

## UNIT REPORT

**College of Journalism &  
Communications -  
02.Reviewer's Report – IE**

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# College of Journalism & Communications

## Journalism and Communications Mission

### Mission Statement:

The college's mission is to: Prepare exemplary professional practitioners and scholars for journalism and communications fields and to generate and exchange new knowledge about these fields. The College is the home for some of the world's most respected educators and scholars who seek to advance the value, practice, and understanding of journalism and communications in a democratic society. The faculty is committed to preparing professionals and scholars to practice and teach in a global society, providing leading research and service while generating and sharing knowledge. The core of the university's mission statement deals with the central values of teaching, research and scholarship, and service. These elements are reinforced in the college's mission statement.

**Start:** 07/01/2022

**End:** 06/30/2023

**Progress:** Ongoing

**Unit/College:** College of Journalism & Communications

### Responsible Roles:

## Goal 1 Advance Efforts for Diversity and Inclusion Across the College

### Goal:

Support and maintain a college climate that is inclusive and respectful for all, and increase diversity of our student, faculty and staff population.

### Action Items:

**Action Item 1:** Support and maintain a college climate that is inclusive and respectful for all through appropriate policies, programming, and initiatives.

**Action Item 2:** Maintain or increase recruitment of undergraduate and graduate students from underrepresented groups.

**Action Item 3:** Maintain or increase number of lecturers, speakers, guests who can address perspectives from underrepresented groups.

**Action Item 4:** Maintain or increase in the number of job applications and hires from underrepresented groups.

### Measures of Action Items:

**Measure of Action Item 1.** The policies that are implemented, the courses that are offered, the town halls / meetings that are convened, and so on, that address issues of inclusion, diversity and equity.

**Measure of Action Item 2.** The number of students from underrepresented groups.

**Measure of Action Item 3.** The number of guest speakers from diverse backgrounds speaking to students and faculty.

**Measure of Action Item 4.** The number of hires from underrepresented groups.

### Time Period of Action Items:

**Time Period for Item 1.** AY 2022/23

**Time Period for Item 2.** AY2021/22 - AY2022/23

**Time Period for Item 3.** AY2021/22 - AY2022/23

**Time Period for Item 4.** AY2021/22 - AY2022/23

### Resources of Action Items:

**Action Item 1.** Support and maintain a college climate that is inclusive and respectful for all through appropriate policies, programming, and initiatives.

- Dean Hub Brown; Executive Associate Dean Spiro Kiouisis; Associate Dean for Graduate Studies Robyn Goodman; Associate Dean for Undergraduate Studies James Babanikos; Advertising Chair Huan Chen; Journalism Chair Ted Spiker;

Public Relations Chair Myiah Hutchens; Media Production, Management, and Technology (MPMT) Chair David Ostroff; Knight Division for Scholarships and Student Inclusion Director Katrice Graham; Inclusion and Diversity Chair Joanna Hernandez.

**Action Item 2.** Maintain or increase recruitment of undergraduate and graduate students from underrepresented groups.

- Associate Dean for Graduate Studies Robyn Goodman; Associate Dean for Undergraduate Studies James Babanikos; Knight Division for Scholarships and Student Inclusion Director Katrice Graham.

**Action Item 3.** Maintain or increase number of lecturers, speakers, guests who can address perspectives from underrepresented groups.

- Advertising Chair Huan Chen; Journalism Chair Ted Spiker; Public Relations Chair Myiah Hutchens; MPMT Chair David Ostroff.

**Action Item 4.** The number of hires from underrepresented groups.

- Dean Hub Brown; Executive Associate Dean Spiro Kioussis; Advertising Chair Huan Chen; Journalism Chair Ted Spiker; Public Relations Chair Myiah Hutchens; MPMT Chair David Ostroff; Human Resources Director Keisha Reynolds.

### **Results and Evaluation:**

**Action Item 1. Support and maintain a college climate that is inclusive and respectful for all through appropriate policies, programming, and initiatives.**

This Diversity Statement was adopted by the College faculty on April 12, 2017:

“The College of Journalism and Communications understands the importance of diversity as a contribution to the industries of journalism and communications in our increasingly multicultural nation and globalized marketplace. We value diversity and the development of competence in intercultural communication and behavior for all who are a part of our college, industry and society. Thus, we are committed to incorporating diversity and inclusiveness in our faculty, staff, student, curriculum, research, immersion properties and culture.

“We embrace diversity as a shared responsibility among faculty, staff, and students and strive for tangible expressions of this responsibility. We are committed to fostering a safe, welcoming and inclusive environment for individuals of all races, genders, nationalities, religions, sexual orientations, identities and abilities, to express their culture and perspectives through the art and science of journalism and communications.”

The College has made it a priority to live up to this commitment. Below are the highlights of what was done in AY2022-23 to advance efforts for diversity and inclusion across the College:

### **The Inclusion, Diversity and Equity (IDE) Committee**

- Established a biannual “pulse survey” and administered the first period of measure along with a questionnaire for the belonging project in April 2023. Results were reviewed over summer '23. This semestral five-question pulse survey is to gauge the satisfaction of faculty, staff, and students across the CJC.
- Reviewed and analyzed the 2022 Climate Questionnaire, which was administered in spring 2022. A smaller working group was established to review data and bring forward information. A synthesis document was shared with the college.
- Continues to provide feedback and support to Human Resources in revamping the recruiting, hiring, and retention processes along with new HR programs on recognition, staff development and hiring.
- Reviewed and commented on items presented by the administration for the CJC strategic plan draft. The IDE Committee developed proposed goals, metrics and evaluations for the administration on items in the draft CJC strategic plan on the goal to “develop an environment that fosters and advances equity and a culture of active participatory inclusiveness, collaboration and collegiality.”
- The IDE Committee had multiple discussions about inclusion and belonging items in the news and the contexts within the CJC.
- The director of Inclusion and Diversity proposed, received and established a grant-funded program on belonging in the CJC. The grant totals \$45,000. The Program continues into the 2023-24 academic year.
- The IDE committee continues to schedule Town Halls, where the college has open discussions about ways to show support for LGBTQIA+ students and community, add more diversity to research sources (de-colonizing literature) and expand bi-lingual immersion opportunities to other languages, like Mandarin.

### **Knight Division for Scholarships and Student Inclusion**

- The CJC in partnership with NBCU Academy launched the NBCU Academy Fellowship Program for inclusive storytelling, providing scholarships to members of its first cohort. In addition, the fellows participated in semesterly immersive learning experiences, while receiving access to professional development trainings, seminars, and networking opportunities with NBCU professionals.
- The Knight Division worked with the Summer Media Institute to promote scholarship opportunities for the high school summer camp to underrepresented students. We maintained the increased percentage of diversity, while increase the overall number of underrepresented students and maximizing the capacity of students in the program.
- The Knight Division held both live and virtual info sessions for community/state college potential transfer students. It targeted rural areas that receive minimal university engagement as well as state colleges with diverse student bodies.
- The Knight Division continues to promote its transfer success program, CJC PATHS (Positioning All Transfers Highly for Success). This program targets underrepresented transfer students and provides a first semester cohort course focused on accelerating their acclimation to the university, while exposing them to the resources within the college and across campus for student success. it also paired the participants with a peer mentor from the Journalism and Communications Ambassadors and guaranteed every participant a Knight Division Scholarship.
- Knight Talks, a student production in talk show format, began in the Knight Division with volunteers and transitioned a credit earning immersive learning opportunity last year, reached another milestone. This school year the show secured a slot for airing as a series on PBS. In addition to streaming on air, it is accessible via the website. The show interviews diverse leaders across unique sectors for the communication’s industry, with a focus on the unexpected obstacles and triumphs on the road to success.
- The CJC through the Knight Division awarded over half a million dollars in scholarships with the majority being need based funding, helping to create economic equity in degree attainment.

**Diversity and Inclusion in the Curriculum**

The college has core courses dealing with diversity and inclusion in every department:

- ADV:            ADV3411 – Multicultural Advertising in the U.S.  
                  ADV4400 – International and Cross-Cultural Advertising
- JOU:            MMC2604 – Media, Cultures and Identity
- MPMT:         MMC4302 – World Communication Systems  
                  RTV3411 – Race, Gender, Class and the Media
- PR:             PUR3211 – Diverse Voices  
                  PUR4212 – Diversity, Equity, and Inclusion for Public Relations Professionals

Journalism has just developed a new course, JOU4930 – Race, Sports, Culture, that deals with IDE matters.

MPMT also has an elective course, RTV4930: Special Topics – Islam and the Media, that deals with IDE.

Also, PUR4203: Ethics and Professional Responsibility in Public Relations, RTV4432: Ethics and Problems in Telecommunication, and MMC3203: Ethics and Problems in Mass Communications (offered by the ADV department, but students in JOU and MPMT can also take it) are classes that also deal with diversity and inclusion. And these are required classes.

*Who reviewed the results? The information was collected by the Inclusion and Diversity Director, as well as the Interim Assistant Dean for Student Experiences, and reviewed by the Associate Dean for Undergraduate Affairs.*

*What did we find out? The CJC is certainly living up to its commitment on diversity and inclusion, especially through the efforts of the Inclusion, Diversity and Equity (IDE) Committee, as well as the Knight Division for Scholarships and Student Inclusion.*

**Action Item 2. Maintain or increase recruitment of undergraduate and graduate students from underrepresented groups.**

**Undergraduate Enrollment**

**For the College as a whole:**

	<b>Spring 2022</b>	<b>Spring 2023</b>	<b>Percentage Change</b>
	<b>(2,360 students, total)</b>	<b>(2,367 students, total)</b>	

	# of students	% of total	# of students	% of total	
<b>Asian</b>	133	5.6%	137	5.8%	+ 0.2%
<b>Black</b>	152	6.4%	147	6.2%	- 0.2%
<b>Hispanic</b>	667	28.3%	643	27.2%	- 1.1%

**For individual departments:**

**Asian:**

	Spring 2022	Spring 2023
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	# of students	# of total students	% of total	# of students	# of total students	% of total	% change
ADV	39	629	6.2%	44	685	6.4%	+ 0.2%
JOU	24	620	3.9%	26	587	4.4%	+ 0.5%
MPMT/TEL	33	458	7.2%	34	450	7.6%	+ 0.4%
PR	37	653	5.7%	33	645	5.1%	- 0.6%

**Black:**

	Spring 2022	Spring 2023
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	# of students	# of total students	% of total	# of students	# of total students	% of total	% change
ADV	36	629	5.7%	44	685	6.4%	+ 0.7%
JOU	42	620	6.8%	42	587	7.2%	+ 0.4%
MPMT/TEL	27	458	5.9%	32	450	7.1%	+ 1.2%
PR	47	653	7.2%	35	645	5.4%	- 1.8%

**Hispanic:**

	Spring 2022	Spring 2023
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	# of students	# of total students	% of total	# of students	# of total students	% of total	% change
ADV	173	629	27.5%	180	685	26.3%	- 1.2%
JOU	153	620	24.5%	139	587	23.7%	- 0.8%
MPMT/TEL	146	458	31.9%	133	450	29.6%	- 2.3%
PR	195	653	29.9%	191	645	29.6%	- 0.3%

The number of students from underrepresented groups has remained more or less steady this last year. The percentage of Asian students increased slightly from 5.6% in the spring of 2022 to 5.8% in the spring of 2023. There was a small decrease in the number of Hispanic students enrolled, from 28.3% in the spring of 2022 to 27.2% in the spring of 2023. The number of black students continues to be low, from 6.4% in the spring of 2022 to 6.2% in the spring of 2023.

To give the enrollment numbers some perspective, it is noteworthy that based on the 2020 Census, the breakdown of the Florida population is 57.7% white (non-Hispanic/Latino), 26.5% Hispanic/Latino, 15.1% black, and 3.0% Asian. So, recruitment-wise, we're doing really well as far as Asian students go (3.0% of the population and 5.8% of the student body); we are well represented in terms of Hispanic students (26.5% of the population and 27.2% of the student body); but we have significant strides to make with Black students (16.9% of the population but only 6.2% of the CJC student body).

The College of Journalism and Communications takes a three-pronged approach to recruiting underrepresented students at the undergraduate level. 1) targeting prospective undergraduates prior to accepting an admittance offer; 2) targeting current UF undergraduates who are exploring major and career possibilities; and 3) focusing recruitment efforts on potential transfer students.

Over the years our recruitment strategies have evolved to include both virtual and in person efforts. The Knight Division for Scholarships and Student Inclusion has joined forces with the undergraduate Academic Advising team to increase bandwidth in recruitment efforts. This included, but is not limited to:

- Virtual and Live College Tours
- Virtual Recruitment Info Sessions
- Community College and High School Campus Visits
- Diverse Campus Event Sponsorships
- Majors and Minors Fair tabling
- High School Tours/workshops
- Exploratory Student Open House
- Campuswide College Fairs
- Standard Walk In Advising
- Monthly Santa Fe College On-Site Advising for potential transfers
- Student Involvement Day tabling for Knight Division & Advising

The Knight Division also collaborated with local high school programs to offer college tours, student panels, and workshops to Loften High School, Eastside High School, PACE Center for Girls, and Polk County students. These partnerships were an effort to have a positive impact in the community surrounding campus, igniting a passion for communications, and increasing the preparation and accessibility to the University of Florida and our college.

While the university limits the college's role in the freshmen admissions process, the college has greater autonomy in the transfer student admissions process. For this reason, transfer admissions have been an integral part in the College's inclusive recruitment strategy.

The College made live visits with campus media groups at:

- Broward College – South Campus National Transfer Week
- Daytona State College- Transfer Tuesday Event
- Petersburg College- Clearwater Campus
- Florida Gateway College- College Night
- UF at Santa Fe College – Advising Center Visits

Virtual Sessions were hosted for:

- Broward College (all campuses)
- General Transfer Sessions (All state colleges invited)

The College also hosts virtual transfer recruitment workshops, targeting out of state and rural colleges for recruitment purposes.

All recruitment sessions highlight the academic and student services, immersion opportunities, and scholarships within the College of Journalism and Communications, in addition to reviewing the admission process and requirements.

The Knight Division continued the PATHS (Positioning All Transfers Highly for Success) Program for the 2022/23 school year, with an in-person cohort of 11 students. The program is designed to increase CJC student diversity by recruiting underrepresented transfer students. Students admitted to this program receive a cohort style experience that includes peer mentorship, scholarship funding, peer mentorship, networking opportunities, and career coaching.

## Graduate Enrollment

### Master of Arts in Mass Communication

MAMC	Spring 2020		Spring 2021		Spring 2022		Spring 2023	
	# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total
	282 students, total		668 students, total		812 students, total		715 students, total	
Asian	12	4.2%	30	4.5%	42	5.2 %	42	5.8%
Black	24	8.5%	59	8.8%	77	9.5%	65	9%
Hispanic	38	13.5%	137	20.5%	159	19.6%	150	20.9%

### Doctor of Philosophy

Ph.D.	Spring 2020		Spring 2021		Spring 2022		Spring 2023	
	# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total
	54 students, total		60 students, total		60 students, total		51 students, total	
Asian	6	10.0%	6	9.8%	5	8.3%	5	9.8%
Black	4	6.7%	3	5%	3	5%	2	3.9%
Hispanic	3	5.0%	3	5%	3	5%	1	1.9%

Focusing on underrepresented minorities, we have realized overall and proportional increases in Hispanic master's students and a slight decline in Black master's students during the past two years.

We have had a slight decrease in numbers of Black students and a greater decrease in the number of Hispanic doctoral students. However, the total number of students (Black n = 2; Hispanic n = 1) greatly impacts these percent decreases.

We are actively working on increasing accessibility and diverse recruiting. The GRE is no longer a requirement for all master's admissions. Doctoral students can be paired with a mentor for the application process.

For our Ph.D. program, our numbers of Asian and Black students remained relatively stable. There was a larger decrease in Hispanic students from 3 total to 1. With recruiting class sizes in the single digits the past two years, individual efforts are paramount in building diverse doctoral class cohorts. Multiple additional touchpoints will be added as well as live Q&A sessions regarding admissions.

We definitely need to keep up our work to increase the numbers of students from underrepresented populations in our graduate programs, particularly the Ph.D. program.

**Who reviewed the results?** The Associate Dean for Graduate Studies and the Associate Dean for Undergraduate Affairs gathered the data, and the data was shared and discussed with the Dean, the Executive Associate Dean, and the four department chairs.

**What did we find out?** For the undergraduate program, the number of Hispanic and Asian students remains high at 27.2% and 5.8%, respectively, of the student body, but the number of Black students remains low at 6.2%. At the Master's level, the numbers were close to what they were last year -- there was a slight increase in terms of Hispanic and Asian students (from 19.6% to 20.9%, and 5.2% to 5.8%, respectively), and a slight decrease for black students (from 9.5% to 9.0%). At the Ph.D. level, the number of black and Asian students remained pretty steady, but the number of Hispanic students decreased from 3 to 1 (on a positive note, the other two Hispanic Ph.D students graduated!).

**Action Item 3. Maintain or increase number of lecturers, speakers, guests who can address perspectives from underrepresented groups.**

The College strives to invite many guest speakers from underrepresented communities into our classrooms. By underrepresented, we mean people who are non-white (Black, Hispanic, Asian), or people who are part of the LGBTQ community.

There were well over 227 guest lecturers in the CJC this past academic year, which is roughly the same as the 220 guest lecturers the year before. As substantial as this number is, this is actually a low estimate as this is what full-time faculty self-reported in their annual reports. Many of our classes are taught by adjuncts, and they bring in many guest speakers as well, but there's no way to ascertain that number because adjuncts don't submit annual reports.

Roughly 40% of the guest speakers were from minority groups, including many Black, Hispanic, and Asian-Americans.

They include:

Eric Esteban, VP Media Relations at FOX Sports HM (Hispanic Male)

Bree Maxwell, Social Media Manager at Oklahoma City Thunder BF (Black Female)

Emma Xu, Programmer at Shanghai International Film Festival AF (Asian Female)

Mikell Pinkney, Professional actor and Theater professor LGBTQ Male

Domingo Santana, Research Manager at CNN en Español HM

Fernando Osuna, Chief Creative at Lopez Negrete Advertising HM

Richard Rhodes, Owner of RNR Creative BM (Black Male)

Miro Pablo, VP for New Business, Zubi Advertising HM

Michael Collins, Senior Golf Analyst, ESPN BM

KaToya Fleming, Writer BF (Black Female)

Lawren Simmons, Photojournalist BM

Anish Shroff, Play-by-Play Commentator ESPN AM

Kaelen Jones, Staff Writer at The Athletic BM

Becky Burleigh, University Soccer Coach LGBTQ Female

Chuck Wallington - EVP and Chief Marketing & Communications officer, Cone HealthBM

Carmella Glover - President, Diversity Action Alliance and Director of DE&I, Page SocietyBF

Sunita Menon - Global Data Strategist and Advisor, Data-Driven Journeys AF

Jano Cabrera – CCO, General MillsHM

Sonia Diaz - SVP, Balsera Communications and President, HPRAHF (Hispanic Female)

Shauna Burton, Digital Director and Social Media Associate, Public CitizenB

Jessica Camacho, Director of PR, Citizens of HumanityHF

Jodi Brown Lindo, Associate Vice President of PR and Communication, Broward CollegeBF

**Who reviewed the results?** *The data was obtained from the four department chairs, and they pulled it from each individual full-time faculty annual reports.*

**What did we find out?** *There were well over 227 guest speakers in CJC classes, and about 40% were from minority groups. This is a low estimate because it only reflects the number of guest speakers in classes taught by full-time faculty. Many of our courses are taught by adjuncts, but there's no way to ascertain the number of guest speakers they bring in because adjuncts don't submit annual reports.*

#### **Action Item 4. The number of hires from underrepresented groups.**

From 7/1/2022 – 6/30/2023, the College of Journalism and Communications hired the following faculty (as of 8/23/2023, we have 74 full-time faculty):

NAME	M/F	DEMOGRAPHICS
Celeste Wagner	F	Other
Carrie Miller	F	White
Rebecca Frazer	F	White
Christen Buckley	F	White
Yuan Sun	F	Asian
Jane Bambauer	F	White
Hyesoo Chang	F	Asian
Jinping wang	F	Asian

From 7/1/2022 – 6/30/2023, the College of Journalism and Communications hired the following staff: (as of 8/23/2023, we have 90 full-time staff):

NAME	M/F	DEMOGRAPHICS
Layne Weitzel	F	White
Maria Di Mauro	F	Hispanic
Stacey Bigge	F	White
Catherine Pantorno	F	White
Kimberley Fowler	F	White
Barbara Cribbs	F	White
Jessica Abbate	F	White
Alicia Monteiero	F	White
Taylor Vorburger	F	Hispanic
Ashleigh Keef	F	White
Adela Van Antwerp	F	White
Kristin Moorehead	F	White
Jennifer Barrett	F	White
Alicia Coleman	F	Black
Andre Sanders	M	Black
Madison Mimnaugh	F	White

Human Resources in the College of Journalism and Communication has developed certain techniques to hire and retain people of underrepresented groups, and make the college more diverse and inclusive. They include:

- formalizing a standardized recruitment and hiring process to ensure CJC candidate pool for both faculty and staff is diverse, inclusive and fair. Every search committee must have a volunteer equity advisor.
- advertising job opportunities on nationwide websites and at events across the country.
- starting an elevated orientation and onboarding program to ensure new employees get connected quicker with the city and university community. The program includes assigning a “buddy” for the duration of a year to every new hire.
- starting a “Stay Survey” to be administered within six months of working at the CJC to get a pulse on retention and how new hires are feeling about joining the college.



- starting to celebrate birthdays, anniversaries, milestones and years of services. HR is also looking forward to starting CJC Standing Ovation Awards in January 2024 to reward and recognize one faculty and one staff member on a quarterly basis.

**Who reviewed the results?** The data was collected by the College's HR Director and the HR Specialist, who also reviewed the data with the Associate Dean for Undergraduate Affairs.

**What did we find out?** The number of full-time faculty hired in 2021-22 was one more than the 7 that were hired in 2021-22. All of the 8 new faculty are female, including 3 Asian and 1 Other/Hispanic. The number of staff hired in 2022-23 was 16, 7 fewer than the 23 that were hired the year before. Of the 16 that were hired, 2 are Black, 2 are Hispanic, and 15 are women.

#### ATTACHMENTS:

#### UNIT GOALS CONNECTED TO UNIVERSITY GOALS -----

##### RELATED ITEM LEVEL 1

#### Goal 1 The University of Florida offers an exceptional academic environment for all.

##### Goal:

An exceptional academic environment that reflects the breadth of thought essential for preeminence, achieved by a community of students, faculty and staff who have diverse experiences and backgrounds

##### Objective:

Four objectives are associated with this goal.

- Objective 1. UF students, faculty and staff with increasingly diverse demographic and geographic characteristics.
- Objective 2. A university climate that is inclusive, supportive and respectful to all.
- Objective 3. Diverse, robust educational and interdisciplinary areas of excellence.
- Objective 4. Increased globalization to enhance our effectiveness as world citizens.

#### Goal 2 Grow enrollments in Online Classes, Degrees, and Certificates

**Goal:** Grow CJC online education program enrollments

##### Action Items:

**Action Item 1.** Grow student enrollment in the four undergraduate UFO programs (Advertising; Journalism - Sports and Media; Media Production, Management, and Technology - Media and Society; and Public Relations).

**Action Item 2.** Determine the ideal enrollment for the CJC Online Master's program.

**Action Item 3.** Increase revenues from online programs.

##### Measures of Action Items:

**Measure of Action Item 1.** Number of majors enrolled in the four undergraduate UFO programs (Advertising; Journalism - Sports and Media; Media Production, Management, and Technology - Media and Society; and Public Relations).

**Measure of Action Item 2.** Number of students enrolled in UFO graduate specializations.

**Measure of Action Item 3.** Revenues of all online programs.

##### Time Period of Action Items:

**Time Period of Action Item 1.** AY2021/22 - AY2022/23

**Time Period of Action Item 2.** AY2021/22 - AY2022/23

**Time Period of Action Item 3.** AY2021/22 - AY2022/23

##### Resources of Action Items:

**Action Item 1.** Grow student enrollment in the four undergraduate UFO programs ( Advertising; Public Relations; Telecommunication - Media and Society; Advertising; and Journalism - Sports and Media).

- CJC Associate Dean for Undergraduate Affairs James Babanikos; Advertising Chair Robyn Goodman; Journalism Chair Ted Spiker; Public Relations Chair Myiah Hutchens; Media Production, Management, and Technology Chair David Ostroff; UFO Undergraduate Academic Advisors Bridget Dunbar and Bridget Dunbar; Associate Director of Advising Judy Hunter.

**Action Item 2.** Grow student enrollment in the online graduate specializations.

- CJC UFO M.A. Director Evan Kropp and the CJC UFO M.A. Advising Staff.

**Action Item 3.** Increase revenues from online programs.

- CJC Associate Dean for Undergraduate Affairs James Babanikos; CJC UFO M.A. Director Evan Kropp and the CJC UFO M.A. Advising Staff.

**Results and Evaluation:**

**Action Item 1. Grow student enrollment in the four undergraduate UFO programs (Advertising; Journalism – Sports and Media; Media Production, Management, and Technology – Media and society; and Public Relations).**

**The CJC as a whole:**

# of Students	Spring 2022	Spring 2023
PaCE (total)	531	538
UF Online (excluding PaCE)	269	309

**The individual departments:**

# of PaCE Students	Spring 2022	Spring 2023
Advertising	130	149
Journalism	150	135
MPMT	101	98
Public Relations	150	156
<b>TOTAL</b>	<b>531</b>	<b>538</b>

# of UF Online Students (excluding PaCE)	Spring 2022	Spring 2023
Advertising	73	103
Journalism	23	30
MPMT	54	49
Public Relations	119	127
<b>TOTAL</b>	<b>269</b>	<b>309</b>

**Who reviewed the results?** The Associate Dean for Undergraduate Affairs collected and reviewed the results, and shared them with the deans and chairs of the College.

**What did we find out?** The number of PaCE students remained basically the same from spring 2022 to spring 2023 (there were 7 more PaCE students this spring), but there was a notable increase in the number of undergraduate UFO students – from 269 in the spring of 2022 to 309 in the spring of 2023. That’s an increase of 40 students, or 15.4%. There were gains in three of the four departments, with the exception of MPMT who were down 5 students. Advertising saw the largest rise, from 73 to 103 students, an increase of 41%.

**Action Item 2. Determine the Ideal Enrollment for the CJC Online Master’s Program**

Before the pandemic, the CJC online master’s program enrolled approximately 160 students. During the pandemic, due to multiple factors, the CJC online master’s program grew to 926 students. In 2022, college leadership decided we should reduce the size of our enrollment to better focus on program quality and student experiences. A specific enrollment goal was not set. Since then, we have been slowly and strategically reducing enrollment in the program. As of Fall 2023, there are 772 students enrolled in the program.

To reduce enrollment, we have been discontinuing partnerships, sunseting or pausing low-enrolled programs, and increasing admissions standards. To ensure the enrollment drop is not too quick or enrollment does not drop too low, we have continued marketing activities, focused on recruiting UF undergrads through the Combination Degree program, and proposed a new MAMC concentration in Digital Journalism and Multimedia Storytelling.

Currently, we believe the ideal enrollment size for our online master’s is around 550-600 students. This includes all active students in any given semester including those pursuing the MAMC, students pursuing a graduate certificate, and combination degree students. By the end of FY ’23-’24, our goal is to have a more precise number and a clearer breakdown target breakdown by classification (MAMC, Graduate Certificate, Combination Degree).

**Who reviewed the results?** *The CJC UFO M.A. Director collected and reviewed the results, and shared them with the College's deans and chairs.*

**What did we find out?** *After the exponential growth we had a couple of years ago, peaking at 926 students in the Fall of 2021, we decided to pull back on this aggressive growth and settle in on a lower enrollment number that we would then be able to maintain in the future. We estimate this number to be around 500-600 students.*

**Action Item 3. Increase revenues from online programs.**

**Revenues from UFO undergraduate programs:**

	Fall 2021	Spring 2022	Summer 2022	Fall 2022	Spring 2023	Summer 2023
<b>ADV</b>	45,200	47,040	29,280	52,880	53,760	30,240
<b>JOU</b>	72,880	67,200	39,120	55,920	64,880	40,800
<b>MPMT</b>	72,880	62,400	33,360	71,680	62,560	38,080
<b>PR</b>	80,640	84,480	49,040	76,160	83,600	63,600
<b>TOTAL</b>	<b>\$271,600</b>	<b>\$261,120</b>	<b>\$150,800</b>	<b>256,640</b>	<b>264,800</b>	<b>172,720</b>

**Revenues from UF Online Master’s programs**

Revenues for FY 2022-2023 were approximately \$5,876,792 as compared to approximately \$6,606,946 for FY 2021-2022. This represents a decrease of \$730,154 in annual revenue. Cash balances in all distance accounts as of 10/1/2023 was \$6,084,359 a decrease of \$79,941 from \$6,004,418 on 10/19/2022.

The revenue decrease aligns with our effort to reduce enrollment in the online master’s program. As enrollment decreases, revenue will decrease accordingly. The decrease in revenue aligns with the decrease in enrollment, so we are seeing little to no change in the average tuition per student. This is a positive as we previously experienced a declining value per student as more students gravitated towards our lower-cost programs. We have recently seen an increase in student interest in our mid-priced programs, which has helped revenues from dropping as fast as enrollment. Whether this trend will continue is difficult to forecast but we have been focusing marketing activities on the mid-priced programs which could be helping this number. The decrease in cash reserves represents the beginning of a shift in strategies. As enrollment decreases, we will be able to better forecast the number of classes we need to run each semester. Maintaining our target class size of 19 while offering as many courses as possible, will help students progress in their degree plans while allowing for some expenditure savings. We have increased our marketing budget and our guaranteed college tax amount in the past year. The decrease of \$79,941 of cash on hand would have been much higher had we not controlled expenses while maintaining our level of service for students.

**Who reviewed the results?** *The undergraduate UFO program revenues were provided by the Assistant Director of Finance for UF Online, and they were reviewed by the Associate Dean for Undergraduate Affairs. The M.A. UFO program revenues were collected and reviewed by the CJC UFO M.A. Director.*

**What did we find out?** *For the undergraduate online program, the revenues were slightly higher in 2022/23 than they were in 2021/22 -- \$694,160 this year compared to \$683,520 last year. For the graduate MA online programs, revenues decreased substantially – from \$6,606,946 in 2021/22 to \$5,876,792 in 2022/23, a decrease of \$730,154 in annual revenue. The revenue decrease aligns with our effort to reduce enrollment in the online master’s program, in order to maintain the quality of our programs.*

**ATTACHMENTS:**

## UNIT GOALS CONNECTED TO UNIVERSITY GOALS -----

## RELATED ITEM LEVEL 1

**Goal 2 An outstanding and accessible education that prepares students for work, citizenship and life.****Goal:**

An outstanding and accessible education that prepares students for work, citizenship and life.

**Objective:**

Four objectives are associated with this goal.

- Objective 1. A high quality, widely recognized, financially accessible undergraduate, graduate and professional education and experience.
- Objective 2. Services that are accessible and available in a timely fashion that support student health, development, and well-being, thereby improving their academic and personal growth and success.
- Objective 3. Academic programs that promote effective and accessible learning through innovation.
- Objective 4. High quality student-faculty interactions in mentored research.

**Goal 3 Improve Quality of Student Professional Development**

**Goal:** Improve Quality and Rate of Student Career Success

**Action Items:**

**Action Item 1:** Increase undergraduate job placement rates.

**Action Item 2:** Increase number of employers directly recruiting students from CJC.

**Action Item 3:** Maintain or increase student utilization of college career resources.

**Action item 4:** Maintain or increase number of students doing internships.

**Action Item 5:** Maintain or increase student participation in the CJC immersion opportunities.

**Measures of Action Items:**

**Measure of Action Item 1.** Percentage of students with jobs at the time of graduation (CJC Exit Survey).

**Measure of Action Item 2.** Number of employers recruiting directly from the CJC (job/internship postings, CJC Career Day participation).

**Measure of Action Item 3.** Data from CJC graduation survey ratings of usage of various resources and the number of students attending CJC Career Days.

**Measure of Action Item 4.** Number of internships completed at the time of undergraduate degree completion, based on CJC graduation survey and department data.

**Measure of Action Item 5.** Immersion experience participation numbers.

**Time Period of Action Items:**

**Time Period of Action Item 1.** AY2022/23 as compared to AY 2021/22

**Time Period of Action Item 2.** AY2022/23 as compared to AY 2021/22

**Time Period of Action Item 3.** AY2022/23 as compared to AY 2021/22

**Time Period of Action Item 4.** AY2022/23 as compared to AY 2021/22

**Time Period of Action Item 5.** AY2022/23 as compared to AY 2021/22

**Resources of Action Items:**

**Action Item 1:** Increase undergraduate job placement rates.

- Office of Careers and Career Partnerships Director Julie Frey

**Action Item 2:** Increase number of employers directly recruiting students from CJC.

- Office of Careers and Career Partnerships Director Julie Frey; Knight Division for Scholarships and Student Inclusion Katrice Graham.

**Action Item 3:** Maintain or increase student utilization of college career resources.

- Office of Careers and Career Partnerships Director Julie Frey; Knight Division for Scholarships and Student Inclusion Katrice Graham; CJC Integrated Partnerships Manager David Adams.

**Action Item 4:** Maintain or increase number of students doing internships.

- Advertising Chair Robyn Goodman; Journalism Chair Ted Spiker; Media Production, Management, and Technology Chair David Ostroff; and Public Relations Chair Marcia DiStaso.

**Action Item 5:** Maintain or increase student participation in the CJC immersion opportunities.

- Immersion Experiences Academic Advisor Allicia Bolen; Division of Media Properties Executive Director Randy Wright; INC Interim News Director Ryan Vasquez; The Agency Consulting Executive Director Laurent Burman; The Agency Associate Director Mark Rottensteiner; frank Conference Director Ann Christiano.

#### Results and Evaluation:

**Action Item 1: Increase Undergraduate job placement rates.**

Job placement numbers in 2022-2023 stayed at nearly the same rate as 2021-2022.

The data comes from the College survey that students are required to complete as a condition for graduation.

	Spring 2019	2019- 2020 School Year	2020- 2021 School Year	2021- 2022 School Year	2022- 2023 School Year
1. Accepted a position	23%	13%	22%	16.5%	24%
2. Staying in current position	7%	13%	16%	18.3%	11%
3. Considering an offer	9%	7%	7%	8.7%	10%
4. Applied for jobs, declined an offer, and still looking	6%	5%	5%	4.5%	4%
5. Applied for jobs, interviewed, but have not received an offer	0%	21%	16%	17.7%	22%
6. Applied for jobs, but have not received any interview offers	46%	24%	18%	21.9%	16%
7. Have not started applying for jobs	9%	17%	15%	12.6%	12%
<b>Total offered employment at time of graduation (sum of rows 1-4)</b>	<b>45%</b>	<b>38%</b>	<b>50%</b>	<b>48%</b>	<b>49%</b>

**Who reviewed the results?** The data was collected by an Academic Advisor and reviewed by the Office of Careers and Career Partnerships Director and the Associate Dean for Undergraduate Affairs.

**What did we find out?** The data shows that 49% of the students were offered employment upon graduation. Many students opt to take some time off after finishing their degree and before starting a full-time position. The CJC developed a method for tracking how many of our graduates were working in the field six months after graduation, but we need to continue to adjust the process as the response rate was not significant for useful data. When we can have a process in place, this will give us a better idea of how successful our students are at finding employment upon graduation.

**Action Item 2: Increase number of employers directly recruiting students from CJC.**

Fall 2022 saw an increase in both the number of employers who participated in the in-person career fair, but also an increase in the number of students. This continued with the spring in-person career fair, although we had two fewer employers than the previous spring career fair.

Semester	Fair Format	Employers	Students	Interactions*
Fall 2019	In person	26	**	n/a
Spring 2020***	Virtual (Symplicity Chat)	14	60	155
Fall 2020	Virtual (Career Fair Plus)	20	190	335
Spring 2021	Virtual (Symplicity VCF)	19	86	222
Fall 2021	In Person + Virtual Interview Day (Symplicity)	31	304	n/a
Spring 2022	In person	56	302	n/a
Fall 2022	In person	45	385	n/a
Spring 2023	In person	54	342	n/a

\* Interactions represent unique meetings between students and employer representatives – including via 1-on-1 or group chats or interviews – during virtual fairs.

\*\* Student attendance was not tracked for the Fall 2019 fair.

\*\*\* The Spring 2020 fair was held immediately after the switch to remote work and learning due to the pandemic. Only 14 of 28 registered employers and 60 of 247 RSVP'd students participated.

These are the figures for jobs and internship postings, and how 2022-2023 compares to the previous years. We redesigned the job/internship board in Fall 2021. The redesign combined with employer outreach and the increased need in the job market resulted in a large increase in the number of postings in 2021-2022. The uncertainty in the economy led to many employers scaling back on hiring in 2023. In addition, certain segments of our fields saw massive layoffs last year, leading to more applicants for open positions.

Job and Internship Postings	
Year	Total
2018-2019	689
2019-2020	548
2020-2021	628
2021-2022	1028
2022-2023	698

**Who reviewed the results?** The data was collected by the Office of Careers and Career Partnerships Director and reviewed by the Office of Careers and Career Partnerships Director and the Associate Dean for Undergraduate Affairs.

**What did we find out?** The coronavirus pandemic stranglehold continued to ease up, therefore seeing more employers participate in the in-person career fairs. However, the uncertainty with the economy and massive layoffs in sectors of our fields led to fewer available positions and more competitive applicant pools.

**Action Item 3: Maintain or increase student utilization of college career resources****Office of Careers and Corporate Partnerships (OCCP)**

OCCP launched the Gator-to-Gator Coaching Program in 2020 to support CJC students graduating during the pandemic by matching them with CJC alumni for a one-time virtual coaching session.

Semester	# of Undergraduate Students	# of Graduate Students	Total
Summer 2020*	32	0*	32
AY 2020-2021	60	25	85
AY 2021-2022	84	13	97
AY 2022-2023	58	20	78

\* Summer 2020 was the program pilot and includes May and August 2020 graduates.

\*\* Program was piloted with undergraduate students only.

The CJC Office of Careers and Corporate Partnerships held a Senior Showcase event in Spring 2023. This was a reverse career fair where CJC seniors tabled with their portfolios and employers went around to the tables. This allowed for higher engagement between CJC students. We had 22 seniors participate and 60 people attend including 18 employers.

## Career Connections Center

The CCC saw an increase in overall student interaction with the career center.

CCC Interaction	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Workshop	886	782	631	460	919	930
Express Drop-In	376	247	428	308	183	112
Career Fairs	338	205	335	310	648	813
CHOMP	96	57	347	316	312	735
On-Campus Interview	67	46	82	89	31	16
Career Planning	264	192	150	204	227	363
Employer-Hosted Event	22	38	98	4	5	32
Gator Career Closet	0	101	147	8	35	73
Project Resume	27	21	201	39	59	17
Diversity Meet-Up	0	17	37	24	13	15
Virtual Mock Interviews	2		1	0	2	0

**Who reviewed the results?** The data was collected by the Office of Careers and Career Partnerships Director, and reviewed by the Associate Dean for Undergraduate Affairs.

**What did we find out?** The Gator-to-Gator Coaching Program launched in 2020 to support graduating CJC students pandemic by matching them with CJC alumni for a one-time virtual coaching session continues to be a success. The CJC Senior Showcase resulted in students improving networking skills and connecting with employers for career advice and jobs

after graduation.

**Action Item 4: Maintain or increase number of students doing internships.**

**AY 2021 - 2022**

	ADV	JOU	PR	TEL/MPMT	TOTAL
<b>Summer 2021</b>	32	33	57	12	<b>134</b>
<b>Fall 2021</b>	6	12	15	8	<b>41</b>
<b>Spring 2022</b>	10	28	17	11	<b>66</b>
<b>TOTAL</b>	<b>48</b>	<b>73</b>	<b>89</b>	<b>31</b>	<b>241</b>

**AY 2022 - 2023**

	ADV	JOU	PR	TEL/MPMT	TOTAL
<b>Summer 2022</b>	38	28	43	14	123
<b>Fall 2022</b>	9	21	10	8	48
<b>Spring 2023</b>	17	16	12	6	51
<b>TOTAL</b>	<b>64</b>	<b>65</b>	<b>65</b>	<b>28</b>	<b>222</b>

There was a slight decrease in the overall number of internships that CJC students registered for in 2022-2023 as opposed to the year before – 241 in 2021-2022 as opposed to 222 in 2022-2023 (-19).

The main reason for this is the decline in the number of PR (Public Relations) students doing ‘formal’ internships – from 89 in 2021-2022 to 65 in 2022-2023 (-24). This decrease was due to the fact that PR changed its requirements two years ago so that students no longer need to do an internship for credit. The department thought that requiring their students to complete an internship for credit was an equity issue. Lots more students are doing internships than the table above shows, but they’re doing them for no credit, and often for pay.

The number of internships for MPMT (Media Production, Management, and Technology... formerly TEL, or the Dept. of Telecommunication) decreased slightly from 31 in 2021-2022 to 28 in 2022-2023 (-3), but they’re still the lowest of the four departments. That’s largely due to the many immersion experiences students can take part in within this college, with its two TV and three radio stations, as well as GatorVision and the Innovation News Center.

**Who reviewed the results?** The data was collected by the four department chairs and reviewed by the Associate Dean for Undergraduate Affairs.

**What did we find out?** There was a slight decrease in the overall number of internships that CJC students registered for in 2021-2022 as opposed to the year before – 241 in 2021-2022 as opposed to 222 in 2022-2023 (-19), and this is in large part due to the drop of students doing internships in Public Relations, as PR no longer requires students doing an internship for credit.

**Action Item 5: Maintain or increase student participation in the CJC immersion opportunities.**



The College of Journalism and Communications has a wealth of opportunities for students to gain professional experience outside the classroom and within the walls of Weimer Hall. From our seven broadcast stations (two TV and five radio) that serve our Journalism and MPMT students to The Agency that caters to students in Advertising and Public Relations, literally hundreds of students a semester can partake in these immersion experiences.

A couple of years ago, the CJC created a course that captures many of these immersion experiences. That course is RTV3945: Electronic Media Practicum course, and it consists of many different sections each dealing with a different topic, controlled by the Department of Media Production, Management, and Technology.

And this past year, the Department of Journalism created its own course that houses the various Journalism-related immersion experiences. That course is JOU4201: News Center Practicum.

The table below shows how many students registered for the various immersion experiences sections through the RTV3945: Electronic Media Practicum course this past year (AY 2022-23), and how that compares to last year (AY 2021-22):

	<b>AY 2021-22</b>	<b>AY 2022-23</b>
	<b># of students</b>	<b># of students</b>
<b>Live Gator Sports</b>	16	21
<b>TV News Production 1</b>	62	61
<b>TV News Production 2</b>	7	26
<b>GHQ Radio</b>	41	42
<b>Knight Talks TV Interview Show</b>	13	27
<b>WUFT Associate</b>	N/A	3
<b>Weather</b>	10	8
<b>WUFT – FM Associate Producer</b>	N/A	6
<b>WUFT Live Segment Producer</b>	N/A	1
<b>360 Video Production</b>	4	3
<b>WUFT Media Services</b>	N/A	11
<b>T O T A L</b>	<b>153</b>	<b>195</b>

The table below shows how many students registered for the various immersion experiences sections through the JOU4201: News Center Practicum course this past year (AY 2022-23). There's no comparable data from last year as this was the first time this course was offered.

	<b>AY 2022 – 23</b>
	<b># of students</b>
<b>Advanced Experience</b>	2
<b>ESPN Gainesville</b>	38
<b>ESPN Gainesville 2</b>	43
<b>ESPN Gainesville 3</b>	6
<b>ESPN Gainesville Features</b>	18
<b>ESPN Gainesville Social</b>	12
<b>INC PaCE/UFO</b>	21

<b>Intro to ESPN Gainesville</b>	35
<b>News Breakdown</b>	8
<b>News in 90</b>	2
<b>Photo</b>	4
<b>Reptile Report</b>	9
<b>Sports Anchoring</b>	7
<b>Standby</b>	10
<b>The Lede:</b>	26
<b>TV Anchor</b>	56
<b>Web Producing</b>	5
<b>T O T A L</b>	<b>302</b>

The other immersion experiences students participated in include:

	<b>AY 2021/22</b> <b># of students</b>	<b>AY 2022/23</b> <b># of students</b>
<b>The Agency</b>	124	172
<b>Bateman Team</b>	5	5
<b>CJC x NYC</b>	23	51
<b>frank Gathering</b>	15	41
<b>Noticias Spanish Newscast</b>	24	21
<b>“Orange and Blue” / “Atrium” Magazines</b>	29	35
<b>Study Abroad</b>	122	229
<b>T O T A L</b>	<b>342</b>	<b>554</b>

**Who reviewed the results?** The data was collected by Interim Assistant Dean for Immersion Experiences, an Academic Advisor and the Associate Dean for Undergraduate Affairs, and was reviewed by the Associate Dean for Undergraduate Affairs James.

**What did we find out?** The number of students who participated in immersion experiences increased substantially this year. In all, 1,051 students took part in immersion experiences in AY 2022/23 as opposed to 669 in AY 2021/22... a jump of 57%.

#### **ATTACHMENTS:**

#### UNIT GOALS CONNECTED TO UNIVERSITY GOALS -----

##### RELATED ITEM LEVEL 1

#### **Goal 2 An outstanding and accessible education that prepares students for work, citizenship and life.**

##### **Goal:**

An outstanding and accessible education that prepares students for work, citizenship and life.

##### **Objective:**

Four objectives are associated with this goal.

- Objective 1. A high quality, widely recognized, financially accessible undergraduate, graduate and professional education and experience.

- Objective 2. Services that are accessible and available in a timely fashion that support student health, development, and well-being, thereby improving their academic and personal growth and success.
- Objective 3. Academic programs that promote effective and accessible learning through innovation.
- Objective 4. High quality student-faculty interactions in mentored research.

## Goal 4 Increase Quantity and Quality of Scholarly Research and Increase Funded Research Activities

**Goal:** Increase Quantity and Quality of Scholarly Research and Increase Funded Research Activities

### Action Items:

**Action Item 1:** Generate more high-impact research.

**Action Item 2:** Increase overall research productivity.

**Action item 3:** Increase CJC research profile.

**Action Item 4:** Support the development and submission of proposals.

**Action Item 5:** Support wide participation of college faculty in proposal development.

**Action Item 6:** Increase grant funding.

### Measures of Action Items:

**Action Item 1:** Generate more high-impact research.

- Overall number of journal publications with impact factors of 1.0+ and 2.0+.
- Individual increases in H-Index scores.

**Action Item 2:** Increase overall research productivity.

- Mean number of peer-reviewed publications per tenure-track and tenured faculty member.
- Median number of peer-reviewed publications per tenure-track and tenured faculty member.

**Action Item 3:** Increase CJC research profile.

- Number of top-paper awards.
- University-wide awards.
- National/international awards.

**Action Item 4:** Support the development and submission of proposals.

- Number of proposals submitted.

**Action Item 5:** Support wide participation of college faculty in proposal development.

- Number of individual college PIs/co-PIs.

**Action Item 6:** Increase grant funding.

- Number and amount of monetary awards.

### Time Period of Action Items:

**Action Item 1:** Generate more high-impact research.

- Listed by publication year, through 2022 as observed in July 2023 with H-index scores.

**Action Item 2:** Increase overall research productivity.

- Through publication year 2022, as observed in July 2023.

**Action Item 3:** Increase CJC research profile.

- AY 2022-23

**Action Item 4:** Support the development and submission of proposals.

- AY 2022-23

**Action Item 5:** Support wide participation of college faculty in proposal development.

- AY 2022-23

**Action Item 6:** Increase grant funding.

- AY 2022-2023

**Resources of Action Items:**

**Action Item 1:** Generate more high-impact research.

- Associate Dean Marcia DiStaso, Division of Graduate Studies and Research

**Action Item 2:** Increase overall research productivity.

- Associate Dean Marcia DiStaso, Division of Graduate Studies and Research

**Action Item 3:** Increase CJC research profile.

- Associate Dean Marcia DiStaso, Division of Graduate Studies and Research

**Action Item 4:** Support the development and submission of proposals.

- Associate Dean Marcia DiStaso, Division of Graduate Studies and Research, and Research Administration Director Max Williams

**Action Item 5:** Support wide participation of college faculty in proposal development.

- Associate Dean Marcia DiStaso, Division of Graduate Studies and Research, and Research Administration Director Max Williams

**Action Item 6:** Increase grant funding.

- Associate Dean Marcia DiStaso, Division of Graduate Studies and Research, and Research Administration Director Max Williams

**Results and Evaluation:**

**Action Item 1: Generate More High Impact Research**

Journal Articles by CJC Faculty					
	2018	2019	2020	2021	2022
<b>Impact Factor 1.0 – 1.99</b>	39	28	33	9	-
<b>Impact Factor 2.0 +</b>	20	23	44	53	-
<b>Unranked</b>	-	-	-	-	6
<b>Impact Factor &lt;1.0</b>	-	-	-	-	11
<b>Impact Factor 1.0 – 3.0</b>	-	-	-	-	54
<b>Impact Factor 3.1 – 5.0</b>	-	-	-	-	44
<b>Impact Factor 5.1 – 10.0</b>					22
<b>Total Number of Articles</b>	49	51	77	62	137

Mean H-Index per Ph.D. Faculty				
	July 2020	July 2021	July 2022	July 2023
<b>Web of Science/Clarivate H-index*</b>	8.69	8.95	10.08	10.4
<b>Google Scholar H-index*</b>	16.09	18.34	19.28	18.8
<b>Assistant Prof H-index*</b>				8.57
<b>Associate Prof H-index*</b>				16
<b>Professor H-index*</b>				28.8

\*for faculty with public scores

### How measured?

- Tracked journal publications for faculty and recorded impact factors. Three changes were made in these calculations:
  - Last year, we saw the change in the calculation of impact factors, so the adjustment in reporting for this year was necessary.
  - Faculty publications were determined using Digital Measures and Google Scholar to better capture all publications.
  - H-indexes for faculty titles were also recorded.
  - We worked with all faculty to increase the number of faculty who have public Google Scholar accounts (only 7 still do not)
- Tracked individual H-Index scores (\*for those with public scores)

**Who reviewed?** The Associate Dean for Research presented results to the Dean and the Executive Associate Dean and discussed as part of the annual review process. This data is shared with all faculty at the end of the year all faculty meeting.

### What did we find?

- Action Item 1: Generate More High Impact Research: MET
- The total number of faculty publications increased 55% (from 62 to 137). Much of this is likely due to better tracking of publications.
- The better calculations also identified better insight into the journals. Six journals were unranked but were industry specific and given that some of the CJC specializations are newer, it's common to have faculty publishing in these yet unranked journals, so these are still valuable publications. 16% were in highly ranked journals (5.1 and higher impact factors).
- H-index scores for both Web of Science/Clarivate and Google Scholar decreased from July 2022 to July 2023. This is likely due to faculty changes – retirements and hiring more junior scholars.

### Action Item 2: Increase overall research productivity

Peer-Reviewed Journal Articles per Faculty Member					
	2018	2019	2020	2021	2022
<b>Mean</b>	2.23	2.00	2.51	2.56	3.625 (4.83)
<b>Median</b>	2	1	2	2	2 (3.5)
<b>Zero Journal Articles</b>					10
<b># with 1 Journal Articles</b>					4
<b># with 2 Journal Articles</b>					8
<b># with 3 Journal Articles</b>					3
<b># with 4 Journal Articles</b>					4
<b># with 5-10 Journal Articles</b>					8
<b># with 10+ Journal Articles</b>					3
<b>Mean for Assistants</b>					3.71 (4.0)
<b>Mean for Associates</b>					2.81 (3.75)
<b>Mean for Professors</b>					4.35 (6.17)

Inside parentheses is amount without the 10 faculty who didn't have a journal publication in 2022.

**How measured?**

- The total number of journal publications per faculty member was recorded from Digital Measures and Google Scholar.
- The mean and median were calculated for all faculty and for faculty who published (10 did not).
- Means were calculated for assistant, associate and professors with and without those who published)

**Who reviewed?** *The Associate Dean for Research presented results to the Dean and the Executive Associate Dean and discussed as part of the annual review process. This data is shared with all faculty at the end of the year all faculty meeting.*

**What did we find?**

- *Action Item 2: Increase overall research productivity: MET*
- *The average number of peer-reviewed journal articles saw an increase, but some of this might be due to the better tracking.*
- *The median remained the same if calculating for all faculty (including the 10 without journal publications) but increased if only including journal productive faculty.*
- *On average, CJC faculty who published in journals last year did so at an average of over 4 per person.*
- *Full professors published at the highest average and associate professors at the lowest.*
- *Of the 40 scholarly faculty, 75% published at least one journal article in 2022 and 30% published 4 or more journal articles. This means that 35% of the scholarly faculty did not meet the 2-4 article standard.*

**Action Item 3: Increase CJC research profile.**

Awards				
	2019	2020	2021	2022
<b>Number of Top Paper Awards</b>	13	11	8	15
<b>Number with a Student</b>				12
<b>Number of Other Conference Awards</b>				15
<b>Number with a Student</b>				2
<b>Number of Other Research Awards</b>				1
<b>Number with a Student</b>				0
<b>Number of University Awards</b>	4	11	3	8
<b>Number of International Awards</b>	9	6	2	6

Publicity		
	Published	Promoted
<b>Publications</b>	137	71

**How measured:**

- The total number of top-paper awards is recorded from conference programs and Digital Measures. Authors were recorded (new this year).
- Other conference awards were also recorded like Fellowships, Senior Scholar Awards, and dissertation awards. Plus other research awards like top journal article awards were also tracked.
- University-wide award won are tracked.
- Industry and conference awards are ranked as international, national or regional.
- Publicity was calculated by tracking each publication (not de-duplicated) to see if it was written about by CJC.

**Who reviewed?** *This information is entered into Digital Measures system by individual faculty for discussion in annual evaluations with department chairs, who then discuss it with deans. The aggregate college-wide results were discussed as part of the Research Division's annual review.*

**What did we find?**

- *Action Item 3: Increase CJC research profile: MET*
- *The number of top paper awards at conferences increased 47%. This may be because of better tracking.*
- *80% of the top paper awards were with a graduate student on the paper.*
- *College faculty and grad students also won 15 competitive conference awards.*

- Faculty won 8 UF awards (up from 3 LY)
- Six of the awards were international (up from 2 LY)
- Half of the published journal articles received coverage by CJC, but since this is the first year tracking it will serve as the benchmark.

**Action Item 4: Support the development and submission of proposals.**

CJC Grant Proposals Submitted					
	2019-18	2019-20	2020-2021	2021-22	2022-23
<b>Without Media Properties</b>	-	-	-	68	51
<b>Media Properties</b>	-	-	-	4	7
<b>Total</b>	57	68	82	72	58

**How measured:**

- Number of proposals submitted where CJC was the lead

*Who reviewed?* The Associate Dean for Research presented results to the Dean and the Executive Associate Dean and discussed as part of the annual review process. This data is shared with all faculty at the end of the year all faculty meeting.

*What did we find?* We saw a decrease in the number of proposals submitted from the previous year. However, Covid may have led to some inflated grant activity due to some additional grant opportunities. It's also possible that the Research Administration Director not starting until November 2021 also impacted grant productivity this year.

**Action Item 5: Support wide participation of college faculty in proposal development.**

Number of CJC Faculty Submitting Grant Proposals					
	2019-18	2019-20	2020-2021	2021-22	2022-23
<b>As PI Without Media Properties</b>	-	-	-	24	21
<b>As a member (not CJC lead)</b>					5
<b>As PI Media Properties</b>	-	-	-	1	8
<b>Total</b>	24	29	28	25	34

**How measured:**

- Number of individual college PIs/co-PIs.
- The total amount applied for with CJC PI was \$3,883,158

*Who reviewed?* The Associate Dean for Research presented results to the Dean and the Executive Associate Dean and discussed as part of the annual review process. This data is shared with all faculty at the end of the year all faculty meeting.

*What did we find?* We saw an increase in the total number of CJC faculty who submitted grant proposals from the previous year.

**ATTACHMENTS:**

UNIT GOALS CONNECTED TO UNIVERSITY GOALS -----

RELATED ITEM LEVEL 1

**Goal 4 Growth in research and scholarship that enhances fundamental knowledge and improves the lives of the world's citizens.**

**Goal:**

Growth in research and scholarship that enhances fundamental knowledge and improves the lives of the world's citizens.

**Objective:**

Four objectives are associated with this goal.

- Objective 1. Documented advances in productivity and recognition of UF research programs.
- Objective 2. Exceptional graduate and postdoctoral scholars who will contribute to influential research and scholarship.
- Objective 3. Increased extramural and intramural funding that enhance both basic and translational research.



- Objective 4. Processes and systems that facilitate excellence in research and scholarship.

## Journalism and Communications IE Detail

**Providing Department:** College of Journalism & Communications

### Administrative Support Services:

Administrative support services are monitored in several ways. First, the College administers a survey at least once every three years to all members of the faculty in which they rate the effectiveness of each administrator in the college. The dean and executive associate dean in turn meet with administrators to discuss the findings and address deficiencies. The dean shares aggregated results of the faculty's evaluation directly with the faculty.

Second, administrators complete annual self-evaluations. The self-evaluations require that administrators specifically address their units' progress towards goals set out in the college's institutional effectiveness plan.

Third, the dean meets monthly with a student advisory group, a collection of student leaders from the various departments of the college. In these meetings, the dean receives candid feedback about the effectiveness of administrative support services. Fourth, each unit is required to complete an annual report where progress towards the college's institutional effectiveness plan must be documented.

Services are modified as a result of consultations between the dean and administrative support leaders. The dean reallocates resources to address support service needs. Perhaps the biggest investment this year was the inauguration of The Atlas Lab, a state-of-the-art facility for students, faculty, and staff to develop an expertise in analyzing digital media dynamics, behavior, and conversations. Fueled by sophisticated, AI-driven [digital media analysis tools](#), the lab provides students with invaluable, real-world experience in data analytics; researchers with a treasure trove of data to develop new insights for industry; and best-in-class tools to help our immersion venues provide additional value to customers and the community.

In March of 2020, the College created the Office of Careers and Corporate Partnerships (OCCP), and has hired its first Director, to help student better navigate the transition between the College and a career. The OCCP has since grown to include a marketing analyst, a graduate assistant, as well as an intern. The marketing analyst was an interim position, but this year it was made permanent. The OCCP partners with the UF Career Connections Center to provide career coaching and other career services to CJC students.

### Academic and Student Support Services:

The Professional Advising and Teaching Hub (PATH) is perhaps the one location where students are most thoroughly supported – from the time they come to our college (sometimes they get support even before that), through their years here, and even after graduation.

The PATH Office opened in late spring of 2014 and has brought together diverse student services under one roof: the academic advisors (9 full-time in all – 5 for residential students, and 4 for online students); the Knight Division for Scholarships and Student Inclusion; and the Office of Careers and Corporate Partnerships (OCCP). The advisors help students with course selections and all other academic needs; the Knight Division helps with scholarships, student success, and assisting students in distress; and OCCP helps students get internships and jobs.

Academic and student support services are monitored through several assessments. One is UF's Graduation Survey. All students applying for graduation are asked to take a survey relating to their experiences at the University of Florida, future employment, and/or educational plans post-graduation. The survey provides comprehensive information about future plans of all graduates and alumni by college and other categorical selections. The results of the survey are used by the institution for accountability, program review, and accreditation purposes.

Another is the CJC Exit Survey that all graduating seniors need to take to determine the quality of experiences offered in the college. Students are asked about their involvement in immersion experiences and internships, their career preparation at the college, their job prospects, their interaction with advisors, and so on. The survey also allows for analysis of which experiences produce a higher likelihood of jobs and high salaries on graduation.

Advising effectiveness is assessed by a survey sent to every student after a visit (remote or face-to-face) with an academic advisor. The survey is coordinated by Salesforce, and the same survey is used to assess advisors from all UF colleges. The survey asks the student's perception of the helpfulness, promptness, and courtesy of service they received. It also provides space for students to record an open-ended response evaluating their experience, whether good or bad. Data are shared with staff in the office so that services can be modified when necessary. The office also monitors its effectiveness through periodic meetings of our associate dean and his advisers with the leadership of other advising offices on campus. The purpose of these visits is to gain information about how to better serve students and to learn about procedures and practices that improve the quality of student support in the college.

### Research:

The Associate Dean for Research monitors faculty research by recording the publications, refereed conference papers, and funding activities that are listed in each faculty member's annual self-evaluation. She also compiles a list of papers presented by faculty and graduate students that are presented at important national and international conventions. The Associate Dean also reviews outcomes of research-sponsored activities such as grants, sabbaticals, or research summers. Finally, the Associate Dean aids with grant applications, training in the use of college labs and software, and chairs the college's research committee, which funds college research initiatives and awards summer salary for outstanding research proposals. A couple of years ago, the college hired a director of grants to increase productivity in securing extramural funding for research.

The College limits the service and teaching loads of new faculty in an effort to help assistant professors focus on their research programs. New faculty members are also assigned research mentors, who offer guidance and support, as well as candidate assessments of the candidate's progress towards tenure and promotion. Research data are assessed annually by the associate dean. These evaluations are used to determine wise investments of research dollars. Faculty who have not followed through on publication plans mentioned in grants or sabbaticals are made ineligible for future support.

### Community and Public Service:

The college subscribes to the goal of providing service that furthers the mission of the university, including service on departmental, college, and university committees, councils, and senates; service in appropriate professional organizations; participation in professional meetings, symposia, conferences, workshops; and service on local, state and national governmental boards, agencies, and commissions. Highest priority is given to certain service activities in our college:

- Service directly related to the professional/scholarly expertise of the faculty member.
- Service to the college and university through work and leadership on committees.
- Service to public schools and community colleges of Florida.



The undergraduate area of the college's mission has been enriched through faculty participation in educational programs for news media, magazines, digital publications, commercial and non-commercial broadcast facilities and production units, public relations firms, corporate communication and numerous similar entities in the government and public sectors.

All faculty members in the college have service as some portion of their overall assignment. In their annual self-evaluation, faculty members document their service accomplishments, which then are considered when department chairs write each faculty member's annual evaluation. Service is rewarded with merit pay increases, when available and as appropriate to the faculty member's assignment.

Service accomplishments are considered in tenure and promotion recommendations. The college has historically gained a measure of recognition and respect from other similar academic institutions throughout the nation because of the very nature of our service mission. Faculty involvement in service directly related to professional and scholarly expertise in advertising, journalism, public relations and media production, management, and technology has assisted the college in attaining a unique position among our peer groups. Faculty with a major assigned responsibility for and significant faculty assignment in service (i.e., 15 percent or more each semester and, for 12-month faculty, summer session) may include service as one of the two categories (besides teaching) in which they earn the distinction necessary for tenure or promotion, contingent upon written approval from the dean and provost. Evidence in this category must demonstrate the faculty member's leadership performance in service and for promotion to full professor, master lecturer, or senior associate in a national or international reputation for his/her service contributions and achievements.

The college also encourages community and public service through its support of specific units within the college with a major service/outreach mission. The Brechner Center is the focal point for the college's long tradition of support for issues related to freedom of information. The Center focuses first on Florida, but the Center also engages in national and international outreach and is recognized by FOI experts as an important resource on freedom of information. The Marion B. Brechner First Amendment Project was created in 2009 and is directed by the college's Joseph L. Brechner Eminent Scholar. The First Amendment Project is a non-profit, non-partisan organization dedicated to current and contemporary issues affecting the First Amendment freedoms of speech, press, thought, assembly, and petition.

The Consortium on Trust in Media and Technology is built to look across all communication fields, with an emphasis on better understanding how technology influences the way we interact with information. The program fosters a diverse community of scholars and thought leaders to study ways to build trust and apply what it learns, drawing scholars and practitioners from across disciplines to bring their best thinking to the task.

The Center for Public Interest Communications, the first of its kind in the nation, is designed to study, test and apply the science of strategic communication for social change. The Center assists organizations, wanting to create change, discover how behavioral, cognitive and social science can show them how people think, make decisions and behave. Through the use of science, systems thinking and human-centered design, the Center helps organizations create and implement powerful communication strategies.

The [STEM Translational Communication Center](#) helps to make findings from basic science useful for practical application to enhance human wellbeing in science areas. Properly translated and communicated to various audiences, complex science can inform decisions about any number of areas, including the environment, technology, engineering, health, and policy.

The Knight Division for Scholarships and Student Inclusion is responsible for coordinating the college's undergraduate scholarship programs and inclusive student initiatives, including the recruitment and retention of students from underrepresented groups.

The college's Division of Multimedia Properties reports directly to the dean and provides excellent educational opportunities for students. Because the multimedia properties are seen and heard throughout North Florida, they are able to provide news, information, and public service programming to a large and diverse population.

For more than 50 years the Florida Scholastic Press Association has been supported by the college, which provides the college a strong link to high school journalism throughout the state. This relationship also enables the college to demonstrate its support for scholastic journalism by the resources it provides FSPA to carry out the association's mission and by its cooperation with FSPA in its work with high school journalism teachers and students.

The Institute for Public Relations, founded in 1956, exists 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. IPR has been headquartered in the college since 1995.

The College also hosts the Summer Media Institute, a five-night, six-day workshop in which high school students are immersed in journalism and communications. Students with a passion and talent for storytelling and communication and invited to begin preparing for careers in the media industries at one of the largest and most comprehensive journalism and communications program in the country.

Back in 2015, the College launched "The Agency," a full-service advertising and public relations firm staffed by a director and about 100 students from the college. While the agency serves national paying clients it also does pro-bono work for campus and charitable organizations. Three years ago, The Agency brought in a new leadership team, comprised of a new consulting executive director who will drive the vision, strategy, service offering, business development and partnership activities; and an Associate Director for Client Services and Operations.

The College also has an Executive Director for External Relations. The director's primary focus is helping to extend the college's position as a communication industry thought leader. This role includes directing the college's communications strategy, raising the visibility of the college among potential industry partners, identifying new business opportunities, collaborating with other organizations inside and outside the university, and fostering a more entrepreneurial mindset at the college.

#### **Effectiveness Oversight:**

The dean is served in his oversight capacity by his administrative team. This includes the executive associate dean, the associate dean for research, the associate dean for graduate studies, the associate dean for undergraduate affairs, and the assistant dean for student experiences. Additional members of the team are the chairs of each department, the distance education director, and the executive director of the multimedia properties. These individuals meet weekly to assess unit progress towards college goals.

The effectiveness of the college is also assessed through an accreditation process that takes place every seven years. The accrediting body is the Accrediting Council on Education in Journalism and Mass Communications. The accrediting process includes preparation of an extensive report documenting institutional effectiveness. The report is supplemented by a site visit. ACEJMC determines whether the college meets eight standards that include Mission, Governance and Administration, Curriculum and Instruction, Assessment of Learning Outcomes, Diversity and Inclusiveness, Full-Time and Part-Time Faculty, Student Services, Resources, Facilities and Equipment, and Professional and Public Service.

Effectiveness oversight is the responsibility of the Dean of the college, Hub Brown ([hub.brown@ufl.edu](mailto:hub.brown@ufl.edu)) and the Executive Associate Dean, Spiro Kiouisis ([skiouisis@jou.ufl.edu](mailto:skiouisis@jou.ufl.edu)). Academic assessment is the responsibility of Associate Dean James Babanikos ([jbabanikos@jou.ufl.edu](mailto:jbabanikos@jou.ufl.edu)). Oversight of research is the responsibility of Associate Dean Marcia DiStaso ([mdistaso@ufl.edu](mailto:mdistaso@ufl.edu)). Graduate education is the responsibility of Associate Dean Robyn Goodman ([rgoodman@jou.ufl.edu](mailto:rgoodman@jou.ufl.edu)).

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**Institutional Effectiveness Report Complete:** true

**XResponsible Roles:**

## College of Journalism & Communications Actions for Improvement

**Unit/College Actions for Improvement :**

Here are our Actions for Improvement for every Action Item of the four Goals:

**Goal 1: Support and maintain a college climate that is inclusive and respectful for all, and increase diversity of our student, faculty, and staff population.**

**Action Item 1:** Support and maintain a college climate that is inclusive and respectful for all through appropriate policies, programming, and initiatives.

**Actions for Improvement:** The IDE Committee currently has a coffee and dessert get-together for faculty and staff the first Tuesday of every month for people to meet and greet and foster a spirit of belonging. Expanding this to take place every two weeks would be even better. The College can also look into developing optional special events beyond the scope of normal business hours to integrate more opportunities to learn about CJC colleagues and families. More information about UF Affinity Networking Groups can be found here: <https://worklife.hr.ufl.edu/affinity-groups/>.

**Action Item 2:** Maintain or increase recruitment of undergraduate and graduate students from underrepresented groups.

**Actions for Improvement:** The Knight Division director and/or academic advisors go to regional high schools and community colleges to try and recruit students – especially from underrepresented groups – to our college. It may be nice if a faculty member or two can join them in these visits. Also, this past year a short video was produced specifically to showcase the Department of Media Production, Management, and Technology, which was screened at PREVIEW presentations and posted on the department's website. As a result, the enrollment in the department increased. Similar short videos should also be produced and screened for the other three departments.

**Action Item 3:** Maintain or increase the number of lecturers, speakers, guests who can address perspectives from underrepresented groups.

**Actions for Improvement:** The college is doing well in terms of bringing speakers of all backgrounds to speak in classes, but we need to do a better job of keeping track of these speakers, especially in classes taught by adjuncts, as the adjuncts don't submit an annual self-evaluation.

**Action Item 4.** Maintain or increase the number of job applications and hires from underrepresented groups.

**Actions for Improvement:** Last year, a committee made up of college leaders was established to come up with goals, objectives, strategies and tactics to improve the recruitment of faculty from underrepresented groups, especially black and Latin scholars/professionals. The work of that committee continues.

**Goal 2: Grow enrollments in Online Classes, Degrees, and Certificates**

**Action Item 1.** Grow student enrollment in the four undergraduate UFO programs (Advertising; Journalism - Sports and Media; Media Production, Management, and Technology - Media and Society; and Public Relations).

**Actions for Improvement:** The same strategies applied to Goal 1, Action Item 2 apply here: The Knight Division director and/or academic advisors go to regional high schools and community colleges to try and recruit students – especially from underrepresented groups – to our college. It may be nice if a faculty member or two can join them in these visits. Also, this past year a short video was produced specifically to showcase the Department of Media Production, Management, and Technology, which was screened at PREVIEW presentations and posted on the department’s website. As a result, the enrollment in the department increased. Similar short videos should also be produced and screened for the other three departments. The production of these short, promotional videos for all four departments is even more important for online students as many of them are out of state and they make up their minds based on the information they get on the web.

**Action Item 2.** Determine the Ideal Enrollment for the CJC Online Master’s Program

**Actions for Improvement:** The Action Item was changed from last year because the enrollment in the graduate online programs skyrocketed, and it was decided that we needed to lower enrollment so that the quality and rigor of the programs could be maintained. Our goal now is to determine the ideal enrollment for the online MAMC programs (we think it would be 500-600 students) and to attract the most qualified and diverse applicants possible. Next year, this action item will change to: “Deploy strategic marketing and recruiting initiatives to attract and convert high-quality diverse applicants.”

**Action Item 3.** Increase revenues from online programs.

**Actions for Improvement:** For the undergraduate programs, the revenues will increase if the student enrollment increases. Thoughts on how to increase student enrollment were specified in Actions for Improvement for Goal 2, Action Item 1. Things are different for the graduate programs, as a decrease in enrollment obviously meant a decrease in revenues. Most important for next year will be making investments in our programs and courses to continue improving quality. Thus, Action Item 3 for next year will change to read: “Exhibit S.M.A.R.T. curriculum oversight of academic programs and courses.”

### **Goal 3: Improve Quality of Student Professional Development**

**Action Item 1:** Increase Undergraduate job placement rates.

**Actions for Improvement:** Adjust 6-month post-graduation survey distribution plan to better collect job placement information for those students seeking employment after graduating but who don’t yet have a job when they completed the graduation survey.

**Action Item 2:** Increase number of employers directly recruiting students from CJC.

**Areas of Improvement:** Keep employers informed of upcoming recruitment opportunities through monthly employer/recruiter newsletter from the college’s Office of Careers and Corporate Partnerships. Continue to expand and track our employer network through outreach and use of our ERM program. Maintain relationships with recruiters to ensure our records are up to date and to find additional opportunities to engage employers with the college and recruiting our students. Promote job/internship board through college alumni newsletter.

**Action Item 3:** Maintain or increase student utilization of college career resources (CCC liaison, OCCP, Knight Division Digest, Faculty, etc.)

**Areas of Improvement:** Continue to find additional ways to promote the Gator-to-Gator Coaching Program to graduating students. Research the possibility of expanding the program beyond graduating students. Expand the Senior Showcase for Spring 2024 to include all graduating students, not just undergraduates.

**Action Item 4.** Maintain or increase number of students doing internships.

**Areas of Improvement:** The CJC is contemplating having a presence in Washington, D.C., in the same way we established a presence in New York city with CJC @ NYC, and that will increase the number of CJC students doing internships in D.C.

**Action Item 5:** Maintain or increase student participation in the CJC immersion opportunities.

**Areas of Improvement:** The College is considering hiring an adjunct to create a hybrid introductory course for the Agency, which would create an early exposure point and easier access to the Agency for CJC students. The Sports Journalism program will further expand their open house, allowing early exposure to students for the immersive opportunities related to sports within the college.

### **Goal 4: Increase Quantity and Quality of Scholarly Research and Increase Funded Research Activities**

**Action Item 1:** Generate more high-impact research.

**Actions for Improvement:** We need to continue to track articles to determine progress from this new baseline. We can also communicate with faculty and students about journal rankings. This might help them better make publishing decisions. We need to work with faculty to get everyone to make their Web of Science/Clarivate accounts public (26 are still private).

**Action Item 2:** Increase overall research productivity.

**Actions for Improvement:** We can always increase publications. The number of faculty who did not publish in journals in 2022 is concerning. Annual reviews look at the publications cycle of July 1 to June 30, so it is quite possible that publications fell into the other year, but trends and further research is needed to better understand faculty productivity.

**Action item 3:** Increase CJC research profile.

**Actions for Improvement:** There are still awards we aren't applying for. We are in the process of trying to improve how awards are handled and tracked. Promotion about research is a priority this coming year. This will include increasing and tracking social media as well. Additionally, Research Fridays were started and will be publicized outside CJC in next year.

**Action Item 4:** Support the development and submission of proposals.

**Actions for Improvement:** Increasing the number of well-written realistic proposals is our focus this year. While the number drop is not nice to see, I do think we are putting forward better work and therefore this is actually a more appropriate number for us. But we will continue to identify opportunities for grants and support submissions.

**Action Item 5:** Support wide participation of college faculty in proposal development.

**Actions for Improvement:** We are working with new faculty to help connect them with opportunities and directly reaching out when we think opportunities apply. Collaboration across UF is a priority this year, so hopefully connecting people will also lead to increased grant opportunities.

**XResponsible Roles:**