

December 17, 1998

Executive Summary

In line with the best of its counterparts across the country, the School of Journalism and Mass Communication has a dual mission. It must provide excellent undergraduate and master's level education in the fundamentals of media practice while also conducting advanced, rigorous inquiry and teaching at all degree levels, including the Ph.D., into the important questions about media performance and the role of communication in society. It must provide the highest quality, broadly defined professional programs for those intending to become responsible, well-informed, and skilled media practitioners. Yet it must also become a leading center for study, commentary and debate about communication technology and media.

That double role is made all the more complicated by a world of rapidly changing communication conditions and possibilities, one in which the technologies and practices of communication are converging and reconfiguring in profound ways. Rooted in the best aspects of professional instruction, the School has been faced with needing to continue to do what it has always done well — to offer the basic skills of such things as news reporting, video production, advertising and media management — while yet being able to anticipate and adjust to the significant changes among its constituent industries and society at large.

The School is the heir to a deep, rich tradition about communication technology, society and culture. Part of its role is to help extend its own interdisciplinary understandings of such matters to the campus as a whole, thereby helping the University become a leading educator of the communication workforce for the 21st Century.

The unit offers a four-year bachelor's degree. Students elect to study in Advertising, Broadcast News, Broadcast Production Management, News-Editorial, and Media Studies sequences. There are 407 undergraduate students. Another 134 students are enrolled in graduate Degree programs.

The faculty has carefully planned and begun to implement a number of changes in the School's undergraduate core, providing an earlier, tighter focus on writing instruction, a clearer emphasis on integrated new technology, smaller class sizes and, beginning in 2000-01, sophomore admissions.

The Center for Environmental Journalism, the New Media Center and the Office of Student Diversity have all been established since the last reaccreditation. School faculty members have won 16 campus teaching and advising awards since 1992, more than two-fifths of the faculty carry joint appointments or positions on advisory committees in thirteen different programs in other

departments, schools and colleges, and the School has been a creative partner in various campuswide initiatives.

This report is drawn from the School's comprehensive Self-Study prepared in 1998 under the direction of the Dean and in consultation with associate and assistant deans, faculty and staff.

I. DESCRIPTION

A. Goals and Purposes

The School of Journalism and Mass Communication offers a comprehensive set of programs in media-oriented communication. The School is one of only two accredited programs in its field in Colorado, and it is the only one in the state to offer a full, integrated range of undergraduate and graduate studies. Its five undergraduate programs are intended for students who plan careers in some aspect of journalism or communication (e.g., newspapers, electronic publishing, broadcasting, cable, video and film, telecommunications, and advertising) or who otherwise see the issues posed by the modern media of communication and the information society as central to their studies and an understanding of the human condition. Its four graduate programs (three master's and one doctoral) are likewise intended for those with either advanced professional needs in particular areas of media practice (print and electronic newsgathering, environmental journalism, marketing communication) or interests in advanced communication teaching and research.

The School is part of the rapidly changing field of communication, and the journalism and mass communication heritage is an essential, founding component of that field. It is a tradition of teaching and inquiry that sees professional media education as a discourse deeply embedded in the spirit and substance of the liberal arts, modern and ancient. The skills taught in the School's curriculum — information gathering, writing, editing, message creation, oral presentation, interpretation, criticism and the harnessing of technology to human needs — are fundamental tools of liberal education in every age. The School also participates in a rapidly changing and increasingly competitive realm of communication education that is widely taking cognizance of these developments. It is an environment in which good, competent, even excellent skills instruction is no longer enough, yet in which such training also remains an integral part of the School's mission and of the entire liberal arts tradition.

That perspective does not accept the conventional distinctions between professional skills and liberal scholarship. It is a view that recognizes that all liberal disciplines have historically been concerned with attributes of skill and vocationalism and that journalism and communication studies are no less legitimate pathways to understanding and insight. That philosophy is also why the School has always insisted on a well-rounded education for its students, one that leads them to a sophisticated understanding of the media in society by infusing their curriculum with the interdisciplinary study of history, economics, law and policy, ethics, social responsibility, international aspects, behavioral and social processes, popular culture, the fine arts and textual criticism and interpretation.

B. Organizational Structure

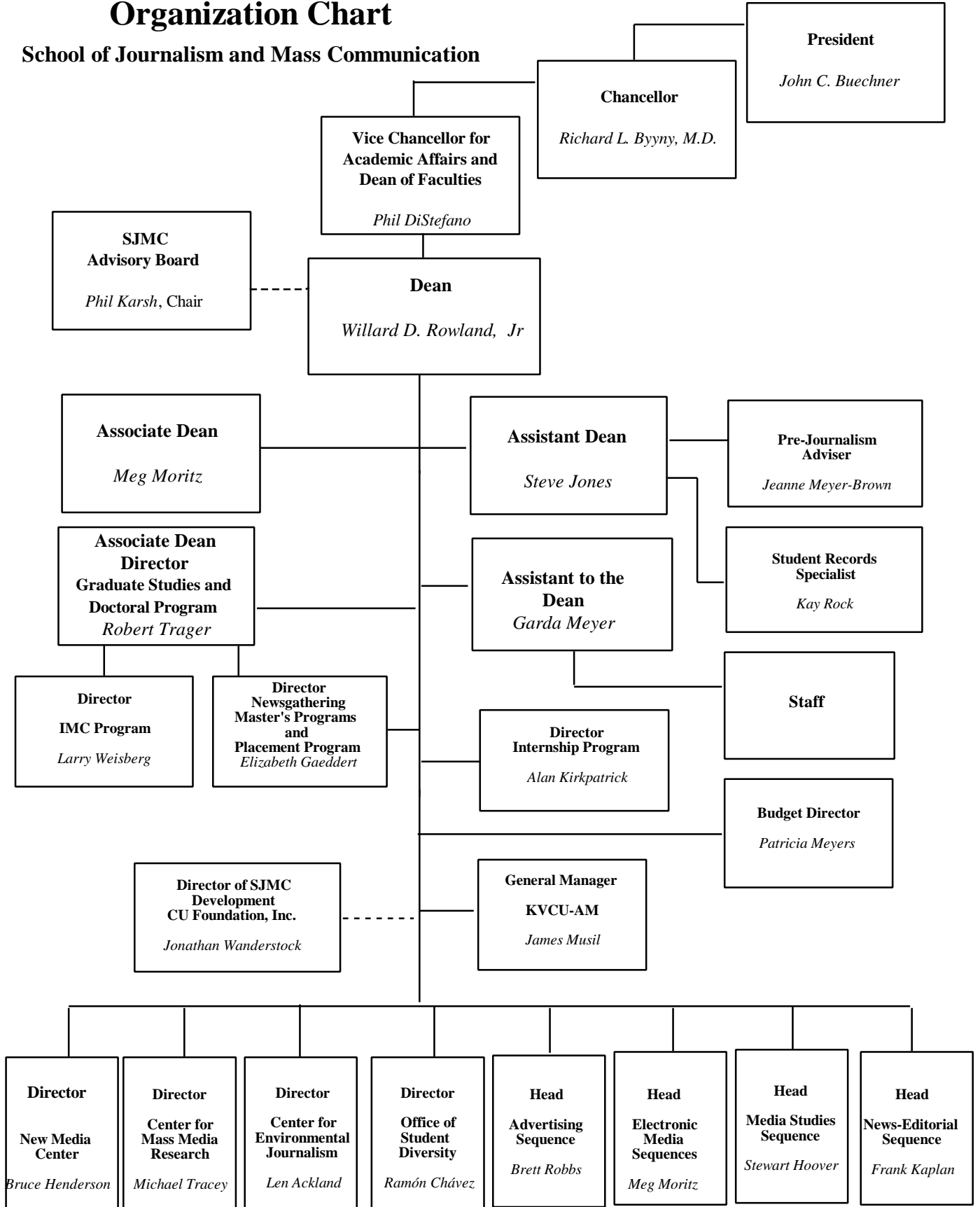
The organizational chart follows this page. Names and titles of the School's administrative personnel are noted.

The School is one of eight independent schools and colleges at the University of Colorado at Boulder. The Dean is an officer of the University and serves as the chief administrative officer of the School. Because the School is freestanding, the Dean is appointed by and reports to the Vice Chancellor for Academic Affairs, who is the chief academic officer of the campus and the Dean of Faculties.

The Dean is ultimately responsible for School academic policy planning; faculty and staff recruitment, evaluation, and compensation; budget planning and implementation; supervising the Associate and Assistant Deans, Sequence Heads, and Directors of all School offices and programs; external relations with alumni, industry, and the rest of the University; and fundraising.

Organization Chart

School of Journalism and Mass Communication



The Associate and Assistant Deans are responsible for carrying out the day-to-day operational aspects of academic administration in the School — curriculum planning and course scheduling, admissions; advising; facilities and equipment planning and use; and coordination externally with other campus offices and internally with sequence heads and program directors. They also provide the Dean with advice on budgetary, curriculum and personnel matters. One of the Associate Deans serves as Director of Graduate Studies and oversees all the graduate programs with the help of two professional graduate program Directors and the graduate secretary. The other Associate Dean is responsible for long-term curriculum and program planning, summer school, professional-in-residence programs, outcomes assessment, student competitions and various special projects. The Assistant Dean oversees facilities, equipment, course scheduling, adjunct faculty recruitment and undergraduate advising. The deans meet weekly to coordinate their work with one another.

The Sequence Heads and Graduate Program Directors chair their respective sequence or program faculties. They do not have direct budget responsibilities, but they do lead all sequence and program deliberations about academic matters, and, in consultation with the deans, help guide curriculum planning and faculty teaching schedules for their respective units. They represent the interests of their faculties and curricula before one another and the deans.

The Director of the Center for Mass Media Research is responsible for developing a program of organized research on behalf of the entire School; providing the leadership in School scholarly affairs by encouraging and fostering programs of inquiry reflecting interests of the faculty and students; raising necessary outside funding; and generally representing the research and academic policy interests of the School among other campus offices and external parties.

The Director of the Center for Environmental Journalism oversees all activities of the School's environmental journalism program including its workshops, its work with the campus environmental certificate program, fund raising, and the Ted Scripps Reporting Fellowships.

The Director of the New Media Center is responsible for developing the School's program in new technology applications in instructions; fostering inter-sequential cooperation in media laboratory projects; advising the *Campus Press* (including its on-line edition), representing the School's interests in new instructional technology projects, such as ATLAS, campuswide; and directing and coordinating several related grants and research projects.

The Director of the Office of Student Diversity is responsible for developing and administering the School's student diversity recruitment and retention program, including work with high school and community college advisors around the state; summer workshops; advising relevant student groups; fund raising; and representation of the OSD's needs and interests with external professional associations and other relevant campus units.

The General Manager of KVCU-AM is responsible for the programming, budget and operations of the campus radio station. The General Manager reports to the dean of the School, but operates the station as a trust for the entire campus. The General Manager and the rest of the professional staff supervise and work closely with the student co-managers and related student staff.

The Director of the Placement Program conducts a series of workshops each semester on resume writing and interviewing techniques. She conducts individual strategy sessions with graduating seniors and alumni on career options and notifies them of appropriate job openings. The Director also coordinates the SJMC's alumni Career Network, a list of more than 240 alumni of the School who have volunteered to be contacts for new graduates looking for information on careers or a particular area of the country. The Placement Director assists the students who organize the annual Career Day. She coordinates the SJMC's annual alumni survey.

The Director of the Internship Program is responsible for developing, implementing and expanding the internship program for School students, serving as editor of the alumni newsletter (*Bylines*); and overseeing various other alumni and industry constituent projects such as development of new scholarships and professional award programs.

The Director of Development is an employee of the University of Colorado Foundation, Inc. and has dual responsibilities to the Foundation's Vice President of Development for the Boulder campus and to the Dean of the School. The Director works closely with the Dean to help plan and carry out the School's development agenda and to coordinate those activities among all appropriate parties in the School, across the campus, in the Foundation, and outside the university.

The Pre-journalism Adviser is responsible for advising the approximately 400 pre-journalism and mass communication majors. The adviser meets with the students at least once a semester to evaluate their work and ensure they are being prepared to apply for admission to the School, and makes recommendations about alternative majors and campus services, such as test taking or study habits workshops. The adviser works with the Student Information System and the Assistant Dean to update and maintain degree audits for all journalism and pre-journalism majors.

The Student Records position, now part time, is used to update academic folders, to provide degree check-out, to evaluate student progress and affirm that the student is eligible for graduation. Duties also involve preparing and submitting the graduation list, and for writing letters to students advising them of their graduation status.

The Assistant to the Dean is responsible for managing the dean's office, supervising all School clerical and technical staff, and implementing all relevant State and university personnel policies.

The Budget Director (accounting technician) oversees all School fiscal activities and works closely with the deans and program heads to assure that School accounts and procedures are maintained and balanced in accord with University and State regulations.

C. Description of Programs

Based on a broad grounding in the liberal arts, the bulk of the undergraduate curriculum has historically been a mixture of traditional skills, emphasizing writing, editing, production and public communication in various media, and an interdisciplinary set of courses integrating the social sciences and humanities with media-related issues in politics, law, history, society, economics, new technologies and culture. The media studies program is less professionally oriented and focuses on the latter issues.

The School introduced a master's program in 1964. Over the following two-and-a-half decades that program grew steadily and offered an increasingly wide variety of emphases. In 1992 the master's program was substantially overhauled and refocused, to offer three distinct tracks — in professional newsgathering for both broadcast and print, integrated marketing communication and mass communication research. In 1994 the master's tracks in newsgathering and research also began to offer a sub-specialty in environmental journalism in conjunction with the campuswide certificate program in environmental studies and the Center for Environmental Journalism that had been established in 1992.

In 1988 the School created a Center for Mass Media Research, and in 1989 it inaugurated a Ph.D. program in the advanced, interdisciplinary aspects of media studies and communication research.

II. SELF STUDY

A. Evidence of Quality

1. Assessments

The School takes very seriously the quality of instruction offered to students. Assessing and improving teaching is undertaken in several ways. First, part of the assessment process for each faculty member being considered for tenure and/or promotion, or being appraised in a pre-tenure or post-tenure evaluation, includes peer reviews of the faculty member's teaching. Two professors selected by the School's Personnel Committee attend one or more classes taught by the faculty member being evaluated, review syllabi and talk with students. The resulting peer teaching evaluations are an important part of the evaluation process.

Second, each full-time, part-time, and adjunct faculty member and each teaching graduate student administers a Faculty Course Questionnaire (FCQ) in each course each semester, including summers. The FCQ is a standard form used throughout the University. It includes several questions eliciting students' reactions to the course and the instructor, allows instructors to add additional questions, and provides space for students' open-ended comments. FCQs are posted on the University's website.

Third, the School's graduate students are encouraged to participate in the Graduate Teacher Program (GTP). The GTP offers workshops covering a variety of teaching issues, provides videotape evaluations of graduate students' teaching, and offers certification of completing the GTP for those who undertake certain requirements. Under auspices of the GTP and the School's Associate Dean for Graduate Studies, the School each year appoints a Ph.D. student as a lead graduate teacher. The lead graduate teacher offers subject-specific teaching workshops for the School's graduate students. Also several School faculty members regularly direct workshops for the GTP.

School faculty members have received a number of awards for teaching, as the following list shows.

Shu-Ling Berggreen

1993 Stephen H. Coltrin Award for Excellence in Communications Education, International Radio & Television Society, Inc.

Ramón Chávez

1997 Society of Professional Journalists' Teaching Award

1996 Journalism Educator of the Year Award presented by the Colorado Association of Professional Journalists

1992 National Teaching Award for Excellence in Journalism, The Poynter Institute for Media Studies, St. Petersburg, Florida.

Jan Whitt

1994-95 Excellence in Teaching Award, CU Boulder Faculty Assembly

1994 Outstanding Educator, CU Zeta Chapter of Chi Omega

1989 Student Organization for Alumni Relations (SOAR)

CU-Boulder's criteria for tenure and promotion to Associate Professor requires meritorious performance in teaching, research and service, and excellence in either teaching or research. In 1997-98 a School faculty member was tenured on the strength of excellence in teaching. The criteria for promotion to Full Professor includes overall outstanding performance in teaching as well as research. In 1996 a School faculty member was promoted to full.

Among other categories on the FCQs, students are able to rate the course and the instructor. With the exception of Fall 1996, the School's average instructor and course ratings consistently have been higher than the campus average since Spring 1993.

The University of Colorado at Boulder offers a Faculty Teaching Excellence Program (FTEP). The Program offers workshops in a variety of areas intended to improve faculty course preparation and classroom presentation. The FTEP also provides videotape analysis of faculty performance. School faculty members are encouraged to participate in the Program and several faculty have availed themselves of it since 1993. In addition several School faculty, including Prof. Bruce Henderson and Prof. Jan Whitt, regularly instruct in the Program's panels and workshops. A Program videotape, "Teaching Teaching: A Spectrum," features Profs. McLean and Whitt.

The School's Personnel Standards explicitly state its expectations with regard to high teaching performance, finalists for faculty positions are required to teach as part of their interviews, the

Dean carefully reviews each faculty member's teaching performance as part of the formal annual review process conducted in conjunction with the Personnel Committee, and the School has successfully tenured faculty on the basis of teaching excellence. The entire deans' group in the School is thoroughly involved in all these aspects of attention to instructional quality. The Dean and the Associate and Assistant Deans regularly engage in various other informal activities that signal their individual and collective commitment to this matter. Their efforts include direct consultation with many members of the faculty, visiting classes for evaluation and guest lecturing purposes, providing guidance on specific instructional problems, offering equipment and other material support, and demonstrating by example in consistently excellent teaching themselves (as a group the deans are regularly evaluated highly as teachers, and some have been specially recognized by School and campus teaching and advising awards).

Students must maintain at least a 2.5 grade point average in all journalism courses attempted and a 2.25 cumulative grade point average for all course work attempted. Students who do not meet these requirements are placed on academic probation; failure to return to good standing within a semester (or in some cases two semesters) may result in suspension from the University or in changing one's major from Journalism and Mass Communication to another school or college. The School's requirements for academic good standing are higher than the 2.0 required in most schools and colleges on campus.

Beginning with the class of 1993, the School has conducted alumni surveys mailed to students eight months after they graduated. The surveys ask graduates about employment and salary information and preparation by the School. Graduates are asked to evaluate their School experience and to rate the importance of internships they may have completed.

Surveys have been mailed to approximately 220 graduates of the May, August and December graduates in each subsequent year. Response rates have been in the 30 to 35 percent range. Master's students were included for the first time in 1994.

The School of Journalism and Mass Communication's fifth annual alumni survey found 69 percent of the graduates of the class of 1997 who responded to the survey working in journalism-related jobs eight months after graduation.

The average salary was \$22,690, which is \$5,565 a year more than the \$17,125 average salary reported by the class of 1993 in the School's first comprehensive survey. SJMC graduates working full-time reported an average salary of \$23,727, or nearly \$1,000 higher than those of 1997 journalism graduates nationwide.

The 1997 SJMC graduates found jobs much faster and rated the level of career preparation by the School slightly higher than did the class of 1993. An average job search took 6.28 weeks compared to 9.34 weeks for the 1993 graduates. The 1997 graduates rated their preparation by the School at 4.98 on a 7 point scale.

The 1997 graduates completed 1.85 internships, roughly the same number as the 1993 graduates

They rated their happiness in their current positions at 5.39 on the 7 point scale.

As was the case five years ago, the highest level of graduate satisfaction was reported by the news-editorial graduates, who rated their professional preparation by the School 5.82. They had also completed more internships than graduates from any other sequence, 2.5, and they reported the highest level of job satisfaction at 5.80 on the 7 point scale.

At the same time, the news-editorial graduates reported the next to the lowest average salaries at \$21,250.

The salaries of the broadcast production management graduates were the highest in the 1997 survey at \$25,000. They rated their preparation by the school at 5.29 and happiness in current position at 5.57.

Advertising graduates reported the next highest salaries at \$23,562. They rated their preparation by the School at 4.24 and happiness in their current positions at 4.63.

Broadcast news graduates reported a salary average of \$21,000. They also rated SJMC preparation at 5.5 and happiness with current positions at 5.5.

The salaries of master's graduates-- surveyed since 1994 -- have also steadily risen. The average salary for 1997 graduates was \$27,917, compared to \$22,200 annual salary for 1994 master's graduates. SJMC master's graduates salaries match the national average. They rated the School preparation at 4.5, and happiness in current positions at 6.2 on the 7 point scale.

2. Improvements

In those areas over which the School has direct control, its programs have continued marked improvement. For instance, it has considerably refocused and strengthened its graduate programs. Its professional Newsgathering and Integrated Marketing Communications degrees have developed their own separate identities and strengths with concomitant increases in student demand and admissions quality. Meanwhile during the past two years the faculty has carefully planned and begun to implement a number of changes in the School's undergraduate core, providing an earlier, tighter focus on writing instruction, a clearer emphasis on integrated new technology, smaller class sizes and, beginning in 2000-01, sophomore admissions.

The number of undergraduate scholarships has increased by fifty percent, the range of School media labs and student professional activity has broadened and strengthened, and the School student governance organization ("J-Board") has improved its organization and increased its number of activities. The School's cooperative programs with the media throughout Colorado and the nation have continued to grow, and its internship, placement and alumni relations programs have strengthened considerably. The School also has continued to improve its close relationship with the Colorado High School Press Association, expanding support for its office at the School and its annual conference on the campus

Since 1993 the School has received major professional-in-residence grants from the Freedom Forum and the Hearst Foundation, the latter an endowment. The School is the only program in

the country to have received two grants from the Freedom Forum in its six-year-old visiting professionals program. Another professional-in-residence program, funded by a School alumnus, has brought sports and television professionals to the School for several days each year. With the help of the *Rocky Mountain News*, the Denver Press Club and many local journalists the School has inaugurated a highly competitive national police reporting award (the Al Nakkula Award), that also brings the winners to campus for lectures and work with the students.

The Center for Environmental Journalism, the New Media Center and the Office of Student Diversity have all been established since the last reaccreditation. The Center for Environmental Journalism has developed an environmental certificate program for School students in the Newsgathering and research master's programs in conjunction with the campuswide Environmental Studies Program. The CEJ has received funding from the Cox Foundation and additional private and University grants to hold conferences and briefings. It also was successful in 1997 in bringing to CU from Michigan the nationally prominent and highly competitive Ted Scripps Environmental Reporting Program. The program is sponsored by the Scripps Howard Foundation.

The innovative New Media Center, jointly supported by the School, the campus and the Apple Corporation, is attracting significant campus and external grants, and its student laboratory projects reflect the School's increasing emphasis on multimedia activity. The Center's faculty director is deeply involved with the development of new media technologies in instruction and is serving as a major resource for faculty in the School and across the campus. The Center hosts several Web sites, including the main Web site for the Colorado Press Association and the Colorado High School Press Association, and it regularly conducts workshops for educators and professionals in the state and region.

School faculty members have won 16 campus teaching and advising awards since 1992, more than two-fifths of the faculty carry joint appointments or positions on advisory committees in thirteen different programs in other departments, schools and colleges, and the School has been a creative partner in various campuswide initiatives. Several faculty were active in the Communications Initiative and five faculty now serve on ATLAS committees, including two on the steering committee. Several have been involved in or served as the primary organizers of major international and national campus-based conferences on such topics as "The National Information Infrastructure," "Re-Thinking State and Local Telecommunications Policy" and "Media, Religion and Culture." Also at the Chancellor's request, several of the faculty have developed a recruitment marketing plan for the Boulder campus in various cities across the country.

3. Technology

The School's major equipment includes:

- 1 19 station PC Pentium lab
- 2 18 station Macintosh labs
- 1 Newspaper lab with eight Macintosh computers
- 1 Newspaper advertising/electronic mall facility with eight Macintosh G-3

machines

- 1 Apple New Media Center with eight Macintosh and PC machines
- 2 Macintosh computers for faculty/graduate student research
- 6 Laptop computers, five Macintosh and one PC, for faculty check-out, short term or semester
- 1 Macintosh computer for AP wire
- 1 Macintosh G3 with scanner for advertising graphics and publication design. A second system has been ordered
- 1 Access to television studio operated by Information Technology Services
- 1 Four camera remote video truck co-owned with Information Technology Services
- 3 S-VHS editing rooms
- 1 Toaster with S-VHS editing room
- 1 Avid Editing room co-owned with Department of Film Studies
- 19 S-VHS camcorders
- 1 Broadcast quality JVC camera
- 1 Broadcast quality 3/4 inch field decks
- 6 Panasonic MII camcorders, donated by KCNC-TV
- 11 Panasonic MII record decks, donated by KCNC-TV
- 1 Photo darkroom, with two computers for digital and then standard equipment for black and white processing
- 1 77 seat, media equipped classroom with overhead projector, two monitors, VHS and 3/4 inch capability. The room is shared with the College of Music.
- 1 18 seat, media equipped seminar room with overhead projector, one monitor, VHS capability
- 1 12 seat, media equipped seminar room with overhead projector, one monitor, VHS capability
- 2 Mobile carts with VHS and 3/4 inch capability
- 2 Portable overhead projectors
- 4 Slide projectors
- 3 Photocopiers
- 2 Fax machines
- 1 International VHS player/recorder

All faculty and staff have computers, either Macintosh or PC, on their desks. These machines are provided by the School for their use while employed in the School. In addition, when desktop machines are replaced, faculty members may use the older machines at home.

This list demonstrates that the School has been effectively planning for and regularly arranging important equipment purchases and upgrading. This is done through the office of the assistant dean. While no program ever has enough equipment, the School has managed to acquire and continuously replace a great deal of it through student and course fees. Students taking courses in the School pay \$16 per course with 50 percent of that fee earmarked for equipment.

4. Diversity

The School of Journalism and Mass Communication has made significant progress over the past eight years in addressing a variety of diversity-related issues, particularly in the area of

student recruitment, enrollment and retention. These efforts have been marked by a significant increase in minority student enrollment, coupled with a subsequently successful rate of graduation. Although progress is significant and the School is proud of its recent record, the School faculty and staff believe they can do an even better job and are already making strides toward accomplishing a wide range of goals. While the School faculty are pleased with this track record, they remain unsatisfied until even more significant progress is made.

A turning point in the CU School of Journalism and Mass Communication efforts to address diversity issues took place in 1992. It was then that an ad hoc committee appointed by the Dean completed its study and submitted for faculty approval a plan of action regarding the diversification of the program. That plan, now well-known to faculty as the "One by One Report," met with the faculty's unanimous approval.

The significance of that first step is two-fold. Most directly, the report led to the creation of the Office of Student Diversity. The primary duty of the OSD was to ensure that the ideas of the report were implemented and came to full fruition. It provided the means for accomplishing the ambitious goals of the School in this regard.

Secondly, it is important to note that the report and the subsequent creation of the OSD actually preceded a directive from the University of Colorado system for creation of diversity plans for all units of every campus. This foresight allowed the School to get the jump on diversity efforts. One manifestation of this effort showed in the significant rise in minority student enrollment from 1993 to 1995 when the OSD implemented most of the key elements of the original "One by One" report and the subsequent Diversity Plan.

From the outset, the School recognized that recruitment was only a portion of a broader plan to ensure the School's success in diversity efforts. Considerable time and effort has been spent on development and retention activities.

Primary among these efforts was the creation of MEMO, the Multi-Ethnic Media Organization. MEMO serves as the support group for students of color, or any student interested in diversifying U.S. media, both in work force and in viewpoints. This student organization has worked well, not only in providing a mechanism by which students adapt to the University setting, but also in providing feedback from students on what needs to be done to create a favorable environment for student success at the School and at CU.

The structure of MEMO also encourages peer counseling: upper classmen are able to advise and mentor younger, lower classmen. The primary responsibility for advising rests with individual faculty members. However, any student who wishes to receive additional advising or counseling from the Office of Student Diversity is welcome to do so. The OSD maintains an open door policy that permits students who feel alienated or disenfranchised an opportunity to have their concerns aired. MEMO also provides a network of contacts with area professionals who act as additional mentors for career choices. Primary among these is involvement with the Metro Media Alliance, an informational association between the Colorado Association of Black Journalists and the Colorado Hispanic Media Association, with occasional participation of the Colorado chapter of the Association for Women in Communications. Regrettably, a student chapter of AWIC is

now dormant, due in part to a lack of interest from students themselves. A plan to revive the AWIC chapter or create a new women's organization is under consideration for the fall semester.

The percentage of minority faculty in the School (21.3%) is above that of the state's population (19.7%), and that also of the campus as a whole (11%). The School's female faculty percentage is 31.9 percent, as compared with the campus figure of 24 percent.

The School has been successful in establishing and maintaining the current levels of minorities and women faculty for a number of years. However it continues to struggle, as do most institutions, with improving its faculty profile in this respect. Despite good faith efforts to hire more diverse faculty, the numbers have not increased as much as the School would prefer. So, for instance, while two of the School's most recent faculty offers for employment went to minority candidates, both turned down the offers because of personal circumstances beyond the School's control. Nevertheless, the School continues to cast a wide net in its search for diverse candidates.

School faculty are sensitive to the need for a more diverse curriculum. The faculty has wholeheartedly met the challenge because of their recognition of the changing demographics of media consumers and media audiences. Almost all coursework contains significant components of diversity related issues. And the search for new material and resources continues, with faculty contributing mutual efforts to assure that diversity is not an addendum but rather an integral part of all School coursework.

B. Integration with Other Campus Units

—The School has emphasized and, as part of its strategic plan, continues to emphasize, faculty and other resource needs in the undergraduate and master's professional programs; faculty research, scholarly and creative achievement; and fostering the media studies undergraduate, research master's and Ph.D. graduate programs.

In doing so, the School is informed by its realization that at their intellectual core all programs in media and communication education and research are concerned with the production of information, knowledge and meaning. They all deal with the creation and interpretation of culture and thus tie directly into many of the traditional humanities, social sciences and learned professions. Such programs have important professional components and objectives, such as better reporting, writing and editing, excellent film and video production practices, improved public speaking and communication skills, or more effective media and telecommunications industry management. But the roots of their existence in the academy rest in the critical, disciplined analysis of the elements and workings of communication processes and tools in human society. They represent the integrated way in which such traditional disciplines as history, literature, sociology, law and economics are combined and refocused to pose many of the principal questions about modern life and experience. It is this understanding of the overarching importance of the field that is becoming clearer at Boulder and that is guiding the changes in the School and its contribution to broad campus goals.

B. Faculty Professional Development

By the late 1980s and early 1990s the School faculty and graduate students had become widely active in communications scholarship and media inquiry, presenting research papers and creative work in the principal regional, national and international communication academic and

professional conferences, including AEJMC, AAA, BEA, IAMCR, ICA, IIC, MAPOR, RTNDA, SCA/NCA and TPRC. They also had begun to publish extensively in major academic journals and book series, and in the principal trade and popular media.

The School's faculty increasingly is involved in national and international research, publishing, and creative work. As reflected in the following data, the School's current faculty members have been highly productive in the 1992-98 period:

Books published or in press	24
Book chapters published or in press, including encyclopedia entries	81
Refereed journal articles	129
Refereed conference papers	68
Appearances on conference panels or as conference speaker	63

In addition, the School's faculty members have published innumerable articles in newspapers, magazines and the trade press.

One of the means for organizing and promoting faculty research has been the School's Center for Mass Media Research. The Center retains its role as a focus for faculty and graduate research. A key focus for a good part of the past several years has been on the changing nature of public media, particularly in the wake of deep changes in the total media landscape. The future trajectory of the Center will be to build on the intellectual core of that earlier work, which essentially lay in a concern with the principles and values that should condition the making of media culture. This will take the form of "engagements"— in workshops, public lectures, conferences — with the character of mediated communications at the end of the 20th century. The purpose will be to be both analytical, creating deeper understandings, and programmatic, in establishing specific policy proposals. The intent here is to work collaboratively, for example with the Center for Environmental Journalism and relevant professional associations.

A variety of councils, committees, and award programs allocate funds and provide assistance to full-time faculty on the Boulder campus. Among those are the Outreach Council, the Graduate Committee on Research and Creative Work, the Graduate Committee on the Arts and Humanities, and Implementation of Multicultural Perspectives and Approaches in Research and Testing (IMPART).

C. Service

The School has always been involved in service to a wide array of state and national journalism and communications professional and educational activities. The program was granted its Sigma Delta Chi (Society of Professional Journalists) charter in 1919, and its Sigma Theta Phi

(Women in Communications, Inc.) charter and Kappa Tau Alpha chapter in 1934. In 1922 the program held the first annual Colorado state high school publications conference on the Boulder campus, and the School has hosted that event every year since. Since 1989 the School has served as the home of the Colorado High School Press Association, providing office space and financial support. Over the years School faculty and administrators have held leadership posts in many leading state, national and international journalism education and communication organizations, including AEJMC, AAF, ASJMC, and BEA (or their predecessor organizations), CHSPA, SDX/SPJ, and KTA. The School also has hosted national conferences of several of these and others.

D. Strengths, Weaknesses, Opportunities, Threats

1. Strengths

The School is the heir of a deep and rich tradition about communication technology, society and culture. Part of its role is to help extend its own interdisciplinary understandings of such matters to the campus as a whole, thereby helping the University become a leading educator of the communication workforce for the twenty-first century. The Center for Environmental Journalism has already earned a national reputation for excellence, a fact confirmed by the arrival of the Ted Scripps Environmental Reporting Program. The New Media Center has attracted major federal grant monies and continues to keep the program on the cutting edge of new technologies and media industries. The School's faculty continue to excel in their work as teachers and advisers, a strength not always possible in research institutions.

2. Weaknesses

The lack of a single, central, adequate facility for the School remains a major problem. The current campus administration has openly acknowledged the poor facilities situation for the School, and in response to concerns expressed by the School's Advisory Board it has made two commitments, to both temporary and longer-term measures. Its temporary solution has been to offer to relocate the School into a single facility, whereby the entire faculty and staff can be accommodated. The longer-term commitment is to continue to work with the School on a more permanent facility.

3. Opportunities

As a result of the efforts to improve the School and all cognate units in communication, the Boulder campus is now at a watershed insofar as interdisciplinary media and communication study is concerned. It is poised to take its efforts in this field into the upper reaches of accomplishment, and, through the new Communication Initiative, to create the conditions for making the Boulder campus the leading regional center of education and research in all principal aspects of journalism, media study, communication and information technology, and to contend credibly for national and international prominence.

Within this plan the School's overall goals are to:

- a) Continue to articulate a new vision for the School in light of both its historic mission in the State and the ATLAS program being developed by the Boulder campus. This view is stated in Sections II. A (Mission and Vision) and IV. B (Centrality) of the main text of this Self-Study Report. That vision will continue to be reviewed, challenged and revised on a periodic basis to ensure that the School continues to look toward the future of communication as a set of social practices, professions and intellectual inquiry, and meets and exceeds the expectations established by the School's constituencies, including its faculty and students.
- b) Develop that vision around a greater internal and external understanding of and respect for the traditional role of the School in professional media education, an ever more ambitious sense of its scholarly capacity, and an expansion of its potential as a regional and national leader in the debates about communication and media in society.
- c) Promote the School's mission and needs widely and vigorously both within the university and among external constituencies, work to have the School become more central to the intellectual life of the campus, and generally achieve greater understanding of its multiple missions.
- d) Promote the interdisciplinary aspects of campus media and communication studies, cooperating as appropriate with cognate units.
- e) Help develop campus public communication outreach and teaching laboratory facilities (radio, cable television, interactive computer networks); work with other units and interests as appropriate.
- f) Maintain the State and regional leadership positions of the School and related campus programs and move them to prominence in the nation and abroad.
- g) Secure the larger resource base necessary to advance these goals.
- h) Continue to recruit high caliber new colleagues to increase the faculty size to the level necessary for the full mission of the School.
- i) Significantly continue expanding the School's scholarly capacity (research and creative work), while maintaining and building on its traditional strengths in professional education.
- j) Continue to strengthen doctoral level studies in the School, assert and demonstrate the School's role in its natural field (communications) on the campus, and become competitive with comparable programs at peer institutions.

4. Threats

The School recognizes a need to identify its core values and distinguish them from projects that are not central to its mission. Increasingly, other disciplines have begun to investigate aspects of popular culture, including media products. It is important for the School to maintain a

vigorous intellectual leadership in this area and to be able to demonstrate to programs on the campus its central value to the university as a whole.

III. Action Plan

A. Housing

A specific offer with regard to temporary housing for SJMC was made just as this self-study was being completed. It involves the use of all or most of the Armory building, soon to be vacated by Human Resources and other non-academic service units. The School is grateful for the attempt to meet the temporary commitment, and the Armory proposal will be actively reviewed by the School, through its newly appointed Relocation Evaluation Committee, in conjunction with the campus facilities planners.

With regard to the longer-term issue, the School continues to feel that the best option from a pragmatic standpoint is to include it in Phase II of the Hunter replacement project. That option would appear to make the most sense in all areas of teaching, research and service, because it would place the School and other relevant units close together in the same and adjacent facilities.

B. Equipment

The School's most urgent needs for equipment can be identified in three areas. First, the School must continue to provide students with the latest computer hardware and software where possible, which means being on a three-year cycle. Much of this will continue to be handled through student fees, supplemented by course fees.

Second, the School must acquire and upgrade equipment for KVCU-AM, the new radio station. While the bulk of this will not come directly from the School's existing budget, part of it might, particularly for the JMC instruction portion of the station's activity. The radio project is being folded into the School's overall external fundraising program and the University's new major capital campaign.

Third, the School must start its transition from analog audio/video to digital. This will be a major project affecting all the current audio/video gear with the exception of the AVID editing system, already digital.

C. Cohesion

In light of all the changes in the School there is some need to address issues of faculty cohesiveness. In part to help foster that spirit of collegiality the School also undertook a series of all-faculty curriculum and program planning workshops during 1996-97 and 1997-98. Those workshops, frequently on a Friday afternoon, were highly congenial and productive. Substantively they led to the plans for the core curriculum changes currently underway. They also began a necessary conversation about the nature of the sequences and the possibilities of more options in the undergraduate programs. But they also seemed to signal an effective ability of the faculty to work together and maintain good personal and professional relationships in the process. Simultaneously other faculty gatherings such as formal faculty meetings tended to be cordial and relatively easy going, particularly by comparison with an earlier era in the School. They did not reveal any outward tensions.

Despite these developments, it became apparent during 1997-98 that some professional relationship difficulties were emerging or re-emerging among the faculty. The tensions were revealed most notably in the debates over one recruitment and a series of promotion and tenure cases. The key questions seemed to turn around such traditional issues as "professional vs. scholarly," MA vs. Ph.D. and definitions of quality in research and creative work. Concerned by these tensions the Dean consulted with the faculty and with its advice and support invited the campus' faculty ombuds office to lead an extended series of conversations within the School over the summer and as long as necessary into the 1998-99 year. That process is currently underway. The ombuds colleagues (a retired dean and the former director of the Honors program) have met with nearly the entire faculty individually. They have begun refining the issues emanating from those conversations and they intend to report back to the faculty and Dean about their findings and what might be appropriate next steps.