Part II, Standard 1. Mission, Governance and Administration

During the visit, the unit must make the following documents accessible to the team:

- minutes of faculty meetings during the previous academic year and most recent meeting
- minutes of unit committee meetings during the previous academic year
- internal reports on curriculum, educational policy, etc
- files related to searches and hiring decisions regarding administrators
- files related to concerns and complaints expressed by faculty, staff or students

Executive summary (optional).

The University of Florida College of Journalism and Communications has been fortunate in its history to have strong support from higher-level University administrators and external constituencies including donors, alumni, and the community. These combined resources work interdependently to help the College implement and maintain its long-standing vision as one of the nation's most highly-ranked programs dedicated to the preparation of future professionals for the fields of journalism and communications.

The College's latest strategic planning process began in spring 2011. The elected body that represents the faculty, the Faculty Senate (described below), worked collaboratively with the Deans and Chairs administrative group to review the former plan. The associate dean for undergraduate affairs and enrollment management led the effort by forming a joint committee with members of the Faculty Senate and, as a starting point, began discussing strategic goals with the members of the college committees and members of the Faculty Senate. He presented a draft of goals to the college committees and Faculty Senate for input and discussion. The outcome of the discussion was consensus that the strategic planning process needed to be a committed and sustained effort between the administration and faculty. The fall 2011 Kick-Off Faculty Meeting was designated as an optimal time for a collaborative discussion led by a professional facilitator, which is discussed in more detail below.

For the College, the most significant internal improvement in governance since the last Self-Study Report was the creation and election of the College's Faculty Senate in fall 2006. The Faculty Senate, in conjunction with an elected committee that spearheaded the rewriting of the College Constitution, led the effort to define more meaningful roles for faculty in College governance, consistent with UF President Bernie Machen's initiative to increase shared governance across the UF campus.

College-wide faculty meetings typically are held at least twice each semester in addition to a day-long meeting in August at the beginning of the academic year. The graduate faculty typically meet twice a year. Faculty members are elected to College committees by the Faculty Senate. However, unlike many other UF units, College faculty elect all members of the Tenure and Promotion Committee. College faculty also elect the Sabbatical Selection Committee and representatives to the UF Faculty Senate. Each department also has standing and ad-hoc committees.

The dean is appointed by the president or by the provost as the president's designee. College administrators including for example, associate deans, executive directors, and department chairs are appointed by the dean. When vacancies occur for these administrative positions, the position is filled from current members of the relevant department(s)/division after consultation with faculty members or via a national/international search if funding is available for a new hire. Search committees include members of the department/division. In completing their work, search committees recommend candidates to the dean, unranked.
The provost evaluates the dean annually. The dean writes annual performance evaluations of department chairs, associate deans, and executive directors, among others. Faculty members were surveyed in fall 2011 to provide input to the relevant administrator's supervisor for this past year's evaluation, and there was agreement among administrators and faculty that administrator evaluations need to occur more frequently, perhaps on an annual basis. The department chairs write annual evaluations of the faculty assigned to their departments. All faculty members are required to submit annual self-evaluations prior to the chairs' writing their evaluation.

Most complaints or problems are handled by department chairs or, in the case of staff members, immediate supervisors. If matters are not resolved at this level, staff members typically go to the next highest level supervisor; students and faculty members normally go to the associate dean for undergraduate affairs or the associate dean for graduate studies and then to the executive associate dean. Whenever possible, resolution is sought through interpersonal and informal channels. When such resolution is not possible, students normally follow university procedures which take them, ultimately, to the UF Ombudsman. Faculty and staff may seek resolution through the university grievance processes. The University recently revised the process for handling complaints involving allegations of harassment, including sexual harassment. Those cases are handled outside the College through UF’s Division of Human Resources.

Please respond to each of the following instructions:

1. Attach an organizational chart of the unit showing the reporting lines from the institution’s chief executive officer to the persons at the lowest level of administrative responsibility within the unit. Include both names and titles. Briefly describe the administrative responsibilities of each person shown within the unit and of the person to whom the unit administrator reports.

The College’s organizational chart can be seen in Appendix 1-A. (http://my.jou.ufl.edu/governance-and-administrative-resources/).

The responsibilities of administrators in the College are described below. All administrators are expected to work in consultation with the dean and collaboratively with the dean and each other in carrying out their responsibilities. The deans and chairs have regular open meetings on the first, third, and fourth Monday of each month. The executive associate dean seeks input from the other deans and chairs before developing the agenda and the completed agenda is sent to all faculty and staff and posted on the College Intranet, MyCJC (http://www.jou.ufl.edu/about/deanschairsagenda.asp).

On the second Monday of every month, members of the College Council, which includes deans, administrators, executive directors, and directors, have a regular open meeting. The executive associate dean seeks input from the other Council members before developing the agenda and the completed agenda is sent to all faculty and staff and posted on MyCJC (http://www.jou.ufl.edu/about/admincouncilagenda.asp).

A rotating representative from the College Faculty Senate regularly attends the Deans and Chairs and College Council meetings and reports back to the Faculty Senate.

Dean: John W. Wright, II (Reports to the Provost)
- exercises overall administration of the College.
- maintains effective liaison with the university administration, the State University
System, Board of Trustees, and members of the Legislature to encourage maximum support for the College and its activities.

- promotes high morale within the faculty, staff, and student publics of the College.
- exercises oversight of the State and Foundation budgets of the College and supervises work of the college business manager.
- supervises deans/directors in charge of the Brechner Center for Freedom of Information, the Marion B. Brechner First Amendment Project, the Center for Media Innovation + Research, the Division of Multimedia Properties, the Knight Division for Scholarships, Career Services and Multicultural Affairs, and the Interactive Media Laboratory; provides for the maximum integration of students within these activities.
- supervises the work of the associate deans for graduate studies, research, and undergraduate affairs and enrollment management.
- coordinates all fund-raising activities of the College and supervises work of the college development officer.
- serves as liaison with professionals in all communication fields and with academic administrators across UF and at other schools or colleges of mass communication to enhance the reputation of the College.
- coordinates all activities related to alumni relations and promotes the reputation of the College with all external publics.
- supervises external communications including role of publisher of *communicator*.
- prepares administrative reports, including annual reports to professional and accrediting associations and the university administration.

**Executive Associate Dean: Linda Hon (Reports to Dean Wright)**

- serves as second-ranked administrator with supervisory authority over other deans, directors and department chairs, and assists the dean in overall administration of the College and in carrying out the duties and responsibilities of his/her office.
- assists the dean and dean’s administrative assistant in coordinating all matters related to academic affairs, including tenure and promotion, Sustained Performance Evaluation, Salary Plan for Professors, sabbatical and Faculty Enhancement Opportunity selection, and other UF awards related to academic affairs.
- supervises the work of department chairs and their respective academic programs.
- Supervises the work of the college academic director of engineering and information technology.
- supervises ACEJMC Self-Study Report.
- acts as the dean designate for implementation and ongoing evaluation of shared governance procedures in the College. In this role, the executive associate dean works closely with the chair of the Faculty Senate and elected senators (internal/unit departmental representative and those elected to UF Faculty Senate) to ensure the College develops and sustains procedures that are in compliance with UF procedures.
- coordinates elections to College committees and assignment to committees not elected by the faculty, including dean’s committees.
- serves as the College liaison to the Provost’s Office for faculty development efforts. serves as an ex-officio member of College committees related to faculty development.
- assists the dean and business manager in overall execution of the state budget.
• assists the dean in internal administration of all private endowments.
• assists the dean in execution of external communication efforts and is liaison for College matters not involving the dean.
• supervises dean’s office staff in coordinating facility issues related to Weimer Hall classrooms.
• supervises dean’s office staff in coordination of special events involving faculty and students.
• handles all matters related to conflict resolution not resolved by other deans, department chairs, or the college Human Resources Coordinator, including faculty grievances.
• serves as the college’s EEO officer and assists dean in implementation of diversity initiatives in the College related to faculty and students.

**Associate Dean for Graduate Studies: Debbie Treise (Reports to Dean Wright)**

• promotes the graduate programs, including the preparation of materials, website, processing requests for information, and recruiting students.
• administers the program, including oversight of the processing of applications, supervision of student records, handling of drop/add.
• recommends candidates for graduate research and teaching assistantships and oversees all graduate student appointments.
• administers foundation accounts for graduate student funding.
• schedules courses and instructors, working in cooperation with the department chairs.
• coordinates the work of the Graduate Committee.
• works with graduate coordinators, in the various master's specializations.
• appoints initial academic advisers, in coordination with graduate coordinators, in the various master's specializations.
• periodically reviews and works with faculty and Graduate Committee to revise various degree plans.
• supervises the three program assistants and other employees assigned to the Division of Graduate Studies to assure effective and efficient office management.
• serves as liaison with the UF Graduate School.
• keeps faculty, staff, and students informed about changes in university academic rules and regulations related to graduate education.
• encourages scholarly activity by graduate students.

**Associate Dean for Research: Sylvia Chan-Olmsted (Reports to Dean Wright)**

• encourages research and grant activity among college faculty.
• supervises and assists in the search for new grants.
• coordinates all efforts of departments and groups of faculty working together on research projects.
• coordinates, in collaboration with the dean, the strategic direction and programming efforts of the College’s outreach activities, including programs that provide training, research, technical assistance, and consulting for employers and employees around the State of Florida, the nation, and the world.
• supervises the College Research Laboratory.
• reports to the dean and executive associate dean on the results of research by individuals.
and groups.

- makes recommendations regarding the level of private funding of research from endowment income funds.
- chairs the College Research Committee and supervises faculty recommendations for faculty and graduate student research awards.

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

- serves as college liaison with UF central administration for all matters related to undergraduate education and is the contact person for the associate provost for undergraduate affairs and the Associate Deans Council.
- oversees all aspects of Responsibility Centered Management and supervises all enrollment management functions in the College, including providing enrollment data and data analysis for four departments and graduate programs to deans and chairs on a regular basis and as requested by the dean.
- chairs College Curriculum and Teaching and Undergraduate Affairs Committees and is the administrative liaison for the University Curriculum Committee and General Education Committee; and all other UF committees related to undergraduate affairs, as appropriate.
- supervises SACS accreditation.
- handles recruitment of undergraduate students, including coordination of all “Preview” activities and materials.
- handles transfer student admissions and advising sessions.
- supervises advising in the College and is coordinator of the Office of Undergraduate Affairs.
- serves as resource person to answer any academic questions regarding student records.
- supervises the director of the Knight Division for Scholarships, Career Services and Multicultural Affairs.
- supervises the updating of student records, flagging, removal of flags, and degree certification.
- coordinates college tracking records and is responsible for ensuring that seats are available in courses to ensure students stay on track for graduation.
- coordinates monitoring of student academic progress to assist students in staying on track for graduation.
- keeps faculty, staff, and students informed about changes in UF academic rules and regulations related to undergraduate education.
- offers group and individual training sessions for interested faculty, staff, and students regarding the reading and interpretation of the UF academic tracking system.
- coordinates updates and changes to the Undergraduate Catalog.
- works with department chairs to continually correct and refine audits for students on different catalog years.
- coordinates college commencement, including recruitment of marshals.
Department Chairs: (Report to Dean Wright)

John Sutherland, Advertising
Wayne Wanta, Journalism
Spiro Kiousis, Public Relations
David Ostroff, Telecommunication

- lead the department by establishing priorities for human and financial resources and setting the agenda for activities.
- run the department office in an efficient and effective manner.
- recommend the hiring of quality personnel.
- schedule classes and instructors in an effective, efficient, and inclusive manner.
- initiate curriculum study and change.
- evaluate all personnel, recommend the fair allocation of merit pay.
- distribute travel monies in a fair and equitable manner.
- maintain faculty and staff morale.
- assign personnel to teaching, research, and service functions in an equitable manner
- maintain effective liaison with professionals and alumni in the field, especially with professional societies, advisory groups, and visiting lecturers;
- supervise the advising of students, including the fair handling of student complaints.
- supervise internships.
- supervise the scheduling of meetings of the department Advisory Council.
- maintain student morale within the department.
- provide for the effective functioning of the student professional organizations.
- provide effective liaison with administration of the College in making the needs and views of the department known.

Executive Director, Center for Media Innovation + Research: David Carlson (Reports to Dean Wright)

- Leads the College’s Center for Media Innovation + Research and directs all operations of the Center.
- Provides strategic vision and leadership to the College and the dean, especially as it relates to emerging media technologies.
- Supervises all Center employees in consultation with the dean.
- Oversees all budgetary matters related to the Center.
- Coordinates and supervises construction and remodeling projects related to the Center.
- Oversees the Center for Media Innovation + Research website.
- Maintains established ties with journalism and communications professionals at the state and national levels.
- Works cooperatively with the associate dean for research to coordinate establishment of the Digital Communications Research Consortium.
- Assists in fundraising as requested.
- Performs other duties as assigned by the dean.
Executive Director, Division of Multimedia Properties:  Randy Wright (Reports to Dean Wright)

- Leads the College’s Division of Multimedia Properties including complete oversight of the following media properties: WRUF-AM, WRUF-FM, WRUF-TV, WUFT-TV, WUFT-FM, WJUF-FM, and associated websites.
- Provides strategic vision and leadership to the College to ensure proper positioning of the multimedia properties in the North Florida market.
- Leads the senior management team ensuring top performance by the multimedia properties and staff.
- Ensures compliance with all Federal Communications Commission regulations by the multimedia properties.
- Works to ensure the multimedia properties are meeting the academic mission of the College and maximizing the number of student experiences that are available through the radio and television stations and associated websites.
- Works to create unique external partnerships and alliances to better position the multimedia properties, College, and UF.
- Coordinates multimedia property activities and initiatives with the dean and department chairs to ensure academic enhancements are made possible through the multimedia properties and that the facilities operate in a cutting-edge manner.
- Ensures the media properties operate with state-of-the-art systems and technical infrastructure to provide students with the best, most accurate real-world workplace example.
- Provides oversight of the Division’s Student Experiences Coordinator who is tasked with increasing the level and quality of student experiences at the multimedia properties.
- Serves as primary public ambassador for the multimedia properties representing the University and College in community and industry groups. Provides oversight and coordination of the new multimedia/convergence newsroom construction project, projected to open September 2012.

Director of Media and Society Program:  Kim Walsh-Childers (Reports to Dean Wright)

- Works with department chairs and deans to identify and develop broad-based courses and degree program related to media studies.
- Facilitates the development of new course descriptions and syllabi for the Media Studies Program and coordinates university- and state-level review with dean for undergraduate affairs and enrollment management, including approval of selected courses by the General Education Council, as appropriate.
- Coordinates with director of distance education to deliver media studies courses and program online.

Director of Distance Education:  Spiro Kiousis (Reports to Dean Wright)

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

2. Describe the unit’s process for strategic or long-range planning. Attach a copy of the unit’s strategic or long-range plan. This plan should give the date of adoption/revision and the timeline for achieving stated goals.

The most recent update to the Strategic Plan (Appendix ii.A, http://my.jou.ufl.edu/governance-and-administrative-resources/) evolved through discussions in the College's Faculty Senate, which includes two representatives from each department and one representative from among the College’s three unaffiliated faculty, the Deans and Chairs administrative group, and College Council, which includes deans, chairs, executive directors, and directors. A joint committee between the Deans and Chairs and the Faculty Senate was formed in spring 2011 to update and revise the college plan. This committee proposed draft language for goals and sought input from college committees. During spring 2011, the administration and faculty decided the Strategic Plan would be the focus of the fall 2011 Kick-Off Faculty Meeting. During summer 2011 an external facilitator was hired and she led a special faculty meeting July 20. She then conducted a SWOT survey of the faculty July 27 through August 4, which became the starting point for the August 16 discussion.

During all of the discussion, administrators and faculty indicated a desire for a more proactive approach to strategic planning in the College. There was consensus that although the College had moved forward with many elements of the previous Strategic Plan, a more “living” document needed to be created that would guide decision making and resource allocation. There also was consensus that the plan needed to be reviewed on a more regular basis and revised as needed in light of evolving priorities and budget issues.

Given this feedback, the dean suggested a new approach for strategic planning that he discussed in an email to the faculty August 12. And, to provide some context for the August 16 planning session, he discussed the progress made on elements of the existing Strategic Plan:

“We’re all aware there is a shared concern that the tendency in the College is to develop a quality Strategic Plan, and although we seek to achieve most of the major goals and objectives of the plan, we seldom refer to it in discussions. In addition, we’ve never had a strategy for reassessing the plan on a regular basis. We must change that.

I understand that I must take the lead in continuously emphasizing the plan when appropriate in discussions of the business of the College. Starting this semester, and in every semester thereafter, the Strategic Plan will be the first and primary agenda item for at least one faculty meeting each semester. We’ll discuss progress on the plan and its various goals and how we’re doing on implementation of strategies.

Other changes will be helpful. For example, we also will ask that each proposal for funding of any significant amount include a statement of how the funds will be used in a manner supportive of a goal or goals of the plan. But, in a more broad sense, and this is very important, we must consider our Strategic Plan to be a living, dynamic document that we can revise or expand at any time.

A point emphasized at the faculty meeting was that when you examine our accomplishments and processes over the past five or six years, we actually have worked
in congruence with the existing plan. What we have missed is continual reference to the plan and reassessment—those additions and deletions to our goals that have evolved during the past few years, a period of incredible change in our related fields and at UF. I’ll provide a few examples.

The first item listed in our existing document is “Shared Governance.” We have addressed all three stated sub-goals:

- **Elect a standing committee that will continue the process of developing strategies to meet this goal.** We now have an elected Faculty Senate.
- **Increase shared governance, including significant faculty participation in governance regarding such matters as budget and hiring.** We now have our Budget and Long Range Planning Committee. And departmental search committees now indicate preferences in faculty searches. This increases faculty participation in hiring.
- **Re-examine and update the College Constitution to reflect goals and strategies related to shared governance.** We have rewritten the Constitution to accomplish this goal.

The second area listed in the current plan is “Graduate Enrollment/Education.” There is a stated overriding goal which includes a quest to maintain the College’s position among the top master’s and doctoral programs in the nation and to grow graduate enrollment. We have increased graduate enrollment. In congruence with UF goals, we have focused primarily on enrollment in our doctoral program. Enrollment has reached an all-time high of as many as 75 students this past year. While there have been no evaluations or rankings of master’s programs since 1996, our doctoral program recently received two very prestigious evaluations. First, we were evaluated as being in the very top tier of programs at UF by Machen’s Doctoral Program Task Force. In addition, a recent objective analysis of the quality of communication doctoral programs in the United States published in the *Journal of Communication* ranked our program sixth out of 102 programs in the nation. We are ranked ahead of prominent programs at Wisconsin-Madison, the University of Minnesota, and Northwestern University.

The third area listed is “Research and Creative Activities.” By just about any measure we have increased our level of research productivity. Once again this year, we continued to lead all institutions in the number of research papers presented at AEJMC. Along these lines the College received special recognition in an article published in *Journalism and Mass Communication Educator*. The authors analyzed AEJMC research papers to rank productivity. Our college was ranked number one among 92 institutions. We also have increased the number of research summers available to assistant professors and made exhaustive efforts to assign research assistants to all assistant professors. And we now have a laboratory in the College devoted entirely to research.

There are many other specific strategies listed in the College Strategic Plan that have been advanced and emphasized as well, including creation of a Study Abroad Program, development of a converged newsroom, partnerships with the Colleges of Medicine and Liberal Arts and Sciences, introduction of Macintosh computers, upgrading equipment
and facilities to train students better for future developments in media, and establishment of a media technology center.

There are elements within goals that we’ve not adequately addressed. Of course, when we developed the existing Strategic Plan (in 2003 with revisions in 2004 and 2005), we had no idea of the depth of economic woes that would significantly impact the State of Florida and the world and result in a $1.7 million reduction of the College budget and loss of revenue from the endowments. And new goals have evolved in congruence with UF, such as establishment and enhancement of distance education programs and increasing efficiency of generating undergraduate and master’s level student credit hour productivity. These goals have emerged in part from Machen’s vision, which we support, to make UF more entrepreneurial and insulate us from state budget fluctuations. We also want to extend the high quality education offered by our College to more who seek it, including currently enrolled students on campus and individuals throughout the state of Florida, the nation, and globally. The emergence of these new goals exemplifies why we must continually review and update our plan and keep our goals and strategies and desired outcomes salient as we make strategic decisions throughout every semester.

I have said on numerous occasions that my highest priority as dean is to allocate resources and make decisions that will most effectively benefit and facilitate your teaching, research, and service activities. That won’t change. It’s critical that you can work effectively in a supportive climate and we can provide our students the highest possible quality educational experience. Our revised Strategic Plan will be a new articulation of shared convictions about the direction of the College. This will help all of us make strategic decisions together as we go forward."

After the fall Kick-Off Faculty Meeting, the facilitator submitted a report to the dean and executive associate dean that summarized the comments at the meeting. The dean then held two faculty luncheons during which he presented a PowerPoint overview of a draft plan, highlighting the suggested revisions and new material that was discussed at the faculty meeting. The Deans and Chairs group suggested a two-stage completion of the Strategic Plan. During the first stage, the overview and preface as well as the revised mission statement, core values and principles, goals, and strategies were completed. These sections of the revised draft plan were posted on MyCJC and faculty were encouraged to submit their comments. The document was approved in a subsequent faculty meeting and can be seen in Appendix ii.A and http://my.jou.ufl.edu/governance-and-administrative-resources/. Departmental breakout sessions next were planned to develop measurable objectives and timelines. The results of these discussions will be completed and added to the Strategic Plan by spring 2012.

3. Describe the unit's policies and procedures for faculty governance. Provide copies of faculty policy manuals, handbooks or other documents specifying policies, procedures and the roles of faculty and students in governance and in development of educational policy and curriculum.

UF, under the leadership of Machen, implements a model of shared governance whereby faculty and administration have clear delegation of roles and responsibilities and participate in joint decision making. The UF Senate (http://www.senate.ufl.edu/) serves as the university-wide faculty body for shared governance and includes typically two to three members from the
College (the number is proportional to the number of eligible faculty in the unit). Dr. Mary Ann Ferguson, from the Department of Public Relations, chaired the UF Faculty Senate during the 2010-2011 academic year.

At the College level, the most significant step taken to implement shared governance was the formation of a Faculty Senate, which was approved by the faculty January 26, 2007. Shared governance at the College level means that the faculty has final determination on matters such as curriculum, criteria for tenure and promotion, evaluation of students, and recommendations regarding accreditation. Faculty make recommendations on certain matters, including but not limited to, the College budget and technology decisions that impact teaching and research. The faculty also must have an opportunity for consultation with the dean (or designee) on other matters connected with the priorities and policies of the College and their implementation. Consultation implies that faculty members have input into the decision making process and are informed of the nature and rationale for the decision before they are made.

Membership on the Faculty Senate includes two elected representatives from each department and one representative from among the three unaffiliated faculty. The Faculty Senate meets typically once a week or biweekly during the academic year. The dean or executive associate dean (or both) attends the meetings, makes reports as needed, and serves to answer questions and follow up on requests. Minutes are taken by a senator on a rotating basis and when approved posted on MyCJC (http://www.jou.ufl.edu/about/facmeetings/).

Since its formation, the Senate has collaborated with the college administration and elected faculty committees to develop and implement a number of initiatives including revising the

--College Constitution (Appendix 1.B, http://www.jou.ufl.edu/about/collegeconstitution.pdf);

The Senate also worked with the Faculty Development and Welfare Committee to develop a Mentoring Policy (Appendix 1.E, http://www.jou.ufl.edu/about/College-Mentoring-Policy.pdf). And, in concert with the Budget and Long Range Planning Committee, the Senate developed recommendations regarding summer teaching assignments and salary for full-time faculty as well as recommendations for recruiting adjuncts and ensuring equity in compensation. Working with the executive associate dean, the Faculty Senate made suggestions on refurbishments for classrooms and conference rooms that have been implemented. The Faculty Senate also provided assistance with devising the questionnaires and procedures for the most recent administrator evaluations.

The chair of the Faculty Senate calls faculty meetings typically once or twice a semester. The faculty determines the agenda and the chair of the Faculty Senate chairs the meeting. Minutes are taken by a faculty member and when approved posted on MyCJC (http://www.jou.ufl.edu/about/facmeetings/). These meetings are coordinated with the dean to occur in between faculty meetings called by the dean throughout the semester. The Faculty Senate, in conjunction with the executive associate dean, also handles the election of college faculty to the UF Faculty Senate.
Faculty members share in the governance of the College in a number of other ways. For example, faculty have participated in a variety of important initiatives through Task Forces called by the dean. Examples include Task Forces on Convergence (Appendix 1.F, http://www.jou.ufl.edu/about/Convergence-Report-S2008-abridged.pdf) as well as the Center for Media Innovation + Research, Digital Collaboration Suite (Appendix 1.G), and the Flanagan Wing building addition.

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

In spring 2011, all of the elected representative shared governance bodies from each college/unit at UF were asked to evaluate how shared governance is working on 10 key dimensions. The College documented “yes” to all of the following principles:

- Respectful collaborative process between faculty and administration that seeks consensus in the development of shared governance structures and processes.
- Elected representative body of the faculty.
- Written guidelines that delineate the responsibilities and roles of the faculty and the administration in implementing shared governance.
- Written guidelines (e.g., constitution, bylaws, policy manual) for implementing shared governance.
- Approval of the guidelines, documents, and process of shared governance by a majority vote of the faculty and unit administrators.
- Elected faculty committees charged with addressing the major academic missions of the unit.
- Procedures to ensure faculty input into strategic planning, resource allocation, and budget priorities.
- Procedures for resolving differences between faculty and administrators.
- Procedures for period review and evaluation of the principles and mechanisms of shared governance.
- A means of communicating shared governance processes and outcomes to all members of the unit.

Overall, the College reported that shared governance was “working well.” The College cited its best practices as communication, adherence to government in the Sunshine, and collaborative practices. Problems areas that were mentioned were difficulties related to time management, agreement on priorities, and building consensus.

A key issue from the faculty perspective is the reward system for tenure and promotion and the Salary Plan for Professors whereby service such as significant committee assignments does not carry the same weight as excellence in performance for teaching and research. Faculty also have noted the small size of the College faculty relative to other units, which stretches the faculty thin in terms of committee assignments (i.e., the number of slots on the college
committee slate is higher than the number of faculty, which particularly impacts the smaller departments of advertising and public relations—and more recently telecommunication—and the unaffiliated faculty who number only three). Another related challenge is the learning curve for faculty—e.g., new senators must master constitutional guidelines and members of the Budget and Long-Range Planning Committee have to decipher the complexities of RCM.

Issues related to shared governance also are felt by administrators who are trying to negotiate the right balance of roles and responsibilities in line with the university areas of determination, recommendation, and consultation. For example, faculty determine the curriculum but want vision and direction from administrators. The dean controls fiscal responsibilities but is expected to provide transparency and consult with faculty. Administrators also have to deal with time management issues—i.e., trying to enact democratic decision making within a system of constant and urgent deadlines, especially during the summer months when the faculty typically do not meet. Allocation of staff time also has been a challenge, particularly for budget issues given the College’s limited number of fiscal staff who can produce reports and answer questions for administrators and faculty.

During the spring 2011 semester, the College’s Faculty Senate created and administered a survey soliciting faculty feedback about the success of shared governance in the College. Thirty-two individuals completed the online survey, including 26 who identified themselves as faculty members and two who identified themselves as administrators; the remaining four chose not to answer this question. Among participants, six women and eight men listed their gender; all other participants chose the “prefer not to answer” option. Similarly, the participants included 14 who named their department—five from journalism, four from advertising, two from public relations, and three from telecommunication.

Analysis of the data reveals at least two important characteristics. First, majority positive responses (at least 50 percent agreeing or strongly agreeing with the statement) were far more common (28) than majority negative responses (at least 50 percent disagreeing or strongly disagreeing), of which there was only one. Second, however, there were numerous issues on which the faculty responding to the survey were significantly split, with a majority or plurality offering positive responses but a significant minority (25 percent or more) giving negative responses. Although disagreement on some issues is to be expected among any group of colleagues, these responses suggest that there are areas in which the faculty and administrators need to work toward greater consensus about the faculty’s role in shared governance.

Perhaps not surprisingly in a time of diminished resources, several of these areas of significant faculty concern relate to the faculty’s ability to have effective input into budget and resource allocation decisions at both college and departmental levels:

- Faculty have effective input into budget priorities at the college level (46.9% disagreeing or strongly disagreeing).
- Faculty have effective input into resource allocation at the college level (46.9% disagreeing or strongly disagreeing).

As addressed earlier, the amount of discretionary state money since the last accrediting visit has been reduced drastically. And, the College’s unrestricted private endowment, as discussed in Standard 7, increasingly is allocated to cover basic operating expenses. So, although the College’s shared governance model includes an active Budget and Long-Range Planning Committee that meets regularly with the dean and the dean has held numerous faculty
meetings and “Dialogue” sessions about the budget, the focus of these meetings has tended to be explaining how the reduced budget is being used to cover nondiscretionary costs (e.g., adjunct salaries) rather than a mutual discussion of strategic plans for discretionary spending. However, under UF’s Responsibility Center Management model, described in Standard 7, the College stands to see an increase in discretionary revenues from self-funded endeavors, such as online master’s programs, and entrepreneurial activities, such as executive training initiatives. This increase in discretionary funds will provide the administration and faculty a greater chance to develop budget priorities and plans together.

In terms of responses to statements about shared governance and other college climate issues, the most positive responses (majority either agreeing or strongly agreeing with the statement) related to the following items. However, it is important to note that substantial percentages of faculty chose either “not applicable” or “neither agree nor disagree” on many of these items, so there is no case in which the remainder of the faculty disagreed or strongly disagreed. If the “neutral” category was added in, the percentages listed below would be higher, in some cases significantly higher:

- The college provides a working environment that is accepting of ethnic diversity and differences (84%), cultural and lifestyle differences (84%) and gender differences (75%).
- I have the opportunity to participate in decisions that affect me in my department (81.3%).
- My work environment at the department level is collegial (78.1%).
- My colleagues in my department value my opinion (71.9%).

The majority of faculty either disagreed or strongly disagreed on only one item: There is effective sharing of information across departments (53.1 percent). This finding is not unexpected since there has been much discussion in the College about the need for more collaboration across departments. Accordingly, language was added about interdepartmental collaboration to the College’s most recent version of its Strategic Plan.

There were several other issues on which significant percentages of faculty expressed concern, although those disagreeing or strongly disagreeing with the statement did not constitute the majority of faculty:

- The faculty has a strong influence in the selection of administrators (46.9%).
- The College fosters shared governance by rewarding participation in governance work (46.9%).
- Faculty members generally view participation in shared governance as a worthwhile faculty responsibility (46.9%).

Other issues related to shared governance that surfaced in administrative evaluations as well as the discussion in the 2011 Kick-Off Faculty Meeting were related to decision making, accountability, and responsibility. There was acknowledgement from both administrators and faculty that although shared governance is an efficacious model for universities, establishing the right balance between top-down and bottom-up decision making is a challenge. Responsibility, accountability, and follow through are complex, evolving, and under constant negotiation in a system where all people are seen as colleagues, peers, and experts rather than “management” and “subordinates.” Another issue has to do with the special nature of tenure and academic life. All
faculty are potentially life-long members of the College community. So there is a mandate to provide a productive environment for the entire team over the long haul. Therefore, tough decisions in the short term have to be balanced with concerns about long-term cohesiveness and morale since the people affected—and their students and family members—tend to remain a part of the College “family” for life.

A major initiative at UF is to ensure that shared governance is also operating at the departmental level. Although progress is still needed in several areas across all departments, there is a collective discussion occurring about the necessity to ensure that departments are in compliance with university expectations as soon as possible. One example is the Department of Public Relations’ adoption of bylaws to cover the following areas: mission, shared governance, faculty composition and voting, department chair selection and duties, graduate coordinator selection and duties, meetings, promotion and tenure, merit pay criteria, Advisory Council membership and purpose, and ratifications and amendments (Appendix 1.H, http://www.jou.ufl.edu/about/pdf/Department-of-Public-Relations-Bylaws-Final-2-11.pdf). The Department of Advertising has developed a draft of its bylaws but has not formally ratified them at the time of this writing. Faculty in the Departments of Journalism and Telecommunication are moving forward with writing their bylaws now that the leadership transition in the Department of Journalism has been made with the hiring of a new chair in June 2011.

A notable success related to shared governance at the departmental level is merit pay criteria. Faculty members from each department had significant input into these policies (Appendix 1.I):

http://www.jou.ufl.edu/about/pdf/ADV-merit-pay.pdf
http://www.jou.ufl.edu/about/pdf/PR-merit-pay.pdf
http://www.jou.ufl.edu/about/pdf/TEL-merit-pay.pdf

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

The College Constitution specifies that the faculty must meet at least once a semester. However, the faculty typically meets at least twice each fall and spring semester. These meetings are called either by the dean or the chair of the Faculty Senate. For the dean-called meetings, the dean formulates the agenda and announces the meeting. For the Senate-called meetings, the chair of the Faculty Senate develops the agenda and announces the meeting. In addition, the College’s Kick-Off Meeting each August generally lasts all day although the afternoon session often has been allocated to departmental meetings. The dates of the dean-called faculty meetings during the 2010-11 academic year were as follows:

Fall 2010: Annual Fall Kick-Off Meeting, August 17, October 11, December 10

Spring 2011: February 23, March 21, April 22

Two special faculty meetings were called summer 2011: June 9 to discuss RCM as it relates to the 2011-2012 College budget and July 20 to discuss the Strategic Plan

The dates for the Senate-called faculty meetings were as follows:
The dean also holds “Dialogue with the Dean” sessions several times a semester. All faculty and staff are invited to these informal Q & A sessions and the topics vary. The dates for those meetings were as follows:

**Fall 2010:** November 16  
**Spring 2011:** April 21

Departments hold faculty meetings two or more times per semester. The Department of Public Relations generally holds faculty meetings on a monthly basis. The faculty also meets with the Public Relations Advisory Council during the fall and spring Council meetings.

In the Departments of Advertising, Journalism, and Telecommunication, generally two or three major department meetings each semester take place. As in the Department of Public Relations, one meeting each semester is a joint faculty and Department Advisory Council meeting.

5. List faculty membership and responsibilities of the unit’s standing and ad hoc committees.

The list of College committees and names of members can be found at (Appendix 1.J, [http://www.jou.ufl.edu/about/govadmin.asp](http://www.jou.ufl.edu/about/govadmin.asp)).

The committees are divided into two groups—university mandated committees and faculty standing committees. The university mandated committees include Tenure and Promotion, Sustained Performance Evaluation, Sabbatical/ Faculty Enhancement Opportunity, Professional Development Leave, and UF Senate. Eligibility requirements, election procedures and policies related to the university-mandated committees are stipulated in the UF Faculty Contract ([http://www.hr.ufl.edu/labor-relations/union.asp#uff](http://www.hr.ufl.edu/labor-relations/union.asp#uff)).

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


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

All committee responsibilities are described in the College Constitution (Appendix 1.J, (http://www.jou.ufl.edu/about/collegeconstitution.pdf).

**Departmental Committees**

Committees in the Department of Advertising primarily are ad hoc and formed as necessary. For example, with the introduction of the Master of Advertising program, the department formed an ad hoc committee to review best practices and procedures for including doctoral students in master’s-level courses.

The Department of Journalism has a standing committee on curriculum, which recently examined the curriculum, made recommendations, and implemented a revised curriculum. When needed, ad hoc committees are appointed to deal with specific issues and problems. For the most part, however, the department works as a committee of the whole.

The Department of Public Relations has three standing committees—Change of Major, Merit Pay/Market Equity/FEO Evaluation, and Student Evaluation. With recommendation by the faculty, the chair appoints the members of each committee except Merit Pay/Market Equity/FEO Evaluation (which is elected). Members of each committee select their own chair. In addition, the chair may create ad hoc committees to address special issues facing the department. Every effort is made to limit the service assignments of junior faculty.

The Department of Telecommunication has seven standing committees--Committee on Committees, Alumni Affairs, Curriculum, department Policy, Equipment and Facilities, Student Awards, and department Visitors. However, in recent years, because of the reduction in the number of faculty members, some of these committees have been ad hoc or committees of the whole. In addition, faculty members in the respective tracks meet on an ad hoc basis to address issues specific to those tracks.

6. Describe the procedures for selecting and appointing unit administrators.

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

Of the three department chairs appointed since the last Self-Study Report, two—Kiousis (public relations, July 2006) and Ostroff (interim journalism, 2010) were selected internally. Wanta (journalism, June 2011) was hired after a national/international search.

The dean appoints associate/assistant deans following a process that parallels the hiring/appointing of department chairs, except that search committees for a national/international search include faculty members from each of the four departments. If the candidates are internal, the dean consults widely with relevant faculty and other administrators. The three most recent associate dean appointments, Chan-Olmsted (associate dean for research), Hon (executive
associate dean) and Weigold (associate dean for undergraduate affairs and enrollment management) were internal candidates.

The dean of the College is appointed by the provost. The most recent selection process for the dean (2007) included a representative search committee including faculty members and professionals. The committee served in an advisory capacity and recommended an un-ranked list of three finalists to the provost. Recommendation of un-ranked lists of candidates is UF’s standard practice.

7. Describe the process for evaluating unit administrators.

Although not specifically related to the evaluation of individuals, under the leadership of Machen, separate university climate surveys were conducted by a national firm in 2004, 2005, and 2007. Faculty members participated in surveys by voluntarily responding to an email containing a link to the survey website. Faculty members were asked a very broad range of questions, including their perceptions of shared governance, the administration, the communicative climate at the University, and overall job satisfaction. Although the results are reported in aggregate for the university overall, the data from College faculty show an improvement in perceptions from 2005 and 2007, the time period most relevant for this Self-Study Report, on all measures. More specifically, negative perceptions about the most pronounced issues from the 2005 survey—career development and empowerment—for which the College faculty reported a negative and statistically significant value compared to other university units had attenuated (from a value based on total favorable of -16 to -5 and from -15 to 0, respectively) and were no longer statistically significant. The full reports are available at:


The provost evaluates the dean annually in writing. The dean writes annual evaluations of the executive associate/associate deans and other administrators, among others. The Office of the Provost surveys administrators for input into the evaluation of other university administrators and all College faculty for input into the evaluation of the dean using a three- to five-year cycle. This process begun for other administrators in spring 2011 but the Office of the Provost has not yet conducted an evaluation of the College dean.

The dean conducted his own administrator evaluation spring 2011. After investigating best practices among other units at UF with the help of the College Faculty Senate, an initial questionnaire was developed and vetted at Deans and Chairs meetings, the Faculty Senate, and a faculty meeting devoted to discussing the evaluation. Two of the biggest issues faced were (1) ensuring anonymity of responses so faculty would feel secure about participating and (2) deciding how the results would be reported since individual administrator evaluations are personnel evaluations that are specifically exempted under Florida's Government-in-the-Sunshine laws. Like evaluations of individual faculty, these cannot be made public.

After the instruments were finalized (Appendix 1.K and 1.L, http://www.jou.ufl.edu/about/files/Administrator-Evaluation-of-Dean.pdf; http://www.jou.ufl.edu/about/files/Administrator-Evaluation-of-Associate-Dean-or-Chair.pdf), the dean sent the questionnaires electronically to all faculty with instructions to submit their evaluations in a double-blind envelope to a staff member in the Division of Multimedia Properties. The packets then were opened by a dean’s office staff member in another College.

UF: College of Journalism and Communications/Self-Study Report October 2011/Standard 1: Mission, Governance and Administration
The completed evaluations were taken by another College staff member to UF’s Office of Instructional Resources where they were scanned. The results were returned to and reviewed by the dean. The dean then scheduled a faculty meeting during which he discussed the results of the faculty’s evaluation of him. He also scheduled individual meetings with associate deans and department chairs to discuss their results. Department chairs were encouraged to meet with their departmental faculty to discuss the evaluation. The associate dean for graduate studies discussed her evaluation at the final meeting of the graduate faculty spring semester.

8. Report the results of the most recent evaluation of unit administrators.

Generally speaking, department chairs and deans received satisfactory evaluations. Positive comments generally had to do with level of professionalism and enthusiasm, vision and knowledge of the field, leadership skills, work ethic, inclusivity, fairness, dedication, willingness to engage new challenges, dynamism, high standards, openness and availability and approachability, advocacy for students, respect for both research and professional education, establishment of relationships with professionals, acknowledgement of contributions of faculty and other administrators, and devotion to College and faculty.

Issues or concerns that were identified were the need for additional flow of internal information, greater feedback from faculty in smaller settings, more confidence and independence in decision making, more transparency on decisions—especially funding decisions, more information about budgets, avoidance of any appearance of special treatment, ensuring follow through on plans, welcoming of disagreement, developing a program of continued mentoring and training for department chairs, and an increased focus on the environment for untenured faculty.

Feedback from the evaluations was used to identify and reinforce positive aspects of performance and to make changes and improve wherever appropriate and necessary. One immediate action that was taken by the dean was increasing opportunities for one-on-one interaction with faculty members. The dean continued his strategy of lunch sessions with small groups of faculty but increased the number of these sessions during fall 2011. He also increased the number of informal “chat” hours during which he is available for stop-by visits from faculty.

Especially important as a next step is translating the successes of shared governance at the College level to the departmental level. This commitment is necessary not only to be in compliance with mandates from the university but also to meet expectations from faculty who want better communication about issues affecting them and more departmental policies and governance structures such as regular meetings and effectively functioning committees.

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

Faculty members with complaints and concerns meet first with their department chair. Faculty members have the opportunity to express concerns and complaints to the department chair through individual meetings, email correspondence, department meetings, and in their annual self-evaluations. Faculty concerns normally are resolved through discussions with the chair. Issues that may affect more than one faculty member are discussed with the dean and/or executive associate dean, in faculty meetings, and in meetings with the affected faculty.

Faculty members with concerns and complaints that department chairs cannot address/resolve are referred to the executive associate dean or dean. Faculty members also may
file formal grievances through processes established by the University and the United Faculty of Florida through collective bargaining and articulated in Article 31 of the Faculty Contract [http://www.hr.ufl.edu/labor-relations/union.asp](http://www.hr.ufl.edu/labor-relations/union.asp).

Since the last Self-Study Report, the College Faculty Senate has provided a new and helpful mechanism through which faculty can express concerns. The duties of the Faculty Senate include providing an official faculty body for representing the College faculty on issues of concern with the university administration, and in consultation with the administration, developing a process for resolution of conflict between the faculty and administration. Faculty members are encouraged to bring issues forward to their departmental representatives or the chair of the Faculty Senate. The chair regularly meets with the dean and/or executive associate dean to encourage communication, a collaborative approach for problem solving, and productive Senate and faculty meetings. The dean’s office regularly reports data back to the Senate about questions that have been raised.

**Staff Complaints and Concerns**

Staff members with complaints meet first with their immediate supervisor. If this meeting does not resolve the matter or if the complaint involves the immediate supervisor, the staff member proceeds to the next appropriate administrator overseeing the area of employment. Staff members also may file formal grievances through processes established by the University. Most UF staff are employed in one of two categories, TEAMS (mainly professional staff) or USPS (mainly support, non-exempt staff). USPS employees also are represented by a union, and the collective bargaining agreement for USPS staff articulates specific processes for handling complaints from members.

The College also encourages staff input through more informal means. All staff are invited to and encouraged to attend the “Dialogue with the Deans” sessions. A suggestion box is available in the main mail and photocopy room. The College also hosts breakfasts and lunches for the staff at least once a semester. Although the emphasis of these events has been informal and social, they have provided some opportunity for Q & A. And, since the last Self-Study Report, the College upgraded its office manager position to Human Resources Coordinator. This person serves as a liaison between the staff and administration and leads College-wide staff meetings to discuss issues and develop solutions, as needed.

**Student Complaints and Concerns**

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

**Student Grade Appeals**

The Student Evaluation Committee is responsible for the resolution of "grade change" complaints expressed by undergraduate and graduate students. The College Grade Appeals
System provides recourse for a student who has evidence (or when evidence exists) to show that she or he has been assigned an inappropriate grade. The grade appeals process is accomplished in a collegial, non-judicial atmosphere rather than an adversarial one and allows the parties involved to participate.

If the student's concern about a grade cannot be resolved in consultation with the instructor and department chair, the chair will initiate a conference between the student and the chair of the Grade Appeals Committee. The student then files a written appeal which is reviewed, along with other relevant documents, by the committee. In a grade appeal, the burden of proof is on the student. For a grade change to be warranted, the grade appeals process must end in the conclusion that policies stipulated in the course syllabus were violated in assigning the grade in question. The chair of the committee notifies the student and the instructor of the committee's decision.

Students, faculty, and staff can take their complaints and concerns to the dean of the College before pursuing university avenues for resolution. However, in all instances, if the matter is not resolved at the college level, the Office of the University Ombudsman is available to faculty, staff, and students. Before consulting the ombudsman, ordinarily an attempt is made to resolve problems by following the procedures just described.

**Sexual Harassment and Hostile Work Environment Complaints**

All complaints, whether from faculty, staff, or students, involving allegations of sexual harassment or hostile work environment are handled by the same process. All sexual harassment and hostile work environment complaints are referred to staff members in UF's Division of Human Resources for investigation and resolution. Reports of the investigations are sent to the dean for appropriate action.

A complete description of these policies can be found at [http://www.hr.ufl.edu/eeo/sexharassment.htm](http://www.hr.ufl.edu/eeo/sexharassment.htm). The reporting requirements include the following:

Anyone who believes that he or she has been subjected to a violation of this policy or related retaliation is strongly encouraged to promptly report such behavior to the Director of Institutional Equity & Diversity or any university official, administrator, supervisor, manager, or faculty member.

Except for student-on-student sexual harassment, students are strongly encouraged to report such incidents to the Director of Institutional Equity & Diversity. For student-on-student sexual harassment incidents, reports should be directed to the Dean of Students, Office of Student Conduct and Conflict Resolution.

Incidents should be reported as soon as possible after the time of their occurrence to allow the university to take appropriate remedial action. No employee or student should assume University of Florida officials knows about a situation or incident.

Any university official (administrator, supervisor or manager) who has knowledge of or receives a written or oral report or complaint of a violation of this policy must
promptly report it to the Director of Institutional Equity & Diversity, and may be disciplined for failing to do so.

Any faculty member, teaching assistant or staff member with knowledge of sexual harassment of a student must promptly report the incident to the Director of Institutional Equity & Diversity, and may be disciplined for failing to do so.

Other persons who suspect a violation of this policy should report it to an appropriate person in their department / unit or to the Director of Institutional Equity & Diversity.

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

**Graduate programs:**

10. Describe the role of the graduate director or other persons assigned to the program.

**Associate Dean for Graduate Studies: Debbie Treise**

- promotes the graduate programs, including the preparation of materials, website, processing requests for information, and recruiting students.
- administers the program, including oversight of the processing of applications, supervision of student records, handling of drop/add.
- recommends candidates for graduate research and teaching assistantships and oversees all graduate student appointments.
- administers foundation accounts for graduate student funding.
- schedules courses and instructors, working in cooperation with the department chairs.
- coordinates the work of the Graduate Committee.
- works with graduate coordinators, in the various master's specializations.
- appoints initial academic advisers, in coordination with graduate coordinators, in the various master's specializations.
- periodically reviews and works with faculty and Graduate Committee to revise various degree plans.
- supervises the three program assistants and other employees assigned to the Division of Graduate Studies to assure effective and efficient office management.
- serves as liaison with the UF Graduate School.
- keeps faculty, staff, and students informed about changes in University academic rules and regulations related to graduate education.
- encourages scholarly activity by graduate students.
Other Personnel Assigned to Program: Track Coordinators
It is the role of the seven MAMC and MADV coordinators (advertising, journalism, public relations, telecommunication, science/health communication, mass communications law, international communication) to:

- review applicant files for each respective track or program.
- recommend applicant admissions to associate dean for graduate studies.
- serve as initial advisor for incoming master’s students in their respective tracks.
- attend fall Graduate Student Orientation and meet with incoming students.
- periodically review respective degree plan and meet with associate dean for graduate studies to discuss recommended changes.

Graduate Committee
It is the role of the Graduate Committee to:

- Consider and make recommendations to the College’s graduate faculty and the associate dean for graduate studies on all matters related to the graduate program, including:
  - admission standards for the College.
  - curriculum and degree requirements of the College’s master’s and Ph.D. programs.
  - procedures for graduate faculty status.
  - assisting the associate dean for graduate studies in the recruitment of graduate students.
  - acting for the graduate faculty in evaluating and making recommendations regarding admissions and funding.
  - considering and voting on petitions, probation, and other graduate student policy issues.

Program Assistants
There are three full-time program assistants assigned to the Graduate Division. Each has specific roles and responsibilities for maintaining the program operation. Overall, their jobs entail:

- admissions and all associated duties.
- current graduate student records.
- finances.