



MEMORANDUM

TO: President Edward T. Foote II
FROM: Steven Green, Chair, Faculty Senate (with handwritten signature)

DATE: 29 September 1999

SUBJECT: Faculty Senate Legislation #99002(B) - Establishment of the Doctor of Philosophy Degree in the School of Communication

The Faculty Senate, at its meeting on 27 September 1999, voted to approve the establishment of the Doctor of Philosophy in the School of Communication degree. The proposal is attached for your information.

This legislation is now forwarded to you for your action.

SG/kl

cc: Provost Luis Glaser
Dean Edward Pfister
Paul Driscoll

Handwritten notes and signatures: 'cl', '10/6', 'Stew', 'Drumbo.', and a signature.

CAPSULE: Faculty Senate Legislation #99002(B) – Establishment of the Doctor of Philosophy Degree in the School of Communication

RESPONSE BY THE PRESIDENT: Agree DATE: 10/6/95

OFFICE OR INDIVIDUAL TO IMPLEMENT: _____

APPROVED: Yes [Signature]

EFFECTIVE DATE OF LEGISLATION: _____

NOT APPROVED AND REFERRED TO: _____

REMARKS (IF NOT APPROVED): _____

School of Communication Proposal to Offer the Degree, Doctor of Philosophy

1. **RATIONALE** - Give a summary of intellectual and academic need for each degree being reviewed.

Overview. The formal study of communication in Western societies began with the study of rhetoric in the time of Plato. Other formal systems emerged as humans came to understand the roles of communication in everyday life. In the mid-twentieth century, modes of communication research emerged that employ quantitative and qualitative methodologies to develop theoretical frameworks which attempt to describe, explain, and predict the processes of human communication.¹

History. The School of Communication was established in 1985, although its components have existed in one form or another since 1930. The School offers quantitative and qualitative study of communication across undergraduate and graduate majors. Degrees offered are the B.S., B.F.A., M.A., and M.F.A. Planning and the marshaling of resources for the Doctor of Philosophy (Ph.D.) Degree began shortly after the School's inception. The remainder of this proposal, based on that planning, deals with a doctoral degree that uses the faculty and resources currently available to the School.

Degree. The School of Communication seeks to offer the degree, Doctor of Philosophy (Ph.D.), in Communication. A review of existing communication doctoral programs in the United States – particularly in the Southeast and the State of Florida – points to a need for a doctoral degree program in communication in South Florida. The proposed program seeks to provide the requisite course work, research applications, and professional development of a limited number of doctoral students. Seeking to maximize the intellectual and physical resources of the School, the program builds both intellectually and financially upon existing programs.

a. **Give the exact title of degree.**

The School of Communication seeks to offer an advanced graduate degree, the Doctor of Philosophy (Ph.D.), in Communication.

¹ E.M. Rogers, *A History of Communication Study* (New York: Free Press, 1994).

b. Discuss the purpose and goals of degree.

The purpose of the degree is to provide students with the course work and research background necessary to prepare for careers in communication education, research, and industry.

Graduates will be prepared to add to the communication knowledge base in their chosen areas of specialization through the publication of original theory and research. Those entering the research market will apply methods of communication measurement and evaluation in a variety of areas, including advertising and public relations campaign effectiveness, measurement of mass media audiences, diffusion of innovation, and communication effects consultation. Graduates may apply communication theory and research in industry in such areas as training and development, human resource development and evaluation, and communication assessment and intervention.

Doctoral dissertation topics might include, for example: communication flow and leadership; impact of new technologies on communication within the organization; theory and impact of communication strategy on managerial style; the stylistic impact of the French New Wave on Hollywood films of the sixties and seventies; Florida newspaper portrayals of Hispanics and African-Americans; inducing resistance to negative political advertisements; new technology as it relates to audience measurement; the impact of instructional immediacy and new technology on student perceptions of instructor credibility and learning; interpersonal influence strategies; the Emersonian roots of classical American movie genres; message strategies that increase the probability of adoption of health and safety practices; the agenda-setting effect of state government news in Florida newspapers and local television news programs; the effects of intercultural communication and cultural diversity on intercultural conflict; and diffusion of communication innovation across Latin America and in developing countries around the world.

The program will serve a small number of students. No more than five students will be admitted in any academic year, and no more than ten will be enrolled at any time. Students will pair with a faculty member, working closely with that faculty member to establish and demonstrate research and teaching expertise. This relationship is the keystone of this program. Each graduate student will select a member of the School's graduate faculty who will guide the student's research and pedagogical orientation.

The degree program has the following goals:

- to provide students with an understanding of the communication process from both a humanistic and an empirical orientation;
- to provide students with competencies in communication theory, communication research methodology, and communication analytical procedures;
- to provide students with an understanding of the effects of the communication process on society and individuals through both interpersonal and mass-mediated channels of communication;
- to provide students who will enter the academic marketplace with teaching skills.

To ensure these goals are met, students will be evaluated at the end of their first year and will take a comprehensive examination covering all communication and cognate course work prior to beginning work on the dissertation. Students will be required to defend an original research project in the form of a doctoral dissertation.

c. Assess the demand, including existing programs, and the job market, locally, in Florida, in the Southeast, nationally and internationally.

Job Market. An assessment of the job market shows that School of Communication graduates seeking careers in academia could find positions at academic institutions nationally and internationally. Research estimates indicate that communication doctoral programs are not graduating students at a rate to meet either current needs or future demand.² Graduates wishing to enter the academic market will be prepared to compete for positions in programs at major research universities.

The need for communication training in most areas of the workplace has created a demand for communication consultants and training directors.³ The demand by government and business for graduates with intercultural and international communication expertise is growing. The University's geographic and economic location positions graduates to avail themselves of these opportunities.

² See: M.L. DeFleur, *The Forthcoming Shortage of Communications Ph.D.s: Trends That Will Influence Recruiting* (New York: The Freedom Forum Media Studies Center, 1993).

³ Based on conversations with administrators from the national offices of the Association for Education in Journalism and Mass Communication (AEJMC) and the National Communication Association (NCA).

Table 1
Analysis of Regional Ph.D. Programs in Communication

Institution	Public or Private	Degree Focus*	Area(s) of Study	Program Size**
Alabama	Public	Quantitative & Qualitative	Mass Comm	Large
Florida	Public	Quantitative & Qualitative	Mass Comm	Large
Florida	Public	Quantitative & Qualitative	Speech Comm***	Small
Florida State	Public	Quantitative & Qualitative	Mass Comm	Large
Georgia	Public	Primarily Quantitative	Mass Comm	Small
Georgia	Public	Quantitative & Qualitative	Speech Comm	Small
Kentucky	Public	Quantitative & Qualitative	Mass Comm	Large
Louisiana State	Public	Quantitative & Qualitative	Mass Comm	Large
Louisiana State	Public	Quantitative & Qualitative	Speech Comm	Small
North Carolina	Public	Quantitative & Qualitative	Mass Comm	Large
South Florida	Public	Qualitative	Speech Comm	Small

*Based on examination of graduate bulletin content.

**Small programs are those with 15 or fewer students in the program at any one time. Large programs are those with more than 15 students.

***Program currently not accepting new doctoral students.

Existing Programs. Nationally, there are approximately 100 institutions granting doctoral degrees in various areas of communication, including advertising, broadcasting, interpersonal and small group communication, journalism, mass communication, organizational communication, public relations, rhetoric, and speech. About 15 programs combine interpersonal and small group communication and mass communication. There are approximately 50 degree programs primarily in interpersonal and small group communication and/or speech communication, and 35 degree programs in mass communication. Most programs are in state-funded institutions, with 60 to 65 percent in Research Level 1 institutions.⁴

In the Southeast region outside of Florida, doctoral programs are located at the University of Georgia (mass communication and speech communication), University of Tennessee (mass communication), University of Alabama (mass communication), Louisiana State University (mass communication and speech communication), University of Kentucky (mass communication), and University of

⁴ These estimates come from the AEJMC and NCA national offices. The numbers reflect programs that are actively admitting students for Ph.D. course work. Totals include programs in advertising, public relations, broadcasting, journalism, and human/speech communication.

North Carolina-Chapel Hill (mass communication). All existing doctoral programs in communication in the southeastern United States are located in public universities.

There are no comparable public or private communication doctoral programs within South Florida (see Table 1). The University of Florida (UF), Florida State University (FSU), and University of South Florida (USF) offer the doctoral degree in communication. The FSU program offers a degree in communication with majors in mass communication, speech communication, and communication theory and research. The UF program offers two doctoral programs, one in communication studies, located in the College of Arts and Letters, and the other in mass communication, located in the College of Journalism and Mass Communications. The USF program offers a qualitative doctoral program in communication focusing on textual, rhetorical, and applied communication.

d. Discuss the relationship of program to other cognate fields.

1. Are there potential interactions with other departments?

Human communication is best understood from a variety of theoretical and methodological perspectives. While the proposed program will focus on mass communication, communication theory and research, and textual and rhetorical communication, its students will benefit from exposure to several other cognate fields. Interaction with faculty and graduate students across the School of Communication and in other University departments will broaden the perspectives of communication doctoral students. Cognate areas traditional to communication doctoral programs include psychology, sociology, management and organizational behavior, education, law, history, international studies, philosophy and statistics. Given the theoretical and research orientations of School of Communication faculty, less common cognate areas, such as computer information systems and engineering, may be appropriate in the study of computer-assisted theories of communication.

e. Discuss the relationship to undergraduate and professional programs.

The School of Communication's primary objective is to build and maintain academic programs of the highest quality and to ensure that such programs are financially sound. Fiscal responsibility demands that a programmatic approach be taken with graduate and undergraduate education. The School's model emphasizes maintaining its undergraduate program consisting of approximately 1,000 undergraduates as its base.

Each graduate program builds upon the undergraduate curriculum offered by the School. At the graduate level, four tracks (Communication Studies,

Journalism, Public Relations, and Film Studies) lead toward the Master of Arts degree, and two tracks (Production and Screenwriting) lead toward the Master of Fine Arts degree. Of these, the Communication Studies track, which focuses on quantitative and qualitative approaches to the study of communication, is most closely aligned with the proposed doctoral program. A wide diversity of graduate courses across the School's Master of Arts tracks will also be available to doctoral students.

Doctoral students will have direct contact with undergraduate and master's communication students. During their first year of study, doctoral students will assist professors in undergraduate classroom instruction. During subsequent years, qualified doctoral students will teach selected undergraduate classes. At the graduate level, doctoral students will often take classes with master's students, adding a rich mix of experience to the classroom environment.

2. ***PHYSICAL RESOURCES - List and evaluate all of the physical resources available and needed. Include:***

a. *A survey of library holdings, which assesses books, all pertinent periodicals and serials; collections of sources and documents, major sets, etc.*

1. *List any special or unique collections, which we hold.*
2. *List additional library acquisitions needed and their estimated cost.*
3. *Estimate the incremental library needs per year over and above #a2.*
4. *Demonstrate that library resources are adequate not only for instruction, but for the research of faculty recruited as part of the program.*

At present, the holdings of Richter Library are adequate for the needs of the proposed Ph.D. in Communication. All of the major journals, annuals, and books are present, and the library has an excellent collection of secondary materials. These holdings, especially in communication studies, have improved over the past few years. Richter Library administrators are supportive of meeting the School's requests. In addition, the School of Communication maintains and operates its own reading room that contains copies of most major journals and many of the secondary journals. The School's reading room is electronically connected to Richter Library, providing access to the IBIS and IBISWEB systems and to all databases accessible through the Internet via *FirstSearch*, *Lexis/Nexis*, and other search mechanisms, including the *CommServe* databases in interpersonal communication. Additionally, the School's reading room has computerized databases for the major communication journals. Below is a partial list of academic journals included in Richter's holdings. All necessary major communication journals are included on this list.

Communication Education
Communication (Speech) Monographs
Communication Quarterly
Communication Research
Communication Studies
Communication Theory
Journal of Advertising
Journal of Advertising Research
Journal of Broadcasting and Electronic Media
Journal of Communication
Journalism and Mass Communication Monographs
Journalism and Mass Communication Quarterly (Journalism Quarterly)
Human Communication Research
Mass Communication Review
Public Opinion Quarterly
Quarterly Journal of Speech
Southern Communication Journal
Western Journal of Communication
World Communication

Below is a listing of academic journals and professional periodicals housed in the School of Communication's reading room, some of which are not in Richter Library:

Advertising Age
Adweek
AEJMC News
AIM Report
American Cinematographer
American Journalism Review
American Photo
Brandweek
Broadcasting/Cable Financial Journal
Broadcasting & Cable
CableVision
Cable World
Channels
Chronicle of Higher Education
Columbia Journalism Review
Communication Abstracts
Communication and the Law
Communication News
Communication Reports
Communicator
Critical Studies in Mass Communication

Doubletake
Editor & Publisher
Editor & Publisher International Yearbook
Electronic Media
Feedback
Film Comment
Film Quarterly
First Amendment News
Florida Speech Communication Journal
Folio
Freedom Forum News
Gazette
Hemisphere
Hollywood Reporter
Hollywood Reporter Special
Hollywood Scriptwriter
Inter-American Press Association News
International Journal of Advertising
IPI Report
IPR Report
Journal of Communication Inquiry
Journal of Film and Video
Journal of Mass Media Ethics
Journal of the Association for Communication Administration
Journalism & Mass Communication Educator
Management Communication Quarterly
Media Critic
Media Studies Journal
MediaWeek
Multichannel News
NATAS News
News Media and the Law
News Perspective Quarterly
News Photographer
Nieman Reports
Nordicom Review
O'Dwyer's Washington Report
Photo Electronic Imaging
Political Communication
PR News
Presstime
Public Relations Journal
Public Relations Quarterly
Public Relations Review
Public Relation Strategist

Publish
Publishers Auxiliary
Quill
Record
Ross Reports
Student Press Law Center Report
Telecommunications Policy
Television Business International
Television Quarterly
Text and Performance Quarterly
Variety
World Press Review

In addition, there are many other nonacademic journals, professional trade publications, specialized reference sources, and daily newspapers available in the School's reading room and in the Richter Library. Other than maintaining and updating the current collection of holdings, additional acquisitions are not needed to pursue the degree.

- b. Discuss laboratory equipment and laboratory facilities of all types, which will be needed. Where pertinent, list field station(s) with their equipment.*
- 1. Give estimated cost of equipment on hand.*
 - 2. Estimate incremental laboratory equipment needs for succeeding years.*

The proposed doctoral program in communication does not require laboratory equipment and/or facilities beyond basic classroom and office support. Current space is adequate for the limited number of doctoral students envisioned.

Computer support will be a requirement. Included in the program's budget is computer support for each doctoral student over a three-year period. Doctoral students will share a networked printer. Students requiring additional support will have access to the School's two computer labs. One of these is an IBM/Windows NT-based lab, consisting of 14 computers and printers, with software for word processing and statistical data base applications available from 8:00 a.m. to 9:30 p.m. The second lab, Macintosh-based, consisting of 17 computers networked to laser printers, is available on a schedule that changes each semester. Software in the Mac lab includes word processing and desktop publishing. Further, specialized computer support is located in the Groves Studio (IBM/Windows-networked for broadcast and broadcast management) and in the photography area (Macintosh-based for photographic research). The existing M.A. programs have available additional specialized computer support. The School also installed a multimedia lab in 1998.

- c. Evaluate the adequacy of existing laboratory space and estimate the incremental need for space for any proposed work.*

Existing space is adequate for the proposed program. However, there will be a need for some additional space as the program moves into its third year, 2002-2003. (See section 2.d., below).

- d. List any other physical resources, such as office equipment, necessary to the proposal. Where these are deficient, estimate the cost of their addition.*

Although at this time physical resources can support the first five doctoral students in the first two years of the proposed program, additional students will require office space, equipment, and access to computers. Currently, sufficient office space is available. Desks, chairs, bookcases, and phones are available. No other physical resource needs are anticipated during the program's first three years. Additional office space and equipment, including computers, will be needed commencing with the third year of the proposed program, in 2002-2003. These costs are estimated to be \$ 1,000 for office furniture and equipment and \$10,000 for additional computers and software. The School can supply these. The additional space required for 2002 will be available in the School's new building.

3. CURRICULUM

- a. List the major division or divisions of the discipline in which graduate degree work will be offered.*

Of the existing graduate programs now offered by the School, the proposed doctoral program is most closely aligned with the Communication Studies track leading to the Master of Arts degree. This track focuses on quantitative and qualitative approaches to the study of communication. Graduate courses within the other Master of Arts tracks, focusing on other areas of communication study, will also be available to doctoral students. Specific course needs for doctoral students will be met through existing graduate seminars, special topic courses, and new doctoral seminars.

- b. Evaluate the adequacy of your present undergraduate and graduate curricular structure for the proposed degree.*

External reviews of the School's educational program indicate that the present curricular structure can support the proposed degree (see Appendix A). Both outside reviewers indicated that the school has the resources and faculty needed to initiate such a program. Both stress, and strongly endorse, the faculty-student relationship underlying the program as a feature that enhances the quality of the proposed program. Each feels that doctoral seminars or proseminar courses

would have to be added. Both feel that the proposed program provides a strong foundation upon which to offer a doctoral degree.

The School of Communication currently offers a Bachelor of Science degree and a Bachelor of Fine Arts degree at the undergraduate level and offers two graduate degrees – a Master of Arts in Communication and a Master of Fine Arts in Motion Pictures.

Ten undergraduate majors are offered within the School of Communication (Advertising Communication, Broadcasting, Broadcast Journalism, Motion Pictures, Organizational Communication, Photography, Print Journalism, Public Relations, Speech Communication, and Video-Film). In addition to their Communication major, all undergraduate students in the School of Communication are required to complete a second major in the College of Arts & Sciences.

At the graduate level, Production and Screenwriting tracks lead to the Master of Fine Arts degree, while the Communication Studies, Journalism, Public Relations, and Film Studies tracks lead toward the Master of Arts degree.

c. List any anticipated additions, deletions and changes in your current curricular structure resulting from this new proposal. For each item, list the faculty involved.

The School has built a strong catalogue of courses at the graduate level. With two exceptions – the addition of COM 604 (Advanced Communication Research Methods) and COM 699 (Directed Research/Independent Study) – the current curricular structure is adequate for the initial needs of the doctoral program. Some of these courses were designed with an eye toward an eventual doctoral program. In addition, doctoral seminars will also be offered. The School currently has several tenured full and associate professors who are capable of teaching these courses.

d. List any current, anticipated, or agreed upon cooperative interdisciplinary work with other components of the University or with any extramural agency as pertinent to the program.

The proposed program will not require any formal cooperative agreement with other components within the University. However, it is expected that students in the proposed program will take advantage of the offerings of other academic units as appropriate. Since the proposed program will remain small, individual student needs in outside cognate areas can be met.

e. *Provide a detailed description of the proposed program including:*

1. *Program requirements.*
2. *Sample track(s) for the degree.*
3. *Course descriptions (and a syllabus, if possible) for each new course.*
4. *The proposed schedule of course offerings for the first three years.
For each course, list the faculty who will be teaching the course.
Estimate the total teaching load for each member of the faculty who
will be involved in the program when it is placed.*

General Degree Requirements for the Ph.D. in Communication:

1. *Prerequisite*

Students will not be admitted to the doctoral program until they have earned a master's degree in communication or in another appropriate field.

2. *Courses*

Students must complete 57 credits of course work beyond the master's degree. Twenty-four credits must be in courses at the 600-level. No transfer credits may count toward these 24 credits. At a minimum, 12 of the 57 credits must be dissertation credits.

All students will complete the following core courses:

COM 601 - Theories of Communication

COM 602 - Methods of Communication Research or
COM 603 - Qualitative Research Methodologies

COM 604 - Advanced Communication Research Methods

Six additional credits in Communication course work or "Directed Research/Independent Study"

3. *Examinations*

All School of Communication Ph.D. students will be given written and oral comprehensive examinations following the conclusion of all course work prior to being admitted to candidacy for the Ph.D. degree. A majority of the examination committee must be members of the Graduate Faculty of the University. A failure to pass the comprehensive examination will require the student to retake and pass the examination within one calendar

year. Any student who fails to be admitted to candidacy for the degree within this one-year period will be dismissed from the program.

4. *Dissertation*

Students must complete a minimum of 12 dissertation credits. Students may proceed with the dissertation after the dissertation committee has been appointed and the dissertation proposal has been approved by the committee and accepted by the Director of Graduate Studies and the Graduate School. The dissertation must be an investigation of a substantial scholarly topic. A final oral defense of the dissertation is required.

Specific Track for the Ph.D. degree:

Ph.D. in Communication (57 credits beyond master's degree)

Communication Core (15 credits) – see above.

Graduate-Level Communication and Cognate Courses (30 credits) to include a minimum of six credits of doctoral seminars offered by the School of Communication.

By the end of the student's second semester of full-time course work, the student must submit a proposed group of courses that represents a coherent scholarly area related to the student's research interests and intended dissertation research area. This group of courses requires approval of the School's Graduate Studies Committee and the Director of Graduate Studies.

Dissertation (12 credits)

Sample Schedule for a full-time Ph.D. student (9 credits per semester)

Fall Semester - Year 1

COM 601 (3)
COM 602 (3)
COM 615 (3)

Spring Semester - Year 1

COM 603 (3)
COM 604 (3)
COM/COG (3)

Fall Semester - Year 2

COM/COG/DIRECTED RESEARCH (3)
COM/COG (3)
COM/COG (3)

Spring Semester - Year 2

COM/COG (3)
COM/COG (3)
COM/COG/DIRECTED RESEARCH (3)

Fall Semester - Year 3

COM/COG (3)
COM/COG (3)
COM/COG (3)

Spring Semester - Year 3

DISSERTATION (6)

Fall Semester - Year 4

DISSERTATION (3)

Spring Semester - Year 4

DISSERTATION (3)

Two new courses – COM 604 (Advanced Communication Research Methods) and COM 699 (Directed Research/Independent Study) – have been added for this program. The syllabi for these courses and for the other courses listed in the required core are attached in Appendix B. Doctoral seminars will also be offered. Each of the four COM courses listed in the required core will be offered once a year, every year. Three of these courses are currently being offered once a year and have been for the past five years. Below is a proposed teaching schedule of these courses for the first three years of the program. All faculty members involved with the proposed program will normally be on either a 3/2 or 2/3 teaching load. No faculty member will serve as advisor for more than one doctoral student at any time.

Core Faculty Teaching Assignments 2000/01 - 2001/02 (Sample)

Fall Semester - Year 1 (2000)

COM 601 - Dr. Mitchell Shapiro
COM 602 - Dr. Don Stacks

Spring Semester - Year 1 (2001)

COM 603 - Dr. Michael Carlebach
COM 604 - Dr. Thomas Steinfatt

Fall Semester - Year 2 (2001)

COM 601 - Dr. Michel Dupagne
COM 602 - Dr. Paul Driscoll

Spring Semester - Year 2 (2002)

COM 603 - Dr. William Rothman
COM 604 - Dr. Bruce Garrison

Fall Semester - Year 3 (2002)

COM 601 - Dr. Michael Salwen
COM 602 - Dr. Gonzalo Soruco

Spring Semester - Year 3 (2003)

COM 603 - Dr. Diane Millette
COM 604 - Dr. Donald Stacks

f. Teaching

1. What kinds of teaching will prevail (i.e., clinical, classroom, independent research, seminars, etc.) and in what proportion?

The core courses, COM 601, 602, 603, and 604, will be taught largely in lecture/discussion format, with the seminar format used for portions of specific courses where appropriate. Advanced courses will be taught in lecture/discussion or seminar format, whichever is more appropriate. Advanced communication courses will be limited to a maximum of 15 students. Independent study or directed research courses will involve a student working one-on-one with a faculty advisor in directed readings and research.

g. Indicate the potential distribution of graduate students among advisors.

The proposed doctoral program intends to enroll no more than five students in any academic year and to have no more than 10 students enrolled in the program at any time. This program will be modeled on an advisor-student relationship, with each student working closely with the advisor in teaching and research. To this end, no faculty member will advise more than one doctoral student at any time.

h. Describe any colloquia series, special seminars, or conferences, which will be held.

The School of Communication hosts an annual three-day conference on Intercultural and International Communication and has done so for the past 15 years. This conference draws scholars from all over the world. The conference has a strong international and national reputation. Copies of several past conference programs are included in Appendix C.

The School of Communication also brings distinguished scholars to campus to meet with graduate students and faculty. Among those who have visited the campus during the past few years are Bradley Greenberg, Michigan State University; Mark Hickson, University of Alabama-Birmingham; James McCroskey, West Virginia University; John Merrill, University of Missouri-Columbia; Judy Pearson, Ohio University; Edna Rogers, University of Utah; and Wenmouth Williams, Jr., Ithaca College. The School intends to continue such visits.

In addition, the School of Communication sponsors colloquia, seminars, and presentations by distinguished media practitioners. The Electronic Democracy Seminar, TV News Workshop, Non-Fiction Writers Conference, and Wilson Hicks

Photography Conference are examples of events the School has sponsored over the past five years.

The School will establish an informal doctoral colloquium, which will meet during the fall and spring semesters, to acquaint graduate students with the research interests of both University and School faculty. Discussions will focus on both completed research and projects individual faculty members are planning.

Doctoral students will be strongly encouraged to submit papers to regional and national academic conferences. Those whose papers gain acceptance will be supported in part by the School of Communication for at least one academic conference annually.

4. FACULTY

- a. *Include a complete vita for each member of the department who will participate in each program.*

Faculty directly involved in the School's doctoral program will have earned a doctoral degree and continue to be active scholars. The School's Graduate Studies Committee will consist of selected faculty members appointed by the School Council who are also members of the University's Graduate Faculty. Criteria for admission to Graduate Faculty status will conform to the policies established by the Graduate School of the University.

Table 2 lists all School of Communication faculty members who are eligible to participate in the proposed doctoral program as either doctoral committee members or as doctoral advisors (see Appendix D for faculty vitae).

Table 2
School of Communication Eligible Faculty Members

Faculty Member	Terminal Degree	Rank
Anthony Allegro*	Ph.D.	Professor
Stephen Bowles*	Ph.D.	Professor
Michael Carlebach*	Ph.D.	Professor
Paul Driscoll*	Ph.D.	Associate Professor
Michel Dupagne*	Ph.D.	Assistant Professor
Leonardo Ferreira*	Ph.D.	Assistant Professor
Bruce Garrison*	Ph.D.	Professor
Alyse Gotthoffer	Ph.D.	Assistant Professor
Stanley Harrison*	Ph.D.	Associate Professor
Robert Hosmon	Ph.D.	Associate Professor
Paul Lazarus*	J.D.	Associate Professor
Diane Millette*	Ed.D.	Associate Professor
Victoria Orrego	Ph.D.	Assistant Professor
William Rothman*	Ph.D.	Professor
Michael Salwen*	Ph.D.	Professor
Mitchell Shapiro*	Ph.D.	Professor
John Soliday*	Ph.D.	Associate Professor
Gonzalo Soruco*	Ph.D.	Associate Professor
Sigman Splichal*	Ph.D.	Associate Professor
Donald Stacks*	Ph.D.	Professor
Thomas Steinfatt*	Ph.D.	Professor
Donn Tilson	Ph.D.	Assistant Professor

*Graduate Faculty

b. Estimate the need for additional faculty.

The present faculty resources available in the School of Communication are sufficient for the needs of the proposed program. If necessary, the School is in a position to add one or two additional faculty members.

c. Describe interaction with other graduate programs, i.e., extradepartmental thesis and dissertation committees.

Interaction with faculty and graduate students in other departments will broaden communication doctoral students' perspectives of the application of communication theory and research. These other programs include Psychology, Sociology, Management and Organizational Behavior, Education, Law, History, International Studies, Philosophy and Statistics. Given the theoretical and research orientations of School of Communication faculty, cognate areas such as Computer Information Systems and Engineering may be appropriate in the study of computer-assisted theories of communication.

5. STUDENTS

- a. *Estimate the number of students in the program and the pool from which they will come.*

As an indication of potential demand, the School of Communication has approximately 85 students currently enrolled in its masters' programs. The Communication Studies track – the one most closely aligned with the proposed doctoral program – has approximately 25 students currently enrolled. These numbers have remained fairly constant over the past five years. Master's programs throughout the United States tend to be similarly subscribed.

Potential students for the proposed doctoral program are expected to come from a fairly large pool of national and international students who seek to enter communication doctoral programs each year.⁵

- b. *Describe requirements for admission to and retention in each degree.*

Admission Requirements for Ph.D. in Communication:

- A completed master's degree in communication, or appropriate field, from an accredited institution.
- A completed master's thesis or comparable scholarly publication.
- A minimum overall undergraduate grade point average of 3.3 (on a 4.0 scale).
- A minimum overall graduate grade point average of 3.5 (on a 4.0 scale).
- A combined (verbal and quantitative) score of at least 1100 on the Graduate Record Examination.
- A score of at least 600 on the TOEFL examination for international students.
- Three current letters of recommendation.
- A 500-word typed statement of academic and professional goals.

⁵ While reliable data for enrollments are not readily available, estimates for 1995 indicate that 954 students were enrolled in Ph.D. programs in journalism and mass communication alone. For 1996, it is estimated that there were 1,162 Ph.D. students in journalism and mass communication. These estimates do not include Ph.D. students studying speech communication or film studies. See: Gerald M. Kosicki and Lee B. Becker, Annual Survey of Enrollment and Degrees Awarded, *Journalism & Mass Communication Educator*, Autumn, 1996 and Autumn, 1997.

The Graduate Studies Committee and the Director of Graduate Studies will decide admission to the program.

Retention in the program:

Students who have been admitted to the doctoral program in communication must maintain a minimum grade point average of 3.0 (on a 4.0 scale) in all graduate work. Any student who fails to maintain an overall quality point average of 3.0 will be placed on academic probation and will be given one semester to bring the average to a minimum of 3.0. A student on probation who fails to achieve a minimum overall 3.0 by the end of this probationary semester will be dismissed from the program.

Students must complete a minimum of 12 dissertation credits. Students may advance to candidacy after the dissertation committee has been appointed and the dissertation proposal has been accepted by the School.

c. Describe the need for and specific use of teaching assistants and research assistants. Include the number of each and stipends.

At the present time, the School of Communication does not award assistantships designated as "teaching" or "research." Rather, the School awards "graduate" assistantships. The needs of the School are determined each year, and students who have been awarded assistantships are matched to these needs. There is a wide range of duties for graduate assistants. These include assisting professors with the administration of large lecture classes, helping out in the various labs that the School maintains, helping with the administrative needs of the different programs, working with the School's Intercultural and International Communication Conference, and assisting professors with laboratory courses. The faculty members to whom they are assigned conduct the training and supervision of graduate assistants. Each graduate assistant works closely with a specific faculty member. The School's Director of Graduate Studies monitors these activities and is responsible for ensuring that the experience is mutually beneficial. There are currently 12 full-time graduate assistantships awarded each year by the School of Communication.

Each full-time student enrolled in the doctoral program in communication will be on assistance for the expected duration of the student's program, i.e., four years. These assistantships will be in addition to the 12 full-time assistantships that the School currently awards. These new assistantships will involve teaching and research. During the first year of full-time study, each student will serve as a teaching assistant to a regular faculty member. The faculty member will tutor the student in how to teach a course. Beginning with the second year of full-time study, each doctoral student will be expected to teach under appropriate faculty supervision one section of a course each semester.

One goal of the doctoral student assistantship is to allow the student time to conduct research. Doctoral students beyond the first year will engage in a research program under their advisors that will lead to presentation and publication of original research.

Each full-time teaching assistantship in the School's doctoral program will carry a tuition remission scholarship of 18 credits and an annual stipend, subject to revision in future years, according to the following schedule:

Stipend for first year student	=	\$8,000
Stipend for second year student	=	\$9,000
Stipend for third year student	=	\$10,000
Stipend for fourth year student	=	\$12,000

6. ADMINISTRATION

a. *Estimate the administrative increments imposed by this program, i.e.,*

1. *Need for additional secretarial help.*
2. *Need for additional office equipment and supplies.*
3. *Need for additional travel, publication costs, and other funds.*

The present level of secretarial help, office equipment and supplies, travel funds, and publication costs is adequate for the proposed program's administrative needs. Plans for support of doctoral student travel include partial funding for one trip per year to a national conference for the purpose of presenting original research in the student's second, third, and fourth years.

b. *Describe the arrangements for administration and for academic direction of the program as it pertains to the following:*

1. *The day-to-day administration of the program.*
2. *The academic policy-making mechanisms used to implement the program, including criteria for membership in the faculty of the program.*

All graduate programs in the School of Communication are administered through the Graduate Studies Office. In addition to the Director, the School's Graduate Studies Office has a staff of one full-time assistant and one part-time assistant. All records are kept centrally in the Graduate Studies Office. The School has a standing faculty committee, the Graduate Studies Committee, which consists of five Graduate Faculty members appointed by the School Council and two student representatives appointed by the Director of Graduate Studies. This committee serves as the main advisory body to the Director of Graduate Studies,

the faculty and the Dean. The committee meets on a regular basis to consider and discuss all matters relevant to the School's graduate programs.

The Director of Graduate Studies will handle the day-to-day administration of the program. The Graduate Studies Committee will select students for the Ph.D. program, subject to the approval of the Director of Graduate Studies. The Graduate Studies Committee will be responsible for setting academic policies for the program. The selection of course work, the appointment of faculty mentors, and the assignment of faculty to examination and dissertation committees require approval of the Graduate Studies Committee and the Director of Graduate Studies.

7. ***BUDGET - Provide a 3-year projected budget commencing with the year the program gets under way. Each year's budget should include all anticipated income (use current year tuition credit costs and projected overhead) and all anticipated incremental costs (new faculty with fringe, library additions, teaching assistantships, laboratory equipment, staff, travel funds, etc.)***
8. The following is a projected budget for the first three years of the proposed doctoral program. All figures are based upon 1998-99 (FY99) tuition credit costs (i.e., \$815 per credit). In the proposed budget there is no mention of administrative expenses and student recruitment costs. This is because the current budget of the School of Communication already has accounted for these expenses. As discussed previously in this report (Section 6) the School is currently equipped to handle the administrative needs of the proposed program. In terms of student recruitment, the School of Communication is proactive in this area. The School currently spends more than \$35,000 annually on recruitment for its existing graduate programs. The projected deficits are to be covered by revenues from the School's graduate programs.

Table 3
Proposed Budget: 2000/01 - 2002/03

	Year 1 2000-2001 (5 students; 90 credits)	Year 2 2001-2002 (5 students; 90 credits)	Year 3 2002-2003 (10 students; 165 credits)
REVENUES			
Tuition*	\$73,350	\$73,350	\$134,475
EXPENSES			
Tuition Scholarships	(\$73,350)	(\$73,350)	(\$134,475)
GA Stipends	(\$40,000)	(\$45,000)	(\$90,000)
Grad Student Travel	\$0	(\$2,500)	(\$2,500)
Office Furniture	\$0	\$0	(\$1,000)
Computers	\$0	\$0	(\$10,000)
SAVED EXPENSES		(10 sections)	(10 sections)
Part-time Teaching	\$0	\$20,000	\$20,000
TOTAL COSTS	(\$40,000)	(\$27,500)	(\$83,500)

*All figures based on \$815 per credit hour.

8. COMPARISONS - Compare the proposed program at the University of Miami with five high-quality established programs at comparable universities.

The proposed doctoral program in communication compares favorably with other programs. It is comparable to other major communication doctoral programs in terms of curricular structure, number of credits required and expected completion time, student financial support, and assignments and responsibilities of graduate teaching assistants. Following is a detailed comparison with five established programs at other institutions: Florida State University, the University of Florida, the University of Georgia, Northwestern University, and Stanford University. All five of these institutions have highly respected programs. Florida State University, the University of Florida, and the University of Georgia were selected because they offer the three major doctoral programs closest geographically to the University of Miami. All are at state institutions. Northwestern University and Stanford University were selected as private institutions with high-quality doctoral programs.

UNIVERSITY OF FLORIDA

Major(s)	Coursework Requirements	Coursework Time Frame	Qualifying Exams	Dissertation
Communication Studies	<p>Required Core: "Research in Communication Studies" "Seminar in Communication Theory"</p> <p>Primary Communication Area: 15 credits selected by student, approved by committee</p> <p>Secondary Communication Area: 12 credits selected by student, approved by committee</p> <p>Communication Electives: 6 credits selected by student, approved by committee</p> <p>Outside Methods Courses: 15 credits selected by student, approved by committee</p> <p>Outside Cognate Area: 12 credits selected by student, approved by committee</p> <p>Other: 9-12 credits selected by student, approved by committee</p>	Full time 3 years	Written & Oral	12 credits
Mass Communication	<p>Survey Courses: "Proseminar in Communication" "Mass Communication & Society" 9 credits selected by student, approved by committee</p> <p>Advanced Communication Courses: "Communication Colloquium" 20 credits in reseach seminars</p> <p>Outside Coursework: "Philosophy of Science" 24 credits in substantive and research methods</p>	Full time 3 years	Written & Oral	24 credits

FLORIDA STATE UNIVERSITY

Major(s)	Coursework Requirements	Coursework Time Frame	Qualifying Exams	Dissertation
<p>(1) Mass Communication</p> <p>(2) Speech Communication</p> <p>(3) Communication Theory and Research</p>	<p>Required Core: "Analysis of Communication Theory" "Quantitative Methods" "Colloquium in Communication"</p> <p>Tools: "Statistical Methods" "Computer Applications" 1 - 3 additional courses selected by student, approved by committee</p> <p>Theory & Research: 12-30 credits selected by student, approved by committee</p> <p>Seminars: 12 credits selected by student, approved by committee</p> <p>Supervised Teaching/Research: 6 credits</p> <p>Outside Cognate Area: 12 credits selected by student, approved by committee</p> <p>Readings: 3 credits</p>	<p>Full time 3 years</p>	<p>Written & Oral</p>	<p>24 credits</p>

UNIVERSITY OF GEORGIA

Major(s)	Coursework Requirements	Coursework Time Frame	Qualifying Exams	Dissertation
<p>Speech Communication (a) interpersonal (b) rhetoric (c) combined</p>	<p>Research Skills: 15 credits selected by student, approved by committee</p> <p>Communication Area 1: 10 credits selected by student, approved by committee</p> <p>Communication Area 2: 10 credits selected by student, approved by committee</p> <p>Communication Area 3: 10 credits selected by student, approved by committee</p> <p>Research Apprenticeship: 4 credits</p>	<p>Full time 3 years</p>	<p>Written & Oral</p>	<p>18 credits</p>
<p>Mass Communication</p>	<p>Required Communication Core: "Communication Research" "Mass Communication Law" "Mass Media Economics" "Mass Communication Theory" "Advanced Research Methods"</p> <p>Seminars: 20 credits selected by student, approved by committee</p> <p>Outside Coursework: 20 credits selected by student, approved by committee</p>	<p>Full time 3 years</p>	<p>Written & Oral</p>	<p>18 credits</p>

NORTHWESTERN UNIVERSITY

Major(s)	Coursework Requirements	Coursework Time Frame	Qualifying Exams	Dissertation
Communication Studies (a) interpersonal (b) rhetoric (c) mass communication	Communication Core: selected by student, approved by committee Outside Courses: selected by student, approved by committee Independent Study & Research: selected by student, approved by committee	Full time 2 years	Written & Oral	Yes
Radio-TV-Film	Communication Core: selected by student, approved by committee Outside Courses: selected by student, approved by committee Independent Study & Research: selected by student, approved by committee	Full time 2 years	Written & Oral	Yes

STANFORD UNIVERSITY

Major(s)	Coursework Requirements	Coursework Time Frame	Qualifying Exams	Dissertation
Communication Theory & Research	Tools Area: selected by student, approved by committee Pre-Dissertation Research Project: selected by student, approved by committee Outside Area: selected by student, approved by committee	Full time 3 years	Written & Oral	12 credits

UNIVERSITY OF MIAMI

Major(s)	Coursework Requirements	Coursework Time Frame	Qualifying Exams	Dissertation
<p>Communication Studies</p>	<p>Required Communication Core: "Theories of Communication" "Methods of Communication Research" or "Qualitative Research Methods" "Advanced Research Methods" 6 credits in Communication course work or "Directed Research/Ind. Study"</p> <p>Advanced Communication Concentration & Cognate Courses:</p> <p>30 credits selected by student, approved by committee</p>	<p>Full time 3 years</p>	<p>Written & Oral</p>	<p>12 credits</p>