



February 12, 2002

To: Joseph Glover, Chair, and Members  
Presidential Task Force on the Future of the University

From: Dean Terry Hynes  
College of Journalism and Communications

Re: Response to your letter of Jan. 31

On behalf of the College, I am pleased to respond to the Task Force's request for information and hope this response will give you a foundation for understanding the mission and goals of the College of Journalism and Communications and its role in the University of Florida.

For more than 20 years, the College's programs have ranked consistently among the top ten in every national ranking of programs in the fields of journalism and communications. As UF Vice President for Research Win Phillips noted in the Jan. 16 issue of the *Gainesville Sun*, for example, the College of Journalism and Communications has four of the 17 UF programs ranked in the top ten nationally in recent *U.S. News & World Report* rankings. Although we are not complacent about the excellence of our programs as reflected in national rankings, we believe this puts the College in an enviable position as a fundamental contributor to the University's goal of having its core programs and the University itself ranked among the top ten nationally.

**Introduction:**

The mission of the University of Florida's College of Journalism and Communications is to prepare exemplary professional practitioners and scholars for various journalism and communications fields; to generate, translate, and disseminate new knowledge about these fields, especially the role and functions of journalism and communications in a democratic society, and to advance the understanding and practice of journalism and communications for a diverse global community.

The College is a national leader in the professional education of future journalists and other communications practitioners as well as in the preparation of teacher-scholars for the field. The College is nationally accredited by the Accrediting Council on Education in Journalism and Mass Communications. It offers B.S. degrees in advertising, journalism, public relations, and telecommunication and has approximately 3,000 majors in these four departments, including freshman through senior levels. The College's undergraduate curricula are concentrated at the junior and senior levels as is true of similar programs throughout the country. The College offers M.A. and Ph.D. degrees in mass communication and currently enrolls approximately 200 students at the graduate level. The graduate programs in mass communication are administered through the College's Division of Graduate Studies and Research.

The College's master's degree program began in the mid-1940s. Its doctoral program began in 1985. Although still a relatively young program, the latter is regarded as among the strongest in the field nationally—a tribute to the pioneering faculty in the College who invested it from the beginning with high standards, high quality, and high expectations.

In addition, the College includes the Joseph L. Brechner Center for Freedom of Information; The Documentary Institute; the Jerry Davis Interactive Media Laboratory; the Knight Division for Scholarships, Career Services and Multicultural Affairs, and six broadcasting facilities (the local PBS television station, WUFT-TV; the local National Public Radio affiliate, WUFT-FM and its sister station, WJUF-FM, whose signal reaches the State's central Gulf Coast; two commercial radio stations, WRUF-AM/FM, and a low-power television station, WLUF-TV).

The Brechner Center is a teaching, research, and service center that represents the core First Amendment values of freedom of speech and of the press that are fundamental to the culture of the College and the nation. The Documentary Institute links the award-winning faculty who specialize in this long form of journalism, the graduate students earning degrees in this field, and WUFT-TV, the PBS affiliate for North Central Florida. A recent example of the synergy created by these units occurred in 2001 when The Documentary Institute's "*Freedom Never Dies*" was carried on the national PBS schedule. WUFT-TV helped coordinate the Florida network of PBS stations to maximize the documentary's exposure throughout the state.

Like all individual broadcasting stations, WUFT's and WRUF's professional missions are primarily local/regional. All the stations produce a significant amount of original programming for their local/regional audiences. The stations engage in significant outreach as part of their mission. Local/regional outreach includes, for example, WUFT-FM's Radio Reading Service, WUFT's Ready to Learn program with elementary schools, WRUF's news magazine program, *Front Page on the Air*, and WRUF's carriage of many UF athletic events—in keeping with its long-time role as *The Home of the Gators*. Also, through cable carriage, WUFT-TV reaches audiences not only in the North Central part of Florida but also in the Northeast corridor, including Jacksonville, thus providing additional visibility for the University in that region. As part of the College's contribution to UF's national reputation, WUFT collaborates with local talent to develop modules with national appeal ("*Recess!*" and "*Health in a Heartbeat*") that are carried on many NPR-affiliated stations throughout the nation.

In addition to their professional outreach missions, the broadcasting facilities help the College provide laboratory sites and experiences where students can apply the theories and concepts they learn in their courses. WUFT's facilities enable students to learn in a public broadcasting environment. WRUF's facilities enable them to learn in a commercial broadcasting environment. The College's integration of broadcasting stations, new media outlets, and journalism and mass communication education is unparalleled; its equal is found nowhere else in the nation.

The infrastructure and staff expertise of the College's broadcast stations also provide a capability and pathway for a broad range of UF's programs to create and share knowledge with a wider audience. For example, in Fall 2001, the College's stations collaborated with UF's Digital Worlds Institute in the creation of DWI's award-winning demonstration project on the collaborative, creative use of High Speed Internet for interactive artistic creation. WUFT also played a key role in taping and editing the highlights program of the Spring 2001 Florida Election Symposium that was used across the country and aired in venues including Buffalo and the Kentucky Educational Network. The creation and dissemination of this program, which was

the cooperative effort of the College of Law, the Department of Political Science, and our own College, placed this content and the knowledge and insights of the participants before a much wider audience than was possible with just the on-campus event. This is just one of many examples that could be cited to indicate the important links between teaching, scholarship and outreach/service that are inherent in the integrated structure of UF's College of Journalism and Communications.

The College has a long-standing national reputation for being in the forefront of incorporating into the educational process new technological developments related to journalism and communications. The Davis Interactive Media Laboratory is the College's cutting-edge facility where students learn to apply concepts and skills using state-of-the-art computer technologies. Faculty and graduate students also conduct research on the impact of these new technologies on communication processes and effects. Both undergraduate and graduate students exposed to this learning environment are in demand for top jobs in both industry and the academy.

The Knight Division concentrates the College's service activities related to administering undergraduate scholarship funds and providing career services essential for accredited programs in journalism and communications (e.g. career advising, career days, outreach for internship opportunities for students). Through the generosity of alumni and friends, the College awards approximately \$300,000 annually in undergraduate scholarships from its private endowments—one of the highest amounts awarded nationally in our fields. The Knight Division also plays a key role in helping the College meet its goals for developing a diverse student body. It is the College's central focus of support for attracting and retaining students from a variety of ethnic and racial backgrounds.

In conjunction with its outreach activities, the College houses the Florida Scholastic Press Association, the state-wide organization for high school teachers of journalism/communications, and the Institute for Public Relations, a leading industry association in the field, with international programs and impact.

UF offered its first course in journalism in 1916. The first department in the field at UF was created in 1925. More than 20,000 students have been graduated from UF with a degree in one of the majors offered by the College of Journalism and Communications. While at UF, students majoring in this College take advantage of UF's comprehensiveness to study in complementary disciplines. As a result, they acquire the kind of inclusive, well-rounded education that is critical for leaders in communications industries in a global society.

Students demonstrate their leadership and capacity for achievement early. The College is the only program in the nation that has won national first-place awards in all three categories of the Hearst Journalism Competition (print, broadcast, and photojournalism). The College's public relations students have won the National Bateman Competition seven times; no other program has won it more than three times. Advertising students have won the National AEJMC Logo Competition, and the national Echo competition in marketing. In the first three years in which they were eligible, students specializing in international advertising won the United States/Canadian Championship twice in a global competition sponsored by the International Advertising Association.

Our alumni engage in professional careers across a broad spectrum. Some of their careers are directly related to the professions for which the College prepares students, e.g. newspaper publisher, editor, reporter; television producer; television station president and general manager; advertising copywriter; photojournalist; documentary film maker; advertising

account executive; public relations vice president, and executives in all these fields. Alumni of the College hold positions in numerous news media, advertising agencies, and public relations and telecommunication organizations throughout Florida, the nation, and around the world.

Some of our alums use the skills and expertise they learned in the College in a different setting, e.g. novelist, head of the American Cancer Society, chief of field operations for the U.S. Customs Service, or head of consular services in the U.S. Embassy in Bosnia. Some of our alums are exceptionally successful innovators and entrepreneurs in such areas as computer software and satellite technologies.

Our alumni include Pulitzer Prize and Emmy Award winners and winners of other awards/recognitions in journalism and communications fields as well as recipients of such "out-of-field" awards as the Edgar, given to the best mystery writers. Our students' high level of achievement is a tribute to the quality of the academic and professional preparation they receive in one of the nation's top journalism and communications programs. Our students' achievements, in turn, serve to enhance the College's and the University's national and international reputation.

In the recent "*It's Performance That Counts*" capital campaign, the College raised \$27.2 million, more than 200 percent of its original \$13.1 million goal. The College has a long history of success in philanthropy, a tribute to its strong ties with the industries for which it prepares students, to the leadership of previous deans, to the dedication of its faculty, and to the loyalty of its alumni and friends. The College has a sparse record in attracting funding through contracts and grants, but it is working on the latter area as a priority for the future and has had some significant successes in this area in recent years, including, at the national level, funding received from NASA, NSF, and the Robert Wood Johnson Foundation; and, at the state level, funds from Florida's settlement with the tobacco companies to conduct field research on the use of communications to attract new smokers to cigarettes. More and more federal agencies are requiring communications components in proposals that traditionally focused only on the scientific issues and questions directly related to the purpose of the contract/grant. Faculty from the College are currently collaborating with faculty in UF's colleges of Engineering (NSF Information Technology) and Liberal Arts and Sciences (Chemistry-NSF IGERT) to provide the communications expertise necessary for successful proposals.

The College built its reputation on the effectiveness of its undergraduate programs and the preparation of future journalism and communications professionals. In conjunction with that strong teaching mission, the College has always engaged in outreach/service, especially to the professions for which it prepares students. In the past decade especially, the College has adopted additional goals related to its scholarly mission as part of an AAU institution and has raised its standards and expectations for faculty research/creative activities productivity and for growing and strengthening its graduate programs. The College, like other leaders in the field, recognizes that the ability to maintain strong and free democratic institutions depends on more than just the undergraduate education of future media professionals. The College recognizes that this goal is served also through graduate and lifelong education, through the generation of new knowledge about communication processes and effects, and through service to industry and other constituencies beyond the university and our domestic borders.

The questions from the task force relate basically to the College's academic programs. Thus, the remainder of this response focuses on the academic programs, not on the broadcast stations or other units within the College.

**A. The top ten Colleges of Journalism and Communications in the nation:**

Overall, the top ten Colleges of Journalism and Communications in the United States, listed alphabetically, are: Florida, Georgia, Illinois at Urbana-Champaign, Indiana, Michigan State, Minnesota, Missouri, North Carolina at Chapel Hill, Syracuse, Texas at Austin.

The list would differ somewhat by specialty. For example, a list focusing solely or mainly on journalism might include Maryland and/or Northwestern, but not Georgia. The University of California-Berkeley and Columbia University offer high-quality master's professional programs in journalism. They are anomalies in the national picture of journalism and communications education, however, because they do not offer undergraduate programs and, until recently at Columbia, offer only a professional master's degree (i.e. much emphasis on skills, little emphasis on theory or research).

It is noteworthy that the majority of the top ten programs in journalism and communications are at relatively comprehensive land-grant institutions. Many of these major universities see a natural link between the fundamental role and function of journalism and communications in a democratic society and the importance of fostering excellent programs in these fields as part of the essential mission of a land-grant institution. Also of note is that nine of the ten are structured as colleges/schools headed by a dean.

**B. What characteristics do they share which place them at the top?** The top programs share:

- Balanced curricula that include a mix of conceptually based courses and practical/applied (skills) courses, with support and opportunities for undergraduate and master's students to obtain internships;
- Faculty depth and expertise that includes a balance of those with strong academic background/credentials and those with strong professional experience. Sometimes one individual has both, but the key is that the faculty as a whole include the breadth and depth of both academic and practical background and experience;
- Faculty noted for effective teaching, as well as productive, quality research/creative activities, and involvement in appropriate professional associations at the national/international levels;
- Sufficient size to offer complete curricula, with sufficient faculty expertise to maximize curricular quality;
- Professional accreditation by the Accrediting Council on Education in Journalism and Mass Communications;
- Budget adequate to provide high quality in administration, instruction, research/creative activities, facilities/equipment, and support services;
- Effective leadership, both position leadership (those holding administrative positions/titles) and leadership by influence (reputation of faculty and others among peers and key publics);
- Instructional student-faculty ratio no higher than 35:1 (and generally lower, averaging approximately 29:1);
- Sufficient quantity and quality of facilities and equipment to sustain high-quality teaching, research/creative activities, and service;
- Regular, systematic and quality outreach to professionals practicing in the fields for which the programs prepare students;

- Graduate and undergraduate students who can compete successfully with students from other programs throughout the country in a range of activities at a national/international level (e.g. winning “top paper” or similar awards in nationally competitive research papers competitions; Hearst Competition awards for journalism students; Bateman Award competition awards in public relations, InterAD international advertising student competitions, the Echo national marketing competition);
- Alumni who include some nationally known practitioners and leaders in the professional fields and in the academy;
- A faculty and student body that are inclusive across race, ethnicity and gender, and a curriculum that exposes students to issues of inclusiveness affecting journalism and communications;
- Ability to attract external funding, either through philanthropy or contracts/grants or both.

### **C. Where does UF rank among the Colleges of Journalism and Communications?**

As noted at the beginning of this response, in every national ranking of programs in the fields of journalism and communications, for more than 20 years all four of the College's undergraduate programs and the master's program have ranked consistently among the top ten. In recent years, the College's doctoral program, which began in 1985, also has gained increasing respect and recognition as one of the top programs in the nation. This includes rankings of colleges as a whole as well as rankings of individual academic specialties. For example, in the only ranking of journalism and communications programs conducted by *U. S. News & World Report* (1996), the College's graduate programs in advertising, public relations, and telecommunication (radio/television) were ranked second nationally, and the journalism program was ranked sixth nationally. In our fields, these rankings generally are regarded also as reflecting rankings of the undergraduate programs. No other college in the nation had all of its programs ranked in the top six. More recently (December 2001), using an example of rankings within a single field, the College's graduate program in public relations was ranked third in the nation. Other rankings have included those by such organizations as the Associated Press Managing Editors Association, Radio-Television News Directors Association, Public Relations Educators Academy, University of Maryland College of Journalism, and media including *Madison Avenue*, and *The Gannett Center Journal*.

The top-ranking status of the College also has been validated by the support the College has received over many years from the major foundations that fund programs in journalism and communications, including The Freedom Forum (the former Gannett Foundation), and The John S. and James L. Knight Foundation. Since 1990, the Knight Foundation, for example, has awarded 16 endowed chairs, with grants of \$1.5 million each, only to elite journalism programs in the United States. One has gone to UF's College of Journalism and Communications.

(N.B. The National Research Council does not rank programs in journalism or communications. Some of our national associations have been working on this issue, and we hope that the Council will rank communications programs in the future.)

### **D. Please identify the major new trends among the top Colleges.**

Top colleges in journalism and communications are dealing with several recent industry trends that affect education in the field. Some trends among the colleges are internal to the academy. The following combines trends from both spheres:

- Need for all media professionals to be able to communicate across all media platforms. For example, journalists need to be able to report and edit stories for online and/or on-air. Public relations professionals and advertising professionals on the creative side need to be able to create materials for print, online or video formats;
- Increased need for professionals in all fields of journalism and communications to be “visually literate”;
- Increased curricular and research emphasis on the impact of new communications technologies (e.g. computer, Internet) on professional practice and on journalism and communications processes and effects;
- An evolving trend during the past 10-15 years: Broadening journalism and communications curricula beyond the traditional social-science research paradigm that dominated journalism and communications graduate studies in the United States from the 1950s to the 1970s to include additional humanistic and critical studies paradigms more dominant in the European tradition in these fields;
- Attracting and meeting the needs of diverse students;
- Internationalizing the curriculum, and establishing interdisciplinary alliances both on U. S. campuses and globally as well as increasing interdisciplinary research and instruction in areas of growing national and international significance (e.g. science/health communication, international communication, international consumerism);
- Finding ways to meet the challenge of attracting federal grant opportunities in a field that historically has had little federal funding available to it;
- Although not yet a trend, almost every major journalism and communications program is examining its programs and potential student pool to determine the best way to deliver quality instructional programs at a distance, especially using the Internet.

**E. What level of resources would be needed to enable your College to climb into this group?**

As noted above, because UF’s College of Journalism and Communications is already among the very top programs in these fields, our challenge is not “to climb into this group.” Our challenge is to deepen and extend the excellence already achieved. This challenge is no small task. The College has achieved much, but it is not perfect.

To extend and deepen its position among the top programs in the country, UF’s College of Journalism and Communications needs the following, in addition to the current level of human, fiscal, and physical resources that are part of the College’s normal allocation:

- Additional faculty positions, combined with a reduction in the College’s undergraduate enrollment (especially in Advertising and Public Relations), to achieve an instructional student-faculty ratio at least no higher than the highest of our peers, i.e. 35:1. In some of the College’s programs, the undergraduate instructional student-faculty ratio is at or close to 60:1. That is too high to maintain quality. In addition, the College’s goal is to grow its graduate enrollment. Additional faculty positions are essential to achieve this goal. The exact number of additional positions will depend on the total enrollment goal.
- Additional investment in the College’s research infrastructure, including, for example, space to accommodate growth, especially for the graduate programs; a comprehensive research laboratory facility, including facilities for computer-assisted survey research, online research, and focus group meeting/lab space. As the College continues to grow its

graduate enrollments, it is important to provide faculty and graduate students, especially at the doctoral level, with appropriate space for them to conduct their research and carry out other assignments, e.g. as teaching assistants. The College also needs space to maximize the opportunities of specialties like science/health communication, political communication, and The Documentary Institute;

- Additional financial support for graduate students;
- Additional financial support for the development of international alliances, so the College may take better advantage of opportunities presenting themselves from all parts of the world. The College's fledgling programs in Latin America have been stalled recently because of the currency devaluation in the countries where we have been developing alliances.

## **Enhancing the University of Florida's Achievements, Advancing Its Reputation, and Making It a Truly Great University Among the Top Ten or Fifteen in the Nation**

### **1. Which units in your College are currently making the greatest contributions to the stated goals? Please describe briefly the contributions.**

The College's academic departments and graduate programs, like other units and divisions of the College, make different and equally important contributions to the College's place among the very top programs in the country and to the University's goal to be a top-ten institution. Faculty in all programs have strong professional and/or academic background and expertise, a central element in contributing to the excellence of the College's programs and its reputation for excellence nationally and, increasingly, internationally. The current faculty include, for example, a Pulitzer-Prize winner (Journalism); recipients of the Eric Barnouw Award from the Organization of American Historians (television documentary); ADDY Award winners (Advertising and WUFT), and highest-ranking officers of leading groups of educators (College: Association for Education in Journalism and Mass Communication, Accrediting Council on Education in Journalism and Mass Communications, Association of Schools of Journalism and Mass Communication; Advertising: American Academy of Advertising; Journalism: American Journalism Historians Association, and Public Relations: Public Relations Educators Academy), as well as faculty involved in the leadership of other major organizations important to the College's professional mission (e.g. Society of Professional Journalists, Radio-Television News Directors Association, Ad Society).

The faculty also includes a number of scholars recognized nationally and internationally for the quality of their research contributions to their fields (e.g. public relations, political communication, communications law and policy, et al.); the editor of the major national academic journal in the field (Public Relations), and a number of faculty and staff who are involved locally, regionally, nationally and internationally in outreach activities related to the College's mission. The College's Department of Advertising, for example, was the first department in the United States to receive certification from the International Association of Advertising. All the academic departments have strong Professional Advisory Councils, which help the departments and the College maintain the relationships with professionals that are a hallmark of leading programs in our fields.

The College's overarching goal for many years has been to provide balanced programs in those areas where the College could build a national and international reputation and stand as premier programs in the respective industries for which the College prepares future professionals. What is different now from many years ago is the College's greater appreciation for and emphasis on the theoretical and conceptual elements that contribute to high-quality professional programs at all levels, recognizing that, in the best programs, this emphasis increases at each degree level. As a result of adding the Ph.D. in mass communication in 1985, the College was positioned to continue to meet its long-time reputation for excellence in undergraduate and master's level professional education and the need among the best programs nationally to contribute significantly to the research missions of their universities and to the creation and dissemination of new knowledge in the field.

Although the College's doctoral program is relatively new, it already has achieved national prominence and is helping us reach our goals. One measure of excellence at the doctoral level is the scholarly productivity of the doctoral students. Over the past six years, our students have ranked in the top three programs nationally each year in the number of competitive, refereed scholarly papers presented at the annual conference of the Association for Education in Journalism and Mass Communications, widely regarded as one of the most prestigious organizations cutting across the various disciplines in journalism and communications. As important, our students have ranked in the top three programs nationally each year in the number of their papers that have received top awards at AEJMC, sometimes in competition with professors from other universities. The College also ranks high nationally in the number of master's and doctoral degrees conferred. In the most recent annual report published in *Journalism and Mass Communication Educator* in Autumn 2001, for example, the College ranked fourth nationally in the number of doctoral degrees awarded for the 1999-2000 year.

Central to the College's culture is the field of journalism and its fundamental role in a democratic society. The College's journalism specialties (including the print and photojournalism specialties in the Department of Journalism and the broadcast journalism specialty in the Department of Telecommunication) contribute to the mission by focusing on practices of excellence in journalism, including fairness, accuracy and balance in reporting about the world and the importance of a free press to the development of an informed citizenry in a democratic society.

In the United States, commercial speech plays a central role in the engine that drives the economy. Advertising in our society produces the revenue and, normally, the profit necessary to sustain the broad-based media system that contributes to an informed citizenry. Our advertising program contributes to the College's mission by focusing teaching, research and service on the role and function of advertising communications as it contributes to the public interest in our society.

Public Relations, centered on the strategic management of relationships, is an increasingly important linking function between individuals/organizations and their many and varied stakeholders. The College's faculty in public relations contribute to the mission and excellence of the College through their teaching, scholarship and outreach related to such specialty areas as crisis communication, philanthropy, ethical and legal practices, and global reputation management.

For historical and practical reasons related to the different functions of print and broadcast media in society, the best programs in journalism and communications normally have separate units that focus on print and broadcast media. That is true of UF's College of Journalism and

Communications, with the Telecommunication Department contributing to College and University goals by consolidating instruction and research related to the telecommunication industries derived from broadcasting and by linking the College's instructional programs with the professional broadcasting facilities in the College—a combination that contributes significantly to the College's position and reputation as a very top program in this field. The Department of Telecommunication focuses on educating knowledgeable future professionals for a global, integrated (tele)communication marketplace and, through its research, on shaping the direction of telecommunication policy and content. The department embraces teaching, research/creative activities, and service for all technologies that use, deliver or display audio and video signals for a general or target audience, including for example, broadcasting, wired and wireless cable, satellite, corporate media, common carriers, and computers and other digital communications technologies.

Each academic department and the master's-level graduate programs in the College have curricula that are structured with a balance of theoretical/conceptual courses and applied/skills courses—another hallmark of the best programs in these fields. The College's master's specialties have been developed within a consolidated mass communication degree that enables students to benefit from theoretical/conceptual cross-fertilization. This has resulted in master's programs that are more research oriented than some professional master's programs in these fields, but this orientation is consistent with the goals of an AAU institution. As professional practice in some fields has grown more sophisticated and focused, however, the College has developed more specialized professional master's degree curricula to better meet the needs of the professions for which we prepare students.

The standard Ph.D. in our field is a research (rather than a performance or production) degree. The College's Ph.D. program is relatively new, compared with those of such other top programs as Illinois at Urbana-Champaign and North Carolina at Chapel Hill. It is a "mass communication" degree—although that phrase is increasingly anachronistic and misleading, given the changing possibilities for targeted communications through newer media technologies. Several content specialties within the College's master's and Ph.D. programs have been created and developed strategically to take advantage of some of the rich intellectual milieu across the University of Florida and to position the College's Ph.D. programs to reach their full potential. They include, for example, specialties in communication law and policy; international and cross-cultural communication; political communication, and science/health communication.

The College's Joseph L. Brechner Center for Freedom of Information is a good example of a unit that integrates the College's teaching, research and outreach/service missions. The Center director and Brechner Eminent Scholar both teach and work with graduate students on research related to media law and policy. The Eminent Scholar provided leadership in building the College's joint MAMC/JD and PhD/JD degree programs with UF's College of Law, which are regarded nationally as models in our field. The Center and its director are a service resource for media professionals and other citizens throughout the State of Florida regarding freedom of information issues. In addition, the Eminent Scholar heads a research/service project, the Marion Brechner Citizen Access Project, which examines freedom of information and access legislation and the implementation of that legislation in all fifty states.

**2. Which units in your College have the potential to make significant contributions to the stated goals, but may not yet have realized their full potential? What additional**

**expertise, guidance, time, and resources are required to realize the full potential of these units?**

As a College with all of its academic programs already consistently ranked among the top ten nationally, the College of Journalism and Communications is in a prime position to enhance the University's achievements, advance its reputation, and contribute to its becoming a top University overall.

At the same time, some of the College's graduate specialties and the Ph. D. programs specifically—especially the newer interdisciplinary programs in science/health communication, political communication, and international and cross-cultural communication—have not yet had the time and investment of resources for them to reach their full potential. Achieving the College's goal of reducing undergraduate enrollments and growing graduate program enrollments, with the additional faculty, graduate support, investment in research infrastructure, etc. noted earlier in this response, will enable these programs to reach their full potential during the next five-ten years.

The additional support also will help the faculty develop and sustain a record of research quality and productivity in major peer-reviewed academic journals and through other publications that is essential for full realization of the College's potential as an integral part of an AAU institution.

**3. Which units in your College may not have a “front line” responsibility to make UF a truly great university, but nevertheless are critical components to support other units or play critical roles in teaching or service? Please describe their roles.**

All of the College's academic programs and other units operate very efficiently and effectively on the front lines of their specialty areas and are essential to the College's success as a top leader in our fields. Like other professional preparation programs, a major journalism and communications college includes a set of programs and units that, while different, are all “mission critical” in contributing to the overall excellence of the college.

**4. In what areas of your College do you feel resources should be most concentrated for maximum impact?**

As suggested early in this response in listing the top programs in journalism and communications, the major programs across the nation are strong at both the undergraduate and graduate levels and within the same specialties as are flourishing in UF's College of Journalism and Communications. Thus, it remains important for us to “concentrate” resources across these areas and levels. The College regularly reviews its curricula and specialties and makes adjustments with an eye toward continuing to assure high quality and maximum effectiveness in use of resources and impact on the field. This year, for example, the College suspended three of its graduate specialties as the result of refining its strategic plan for growing the graduate programs. At the undergraduate level, the Journalism Department is in the process of consolidating its specialties into one broad-based concentration.

**5. Can you identify areas in your College that should be restructured to improve efficiency, better organize teaching and research, or reduce administrative costs?**

As a person involved for almost two decades in the professional accrediting process in our fields, I have been struck since I first arrived at UF at the efficiency with which this College operates, given the strength of its programs and reputations. The State of Florida's investment in

journalism and communications at UF, by comparison with other major programs in these fields across the country, has returned very high value to the University and the people of the State.

The College has been fortunate over the past several decades to have the support of a series of UF presidents and provosts who have recognized the College's potential and achievements and have provided resources to help the College reach the level of excellence it has attained. Continued support from the president and provost is essential for the College to sustain its ranking among the very top programs in its fields.

The College's major challenge at this time is, in a sense, to be less efficient at the undergraduate level. That is, in order for us to redistribute existing resources and make the best use of additional resources, the College needs a lower cap on its undergraduate enrollments. The College has been working on this enrollment management issue for the past couple of years, but the College also is working on this issue in the spirit of a "good citizen." The College's programs are highly sought by students coming to UF; and, when the University admits students, the University and the College wish to meet the demands of students for specific programs. Yet, the specialized resources needed for quality professional preparation in journalism and communications cannot be stretched infinitely to meet demand. That tension is a complicated one for the College and University to navigate.

As noted above, the College regularly reviews its programs to determine if they are continuing to meet professional and academic expectations and needs. Currently, for example, the Department of Journalism plans to condense its undergraduate curriculum from five specialties (reporting, editing, magazines, online media, and photojournalism) to one streamlined journalism degree program that allows students to gain experience working across all media. Given the growing convergence of media forms, the Journalism faculty has determined that this new program will be a greater service to students, and to the journalism profession for which we prepare students, than segregating students into one of the existing specialties. At the master's level, the College recently suspended three specializations because, in one case, faculty involved with the program determined that it would meet the College's standards for productivity and excellence only with an infusion of resources that could not be justified in light of other curricular and research priorities. In the case of the other two master's specialties that were suspended, although they had served the College well for a number of years, they no longer met either industry or student needs.

**6. Are there units that should be reduced, phased out over time, or eliminated so that the recouped resources can be devoted to more critical efforts?**

Although the College does not have units that should be reduced, phased out or eliminated, as noted in other sections of this response, the College's undergraduate enrollment, especially in Advertising and Public Relations, needs to be reduced, so that we can redirect resources to the graduate programs.

**7. Are there units in your College that would be more logically placed in other Colleges? Are there units in other Colleges that would mesh well with your programs and be more logically placed in your College?**

In my view, none of the units in the College of Journalism and Communications would be placed more logically in other colleges. The structure of UF's Journalism and Communications programs, including the professional broadcast facilities that are part of the College, is generally regarded as the envy of many other programs throughout the country. Our

colleagues at other universities that seek to consolidate units at their campuses to create a strong college in these fields often visit UF to see how we are structured and how we operate in order to borrow and imitate what fits their own mission and goals. UF's College of Journalism and Communications is, in short, a model for other programs around the country.

Some colleges of communications across the country include programs that originated in speech communication. That has not been the tradition at UF, and the dominant pattern among the top professional programs in journalism/communications does not include these programs. While the College does not seek to add any programs from other parts of UF, we certainly would be open to conversations about any programs that the Task Force or others believe have such similar content and culture that they would mesh well with UF's College of Journalism and Communications.

Please address in your letter any additional matters you feel should be brought to the Task Force's attention.

### **Additional Matters**

Educational programs in journalism and communications trace their academic roots to two of the core subjects of the medieval trivium, viz. grammar and rhetoric. Professional journalism and communications education programs, however, are relatively young in academic institutions. When the Association of American Universities was created in 1900, no college or university in the world offered a professional academic program in these fields. The term "public relations" had not yet been coined for what was then the infant practice known generally as "publicity." As with other, even younger, areas of intellectual inquiry (African American Studies, Feminist Studies, Latin American Studies, etc.), universities often do not know exactly how to accommodate these fields to what are traditionally viewed as programs that are "central" or "critical" to a university or part of a university's "core" or "fundamental" areas of teaching, research/creative activities, and outreach/service.

As President Charles Young noted in his position paper, "A Strategic Approach to Accomplish the University's Goals and Its Long-Term Success": "It is axiomatic to say that the continued progress of our democratic institutions relies heavily on well-educated media professionals." The College of Journalism and Communications agrees with President Young's statement. The State of Florida has invested over many decades to create a high-quality set of programs at UF that would meet this important need for institutions of higher education to educate future journalism and communications professionals. Professionals in these fields play an essential role in a democracy in helping people obtain the information they need to make informed decisions about how to live their lives, as individuals and as members of a social/political community. Because of the centrality of the media and communication technologies in all aspects of modern life, the education of media professionals is essential.

Especially in a democratic society, contributing to the "continued progress of our democratic institutions" is a core and fundamental function of a truly great university. The College of Journalism and Communications is proud to have served that core and fundamental function for the University of Florida for many years. The College already performs this mission as one of the very top national programs in these fields. We plan to continue to do this at a level of excellence consistent with the University's aspirations to become one of the very top institutions of higher education in the United States.