PART II: Supplementary Information

1. Complete and attach the following tables:
   Table 1, “Students” (Data not available yet; Table will be completed at completion of fall 2011)
   Table 2, “Full-time Faculty”
   Table 3, “Part-time Faculty”

2. Describe the history of the unit in no more than 500 words.

   From very humble beginnings over 80 years ago, the College of Journalism and Communications has grown to be one of the country's premier journalism and communications programs. In 1925, in a dimly lighted basement of Language Hall (now known as Anderson Hall) the first Department of Journalism was born. Orland K. "O.K." Armstrong served as the first head. Three years later, the first three students received journalism degrees.

   Since then, more than 20,000 students have received journalism and communications degrees. The journalism department moved into Buckman Hall, a refurbished dormitory, in 1937. The space presented challenges as the new offices included a converted bathroom, complete with existing plumbing. The talk on campus was that "those damn journalists have been put where they belong," according to an article by former Dean John Paul Jones Jr.

   Rae O. Weimer, known as the college's founding father, arrived in 1949 and raised the department to School status. A former managing editor of New York's PM newspaper, Weimer came to Florida at the urging of Florida daily newspaper publishers. In 1950, the journalism program was accredited--no easy feat for a program that a year earlier had one classroom, no equipment, and only two teachers. By late 1953, the broadcasting curriculum was transferred to journalism and the School's title became the School of Journalism and Communications. Although Weimer never finished college, he and John Paul Jones Jr. laid the groundwork for the tremendously successful academic programs of today.

   By the 1960s, UF's School of Journalism and Communications became the fastest-growing journalism program in the United States and the fastest-growing unit at University of Florida. The growth was directly related to its national prominence as the College began dominating the annual Hearst Foundation's national collegiate writing competition.

   In 1967, the School of Journalism and Communications became a college, with Weimer as its first dean. John Paul Jones Jr. followed as dean from 1968--1976 and oversaw major enrollment growth and the organization of the College into departments of advertising, broadcasting, journalism, and public relations.

   Ralph L. Lowenstein, dean from 1976--1994, supervised the construction of Weimer Hall and its dedication in 1981 as well as the Flanagan Wing addition in 1990. During Lowenstein's tenure, the College's academic programs received top-10 national rankings, and the College enjoyed success in recruiting a diverse faculty and student population. In addition, Lowenstein raised $18.1 million in commitments to the College during the Embrace Excellence capital campaign.

   Terry Hynes succeeded Lowenstein from 1994--2006. She continued the College's long-term commitment to combine theoretical/conceptual classroom instruction with opportunities for practical application and to maintain the College's cutting edge in the use of new journalism and communication technologies. Under Hynes's leadership, the College raised $27.1 million during UF's late 1990s It's Performance That Counts capital campaign. Endowments from this campaign include the College's Knight Chair Professorship, Cox-Palm Beach Post Professorship,
the Jerry Davis Interactive Media Lab and significant resources for computers and computer-related technologies, professional development funds, and graduate assistantships. Hynes supervised the 2001 addition to the Flanagan Wing that houses WUFT-FM's Radio Reading Service for the Blind (started in 1992) and master control facilities for digital television.

In 2006, John Wright was named interim dean and then appointed dean in 2008. Wright’s vision is to honor the College’s history of professional and academic excellence while creating the infrastructure as well as the faculty and student support needed for the College to become a global leader in digital communications education and research. A cornerstone piece of enacting this vision was designing and building the Center for Media Innovation + Research, which includes the 21st Century News Laboratory, Digital Collaboration Suite for advertising and public relations, and Digital Communications Research Consortium. Under Wright’s leadership, the College has overhauled and upgraded its engineering and IT infrastructure, including a new Storage Area Network, and refurbished virtually every workspace and classroom. Wright’s major goal as dean is to ensure faculty and students are equipped to seize opportunities in research and professional education related to cross-platform news delivery and advertising and public relations’ seamless digital environment.

During the year before Wright’s tenure as interim dean began, UF launched Florida Tomorrow, a comprehensive campaign to raise $1.5 billion. Under Wright’s leadership, the College has reached almost $17.5 million in the campaign, with endowments including establishment of the Frank Karel Chair in Public Interest Communications and the Pete Barr visiting lecturer in integrated communications. Wright also has secured several endowed gifts to support the 21st Century News Laboratory.

3. Describe the environment in which the unit operates, its goals and plans, budgetary considerations, and the nature of the parent university.

The College is one of 16 academic colleges at UF, a major, public, comprehensive, land-grant, research university and member of the American Association of Universities. Journalism and Communications is one of the eight "educational and general" UF colleges directly supervised by UF’s provost and vice president for academic affairs. UF offers more than 100 majors and is one of the few universities in the nation that includes on its main campus in Gainesville both a health-sciences complex (with its related hospital facilities) and the headquarters of its agricultural facilities. As the major land-grant university for the State of Florida, UF has a presence in all 67 counties of the state, principally due to its various agricultural extension stations.

The College includes four academic departments (Advertising, Journalism, Public Relations, and Telecommunication); Allen H. Neuharth Library; the Brechner Center for Freedom of Information; the Center for Media Innovation + Research including the 21st Century News Laboratory, Digital Collaboration Suite, and Digital Communications Research Consortium; the Jerry Davis Interactive Media Laboratory; the Knight Division for Scholarships, Career Services and Multicultural Affairs; the Marion B. Brechner First Amendment Project; and the Office of Information Technology and Service. The college also houses the Institute for Public Relations.

The College’s Division of Multimedia Properties includes the ABC News On Campus Student News Bureau and six multimedia facilities, including a full-power PBS affiliate (WUFT-TV), a local news, weather, and Gator sports television station (WRUF-TV), a 100,000-watt public NPR-affiliated FM station (WUFT-FM) and its repeater station (WJUF-FM), and two
commercial stations (WRUF-AM-FM). The College also houses GatorVision, the University Athletic Association’s official online home for UF Gator sports.

The College offers bachelor of science degrees in advertising, journalism (which focuses on online and multimedia), public relations, and telecommunication (including tracks in broadcast news, media and society, operations, and production). In addition, the College offers the master of arts and doctor of philosophy degrees, both in mass communication and a master’s of arts degree in advertising. The master's degree includes professional preparation for advertising, journalism, public relations, and nonproduction areas of telecommunication as well as specialties like international communication and science-health communication. The M.A. degree also includes an online program in global strategic communications and an online program in web design and online communications. The College's goals and plans are articulated in its most recent Strategic Plan (Appendix ii-A and http://my.jou.ufl.edu/governance-and-administrative-resources/).

College enrollments in Fall 2011 included: (See Table I, Students)

- 613 freshmen and sophomores (declared as majors)
- 1,619 juniors and seniors
- 141 master's students
- 70 doctoral students
- 2,443 Students Total

Full-time employees for the College in the 2011-12 academic year include:

- 53 faculty members, including 11 assistant professors, 13 associate professors, 21 professors, 3 lecturers, 4 assistants in (one of whom teaches), and one associate in who teaches.
- 24 full-time and three half-time staff members whose major responsibilities support the College's academic mission. In addition, the College has one OPS staff member and a fiscal staff member whose assignment is split between the College and the Division of Multimedia Properties.
- 36.76 staff members whose major responsibilities support the professional functions of the College's public broadcasting and low-power television stations (plus 33 students on payroll), and
- 13 staff members whose major responsibilities support the professional functions of the College's commercial radio stations (plus 18 students on the payroll).

Overall College budgets for 2010-2011:

- State of Florida budget for academic programs: $9,538,041 (includes faculty/staff salaries, fringe benefits, and operating expense monies)
- Private funds budget for academic programs: c. $515,000 (includes scholarships, assistantships, computers/computer-related technology, all development activities, etc.)
- Federal, State, and viewer/listener funding for WUFT (public broadcasting stations): $4.5 million plus UF in-kind support (including facilities, Physical Plant Division, utilities, etc.) valued at $1.42 million
- Advertising revenue for WRUF-AM/FM: $1.25 million
Total number of College alumni as of December 2010 graduation: 27,687

State Budget Reductions 2007-2011

The recent recession and continuing downturn of the economy in the State of Florida, the nation, and much of the world have brought a series of significant state allocation budget reductions at UF and in the College. Starting in 2007, and in four of the past five years, UF’s state budget has been reduced with the total reduction now at more than $190 million. In 2011 UF experienced a $53 million budget cut including a three percent across the board reduction in state payments to the Florida State Retirement System. UF President Bernie Machen has vowed to replace the FRS reduction for all employees over time.

The College experienced state budget reductions of 4.26 percent or $430,648 in fiscal year 2007-08, 6.00 percent or $580,612 in fiscal year 2008-09, 4.46 percent or $432,769 in fiscal year 2009-10, a total of $154,997 in fiscal year 2010-11 plus an additional $90,930 at the start of the 2011-12 fiscal year for RCM SCH performance. Total reductions for the College now are $1,689,956 or .89 percent of the total UF reductions. The College has not been targeted for disproportionately large reductions by UF, and for the most part the central administration distributed the budget reductions proportionally across campus, including the Health Science Center.

For a number of years prior to the initial budget reduction in 2007, the College received an annual expense budget of approximately $555,000 out of a total budget, including salaries of around $9.3 million. To avoid layoffs, the College returned most of this amount as opposed to salary dollars in the first two years of reductions. Layoffs were required in the third round of reductions because almost all of the College’s remaining state budget is salary funding and almost every employee in the College is funded through the state budget.

The positive budget news is that in 2007 the Florida Legislature gave UF leverage to increase tuition by a total of 15 percent each year until tuition levels reach the midpoint of public institutions of higher learning in the United States. With the 15 percent increase for the 2011-12 academic year, UF undergraduates taking 30 credit hours pay nearly $5,700 for in-state tuition and fees. In 2010-11, the national average was approximately $7,600 for public four-year institutions. However, the average will increase this year due to significant tuition increases in a number of states. This means the 15 percent increase could continue for a number of years.

UF’s tuition increase for 2011-12 adds additional revenue totaling around $23 million. In addition, the UF Athletic Association, which is 100 percent privately funded, is giving at least $6 million to UF academics to help reduce the budget deficit. As a result of these sources and infusion of other non-recurring funding, UF colleges are experiencing modest or no budget reductions for the 2011-12 academic year. UF is considering a number of cost reduction proposals including reductions in payouts given to faculty members for accumulated sick leave.

The College has addressed budget cuts in a systematic, transparent, and collaborative manner and in congruence with the strategic directions of the College. Particularly in the critical period following the mandate for cuts in 2009, Wright held meetings with faculty and staff, conducted “Dialogue with the Dean” sessions focusing on the budget, and met with the Faculty Senate and the Budget and Long Range Planning Committee. The dean and other administrators also encouraged faculty members to meet with them individually to provide input and many did so. In addition, the budget was on the agenda of almost every Deans and Chairs and College Council meeting. See http://www.jou.ufl.edu/about/govadmin.asp for additional documentation.
of College communications during the budget reduction process and details on the amount of reductions each year.

The guiding principle in accomplishing mandated budget reductions has remained that resources must be protected to advance the greater good of the educational mission of the College and to avoid reduction of faculty members’ resources for teaching and research. In addition, the reductions were made to reduce or avoid, as much as possible:

- Impact on professional education across the four departments, upper-level undergraduate SCH, and quality of education related to digital communications, cross-platform training, and core skills and values in journalism, advertising, public relations, and telecommunication
- Impact on the doctoral program and research mission

Unfortunately, given the accumulated amount of reductions of 10.26 percent in 2007 and 2008, the mandate from the provost to submit plans for an additional 10 percent reduction in 2009 left no possibility of avoiding layoffs. This required strategic decisions regarding programmatic reductions. The College had four options that could achieve this level of budget reduction:

- Significant downsizing or elimination of the doctoral program
- Layoffs of lecturers and assistant professors across all four departments
- Elimination of one of the four academic departments
- Elimination of the Documentary Institute

All of the alternatives were undesirable. The significant downsizing or elimination of the doctoral program would have detrimentally impacted the College’s national/international reputation and seriously jeopardized the College’s standing at UF, a Research I, AAU institution. The doctoral program also is a major strength of the College. In June 2011, as a result of extensive review of internal and external data sources including NRC findings, the College’s doctoral program was one of only 12 programs placed in the top tier of programs at UF by a Doctoral Program Review Task Force appointed by Machen (see http://www.gainesville.com/article/20110825/ARTICLES/110829691?tc=cr).

The second option would have required layoffs of newly hired lecturers and assistant professors across the four departments. This step would have imposed a significant negative impact across the board and reduction of the quality of professional education and research across all undergraduate programs and disciplines. It also would have adversely affected graduate education and research across the College and negatively impacted recruiting of faculty.

The elimination of one of the four departments was considered not feasible. Although the departments have separate chairs and some distinct requirements, the interconnection of the departments has grown significantly as media have converged and the strategic communications professions have become more integrated. In addition, almost all of the graduate programs of the College, including the doctoral program, would have been negatively impacted with the loss of any one department since most of the specializations in mass communication consist of faculty members across the four departments.

The elimination of the Documentary Institute also was not desirable. The outstanding documentaries produced by the Institute added significantly to the prestige and reputation of the
College and provided valuable insight on issues of social significance. The faculty members also provided valuable contributions in telecommunication courses at the undergraduate and graduate level. However, previous budget reductions had forced elimination of the Institute’s essential $200,000-plus annual state expense budget. This already would have reduced the ability of the Institute to compete with other top programs in recruiting, and it would have been challenging to maintain quality equipment or provide students necessary expenses to produce documentaries. In addition, one reason the program was so outstanding was because it enrolled (appropriately) a maximum of 20 master’s students each semester so that expenses were adequate and each student could receive significant, high quality instructional direction. Thus, this option, although undesirable, directly affected the fewest number of students in the College which enrolled nearly 2,600.

Although the loss of the Documentary Institute was significant, the College has been able to proceed with the budget reductions without significant impact on most all other aspects of the educational mission or operation of the College. The one exception is the number of full-time faculty, which the College plans to address through distance education revenues and state budget allocations from the 15 percent tuition increases. Through all of the reductions, the following allocations have either increased or never been reduced:

- Allocations to the four undergraduate departments, including travel money for faculty members to attend conferences to present research papers, engage in dialogue with colleagues across the nation and globally, and attend teaching enhancement and professional development workshops
- Allocations for graduate student travel
- Allocations for OPS student support for departments and operations of the Division of Graduate Studies and the Office of Undergraduate Affairs
- Allocations for research seed money for faculty
- Allocations for faculty computer and computer-related needs including software for the research laboratory and for individuals

Much of what has been accomplished is due to private funds available to the College which exceed those of most other programs in journalism and communications.

The economic downturn also presented challenges to the Colleges’ radio and television stations. After several years of financial losses at the commercial properties, WRUF AM-FM, and declining revenues at the College’s public stations, Wright contracted a consultant to help develop a process for restructuring all media properties in the College. As a result, the organizational structure of the stations was transformed and responsibilities consolidated as Wright created the College’s Division of Multimedia Properties. The new organizational structure includes the position of executive director, one manager who oversees all operations. The executive director position, filled by a consensus candidate following a national search, is responsible for all media properties including the commercial and public broadcasting stations. The economic downturn and restructuring also required the layoffs of 13 staff members. However, six full-time positions eventually were added.

Prior to the restructuring, Wright mandated a programming change on WUFT-FM. The hybrid format, which consisted largely of classical music and a few hours of NPR and other news and informational programming, was changed to all news, talk, and public affairs. The station has tripled its audience since this time and increased revenues, and is in sound financial standing. The new format also provides significantly more educational opportunities for students.
in the College. The operations of the multimedia properties and enhancements since the last accreditation visit are discussed more fully below and in Standard 8.

4. Describe any recent major changes in the mission, goals, or programs and activities of the unit.

New Leadership

In addition to Wright’s appointment, several changes in administration have occurred. Dr. Linda Hon became senior associate dean and Dr. Sylvia Chan-Olmsted became associate dean for research in July 2006. Hon was promoted to executive associate dean in 2008. The assistant dean for student services position was upgraded to associate dean for undergraduate affairs and enrollment management in 2010 and Dr. Michael Weigold was appointed to this position. Dr. Spiro Kiousis became chair of the Department of Public Relations in July 2006. Dr. David Ostroff was appointed interim chair of the Department of Journalism in August 2010, and Dr. Wayne Wanta was appointed chair of the department in June 2011. Because of changing needs regarding curriculum and delivery methods for instruction, two additional administrative assignments were made. In 2010, Kiousis was appointed as director of distance education and Dr. Kim Walsh-Childers was appointed as director of the Media and Society Program.

Investment in Digital Communications—Design and Construction of the Center for Media Innovation + Research

A major initiative of the College has been the design and construction of the Center for Media Innovation + Research, a state-of-the-art facility designed to develop tomorrow’s journalism and communication forms (see http://cmir.jou.ufl.edu), headed by Executive Director and Professor David Carlson. The initial funding was provided by a one-time allocation of $750,000 from UF that Wright negotiated when he was hired. The Center’s mission is to create new ways of telling the stories that journalists tell, to develop new ways of disseminating strategic communications, and to research the effectiveness of both. The Center pushes the limits of digital media, providing an outlet for student and faculty projects that tell stories in new ways. Projects utilize text, real-time and edited video, podcasts, mash-ups and other types of Web-based data-integration applications, mobile media, 3-D imagery and virtual worlds, animation, and graphics. Web content is archival, immediate, fully interactive, community-based, and global. The digital labs, which include the 21st Century News Laboratory and the Digital Collaboration Suite, serve as a nucleus of innovation and collaboration. Opened in September 2010, the fully convergent, multi-platform 21st Century New Laboratory provides advanced training for students in online journalism. The Digital Collaboration Suite is designed to be a collaborative environment that not only prepares scholars, teachers, and students for the future of strategic and persuasive communications, but writes that future as well by creating and examining new forms of content, delivery, and engagement. This laboratory will provide an environment that inspires students and faculty to explore the opportunities created by emergent technologies and rising global sentiment about a different type of connectivity. Digital communication also provides a medium for scholarly research and creative activities. Through the Digital Communications Research Consortium, participants will conduct and discuss research on digital topics related to communications law and policy in a digital environment, online advertising, online journalism, public-health education, public-interest communications, social media and consumer relations, and social-change messaging, among other areas.
Advancement in Scholarship--Design and Construction of the Research Laboratory

To provide a state-of-the-art research facility for faculty and graduate students in the College, Weimer 2052 was remodeled and equipped with a projection screen, digital recording devices, IP phones, and 22 research stations, including both desktop and laptop computers. The lab hours are consistent with the operating hours of the other computer labs in the College and are available through a project registration and online reservation system (Virtual EMS). Software available on the lab computers includes Amos (Available on RSC-01 to RSC-04), Atlas.ti, Biopac, Diction 5.0, LISREL (Available on RSC-01), MediaLab (Desktop RSC-04 is the Supervisor Station), Qualtrics, SAS (Available on RSC-01 to RSC-04), SPSS, Spector Pro, Wincati, and the Qualtrics Research Suite.

Enhanced Commitment to Undergraduate Affairs and Enrollment Management

The central advising service in the College has been enhanced and renamed Office for Undergraduate Affairs (previously it was Office of Student Services.). This was done, in part, to reflect the broader set of student benefits available from the office, including information about scholarships, internships, and employment opportunities. The Office for Undergraduate Affairs now processes all student course additions and drops and administers CLASR holds (the College Level Academic Skills Requirement). CLASR is designed to measure the communication and computation skills judged by Florida statutes and the State Board of Education as necessary for successful performance and progression through the baccalaureate level. Responsibility for accepting and evaluating High/Highest honors applications has been moved from the departments to the advising office.

In addition, the new associate dean’s responsibilities include enrollment tracking and management. Through this expanded role the Office provides assistance to the departments, the dean, and the executive associate dean regarding enrollment trends, student diversity, and graduation rates. Another position in the Office has been upgraded from senior clerk to coordinator. In addition, the student office assistants have been upgraded from undergraduate to graduate students.

Expansion of Distance Education and Entrepreneurial Activities

The College’s efforts in distance learning and entrepreneurial activities can be summarized with these broad goals:

- To provide top quality instruction and training to students via distance education and entrepreneurial activities to complement and build on the College’s in-residence programs within the state, region, nation, and world.
- To provide new teaching opportunities to instructors via distance education and entrepreneurial activities to complement and build on the College’s in-residence programs within the state, region, nation, and world.
- To establish the College as a world leader in distance education programs and entrepreneurial activities for mass communication and related fields.
To ensure that the College evolves with the technological changes in the communication industries we serve.

Major accomplishments in 2010-2011 included developing and passing a Global Strategic Communications graduate certificate and master’s specialization at the College and UF levels. The initial cohort consists of students from the University of Sao Paulo, Brazil, and was launched September 2011. A second master’s specialization in Web Design and Online Communications was developed and passed at the College and UF level in 2011. Several undergraduate courses were offered online in 2010-2011, including ADV 4400 International Advertising, ADV 4930 Digital Media Advertising, ADV 4931 Ethics and Problems in Advertising, JOU 4308 Magazine and Feature Writing, JOU 3346L Multimedia Reporting, PUR 3000 Principles of Public Relations, RTV 3411 Race/Gender/Class and Media, and RTV 3280 Interactive Media. The College also offered a non-credit digital storytelling workshop for professionals in summer 2011. Current priorities include developing a policy process for distance learning efforts, evaluation and assessment, incentivizing departmental and individual participation, staff and infrastructure support, and website development.

Progress on Innovative Curriculum Revision

The Department of Journalism has overhauled its curriculum to address issues related to cross-platform delivery of news and to better provide courses that help students develop their storytelling talent in words and pictures. This new curriculum is designed to prepare students for careers as writers, photographers, editors, or designers and is flexible enough to allow students to work in magazines, newspapers, and online publications. To ensure that graduates receive the necessary training and education to meet ACEJMC goals, core courses offer students basic preparation and professional electives to help students develop strengths in one or more areas. The changes took effect with the beginning of the 2011 summer B term. Specifics of the new curriculum are detailed in Standard 2, but a summary of the changes include:

• A required 1-credit grammar course.
• Revision of the basic Writing for Mass Communication course into one that includes basic skills in using digital media.
• Addition of a required course, Visual Journalism.
• Addition of a 1-credit “Multimedia Reporting” course taken concurrently with the basic Reporting course.
• Addition of two new capstone courses, one in Advanced Reporting, and one in Media Studies, and revision of the current Applied Journalism course to make use of the 21st Century News Laboratory in the production of converged news products.
• Hiring of a director for the 21st Century News Laboratory who began work in July 2011. Hired as a non-tenure track lecturer, Professor Matthew Sheehan has significant professional and academic leadership experience in digital journalism and provides full-time supervision and instruction to students and faculty in the current and emerging media technologies.

The Department of Telecommunication added a new specialization—Media and Society—geared toward telecommunication majors who are fascinated by media and their effects.
on society but do not aspire to careers focused on news media, advertising, or public relations. These students want a strong foundation in communication skills to prepare them for law school or graduate study. Or, these students want to combine working with media with careers in other areas such as sports, health, environment, and politics. Many of these students are interested in turning their avid use of social media such as Facebook, twitter, YouTube, and blogging into career opportunities. Within the new track, students have greater flexibility in taking courses from the college’s four departments. Many existing courses in each department already provide content and skills related to using social media, and the college has more innovative-media-focused courses in development. These courses will prepare students to capitalize on the growth in jobs related to social media. Students take the same core courses as other telecommunication majors. However, after completing the core, students have more freedom to choose additional courses from journalism, advertising, and public relations, as well as more advanced telecommunication courses. And, within the Media and Society Program, students take a variety of courses outside of the College.

**Improvement in Student Outreach—Formation of the Dean’s Student Advisory Council**

In 2009 Wright founded the College of Journalism and Communications Dean’s Student Advisory Council. Members of the Council are appointed on the basis of recommendations from department chairs and other faculty members and are among the top undergraduate students in the College. They include majors in all four departments. Most are juniors and seniors but all classes are included. The inaugural meeting was February 26, 2009.

The dean meets with the DSAC once a month for a two-hour session, and students often continue to engage in dialogue well past the allotted time. They provide the dean direct feedback on matters related to curriculum, instruction, advising, facilities, quality and degree of contact with professionals, student affairs, internal and external communications, and overall atmosphere in the College. The students set the agenda for each meeting, but Wright informs the students on matters in the College and raises questions as well. The DSCA feedback has been valuable in assessing student perceptions of the value and currency of curriculum, how effectively the College communicates with students, the most effective ways to utilize visiting professionals, course scheduling and sequencing, and how the College can better accommodate general needs of students and other matters.

The College has responded to DSAC feedback in a number of ways. In addition to incorporation of student perspectives into curriculum changes and advising, the responses include but are not limited to:

- Creation of a special topics course in digital strategic communications whose class project was to devise communications strategies to better serve current students. The result of this course was creation of web-based messaging on the CJC student blog coordinated by students and the College’s director of communications.
- Additional study and collaboration/interaction area accommodations for students. The College added electrical outlets and seating in various locations so that more students can work on notebook computers and collaborate on projects informally throughout the day and night in Weimer Hall instead of having to go to other buildings on campus.
• Planning for additional software training for students across majors at the late sophomore level or earlier, including training in use of Final Cut Pro and Adobe Suite products.

• A fall semester 2011 symposium on current advances in advertising, public relations, and integrated communications. The symposium included high profile professionals from across the nation and involved students and faculty.

Reorganization of the Division of Multimedia Properties

One of the College’s unique assets lies in the newly reorganized Division of Multimedia Properties, consisting of commercial radio stations WRUF-AM (WRUF, Sportsradio 850), WRUF-FM (Country 103.7, The Gator), WUFT-TV (Florida’s 5, WUFT-TV), WRUF-TV (24-hour local news, weather, and Gator sports channel), WUFT-FM (Florida’s 89.1, WUFT-FM), and WJUF-FM, a full-power satellite public radio station serving the Nature Coast region of Florida with news and public affairs programming.

This unique mix of multimedia properties was reorganized in 2009-2010 to better serve the academic mission of the College, the University, and the communities of North Florida. Under this reorganization the various media properties were realigned under a single management structure with streamlined leadership and synergistic operational and academic strategies. Randy Wright, a 25-year veteran of the broadcast industry, was named executive director of the Division of Multimedia Properties in February 2010. Under his leadership, the further reorganization of the media properties has occurred to focus on advancing the mission of each radio and television station (and associated websites) and to further the “student experience.” More than 500 student experiences drive the College’s Division of Multimedia Properties and ongoing enhancements continue to drive success in the Division.

Advancements since the reorganization include but are not limited to the following: 1) Launch of WUFT Ahora, a 24-hour Spanish-language radio station providing the market’s first 24-hour Spanish media property and giving College and UF students an opportunity to gain experience through a bilingual media outlet. 2) Relaunching WRUF-AM as “WRUF, Sportsradio 850,” focusing WRUF-AM (Florida’s second oldest radio station) on local sports content, thereby providing students with professional training in sports radio including reporting, editing, producing, and anchoring hourly sportscasts, producing and hosting extended length sportstalk programs, and learning play-by-play and color commentary for live remote sporting events and much more. 3) Changing the format of WRUF-FM from rock to contemporary country and relaunching the station as Country 103.7, The Gator. The Gator provides students with experiences in the areas of programming, promotions, and sales in addition to innovative media. 4) Launching radio station Rock104.com. Through a group of more than 65 students, the College led the initiative to expose students to internet radio and innovative media through Rock104.com, which has gained popularity and has given students the opportunity to experience innovative entertainment technology and strategies. 5) Forming a new partnership with Gatorvision, the multimedia unit of the UF’s University Athletic Association, the official athletic department of the University. This partnership provides students with hands-on experience in the production of high quality sports-related media products including live broadcasts and webcasts of Gator sporting events, reporting, editing, and anchoring Gator sports content for distribution on radio, television, and the web.
5. If the unit was previously accredited, summarize the significant deficiencies noted in the previous accreditation report and indicate how they have been corrected.

The 2006 Site Team found the College in compliance with 11 of the 12 accrediting standards. The team’s report was strongly positive on the 11 standards found in compliance although there were some issues raised for some of the standards, which are discussed below.

**Under Standard 1: Governance/Administration**

The report indicated that the College was not in compliance with Standard 1: “The goal of Standard 1 is to ensure that [the unit] has an effectively and fairly administered working and learning environment. The site team reluctantly comes to the conclusion that, for all the College's inherent strengths and qualities, this situation does not now exist.”

The College has moved forward with a new dean, other new administrators and administrative positions, and fundamental changes to its systems of governance. Specifics about many of these changes are discussed in Standard 1, but highlights include the following:

**Allocate Resources Equitably but Strategically**

The most significant governance goal that the new administration sought to effect was an equitable allocation of discretionary state and unrestricted private monies that also would be strategic, i.e., serve the greatest number of people for the greatest good, despite facing the worst budget situation to ever befall UF. Although some faculty members were severely and adversely affected by the state budget cuts resulting in an elimination of their positions and their operating expense money, the vast majority of the College faculty have experienced an increase in resources with the exception of—and albeit an extremely important resource--faculty positions for their departments to replace faculty who have left.

The overarching principle for the allocation of the remaining state and private funds after each budget call-back was a steadfast commitment to providing as many resources as possible for faculty development and issues affecting the quality of faculty work life. To accomplish this, the administration focused on:

- Supporting all faculty through increased funding for
  - Sabbatical and other research leaves
  - Research facilities (i.e., the Research Laboratory)
  - Course buy-outs option for grants (at workable adjunct faculty rate)
  - Teaching and research assistants
  - Conference travel
  - Computer/IT including more laptops and Macs

- Supporting new faculty through increased funding for
  - Relocation expenses
  - Computer/IT equipment
  - Guaranteed research “summers”
Course release during their first year

- Upgrading and refurbishing common areas including
  Faculty offices and shared spaces (atriums, hallways, and entryways)
  Classrooms including G030 and first and second floor seminar rooms and labs
  Conferences rooms including Weimer 2008, G047, 2066, and 3032

Within this broader context of resource allocation, the College administration sought other key governance goals. The most important of these are listed next with a sampling of strategies undertaken to achieve the goal:

**Democratize College Decision Making Structures**

- Decentralized oversight of significant internal issues to other administrators, faculty, and staff (e.g., budget—state and private—authority, tenure and promotion workflow, faculty search procedures, aspects of IT and personnel management) to eliminate micromanagement by the dean and lapses in communication and meeting deadlines because of the dean’s necessary and frequent travel demands and commitments to external constituencies (UF administrators, donors, alumni)
- Collaborated with the faculty to write a new College Constitution that codifies the philosophy and enactment of shared governance between the administration and faculty
- Encouraged the faculty to elect a representative faculty body (College Faculty Senate) and then supported that body by meeting regularly with the Senate and providing as much transparency as possible when asked for information by the Senate
- Encouraged the faculty to elect a representative Budget and Long-Range Planning Committee and then supported the Committee by meeting regularly with the Committee and providing as much transparency as possible when asked to provide information to the Committee
- Encouraged, supported (e.g., space, meals), and attended faculty-led faculty meetings

**Enact Policy Making through Shared Governance**

- Updated and/or developed new policy documents through shared governance (e.g., College Constitution, Strategic Plan, Tenure and Promotion Criteria, Mentoring Policy, and Diversity Statement)
- Reviewed adjunct pay and developed recommendations to promote equity within and across departments
- Encouraged development of departmental policy initiatives such as departmental by-laws and merit pay criteria

**Improve Administrator-Faculty Communication**

- Instituted informal communication initiatives such as “Dialogue with the Dean” sessions, faculty lunches with the dean, and dean’s open office hours for drop-by visits
• Launched an Intranet, MyCJC, to provide a one-stop portal of online information resources for faculty

Create a Supportive Climate

• Opened up the Dean’s Office by encouraging faculty and staff interaction (i.e., open-door policy, refreshments, coffee service) and physically opened the Dean’s Office by making the rear door two-way and encouraging visits and pass-through
• Renamed “dean’s” resources “College” resources (e.g., College Conference Room, College Research Seed money) to symbolically affirm these resources belong to everyone
• Supported work-life balance for faculty (e.g., flexible teaching schedules, remote accessing from home, leaves for significant life events) and staff (instituting flex-time for clerical staff during the summer months)
• Allocated office space for emeriti and retired faculty and honored them at receptions

Under Standard 2: Curriculum and Instruction

Some concerns related to Standard 2 surfaced from faculty and students in the Department of Public Relations. Faculty expressed concerns about the College’s allocation of resources to the department. Others asked for a clear understanding of the methods of determining College priorities, which appeared as a universal concern among faculty in all departments. Some students in the Department of Public Relations also expressed concerns including the need for a visual communication course earlier in the curriculum, frustration with instructors who do not have appropriate language facility, a need to be better informed about their faculty adviser’s name, and the desire to receive better advice from the students working the Office of Student Services.

Faculty resources continue to be a challenge in all departments. This is particularly true in public relations—and advertising. Although the Department of Public Relations filled two of the three vacancies since the last Self-Study Report, several recent searches have not produced a candidate to fill the third. However, the Department hired one faculty member at the associate level in 2010 with additional (Tuition Differential) funds that were allocated to the College. The Department also was the recipient of a private gift to create an Endowed Chair position, and the university provided state funds as bridge money so that the hire could be made in 2010. In the Department of Advertising, of the two assistant professors who left since the last Self-Study, only one has been replaced. However, the department hired a new assistant professor in 2009 with additional (Faculty Enhancement) funds allocated to the College.

The Department of Public Relations’ Visual Communication course has been moved earlier in the curriculum. Visual Communication is now a prerequisite for the capstone Campaigns course.

The Division of Graduate Studies has upgraded efforts to screen all doctoral applicants to ensure that all students, which include those who have or will have teaching assistantships, are competent in English. The traditional writing sample that is part of the application package has been supplemented with individual Skype interviews that allow a more accurate assessment of spoken language competency.
Under Standard 3: Diversity and Inclusiveness

The site visit team noted that fostering understanding of issues and perspectives about sexual orientation, which had been added to the diversity standard, did not explicitly appear in the College diversity statement, syllabi reviewed, or receive mention in the team’s conversations.

Specific language has been added to the College’s Diversity Statement about sexual orientation. Instructors are encouraged to address all aspects of diversity—including sexual orientation—in their course syllabi and objectives, as appropriate to the learning outcomes of the course.

Under Standard 5: Scholarship, Research, Creative and Professional Activity

Although the report documented that faculty members indicate a general understanding of the research/creative activity expectations, the report also mentioned that some faculty suggested a need for clarification of the priorities related to research, teaching, and service.

To articulate expectations as clearly as possible, the College’s tenure and promotion criteria have undergone significant revision since the last Self-Study Report. In particular, the research section was completely rewritten and expanded. A primary goal of doing so was to emphasize the importance of balancing sole- or lead-authored scholarship with collaborative research, particularly for assistant professors. The Faculty Welfare and Development Committee also developed an extensive taxonomy of service activities and metrics for each activity that was added to the document to clarify expectations, particularly for faculty members (i.e., lecturers, assistant- and associate-instructors) who have service as one of two areas in which they must demonstrate distinction. In addition, all of the policy documents, guidelines, and forms related to tenure and promotion are now housed on MyCJC.

The College also developed a formal Mentoring Policy whereby new faculty and those seeking promotion (e.g., associate professors) are assigned a mentor. The College now conducts at least one workshop a year focused on tenure and promotion issues rather than trying to review all of this material during the annual new faculty orientation.

Under Standard 6: Student Services

The site team heard from students that students appreciated being able to receive advising without an appointment as well as the assistance they received from the Office of Student Services. However, other students told the team they have received conflicting or inaccurate information from advisers, especially the graduate and undergraduate students who help in the office. The site team also noted that the documents analyzed from the Office of Student Services, the telecommunication department (for example), and the College website revealed inconsistencies in the sequence titles and required classes.

As mentioned above under changes in leadership, the assistant dean of student services position has been upgraded to associate dean for undergraduate affairs and enrollment management. And, since the last Self-Study Report additional staff resources have been allocated to the Office. A full-time coordinator of administrative services who has a master’s degree was reassigned to the Office. The Office also has been allocated additional student help, and these positions have been upgraded to graduate assistants.
The Office has implemented new systems meant to help improve the quality of offerings to students. Beginning in June 2010 all traffic to the Office is now tracked so that advisors can better monitor the issues that students are reporting, refer to notes from earlier visits, and allocate resources more efficiently during peak visitation times. Beginning in January 2011, all visitors are sent quality surveys designed to assess their experiences with undergraduate affairs advisers. As of February 17, the vast majority of student visitors have reported that they were served promptly, that the service was courteous, and that they received help for their problem. In addition, the gate and service station have been made ADA-compliant.

**Under Standard 7: Resources, Facilities and Equipment**

Limits on space and the effects of those limitations on innovation also were mentioned in the report:

“Even with the Flanagan Wing and its addition, the College is running out of space. Current space needs include offices, equipment storage, and new or reconfigured areas for research and teaching. For example, the video equipment check-out facility was moved from Weimer Hall to a nearby building and plans to build a survey research lab have not been realized because of a lack of available space. As the faculty looks to the future, the lack of space constrains its ability to capitalize on opportunities for innovation in teaching and research and to allow the College to be competitive in seeking additional grants and contracts. The 2002 addition to the Flanagan Wing was designed and built to accommodate an additional two floors, which would add approximately 8,000 square feet at a cost of $8 million. That addition is a priority in a current capital campaign that is now in the silent phase.”

Other issues related to Standard 7 had to do with computer equipment. The report noted that only a few Mac computers were installed in labs. And, although the College has improved access to Macs since the previous accrediting visit, students continue to report a desire for greater Mac access and the need to access computer labs for graphics work and other work requiring special computer software. Students also raised some concerns about weekend access to Neuharth following a recent change in policy regarding weekend access to Weimer Hall.

Since the last Self-Study Report, dramatic improvements have been made in upgrades to computer and video equipment, allocation of space for research and teaching, equipment check-out procedures, and transformations in the Flanagan Wing. The Research Laboratory was described above. And, in other classrooms and laboratories, the College has been transformed into a dual- platform facility, including labs containing all Macs and faculty having a choice of platforms for their work computers. Details about upgrades to Weimer Hall classrooms and other equipment enhancements are found in Standard 7. The College also instituted a Mac notebook computer requirement for students in journalism and public relations (see [http://www.jou.ufl.edu/admissions/compreq.asp](http://www.jou.ufl.edu/admissions/compreq.asp)) and has begun offering workshops in the use of Final Cut Pro.

The second- and third-floor computer labs in the building are open for classes or “open” lab from 7:25 a.m. until 10:10 p.m., Monday through Friday. In addition, open lab time is available Monday through Thursday from 10:10 p.m.—1:00 a.m. and Sundays from 1:00 p.m.—1:00 a.m. A lab monitor who is an employee of the College is available during the after-hours
and Sunday open labs. Access to Weimer Hall is restricted on Saturdays because student demand has not justified the staffing of labs. And, students are not encouraged to be in the building during closed hours because of safety concerns. However, occasionally instructors ask permission for their students to have Saturday access, and these requests are granted.

**Transformation of the Flanagan Wing**

The College is building one of the few multimedia newsroom facilities in the United States that blends academic components of the curriculum with commercial and public media properties. Comprised of nearly 12,000 square feet of new and reconfigured space in the Flanagan Wing, the new facility will open fall 2012 with television, radio, and online content generation functioning out of the same newsroom.

With a physical configuration based on the convergence of video, audio, and print elements, the new multimedia newsroom will allow students to engage the content generation process quickly upon their arrival at UF and to master needed skills throughout their time at the College in an operating convergence environment feeding content to various media platforms.

Primary aspects of the new multimedia newsroom include a true convergence environment where video, audio, and writing elements come together in the student experience and culminate in content that lives on both public and commercial media properties serving the Gainesville-Ocala, FL market. Other notable enhancements include but are not limited to the following:

The College new convergence newsroom and adjacent space provide students with the best possible learning environment. A combination academic and operational space feeding numerous commercial and public media entities, the new convergence newsroom will position UF as the pinnacle of journalism and communications schools in the world.

The new facility maximizes the current configuration of the College’s multimedia properties positioning the convergence newsroom adjacent to WUFT-FM, WRUF, Sportsradio 850, and Country103.7, The Gator.

Academic instruction and content creation experiences are provided to students in the same state-of-the-art environment.

For the first time faculty and instructors in the various areas of content creation will work physically side by side in the new convergence newsroom teaching reporting, producing, editing, etc., across all media platforms. This professional environment will provide UF students with the best possible experience as they prepare for a career in media.

Florida will provide bilingual students with a one-of-a-kind experience as the College’s Spanish-language news products will be further enhanced with new, high profile, dedicated space in the new convergence newsroom.

Television and online media will play a major role in the new convergence facility with a dedicated HD news set and infrastructure enabling live video reporting in full HD on air and online.

The College’s new partnership with Gator athletics and the Gatorvision multimedia unit will be enhanced greatly through this new facility, enabling even more partnership opportunities between the College and Gator athletics.
WRUF, Sportsradio 850’s unique broadcast and online experience for College students is further enhanced through the construction of a new sports work area. This state-of-the-art sports reporting area will be located on the third floor mezzanine level overlooking the convergence newsroom and adjacent to WRUF, Sportsradio 850’s studios.

**Under Standard 8: Professional and Public Service**

During the site team visit, some faculty indicated a concern that the level of support for faculty members’ service activities had remained relatively constant for the past few years.

Since the last Self-Study Report, the College has supported faculty for professional service but has done so strategically. Since service is not one of the two areas most faculty members must demonstrate distinction in, support in this area has been allocated for professional service that complements faculty teaching and research (i.e., funding that supports faculty for participation in leadership activities involving, e.g., American Academy of Advertising, Hearst, SPJ, Arthur Page, and PRSA). For faculty whose assignment includes service as one of their areas of distinction, the level of resources provided for service is commensurate with support allocated for the research-oriented activities of tenure-track and tenured faculty.

**Under Standard 9: Assessment of Learning Outcomes**

The report noted that the College has built its goals for student learning around the ACEJMC core values and competencies and that the goals are outlined in its assessment plan. However, it was noted that the goals did not appear to be “spelled out per se on the College’s website, in promotion materials or in course syllabi, although the syllabi typically do contain course expectations that embody many of the learning goals.”

The site team noted that the College’s formal assessment plan dates back to 1996, but characterizes the plan as “fairly rudimentary, built essentially around a straightforward listing of the ACEJMC core values and competencies.” They noted further that the College was working on what would be a more elaborate assessment plan to conform to new guidelines required by the state of Florida.

Addressing indirect measures of assessment, the report mentioned that the College’s use of grade distribution in sequences and courses as another measure of skills attainment “wasn’t clear to the site team” in terms of whether “the idea or its execution had sufficient specificity (at least to date) to be considered a valid measure of assessment.”

A final issue had to do with direct measures of assessment, which the report said “were somewhat less satisfactory.” The site team members addressed the College’s practice of using advisory council members to assess student portfolios from capstone courses and noted that the College to date had no formal plan or rating system for the portfolios. So, although the report acknowledged that this service was of great benefit to the individual student, the report also questioned whether this practice was truly an across-the-board assessment measure. The College’s use of grades in capstone and certain skills courses as direct measures also was questioned. As the reported noted, “The site team is unsure whether as practiced, this is considered an acceptable assessment measure without comparisons to other measures of performance or learning.”
The College’s overall approach to assessment also has evolved as expectations for more structured assessment have increased at the university and state level. Since the last Self-Study Report, the College has worked to refine and integrate assessment among the various external agencies the College is accountable to--ACEJMC guidelines as well as state and the Southern Association of Colleges and Schools requirements for Academic Learning Compacts--consisting of Student Learning Outcomes and an assessment plan. The result has been meaningful progress toward an overall assessment plan that is more holistic and synergistic and makes assessment data actionable by pairing results with meaningful changes. UF also is providing more assessment information to the College, such as its Student Experience in Research University survey. And, the use of grade distributions as an assessment measure has been discontinued.

Under Professional Master’s Program

The report rated the graduate program very positively. However, the site team commented that the movement away from a common core of mass communication courses to more specialized individual sequences, combined with faculty members’ “commendable desire” to provide all students with the educational experience they need results in additional demands on faculty. They also noted that the growth in the master’s program was consistent with the university’s goal to grow graduate education at UF but that growth needed to be managed to minimize negative impact on the quality of the undergraduate program and faculty members’ time and energy for research and service activities.

Based on the feedback from the site team and the recognized need to reduce the number of tracks offered in the graduate program, the political communication track was eliminated. The law and telecommunication sequence are being combined, and this step should be finalized by the end of fall 2011. The graduate faculty also are discussing merging the theory and methods courses within the various tracks to allocate resources more efficiently and address cross-disciplinary/integrated communications needs and industry trends.

6. Describe the process used to conduct the self-study, including the roles of faculty members, students and others. Describe the strengths and weaknesses of the program discovered during the process, and describe any changes undertaken or planned as a result.

The initial data and a preliminary draft of the Self-Study Report were assembled by the executive associate dean in collaboration with the other deans, executive directors, department chairs, and administrative staff in the various units. The initial template was divided into individual and group assignments. A shared electronic drive was created where all files were stored and could be accessed by all of those involved in contributing to the initial draft. In some cases where appropriate, faculty committees and the Faculty Senate were involved in ensuring policy documents were up-to-date and in compliance with university policies and state requirements. The draft was reviewed by the group during summer 2011 and then was presented to the faculty during September and October for discussion and input. The annual Fall Kick-Off Meeting, which was held August 16, was dedicated to developing the College’s Strategic Plan, a process that had been in progress for the last year but still needed the engagement of the full faculty. An expert facilitator was retained to guide the session and a special faculty meeting was held July 20 with her. During this meeting, the idea of conducting a SWOT analysis prior to the August 16 meeting was suggested and agreed to. So, the facilitator developed an electronic
survey that was sent to the faculty by her and open for responses July 27--August 4. The facilitator analyzed the results and used the findings as baseline information for writing the Strategic Plan.

The faculty vetting process for the entire Self-Study Report was multipronged. In September and early October, each department held one faculty meeting that was dedicated to reviewing the accreditation process, providing details about the site visit, and displaying the entire report electronically. The dean and executive associate dean led these meetings and solicited questions and comments. At the same time, members of the Faculty Senate each reviewed a section of the report, and all members reviewed “Supplementary Information” and Standard 1. Input from these meetings was discussed by the Faculty Senate and the Deans and Chairs administrative group, and the suggested revisions were made to the document. The final draft report then was posted on MyCJC and faculty were encouraged to review and provide comments and suggestions to the executive associate dean who incorporated this feedback into the report. Before the final document was submitted in late October, one faculty meeting was designated as a working session to ensure that all issues had a chance to be discussed and any final revisions were made to the completed document.

In addition to the above process, efforts within the departments contributed to the final report. For example, the Department of Public Relations used several sources of data that involved faculty, students, staff, and administrators. For example, the Department previously commissioned a graduate program task force to examine the graduate program and provide curriculum recommendations to the faculty. That process was completed in fall 2010 and multiple changes were implemented that are described in subsequent sections. The Department has started a similar process for its undergraduate program and is examining recommendations during fall semester, 2011. Faculty input was sought in group discussions and annual reports.

Preparing the Self-Study Report was a helpful and healthy experience for the administration and faculty. In terms of strengths, the process showcased how much the administration, faculty, and students had accomplished the since the last site visit under very difficult budgetary conditions. During the discussions of the draft document, the dean repeatedly pointed out how everyone was essentially “doing more with less.” Especially notable is the College’s continued success at its dual mission of commitment to excellence in professional education and scholarly achievement. The stellar roster of accomplishments listed in Standard 5 and Standard 8 in particular tell a compelling story of an institution succeeding spectacularly at professional education and research. The Self-Study process also underscored the significant strides made since the last site visit toward improving governance. Although the faculty and administration realize that there always will be some level of dissent, the College now has a governance structure in place to help improve communication and resolve concerns constructively.

The Self-Study process also indicated to the administration and faculty several areas for improvement. As detailed in Standard 1, the College realized that it needed a more structured and ongoing commitment to strategic planning. The administration and faculty acknowledged that even though they were still working toward or had accomplished many of the goals of the existing Strategic Plan, the plan was not addressed explicitly or often enough in discussions among administrators and faculty, particularly as the plan relates to decisions about resource allocation. While the Self-Study Report was being written, a revised and updated Strategic Plan was developed and approved by the administration and faculty. The administration and faculty also committed to addressing the plan every semester and evaluating all budgetary issues in light
of the plan. Another area for improvement that was identified was the need to make the College’s assessment data more actionable. Although the College has numerous and effective sources of assessment data and measures of impacts on teaching and curriculum, the Self-Study process underscored the importance of having a systematic plan for communicating the results of assessment to faculty and developing more formal measures of improvements in teaching and curriculum that result from assessment findings. One significant change that occurred just before the Self-Study process began was the appointment of an associate dean for undergraduate affairs and enrollment management whose job description includes assessment. Under this administrator’s leadership, the College is developing processes for improved communication within and between the departments about assessment data and impacts. This administrator regularly reports to the Deans and Chairs groups about assessment, and he chairs the College’s faculty-elected Curriculum and Teaching Committee whose mission includes reviewing all proposed curriculum changes. He also is the College’s liaison to UF’s Office of Institutional Assessment.

7. Provide copies of pages of the undergraduate and graduate catalogs and other publications that describe the mission and scope of the unit, its curriculum, administrative and graduation requirements. (If multiple items, these items may be presented in the appendices binder.)

These materials are available in Appendix ii-B, ii-C, and

https://catalog.ufl.edu/ugrad/current/journalism/Majors/advertising.aspx
https://catalog.ufl.edu/ugrad/current/journalism/Majors/journalism.aspx
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