated to supporting research. The College and university provide support for research in multiple forms, including summer research support, teaching reduction, travel and internal project funding. Multiple awards and competitive funding opportunities are available in the unit and institution to recognize outstanding performance of research, creative and professional activities.

(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 research, creative and professional activity. The self-study reports that CJC faculty published 716 peer-reviewed journal articles, consistently publishing more than two articles per year among the scholarly faculty members during the review period. Overall, the CJC faculty communicated their work during the review period through the full range of research, scholarly and professional forms, including peer-reviewed conference research presentations, popular and scholarly books and invited academic presentations. The journals, conferences and publishers of their work include the top venues in journalism and mass communication as well as prominent specialty venues. Consistent with the activity and mission of the unit and institution, CJC faculty actively seek and receive both internal and external funding for their work. The College regularly shares the findings of faculty work in a monthly Research and Insights newsletter that is distributed to 20,000 alumni and 5,000 professionals.

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

Representatives from units across campus and the Provost reported that faculty, students and the leadership of the College all play an important role in the university's educational, research and community service missions. Students serve as interns for a variety of units across campus, including Athletics, UF Medical System, and university offices. Faculty actively seek and are sought out as research collaborators. The Dean and other college leaders serve in formal and informal roles at the University level.

SUMMARY:

We find that the College hires, supports and evaluates a capable faculty with a balance of academic and professional credentials appropriate for the unit's mission. It supports faculty as they contribute to the advancement of scholarly and professional knowledge and engage in scholarship (research, creative and professional activity) that benefits the disciplines and society.

Overall evaluation, compliance/non-compliance: COMPLIANCE

Time period: Calendar years 2017 – 2023

Scholarship, Research, Creative and Professional Activities	Total CJC*	Individuals				
		Assistant Professors (n=25)	Associate Professors (n=22)	Full Professors (n=19)	Other Faculty** (n=38)	Totals (n=157)
External Awards and Honors	65	8	11	22	24	65
UF Awards and Honors		7	8	14	8	37
CJC Awards and Honors	35	8	9	8	10	35
Research Paper Awards	91	41	39	16	0	96
CJC Grant Awards	103	42	28	22	12	106
External Grant Awards	96	24	27	31	16	98
External Grant Proposals	379	117	77	124	87	405
Refereed Journal Articles	680	261	233	219	2	718
Non–Refereed Journal Articles	11	3	8	0	0	11
Law Articles	69	1	6	47	16	70
Refereed Conference Proceedings	11	4	3	5	0	12
Scholarly Books	4	1	3	0	0	4
Edited Volume	6	0	0	6	0	6
Textbooks	13	0	2	11	0	13
Popular Press Books	11	0	1	9	1	11
Book Chapters	91	17	27	44	5	93
Book Reviews	15	3	2	10	0	15
Encyclopedia Entries	11	5	4	2	0	11
Public Scholarship	56	8	20	10	19	57
Invited Academic Presentations	166	41	58	47	20	166
Refereed Conference Presentations	708	293	267	200	9	769
Invited Conference Presentations	150	39	64	30	24	157

Professional Presentations	151	3	46	38	73	160
Media Mentions	311	53	61	171	26	311

* Co-authored work is counted as a single publication in the CJC totals. However, if, for example, two members of the faculty are co-authors on the same journal article, it would be reported as a publication for both authors.

** Includes all full-time faculty who do not hold listed ranks, such as lecturers. Most faculty in this category hold appointments without significant research or creative requirements. NOTE: Totals were calculated for individuals who were CJC full-time faculty and for their rank at the time of activity.

PART II — Standard 6: Student Services

Unit performance with regard to indicators:

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

The College provides extensive services to students in their “career curriculum” from recruitment to graduation. Advising starts for freshmen even before their first class via “Preview” advising activities and materials. From there, the advising office supports each step in the students’ academic journey, including building an academic roadmap, providing one-on-one counseling, offering experiential opportunities and extensive career planning and placement services. Multiple resources are provided along the way to ensure students are aware of graduation requirements at all times. Students have continual access to their degree requirements via their ONE.UF online account.

Of note, the College also offers a Summer Media Institute (SMI), which allows high school students to experience the school and its majors before they begin college. Students who have been through this program said it made a huge difference in their eventual success at the school.

(b) Professional advisers, and faculty where appropriate, provide students with academic and career advice.

The College has a team of professional advisors. It consists of six residential College advisors, four university online advisors, and one graduate assistant. Residential advisors are available by appointment or for walk-ins. The College’s associate dean for undergraduate affairs oversees the advisors and meets weekly with them to discuss and provide updates about any advising issues. The College measures the effectiveness of its advisors by the evaluations that students are asked to complete after every advising session. About 95% of students who completed the most recent surveys agreed or strongly agreed that they were satisfied with their advising session. In addition, faculty hold a minimum of two office hours per week, which include significant amounts of unofficial advising.

Students commented that the accessibility of advising is generally excellent. They can reach advisors when they need them. One student, who transferred into the College from another institution, reported that the advisors made her transition smooth and helped ease her anxiety about the move. However, other students noted that the quality of advising could be “hit or miss” depending on which advisor they received. A number of students reported a negative experience with one advisor but spoke in glowing terms when they changed to another. Students were also complimentary about the College’s Career Counseling Center, career fairs, and advice from members of the professional advisory panels within the school. Further, they noted that their instructors are very well connected to their professional fields and share those connections with students.

(c) The unit keeps students informed about its policies, activities and requirements.

Aside from one-on-one advising meetings, the College keeps students informed in myriad ways, including: E-newsletters, advising emails, student news page on the CJC’s website, a college event calendar and the university calendar.

(d) The unit and institution provide extra-curricular activities and opportunities relevant to the curriculum and that help develop the students' professional and intellectual abilities and interests.

The College has one officially sponsored undergraduate student organization: The Journalism and Communications Ambassadors (JCAs). Non-sponsored student organizations register with the College as general registered student organizations (GRSOs). There are over 25 such organizations covering each professional-interest area of the curriculum. Examples include: Ad Society (Advertising), Association of LGBTQ Journalists (Journalism), National Broadcast Society (Media Production, Management and Technology), Alpha Agency (PR), Sports Media Society (Sports Media). Many options are available to students to hone their professional skills outside the classroom.

(e) The unit uses retention and graduation data to improve student services, such as advising, and to reduce barriers to student success.

The College measures graduation and retention rates. Most recent data show graduation rates of 85.9% (4-year) and 95.8% (6-year) and retention rate of 90.2%. The unit also measures placement statistics. Latest numbers show 49% of graduates have been offered employment at the time of graduation.

SUMMARY:

The College has a robust advising function, making sure students are well supported with guidance and information at every step of their academic journey. Strong retention numbers support that advising is very successful. Students rate the advising function—if not every advisor—highly. Students also have many extra-curricular opportunities to hone their professional skills outside the classroom.

Overall evaluation, compliance/non-compliance: COMPLIANCE

PART II — Standard 7: Resources, Facilities and Equipment

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 has a detailed annual budget tied to college and university long-range and strategic plans. The unit budget includes administration, clerical and teaching salaries as well as other salaries; advertising and marketing; audio visual equipment and supplies; scholarships; in-state and out-of-state travel; memberships and subscriptions; food and beverage costs; administrative overhead and more. The FY2021-2022 budget was \$33,824,384, including \$26,122,321 in salaries. That increased to \$38,802,530 for FY2022-2023, including \$27,885,197, and \$39,662,059 in FY2023-2024, with \$26,122,321 in salaries.

Like all university colleges, CJC engages with a rigorous campus-wide budgeting process that considers immediate, emerging and long-term needs, including available state funding. In July 2023, the State of Florida provided \$130 million in block grant funding to the university with about \$80 million for colleges, divided based on a metric-specific approach. The college was awarded almost \$400,000 in one-time funds from the president's office and \$1.7 million in recurring funds for discretionary spending, i.e. salaries, overhead, etc. Annually, the CJC dean provides a budget overview to share expenditures and revenues and to seek feedback. A new finance director was hired in 2022 to provide consistent fiscal oversight and to ensure financial compliance.

(b) Resources provided by the institution are adequate to achieve the unit's mission and are fair in relation to those provided to other units.

College leaders, faculty, staff and students report that the unit has the resources necessary to adequately educate and train students compared to other university units. Compared to other colleges, CJC is receiving a fair share of state and university resources. College funding is based on a university rubric connecting tuition revenue and state appropriations to provide a level of consistency across colleges and to avoid large budgetary fluctuations. Among the institution's 16 colleges, CJC has the fifth-largest number of undergraduate students enrolled. It ranks second based on tuition revenue collections, general fund supplemental funding and provost/university faculty hire support. The unit has a good reputation across the campus, among university leaders, in the state legislature and in the governor's office. While visiting the campus, the accreditation site team learned that the governor's office had included about \$945,000 in the Fiscal Year 2026 proposed budget for public broadcasting, including WUFT-TV, WUFT-FM and FPEN for public safety initiatives.

(c) The unit's facilities and information resources enable and promote effective scholarship, teaching and learning.

Weimer Hall, the 147,484-square-foot building that houses the CJC, has been upgraded several times since it was built. That includes an addition and space for classrooms, labs, studio and production facilities. The college has a national professional reputation, one worthy of a state-of-the-art complex. The college is centrally located on the campus. Fortunately, the university has invested in the college's future in recent years. External windows in the original building have been replaced. Fourteen of 36 air-handling units have been replaced. The State of Florida invested \$4 million since 2017 to harden the building's infrastructure and broadcast capabilities during severe storms and weather emergencies when the College is providing emergency information to public and commercial radio stations throughout the

state. There have been other financial investments. In this academic year, there are major projects underway or being planned:

- **Project MPO7900-External Windows Rehabilitation Project:** \$850,000. Funding source: UF/State of Florida Deferred Maintenance
- **Project MPO8185-HVAC Air Handling Units and Control System Replacement:** \$2,324,884. Funding source: UF/State of Florida Deferred Maintenance
- **Project MPO5424-Broadcast Systems Infrastructure Resiliency/FPREN StormCenter Project:** \$1,242,000. Funding source: State of Florida Public Broadcasting Capital Project Funding. (Since 2017 WUFT/FPREN has generated \$4,523,750 in capital / infrastructure resiliency project dollars for the college based on our statewide public safety initiatives).
- **Project MPO8957-Gannett Auditorium Remodeling:** \$1,000,000 est. Funding source: UF/Information Technology-Classroom Technology-Registrar

The auditorium remodel will significantly upgrade the first-floor auditorium just off of the building's atrium courtyard. The state-of-the-art space will provide the unit with multiple options for activities and events, including live broadcasts. The auditorium sits only yards away from a 1970s open space designed to provide sunlight with a gathering space for students, faculty and staff. The glass roof leaks regularly, causing a potential safety hazard. The building has limited expansion options. The atrium courtyard provides expansion possibilities for student study and workspace as well as large presentation flexibility.

(d) The institution and the unit provide faculty and students with equipment, or access to equipment, and technical assistance needed to support student learning, curriculum and the research, creative and professional activities of the faculty

Several of the College's journalism, communications and media outlets are well used. The multi-floor INC is an impressive journalism and news operation with midday and early evening live broadcasts in a multimedia center with subject-specific desks. The Agency at CJC is a smart, integrated digital, advertising, marketing and public relations firm. The Atlas Lab is cutting edge. However, it seems to be underutilized. Many classes use it on an ad hoc basis, but it is too good a resource not to be formally integrated into more classes in the curriculum, such as advertising and PR classes.

The college regularly upgrades hardware, software and tech equipment. Faculty and students report that they have no complaints about resources. "I've never been denied anything," said one faculty member. Equipment and facilities are a point of pride for faculty and staff. The college equipment room is well organized. Students enthusiastically talk about the availability of course work, training and professional development – and an engaging staff willing to walk them through each step to learn, even in the field. There is a general feeling that CJC knows what it takes for the unit to stay current and relevant with student learning and curriculum as well as professional and research activities.

SUMMARY:

The college is well-funded and has consistently received adequate funding from the university and the state based on acceptable budget and funding models. The unit has updated its facilities and regularly updates its hardware and software to enhance and support a quality education curriculum, research and creative and professional pursuits.

Overall evaluation, compliance/non-compliance: COMPLIANCE

PART II — Standard 8: Professional and Public Service

Unit performance with regard to indicators:

(a) The unit consults and communicates regularly with its alumni, and actively engages with them, other professionals and professional associations to keep curriculum and teaching current and to promote the exchange of ideas.

With 34,000 living alumni, the College of Journalism and Communications engages with a large universe of graduates who are media professionals. They advise faculty on industry trends, interact with students and prospective students on campus and in their home communities, provide internship opportunities and career advice, evaluate student learning, hire graduates and make donations to support the College.

The most formal and regularly scheduled contact takes place through the Dean's Leadership Council and Advisory Councils for each department, most of whose members are alumni. The Leadership Council is comprised of 10-12 prominent alumni and donors who meet twice a year and assist with fundraising. The department councils meet for two days every semester to provide feedback on curriculum, speak to classes and advise students. Students reported interacting with alumni during the Advisory Council meetings and making contacts that were helpful in finding internships and mentorships. Advisory Council members said they enjoyed the opportunity to get updates on changes at the College, to meet with students, to convey the changing needs of industry to faculty and to "give back" to their alma mater.

The College communicates with alumni on a regular basis through the *Communitigator*, a monthly email newsletter, with news about the College and alumni. Alumni also receive Research and Insights, a monthly newsletter featuring three to five articles about faculty research on topics of current and general interest. For example, one issue was devoted to AI and featured five different faculty research reports. The College produces an annual Dean's Report on highlights of the previous year and major initiatives and achievements, which is mailed to 5,000 alumni. In 2024, the report was posted in an attractive web-based version that includes multimedia content. The College posts news about its activities on social media accounts on X, Facebook, Instagram and LinkedIn.

The College celebrates alumni achievements with two awards – the CJC Hall of Fame and the Sports@CJC Ring of Honor, a program begun in 2023 for sports media alumni. Induction ceremonies for these awards bring alumni to campus as do other events throughout the year. To reach alumni elsewhere, the Dean travels extensively, with multiple visits to cities in Florida and to New York, Washington, San Francisco and more.

Alumni and other prospective employers are contacted regularly by the Office of Careers and Corporate Partnerships, which was established in 2020 to create pipelines for internships and jobs. Alumni participate in the "Gator to Gator" mentorship program, launched the same year. The office distributes a monthly newsletter to employers and talks with them via Zoom or phone. They also hold both virtual and in-person job fairs each semester.

Faculty engage with professional associations, including the Online News Association, National Association of Black Journalists, National Association of Hispanic Journalists, Journalism & Women Symposium, Radio Television Digital News Association, the American Academy of Advertising and Public Relations Society of America. Faculty make presentations at industry conferences, judge industry awards contests and write for industry journals.

The College launched a New York program in 2022, which gives students the opportunity to study and work for a semester or a week during the summer. They meet alumni and other professionals and work in internships, bringing them into direct contact with professionals. The College is launching a similar program in Washington in 2025.

(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 home to five centers and an institute that conduct research and develop standards that are valuable to media and communications professionals and that also provide public service, as described in the next section of this report.

These Centers are:

The Joseph L. Brechner Freedom of Information Project, which provides training and tools for journalists and citizens to utilize to acquire government information. In 2023, the project took on responsibility for Sunshine Week, an annual campaign carried in news media across the country to promote open government.

The Marion B. Brechner First Amendment Project focuses on the five freedoms of the First Amendment of the U.S. Constitution by filing legal briefs, publishing scholarly articles and op eds, speaking at professional and scholarly conferences, commenting for news media and testifying before legislative bodies.

The STEM Translational Communication Center aims to make scientific information accessible through collaborations with researchers, the healthcare industry, environmental organizations and community members.

The Center for Public Interest Communication, according to its website, “is designed to study, test and apply the science of strategic communications for social change.” It works with communicators, nonprofits and government agencies to understand how behavioral, cognitive and social science can help them achieve their goals.

The Consortium for Trust in Media and Technology studies ways to combat misinformation through interdisciplinary research. In 2024, it launched Authentically, an AI tool to help communicators assess word choice and framing. It also launched MyMiamiNews.org, an AI powered community website, to study trust among users.

The Institute for Public Relations – housed in the College but unaffiliated – has a mission 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.”

As noted in Indicator (a), faculty are members of professional organizations, speak before audiences of professionals, contribute to professional publications and comment for news media. The self-study says that faculty and staff were quoted in media reports more than 800 times since 2020. They share research results with professionals via the Research and Insights monthly newsletter to alumni, which is also made available online.

To recognize professional achievement, in addition to the alumni awards mentioned above, the College sponsors four awards: the Collier Prize for State Government Accountability, the Online News Association's UF Data Investigative Journalism Award and awards from the National Association of Black Journalists and the National Association of Hispanic Journalists for community coverage. Faculty members also serve as judges for professional awards, including the Syracuse University Toner Prize for Excellence in Political Reporting, the National Press Photographers Association, the Broadcast Education Association and the Public Relations Student Society of America.

In addition to attending and speaking at professional conferences, faculty and staff organize events for professionals on campus. These include the Becoming a Woman of Influence series, which brings successful alumnae to campus, the Sports Collective Symposium, which attracts sports media professionals and the Climate Communications Summit.

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

The College operates a public television station (WUFT-TV), two public radio services (WUFT-FM and WUFT Classics), a commercial country music radio station (103.7 The Gator), an ESPN affiliate radio station (WRUF-AM) and a student radio station (GHQ-FM). These stations and their affiliated web sites provide news and information to 19 counties constituting the Gainesville-Ocala media market, where local news outlets have shrunk or totally disappeared. NPR member station WUFT-FM is the only radio station still producing news locally and ranks in the top five with adults 35 and older. Only one commercial television station produces news.

These public-facing outlets offer students the opportunity to work alongside professionals in what the College calls immersion experiences that produce community service programming. Journalism students produce two weekday newscasts for PBS member station WUFT-TV and newscasts and other programming for WUFT-FM and WRUF-AM. The public stations do educational outreach and sponsor local events, including Reading for the Record, Best Friends for Life Book Buddy, Artistry in Motion and PBS Kids Zone. WUFT-FM produces programs in conjunction with other university units on subjects such as animal welfare, health and medical information and local nonprofits WUFT-TV carries the Florida Channel, which provides updates on the Florida legislature, on one of its digital channels.

The College's Media Properties Division, which operates the broadcast properties, also created and operates public safety channels funded by the state of Florida. The Florida Public Radio Emergency Network provides stories and weather information to public and commercial radio stations and also produces the Florida Storms app. Students work alongside staff to provide this potentially life-saving information that reaches 20 million Floridians. During Hurricanes Michael, Ian and Idalia, students provided hyperlocal information for Gainesville as well as statewide information.

In December 2024, the College announced the inauguration of the BEACON (Broadcasting Emergency Alerting and Communications Operations Network) emergency alert system. The system uses artificial intelligence to generate a 24/7 voice-to-text platform and automates broadcast of critical safety and emergency information in multiple languages. The first such system in the nation, it was developed at the College with funding from Florida's Department of Emergency Management.

Beyond the broadcast stations and emergency services, students produce news programs and special projects of public interest. An example is Watershed, an examination of water quality 50 years after enactment of the Clean Water Act that won the 2023 Online News Association Student Journalism Award. In 2019, the College launched Fresh Take Florida, a faculty-supervised student news service

with investigative reporting on state government that is distributed to Florida news organizations.

Advertising and Public Relations students also work on public service projects. Students in capstone courses produced pro-bono campaigns for clients including the Humane Society, Honey Baked Ham, Sea Turtle Conservancy, Florida Springs Council and Life Unplastic.

The College presents speaker series that are open to the public. These include Science Journalist in Residence, Great Storytellers and Climate Communications Summit.

As noted in Indicator (b), the College's Centers serve the public as well as professionals. Examples include the Brechner Freedom of Information Project's Knight Sunshine Fund, the Center for Public Interest Communications' guide for the United Nations to build vaccine confidence and the Center for Trust in Media and Technology's Authentically app.

(d) The unit supports scholastic journalism.

The College has a half-century tradition of supporting high school journalism. It is home to the Florida Scholastic Press Association and employs the executive director. It hosts the Summer Media Institute, a six-day program that helps high school students hone their skills with instruction from College faculty, staff and students. The program attracted 160 students in 2024 with a quarter coming from outside Florida. The team met students during the site visit who had participated in the Summer Media Institute and were inspired to apply to the College.

In 2023, the College launched CJC on the Go, a program that takes faculty to Title I high schools throughout the state to lead a two-day immersive experience for students. Students also have access to a pre-College mentor and are eligible for scholarships to attend the Student Media Institute.

The Media Production, Management and Technology Department launched the Orange and Blue Film Festival in 2024, a statewide collegiate and high school film festival with screenings, workshops, panels and awards.

SUMMARY:

The College has an exemplary record in professional and public service. It communicates with alumni and engages them in multiple ways, particularly through the four departmental Advisory Councils. Five centers and an institute engage in research and programs to support high professional standards and valuable public service. The College and individual faculty and staff are active in professional organizations and maintain ties to the professional community. The public and commercial television and radio stations provide vital local news to a market where other sources of local news are diminishing. The Florida Public Radio Emergency Network and the new BEACON emergency alert system provide potentially life-saving information throughout the state. The College supports scholastic journalism and introduces a new generation to the theory and practice of media and communications.

Overall evaluation, compliance/non-compliance: COMPLIANCE

PART III: Summary by site visit team

1) Summarize the strengths and areas for improvement.

Strengths

- *Abundant resources.* Faculty, students and administrators praised the abundance of opportunities and access to technology, equipment and staff support in the CJC and across the university. This College has the resources to execute a bold vision and high impact on all its stakeholders.
- *Genuine immersion experiences.* The CJC's "teaching hospital" model is central to its physical design, its curricular design, and its co-curricular opportunities. These experiences are a magnet for students, collaborative glue for the faculty and staff, a service to the region and a point of pride for the College.
- *An effective diversity plan in an uncertain political environment.* The College's approach to its diversity and inclusion efforts has been savvy, wise and forward-looking – an approach that focuses broadly on culture, community and student learning. The results are apparent.
- *A culture that is ambitious and collegial.* A collective "in it to win it" ethos across the CJC is apparent – in its aspirations and its belief that it can meet those aspirations collaboratively. For instance, faculty from different departments share the hallways of Weimer Hall, minimizing silos and encouraging innovation and co-creation.
- *Highly qualified faculty.* The CJC's faculty ranks have grown quickly in recent years, attracting a powerful mix of scholars and professionals, both full- and part-time. Students describe the faculty as engaged, helpful and connected to the JMC industries.
- *Public service.* In a state and national political landscape where the value of higher education is often obscured, the CJC's "value proposition" is clear to the university and the region. Its constellation of radio and television operations, plus its new emergency-alert service, are powered by students and CJC employees and provide additional resources.

Challenges

- *The need to refine the MPMT curricula and identity.* The Media Production, Management, and Technology group has and continues to undergo substantial change in personnel, curriculum and focus. Students and faculty comments indicate there are significant opportunities to reimagine and refine the major tracks, courses and overall identity of this important unit.
- *The need to address the challenge of integrating emerging technologies into the immersive experiences and curriculum at scale – both ethically and sustainably.* This is a challenge for every large JMC program in the country. This includes integrating the Atlas Lab and other cutting-edge spaces and technologies more firmly into the curriculum.
- *The need, as the College drafts its next strategic plan, to more sharply hone the ways in which it intends to impact the university, its disciplines and the world.* Continuing excellence and relevance in the R1 environment and in preparing students for the professions will require discipline and the ability to focus on key areas of impact that play on the CJC's current, and potential, strengths.

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

N/A

3) In the case of a recommendation for accreditation or reaccreditation, with standard(s) not in compliance, list the deficiencies that need to be addressed.

N/A

4) In the case of a recommendation for provisional accreditation, list the deficient standard(s) 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 that recommendation.

N/A

6) If the unit was previously accredited, summarize noncompliances and significant deficiencies noted in the previous report and the actions taken to correct them.

The previous review found the CJC in non-compliance on a single standard, Assessment. The prior site team noted that the College's plan put too little emphasis on the ACEJMC values and competencies, and it used a single indirect measure to gauge them. The current review finds that these deficiencies have been addressed. Assessment is now a robust and results-driven practice in the College that aligns with ACEJMC expectations. See Standard 3.

Other concerns noted by the previous site team were a lack of faculty diversity, particularly those identifying as Hispanic/Latino, and the need for space to accommodate growth and the quality of College programs. This site team commends the College for its efforts to recruit and retain Hispanic/Latino faculty during this review period. In the last period, the College reported no full-time faculty who identified as Hispanic/Latino; the proportion is now 10% of the full-time faculty. The CJC has also improved its physical infrastructure, adding such technology-forward spaces as the Atlas Lab, updating labs and studios, and adding faculty office space.

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

The self-study was thorough and well presented.



Accrediting Council on Education in
Journalism and Mass Communications

May 8, 2025

President Kent Fuchs
University of Florida

Dear President Fuchs,

The Accrediting Council on Education in Journalism and Mass Communications met May 1, 2025, in Washington, D.C., and voted 19-0 that the undergraduate program in the College of Journalism and Communications at the University of Florida receive reaccreditation. Dean Hub Brown attended the meeting.

The Council concurred with the site team and Committee recommendations for reaccreditation.

We will be in touch with Dean Brown about the next visit for the school, scheduled for the 2030-31 academic year.

Thank you for the opportunity to participate with your faculty and administrators in the assessment of your program. The goal of the Accrediting Council is to improve the quality of education offered to students served by a program through that assessment. Please accept my congratulations and best wishes for success for the College of Journalism and Communications, its students, faculty and the professional media constituencies it serves.

Sincerely,

Del Galloway, ACEJMC President

cc: Hub Brown, Dean
Marie Hardin, Chair, Site Team and Accrediting Committee
Patricia Thompson, Executive Director, ACEJMC