



March 4, 2016

Ruth V. Watkins
Senior Vice President for Academic Affairs
205 Park Bldg.
Campus

RE: Graduate Council Review
Department of Communication

Dear Vice President Watkins:

Enclosed is the Graduate Council's review of the Department of Communication. Included in this review packet are the report prepared by the Graduate Council, the Department Profile, and the Memorandum of Understanding resulting from the review wrap-up meeting.

After your approval, please forward this packet to President David Pershing for his review. It will then be sent to the Academic Senate to be placed on the information calendar for the next Senate meeting.

Sincerely,

David B. Kieda
Dean, The Graduate School

Encl.

XC: Dianne S. Harris, Dean, College of Humanities
Kent A. Ono, Chair, Department of Communication

The Graduate School - The University of Utah

GRADUATE COUNCIL REPORT TO THE SENIOR VICE PRESIDENT
FOR ACADEMIC AFFAIRS AND THE ACADEMIC SENATE

October 26, 2015

The Graduate Council has completed its review of the **Department of Communication**. The External Review Committee included:

V. William Balthrop, PhD
Professor, Department of Communication Studies
Associate Director and Fellow, Institute for the Arts and Humanities
University of North Carolina – Chapel Hill

Sarah Banet-Weiser, PhD
Professor and Director, School of Communication
Annenberg School for Communication and Journalism
University of Southern California

Barry Brummett, PhD
Charles Sapp Centennial Professor in Communication
Department of Communication Studies Chair
Moody College of Communication
University of Texas at Austin

The Internal Review Committee of the University of Utah included:

Andrea R. Brunelle, PhD
Professor and Chair
Department of Geography

Karen P. Paisley, PhD
Associate Dean for Academic Affairs, College of Health
Associate Professor, Department of Parks, Recreation and Tourism

Laurence J. Parker, PhD
Professor
Department of Educational Leadership and Policy

This report of the Graduate Council is based on the self-study submitted by the Department of Communication, the reports of the internal and external review committees, and the department chair and college dean's joint response to the internal and external committee reports.

DEPARTMENT PROFILE

Program Overview

The Department of Communication was created in its present form in July of 1972. It has a long and distinguished history at the University reaching back more than 100 years with the founding of the Department of Elocution in 1892. With more than 1,000 students, Communication is one of the larger departments at the University. Its majors represent about fifteen percent of all undergraduate degrees awarded on campus and nearly half of the graduates of the College of Humanities each year.

The mission of the Department is "to enhance the practice and understanding of communication in its intellectual, professional, cultural, and environmental contexts."

Since its last review in 2008, the Department brought in a new chair whose leadership is reflected in positive changes to what was already a strong department, most notably an increased focus of the topical areas in the department. The number of undergraduate sequences was reduced from thirteen to three, and the graduate program was narrowed from innumerable areas to five concentrations corresponding with the research strengths of the faculty. The Department's two undergraduate majors were consolidated into a single degree of Communication. The Department increased its emphasis on research.

The Department offers the BA and BS degrees and four graduate degrees (MA, MS, MPhil, and PhD) in Communication. The current student count is 799 undergraduate majors, 221 undergraduate pre-majors, 18 master's students, and 59 doctoral students. The main growth has been at the undergraduate level—there are about 100 more undergraduate students since the Department's last Graduate Council review in 2008. The Department serves an important role in the larger University's mission of undergraduate education. More than 90% of the Department's students are undergraduates, and it has the fifth largest number of majors in the University. With 32 tenure-line faculty members, the student-to-faculty ratio is among the highest on campus at 36.8 majors per tenure-line faculty member.

The department is at a transitional moment. There are four impending retirements, and new fields of research and inquiry related to digital and social media are emerging, with corresponding changes in employment opportunities for the Department's graduates. With the right strategic decisions and resources, the department is well positioned to use this key period to become one of the best PAC-12 programs in Communication.

Faculty

The Department is comprised of 32 tenure-line faculty (down from 34 at the time of the last review in 2008) and 23 active associate instructors. There are 6 to 10 auxiliary career-line faculty members; it is difficult to determine the exact number because of inconsistency in the Department's self-study. [Page 6 of the self-study describing the Department's "organization" states that there are 10 auxiliary faculty; the

summary of career-line and adjunct faculty on page 18 lists 6 auxiliary faculty.] In any case, at present, the Department appears to have a good balance of senior, mid-level, and junior faculty.

According to the external review team, “the faculty demonstrates very high quality in teaching, research and service.” There have been recent hires of top-notch junior faculty and the Department has several distinguished faculty members with national and international reputations. Faculty conduct research across five primary research areas, which are also the concentrations in its graduate program: communication science, health, environment, and risk (CommSHER); critical/cultural studies; interpersonal/organizational communication; media and communication technologies; and rhetoric. Since the previous review, the faculty has produced 29 books, 281 journal articles, and 79 book chapters, a substantial increase in each category. (For example, the number of journal articles nearly doubled from 144 to 281, with a slightly smaller faculty, in this review period). A number of faculty members have also received book and article prizes. Faculty members have increased grant-supported research. By all accounts, collegiality among both faculty and staff is very high in the Department, and there is a clear concern for one another and students. For example, according to the internal review team, there is an “obvious Departmental culture of pride and collegiality.” The external review team similarly found that “faculty members were extremely collegial” despite diverse faculty interests, a testament in the external team’s view to the Department chair’s leadership. Both internal and external review teams also commended the faculty for its excellence and innovation in teaching. Faculty members have received numerous teaching awards, consistent with impressive results from student evaluations. The external review team in particular commended the faculty for its commitment to undergraduate education, noting faculty members’ willingness to take on the significant instructional challenge reflected in the Department’s student to faculty ratio (116.67:1 in undergraduate teaching).

Four faculty members are on phased retirement, with three of these faculty members retiring at the end of this academic year. To maintain the excellence of its program, improve the faculty-to-student ratio, and strengthen its reputation in research, the Department wishes to retain these lines and add others, focusing on three specialties: digital media, an area of pressing need according to the Department, and cultural studies and health, two areas of existing strength. The external review team agrees that it is “imperative” that the lines of those retiring should be retained (although not necessarily in the same areas of specialization) and that additional faculty lines are necessary and should be granted to strengthen the Department and help it reach its full potential, which the external review team believes is considerable. At the same time, there is a recommendation by the external review team that additional strategic planning is necessary before undertaking such a significant set of hires and that it would be a mistake to simply aim to do better in everything the Department already does. Such a strategic plan would include, ideally, a more concrete statement than presented in the self-study of how many lines the Department needs in each of the areas in which it wishes to focus and how the Department would phase in the new hires over several years such that they fit into its overall plan and vision. The Department would also like to establish endowed chair professorships to recognize its standing and renown. The external review team agrees that several distinguished faculty members are deserving of endowed professorships and recommends that this goal be part of its development efforts and strategic planning.

Students

According to the Department’s self-study, as of November 2014, there were 1,020 undergraduate students in the Department (counting both majors and pre-majors). (The Office of Business and Institutional Analysis report appended to the self-study does not include fall 2014 data). Undergraduate

education represents the Department's primary area of growth, with approximately 100 more undergraduate students since the last review. The current major to faculty ratio is 36.8:1, while the student to faculty ratio in undergraduate teaching is 111.67:1. As of November 2014, there were 18 master's students and 59 doctoral students. The number of PhD students has remained stable since the last review, while the number of master's students is approximately half (18 in the fall of 2014 compared with 36 in 2008). The Department self-study did not address the decreased enrollments of master's students, and the review teams did not flag this as a concern.

Both the internal and external review teams met with a small number of undergraduate and graduate students and distilled some important observations and recommendations. On the whole, both teams heard the students speak very highly of the faculty and the mentoring they have received. Both teams also found that students are generally pleased with the Department's programs and praise the Department for its concentrations and course offerings. However, there is always room for improvement, and two areas of student concern emerge from the teams' reports.

The internal review team reports that there is a perception by undergraduate students that rigor is lacking in the undergraduate program and that the concern was voiced by "other groups" as well. In contrast, the external review team did not pick up this concern from their interviews with undergraduates. In fact, the external review team's report states that "[s]tudents at all levels report high satisfaction with the department's programs and praise the programs for their rigor, breadth and combination of areas, and faculty accessibility." The discrepancy between the internal and external review teams' findings could be a function of the different groups of students that each team met during their visits. It could also be a function of the different emphases of each team's review; the internal review team's report focuses on the undergraduate program, whereas the external review team had more to say about further strengthening the graduate program. In any case, despite these conflicting findings, the Department Chair took this concern seriously and addressed it in his response to the review committee reports. He explains that, in streamlining the undergraduate program and whittling down its concentrations in response to the last Graduate Council review in 2008 (an effort commended by both of the current review teams), the Department also decreased the number of required courses and prerequisites. This may have had the unintended consequence of reducing rigor. The Chair is aware of this issue and plans to examine whether some of the requirements should be reinstated. There will also be an effort, according to the Chair, to enhance emphasis on undergraduate research, particularly Honors research, and to increase the number of required 5000-level courses.

Both teams had several concerns about the experience of graduate students, which, taken as a whole, suggest that the Department should give more attention to its graduate program. (The teams' concerns relating to graduate student recruitment, funding, and workload are discussed here. Concerns relating to graduate student training and the graduate curriculum will be addressed in the next section on the Department's curriculum). The most pressing issue is insufficient funding for graduate student fellowships. According to the external reviewers' report, of the students admitted to the graduate program, yield is frequently around 20%, which may be explained by the "seriously uncompetitive nature of graduate stipends" (\$4,000-\$5,000 less than peer public institutions). The external team also observed wide variations in support among graduate students, with some students receiving substantial funding, others receiving less, and some largely invisible students receiving no funding at all. This undermines cohesion among graduate students, and the general inadequacy of funding contributes to "the unusually long average time to degree for graduate students, which is not on par with peer institutions." (8 versus 5 or 6 for peer institutions). The internal team's report echoed these concerns, and added its own concern about the

substantial teaching loads carried by graduate assistants (who may be responsible for teaching two courses with 20-40 students each), making it difficult to complete their own coursework and engage in a program of research. Looking at the big picture, the internal team also highlighted the potential negative impact of insufficient graduate fellowship funding on the quality of the Department's undergraduate curriculum, as funding is needed to recruit high quality graduate students who teach many of the Department's courses.

The Department recognizes the systemic disparity between stipends given by the Department and peer institutions and seems to be doing the best it can with its resources to resolve the situation. For example, the Chair reports in his response memo that last year the Department began offering up to four \$5,000 fellowships for four years for top recruits, and it plans to focus additional development efforts on funding for graduate fellowships. This year, the Department hired two postdoctoral fellows, in part to support the teaching efforts of the graduate assistants. This is a great start. However, with 59 doctoral students, the inadequacy of graduate fellowship funding will continue to be a serious problem unless substantial funds are allocated by the University and/or raised by the Department for this purpose. The external review committee recommends that "an effort should be made to provide funding for all doctoral students" to increase their availability for undergraduate teaching, improve the climate among the graduate cohort, and reduce the time taken to graduate."

Curriculum

The Department offers BA and BS degrees in Communication. Undergraduate students may select among three undergraduate sequences—strategic communication, communication studies, and journalism.

At the graduate level, the Department offers MA, MS, MPhil, and PhD degrees in Communication. The graduate program has five concentrations that track the research strengths of the faculty: communication science, health, environment, and risk ("CommSHER"); critical/cultural studies; interpersonal/organizational communication; media and communication technologies; and rhetoric. Of all of the concentrations, critical/cultural studies has the most faculty members. The Department also offers three postbaccalaureate certificate programs—integrated marketing, health communication, and conflict resolution.

The external review team was impressed with the undergraduate curriculum. It noted the "dedication shown towards crafting a forward-looking, highly integrative curriculum for students interested in pursuing an undergraduate major in Communication. . . . [T]he faculty members have dedicated themselves to delivering high-impact courses that span psychological, social, cultural, political, and economic processes involved in the development and distribution of mediated messages. Grounded in a liberal arts tradition, students are exposed to a breadth of theories, methods, and practices." It also noted that the undergraduate curriculum does a great job of preparing students for a variety of career trajectories and areas of professional practice, including media affairs, journalism, broadcast news, television production, web series production, strategic communication and marketing. Also, both teams commended the Department for creating a more coherent undergraduate program by reducing its concentrations from thirteen to three following a recommendation that came out of the 2008 review.

The external review team, while impressed with the Department's investment in media and television production facilities, states that it is worth considering elimination of the undergraduate journalism track, given the relatively low and declining enrollments and the many strong competing journalism

programs in the region. The Chair's response states that the Department is not amenable to this suggestion for many reasons. However, the Department does agree with the need to reinvigorate the journalism track in light of technological developments in the field and proposes a new hire in "digital journalism" who would conduct research and teach about social media, blogs, online newspapers and magazines etc. As part of this effort, the Department participated in a cluster-hire proposal in the area of new digital media last year for the University's Transformative Excellence Program. Although not funded, the Department plans to revise and strengthen that proposal and re-propose it this January.

In contrast to its praise for the undergraduate curriculum, the external review team was fairly critical of the graduate program. Although the faculty is praised for "tak[ing] the mentoring of graduate students very seriously" and for its one-on-one mentoring of graduate students, there is a concern about the absence of institutionalized, formal expectations for graduate students. "Students are not provided with clear expectations regarding progress toward degree, particularly in relation to time to degree, and no expectations were available regarding publications, conference presentations, or other measures of research productivity." Other concerns included the Department's decision to scale back the credits of the required core pedagogy course for graduate students (from 3 credits to 1); the absence of core theory or method courses that graduate students are required to take together as a cohort (although the Department does report that it requires three methods courses for doctoral students); insufficient focus and depth in the graduate curriculum; and obstacles to building curricular coherence and faculty-student relationships attributable to a departmental rule that faculty are limited to teaching a graduate course every two years. The Department seems to view the lack of structure as a strength of its graduate program, however, noting in the self-study that "graduate students have great latitude in determining their programs of study in consultation with their advisors and committee members." According to the external reviewers, many (but not all) graduate students also appreciate the flexibility of the graduate program. To be sure, there are benefits to the current approach. For example, the external review team positively commented on the many graduate student dissertations and projects that cut across different areas. However, there is a cost to flexibility: when students select courses as if it were a buffet, time to graduation and research focus may be compromised, along with the missed opportunity for the Department to develop a signature identity of Communication studies in Utah.

The internal review team did not differentiate between the undergraduate and graduate programs in its comments on the curriculum. Its main concern relates to sequencing (echoing some of the concerns of the external review team about the graduate program). The internal committee members want to see more intentionality in developing the schedule and a multi-year curricular plan. The Chair's response seems to meet the internal review committee halfway. He states that it is not feasible given the volume of courses taught by the Department (and all of the contingencies related to faculty personnel) to plan the curriculum more than two years in advance, but reports that efforts are underway to create a two-year schedule for undergraduate courses.

Diversity

Diversity and social justice are core goals of the Department's educational mission. The commitment exists across its many domains, including the students, staff, faculty, curriculum, and scholarship. For example, the Department has a distinguished reputation in critical/cultural studies, which is concerned with social justice and communication-based problems of minorities and other disadvantaged people. New courses emphasizing diversity have been created, such as those investigating Asian

American and Korean media and Native American activism. With the involvement of students, the Department supports *Venceremos*, a bilingual community newspaper and a news outlet serving Rose Park.

The Department's self-study asserts that "OBIA information provided does not capture data about the Department the way we have described it in this review." Therefore, the discussion of faculty and student diversity that follows is based on data provided by the Department itself in sections two and three of its self-study.

Faculty Diversity. At the time of the Department's previous review, 58% of its tenure-line faculty members were women (19/33) and 42% were men (14/33). At present, the core tenure-line faculty is evenly split between women and men (16/32), a decline in gender-based diversity. Because the self-study does not include national averages in terms of female faculty representation in the field of Communication, diversity in the qualified applicant pool prior to 2012, or diversity information about faculty who have retired since the last review, there is no way to assess the significance of this decline. Racial/ethnic diversity has increased since the last review. At that time, 12% (4/33) of the Department's tenure-line faculty members were non-white. As of the fall of 2014, 19% (6/32) of the tenure-line faculty members are non-white. (At present, there are one African-American faculty member, one Chicana faculty member, four Asian-American faculty members, and one Arab-American faculty member). According to the Department's self-study, as of 2014, 36% of the Department's full professors, 75% of its associate professors, and 44% of its assistant professors are women. Nine percent of the Department's full professors, 8% of its associate professors, and 44% of its assistant professors are non-white. In terms of career-line faculty, prior to 2012, there was not a single female career-line faculty member; although it is difficult to determine the number of career-line faculty in the Department due to discrepancies in the self-study, it appears there has been progress on this front as of 2013.

The internal reviewers praised the current levels of diversity in the Department and recommended that any expansion of the Department's faculty should be undertaken with an eye toward further enhancing its recent progress in this area. The Department's self-study indicates that it has partnered with Ethnic Studies and Gender Studies on joint hires, and when those efforts did not pan out, it created a postdoctoral fellowship focusing on critical race studies and critical pedagogy and hired two postdocs this year for that position. The Department Chair also reports in his response memo that "[h]iring faculty who represent diverse interests will continue to be a high priority for every search conducted in the Department."

Student Diversity. In 2013, for undergraduate students, 44% are male and 56% are female. About 20% percent of the undergraduate students are non-white. The external reviewers did not discuss diversity, but they characterized the undergraduate population of the Department as "untraditional," noting that "many are transfer students (almost 50% coming from Salt Lake Community College), and many are married and have children. . . ." The graduate student body is heavily skewed female: 30% are male and 70% are female; data reported in Appendix D of the self-study suggest that about 60% of the Department's doctoral degrees are earned by women. About 20% of the graduate students are non-white. The Department states in its self-study that it consciously aims to emphasize diversity in its graduate student recruitment.

Program Effectiveness and Outcomes Assessment

Like many programs at the University of Utah, the Communication Department is still in the process of developing optimal methods of assessing learning outcomes. In 2013-2014, the Department took the first and invaluable step of articulating learning objectives for its undergraduate and graduate programs. In addition, the Department is working to assess its own performance and develop benchmarks of its effectiveness through tools such as a portfolio requirement for undergraduates and student surveys. In addition, where data is available, the Department studies national employment trends of communication graduates and compares its curriculum with those employment trends. Both teams suggest more could be done in this area, and offered suggestions regarding assessment of the graduate program in particular. The internal review team suggests that assessment of graduate comprehensive exams in light of ELOs would be beneficial. The external review team's report suggests that the Department should systematically examine doctoral student admission yields, time to degree completion, scholarly publications and presentations, and placement in teaching positions in other academic institutions.

Facilities and Resources

The Department is housed in the Languages and Communication Building. According to the self-study, these facilities are presently meeting the Department's needs, although the Department feels additional space will be needed as it continues to grow.

In terms of staff, both teams commend the IT staff in particular for its excellence and high level of support, which are crucial to the department's heavy undergraduate emphasis on media production. The most critical present resource needs relate to staffing for grant administration, development, and student advising.

According to the external review team, staff support for grant administration and development are areas of dire need. Presently, one staff person is responsible for providing support for grants, development, and faculty events. This is untenable given the Department's aspirations and potential. There is an enthusiastic cohort of associate faculty members who wish to engage with changes in the discipline related to digital and social media, as well as obtain grant funding for their research. As the Department's cluster-hire proposal highlights (attached to its self-study), understanding how digital media are impacting the lives of individuals—for example, privacy concerns, surveillance, the economics of networks, access by the poor, computer literacy—are important emerging areas in the field of Communication that present opportunities for sponsored research. Also, the Department has identified health communication as a strategic area of excellence, which, according to the external review team, cannot seriously be developed without an adequate grant infrastructure. Both the internal and external review teams note that the Department's lack of staffing in this area represents a barrier to reaching the potential of the Department and its ability to build on its growing success in obtaining research grants. Development staffing support is also necessary to obtain funds for endowed professorships and graduate student fellowships. To remedy these concerns, the external review team recommends that grant support and development functions be separated into independent positions. It notes that development (alumni relations, foundation and corporate giving) and grants submission and administration are separate functions.

Student advising is a second important area in need of more staff support. The Department has worked very hard to improve student advising since the last review. It beefed up its undergraduate advising staff, doubling from one to two the number of full-time academic advisors. Advisors are cross trained, and

advising has become more efficient and professionalized. For example, the Department developed advising statements delineating responsibilities of advisors and expectations of students, and the advisors have recently improved the advising information available online. There is also an expanding peer advising program; peer advisors are recruited from among the most outstanding majors in the Department. Despite these extraordinary efforts, the advising team is woefully understaffed in light of the Department's more than 1,000 undergraduates. The Department is working to address this issue. Since the external review team's visit, it created a new advising position and is working with the University to propose a third advising position to be split with the campus advising.

Both teams see a need for the Department to increase its general administrative staff. The Dean authorized an administrative assistant line to be approved by the Department, and a search is underway. This should alleviate some of the problems noted by both review teams in building the class schedule, reimbursing faculty for expenses, etc.

COMMENDATIONS

1. The Department is to be commended on the diligent efforts made to address recommendations from the 2008 program review, with particular emphasis on creating a more coherent and focused undergraduate program.
2. The Department demonstrates an impressive commitment to its undergraduate mission, delivering a large, popular, and effective undergraduate program. This is particularly commendable given the student-to-faculty ratio.
3. The Department has hired several impressive junior faculty members and increased its productivity since the last review. With a very strong cohort of relatively young faculty members, it is well positioned to increase its national and international stature.
4. The Department is a model of collegiality and positive departmental culture. There is a clear concern among the faculty for one another and students. Students, in turn, are very pleased with the departmental climate and their relationships with faculty.
5. The Department has improved its undergraduate advising program and the mentoring of its graduate students.
6. The Department is to be commended for its gains in the racial/ethnic diversity of its tenure-line faculty through recent hires of a diverse cohort of junior faculty members and for its demonstrated commitment to diversity throughout its program more generally.

RECOMMENDATIONS

1. Given high student-to-faculty ratios and four imminent retirements, the Department should retain its existing faculty lines. Additional faculty lines are also necessary for the Department to make the next step toward reaching its considerable scholarly potential. This larger expansion should be undertaken, however, only with a more concrete strategic plan about the areas it wishes to build, how many lines it needs for each area, and how it will phase in the hires.
2. Graduate student stipends should be increased significantly (and be distributed more equally) so as to improve yields, increase student morale, maintain the quality of teaching in the undergraduate curriculum, and further enhance the Department's reputation.
3. Additional staff support for grants infrastructure and development is critical to ensure the health and continued success of the Department. The current staff person responsible for these functions is overworked and cannot possibly support the Department's ambitious and invested cohort of junior faculty who want to improve their research and the Department through grant-funded research. At minimum, grant support and development functions should be separated into independent positions.
4. The Department is encouraged to add focus and depth to its graduate curriculum along the lines of the successful restructuring of its undergraduate program, in part by increasing core pedagogy taken by all students. The current laissez-faire approach to the graduate curriculum should be addressed so as to decrease time to degree for graduate students. The graduate student handbook should be updated to reflect curricular changes and clarify departmental graduate student policies.
5. The Department should continue to refine and improve its undergraduate program. For example, now that it has several years of experience with its reconfigured undergraduate program, it may wish to reinstate some of the previously required courses and prerequisites to maintain rigor in the program. It should also consider repositioning and reimagining the journalism program for undergraduates in light of changes in the field and declining enrollments in this concentration. Finally, the Department should build on its efforts to add course offerings that reflect the interests and experiences of racially and ethnically diverse students.
6. The Department should continue to build on its successes in improving faculty diversity as it replaces retiring faculty members and expands the Department. Given that diverse faculty members are concentrated in its lower ranks, the Department should, moving forward, similarly strive to attain diversity in its upper ranks in the context of promotions and endowed chair appointments. With a graduate student body comprised mostly of women, this is a Department that should be supportive of women faculty in leadership (i.e., full/chaired) positions.

Submitted by the Ad Hoc Committee of the Graduate Council:

Laura T. Kessler (Chair)
Professor, S.J. Quinney College of Law

Timothy J. Garrett
Professor, Department of Atmospheric Sciences

Valeria Molinero
Professor, Department of Chemistry

Lyda Bigelow (Undergraduate Council)
Associate Professor, Department of Entrepreneurship and Strategy

Department of Communication

2007-08 2008-09 2009-10 2010-11 2011-12 2012-13 2013-2014

FACULTY: With Doctoral Degrees Including MFA and other terminal degrees

Full Time Tenured Faculty	19	18	17	15	15	15	13
Full Time Tenure Track	11	10	7	10	14	11	13
Full Time Auxiliary Faculty	3	3	3	3	3	4	7
Part Time Tenure/Tenure Track	1	2	1	2	1	2	3
Part Time Auxiliary Faculty	0	0	0	1	0	1	0

With Masters Degrees

Full Time Tenured Faculty	2	2	2	2	2	0	0
Full Time Tenure Track	0	0	0	0	0	0	0
Full Time Auxiliary Faculty	1	2	1	2	1	2	1
Part Time Tenure/Tenure Track	0	0	0	0	0	1	1
Part Time Auxiliary Faculty	2	1	2	1	2	2	3

With Bachelor Degrees

Full Time Tenured Faculty	0	0	0	0	0	0	0
Full Time Tenure Track	0	0	0	0	0	0	0
Full Time Auxiliary Faculty	0	0	0	0	0	0	0
Part Time Tenure/Tenure Track	0	0	0	0	0	0	0
Part Time Auxiliary Faculty	0	0	0	0	0	0	0

Total Headcount Faculty

Full Time Tenured Faculty	21	20	19	17	17	15	13
Full Time Tenure Track	11	10	7	10	14	11	13
Full Time Auxiliary Faculty	4	5	4	5	4	6	8
Part Time Tenure/Tenure Track	1	2	1	2	1	3	4
Part Time Auxiliary Faculty	2	1	2	2	2	3	3

FTE from A-1/S-11/Cost Study Definition

Full-Time Salaried	38	30	28	32	31	25	36
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Department of Communication

2007-08 2008-09 2009-10 2010-11 2011-12 2012-13 2013-2014

FTE from A-1/S-11/Cost Study Definition

Part-Time or Auxiliary Faculty	6	4	6	6	6	8	6
Teaching Assistants	12	8	12	12	13	11	12

Number of Graduates

Undergraduate Certificate	0	0	0	0	0	0	4
Bachelor's Degrees	407	402	379	415	402	426	402
Master's Degrees	9	9	7	9	5	8	10
Doctoral Degrees	6	14	5	8	10	6	6

Number of Students Based on Fall Third Week Semester Data

Undergraduate Pre-Majors	282	244	229	265	211	175	196
Undergraduate Majors	544	614	596	560	615	742	605
Enrolled in Masters Program	30	26	25	33	23	28	27
Enrolled in Doctoral Program	63	57	50	53	53	55	67
Department FTE Undergrad	757	776	830	830	846	846	811
Department FTE Graduate	63	60	51	58	56	58	60
Department SCH Undergrad	22,701	23,271	24,897	24,886	25,367	25,369	24,320
Department SCH Graduate	1,257	1,200	1,012	1,169	1,125	1,162	1,208
Undergraduate FTE per Total Faculty FTE	17	22	25	22	23	26	15
Graduate FTE per Total Faculty FTE	1	2	2	2	2	2	1

Cost Study Definitions

Direct Instructional Expenditures	4,019,140	4,088,651	3,834,910	4,030,891	4,177,215	4,298,883	4,535,171
Cost Per Student FTE	4,904	4,892	4,355	4,539	4,632	4,757	5,116

Funding

Total Grants	16,985	7,152	0	7,080	7,129	0	25,486
Appropriated Funds	3,217,046	3,392,667	3,963,510	3,911,300	4,288,826	4,242,491	4,643,527
Teaching Grants	0	0	0	0	0	0	0

Memorandum of Understanding Department of Communication Graduate Council Review 2014-15

This memorandum of understanding is a summary of decisions reached at a wrap-up meeting on February 10, 2016, and concludes the Graduate Council Review of the Department of Communication. Ruth V. Watkins, Senior Vice President for Academic Affairs; Dianne S. Harris, Dean of the College of Humanities; Kent A. Ono, Chair of the Department of Communication; David B. Kieda, Dean of the Graduate School; and Donna White, Associate Dean of the Graduate School, were present.

The discussion centered on but was not limited to the recommendations contained in the review summary report presented to the Graduate Council on October 26, 2015. At the wrap-up meeting, the working group agreed to endorse the following actions:

Recommendation 1: Given high student-to-faculty ratios and four imminent retirements, the Department should retain its existing faculty lines. Additional faculty lines are also necessary for the Department to make the next step toward reaching its considerable scholarly potential. This larger expansion should be undertaken, however, only with a more concrete strategic plan about the areas it wishes to build, how many lines it needs for each area, and how it will phase in the hires.

The Department Chair and Dean reported that they plan to be back to 31 faculty by Fall 2016 and eventually get the faculty count back up to 36 to achieve the ideal student-to-faculty ratio. The proposals for replacement and additional hires have been made as a part of the Dean's "road map process," a comprehensive College planning effort. A strategic plan was completed in Fall 2015. Academic Analytics data informed the plan, which projects into the next 5-10 years and is well aligned with the College and institutional plans. The Graduate Council report spoke to the changing field of communication, and the new strategic plan addresses those changes. Progress will be tracked through regular updates to the Graduate School.

Recommendation 2: Graduate student stipends should be increased significantly (and be distributed more equally) so as to improve yields, increase student morale, maintain the quality of teaching in the undergraduate curriculum, and further enhance the Department's reputation.

The Department made a strategic decision to reduce the number of graduate students and to provide them all with more competitive stipends, which were funded during the 2015/16 budget cycle. This change has been a positive one that has improved the quality of the students, their teaching, their mentorship, their morale, and their completion rates. Senior VPAA Watkins stated that this model should be "an example for all." Results regarding student completion rates and time to degree will continue to be tracked, job placement data is being recorded, and regular updates to the Graduate School will be made.

Recommendation 3: Additional staff support for grants infrastructure and development is critical to ensure the health and continued success of the Department. The current staff person responsible for these functions is overworked and cannot possibly support the Department's ambitious and invested cohort of junior faculty who want to improve their research and the Department through grant-funded research. At minimum, grant support and development functions should be separated into independent positions.

Since the review, there has been some additional College-level support for grants with the hire of an Associate Dean for Research. The College-level positions for grants and development have been separated. This recommendation has been implemented. Progress on results moving forward will be tracked through regular update reports to the Graduate School.

Recommendation 4: The Department is encouraged to add focus and depth to its graduate curriculum along the lines of the successful restructuring of its undergraduate program, in part by increasing core pedagogy taken by all students. The current laissez-faire approach to the graduate curriculum should be addressed so as to decrease time to degree for graduate students. The graduate student handbook should be updated to reflect curricular changes and clarify departmental graduate student policies.

The Chair's response reports that:

Significant changes have also been made to the graduate program. Key courses will be offered on a regular basis. A more structured, consistent graduate curriculum features at least one core theory course in each concentration area within our program every two years, and regular offerings of additional staple courses in each area across two to four years. Teaching assistants are provided a course on pedagogy during their first semester, which ensures that all new teaching assistants have weekly contact with a teaching mentor their first semester in the Department.

A graduate committee of faculty was charged with updating the Graduate Student Handbook to include a timeline and other vital information such as dismissal and family leave policies. In addition, graduate students now attend a program of study workshop. The loss of graduate office space is an issue that has yet to be resolved, but there are some options being investigated and regular updates on progress will be made to the Graduate School.

Recommendation 5: The Department should continue to refine and improve its undergraduate program. For example, now that it has several years of experience with its reconfigured undergraduate program, it may wish to reinstate some of the previously required courses and prerequisites to maintain rigor in the program. It should also consider repositioning and reimagining the journalism program for undergraduates in light of changes in the field and declining enrollments in this concentration. Finally, the Department should build on its efforts to add course offerings that reflect the interests and experiences of racially and ethnically diverse students.

A "mega committee" has been set up to revise the undergraduate program. New media is being explored to re-think the journalism program. ELOs are being used in the assessment plan, and racial/ethnic curricular offerings are being considered. Updates will be regularly submitted to the Graduate School.

Recommendation 6: The Department should continue to build on its successes in improving faculty diversity as it replaces retiring faculty members and expands the Department. Given that diverse faculty members are concentrated in its lower ranks, the Department should, moving forward, similarly strive to attain diversity in its upper ranks in the context of promotions and endowed chair appointments. With a graduate student body comprised mostly of women, this is a Department that should be supportive of women faculty in leadership (i.e., full/chaired) positions.

The Department is doing this and upper administration is helping through the Diversity Initiative. There has been a long and sustained effort, as mentioned in Commendation 6, to increase student and faculty diversity and there is continued commitment to increasing diversity. It is unclear what prompted the final sentence in this recommendation. Women have been and continue to be supported as they move into leadership positions at the institution. The Chair and Dean are fully aligned with support of women as individual cases might emerge in the future.

This memorandum of understanding is to be followed by regular letters of progress from the Chair of the Department of Communication to the Associate Dean of the Graduate School. Letters will be submitted until all of the actions described in the preceding paragraphs have been completed. In addition, a three-year follow-up meeting will be scheduled during AY 2017-18 to discuss progress made in addressing the review recommendations.

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March 4, 2016