

UNIVERSITY OF COLORADO AT BOULDER



Program Discontinuance Committee

School of Journalism and Mass Communication:
Analysis and Recommendations

Presented to Provost Russell Moore

November 1, 2010

I. PROCESS DESCRIPTION

On September 1, 2010, the chancellor of the University of Colorado at Boulder (UCB) empanelled for the first time a program discontinuance committee pursuant to the guidelines set forth in the Administrative Policy Statement on Program Discontinuance and the University of Colorado at Boulder Campus Policy for Academic Program Discontinuance, and tasked the group with investigating whether the School of Journalism and Mass Communication (SJMC) should be discontinued for either budgetary or strategic realignment reasons.

The committee was comprised of most of the standing members of the Academic Review and Planning Advisory Committee (ARPAC), a representative of the Boulder Faculty Assembly, the associate vice chancellor (AVC) for graduate studies, the AVC for undergraduate education, the vice provost for budget and planning, and the vice chancellor for diversity, equity, and community engagement. The AVC for faculty affairs chaired the committee as a non-voting member. Two ARPAC members, one a member of the SJMC and another involved with a preceding campus planning conversation regarding the school's future, were obligated to recuse themselves from the deliberations. The committee had until October 31 to complete its work. A drafting sub-committee was identified by the larger group and tasked with taking input from the campus community, including from faculty, staff, students and alumni, and from the general public. The sub-committee met with these constituent groups during five open fora beginning on September 7 and ending on September 21, 2010. The subcommittee also met with the chancellor, the deans of the Graduate School, University Libraries, and the College of Arts and Sciences and with the chair of the Department of Communication. A complete meeting inventory may be found at: <http://academicaffairs.colorado.edu/academicreview/>. The Office of Planning, Budget, and Analysis (PBA), the SJMC dean, associate dean, and faculty, also provided the drafting sub-committee with analysis. The subcommittee also received information via email to input@colorado.edu.

REPORT CONTENTS	
I. Process Description.....	1
II. Summary of Findings	1
III. Discontinuance Considerations.....	3
IV. Recommendations for Strategic Realignment.....	9
V. Contingent Recommendations.....	10
VI. Recommendations for Transition.....	12
VII. Committee Vote.....	13
VIII. Provost Acceptance.....	14

II. SUMMARY of FINDINGS

1. We do not recommend discontinuance of the School of Journalism and Mass Communication based on “budgetary constraints, resource allocation issues, or other financial matters.” According to the PBA analysis provided to the committee, the expense of running the SJMC in its current configuration exceeds the revenues brought in through tuition and external funding. However, the same is true for the colleges of Engineering, Music, and Law. Nevertheless, although the overall negative budget balance of the SJMC

is not large by comparison to Music, Law, or Engineering, those are all units of considerable distinction. We have not found a convincing rationale for why the rest of the campus should underwrite the SJMC. While we are not recommending discontinuance due to budgetary constraints, budget savings will be realized from discontinuing the SJMC even if all tenured faculty remain at the University of Colorado.

2. We do recommend discontinuance of the present structure of the School of Journalism and Mass Communication in order to permit a strategic realignment of degree programs, faculty, and other resources to better serve the mission and collective interests of the Boulder campus as a whole. In making the recommendation for program discontinuance to facilitate strategic realignment, we are not making a judgment that the present programs, students, or faculty of the SJMC are not valued or are not worth preserving. Indeed, as noted in the analysis below, we believe that there are many talented students and faculty in the SJMC and valuable programs that should be continued in some form. We find, however, that the school has lived for years with a structural tension between its mission to provide professionally-oriented, accredited BS and MA degree programs in journalism and its mission as a Boulder campus unit to meet the standards of a Carnegie Foundation-designated Research University / Very High (RU/VH) Public AAU institution for research and doctoral education. Despite some progress in the school's ability to foster both its professional and research missions, we find that the current administrative structure has impeded timely and innovative resolution of those tensions, especially in terms of effective integration of those two missions. There is also a shared sense that the SJMC is too small to become a truly excellent unit and that resources are not available to support a significant increase in the size of the unit.

We believe that both journalism education and the research and graduate teaching missions would be better served in a different administrative structure or structures. While the SJMC has had leadership problems over the years, simply changing the unit's leadership is not sufficient to resolve underlying structural issues that negatively impact delivery of the undergraduate major and proper support of journalism and media studies faculty. The SJMC's administrative structure as a separate school hinders interdisciplinary and innovative advances in education and research. Moreover, such an insular structure lacks the flexibility necessary for change, as protection of the status quo is the natural tendency. Examination of the history of SJMC program review on this campus supports this assessment. We therefore recommend discontinuance of the present structure of the SJMC in order to permit a strategic realignment of degree programs and faculty.

If this recommendation is approved by campus authorities and ultimately by the University of Colorado Board of Regents, we interpret the discontinuance of the SJMC as meaning:

- That the SJMC would be discontinued as a tenure home, and, hence, that the current tenured and tenure-track faculty should be reassigned to other tenure homes.
- That some or all of the degree programs currently housed in the SJMC may be

continued, or offered in a revised form, under different administrative auspices.

- That the current administrative structure for the SJMC would be eliminated on the effective date stipulated by the CU Board of Regents if the board chooses to discontinue the current structure.

III. DISCONTINUANCE CONSIDERATIONS

Summarized below is the committee’s assessment of each of the nine discontinuance criteria relevant to strategic realignment as stipulated by the ‘University of Colorado at Boulder Campus Policy for Academic Program Discontinuance.’

1. Centrality to the Mission of the Boulder Campus:

Journalism education has a long history at the University of Colorado, dating back to the early 20th century. In 1962, Journalism became a separate school offering the undergraduate journalism degree. A masters degree program was added in 1964; in 1989 the SJMC was authorized to offer a separate track of the Communication Ph.D.. At least since the 1960s, as UCB moved towards becoming a major research university, tensions have arisen between traditional notions of professional education and the demands of a research-intensive environment. Like other UCB professional schools—Education, Business, Law, and Music—SJMC found that it was no longer sufficient to train skilled practitioners. In order to receive promotion and tenure, its faculty had to engage in scholarly research and publish in peer-reviewed outlets. Over time, hiring priorities shifted toward research-oriented graduates of Ph.D. programs. On the other hand, undergraduate students in particular continued to value courses taught by current or former professional practitioners with experience in print, broadcast, advertising, or “new media” journalism. Many of those who teach the “skills” courses in SJMC are now brought in as honorarium instructors; however, the relatively small size of the SJMC faculty requires that tenured and tenure track (T/TT) faculty also teach many of the skills courses. Teaching of the skills courses has been a large obligation especially of junior faculty in the unit. A cost of this high service teaching load is that it limits the time that T/TT faculty have available to engage in research and scholarly activity. Further, it limits the opportunities for those faculty to develop and offer theoretical and research-oriented courses. This professional training obligation imposes a substantial toll on T/TT faculty, and it is believed to have been a significant factor in the low promotion success rate of recent SJMC reappointment or tenure cases. In addition to teaching time-intensive journalism-related skills courses, many of the current tenured faculty engage in writing and production for a range of non-academic audiences. Some associate professors seem stuck in rank, at least in part because their scholarly activities do not fit the standard campus disciplinary profile for research faculty.

If Journalism is construed as a trade or craft, then it is not clear that training students for that trade is a central function of a RU/VH-ranked university. Of the sixty-three universities that are members of the Association of American Universities (AAU), only a

minority (38%) offer professional degrees in journalism that are accredited by the Accrediting Council on Education in Journalism and Mass Communications. If Journalism is construed more broadly as a profession whose essential skills are not designing ads or producing a news story, but rather gathering information relevant to society and democratic governance at all levels from local to global, thinking critically in the interpretation and analysis of that information, and finally conveying that information to multiple audiences faithfully and effectively, then a case can be made that journalism education does have a place with other liberal arts disciplines in a comprehensive research university. Having heard from a wide variety of sources, we are convinced that this broader conception of journalism education can and should be part of the campus curriculum. However, we are not convinced that the current structure of the SJMC is the best vehicle for delivering that education nor that the technical production skills of particular media industries should be a major part of journalism education, especially given the substantial changes in communications technologies over the last decade.

2. Role of the Program in the Flagship 2030 Strategic Plan:

The SJMC revised its strategic plan to accord with the campus Flagship 2030 plan in 2009. Documentation provided by SJMC faculty and staff provides examples of how SJMC activities contribute to each of the Flagship 2030 goals, particularly in making UCB an international campus and in developing an entrepreneurial focus in UCB education. The SJMC 2010 self-study reports that the “Flagship initiatives labeled Transcending Traditional Academic Boundaries and Experiential Learning” are “most” relevant to the school’s strategic plan. Revised in 2009, the plan predicts that the SJMC would “pool resources with ATLAS” and lists the synergies with ATLAS that would support these specific initiatives. Examples included broadcast journalism classes making use of ATLAS’s state-of-the-art studio and the fact that SJMC students “comprise nearly 30 percent of the enrollment in ATLAS’s one undergraduate minor (Technology, Arts and Media, open to students campus-wide).” The self-study describes “innovation” as an essential element taking on “new meaning and urgency” in the school’s strategic plan and points to the Boulder Digital Works graduate certificate program and the Boulder Test Kitchen research project, in conjunction with a revised curriculum, as examples of “convergence journalism” that “eliminates the distinction between online, print and broadcast journalism.” The strategic plan outlines an action plan that links SJMC objectives to one or more Flagship 2030 initiatives as a means of explaining the school’s role in the campus’ strategic plan.

3. Program’s Ability to Enhance the Campus’ State and National Reputation:

In the field of journalism, there appears to be no generally accepted ranking of undergraduate and graduate programs. According to the available online sources, the SJMC is generally not ranked as a top ten or top twenty school. We have received anecdotal reports both from members of the unit and journalism professionals outside the unit that the advertising sequence is nationally recognized and that other SJMC programs are considered to be regionally prominent, but not among the national leaders. The SJMC Self-Study citing a 2004 University of Florida study of characteristics of top 10

schools of journalism and mass communication, noted SJMC's strengths and weaknesses and declared that "we're not a Top 10 school currently by these highlights, but we are close to becoming one." It can be argued that a combination of factors, including the school's current administrative structure, combined with the constraints of accreditation and the tension between teaching applied skills and research responsibilities, hamper the school's ability to build on its strengths and enhance its reputation in the state or nationally. [The referenced survey identified the top 10 schools in 2004 as Florida, Georgia, Illinois, Indiana, Michigan State, Minnesota, Missouri, North Carolina, Syracuse, and Texas.]

4. Program's Excellence or Promise of Future Excellence in Teaching and Research:

The SJMC has a number of distinguished individual faculty and two centers with national reputations, the Center for Environmental Journalism and the Center for Media, Religion, and Culture. Several projects involving new media have also received attention: Boulder Digital Works, the Resolving Door program, and the Digital Media Test Kitchen. We note, however, that relatively few SJMC T/TT faculty are directly involved in these new projects. By the standards of research excellence common to most units on the Boulder campus—research published in peer-reviewed journals or competitively awarded research grants—SJMC does not rank highly, though as noted above, some SJMC faculty should probably be evaluated by different criteria, given that part of their scholarly work is in professional practice.

Teaching is likewise difficult to evaluate. Undergraduate student course evaluations and senior surveys indicate that student satisfaction with SJMC courses and the major is close to or somewhat better than the campus average. The major ranked especially high in terms of student satisfaction with how well it prepared students for the job market. Student opinions voiced at our open fora were generally (but not universally) positive about the quality and currency of the SJMC training. Alumni provided testimonials about SJMC faculty who had significantly influenced their education and shaped their professional futures. It is our assessment that the SJMC has overall done a good job of delivering undergraduate professional training. This is reflected by a variety of measures that includes good post-graduation placement rates, high demand for the program's interns, and high student enrollment. The instructors and staff in the unit deserve much credit for their role in the overall success of the undergraduate professional training.

5. Cost of Investing in the Program to Achieve and Maintain Excellence:

Within the limits of the time available for this review, it is difficult to estimate the budget that would be required to make the SJMC a top tier program. We note that among the public AAU institutions most commonly cited as top schools in journalism and mass communications, Missouri and Arizona State have substantially larger faculties and extensive facilities in both traditional and "new" media. We also note that those programs are strongly focused on professional training and that many of their faculty continue to participate in profession-related activities.

From a financial perspective, the current delivery of a professional, training-based degree is not as cost effective as delivery of the more typical College of Arts and Sciences undergraduate degree, due to the large number of small enrollment-skills courses required in journalism. This requirement not only increases costs in terms of providing sufficient instructor staffing for those courses, but the technical nature of those skills courses also requires a relatively high level of support staff. Further, it is not very cost efficient to deliver technical skills courses with high salaried T/TT faculty. There is also the financial consideration that delivery of this kind of a B.S. appears to be best done within a dedicated school or college. All except one of the twenty-four AAU institutions that offer undergraduate journalism degrees administer those degrees out of schools or colleges that are separate from a college of arts and sciences. Thus, effective delivery of an accredited journalism B.S. likely requires the additional administrative costs of running an independent unit separate from other existing colleges or schools on the Boulder campus.

According to the dean of University Libraries, SJMC program discontinuance would not result in significant savings in the libraries' materials budget. The libraries would continue to maintain the periodicals, monographs, and interdisciplinary databases, in support of communication, environmental studies, business, geography, and social and political science. In FY09-10, expenditures for monographs, journals, and databases in support of journalism and communication in particular came to \$117, 262 out of a total collections budget of \$9,641,141, or 1.2%. Due to its interdisciplinary nature, should discontinuance be decided, the current array of information sources would continue to be acquired in support of other disciplines. The research and instruction librarian responsible for journalism states that it is the media studies faculty who request library instruction on a regular basis.

In the event a new school, college, institute, or program is devoted to digital media then campus IT and the University Libraries should be consulted about how to deal with new formats—streaming content, downloadable audio, and handheld content; all of which are new to acquire and manage and the costs tend to be much higher and subscription based, thus affecting in particular the libraries' continuing base budget and most likely requiring additional IT support.

Given the costs associated with the SJMC, the campus must carefully evaluate the priority of continuing to deliver an undergraduate professional training program that is somewhat at odds with the overall intellectual mission of the campus. As Colorado's flagship campus, UCB's mission for undergraduate education features a high quality liberal arts education. The campus is not primarily a center for undergraduate professional training, except in certain disciplines that have a long tradition of being offered by top-level research universities, such as business, engineering, and some of the studio arts. It might be argued that the university was prescient in making a substantial investment in the SJMC in 1987 with the addition of ten new faculty lines in advance of revolutionary changes in the industry and technology, yet that investment did not elevate the unit to national prominence. Given the financial and other costs to the campus of offering professional training in journalism and advertising at the undergraduate level, we question whether continuation of those costs is justified if the product remains in its

current form—a competent but not yet nationally prominent accredited program that, in terms of content area and format, resembles most other journalism programs. However, we believe that the campus would benefit substantially if it were to offer a transformed B.A. or B.S. in journalism and advertising that is top-level because of its quality and innovation. Such a program should be intellectually and technically innovative and clearly distinct from other programs in the region and nation.

6. Program's Uniqueness to the CU System, State, and the Geographic Area:

The only other accredited journalism program in the state is located at Colorado State University (CSU) and it reportedly has a strong public relations program but does not have an advertising or news editorial sequence. Within the region there are accredited programs at the University of Arizona, Arizona State University, Kansas State University, University of Kansas, University of Montana, University of Nebraska, New Mexico State University, University of New Mexico, Brigham Young University and University of Utah. The program at Arizona State University is widely considered to be the strongest journalism program in the region. A strength of the University of Colorado SJMC program compared to many of the other regional programs is its proximity and strong working relationships with the extensive advertising and media industry centered in the metropolitan Denver area. The SJMC administers one of 113 accredited programs in journalism and mass communications located within colleges and universities in the United States.

7. Marketplace Demand for the Program:

The B.S. in Journalism and Mass Communication attracts a large number of undergraduate students. As of Spring 2010, there were 647 undergraduate majors and 684 pre-majors pursuing the B.S. in journalism at the CU Boulder campus. With the exception of a few highly select incoming freshmen, the school does not admit students into the major until they have attained sophomore status. Approximately 45-60 percent of pre-majors who apply to the major are admitted in any given semester. Resource restrictions limit admittance of a higher percent of CU students into the program. The combined total of 1331 undergraduate students pursuing a degree in journalism ranks as the second largest undergraduate degree program on the Boulder campus. The program attracts a large number of out of state students (40%) with only two other undergraduate programs on campus having a higher percentage of out of state student enrollment. Only 8% of SMJC undergraduate students are currently pursuing training in media studies, with the remainder specializing in one of the applied professional tracks. The advertising track is currently the most popular (35%), with a number of prospective advertising majors being turned away each year due to lack of space in the program.

The formal professional training offered by the SJMC is required for employment in entry-level positions throughout the advertising and journalism industry within the U.S. A large number of University of Colorado SJMC B.S. graduates are directly employed within the advertising and journalism industry. The SJMC estimates that 85% of its graduates attain full-time employment within a year of graduation and approximately

50% of those positions are explicitly media related. The 50% placement of bachelor degree graduates in industry-related positions is probably quite high relative to most majors in A&S departments, as would be expected given the professional training focus of the major. A 2009 campus survey of graduating seniors found that only 8% of graduating Journalism B.S. seniors planned on pursuing full or part-time graduate school in the immediate future.

8. The Program's Contribution to Campus Diversity:

The SJMC consists of twenty-four full-time T/TT faculty, eleven (46%) of whom are female and four (16%) of whom represent diverse populations. The tenured faculty number seventeen (dean included) and seven (41%) are women with three of the seven women self identified as faculty of color. Of the seven full professors, three are women, one of whom was hired with tenure into the James deCastro Global Media Studies endowed chair in 2004. Of the ten associate professors, five are women with one newly tenured, one hired at this rank without tenure, and the other three have remained at this rank for 12-16 years. Of the twenty-four T/TT faculty, all female faculty hold a doctorate while two of the thirteen males do not. Of the six junior faculty three are female. One of the six assistant professors self identifies as a minority and one is non-specified. Separate from the twenty-four T/TT faculty there are four full-time instructors; two are female and no minorities hold this rank. There is no record of a minority member of the faculty serving in an administrative capacity, i.e. as the school's associate/assistant dean. Female faculty in the SJMC are at parity at the assistant and associate ranks.

The climate for SJMC faculty was documented in administrative appraisal surveys with a comment regarding women and minority faculty. The dean has been rated as "needs improvement" in that regard in two appraisals since joining the faculty in 2003. A standing faculty Diversity Committee in SJMC meets three times each semester and submits a progress report to the campus Office of Diversity, Equity and Community Engagement (ODECE) each year.

The SJMC self-study highlights several campus programs aimed at the pre-collegiate audience in which the school is an active participant (Upward Bound and Pre-Collegiate). A SJMC student group known as the Multi Ethnic Media Organization (MEMO) is involved in outreach efforts to local high schools in an effort to encourage underrepresented minority students to consider college and the field of journalism and broadcast news. The Pathways to Excellence program targets pre-journalism students from first-generation and underrepresented groups and provides a six-week program that includes an orientation to the industry and strategies for success in the SJMC application process. The school has a Hemingway endowment that provides seven diversity-related \$10,000 scholarships each year to "SJMC juniors or seniors who, in their application, can demonstrate experience with diverse populations and a commitment to furthering multicultural understandings through their media work." SJMC staff report that the dean is an active supporter of these student diversity initiatives.

Preliminary 2010 PBA figures for SJMC undergraduate and graduate majors total 743 of

whom 488 (66%) are female. Since the year 2000, women have comprised 65% to 68% of the degree-seeking students in the school. Seventy-eight students are U.S. minorities with an additional thirty-five listed as unknown. Female Hispanics are the largest enrolled minority in number, twenty-eight, in the school while the fewest, two, are Native American. Currently women outnumber men in the SJMC doctoral program, sixteen to twelve, while women in the masters program total thirty-nine of the fifty-nine students. Seven of twenty-eight doctoral students are classified as international with four of fifty-nine masters students categorized as international. Two masters' students are minorities; one is Hispanic/Chicano, the other Native American.

The SJMC staff was not reviewed in terms of women and underrepresented minority composition.

9. Program's Role in Supporting Other Key Programs at the Campus.

The Center for Environmental Journalism in the SJMC supports the Certificate Program in Environment, Policy, and Society. The International Media certificate program is a collaborative offering of the SJMC and the International Affairs Program to provide training for international correspondents and others working with international media. The SJMC and the Department of Communication are co-sponsors of the new "Communication and Society" Residential Academic Program. The Center for Media, Religion, and Culture contributes to research in Religious Studies. Other SJMC faculty do research and teaching relevant to political science, environmental studies, visual studies, sociology, anthropology, and, especially, communication.

IV. RECOMMENDATIONS for STRATEGIC REALIGNMENT

These recommendations are designed to achieve three general goals:

- To advance innovation and scholarly excellence in UCB research and education;
- To provide a more effective and efficient allocation of current budgetary and human resources in support of undergraduate and graduate education;
- To honor the university's commitment to SJMC students, faculty, and staff, in accordance with regents' policies and university obligations through the restructuring process, including placing all tenured and tenure track faculty in alternative tenure homes. In this review process we were impressed by the quality, expertise and dedication to the unit and campus of the SJMC staff. We encourage the campus to make every effort to retain these members of our campus community. We note that the campus has already guaranteed that all students currently in the SJMC will be given a reasonable time period in which to complete their degrees.

In view of these goals, we offer two contingent options that anticipate differing future circumstances. We believe that both Option A and Option B provide a cost-effective means to deliver education in journalism. However, we believe that Option A, as outlined below, would best achieve the goal of fostering excellence and innovation and provide more opportunities for incorporating the key features of journalism education into a new administrative structure. The recurring message that we heard from faculty, students and alumni of the SJMC is that it is time for a transformation of journalism-related education on our campus. We believe that the major should be transformed into a degree program that centers on teaching the core principles of journalism, advancing the role of journalism in a rapidly changing world, and providing a full integration with media studies. This program should be intellectually and technologically innovative and distinct from other journalism programs in the region and nation. The program should provide students with the intellectual foundation to become leaders not only in existing and emerging media professions, but in a wide array of professional disciplines that depend on critical analysis and the effective communication of information. Although instruction in the skills identified with the practice of journalism might continue to be a component of journalism education, it should not be the focus, just as acquiring laboratory skills is not the focus of natural science degree programs. Option B would also allow the continued offering of an undergraduate degree in journalism and media studies, although the opportunity to truly transform that major may require greater ingenuity and strong leadership.

Final assessment of which SJMC programs should be retained and in what form will require consideration of the findings of the Information, Communication and Technology (ICT) Exploratory Committee, as well as careful deliberation by faculty in SJMC and other closely allied units, such as the Department of Communication and the ATLAS Institute. Hence, we can only recommend the general outlines of the alternatives that we believe would produce better educational and research outcomes than are provided by the current SJMC configuration.

V. CONTINGENT RECOMMENDATIONS

Option A

If the provost and chancellor decide to create a *new unit* (department, program, center, institute, school or college), which could logically include some programs currently offered by the present SJMC, we would recommend:

1. That “journalism” should be included in the title of the *new unit* or a component thereof, in recognition that the study and professional practice of journalism are not dependent on the current or future prominence of traditional print or broadcast journalism.
2. That the journalism and media studies faculty and other interested parties should

explore options for a revised undergraduate curriculum in journalism education to be offered through the *new unit*, taking advantage of the synergy offered by collaboration with other faculty in the *new unit*. A major objective should be to establish a program that attains national recognition for its conceptual and technical innovation. Depending on the outcome of these discussions, the campus should then decide whether continued accreditation by the Accrediting Council on Education in Journalism and Mass Communication is necessary or desirable for the new curriculum.

3. That the tenured and tenure track faculty in the SJMC be placed in appropriate new tenure homes. Decisions about the future of research and education in journalism and mass communication lie beyond the purview of this committee, so it is difficult to know where the faculty will reside, since it is possible that all SJMC faculty would move to the *new unit*. At the current moment, the committee believes it is most likely that media studies faculty in SJMC will become part of the College of Arts and Sciences as members of an independent department, with other faculty placed in the *new unit* or elsewhere. All these faculty members should be able and expected to contribute to the educational programs of the *new unit* and to participate in its research activities as appropriate.
4. That the media studies graduate degree programs should be separated from the Ph.D. and M.A. in Communication and reconstituted as independent degree programs in accordance with the opportunities available through the restructuring of the SJMC. The current Master's program in journalism should be suspended and reconfigured as a Professional Master's within the *new unit*.
5. That tuition rates for the degree programs offered by the *new unit* be set in conformance with the costs of providing the kinds of courses required for those degrees, so that the new unit can operate without subsidy from the rest of the campus.

Option B

If the provost and chancellor decide against creating a new unit which could include programs currently offered by the present SJMC, we would recommend:

1. That over time the undergraduate degree in Journalism and Mass Communication become a BA program within the College of Arts and Sciences. The undergraduate major should no longer be focused on providing professional training. The new SJMC major requirements scheduled to be implemented in 2011 should be reconsidered by the SJMC faculty to ensure conformity with the liberal arts mission of A&S. That reconsideration should include a) the number of hours within the major devoted to technical skills classes; b) varying the format for classes within the major; and c) increasing the interdisciplinary content of the major. Other options could include requiring a double major in Journalism and another department/program, e.g. political science, international affairs, history,

or Asian Studies, or making Journalism a certificate program to be taken in conjunction with another major, following the School of Education model.

2. That tenured and tenure track faculty in the SJMC be placed in appropriate new tenure homes.
3. That the Media Studies graduate degree programs should be separated from the Ph.D. and M.A. in Communication and reconstituted as independent degree programs in accordance with the opportunities available through restructuring within the College of Arts and Sciences.

VI. RECOMMENDATIONS for TRANSITION

If the provost and the chancellor, and ultimately the University of Colorado Board of Regents, accept this committee's recommendation for program discontinuance for reasons of strategic realignment, it is clear that that realignment cannot occur overnight. We must, in the first instance, keep the current degree programs active for up to three years while students currently in the SJMC complete their degree programs. Time is also needed to determine the form in which the University of Colorado will continue to provide education in journalism and mass communication, to determine the relationship between journalism and mass communication and any new entity created as a result of the work of the ICT Exploratory Committee, and to help faculty and staff find their appropriate places following the discontinuance of the SJMC.

To manage this transition process, we make the following recommendations; we do so with the awareness that recommendations of the ICT Exploratory Committee may take the campus in directions we have not imagined:

1. That as soon as possible the provost and the chancellor set a date for the formal closure of the SJMC, an event that will occur roughly three years from now. Until that time, faculty and staff will continue to deliver the current degrees within the SJMC.
2. That within this academic year the provost should put in place transitional leadership of the school. The transitional leadership could be a governing committee comprised of the deans of other schools and colleges or an interim dean external to the current faculty within the SJMC. The new leadership shall facilitate a discussion between faculty currently within the SJMC and interested faculty elsewhere on campus about the future of journalism education. This group, or, if the numbers are too great, a subset of it, should propose to the campus the form in which journalism education should be offered at UCB following the formal discontinuance of the SJMC. A final decision on the direction of journalism education should be made one year prior to the formal discontinuance of the SJMC.

3. That the campus work with the leadership of the school to manage recruitment and enrollment of students during the transition period. Since the M.A. and Ph.D. programs in media studies will remain intact, even if their home may be moved, the campus should continue to recruit vigorously students into these programs. M.A. students in the professional journalism track can continue to be admitted, but a move to a professional masters program should be made as quickly as possible, and admitted M.A. students should be aware that the program might change during their time at CU. The current SJMC brings in a considerable number of undergraduate students. Careful attention needs to be paid to these potential students during the transition. If at all possible, we should not interrupt the recruitment of undergraduate students, but we should rapidly move to matriculate these students under a newly conceptualized form of journalism education; in the interim, they should be brought in under the new curriculum designed by the SJMC in 2009. Admission letters for new students will need to be written to provide the campus with flexibility. The committee understands that the campus may decide that there would be a break between admitting students under current degrees and admitting them under new programs.
4. That, once a decision has been made on the future of journalism education, the chancellor, in conjunction with the provost and the leadership of the school, shall insure that all remaining SJMC tenured and tenure track faculty find appropriate tenure homes, with the understanding that faculty may perhaps be tenured in one unit and rostered, wholly or partially, in another. The chancellor shall ensure that the campus makes every effort to find homes for all remaining tenure-track faculty and the staff.

VII. PROGRAM DISCONTINUANCE COMMITTEE VOTE

The report was passed unanimously.

(Recorded on November 1, 2010)

VIII. PROVOST ACCEPTANCE

The report was accepted by Provost Russell Moore on November 17, 2010.