MEMORANDUM

To: Dr. Teresa Gonzalez
From: College of Communication Group
Date: March 4, 2005
RE: Proposal Questions

Attached you will find the answers to the last set of questions that were requested by the committee. The representatives from the various communication disciplines (Communication Studies, SMAD, and TSC) expressed concern that the answers to the last posed questions made little or no sense outside the context of the original set of questions. Consequently, we included the original answers along with the most recent answers. Another unit to be included under this structure is WMRA, but the questions do not specifically address this unit.

To summarize, we feel that a College of Communication proposal should be considered for the following reasons:
• the possibility of enhanced fund raising and scholarship opportunities;
• the sharing of facilities and talents within the new college structure;
• the potential to attract external grants and funding;
• the potential to reduce internal funding;
• the possibility of expanding professional communication services for other units within and external to the university through things such as developing web pages, professional writing, streaming video, etc.; and
• the possibility of developing a combined Ph.D. program of distinction, which will combine the synergy of the various programs.
1. **How does the proposed college structure facilitate administrative efficiency? In doing so, what does the infrastructure look like? Describe the organizational chart and administrative positions necessary to facilitate the effective functioning of the college.**

   a. **How does the proposed college seek to encourage “flat,” rather than “tall” organizational models?**

   b. **In what ways does the model enable and situate academic decision making with the faculty (rather than administration)? What impact will the model have on faculty decision making structures?**

The size and structure can be simple and cost effective. The College of Communication might include the following personnel: a Dean; a secretary/receptionist; an administrative staff person for finances, curriculum issues, and resource development; unit directors; faculty and staff. The Dean’s role in this model would be to implement the college structure, set up the C & I process, establish tenure and promotion process, argue for resources for the college, establish a fund-raisning process for the college, establish faculty assistance, etc.

Because of the smaller size of the college, faculty are situated in a decision-making position and thus the committees would be smaller and better positioned to provide informed decisions about faculty leaves and internal grants, curriculum development, and other issues of relevance to the college. Our shared disciplinary histories and commitment to communication as the focus of our teaching and scholarship enable rich conversations across school units that would enable collaborative curriculum development (in the areas that combine media and rhetorical studies, that combine the media design expertise of TSC and SMAD with the rhetorical bases taught in SCOM’s Public Relations program, for example). Interdisciplinarity is enhanced within the college, but not constrained outside of the college. The newly developed Center for Constructive Advocacy and Dialogue which will house the Institute of Health & Environmental Communication and the Institute of Conflict Analysis and Intervention provide physical and virtual spaces for interdisciplinary activities with external units such as Health Sciences, Biology, Sociology/Anthropology, Religion (new program in Peace Studies) to name a few. Further interdisciplinary efforts with other colleges are only encouraged when there is the infrastructure to support them.

Some of the management of the college would reside with the Directors of the units in the college. This organizational structure would create a greater sense of faculty involvement in the operations of the college and eliminate an elaborate hierarchy of administrative positions.

We envision that the new college will address or contribute to the following University Characteristics: 1. The university will strategically select innovative and new academic programs for development and implementation; 2. The university will serve primarily full-time residential students, but will increase programs that fulfill non-degree and competency certification requirements as a complement to the traditional academic programs and the bachelors’ degree; 3. The university will offer graduate programs of
distinction; 4. The university will provide a challenging and supportive environment with a heightened sense of intellectual stimulation; 5. The university's strength is in its people and thus, we will invest in both professional development and instructional innovation and excellence; 6. The university will be a diverse community whose members share a common JMU experience; 7. The university will serve our state and the region, but through its people, programs and accomplishments, will be recognized on a national basis; 8. Admission to the university will remain selective with the ratio between total applications and freshman enrolled students reaching 6:1; 9. The university will enhance and diversify funding sources to achieve initiatives campus-wide; 10. The university will develop broad-based financial support and involvement among alumni, parents and friends; 11. The university, to enhance and support its programs, will expand its strategic alliances with external partners; 12. The university will follow a planning process that emphasizes accountability and ties resource allocation and initiatives to the concepts of institutional effectiveness; 13. The university, through its planning process, will clearly align aspirations, wills and resources to achieve its goals; 16. The university will offer a wide variety of quality liberal arts and professional programs; 17. The university's core curriculum will provide a strong foundation in the liberal arts and will establish optimum competencies in written and oral communications, critical thinking, and information technologies as basic graduation requirements; 18. The university will complement its residentially-based academic programs with distance education offerings for select audiences; 19. The university will provide technologies and laboratories that are widely accessible to the entire campus community; 20. The university will continue to be recognized as an efficient, overachiever in its use of resources in the total educational program it offers; 22. The university will continue to offer and develop programs and services with the student as its ultimate focus; 26. The university's faculty will integrate scholarship, service, and teaching to enhance student learning; and 28. The university will challenge students to achieve beyond their expectations.

2. What is the role of the dean in the college? How will the proposed model facilitate the dean's ability to get her job done?

It stands to reason that a new Dean of the College of the unit will have training in one of the disciplines and will have a shared vision of where the larger unit should be directed. Because of the shared disciplinary foci a College of Communication Dean would be better equipped to pursue or obtain resources for the unit. The Dean will be able to do her or his job because the units already function well together and the department heads/directors would assist in the day-to-day activities of the college. Fortunately, the three proposed units, SMAD, Communication Studies, and TSC, have mature, well-defined governance structures that would facilitate effective processes.

3. What is the current national/regional/state context that provides an exigency for the model, if any? What are the time constraints in responding to that exigency?

In recent years other colleges and universities, such as the University of Tennessee at Knoxville, the University of Kentucky, Ball State University, and Indiana University,
have created and developed similar college structures. The College of Communication at JMU would be a first in the state and would bring much recognition to the university. Also, in the past SCHEV has supported innovative programs that are non-duplicative in the state. SCHEV continues to look for potential college structures that offer the best opportunity to be recognized in the state and region.

To underscore the need for such a college structure, The Wall Street Journal reported a survey of 480 companies that found that employers ranked communication abilities first among the desirable personal qualities of future employees (1998). In a report on fastest growing careers, the U.S. Department of Labor states that communication skills will be in demand across occupations well into the next century. Executives with Fortune 500 companies indicate that college students need better communication skills, as well as the ability to work in teams and with people from diverse backgrounds. Case studies of high-wage companies also state that essential skills for future workers include problem solving, working in groups, and the ability to communicate effectively. When 1000 faculty members from a cross section of disciplines were asked to identify basic competencies for every college graduate, skills in communicating topped the list. (www.natcom.org)

According to The Washington Post and other sources cited in the self-study for the 2004 APR of TSC, the Virginia and D.C. regions have increased needs for communication professionals because of a trend called “brain gain;” that is, a proliferation of knowledge industries. Currently, there are no Colleges of Communications in the state of Virginia, and we are not producing enough knowledge professionals to meet the demand. However, there have been movements and discussion about such a college at George Mason University. Virginia Tech has made some movements in this direction as well. The University of Virginia, however, deconstructed their communication program about 10 years ago and has implemented a theoretical multimedia program with a nice endowment. Such colleges are proliferating in other regions, and it is probable that a Virginia university will move to form one. JMU needs to capitalize on this opportunity now.

In a college of like-minded disciplines, we will have a faster response to market demand. Streamlining C&I will allow similar programs to shape cross-disciplinary programs without duplicating courses. At the same time, financial resources will be better used because there will be less duplication. For example, all departments need a more centralized buying system for technology-dependent programs. Departments using the same software should be sharing licensure; therefore, we can buy in volume at lower costs. The volume business should be used to leverage greater discounts and to create opportunities that will generate the best return for the dollar. With such centralization, the college will increase opportunities for student research and experience. The new college structure would lend itself to new interdisciplinary opportunities.

Finally, as professional colleges go, a College of Communication is a relatively cost effective proposition in terms of both faculty and equipment. This can not be said of most
other professional colleges such as engineering or fields in which extensive certifications are needed.

4. Describe other colleges that have successfully implemented this model (if any). What were the challenges those colleges faced in implementation? What are the challenges that those colleges have faced as a result of that structure? What are the positive outcomes that resulted? Outcomes should be discussed in terms of intellectual and pedagogical relationships, resource demand & production, internal and external public relations, administrative efficiency, and student demand and need for coursework and resources.

Several colleges mentioned in the previous answer have implemented communication models. During fall 2004, SMAD brought in a consultant from Ball State University to discuss how such a college began at that institution. The big difference between JMU and Ball State is that at Ball State the department heads began the movement toward such a college and after much effort and compromise brought the college into being. The same challenges regarding expenses were mentioned, but our consultant basically informed us about how to manage those costs. There were several things that came about as a result of the merger at Ball State, such as graphic design moving from the art department in with the journalism unit. The unit also received a Lily multi-million dollar grant because of the success and reputation of the program. This grant would not have gone to these units had it not been in a college structure. To cite another example, the University of Kentucky’s 2003-04 Annual report stated “the [Communication] college’s endowment balance and gifts continue to grow. During the past fiscal year, the college’s total endowment principal balance grew by 17%.” At the University of Ohio the Dean indicated in a 2003 Annual report that the “College of Communication was the most productive and effective academic unit [with regard to fiscal management] on campus according to performance measures identified by the provost’s office.” These are just a few examples; others are available and should be investigated during the development stage.

One major advantage of this new college structure is the possibility of a graduate program in communication. A master’s and a Ph.D. could produce hybrid degrees with multiple competencies. The Ph.D. proposal already exists and is interdisciplinary among the three communication disciplines. The Ph.D. program has the possibility of being a graduate program of distinction at James Madison University.

5. What are the potential impacts (resource, intellectual, ‘physical,’ etc) on the units within and outside of the proposed college structure. For example: “How does dividing the college into smaller units benefit all units (not just the proposed “college”)?” or “How does adding new units into the current CAL structure benefit all units?” etc.

The current situation has two of the three programs closed, i.e., some type of admission requirement needs to be met. With restructuring/reassigning/interdisciplinary courses, the offerings may allow more students to go through the curriculum. Additionally, external funding will be more readily available with the recognition of this unit.
A College of Social Science and Humanities could be formed to accommodate the other units left in CAL, which could include Political Science, Sociology and Anthropology, English, Foreign Language, History and the Writing Program. During the development of our college proposal, our colleagues in the Writing Program stated that they viewed themselves aligned more with the humanities than with communication. This view makes sense to us for our college would have a professional, career-oriented niche, not a humanities or arts and letters one.

a. How will the newly proposed structures impact tenure/promotion processes? (address both anticipated and potential consequences)
The tenure/promotion process is laid out in the Faculty Handbook. In addition, each department has its own set of defined criteria as to what constitutes Excellent, Satisfactory, etc. We see this college structure as one that would improve this process for the communication disciplines, because the communication disciplines understand the various national organizations and publications related to these areas. Also, the TSC graduate program will offer advanced research, teaching, and publication opportunities that are not currently available to some units.

b. How will the newly proposed structures impact where units are housed on campus?
The communication units will be in the same building beginning June 13, 2005.

c. How will the newly proposed structures provide infrastructure for current interdisciplinary programs? What additional needs would be required to support current interdisciplinary programs given restructuring?
Just because some units would reside in one college doesn’t change the interdisciplinary nature of some of the units. For example, SMAD currently participates in a creative writing minor and film studies minor with Theatre and English. We would continue those relationships if positioned in another college. Communication Studies participates with Political Science in a Political Communication minor. TSC has students shared with CS, ISAT and Health Sciences. We do not see them dropping that arrangement just because they would be in a separate college.

d. How will the newly proposed structures impact the role of those participating units in GenEd? How is GenEd configured as a result of the newly proposed model?
Assuming that GENED is the responsibility of the university and not any one college, we do not anticipate any changes in this area. Resources dictate the availability of GENED and not college structure. It is possible that as a separate unit, the college might even get more faculty resources as a separate unit than in a larger unit.

e. How will the newly proposed structure enable/constrain curriculum development both within/outside of the college?
The C & I process should go much more smoothly with units that understand each others’ areas. Generally, our departments spend a good deal of time educating other units both about our professional orientation and about our courses. Thus, we see the C & I process moving more efficiently rather than more slowly. With new courses/curriculum we would as a college check with other units for curriculum conflicts in other colleges. This is the process that has been established and we see no reason to change in this process.

f. How will the newly proposed structure’s resource demands impact those demands of units outside of the college?

This should have little or no impact on other units. The money necessary to create the college should come from new money and is not seen to drain resources from other colleges or academic units.

To summarize, a College of Communication at JMU would have a professional and career focus. It would be unique in the state and possibly in the region. It has the potential to bring national attention and external resources. The creation of the college would address many of the defining characteristics of the university as defined by the Centennial Commission. For additional information, we have attached our answers to the original questions posed by Dr. Gonzales.
College of Communication, Information, and Media Proposal

Submitted by the joint faculties of Communication Studies, Media Arts & Design, and Technical and Scientific Communication and the staff of WMRA.

1– How will this new college fit within the mission of the university?

*These three programs support the overall mission of the University by participating in the General Education Program, the preparing and training of students for the workplace, training students for technology specialties, and preparing students for graduate and professional studies. The interdisciplinary nature of the programs proposed for a College of Communication, Information, and Media supports the emphasis on integration of units at JMU and will create a synergy for productive teaching, research, and service as well as for attracting grants and contracts to the College. This is the perfect opportunity for JMU to seize the Communication niche in the state and region. If we do not act now, then George Mason University or Virginia Tech will. Let’s not miss such an opportunity to put JMU on the higher education map.*

2– Will this new college adequately prepare the undergraduate students?

Preparation for the workplace:
We foresee more open collaboration among the faculties and students of SMAD, SCOM, and TSC. We believe departmental autonomy is what allows us to respond quickly to industry’s trends and demands; with this quick response, we prepare students effectively for careers in fields that demand change and new learning on a continuous basis. We also believe that collaboration among faculties strengthens this response. Because we are in academe, our units will continue to have somewhat arbitrary disciplinary boundaries. But our units will become more technological, more interdisciplinary, more electronic, more creative, and probably less humanistic.

Preparation for graduate education:
Our undergraduates who want to continue their formal training are now accepted into the top TSC and Communication graduate programs in the country. SCOM has a master’s program proposal under development. That program is tentatively titled, “Communication and Advocacy.” Such a program could be integrated easily into a College unit. SMAD envisions a combined master’s program with TSC in technical communication.

3. Is there a market demand for undergraduates coming out of this program?

The Wall Street Journal reported a survey of 480 companies that found that employers ranked communication abilities first among the desirable personal qualities of future employees (1998). In a report on fastest growing careers, the U.S. Department of Labor states that communication skills will be in demand across occupations well into the next century. Executives with Fortune 500 companies indicate that college students need better communication skills, as well as the ability to work in teams and with people from diverse backgrounds. Case studies of high-wage companies also state that essential skills for future workers include problem solving, working in groups, and the ability to communicate effectively. When 1000 faculty members from a cross section of disciplines were asked to identify basic competencies for every college graduate, skills in communicating topped the list. (www.natcom.org)

Dr. Saul Carliner, a leading authority in TSC, says our field will be driven by technology and that technical training will need to be continuous. He says that technical communicators will focus on value added as a concept in marketing their services. Global communication will also be important because of the Web’s universal impact.

In a college of like-minded disciplines, we will have a faster response to market demand. Streamlining C&I will allow similar programs to shape cross-disciplinary programs without duplicating courses. At the same
time, financial resources will be better used because there will be less duplication. For example, all departments need a more centralized buying system for technology-dependent programs. Departments using the same software should be sharing licensure; therefore, we can buy in volume at lower costs. The volume business should be used to leverage greater discounts and to create opportunities that will generate the best return for the dollar. With such centralization, the college will increase opportunities for student research and experience.

4. Will undergraduates be given the opportunity to do research/creative works in this college?

The College of Communication, Information, and Media would offer students opportunities to participate in the following: intercollegiate debate and individual events, public debate, public interpretive performances, internships, service learning, cross-disciplinary team experience, participation in communication conferences, grant-writing, newspaper research, electronic media research, creative post-production work, web design, web utilization and analysis, streaming video, corporate and organizational problem solving, ecommerce, on-line publications, and applied institutes and centers, as well as practicum opportunities at the graduate level.

5. Will a graduate program coming out of this new college be distinct/unique and be a niche program in the region/state/nation? (Also, see #2)

Developing a graduate track of the Online Publications Concentration will add to JMU’s graduate programs of distinction. As undergraduate concentrations in medical information/writing and intercultural communication develop, graduate counterparts can be added within the existing structure. Such programs will be unique in the region and nation and fill a niche that is increasingly in demand.

We recommend that the university keep the various communication majors separate but market them for their differences as parts of a communication niche JMU presents to the commonwealth. Already, TSC’s graduate program employs online delivery, and the new college will expand the long distance offerings as part of a new college. For example, the programs in this proposed college would offer a BS/BA, M.A., M.S. and continue through a Ph.D. in technological communication. Graduate students could teach some of the intro-level courses and gain experience in the teaching realm as well as the professional realm. Possibly there could be an accelerated master’s degree program or even an accelerated Ph.D. program.

6. How will this college respond to the projected growth of the institution? Related to this is what plans would we suggest for the remaining units in the old CAL?

The current situation has two of the three programs closed, i.e., some type of admission requirement needs to be met. With restructuring/reassigning/interdisciplinary courses the offerings may allow more students to go through the curriculum. Additionally, external funding will be more readily available with the recognition of this unit.

A College of Social Science and Humanities could be formed to accommodate the other units left in CAL, which would include Political Science, Sociology and Anthropology, English, Foreign Language, History and the Writing Program. In conversations with the Writing Program, they view themselves aligned more with the humanities than with communication.

7. How will this new college help diversity at JMU?

_The values inculcated through our collective undergraduate programs are consistent with JMU’s diversity initiative because we promote “exposure to different perspectives, different interpretations, and different points of view.” TSC’s graduate program attracts a racially diverse student population as well as drawing students from different cultures and nations. This diversity gives the student a learning environment that reflects the workplace._

8. How will this college be regarded by SCHEV?
In the past SCHEV has supported innovative programs that are non-duplicative in the state. SCHEV continues to look for potential college structures that offer the best opportunity to be recognized in the state and region. The new college structure would lend itself to new interdisciplinary opportunities.
## Matrix: Six Strategic Emphasis Characteristics/CCIM

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<thead>
<tr>
<th>Defining Characteristic</th>
<th>Matching Qualities of CCIM</th>
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<tr>
<td><strong>Diversity</strong></td>
<td>See #1, #2, #7, #8 in this proposal</td>
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<tr>
<td>From <em>Centennial Strategic Plan</em>: Vision: “Our graduates will work and live in diverse settings.” Goal: “Increase the diversity of the student body, faculty and staff.”</td>
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<tr>
<td><strong>Financial Resources</strong></td>
<td>See #1, #4, #6 in this proposal</td>
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<td>From <em>Centennial Strategic Plan</em>: Vision: “To achieve our institutional aspirations we must diversify revenue sources to reduce our dependence on the Commonwealth, and provide enhanced flexibility in our funding decisions.” Goal: “To attain base adequacy, fund and construct or renovate ‘justified’ facility needs, and diversity the university’s revenue profile.”</td>
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<tr>
<td><strong>Private Support</strong></td>
<td>See #1, #6 in this proposal</td>
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<td>From <em>Centennial Strategic Plan</em>: Vision: “Alumni, parents, employers and others report enthusiasm with, and respect for the university. These groups are likely supporters and contributors to the financial needs of the institution if properly cultivated.” Goal: “Increase the contributions and participation of JMU alumni, parents and friends.”</td>
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<td><strong>Graduate Programs of Distinction</strong></td>
<td>See #2, #5 in this proposal</td>
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<td>From <em>Centennial Strategic Plan</em>: Vision: “While our principal focus will remain on the undergraduate experience, a small cadre of nationally distinctive graduate programs will enhance the reputation of the university and attract faculty and students of the highest caliber.” Goal: “Establish six to eight programs that are recognized as nationally prominent.”</td>
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<td><strong>Professional Development</strong></td>
<td>See #2, #3 in this proposal</td>
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<td>From <em>Centennial Strategic Plan</em>: Vision: “The quality of the learning and service environment is determined primarily by the knowledge and skills of our faculty and staff, thus any efforts to enhance the quality of the collegiate experience must be grounded in the continued development of our employees.” Goal: “Increase the financial and personnel resources committed to advancing the professional expertise of our faculty and staff.”</td>
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<td><strong>Institutional Planning</strong></td>
<td>See #1, #2, #3, #8 in this proposal</td>
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<td>From <em>Centennial Strategic Plan</em>: Vision: “…we realize that a common understanding of our goals and a personal sense of participation regarding institutional direction is a necessary ingredient for our success.” Goal: “To have a planned future based on shared values and belief guided by the involvement of the university community.”</td>
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