Department of Communication
College of Arts and Sciences
University of Washington – Seattle

Bachelor of Arts in Communication
Bachelor of Arts in Communication-Journalism
Master of Communication in Digital Media
Master of Communication in Communities & Networks
Master of Communication in Native Voices
Master of Arts in Communication
Doctor of Philosophy in Communication

Last Program Review: Autumn 2007

Department Chair: David Domke
Self-Study Coordinators: Leah Ceccarelli & Richard Kielbowicz
Date Submitted: March 1, 2018

Table of Contents

PART A: REQUIRED BACKGROUND INFORMATION

<u>**SECTION I: Overview of Organization**</u>

Mission & Organizational Structure

The Department of Communication was formed in 2002 by the friendly merger of two units with rich histories at the University of Washington: the Department of Speech Communication and the School of Communications. The new unit identified its mission thusly: "The Department of Communication advances the study and practice of communication across a range of contexts, including face-to-face interactions, public discourse, mass media, and digital media. Our research and teaching enhance critical awareness of communication's role in an increasingly global society." The Department is located in the Social Sciences Division of the College of Arts and Sciences, although it produces scholarship and teaching in the humanistic, critical, and social scientific traditions. The state of the union is strong; the Department currently has among the largest numbers of undergraduate and graduate students in the College.

Undergraduates in the Department of Communication follow one of two tracks toward their Bachelor's degrees. As of Spring 2017, the vast majority (89%) of our 747 majors were in the communication program; the remainder complete requirements for a communication degree while pursuing specialized instruction in journalism. Undergraduate pedagogy in communication at the University of Washington has four aims: cultivating communication literacy; developing communication inquiry; teaching core communication theory and concepts; and fostering community engagement. The journalism program takes on the additional mission of helping students develop strong analytical and communication skills for careers in digital and traditional news and information media. Enrollment patterns in these two tracks have changed over the last ten years, with 18% opting for the journalism track in 2008 and 11% opting for it now (see Appendix D for data on the ten-year degree-enrollment patterns). This has as much to do with increases in the overall number of majors over that time as it does decreases in those opting into journalism. Over the last 10 years, our Spring quarter totals of majors have ranged from 589 to 844, with an average of 736.

The Department of Communication offers several graduate degrees, some of which are terminal professional degrees and some of which focus on research. Our largest professional graduate program is the Master of Communication in Communication Leadership, a self-sustaining program offering two professional degrees focused on communication strategy. The MC in Digital Media (MCDM) emphasizes content creation skills, emergent technologies, and platforms. Students in that program learn to craft intelligent engagement strategies using media production, distribution of content, and analytics. The MC in Communities and Networks (MCCN) emphasizes building community, growing networks, and crafting organizational identity. Students in that program learn to build collaborative skills necessary to manage change, recognize and navigate interpersonal dynamics, and design effective strategies for engaging diverse publics.

The MC in Native Voices, a terminal degree program that leads to the production of an original documentary film, offers a small number of students the opportunity to explore filmmaking from an Indigenous perspective, and produce programs that speak to critical personal, social, and political issues in their lives.

The MA and PhD programs serve students who are seeking doctoral degrees, whether coming to the Department of Communication with only a bachelor's degree or with a Master's degree. Students entering these programs are funded for 4 to 5 years with teaching or research

assistantships. The MA and PhD programs are founded on the principles of intellectual and cultural pluralism, interdisciplinarity, innovation through collaboration, and public scholarship.

In 2017, 50 students graduated from our professional MC programs, and 10 students graduated from our research-oriented MA and PhD programs. In 2008, these numbers were 20 and 12 respectively, reflecting a pattern of growth over the last ten years in the professional programs (from 68 enrolled in Autumn 2008 to 142 in Autumn 2017) and a decrease in the size of our research-oriented graduate programs (from 68 enrolled in Autumn 2008 to 41 in Autumn 2017). Graduation numbers in these programs are included in Appendix E, and enrollment numbers are in Appendix D.

Helping to support the mission of these degree programs were 15 full-time staff in 2016-17 (all but one were professional staff), with organizational leadership by the Administrator. Staff positions are reviewed annually by the Chair and/or respective staff supervisors, and in creating staff positions the Chair consults with the Associate Chair, Faculty Executive Committee, Administrator, and additional faculty and staff. Staff are hired through open search processes with hiring committees comprising faculty and staff. Full-time staff are grouped in four "teams" that operate both distinctly and often in collaboration: administrative; technology and support; student services; and outreach. (See Appendix A for organizational chart.)

The overall organizational structure of the Department is one that values shared governance. The Department is headed by a Chair appointed to a five-year term, a rotating Associate Chair appointed to a two-year term by the Chair, and a Faculty Executive Committee with three members elected by faculty to two-year terms. The Associate Chair and Executive Committee provide input to the Chair on important policy and personnel matters. There were 27 fulltime faculty in 2016-17; faculty search committees consist of 3-5 faculty, and all fulltime faculty are eligible to discuss and vote on final candidates. For faculty hiring, the views of graduate students are sought through the Communication Graduate Student Association (CGSA), a group of MA and PhD students elected by their classmates. Fulltime faculty determine foci for all of the unit's programs, curriculum, and admissions and graduation standards. Faculty are also involved per UW Faculty Code in issues such as allocation of faculty merit pay raises, renewal of junior full-time faculty, renewal of part-time faculty, evaluations for tenure and promotion, and faculty retention cases.

Department-wide committees are a mix of standing and ad hoc groups that include faculty and staff, with assignments made by the Chair in consultation with the Associate Chair. (See Appendix F for a list of current committee assignments.) Each year the Chair updates the Department's policies and protocol document in consultation with the Associate Chair, and distributes them to faculty and staff. A parallel document is distributed to MA/PhD students. Appendices G and H contain the 2017-18 versions of these documents.

Budget & Resources

The Department's substantial budgetary network includes General Operating Fund permanent and temporary monies, self-sustaining revenues from degree programs housed in the University's Continuum College, research and foundation grants, and donor funds. Over the past decade, the Department has proactively responded to decreasing legislative funding by investing intellectual capital in self-sustaining programs in the Continuum College such as the MC in Communication Leadership, the Integrated Social Sciences undergraduate program, summer instruction, and online distance learning. This entrepreneurialism builds on earlier departmental participation in Continuum College's Evening Degree Undergraduate Program, which was sunset in recent years. Appendix B contains a summary showing departmental budget trends.

The Department engages in extensive and proactive alumni outreach and development. Since the unit's founding in 2002, the foundation of these efforts has been a focused plan to build strong ties to alumni—primarily by engaging them in our program in ways that benefit students. These relationships have led to significant financial support. The Department has a full-time Outreach and Alumni Relations Manager and a full-time Communications Specialist staff member, both supported in their outreach work by other staffing teams. The Department's outreach includes a range of strategic engagements, including a Communication Alumni Hall of Fame created in 2004, a Wall of Recognition for outstanding alumni installed in 2014, a quarterly e-newsletter, highly active regular online communications, visits with alumni in select cities each year, and holiday communications with top donors. Appendix I contains an overview of the Department's outreach and alumni engagement strategies.

The combination of self-sustaining revenues and active outreach has enabled the Department to weather with reduced damage the decreases in state-funded resources that have become the new normal in recent years. Several faculty and staff positions, faculty research funding and travel, instructional innovations, staff professional development, graduate-student research and travel, outreach, and our substantial technological needs are now funded by self-sustaining programs and/or fundraising—which might be a concern if the programs and fundraising did not have positive trajectories and outlooks; fortunately, they very much do. This is due to strategic departmental investments, faculty and staff leadership, and effective engagement.

Academic Unit Diversity

University administrators have praised the Department of Communication for its commitment to diversity; we have more work to do, but we believe that our efforts to date have signaled that diversity is a high priority.

Our departmental Diversity Committee is a key contributor in our efforts to maintain an environment free of harassment and discrimination. Of late, the committee has been centrally involved in important departmental diversity efforts: faculty and staff-development workshops surrounding teaching after the 2016 presidential elections; support of DACA students in our Department and on campus; and workshops about implicit bias and microaggressions. We have also hosted Department conversations and workshops on working with international students. In 2016, the committee established a gender-neutral restroom in our building in response to student requests. The committee members are involved in campus-wide diversity efforts, including the quarterly Departmental Diversity Committee Meeting that brings together diversity chairs from across campus, and the Faculty Council on Multicultural Affairs, a committee of the Faculty Senate. Current departmental Diversity Committee members are Kathleen Fearn-Banks, Denisse Guerrero-Harvey, Ralina Joseph, Mako Hill, Andrea Otanez (chair), Erika Samson, and Ekin Yasin.

All faculty and staff openings contain language about institutional goals promoting a diverse workforce and note the UW and state nondiscrimination rules. The Department currently has 29 full-time faculty members (including two who teach exclusively in the College of Arts and Sciences' online Integrated Social Sciences Degree Completion Program, housed in Continuum College); 66% are women and 24% are African American/Black, Latinx, Asian American and/or Muslim American/Turkish American. By rank, 9% of professors, 60% of associate professors, and 20% of assistant professors are U.S. people of color. In the ranks of lecturers, 0% of principal lecturers, 50% of senior lecturers, and 20% percent of lecturers are U.S. people of color or have international backgrounds. In terms of the gender distribution of the faculty, 54% of professors, 80% of associate professors, 40% of assistant professors, 50% of

principal lecturers, 100% of senior lecturers, and 80% of lecturers are women. The Department currently employs 16 full-time staff. Within this group, 37% are Asian American or Latinx and 75% are women.

Department faculty and staff see our curriculum as an essential element of our commitment to understanding, respecting, and embracing differences. Having a curriculum that addresses diversity manifestly demonstrates a unit's commitment to social justice and equity. Since our founding, one of our four guiding principles has been a commitment to cultural and intellectual pluralism. In the past decade, faculty have worked to create far more than one or two "diversity courses"; we now have a full-fledged course arc in communication and difference at the undergraduate level: COM 289, 389, 487, 488, 489, 490, a study abroad course, and Journalism in a Diverse Society (COM 364) in the journalism concentration. COM 289 also serves as a core course for the University's Diversity minor. This body of courses makes it likely that all undergraduate students will receive at least an introductory grounding in communication and difference, and signals the Department's commitment to diversity for students considering the major.

Our outreach to underrepresented students of color, women, differently abled students, and LGBTQ students extends well beyond the classroom. Some examples include the Communication and Difference Research Group, a faculty and graduate student collective to share scholarship; a partnership with the Robinson Center for Young Scholars to develop programs for historically disadvantaged communities; participation in the Diversity Scholars Invitational program; a Visiting Journalism Professionals program that focuses on diversity; and scholarship opportunities that target students of diverse backgrounds. Furthermore, the Department's Academic Services Director maintains contacts with community colleges to assist transfer students and to create a pipeline to the UW for students from underrepresented populations. The Student Services Office also works closely with the Office of Minority Affairs and Diversity to make sure that students from different backgrounds enjoy support once they arrive on campus. To ensure that the faculties of tomorrow will be diversified, the Department has committed itself to recruit women and people of color to our graduate programs.

The student clubs and alumni association have increased their diversity representation. The debate team roster has a majority of both women and students of color. Minority students have held leadership roles in Society of Professional Journalists, Public Relations Student Society of America, and the Association of Women in Communication (AWC).

In 2015 the Department founded the Center for Communication, Difference, and Equity (CCDE), a space where students, faculty, staff, and community members gather to promote greater equity. CCDE partners work through research collaborations, networking opportunities, action-oriented classes, mentorship programs, annual conferences, scholarship and fellowship programs, and community engagement. The Department prioritized this new Center in its fundraising and allocation of space, with four faculty, including founding Director Ralina Joseph, and one staff member, holding leadership positions within it. The CCDE's impact has quickly become substantive, both deep and wide, and recognizing its importance, the Office of the Provost made an investment in the Center in 2016 with a five-year funding commitment.

Faculty and staff in the Department work extensively across campus with the Graduate Opportunity Minority Achievement Program (GO-MAP) and the Office of Minority Affairs and Diversity (OMAD) on student recruitment and retention. Our activities include serving on the faculty advisory board of GO-MAP; co-founding the faculty collective Women Investigating Race, Ethnicity, and Difference (WIRED); creating a study abroad program focused on culture, racial identity, and communication; and creating and coordinating UW student programs

targeting first-generation students. The faculty have received awards and fellowships that recognize this important work.

The Department of Communication strives to recruit faculty from underrepresented identities by job outreach that targets diverse audiences, by partnering with UW colleagues and leaders, and by maintaining a diverse curriculum. Job announcements are distributed to faculty and staff at several historically Black colleges, at community colleges, and to faculty and staff who share our diversity goals, as well as in traditional job sources that reach large, diverse audiences. The Department also has relied on UW colleagues—particularly those in Gender, Women, and Sexuality Studies and in American Ethnic Studies—to aid recruitment. Once on campus, finalists for positions typically meet with several UW diversity leaders, including the Vice President for the Office of Minority Affairs and Diversity, the Associate Vice Provost for Faculty Advancement, the director of the UW Curriculum Transformation Center, the Director of the Washington Institute for the Study of Inequality and Race (WISIR), the Vice President for Global Affairs, and the Director of the Graduate Opportunity Minority Achievement Program.

The Department of Communication strives to ensure that female faculty and those from underrepresented identities have successful careers once they join the Department. The Department draws on adjunct faculty who have research and teaching interests that overlap with Communication to help new colleagues develop their own research and teaching networks at the UW; this has been especially beneficial for faculty of color. In recent years, the Department has provided funding for faculty and graduate students to participate in workshops offered by the National Center for Faculty Development and Diversity.

SECTION II: Teaching & Learning

A. THE UNDERGRADUATE PROGRAM

Student Learning Goals and Outcomes
The Department of Communication prepares students for a fast-paced, evolving, and multifaceted communication environment. Our goal is to nurture socially responsible, literate citizens who can interpret and evaluate the images and messages they create and receive.

In the undergraduate program, the four learning goals mentioned earlier—building communication literacy, undertaking communication inquiry, acquiring theories and concepts, and engaging impacted communities—are achieved by having students take a number of classes at different levels. All majors take Introduction to Communication (currently numbered COM 210, to be COM 200 in the near future) and one other 200-level course of their choice. They must also take a 5-credit methods course, at least 15 credits in an area of concentration (social and cultural communication; political communication and rhetoric; or global media and technology), and 20 elective credits in communication. In the course of meeting these requirements, majors must earn at least 20 of their credits at the 300 level or higher, including a minimum of 10 at the 400 level.

Requirements for majors in the journalism track mirror those for other communication students with respect to introductory courses and the methods requirement. But rather than select an area of concentration and elective credits, they take courses in core and advanced skills and competencies in journalism (30 credits). In addition, journalism students must take media law and ethics courses (10 credits). As the only journalism program in the state accredited by the Accrediting Council on Education in Journalism and Mass Communication, the curriculum assures that the students develop professional skills in a liberal arts context. The accreditation requirements also ensure smaller course sizes for journalism students.

The diversity of courses we offer can be seen in our course catalog at http://www.washington.edu/students/crscat/com.html. Our faculty employ classroom discussion, research papers, exams, and structured classroom exercises, among other approaches, to reinforce the Department's learning goals. In-class work, out-of-class assignments, curricular internships, and department-guided experiences help students evaluate the social, cultural, political, and rhetorical structures of contemporary life. Our faculty consistently offer writing assignments and opportunities for engaging critical thinking skills, even in our large classes. This is perhaps why our Department boasts multiple faculty and TA teaching awards at the university and disciplinary level.

The Department also sponsors an honors program. This year-long program pairs select undergraduate students (10-15 per year) with faculty who guide their research. They take a seminar together to teach them about the inquiry process. Before completing their honors theses, students deliver a poster session to faculty, graduate students, and staff to solicit feedback.

Our undergraduate program is large, popular, and growing. In the last four years, our Department has offered an average of 30 separate courses in Autumn, Winter, and Spring, and an average total of 1,830 seats in each of those quarters. Our major has had a steady and large enrollment for many years—we welcomed 538 new majors in 2016-2017, the most in the College of Arts and Sciences' Division in the Social Sciences and a 7 percent increase from the year before. The Department's Undergraduate Program Committee (UPC) is improving communications with our students and community to showcase the advantages of our major, providing web profiles of alumni, faculty, and students in the program.

We also instruct a considerable number of non-majors in our courses, including our introductory offerings. For example, in Fall 2017 our Department offered nearly 1,700 seats with about 950 filled by non-majors, although many of these students were either pre-majors or applied after taking those courses. Beginning this year, in response to instructional funding cutbacks, faculty decided to prioritize upper-division courses for majors, so the total number of seats filled by non-majors will decline in the future. But lower-division courses such as Introduction to Public Speaking and Interpersonal Communication will continue to be popular among non-majors, as some departments (e.g., Foster School of Business Sales Program) identify them as elective options, and others (e.g., School of Pharmacy) list them as a prerequisite. Non-majors take communication courses to develop skills that are useful in a broad number of disciplines and industries, including public sector work, content production, marketing, and other areas. Their continued interest in our courses indicates that they value what they learn from us.

In order to accommodate the high level of student interest in our field, faculty are increasingly teaching 200- to 450-seat courses at the 200-level. In the last few years, the Department has hired faculty in journalism, interpersonal communication, environmental communication, family communication, communication technology, and big data. We are constantly addressing and revising course offerings to continually adapt to the ever-changing industries connected to communication.

Instructional Effectiveness

The primary tools for measuring the achievement of our pedagogical goals are student course evaluations, peer teaching evaluations, a quarterly entrance survey of incoming majors, and a quarterly exit survey of graduating undergraduate students. Some of our students also produce capstone projects and portfolios, specifically in the journalism emphasis and in the honors sequence. We currently do not have specific measures to gauge the satisfaction of students from underrepresented groups.

Our graduating students typically respond that they are satisfied with communication classes. Students continue to be frustrated by lack of course availability in general, and certain types of classes in particular (Technology and Global Media and methods courses, for example), making registration a stressful experience for students. Students also respond that they enjoy the extracurricular opportunities shared with them through the Department and want to see even more of those in the future. Our UPC produces a yearly summary report for the faculty that outlines major successes and areas for improvement. When recent reports demonstrated a misalignment between student desires for specialization and the seats offered in those courses, we made adjustments this year to address those shortcomings.

One important asset for ensuring student success is our Communication Commons staff, including our student advisors, who have regular contact with students about their course choices, out-of-class learning opportunities, and the ability to support students academically, emotionally, and financially in cases of hardship. The Commons staff introduce themselves and the Department formally at the orientation for newly admitted majors.

Because graduate students regularly assist in undergraduate instruction, we instruct and assess our Teaching Assistants (TAs). TAs are required to take three one-credit pedagogy classes, which include development of a teaching philosophy and design of a course syllabus. All new and continuing TAs attend Autumn orientations, both at the departmental and university levels, that feature workshops on pedagogical techniques and classroom issues. All TAs, whether assisting a faculty member in a large lecture course or serving as instructors of record, run student course evaluations and receive assessments via faculty teaching observations; TAs are observed by faculty evaluators their first two quarters in the classroom, and once a year after that. In cases that might require additional training or mentoring, we refer TAs to the Center for Teaching and Learning for one-on-one assistance. The Department's Professional Development Committee (PDC) reviews and monitors TA course evaluations. To the extent possible, the PDC tries to assign new TAs to multi-TA courses so they are working alongside experienced peers.

Teaching and Mentoring Outside the Classroom

The Department does much outside the classroom to prepare students for the next step in their academic or professional lives. Our faculty and program partners oversee multiple internships, independent research studies, and frequent specialized workshops. Our Communication Commons staff organizes multiple Career Kickstart workshops, Interview-to-Internship opportunities, and travel workshops held in specific media markets including New York and Los Angeles. Our technology team consistently offers workshops in Creative Suite, video production, and audio production during the school year. Our journalism students participate in the Washington State Legislature reporting program, Premier Internship program, and the Foreign Intrigue reporting program. And our debate program takes students who have never competed before and transforms them into regional and national champions.

The Commons staff team works to ensure the academic progress and overall success of undergraduates. Our Academic Advisors and Student Relations Coordinator meet with both majors and prospective majors, by appointment and on a drop-in basis, to answer questions and discuss academic or career issues. Common staff also track student performance and reach out to students facing issues in their academic or personal lives. We are working to build up consistency this year after some high turnover among advising staff in the last five years.

B. THE MA/PHD PROGRAM

Student Learning Goals and Outcomes

Students enrolled in the Communication MA/PhD program are primarily trained for academic careers as researchers and college professors. Graduates are expected to be able to read, understand, and critique research across the broad scope of study contained under the umbrella field of Communication. A MA/PhD student must be able to formulate an original and feasible research question that can advance knowledge in the field. To do so, students should be able to design a large-scale research project, master the appropriate theories and methods to tackle that project, and execute and present their research. In addition to the research component of their study, students should be able to articulate the public impact of their scholarship to academic audiences and the broader public. While the Department's primary focus for many graduate students is an academic career, some of our students pursue non-academic employment after graduation. Our students also develop skills in relevant areas such as public presentation of research, qualitative methods such as interviews and focus groups, and the quantitative analysis of data. Achieving these learning outcomes relies on a combination of teaching and mentoring inside and outside the classroom.

The Department's MA/PhD curriculum prepares students to be conversant in the field of Communication through two introductory courses required during all students' first year. They cover the major theories and methods of the whole field. To prepare for their own independent research, master's students must also take one additional course focused on a specific method, and doctoral students must take two additional methods courses. Students consult with their faculty advisor to choose additional content-based courses. To learn the norms of the field as well as explore careers outside of academia, students are also required to take a series of three one-unit courses on careers, ethics, writing for publication, and/or grant writing.

Instructional Effectiveness

The Department of Communication evaluates MA/PhD students through formal and informal means throughout the program. Fairly early in their studies, students must submit a program of study signed by their committee and the faculty Graduate Program Coordinator (GPC) that outlines their progress through the program and their plans for graduation. All students are evaluated once a year by the graduate committee and are notified about their timely progress. Besides assessing student learning regularly through course grades, we require doctoral students to pass a comprehensive exam that includes a written component and an oral defense. Finally, doctoral students must have their written dissertation approved and give an oral defense of their dissertation to receive their degree. Students who come to us without an MA have to complete a thesis before beginning the PhD portion of their program.

One of the measures to indicate that students are meeting the learning objectives of the program is the placement of our students in professorships at institutions such as the University of Michigan, University of Wisconsin, Boston College, University of Amsterdam, and similar institutions. We also have students who have used their degrees outside of academia at organizations such as the Pew Research Center, Amazon, and the City of Seattle. For some recent placements, see http://www.com.washington.edu/graduate-students/placements/.

One of the formal means by which we assess instructional effectiveness in this program is through student evaluations at the end of each course. Other methods include listening to informal feedback and paying attention to external benchmarks such as student progress through the program. Over the last 10 years, 20% of students made it through the program in the 16-20 quarters during which we guarantee funding; the average time-to-degree is 22 quarters. We hope to improve this figure going forward. One example of how student feedback has had an impact is the recent re-organization of the two core required courses for all MA/PhD students. After hearing from a handful of students, and observing some students who were having difficulty

answering the more comprehensive questions in their qualifying exams, we decided to return to team teaching these core courses with faculty from different research areas to bring in a greater variety of perspectives and to broaden the focus of these courses.

We also receive feedback from students through the CGSA and through direct conversations between graduate students and the GPC and the Assistant Director of Academic Services, our staff person for all of our graduate programs. For instance, some students were interested in having the Department offer a series of classes to better prepare them for statistical analysis. Interested students connected through the CGSA and approached several faculty who then created a course series to meet their needs. In an example of more direct communication, last year a student interested in creating more opportunities for graduate students interested in non-academic careers met with the GPC to help organize a speakers series and host a website to bring in people who could speak about the bridge between academic and non-academic work. A graduate student representative attends faculty meetings to report to the CGSA important departmental conversations that affect graduate students. That representative helps facilitate discussions between faculty and graduate students about what is working and what is not.

Teaching and Mentoring Outside the Classroom

A great deal of work towards learning objectives occurs outside the classroom through both formal and informal mentoring. Students work closely with their exam and dissertation committee members, especially the chair of their committees. The Department supports student travel to professional conferences to aid in their development as scholars and to broaden the intellectual networks that can play an important part of their job search. Students are also encouraged to submit their work for publication and frequently co-author with faculty and other students in the Department. We allow students to substitute a publishable research paper for one of their general exam questions to encourage their timely contributions to the scholarly literature. Most of our students graduate with at least one publication and many graduate with more. Students also gain experience teaching, first as assistants for large lecture classes where they receive mentorship from the professor, and later, as instructors of record of their own courses. Graduate students serving in this role are paired with faculty who have already taught that course to receive support and mentorship for their teaching.

C. THE MC LEADERSHIP PROGRAM

Student Learning Goals and Outcomes

The Communication Leadership graduate program (Comm Lead) offers terminal professional Master of Communication degrees. The first, the Master of Communication in Digital Media, was established in 2000. The second, the Master of Communication in Communities and Networks, was created in 2013. Both degrees educate students to be critical thinkers and creative problem solvers, and position graduates to be competitive across the field of professional communication. Comm Lead students find success in a variety of roles and disciplines, from advocating for global causes to tracking an e-commerce giant's online properties, to managing the video content for a hospital or museum. The common currency of the Comm Lead degree is superior communication strategies in the service of change.

Classes typically meet weekly in evenings, with a handful of classes meeting bi-weekly on Saturdays. The first year of study includes two required core courses and two core requirements (Law and Ethics, Research) that can be met through a variety of electives. Core classes enroll the entire Comm Lead cohort, while all electives are capped at between 15 and 20 students. Assessments in classes are diverse. Some courses produce documentary videos, others produce comprehensive content strategy plans for a client's digital properties. Some classes

assign traditional research papers, others assign original podcast design, data visualization, or television treatments. No capstone or thesis is required.

All Comm Lead faculty conduct online student evaluations for each of their classes, with no exceptions (scheduled and centralized officially by the University). Comm Lead Associate Directors review all evaluations in order to monitor classroom quality. First-time faculty are also asked to conduct a mid-quarter evaluation of their course to assess its quality and course-correct as necessary. Comm Lead also elicits feedback about the program more broadly through a comprehensive survey sent to all current Comm Lead students each February, asking for feedback on academics, extra-curricular activities, and any other observations or ideas. Furthermore, the Comm Lead administrative home, Continuum College's Professional & Continuing Education (PCE), conducts electronic exit interviews with all Comm Lead graduates. Finally, the program has Comm Lead Alumni Fellows, who are graduates of the program and serve 15-month terms as bridges between current students, alumni, and Comm Lead leadership.

Comm Lead employs over 20 part-time faculty, which compels us to be very responsive to course evaluations and to work closely with faculty to refine instruction based on student feedback. All new faculty are given an orientation, Comm Lead holds regular faculty meetings to discuss best practices, and a member of the Comm Lead leadership team visits the classroom for a peer observation of all faculty teaching for Comm Lead for the first time.

Instructional Effectiveness

Comm Lead has a comprehensive faculty handbook that is thick with resources, guiding faculty in navigating the UW system, building a better syllabus, and managing discussions in a classroom with many working professionals. Comm Lead also hosts faculty meetings that serve as mini-training sessions for instructors. All Comm Lead faculty submit syllabi a quarter in advance of their teaching, so that the leadership team can review each class design and provide feedback.

Instructional changes have been made based on student evaluations. For instance, two Comm Lead requirements (Law and Ethics, Research) now can be met by a variety of electives, as opposed to one central class required by all. Also, the two required Comm Lead core classes are graded Credit/No Credit to encourage risk-taking and deemphasize grades for these foundational classes; classes have been moved from bi-weekly to weekly or vice versa; and final deliverable communication products have been expanded to reflect the growing nature of platforms for creating and sharing content.

Teaching and Mentoring Outside the Classroom

Comm Lead faculty are deeply involved in their students' learning outside the classroom. They act as mentors, advisors for independent studies, advocates to professional networks, hosts for events for the Comm Lead community, conveners of workshops for students and alumni on topics of shared interests, and sources for scores of letters of recommendation.

Comm Lead works closely with all students to track their academic progress. The Assistant Director of Academic Services monitors all students' academic paths and communicates regularly to Comm Lead leadership if students experience difficulties and need additional support. Comm Lead works closely with Disability Resources for Students (DRS) as well as the UW Athletic Department to provide additional oversight to students with special circumstances that affect their academic career. Comm Lead values an open-door policy for all of our students: Members of our team have regular office hours for any student, regardless of whether they are enrolled in a particular class.

Comm Lead offers an applied curriculum: many of our classes use real-world clients so that projects reflect work that translates into the world where they work or seek to work. Our students graduate with a portfolio of varied and memorable products. In addition, Comm Lead retains a professional communications industry recruiter as a career coach, who provides five career seminars each academic year for Comm Lead students and alumni. The coach also meets one-on-one with Comm Lead students and alumni to help them navigate job searches, provide feedback on pitches and CV redesign, offer interview tips, and frame skill sets.

A full selection of a variety of student work can be found at http://info.commlead.uw.edu/category/in-the-classroom/. Comm Lead faculty presentations and additional community work are at http://info.commlead.uw.edu/category/in-the-community/.

D. THE MC NATIVE VOICES PROGRAM

Student Learning Goals and Outcomes

Native Voices is a two-year masters-level multidisciplinary degree program in which students study and practice Indigenous research methodologies while engaged in digital audio-visual communications research. Native Voices students gain a firm grounding in Indigenous research theories and methodologies, particularly as these pertain to communications research, and acquire the skills and experience to lead or contribute to research projects. By the time they graduate, Native Voices students will have overseen and authored at least one Indigenous audio-visual research project through to completion. These projects typically take one year to complete. The program also aims to have these projects contribute to national and international discourse about Native American and Indigenous histories, communities, and people. As such, Native Voices students are expected to submit their projects to festivals, conferences, and other appropriate Indigenous venues.

Instructional Effectiveness

Seminar and subject courses are evaluated through standard UW tools: course evaluations; end-of-quarter class meetings; and regular discussions with students in the Native Voices program. Native Voices students typically come into the program with a research agenda and research interests, such as the impact of boarding schools, cultural and historical issues, and environmental or political interests. Native Voices faculty tailor a program of study for each student, utilizing courses from Communication, Native American Studies, Anthropology, and other departments. Because of the individualized nature of each student's program of study, faculty regularly meet with students to update their progress and satisfaction. Because Native Voices is a small and intimate program, we are able to track our students after graduation, and this provides valuable feedback that we incorporate into the program.

Teaching and Mentoring Outside the Classroom

At its core, the Native Voices program is a community-based participatory research (CBPR) center, in which students are expected to engage Indigenous and Native American communities and people in their research projects. Native Voices students regularly work with Indigenous faculty and researchers on CBPR projects throughout their time in the program. These research experiences can help students in developing their own projects, as well as model excellence in practice for the students.

A core tenet of the program is that student research will contribute to the well-being of Native people and communities. This is realized as the students collaborate with community members and institutions, present their work in community venues, and regularly publish their research in Native education and communication institutions. The field of digital audio-visual

communications is rapidly evolving, and faculty in the program regularly participate with students in training, workshops, seminars, and conferences to keep abreast of technological and methodological innovations. Also, the program regularly brings in national and international Indigenous leaders in communications to work with students and faculty researchers.

SECTION III: Scholarly Impact

Our faculty study a broad range of communication processes, practices, and artifacts, focusing on such subjects as technology, race, politics, and culture. Our work ranges from studies of authoritarianism to anti-human trafficking to mindfulness to the rhetoric of science to civic engagement to racism to digital equity to the future of journalism. As communication scholars serving a public university, we are committed to research that makes a positive contribution to the greater public. Communication at UW was ranked number 11 in the world in 2017 by the Academic Ranking of World Universities, which measures the quantity and quality of academic papers and their impact as well as scholarly awards received by faculty. The scholarship we produce transcends the typical subfields of communication as a field. The breadth of our scholarly expertise is evidenced by the numerous affiliations our faculty have with other UW units, the wide range of journals in which we publish—in communication and across the humanities and social sciences—and by our service in diverse scholarly organizations.

Faculty Publications

In the last decade, the Department of Communication faculty has continued to build an international reputation for scholarly excellence, publishing foundational articles and books covering a wide range of issues central to the field of communication, yet with substantial interdisciplinary reach. Our faculty has published over 250 peer-reviewed scholarly articles over the last ten years in the discipline's top journals, such as the *Journal of Communication*; the *International Journal of Communication*; the *European Journal of Communication*; *Communication and Society*; *Communication, Culture, and Critique*; *Health Communication*; *Mass Communication and Society*; *Critical Studies in Media Communication;* and *New Media and Society*. Our work is widely cited and regularly assigned in undergraduate and graduate courses in a variety of fields.

Influential research published by our faculty has won national awards. Professor Leah Ceccarelli's article "Manufactured Scientific Controversy: Science, Rhetoric, and Public Debate," published in *Rhetoric & Public Affairs*, was winner of the American Forensics Association's Daniel Rohrer Memorial Outstanding Research Award. Associate Professor Richard Kielbowicz won the Covert Award in Mass Communication History for Outstanding Article twice in his career, most recently in 2016 for "Regulating Timeliness: Technologies, Laws, and the News, 1840-1970," published in *Journalism and Communication Monographs*. Assistant Professor John Crowley, who also earned his Ph.D. in the Department, published "Expressive Writing to Cope with Hate Speech: Assessing Psychobiological Stress Recovery and Forgiveness Promotion after Benefit-finding and Traumatic-disclosure Writing for Lesbian, Gay, Bisexual, or Queer Victims of Hate Speech" in *Human Communication Research*, based on his dissertation research, a project that earned him the rare honor of being awarded "Outstanding Dissertation" in the Interpersonal Communication divisions of *both* of our discipline's major associations—the National Communication Association (NCA) and the International Communication Association (ICA).

The Department's faculty members have published over 25 solo or co-authored scholarly books since 2008, and have edited 11 collections of scholarship representing the state of the art in their areas of expertise. Academic presses which have published our faculty's work include

Oxford University Press, Duke University Press, MIT Press, and Columbia University Press, among others. Lance Bennett's influential *News: The Politics of Illusion* (University of Chicago Press), for example, is currently in its 10th edition, and was recently translated into Chinese. In 2016, his *When the Press Fails* won the American Political Science Association's Doris Graber Book Award for best book published in the last 10 years. Long-time faculty member Phil Howard (now at Oxford) earned the Best Book Award from the Information Technology and Politics Section at the American Political Science Association for his *Digital Origins of Dictatorship and Democracy*: *Information Technology and Political Islam*. Leah Ceccarelli's book *On the Frontier of Science: An American Rhetoric of Exploration and Exploitation* earned the Marie Hochmuth Nichols Award from the Public Address Division of NCA. David Domke's book with Kevin Coe, *The God Strategy: How Religion Became a Political Weapon in America* won Outstanding Book of the Year, Political Communication Division, NCA. Kirsten Foot's *Collaborating Against Human Trafficking*, which looks at the obstacles to cross-sector collaboration in the fight against modern slavery, has been honored with multiple awards: the Sue DeWine Distinguished Book Award from the Applied Communication Division of NCA; a finalist for Foreword Review's 2015 INDIEFAB Book of the Year Award in the Social Sciences, adjudicated by the American Library Association; and Book of the Year by the Organizational Communication Division of NCA. Ralina Joseph's important research on representations of mixed race Americans and the politics of "post-racial racism" has yielded two books—*Transcending Blackness* (Duke University Press, 2012) and *Postracial Resistance* (NYU Press, forthcoming). These are just a few examples of the impactful research being conducted by Department of Communication faculty, who are defining the field in a range of areas such as new media and politics, journalism, consumer culture, racial politics, rhetoric of science, interpersonal dynamics among families, and health communication in immigrant communities.

Faculty Grants

The faculty has received an impressive amount of research funding in recent years. Faculty members are often awarded competitive internal grants such as those offered by the Simpson Center for the Humanities and the Royalty Research Fund (RRF). Indeed, given the relatively low acceptance rates (20-25%), we are proud that since 2008 our colleagues Christine Harold, Carmen Gonzalez, LeiLani Nishime, Katy Pearce, and Matt Powers have all been awarded generous RRF grants. Our faculty also have had great success acquiring external funding to support their research. While at UW, Gina Neff (now at Oxford), for example, received over $650,000 from the National Science Foundation (NSF) to fund her study of collaboration in the field of "green" construction. Mako Hill, together with his collaborators at other universities, has been awarded more than $2 million from the NSF (over $700,000 of which is earmarked for the UW) for his studies of online participation and collaborative research. Lance Bennett has received over $1.2 million from the NSF, the MacArthur Foundation, and other organizations to support his research on civic learning and deliberation in digital environments. With such work, it is no surprise that NCA recently identified UW-Seattle as the top ranked recipient of Federal R&D expenditures in the area of "Communication, Journalism, and Library Science" (C-Brief, April 2017). New colleague Adrienne Russell, who joined us in autumn 2017, brings two substantial grants from the Helsingin Sanomat Foundation supporting her research: €350,000 for her work with MediaClimate, a team of international scholars conducting comparative studies on transnational coverage of the annual United Nations Climate Summits and of the Intergovernmental Panel on Climate Change reports; and €100,000 for her project The NSA Files: Surveillance, Leaks and the New Landscape of Legitimacy. In an era when research funding is both more important and more competitive than ever, our faculty is

demonstrating its ability to formulate valuable research programs that are widely recognized by top funding agencies.

Intellectual Leadership and Scholarly Impact of Faculty

Since 2008, the Department's faculty have demonstrated multiple forms of intellectual leadership in the discipline of communication and beyond. Thirteen faculty have given over 70 plenary/keynote lectures at conferences across North America and in Asia, Australia, and Europe. Five faculty have been recognized for their career-long contributions to the discipline by either NCA or ICA. Two current faculty have received multiple career achievement awards during the last decade. Patricia Moy is a Fellow of the ICA, a Fellow of the Midwest Association for Public Opinion Research, and a recipient of both the Krieghbaum Under-40 Award from the Association for Education in Journalism and Mass Communication (AEJMC), and the David Swanson Career Achievement Award from the political communication divisions of the ICA and the American Political Science Association. Lance Bennett, in addition to being named a Fellow of the ICA, received the University of Washington's James A. Clowes Award for the Development of Learning Communities, the Humboldt Research Prize awarded for distinguished international scholarship from the Alexander von Humboldt Foundation of Germany, and the Olof Palme Visiting Chair at the Department of Political Science, Stockholm University, by the Swedish National Research Council.

Our faculty has provided leadership in a wide array of academic organizations, including ICA (of which Patricia Moy is the president-elect), the International Symposium on Open Collaboration, the American Studies Association, AEJMC, the Western States Communication Association, the Association of Asian American Studies, the Critical Mixed Race Studies Association, both the World and American Associations for Public Opinion Research, the Open Media Foundation, and several divisions of NCA and ICA (NCA's Interpersonal Communication, Public Address, Applied Communication, Nonverbal, and Organizational Communication divisions; and ICA's Communication and Technology and Political Communication divisions).

Many faculty members have made groundbreaking theoretical contributions, evidenced through high numbers of citations (e.g., Lance Bennett's article and book on connective action), frequency of assignment in course syllabi (e.g., Christine Harold's article on pranking rhetoric), and/or widely acknowledged status as foundational work (e.g., David Domke's books on religion in U.S. politics and Ralina Joseph's books on mixed-race identities in America). Beyond landmark publications, editorships shape scholarship and thus evidence an influential form of intellectual leadership. Over the last decade, our faculty have held chief or associate editorships in six journals, including the *Journal of Communication, Journal of International Communication*, and *Public Opinion Quarterly*. Faculty members are also editors of book series at Oxford University Press, MIT Press, and Penn State University Press.

Collaboration and Interdisciplinary Engagement

UW Communication faculty collaborate regularly in interdisciplinary research—often involving graduate students—with colleagues in nearly a dozen other UW departments/schools (e.g. the Jackson School for International Studies; Computer Science; American Ethnic Studies; the Information School; and Gender, Women, and Sexuality Studies). Robust collaborations with colleagues outside UW include the "Community Data Science Collective" that Mako Hill co-founded with Aaron Shaw (Northwestern University) to advance computational social science and studies of online communities in communication research; John Crowley's longitudinal research with Amanda Denes (University of Connecticut) on romantic relationships; Kirsten

Foot's cross-national comparative research on counter-human-trafficking coalitions with AnnJanette Alejano-Steele (Metropolitan State University of Denver) and Mary Smith, a British organizational-development specialist based in Cambodia; and the Border Reporting Network that Meg Spratt conceptualized and led in conjunction with scholars at Arizona State University, resulting in a series of teaching and reporting workshops for southwest US educators, the launch of a Border Reporting Network website, and web-based curriculum development.

Public Scholarship

Many of our faculty engage extensively with organizations outside academia by serving as advisors or board members. Research findings by our faculty, for example, have been featured in interviews and articles by KUOW, NPR, Voice of America, *Wired*, the *Wall Street Journal*, the *New York Times*, and the *Financial Times*. Other examples of public scholarship during the last decade include Nancy Rivenburgh's work with professionals, non-profits, and city government officials on creativity and communication in urban environments; over 20 speech workshops in seven countries offered by Matt McGarrity for research and non-profit groups such as education advocates, climate scientists, and medical researchers; Valerie Manusov's project with KUOW entitled "Ask A…", where a small groups of askers volunteer to talk with members of a specific group (e.g., Muslims, transgender individuals, Trump supporters, police officers) in a round-robin format to see if the experience increases the askers' understanding, empathy, and positivity (among other things) immediately after and three months after the discussion; and over 500 public lectures delivered by David Domke on American politics, news media, and public opinion at universities, in libraries and town halls, at political conventions, for nonprofit organizations, and in community settings.

Graduate Student Scholarship

The impact of our graduate students extends broadly through the field of communication. Our graduate students regularly publish in top journals in the field. Although the Department has not kept data for the entirety of the last ten years, in the last seven years alone, our graduate students have published four books, and 53 peer-reviewed articles. Of recent note, *Race, Gender, and Citizenship in the African Diaspora: Travelling Blackness,* by Manoucheka Celeste, received the 2017 NCA Outstanding Book Award for the African American Communication & Culture Division and the Black Caucus. Graduate students have published on a diverse array of subjects, with articles such as "Getting into Living Rooms: NGO Media Relations Work as Strategic Practice" by Ruth Moon; "The Rhetoric of Error in Digital Media" by Matthew Bellinger; "Unbelievable Bodies: Audience Readings of Action Heroines as a Post-feminist Visual Metaphor" by Jennifer McClearen; and "Youth Perspectives on Critical Data Literacies" by Samantha Hautea (http://www.com.washington.edu/graduate-students/recent-publications/).

In addition to this noteworthy publication record, various nationally recognized communication organizations have honored our graduate students. In 2017, NCA judges selected the work of three of our doctoral students as "Top Student Papers" in the Political Communication Division: Rico Neumann and Devon Geary co-authored a paper on the evolution of U.S. presidential rhetoric on Islam, and Lauren Fine's paper focused on how students' political views shift during college and how the political views of their professors can help predict that change. In keeping with the Department's mission to engage in public scholarship, our graduate students are also publishing their work in high profile venues outside the academy. Recent examples include *Wired*, *The Atlantic*, *Slate*, and *TechCrunch.*

Since 2008, 38 PhD alumni have accepted tenure-track assistant professorships around the US and in Kuwait, Chile, Denmark, and the Netherlands, and several others are postdoctoral

fellows. The Department also has a growing network of former PhD students leading research in private sector companies and nonprofit research institutions including Microsoft, Zum Communications, and the Pew Research Center.

Undergraduate Scholarship

The educational mission of undergraduate study in the Department of Communication is to prepare students for the challenges of an increasingly global society that is informed, entertained, and shaped by communication. To that end, the Department has annually sent students to cover the state legislature and abroad as part of capstone initiatives that deepen their understanding of journalism and culture. In addition to reporting on local communities, our undergraduates work in Sierra Leone, India, Indonesia, Jordan, Thailand, Mexico and Cambodia to inform and empower international citizens.

National organizations have recognized the achievements of Department undergraduates by inviting them to participate in a variety of events. Four Communication students led a Millennial Panel during the International News Media Association's (INMA) 2016 Mobile Strategies Conference. In 2013, NCA selected two undergraduates to present their research at its first Undergraduate Honors Conference. Department undergraduates have also been honored by prestigious organizations such as the Society of Professional Journalists, the Hearst Journalism Awards Program, the Associated Press, and the Fulbright Program. Each year a couple of our students present their research at the UW Undergraduate Research Symposium.

Departmental Research Centers

In the Department's two research centers, faculty, graduate students, and undergraduates from several UW units work together to generate scholarship and engage multiple publics. Faculty and students affiliated with the *Center for Communication and Civic Engagement* have produced original work on the interface of communication, society, and politics. Most of this Center's projects engage citizens and communities in the design and uses of technology for civic engagement. *The Center for Communication, Difference, and Equity* works to understand myriad factors that bring about and maintain inequality, and what we need to do to achieve equity across difference. Through research collaborations, networking opportunities, action-oriented classes, mentorship programs, and community engagement, Center affiliates engage in dialogue to think critically about race and its intersections, to interrupt privilege, and ultimately to change the structures of power around us.

Promotion and Tenure Practices

In the previous ten years, the Department has successfully tenured six faculty members, with two of these just recently officially approved by the Provost. Seven faculty members have been promoted to full Professor, two to Principal Lecturer, and two to Senior Lecturer. The Department's excellent record of successful tenure and promotion cases is supported by a well-defined process, as well as hands-on mentoring from the Chair and other senior faculty. For each junior faculty member, a third-year review committee is charged with assessing that member's progress toward tenure in the areas of service, scholarship, and teaching. Members of these committees often serve as mentors for their junior colleagues as they develop their scholarly program and teaching portfolio, and serve on their tenure review committee. Promotion to Full Professor follows a similar procedure. Department Chair David Domke meets regularly with faculty being considered for promotion throughout the process, clarifying expectations and helping to assemble the necessary materials. He also makes a practice of offering a detailed written timeline for those seeking promotion and their review committees, so the process is transparent to all parties (see Appendix J for examples of these).

SECTION IV: Future Directions

In looking to the future of the Department of Communication, we have already initiated conversations about a number of near-term changes to seize opportunities and respond to challenges we face. Our current Department chair has shared his plans to enter community and political work and to leave the University after his second five-year term as chair ends at the conclusion of the 2018-19 academic year. So the first order of business for the Department will be to welcome a new chair. Fortunately, we have a deep bench of faculty with leadership experience to fill this role. A number of faculty have served in the associate chair position, which is an effective training ground for future leaders; even more faculty have held positions on the Executive Committee, or as chairs of our very active Graduate Program Committee (managing graduate admissions, curriculum changes, etc.), Undergraduate Program Committee (doing the same for the undergraduate program), and Professional Development Committee (managing graduate assistants). Three of our faculty are likely to seek promotion to full professor next year, further broadening our potential pool of chair candidates. As we prepare for this shift in leadership in the Department, we will be deliberating about a number of matters regarding our central degree programs.

The Future of the Undergraduate Program

We are in the fortunate position of being a very popular Department with undergraduates. We have the largest major in the Social Sciences Division of the College of Arts and Sciences. But this advantage also creates a hardship as we struggle to maintain the rigor of our program while serving so many undergraduates. We currently have fewer faculty, staff, and teaching assistants than we did at our last ten-year review, making it harder to meet the needs of our students. With the College's plan to initiate direct admissions, we have been told to anticipate an increase in enrollment of approximately 10 percent. But without a corresponding increase in resources, we cannot accommodate that kind of growth. We already send some of our students to other departments to fill their methods requirement, and although we recently modified our major requirements to help smooth bottlenecks at the beginning and end of the program, more changes are going to be needed to ensure that our students are able to meet their major requirements in a timely fashion.

One change we need to make in the near term is to increase the number of methods courses that the Department offers. A few years ago, we decreased the number of courses that would count toward this requirement, removing courses that combined methods with content. (So, for example, Historic American Public Address, which taught one method of rhetorical criticism, but was also designed to introduce students to the history of political speechmaking, was removed from the list.) This restriction in what counts as a methods course makes it difficult for students to meet the methods requirement. Going forward, we will need to return some of the courses that we removed from the methods list, find a way to better staff the courses that are currently on the list, or add new methods courses to the list.

Another change we will need to consider in the near term involves our requirement that students in the communication studies track take 15 credits in one of three concentrations. We are not providing sufficient seats in the areas of Social and Cultural Communication or Technology and Global Media to accommodate the needs of the students who indicate an interest in pursuing concentrations in those areas. This is the case even though we already have more faculty in those areas than we do in the remaining area, Political Communication and Rhetoric. Currently, the area that has the most demand is Social and Cultural Communication, but the reason for that demand might have more to do with how we advertise and promote that area than

with the actual interests of our students. On our advising webpages, we attach that area of concentration to Public Relations as the "career pathway of choice," an occupation that a majority of our students have expressed an interest in pursuing. This framing of the undergraduate concentration area can be adjusted. Public relations is an industry for which students might be just as well prepared by taking classes in the Political Communication and Rhetoric area (such as COM 320: Advanced Public Speaking and COM 471: Persuasion) as they would by taking courses in the Social and Cultural Communication area (such as COM 289: Communication & Difference and COM 484: Cultural Codes in Communication). By advertising our Political Communication and Rhetoric concentration as tied to a career pathway in Politics/Government and our Technology and Global Media concentration as tied to a career pathway in Research, we not only create too much interest in the concentration that we advertise as tied to the most desired career pathway (Public Relations), but we misdirect students who would be better off taking courses in other areas. A reframing of our advising materials regarding career pathways, or a change in the area concentrations themselves, or even a removal of the area concentration requirement altogether, are all possibilities that we will be discussing as we undertake changes to the undergraduate major in the next year or so.

The Future of the MA/PhD Program

The MA/PhD program must continue to move and change with the field, with shifts in our faculty, and with larger changes to the structure of the University. The Department fully funds its MA/PhD students through RA or TAships for four years if students already have a MA and for five years if they arrive with just a BA. This means that reductions or stagnation in funds for graduate assistants, further impacted by much-needed increases in TA/RA salaries that have sadly not been accompanied by new funding, leads to smaller graduate cohorts. The last two years have had MA/PhD classes of seven and five students respectively, compared to cohorts of 11 students a year for the previous eight years. (See http://www.com.washington.edu/student-admissions/graduate-admissions-maphd/admission-statistics/.)

Smaller cohorts reduce the intellectual diversity of our program and diminish the kinds of community building we seek amongst our students. They pose a particular difficulty for under-represented students who may already feel isolated in our predominantly white and cis-gendered graduate program. This change also reduces our ability to offer a broad range of courses; low student enrollment due to smaller cohorts means smaller MA/PhD classes, some so small that they need to be cancelled. Small cohort size also has affected our ability to recruit the best students, who do not see a large and vibrant community of resident graduate colleagues found at many peer institutions. Our faculty has worked to increase other sources of funding and currently about a quarter of our graduate students are funded through grants or center-funded RAships. However, government funding for ASEs is so tight that our cohorts are still shrinking. So one goal as we face the future is to find other ways of increasing our MA/PhD cohort size, or make changes to the program that will mitigate some of the difficulties that accompany that reduction.

We also have seen a change in the makeup of our MA/PhD faculty as senior faculty retire or take jobs elsewhere. Seven areas of study are currently identified for our graduate program— Communication and Culture, Communication Technology and Society, Global Communication, Journalism Studies, Social Interaction, Political Communication, and Rhetoric and Critical/Cultural Studies. Changes in the research foci of the current MA/PhD graduate faculty might warrant revisiting those areas or devising a hiring plan to shore up areas that are hurting. For example, one of our two strongest areas for graduate study when the Department was formed was Political Communication. But with faculty leaving or moving into administration, this area has been diminished substantially. There is also an argument to be made to revisit area titles that

have, over time, proven confusing to prospective students, such as "Social Interaction," which is not as recognizable in the field as Interpersonal Communication; "Rhetoric & Critical/Cultural Studies," which incorrectly signals to prospective students that they must be interested in *both* to study in that area here; "Journalism Studies," which is misunderstood by some prospective students who apply to the MA/PhD seeking training in professional journalism skills; and "Communication & Culture," which still attracts applicants who want to study ethnography of communication, an area that we no longer have the faculty to support at the graduate level. We also have no area identified as "Communication, Difference, & Equity," even though we now have a thriving curriculum in that area and a Center focused on it. A change in the name of our graduate areas is likely an important, essential conversation for Department faculty in the near future.

To address some of the challenges we face as we look to the future, the Department has agreed to undertake a major assessment of the MA/PhD program. We convened a retreat in Autumn 2017 to determine our priorities and create a strategic plan. Delaying the area names discussion for later in the process, we decided to begin with three main subjects: admissions and recruitment to improve the quality of students in the program; curricular reform to ensure that students get the coursework they need, when they need it, to meet the program's learning goals; and benchmarks for graduation to encourage timely movement through the program and allow for graceful exits for students who should not continue. The graduate committee and graduate faculty are currently working on each of these matters. In the first phase, we have already begun to create a new path for selecting MA/PhD students for the program, soliciting more input from faculty earlier in the process. Rather than leave admissions decisions to the graduate committee, this year we shared application materials with all graduate faculty who were interested in reading them, then we had a meeting of faculty who were interested in taking on new MA/PhD students to discuss who warranted further consideration. Rather than make admissions decisions at that meeting, we selected students to invite to visit campus, so that we could have more contact with this group of applicants before deciding whether to offer them spots in the program. We committed some travel funds to these applicants to make that visit affordable. We also revised our recruitment strategy to include more participation from a larger number of faculty during that visit, which now takes place for all invitees over two days, rather than being distributed over a number of weeks. During those visiting applicant days, we exposed prospective students to the wealth of resources at the University and introduced them to the surrounding city in a more substantial way than we have been able to do in the past, when visits were more spread out.

The Future of the MC Communication Leadership Program

Changes in the Comm Lead program over the last ten years have made this a much larger component of the Department's portfolio. Recognizing a responsibility to the rest of the Department and also to the students in the program, Comm Lead plans for a future that embraces stability, excellence, and connectivity.

Regarding the size of Comm Lead, we have reached our optimal numbers for two degree programs. Enrolling 80 students a cohort allows us to offer a level of individualized attention in our courses. A larger enrollment would mean rethinking the structure of the program, in which all students currently take the two core courses together. Nor do we want Comm Lead to get any smaller than it is now, since any planning for the future needs to keep in mind the responsibility that the program has for fiscal stewardship of the Department as a whole. Currently, revenues from the program fund 3.5 FTE faculty and 7 FTE staff positions, as well as provide funds used by all faculty in the Department for such things as travel to academic conferences.

Demographic changes experienced by the Comm Lead program over the last few years also inform our thinking about the future. The professional MC program used to be designed to serve the needs of mid-career professionals, many of whom were locals funded by their employers to attend the program part-time. That began to change eight years ago, when digital media usage began to hit critical mass among employers, and many of the early adopters who sought to experiment with these new technologies as graduate students could now do so on the job in their senior positions. At the same time, younger professionals recognized a need to 'upgrade' their facility with emergent social media and mobile platforms to improve their career prospects. This new reality compelled us to revise some of our admissions criteria, which originally favored more experienced professionals, to acknowledge applicant portfolios earned through extra-curricular work and internships. We saw an immediate shift from an older demographic of students to having a majority of our students in the 22-27 year-old range. More of our students are now attending full-time, and many of them are not local. They are launching, rather than pivoting in, their careers. This change has influenced how we think about admissions/recruitment and our curriculum.

For the last three years, we have seen an additional 60 applications added each year to the Comm Lead admissions pool. This increase in applications allows us to be more selective in who we accept. In the short term, we are considering changing to a two-tiered Comm Lead application process, which will allow us to be more conservative in the first round of admissions, and consider other strong candidates who apply in a second round to fill out the incoming cohort. This would put us in line with our competitors, who already have more than one admission deadline. We are also working on increasing our outreach to graduate fairs to advertise our program to prospective applicants throughout the country and internationally (especially in South Korea, India, and the Middle East). As a relatively inexpensive professional MC program that does well at preparing students for careers, we are a bargain compared to our peers, which makes us very competitive. We also have been successful at recruiting more intentionally from the departmental undergraduate pool. Another pipeline to recruitment comes from our support of a certificate program in Continuum College's Professional & Continuing Education; this participation generates some funding, which is always good, and brings us to the attention of prospective MC students. We will continue and perhaps expand our involvement in these certificate programs in the future.

With respect to our MC curriculum, the Department recently approved a change in the course numbering system, so that we will have a dedicated prefix for the program. This not only allows coursework to be more accurately reflected on student transcripts, but it also creates space for growth in the curriculum. We are currently developing new courses in emergent technologies (one on foundations and another on ethics) to which our younger student population is more attuned. We are also thinking of developing 1-2 credit microseminars attached to our *Futures Salons*. This sponsored lecture series helps us connect with intellectual communities across the University and the region; by aligning a microseminar with the lecture series, our students will be encouraged to not only attend these lectures, but engage and process them at a deeper level. This sort of connection between curricular and extracurricular experience is just the sort of thing that we hope to do more of in the future. We are fortunate that many of our faculty are practitioners, allowing us to not only shape our curriculum to the newest technologies, but also influence how some of the innovators of these new platforms deploy them.

PART B: UNIT-DEFINED QUESTIONS

Three overarching questions—clearly intertwined with one another—guide our internal review and this self-report. (1) *Crafting an identity*: Intellectual cleavages still exist, not just here but at other universities and in professional organizations. How should we manage them? (2) *Preparing students*: The communication landscape is changing rapidly; we need to keep pace with this. How can we best prepare students for the future? (3) *Marshalling resources*: Higher education has been experiencing a change in funding structure. How can we best respond to limits in resources?

1. **Crafting an Identity**: *What strengths should our unit emphasize? How can it balance breadth and depth effectively? And how can it position itself intellectually to maximize its return on both faculty and graduate students?*

Ever since it was created from a merger of the School of Communications and the Department of Speech Communication, the Department of Communication has combined research and teaching in the social sciences and the humanities. That broad identity is essential to our being. However, the particulars of our identity have changed over time. Fewer than half of the faculty who are in the Department now were there at its inception 16 years ago. We currently offer four areas of emphasis at the undergraduate level and seven at the graduate level. These areas have shaped the Department's hires and recruitment of graduate students, but are due for a rethinking. As we have used revenues from the professional master's program to hire faculty whose research and teaching fits that program, and as we have lost tenure-track faculty who have not been replaced, the contours of our areas of interest have shifted. To better reflect the current makeup of its faculty, the Department must revisit its identity.

In crafting our identity, there are no obvious models for us to follow at other universities. Some peer institutions have multi-department colleges of communication; others have maintained distinct units focused on communication studies, media studies, technical communication, and/or journalism, often located in separate colleges. We have followed a different path. Building on a nearly one hundred-year-old liberal arts tradition shared by the units that merged to form our Department, we offer coursework in the major subfields of communication as part of a single unit combining the humanities and social sciences in the College of Arts & Sciences. However, try as we might to see ourselves as a unified body, we continue to be made up of heterogeneous parts. Different disciplinary histories are still told by faculty who came of age at universities that separate speech communication or communication studies from mass communications/journalism, and some faculty still identify more closely with one or another of the field's separate professional organizations (e.g., NCA or ICA or AEJMC), while others come from outside the field entirely and find those histories and professional organizations unfamiliar. Faculty are reluctant to volunteer to teach the core courses in both the undergraduate and graduate programs because they are not confident in their ability to cover so much intellectual territory. We design our curriculum so that students consider issues that transcend communication levels (interpersonal, organizational, and mass) and purposes (inform, entertain, socialize, and persuade). We consider this to be one of our greatest strengths. But it is hard for individual faculty members who specialize in particular areas to give our students a fully inclusive view of such a broad field.

To craft our identity, we need to know both who we are and who we are not. Other units on campus explore aspects of communication; some notable allies are the Information School, Comparative Literature's B.A. in Cinema and Media Studies, Political Science, and Human Centered Design and Engineering (created from a technical communication department). In contrast to their more tightly focused endeavors, we distinguish ourselves by offering a broadly integrative curriculum and scholarly community that explore core issues in communication that

cut across disciplinary boundaries. Recognizing our alignments with other units across campus, many of our courses are cross-listed with other departments (principally Political Science; Gender, Women & Sexuality Studies; American Ethnic Studies), and several faculty hold adjunct status in those units as well as the Information School. Recent faculty hires are building bridges to Public Health (Carmen Gonzalez) and the College of the Environment (Adrienne Russell). In addition, our faculty members play a key role in graduate education outside our unit; for instance, Leah Ceccarelli heads the interdisciplinary graduate certificate program in Science, Technology and Society Studies. A transdisciplinary field such as ours makes for productive connections across campus, but also complicates our sense of what ties us together in our own departmental home.

The scholarship produced by faculty in the Department represents the diversity of intellectual endeavors in the field of communication and a strong commitment to public engagement, both of which are important aspects of our identity. Faculty are encouraged to establish their credentials as communication scholars by publishing in the field's core journals, but most of them occasionally, and some of them often, place their articles in other disciplines' publications. The Department's ecumenical approach to the field attracts students from varied humanities and social science disciplines to our graduate program. Also critical to our identity, the Department prioritizes meaningful forms of public scholarship. Faculty and graduate students serve as media sources, give public talks, assist community groups with communication endeavors, and share insights about research in the field. The benefits and complications of our multifarious identities are a source of both pride and challenge, and something we would like the review committee's assistance in thinking through as we continue to develop the unique character of our unit.

2. Preparing Students: *What is the appropriate balance between our long-standing commitment to teach communication as one of the liberal arts and the equally long-standing commitment to offer some professional instruction? Should the Department consider offering more lower-division coursework for non-majors aimed at improving communication literacy, or modify existing courses to that end? How does the MA/PhD program, which tries to cover many fields but can offer relatively few courses, relate to our large undergraduate program and the mission of the Department?*

The changing communication landscape requires a continual reexamination of our Department's curriculum and mission. New technologies and institutions have erased once-clear lines between professional communicators and audiences; we now have to regard all students as communicators who can create messages for mass distribution. Students who plan careers as professional communicators demand instruction that enables them to work across multiple media platforms. Now, more than ever, our curriculum must hone all students' skills as critical consumers and creators of messages.

Our major has long attracted many students who regard communication as an exciting subject—and because it points them toward a career. The Department strives to address students' career aspirations in a manner that provides a broad perspective, sometimes critical, that views communication as a profession, process, institution, and a force in modern life. The Journalism option is no different despite its well-defined professional orientation; indeed, national accreditation standards require that undergraduate journalism instruction is offered as part of a liberal arts education. Thus, we serve many majors who plan careers as professional communicators but who have not selected the journalism option, along with a small cohort pursuing the journalism option. Still other majors view our curriculum as preparation for graduate study in a variety of fields and professional opportunities outside communication.

Devising the best curriculum for these varied interests has been a constant challenge for the faculty.

For non-majors, we offer instruction valued by other departments, as described earlier in this self-study. For majors and non-majors alike, we endeavor to cultivate the critical faculties, often characterized as "media literacy," needed to navigate a world now awash in communication. The Department of Communication's wide-angle approach to the field ideally positions us to provide the media literacy education—which we prefer to label as "communication literacy" because we see the communication ecology as wide—that is so important these days, especially to students in the College of Arts and Sciences.

Although our curriculum formally offers only one professional track, journalism, many of our majors envision themselves pursuing a career in what might be loosely termed "public relations" or "organizational communication." Students recognize that almost all potential employers—businesses, nonprofits, government, and activist groups—now maintain an online and social media presence that has created job opportunities. In the past, the Department has sporadically offered small media-production classes for our majors who are not in journalism, but limited resources now preclude that. Moreover, the Department is firmly committed to teaching communication as part of a rigorous liberal-arts curriculum, and thus is unlikely to expand undergraduate media-production classes. We believe that anchoring our courses in the social sciences and humanities equips our majors to understand how messages are shaped, constrained, and distributed with effects for individuals and society—knowledge more important, in the long run, than detailed instruction in occupational skills even for those who do pursue careers in communication. The Department's faculty and student services office assist our majors in finding internships that constitute a communication practicum. Although traditional media once offered many of these opportunities, myriad organizations now seek interns for communication positions. Undergraduates looking for extensive occupational training in new media are encouraged to apply to professional graduate programs, including Comm Lead.

By necessity, the undergraduate journalism curriculum responds directly to shifts in the communication environment. Two decades ago, our newspaper-centric offerings began incorporating visual- and electronic-reporting elements in coursework. Later, faculty overhauled the curriculum to encourage students to envision almost all assignments as multi-platform projects. As the faculty nimbly aligns the curriculum to reflect changes in the field, we also work closely with professional media organizations to provide cutting-edge experiences for our students. This reflects our belief in the value of immersive experiences for students, and national accreditation requires it. To this end, we offer advanced courses in which students report for media outlets under the combined supervision of an editor and an instructor (Community Journalism and the Olympia Legislative Reporting program); internships further augment this professional training.

In terms of scholarship, our multi-method, multi-disciplinary identity has enabled faculty to apply communication research methods and concepts to explore societal shifts driven by digital technologies. The rise of social media and a 24/7/365 political campaign environment have transformed general public interest in American politics and media. Today we have many entry points to exploring and understanding the importance of communication in politics, both in America and internationally. People conceived of the late 20th century as the Information Age. Today we live in the Communication Age, in which the marshaling of information and personalities into coherent narratives is the ultimate capital for all leaders, from formal political leadership to social movements to university presidents. Social media open to all have joined mass media in shaping the identities of groups and individuals; some of our interpersonal communication scholars are exploring the physiological effects of this development. New online

digital-trace data have radically transformed the opportunity to engage in empirical computational analyses in ways that allow us to approach old scientific questions in new ways, using new forms of evidence, and using new techniques. Virtually none of the quantitative analyses of big data we are currently conducting would have been possible 10 years ago. Keeping up with these changes, and making instruction about them available to the largest number of students possible, is our goal; contemplating how to achieve that goal along with our commitment to serving doctoral students, in the face of limited resources, is something for which we seek guidance from the review committee.

3. Marshalling Resources: *What actions should we take to buffer the impact of decreased funding on maintaining programmatic and research excellence? How can we leverage our strengths in a time of ever-decreasing resources to recruit and fund top faculty and MA/PhD students and improve technology and equipment? Are there further efforts that we can take to increase the funding we have available to sustain or even expand vital student programs and research centers?*

In an era of ever-decreasing state support for higher education, all university departments have struggled to manage the impacts of reduced funding on their teaching and research missions. Our Department has made some entrepreneurial moves to respond to these challenges, such as expanding our fee-based MC programs, participating in the College's new online degree program, and cultivating alumni relations to increase giving opportunities. But those actions do not appear to be enough as we face a reduction in the size of our MA/PhD cohorts, a financial threat to the very existence of our debate program, and, despite continued high demand for undergraduate classes, fewer approved positions to replace retiring or departing faculty.

Despite a genuinely bleak financial situation campus-wide, we can point to some bright spots in our resource situation. Our building, centrally located on campus, provides adequate space for faculty, staff, labs, and centers, although it would be nice if there was more communal space for graduate students to work. We have decent computers, media equipment, and software, though much of this requires our technology staff, headed by Nika Pelc, to frequently prepare grant requests for funds available through the Student Technology Fee. Communication librarian Jessica Albano, who works for the central library system, readily acquires materials needed for our teaching and research; she has been especially tenacious in lobbying for expensive databases valuable to our program. In addition, she and her colleagues generously prepare materials used in our undergraduate and graduate classes.

Unfortunately, funding for positions—faculty, staff, and MA/PhD teaching and research assistants—invariably falls short, greatly impairing our core missions in teaching and research.
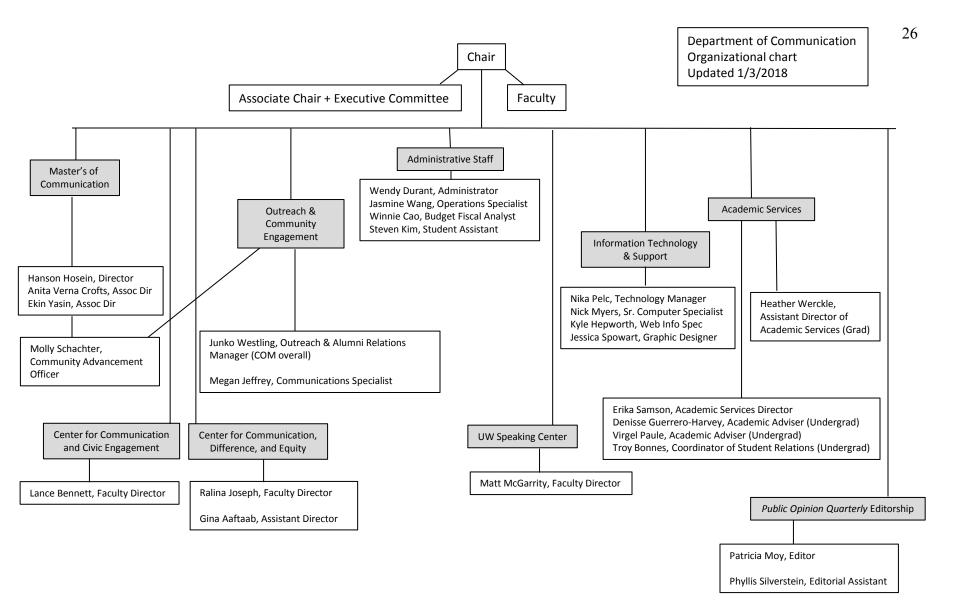
Inadequate resources force us to turn away many undergraduate non-majors from our courses even as the pervasive role of new media in people's lives has heightened students' interest in communication. The Department recently found it necessary to limit enrollment in upper-division classes so our majors could claim seats needed to graduate on schedule. Non-majors can still enroll in our 200-level classes, but they can no longer register for anything higher. Space has been particularly precious for courses in our Technology and Global Media cluster—popular with non-majors—because the faculty in that area have major commitments in our graduate programs and often attract grants that reduce their teaching load. The shrinking size of our recent MA/PhD cohorts further exacerbates this problem, especially since more of these students are funded now through external RAships, thus leaving fewer TAs to support our undergraduate teaching efforts. Although faculty have recently approved raising some undergraduate class limits from 45 to 95 students—and sometimes more—a shortage of teaching assistants can prevent us from enlarging classes enough to accommodate non-majors. For our

undergraduate majors, larger class sizes can mean stripped-down writing assignments, a painful reality for faculty members who have prided themselves on our Department's tradition of requiring substantial writing opportunities across a wide swath of courses.

Although our lecturers at all ranks make an outsized contribution to the Department's efforts, their positions remain precarious even with multi-year contracts. Besides filling critical teaching and service positions, many provide specialized instruction in and outside the classroom. Principal lecturer Matt McGarrity received a $50,000 grant from the Gates Foundation to support his Massive Open Online Course (MOOC) on Public Speaking that reached tens of thousands of students. Much of the material for that course was then brought back to UW students in his Public Speaking classes here. Professionals hired as part-time lecturers with endowment funds from media firms teach cutting-edge specialized journalism classes for our undergraduates. But absent the long-term commitment of faculty lines, including for lecturers, instructional innovations can be hard to sustain. In late February, the National Debate Tournament, policy debate's most prestigious competition, invited a team from the University of Washington to participate for the first time since 1968. At about the same time, we learned that the Department will lose the lecturer who runs our debate program because we no longer have the funds to support his position. Our debate program had an impact on the broader university and region, sponsoring public debates that attracted more than a thousand UW attendees, and revitalizing high-school policy debate in the region by sending participants to coach high school students, and running the second largest high-school policy-debate tournament in the Pacific Northwest. Without the funds to pay a director, though, our debate program will wither and die. At a time when the ability of young people to engage in civil debate on civic matters is needed more than ever, this is a heartbreaking loss.

Despite the success of some faculty in attracting sizable grants, funds are not equally available across all of communication's subfields. Generally, scholars whose subjects investigate the communication aspects of human-computer interaction, engineering, and public health have more opportunities for research funding. For faculty working in the more critical traditions of communication scholarship, modest financial support is available through the Department, and larger amounts through highly competitive university-wide programs. External funding for such research, however, is elusive and relatively paltry. Similarly, important research that takes longer to conduct, and that does not quickly generate results, can languish without funding.

It should also be noted that the changing media landscape is altering the mix of external constituencies relevant to the Department's mission. Legacy media have a long history of supporting our program with internships, jobs, scholarships, speakers, and financial gifts. As their fortunes have changed, some have pulled back from us, while others have increased their involvement with the Department as they adjust to the new media marketplace. Fortunately, the Department has always cultivated a broad-based constituency among community and regional organizations other than media firms, which gives us a solid base on which to build. The Comm Lead program has been especially adept at reaching out to businesses and groups to draw on their expertise for class content and instructors as well as to provide internships and jobs for our students. Making these connections and others to shore up areas of our Department that are hurting from resource limitations is a plan that we could use some help from the review committee to develop.

Department of Communication
Organizational chart
Updated 1/3/2018

Chair

Associate Chair + Executive Committee

Faculty

Master's of Communication

Hanson Hosein, Director
Anita Verna Crofts, Assoc Dir
Ekin Yasin, Assoc Dir

Molly Schachter, Community Advancement Officer

Outreach & Community Engagement

Junko Westling, Outreach & Alumni Relations Manager (COM overall)

Megan Jeffrey, Communications Specialist

Administrative Staff

Wendy Durant, Administrator
Jasmine Wang, Operations Specialist
Winnie Cao, Budget Fiscal Analyst
Steven Kim, Student Assistant

Information Technology & Support

Nika Pelc, Technology Manager
Nick Myers, Sr. Computer Specialist
Kyle Hepworth, Web Info Spec
Jessica Spowart, Graphic Designer

Academic Services

Heather Werckle, Assistant Director of Academic Services (Grad)

Erika Samson, Academic Services Director
Denisse Guerrero-Harvey, Academic Adviser (Undergrad)
Virgel Paule, Academic Adviser (Undergrad)
Troy Bonnes, Coordinator of Student Relations (Undergrad)

Center for Communication and Civic Engagement

Lance Bennett, Faculty Director

Center for Communication, Difference, and Equity

Ralina Joseph, Faculty Director

Gina Aaftaab, Assistant Director

UW Speaking Center

Matt McGarrity, Faculty Director

***Public Opinion Quarterly* Editorship**

Patricia Moy, Editor

Phyllis Silverstein, Editorial Assistant

Ten-Year Review Budget Overview
Department of Communication
Final: 2/06/2018

	FY 2013	FY 2015	FY 2017
Fulltime faculty			
FTE #	26	29	27
GOF permanent funds	$1,431,199	$1,539,106	$1,927,641
GOF temp/recap funds	$332,355	$389,233	$363,138
Non-GOF self-sustain funds	$144,228	$411,921	$372,928
Fulltime staff			
FTE #	14	17	17
GOF permanent funds	$487,136	$565,213	$553,778
Non-GOF self-sustain funds	$379,308	$528,227	$503,195
ASEs			
GOF permanent funds	$373,929	$471,832	$474,742
Other UW GOF funds		$24,240	$117,048
Non-GOF grant funds	$35,095	$42,114	$7,182
Operations/General	$86,747	$68,786	$49,981
Private support			
Endowments # total	33	36	41
Endowment principal total	$6,065,620	$7,265,991	$7,721,722
Endowment distributions for year	$204,123	$251,834	$279,925
Current-use gifts # for year	472	637	521
Current use dollars for year	$278,279	$551,286	$262,085

Appendix C: Information about Faculty

Faculty	Rank	Affiliations
Baldasty, Gerald J.	Professor	Provost, Executive Vice President; Adjunct in American Ethnic Studies; Adjunct in Gender, Women and Sexuality Studies
Beam, Randal	Emeritus Professor	
Bennett, W. Lance	Professor	Joint Appointment with Political Science; Director of CCCE
Ceccarelli, Leah	Professor	Director of STSS Graduate Certificate Program
Cook, Caley	Lecturer	
Coutu, Lisa	Principal Lecturer	
Crofts, Anita Verna	Senior Lecturer	Clinical Instructor in Global Health; Associate Director of Comm Lead
Crowley, John	Assistant Professor	
Domke, David	Professor, Chair	Adjunct in Political Science
Fearn-Banks, Kathleen	Associate Professor	Adjunct in American Ethnic Studies
Foot, Kirsten	Professor	Adjunct in Information School
Gonzalez, Carmen	Assistant Professor	
Harold, Christine	Associate Professor, Associate Chair	
Hill, Benjamin Mako	Assistant Professor	Adjunct in Human Centered Design & Engineering; Affiliate in Center for Statistics and the Social Sciences; Affiliate in eScience Institute
Joseph, Ralina	Associate Professor	Adjunct in American Ethnic Studies; Adjunct in Gender, Women and Sexuality Studies; Director of CCDE
Kielbowicz, Richard	Associate Professor	
Manusov, Valerie	Professor	
McGarrity, Matt	Principal Lecturer	
Moy, Patricia	Professor	Associate Vice Provost for Academic and Student Affairs; Adjunct in Political Science
Nishime, LeiLani	Associate Professor	Adjunct in Gender, Women and Sexuality Studies; Associate Director CCDE
Otanez, Andrea	Lecturer	Associate Director of CCDE
Parks, Malcolm	Emeritus Professor	
Pearce, Katy	Assistant Professor	Affiliate in Ellison Center for Russian, East European, & Central Asian Studies
Philipsen, Gerry	Emeritus Professor	
Powers, Matthew	Assistant Professor	Associate Director of CCCE
Rivenburgh, Nancy K.	Professor	Adjunct in Political Science

Russell, Adrienne	Professor	
Silberner, Joanne	Artist in Residence	
Souders, Michael	Lecturer	
Spratt, Margaret	Lecturer	Integrated Social Sciences
Underwood, Doug	Professor	Affiliate in Comparative History of Ideas
Vannini, Sara	Lecturer	Integrated Social Sciences
Yasin, Ekin	Senior Lecturer	Associate Director of Comm Lead

Part-Time Faculty

Faculty	Rank
Kessler, Lauren	Artist In Residence
Mayo, Justin	Part-Time Lecturer
Partnow, Jessica	Part-Time Artist in Residence
Scher, Steve	Part-Time Lecturer
Schultz, Erika	Part-Time Lecturer

Affiliate & Adjunct Faculty

Faculty	Rank	Affiliations
Berliner, Lauren	Assistant Professor	Interdisciplinary Arts and Sciences, UW-Bothell
Bonus, Rick	Associate Professor	American Indian Studies
Fisher, Karen	Professor	Information School
Garland, Philip	Visiting Scholar	CCDE
Habell-Pallén, Michelle	Associate Professor	Gender, Women and Sexuality Studies
Hart, Dan	Professor	Co-Director Native Voices, American Indian Studies
Jasinski, James	Professor	University of Puget Sound
Krabill, Ron	Associate Professor	Interdisciplinary Arts and Sciences, UW-Bothell
Monroy-Hernandez, Andres	Lead Research Scientist	Microsoft
Osburn, Laura	Research Scientist	Center for Education and Research in Construction
Smith, Mark	Professor	Political Science

Communication Leadership (2017 – 2018)

Faculty	Rank
Baird, Brandon	Affiliate Instructor
Baker, Kraig	Affiliate Instructor
Banel, Feliks	Affiliate Instructor
Chang, Claudia MeiLing	Affiliate Instructor
Evans, David	Affiliate Instructor
Faris, Liv	Affiliate Instructor
Franco, Matthew	Affiliate Instructor
Guy, Richard (Tommy)	Affiliate Instructor
Holmberg, David	Affiliate Instructor
Keller, Drew	Affiliate Instructor
Keyes, Whitney	Affiliate Instructor

Lapora, Brenda Tausch	Affiliate Instructor
Macklin, Scott	Affiliate Instructor
Magwire, Ian	Affiliate Instructor
Marr, Brian	Affiliate Instructor
McCarthy, Molly	Affiliate Instructor
Myers, Kelley	Affiliate Instructor
Ross, Sarah	Affiliate Instructor
Salkowitz, Rob	Affiliate Instructor
Schiller, Carol	Affiliate Instructor
Schwartz, Melissa	Affiliate Instructor
Weaver, Misty	Affiliate Instructor

Communication Degree Enrollments by Year and Program, 2008-2017

Quarter/Year	Degree Program	Enrollment
Winter 2008	Bachelor of Arts – Communication	484
	Bachelor of Arts – Journalism	103
	Bachelor of Arts – Evening Degree	44
	Master of Arts/Doctor of Philosophy	61
	Master of Communication – Native Voices	0
	Master of Communication – Digital Media	40
Spring 2008	Bachelor of Arts – Communication	500
	Bachelor of Arts – Journalism	116
	Bachelor of Arts – Evening Degree	43
	Master of Arts/Doctor of Philosophy	61
	Master of Communication – Native Voices	0
	Master of Communication – Digital Media	30
Autumn 2008	Bachelor of Arts – Communication	362
	Bachelor of Arts – Journalism	88
	Bachelor of Arts – Evening Degree	24
	Master of Arts/Doctor of Philosophy	68
	Master of Communication – Native Voices	0
	Master of Communication – Digital Media	68
Winter 2009	Bachelor of Arts – Communication	401
	Bachelor of Arts – Journalism	104
	Bachelor of Arts – Evening Degree	35
	Master of Arts/Doctor of Philosophy	62
	Master of Communication – Native Voices	0
	Master of Communication – Digital Media	62
Spring 2009	Bachelor of Arts – Communication	435
	Bachelor of Arts – Journalism	117
	Bachelor of Arts – Evening Degree	37
	Master of Arts/Doctor of Philosophy	62
	Master of Communication – Native Voices	0
	Master of Communication – Digital Media	56
Autumn 2009	Bachelor of Arts – Communication	340
	Bachelor of Arts – Journalism	94
	Bachelor of Arts – Evening Degree	31
	Master of Arts/Doctor of Philosophy	60
	Master of Communication – Native Voices	0
	Master of Communication – Digital Media	98
Winter 2010	Bachelor of Arts – Communication	388
	Bachelor of Arts – Journalism	108
	Bachelor of Arts – Evening Degree	38

	Master of Arts/Doctor of Philosophy	56
	Master of Communication – Native Voices	0
	Master of Communication – Digital Media	98
Spring 2010	Bachelor of Arts – Communication	487
	Bachelor of Arts – Journalism	120
	Bachelor of Arts – Evening Degree	53
	Master of Arts/Doctor of Philosophy	55
	Master of Communication – Native Voices	0
	Master of Communication – Digital Media	87
Autumn 2010	Bachelor of Arts – Communication	364
	Bachelor of Arts – Journalism	96
	Bachelor of Arts – Evening Degree	43
	Master of Arts/Doctor of Philosophy	55 (31)*
	Master of Communication – Native Voices	0
	Master of Communication – Digital Media	109
Winter 2011	Bachelor of Arts – Communication	450
	Bachelor of Arts – Journalism	99
	Bachelor of Arts – Evening Degree	50
	Master of Arts/Doctor of Philosophy	55 (32)
	Master of Communication – Native Voices	0
	Master of Communication – Digital Media	97
Spring 2011	Bachelor of Arts – Communication	522
	Bachelor of Arts – Journalism	114
	Bachelor of Arts – Evening Degree	65
	Master of Arts/Doctor of Philosophy	53 (31)
	Master of Communication – Native Voices	0
	Master of Communication – Digital Media	79
Autumn 2011	Bachelor of Arts – Communication	400
	Bachelor of Arts – Journalism	100
	Bachelor of Arts – Evening Degree	41
	Master of Arts/Doctor of Philosophy	41 (30)
	Master of Communication – Native Voices	0
	Master of Communication – Digital Media	104
Winter 2012	Bachelor of Arts – Communication	484
	Bachelor of Arts – Journalism	104
	Bachelor of Arts – Evening Degree	45
	Master of Arts/Doctor of Philosophy	38 (28)
	Master of Communication – Native Voices	0
	Master of Communication – Digital Media	94
Spring 2012	Bachelor of Arts – Communication	565
	Bachelor of Arts – Journalism	116
	Bachelor of Arts – Evening Degree	61

	Master of Arts/Doctor of Philosophy	39 (28)
	Master of Communication – Native Voices	0
	Master of Communication – Digital Media	79
Autumn 2012	Bachelor of Arts – Communication	418
	Bachelor of Arts – Journalism	88
	Bachelor of Arts – Evening Degree	41
	Master of Arts/Doctor of Philosophy	39 (30)
	Master of Communication – Native Voices	0
	Master of Communication – Digital Media	109
Winter 2013	Bachelor of Arts – Communication	530
	Bachelor of Arts – Journalism	104
	Bachelor of Arts – Evening Degree	60
	Master of Arts/Doctor of Philosophy	35 (30)
	Master of Communication – Native Voices	1
	Master of Communication – Digital Media	97
Spring 2013	Bachelor of Arts – Communication	625
	Bachelor of Arts – Journalism	116
	Bachelor of Arts – Evening Degree	71
	Master of Arts/Doctor of Philosophy	36 (27)
	Master of Communication – Native Voices	1
	Master of Communication – Digital Media	83
Autumn 2013	Bachelor of Arts – Communication	466
	Bachelor of Arts – Journalism	94
	Bachelor of Arts – Evening Degree	37
	Master of Arts/Doctor of Philosophy	39 (30)
	Master of Communication – Native Voices	1
	Master of Communication – Digital Media	114
	Master of Communication – Communities and Networks	20
Winter 2014	Bachelor of Arts – Communication	605
	Bachelor of Arts – Journalism	92
	Bachelor of Arts – Evening Degree	41
	Master of Arts/Doctor of Philosophy	35 (27)
	Master of Communication – Native Voices	1
	Master of Communication – Digital Media	100
	Master of Communication – Communities and Networks	20
Spring 2014	Bachelor of Arts – Communication	691
	Bachelor of Arts – Journalism	111
	Bachelor of Arts – Evening Degree	42
	Master of Arts/Doctor of Philosophy	36 (27)
	Master of Communication – Native Voices	1
	Master of Communication – Digital Media	92
	Master of Communication – Communities and Networks	19

Autumn 2014	Bachelor of Arts – Communication	439
	Bachelor of Arts – Journalism	81
	Bachelor of Arts – Evening Degree	40
	Master of Arts/Doctor of Philosophy	39 (29)
	Master of Communication – Native Voices	3
	Master of Communication – Digital Media	97
	Master of Communication – Communities and Networks	27
Winter 2015	Bachelor of Arts – Communication	583
	Bachelor of Arts – Journalism	84
	Bachelor of Arts – Evening Degree	46
	Master of Arts/Doctor of Philosophy	36 (28)
	Master of Communication – Native Voices	3
	Master of Communication – Digital Media	85
	Master of Communication – Communities and Networks	28
Spring 2015	Bachelor of Arts – Communication	676
	Bachelor of Arts – Journalism	95
	Bachelor of Arts – Evening Degree	51
	Master of Arts/Doctor of Philosophy	36 (26)
	Master of Communication – Native Voices	3
	Master of Communication – Digital Media	68
	Master of Communication – Communities and Networks	27
Autumn 2015	Bachelor of Arts – Communication	423
	Bachelor of Arts – Journalism	74
	Bachelor of Arts – Evening Degree	37
	Master of Arts/Doctor of Philosophy	42 (30)
	Master of Communication – Native Voices	5
	Master of Communication – Digital Media	84
	Master of Communication – Communities and Networks	33
Winter 2016	Bachelor of Arts – Communication	594
	Bachelor of Arts – Journalism	78
	Bachelor of Arts – Evening Degree	30
	Master of Arts/Doctor of Philosophy	42 (32)
	Master of Communication – Native Voices	4
	Master of Communication – Digital Media	75
	Master of Communication – Communities and Networks	28
Spring 2016	Bachelor of Arts – Communication	674
	Bachelor of Arts – Journalism	87
	Bachelor of Arts – Evening Degree	22
	Master of Arts/Doctor of Philosophy	40 (32)
	Master of Communication – Native Voices	3
	Master of Communication – Digital Media	58
	Master of Communication – Communities and Networks	30

Autumn 2016	Bachelor of Arts – Communication	351
	Bachelor of Arts – Journalism	59
	Bachelor of Arts – Evening Degree	9
	Master of Arts/Doctor of Philosophy	42 (30)
	Master of Communication – Native Voices	4
	Master of Communication – Digital Media	82
	Master of Communication – Communities and Networks	34
Winter 2017	Bachelor of Arts – Communication	508
	Bachelor of Arts – Journalism	73
	Bachelor of Arts – Evening Degree	8
	Master of Arts/Doctor of Philosophy	41 (27)
	Master of Communication – Native Voices	3
	Master of Communication – Digital Media	77
	Master of Communication – Communities and Networks	25
Spring 2017	Bachelor of Arts – Communication	659
	Bachelor of Arts – Journalism	83
	Bachelor of Arts – Evening Degree	5
	Master of Arts/Doctor of Philosophy	41 (26)
	Master of Communication – Native Voices	3
	Master of Communication – Digital Media	61
	Master of Communication – Communities and Networks	23
Autumn 2017	Bachelor of Arts – Communication	464
	Bachelor of Arts – Journalism	64
	Bachelor of Arts – Evening Degree	1
	Master of Arts/Doctor of Philosophy	41 (29)
	Master of Communication – Native Voices	1
	Master of Communication – Digital Media	99
	Master of Communication – Communities and Networks	43

* Number in parentheses is number of MA/PhD students with departmental assistantships

Degrees Granted, MA/PhD and Communication Leadership, 2008-2017

Winter 2008　　　　　　　**MA/PhD**　　　　　　　**MCDM**
Degrees Granted　　　　　　MA: 0, PhD: 1　　　　　6

Spring 2008　　　　　　　**MA/PhD**　　　　　　　**MCDM**
Degrees Granted　　　　　　MA: 3, PhD: 5　　　　　2

Summer 2008　　　　　　　**MA/PhD**　　　　　　　**MCDM**
Degrees Granted　　　　　　MA: 0, PhD: 0　　　　　3

Autumn 2008　　　　　　　**MA/PhD**　　　　　　　**MCDM**
Degrees Granted　　　　　　MA: 0, PhD: 3　　　　　8

Winter 2009　　　　　　　**MA/PhD**　　　　　　　**MCDM**
Degrees Granted　　　　　　MA: 1, PhD: 0　　　　　7

Spring 2009　　　　　　　**MA/PhD**　　　　　　　**MCDM**
Degrees Granted　　　　　　MA: 5, PhD: 4　　　　　5

Summer 2009　　　　　　　**MA/PhD**　　　　　　　**MCDM**
Degrees Granted　　　　　　MA: 1, PhD: 4　　　　　5

Autumn 2009　　　　　　　**MA/PhD**　　　　　　　**MCDM**
Degrees Granted　　　　　　MA: 0, PhD: 2　　　　　7

Winter 2010　　　　　　　**MA/PhD**　　　　　　　**MCDM**
Degrees Granted　　　　　　MA: 0, PhD: 1　　　　　6

Spring 2010　　　　　　　**MA/PhD**　　　　　　　**MCDM**
Degrees Granted　　　　　　MA: 3, PhD: 3　　　　　17

Summer 2010　　　　　　　**MA/PhD**　　　　　　　**MCDM**
Degrees Granted　　　　　　MA: 1, PhD: 0　　　　　6

Autumn 2010　　　　　　　**MA/PhD**　　　　　　　**MCDM**
Degrees Granted　　　　　　MA: 1, PhD: 4　　　　　13

Winter 2011　　　　　　　**MA/PhD**　　　　　　　**MCDM**
Degrees Granted　　　　　　MA: 0, PhD: 2　　　　　12

Spring 2011　　　　　　　**MA/PhD**　　　　　　　**MCDM**
Degrees Granted　　　　　　MA: 1, PhD: 6　　　　　23

Summer 2011　　　　　　　**MA/PhD**　　　　　　　**MCDM**

Degrees Granted	MA: 1, PhD: 2	6
Autumn 2011	**MA/PhD**	**MCDM**
Degrees Granted	MA: 1, PhD: 1	7
Winter 2012	**MA/PhD**	**MCDM**
Degrees Granted	MA: 1, PhD: 2	13
Spring 2012	**MA/PhD**	**MCDM**
Degrees Granted	MA: 0, PhD: 4	24
Summer 2012	**MA/PhD**	**MCDM**
Degrees Granted	MA: 0, PhD: 1	5
Autumn 2012	**MA/PhD**	**MCDM**
Degrees Granted	MA: 0, PhD: 1	10
Winter 2013	**MA/PhD**	**MCDM**
Degrees Granted	MA: 0, PhD: 2	10
Spring 2013	**MA/PhD**	**MCDM**
Degrees Granted	MA: 2, PhD: 4	14
Summer 2013	**MA/PhD**	**MCDM**
Degrees Granted	MA: 0, PhD: 0	10
Autumn 2013	**MA/PhD**	**Comm Lead***
Degrees Granted	MA: 4, PhD: 1	MCDM: 12, MCCN: 0
Winter 2014	**MA/PhD**	**Comm Lead**
Degrees Granted	MA: 1, PhD: 1	MCDM: 10, MCCN: 0
Spring 2014	**MA/PhD**	**Comm Lead**
Degrees Granted	MA: 2, PhD: 3	MCDM: 17, MCCN: 1
Summer 2014	**MA/PhD**	**Comm Lead**
Degrees Granted	MA: 0, PhD: 2	MCDM: 10, MCCN: 0
Autumn 2014	**MA/PhD**	**Comm Lead**
Degrees Granted	MA: 1, PhD: 1	MCDM: 13, MCCN: 2
Winter 2015	**MA/PhD**	**Comm Lead**
Degrees Granted	MA: 1, PhD: 1	MCDM: 18, MCCN: 1
Spring 2015	**MA/PhD**	**Comm Lead**

Degrees Granted	MA: 0, PhD: 3	MCDM: 13, MCCN: 5
Summer 2015	**MA/PhD**	**Comm Lead**
Degrees Granted	MA: 0, PhD: 1	MCDM: 9, MCCN: 3
Autumn 2015	**MA/PhD**	**Comm Lead**
Degrees Granted	MA: 0, PhD: 0	MCDM: 9, MCCN: 3
Winter 2016	**MA/PhD**	**Comm Lead**
Degrees Granted	MA: 3, PhD: 0	MCDM: 16, MCCN: 0
Spring 2016	**MA/PhD**	**Comm Lead**
Degrees Granted	MA: 0, PhD: 1	MCDM: 10, MCCN: 9
Summer 2016	**MA/PhD**	**Comm Lead**
Degrees Granted	MA: 1, PhD: 2	MCDM: 6, MCCN: 3
Autumn 2016	**MA/PhD**	**Comm Lead**
Degrees Granted	MA: 0, PhD: 1	MCDM: 9, MCCN: 1
Winter 2017	**MA/PhD**	**Comm Lead**
Degrees Granted	MA: 0, PhD: 0	MCDM: 16, MCCN: 2
Spring 2017	**MA/PhD**	**Comm Lead**
Degrees Granted	MA: 2, PhD: 3	MCDM: 10, MCCN: 4
Summer 2017	**MA/PhD**	**Comm Lead**
Degrees Granted	MA: 0, PhD: 2	MCDM: 5, MCCN: 2
Autumn 2017	**MA/PhD**	**Comm Lead**
Degrees Granted	MA: 2, PhD: 1	MCDM: 8, MCCN: 2

MC Native Voices Graduates: Spring 2013 (1), Spring 2015 (1), Spring 2016 (1), Autumn 2016 (1), Spring 2017 (1) = 5 total between Winter 2008-Autumn 2017

Master of Communication Graduates (degree discontinued in 2012): Spring 2008 (1), Spring 2009 (1), Winter 2010 (1), Spring 2010 (1), Spring 2011 (3), Summer 2011 (1), Autumn 2012 (1) = 9 total between Winter 2008-Autumn 2017

*Reflects the introduction of the Master of Communication in Communities and Networks (MCCN) degree in Autumn 2013, and the changing of the program name to Communication Leadership (Comm Lead), encompassing the original Master of Communication in Digital Media (MCDM) and the new MCCN degree.

Department Committee Assignments for 2017-18

Executive Committee
Harold (Assoc Chair), Cook, Ceccarelli, Manusov

The following assignments were made in consultation with the Associate Chair.

PERMANENT COMMITTEES

Undergraduate (curriculum, admissions, professional development)
Cook (Chair), Fearn-Banks, Crowley, Spratt, Russell with Academic Services Director (TBD) and Coordinator of Student Relations (Bonnes)

Graduate (curriculum, admissions)
Nishime (Chair), Foot, Powers, joined by Pearce and Moy for admissions, with Grad Program Advisor (Werckle)

Professional Development (TA and RA assignments)
Rivenburgh (Chair), Kielbowicz, Gonzalez with Grad Program Advisor (Werckle)

Diversity
Otanez (Chair), Joseph, Hill, Yasin, Fearn-Banks with Academic Advisors (Samson + Guerrero-Harvey)

Debate
Souders, McGarrity, Ceccarelli

Colloquia
Gonzalez, Crowley

Study Abroad
Rivenburgh, Coutu, Vannini

Visiting Scholars
McGarrity, Yasin

Journalism Coordinator
Otanez

Comm Lead leadership team
Hosein, Crofts, Yasin

MC Native Voices Directorship
Hart

Center for Communication & Civic Engagement Directorship
Bennett

Center for Communication, Difference, and Equity Directorship
Joseph

AD-HOC COMMITTEES

Department Ten-year Review
Autumn 2016-Spring 2018
Ceccarelli (Chair), Moy, Kielbowicz

Promotion Review: Pearce
Spring 2017-Autumn 2017
Moy (Chair), Foot, Ceccarelli

Promotion Review: Powers
Spring 2017-Autumn 2017
Underwood (Chair), Bennett, Harold

Social Interaction Faculty Search
Autumn 2017
Manusov (Chair), Crowley, Joseph, Harold

Second-year Review: Crowley
Winter 2017-Spring 2018
Manusov (Chair), Joseph, Bennett

Promotion Review: Cook
Spring 2018-Autumn 2018
Kielbowicz (Chair), Coutu

Promotion Review: Otanez
Spring 2018-Autumn 2018
Russell (Chair), Crofts

Promotion Review: Souders
Spring 2018-Autumn 2018
Ceccarelli (Chair), McGarrity

DEPARTMENT OF COMMUNICATION POLICIES AND PROCEDURES, 2017-18

Important dates
There are numerous events (such as colloquia, mentor lunches, alumni visits, Department-sponsored activities) during the academic year, and most faculty members do not have the time, energy, or interest to attend all of these. However, there are a small number of events at which faculty attendance is very important and most valuable. These include **(1) the Department kickoff on September 18, 8:30 am-noon; (2) a workshop on diversity and inclusion on September 18, 130-400 pm; (3) the Alumni of Distinction Celebration, October 4, 5 to 7 pm, UW Club; (4) the Thomas Scheidel Lecture, sometime in winter or spring quarter; and (5) Departmental Graduation, June 7, probably 1 to 3 pm.** These are important events for our Department community, so please attend if at all possible.

Teaching

1. Student Teaching Evaluations. Faculty must have at least one student evaluation to be considered for any merit pay increase. Given merit review timing, you will need an evaluation from spring quarter 2017, summer 2017, autumn 2017, or winter 2018 for the next cycle.

2. Peer Teaching Evaluations. Lecturers and Assistant Professors must have one peer evaluation by another faculty member every year, both to be considered for any merit pay increase and to accord with Faculty Code requirements for promotion considerations. Associate Professors, Senior Lecturers, Principal Lecturers, and Professors need to have a peer evaluation conducted at least once every three years. Copies of the reports written by your peer should be placed in your academic file; please provide a copy to Jasmine Wang, our Operations Specialist.

3. Classroom requests. If your class requires any special arrangements or technology, be sure to tell our Undergrad Program Coordinator Caley Cook and our new Director of Academic Services (to be hired this autumn), so that they can make certain this is part of room scheduling. If you wish to use our computer classroom labs (e.g., rooms 302, 304, 322), talk with Nika Pelc before requesting these rooms to ensure the rooms have needed hardware/software. If in-class computer use will be infrequent, it may be possible to schedule a lab for specific days only. Any classroom or technology specific requests need to be made *at least* a quarter or more in advance, while rooms need to be requested 3 quarters in advance

4. Working with TAs and RAs (ASEs). The union contract stipulates a workload of 220 (or fewer) hours per quarter. This translates to an average of 20 hours per week with no more than 30 in any single week except by the ASE's consent. In such cases, the hours must be reduced another time during the quarter. Please work with TAs and RAs to keep track of their hours. Questions, concerns, or suggestions about ASEs can be directed to our Professional Development Committee.

5. TA requests for next year. If you anticipate that you will want a TA for the 2018-19 academic year *for a class that has not usually had a TA*, you should submit your request to the Undergraduate Committee no later than November 1. Contact Undergraduate Program Coordinator Caley Cook or our new Director of Academic Services.

6. Syllabi. We need a copy of your syllabus for every class you teach. Please give an electronic copy to our Coordinator of Student Relations, Troy Bonnes, in Room 118. We need the syllabi for student queries and for required archiving.

7. Intensive Research Quarter. You may request an intensive research quarter, concentrating your teaching in two quarters. If you would like to have an IRQ sometime during 2018-19, submit your request to the chair by November 1. The College must okay all requests for an IRQ, so be sure to wait to get the word that the IRQ has been granted to you before finalizing your schedule. In general, IRQs are not available during autumn quarter, when teaching needs are the greatest.

8. Technology innovations. If you have technology-related questions, concerns, or ideas, please contact our Senior Computer Specialist Nika Pelc. The most favorable outcomes occur when there is considerable lead time before a project needs to be in place.

Available Funds

1. Faculty travel. Funding for faculty travel to present research at academic conferences has a high priority for the Department. For 2017-18 we have $40,000 in the budget.

--Be familiar with the Department's criteria for faculty travel funding. These have been recently updated. The departmental travel funding policy for faculty is at https://www.com.washington.edu/forms/policyFacultyTravel.pdf
--Use the Faculty Travel Request Form: https://www.com.washington.edu/forms/facultytravelrequest.pdf. Itemize your requests (e.g., for transportation, lodging, etc.); please give a total. Please explain your conference duties (e.g., title of paper, division, etc.). Because travel funds are limited, you should indicate your year's priorities on conference attendance. Our Department policy has been that only your top priority will get highest funding. In general, faculty should be prepared to cover their own per diem (tax deductible) food costs.
--Submit the form to Associate Chair Christine Harold. We set deadlines for receipt of requests for travel taking place each quarter to gauge total demand. These deadlines are Oct.1, Jan. 1, Apr. 1, and June 1.
--Making reservations. You may make your own travel arrangements, and be reimbursed up to the amount authorized for your travel support. Or you can check with Jasmine Wang before making a reservation to see if we can arrange a better fare for you.
--Getting reimbursed. Present all receipts plus finalized request form to Winnie Cao.

2. Faculty Research. There will be a $30,000 faculty research fund in 2016-17.
--All full-time faculty are eligible to apply for these funds. $15,000 comes from the William K. Test Trust Endowment, which must "be used to fund research and library support in Journalism;" we define these terms broadly, because a lot of communication research has implications for the practices of journalism. The other $15,000 has no limitations on focus. Notably, if we need to recalibrate this distribution of funds to more "general," we will do that during the year.
--Procedures: In an effort to use our limited funds wisely and ensure that all full-time faculty have equal access to research resources, we ask that you submit applications, including a budget with a maximum of $5000, to Associate Chair Christine Harold, who will consult with the Executive Committee and make a recommendation to the Chair. Each application should include a summary of and rationale for the project and its particular expenditures, a budget, and an explanation of how previous department research funds have been used. Application due dates: Nov. 1, Jan. 15, and April 1. Time-sensitive applications will be considered in unusual instances. When awarded faculty research funds, a faculty member will be given a budget number and unique award ID that must accompany all reimbursement or purchase requests.
--Faculty research funds go to work likely to produce a scholarly publication or grant application, though other research needs will be considered. Faculty can coordinate applications to seek funds for a campus conference or larger collaborative project (e.g., three faculty might each request $5000 to fund a Department-hosted conference on a research domain). The intent is to spread the funds across the faculty, so just one award per person per year.
--Here are important parameters for these funds, from our 2014 Faculty Research Initiative:
- Research funds can be used for:
  - projects that include graduate students as collaborators, provided that the faculty member is an author on any grants or publications that derive from the research.
  - costs related to publishing (e.g., copyediting, indexing, cost of images, open-access costs). The maximum total allocation for year for this is 8K.
  - "workshops, conferences, special projects" integral to a specific research agenda.
  - Whiteley Center stays, but not other writing retreat venues, with a 2-week maximum stay.
  - a grader *only if* faculty is involved in a significant research program.
- Research funds can not be used for:
  - course buyouts.
  - supplemental faculty salary.
  - incidentals, ad hoc expenses, or for individual food/meals/diem. Modest food costs associated with a UW research-funded and sponsored conference or workshop are allowed.
  - the purchase of equipment/software/technology that does not have a useful life to the Department after the research project ends. All hardware and software is owned by the UW.
  - costs for non-UW faculty (e.g., travel, Whiteley Center fees) – except as part of a UW research-funding sponsored conference or workshop.

3. Faculty Innovations. There will be $12,000 in 2017-18 to support ad-hoc activities that require modest funding ($20-$1000). Activities anticipated include: instructional innovations; unexpected very-timely small-scale research opportunities; modest equipment needs; small research investments that don't merit a larger research proposal; funds for a guest speaker in class; food for a small conference; software for a project; $25 Book Store gift cards for guest speakers; mentoring activities; etc. *Procedures*: Apply to Associate Chair Christine Harold. These funds are available to all faculty.

4. Technology. *Hardware and Software Requests*. *In an effort to use our limited funds wisely and ensure that all faculty and staff have equal access to technology resources*, we ask that requests for technology-related expenditures over $150 be evaluated and approved by the Chair.
--*Faculty*. If you have requests, please consult with Nika Pelc then submit a brief description to the Chair. In turn, the Chair will consult with Nika Pelc on these requests and respond quickly.
--*Staff*. If you have requests, please contact Nika Pelc (repairs, replacement parts, inexpensive upgrades).
***--Grants*. PLEASE remember technology needs as a line item in any external funding proposals.**

5. Course Graders. We will make available a limited amount of ASE funds to support graders for classes. The criteria for receiving these funds will be twofold: (a) the funds are intended to support faculty engaged in significant research programs, and (b) faculty have to articulate how the grading responsibilities in the course merit the funds. If you have requests, submit to the Associate Chair. Once funds are exhausted for the year, they're gone.

General Administration

1. Faculty Promotions. Any assistant professor, associate professor, lecturer, artist in residence, senior lecturer, or senior artist in residence may request a review for promotion. To do so, provide the chair with an updated CV and request for promotion by the start of Winter Quarter (by January 3, 2018). The Chair will then consult with the executive committee and/or faculty of appropriate rank.

2. Leave with pay. Full-time faculty may apply for leave with pay (a sabbatical) every seventh year. Competition is intense, so an application does not guarantee support. If you want to apply, submit your application to the chair by Nov. 29, so that we can process it by the December 4 College deadline. For details, see the College's website:
http://admin.artsci.washington.edu/leaves-absence
The sabbatical leave form is here: http://admin.artsci.washington.edu/leaves-procedures

3. Administrative Procedures regarding Spouse/Partner Conflict of Interest. In 2005-6, the Department (and the College and Provost) approved a policy on conflict of interest. The policy is distributed each year and appended to the end of this document. If you have concerns about conflicts (or possible conflicts) of interest, contact the Chair or Divisional Dean George Lovell (glovell@uw.edu).

4. Hiring. If you wish to hire someone and pay that person through UW, please fill out the Workday intake form as step one of the process: https://admin.artsci.washington.edu/hrpayroll-request. The hiring team, Wendy and Winnie, will review your request and contact you and/or the prospective employee with any questions BEFORE starting the work. Repeat: submit the intake form with as much detail as possible prior to the employee starting to work. If this step is not completed, the person hired may not be paid for hours already worked, and the Department may be cited for non-compliance and incur heavy fines. This process is now trackable in Workday.

5. Absences from campus, class. If you are going to cancel class, please notify the main office (comadmin@uw.edu). Students frequently come to the office if a class has been cancelled. We need to be aware of such cancellations.

6. Overnight or two-day mailings. Please limit these kinds of mailings to only unexpected or unavoidable situations. See main office staff with any questions about this procedure.

7. Photocopying and printing. The Department has guidelines for faculty photocopying: 2000 total pages *each quarter*. These numbers can be adjusted if there are extenuating circumstances; talk to Jasmine Wang if so. Faculty teaching large classes should consider distributing the course syllabi electronically. Exam copies can be made by staff in the main office. These requests must be turned into Jasmine Wang at least one week before they are needed in order to give staff enough time; please include instructions in your request regarding single or double-sided, stapling, etc. In the case of large classes, the request may be sent down to the copy center but will be handled on a case by case basis; please email Jasmine Wang. This is necessary due to the excessive costs of sending documents down to the copy center which can be mitigated with some planning. *In an effort to use our limited funds wisely and ensure that all faculty have equal access to photocopying and printing, we ask the following:*

- Please limit photocopying, printing, and paper use to what is truly needed for your classes and research.
- The photocopier in the main office can create PDF copies from hard copies, and these can be emailed to you.
- Scanners that create PDF copies are in the Graduate Computer Lab, Rooms 302, 304, 322, and in the main office.
- Please make personal copies (e.g., tax forms, other personal documents, non UW endeavors) elsewhere.

- Do not produce course readings for all of your students. Instead, create a coursepak to be sold at a copy store, put course materials on line, or use e-reserves.
- For drafts of papers or books, limit the amount of printing you do of drafts to what is really needed.
- Keep course syllabi to a minimum (such as 2-4 pages, printing front and back); place more detailed course information on the web. Consider going to a web-only syllabi.
- *In an effort to monitor photocopying and printing, we have instituted the following procedures:*
  - Printers in 302 and 304 are accessible only during class time – for class related printing. Anyone wishing to print outside of class time will need to go elsewhere or print from the com labs directly to the dogprints stations run by The College of Arts and Sciences in the basement of our building.
  - All departmental photocopy machine use, and toner use, is tracked.
  - Photocopying use by graduate students is also monitored on a monthly basis; graduate students have a ceiling of 500 photocopies a quarter (350 on third floor, 150 on first floor).
  - If your course requires a large amount of departmental photocopying, consider instituting a course fee.

Faculty Meeting Schedule for 2017-18

Wednesday, Oct 4
Wednesday, Oct 18 (for faculty search)
Wednesday, Nov 1
Wednesday, Dec 6
Wednesday, Jan 3
Wednesday, Feb 7
Wednesday, March 7
Wednesday, April 4
Wednesday, May 2
Wednesday, June 6

Department of Communication Administrative Procedures
Regarding Spouse/Partner Conflicts of Interest
(adopted 2005-06)

The University of Washington Faculty Handbook sets forth guidelines designed to address Conflict of Interest (volume 2, part 2, chapter 24 and vol. 4, part 5, chapter 2). The purpose of this document is to elaborate more specific procedures applicable to everyday decision-making that occurs in this department. In all situations, the goal is to ensure that a spouse/partner in the Department of Communication does not receive differential treatment (good or bad) because of that person's relationship with another member of the Department.

Below are areas of decision-making where conflicts of interest could arise – with particular attention to cases where the spouse/partner is the Chair of the department. The text in italics summarizes the typical decision-making process; it is followed by alternative procedures to address situations that involve a spouse/partner.

A. Reviews and recommendations for promotion, pay raises, merit, and annual conferences
Recommendations for promotion, pay raises, and merit are made by the Chair to the Divisional Dean based upon consultation and review by faculty of a rank higher than the person being reviewed. Annual conferences are conducted by the Chair.

Chair Designate: At its final meeting of the academic year, the Executive Committee will determine at least two names of faculty willing to serve as a Chair Designate for the purposes named in this document. The Divisional Dean then selects from this list a Chair Designate for the upcoming academic year. The Divisional Dean may request additional names, possibly including faculty whose appointments are not in the Department.
- A faculty or staff member will not be involved in any facet of review, recommendation, voting, or correspondence of results regarding a spouse/partner. In the case of Chair as spouse/partner of the person under review, the Chair Designate would correspond directly with the Divisional Dean.
- In the case of Chair as spouse/partner, annual conferences will be conducted by the Chair Designate.

B. Funding for research, teaching, and service activities

Typically, requests for funding are first reviewed by relevant committees (e.g., the Technology or Research Committee), with recommendations forwarded to the Chair for final approval and execution.

• Any committee member will excuse him or herself from Committee discussion, vote, and recommendation to Chair regarding distribution of funds that involves a spouse/partner as sole or co-applicant.

• In the case of Chair as the spouse/partner, the Chair Designate would execute the committee recommendation in regard to spouse/partner. If there are compelling reasons why the committee recommendations should be altered in a way that affects the allocation to the spouse/partner (e.g., due to department budget constraints or other considerations), the Chair Designate and Associate Chair will discuss and reach an agreement.

• In the case of special funding requests that are not typically reviewed by an internal committee (e.g., bringing a speaker to campus, funds for a class project), the request would be brought by the Chair Designate to the Executive Committee for review. If approved, the request would be executed by the Chair Designate.

• Requests for small amounts of funds (e.g., under $150) may be approved directly by the Chair Designate for a spouse/partner, not to exceed $300/year without consultation with the Executive Committee.

C. Teaching Schedule and Load, TA assignments, New Course Proposals

Typically, routine scheduling, load, and TA assignments are first developed by relevant committee (e.g., Undergraduate, Graduate, Professional Development) in consultation with individual faculty as needed, then recommendations are forwarded to Chair for final approval and execution. New Course proposals typically go to the relevant committee (Graduate, Undergraduate), then to full faculty, for review and approval. For special requests in regard to teaching, (e.g., course release, research quarters, sabbatical requests), please see section E below.

• Any committee member, including a committee chair, will excuse him or herself from specific discussion and recommendation regarding spouse/partner's teaching schedule, load, TA assignments, or new course proposals.

• In the case of Chair as the spouse/partner, the Chair Designate would execute the committee recommendation in regard to the spouse/partner, in consultation, as appropriate, with the relevant curriculum personnel. If there are compelling reason why the committee recommendations should be altered in a way that would affect his or her spouse/partner (e.g., due to budget or other considerations), the Chair Designate and Associate Chair will discuss and reach an agreement.

D. Department committee assignments

Typically, committee assignments are made by the Chair.

• In the case of Chair as the spouse/partner, the Chair Designate would consult with the Associate Chair regarding assignments involving a spouse/partner. Either individual may raise any concerns regarding differential treatment with the Executive Committee or Divisional Dean.

E. Special requests and endorsements

Special requests, (e.g., course releases, research quarters, sabbatical leave, department recommendations or prioritizations for grants or fellowships), typically go directly to and are executed by the Chair.

• Where the Chair is partner/spouse, special requests would be brought by the Chair Designate to the Divisional Dean for review. Any letters of endorsement or evaluation would be executed by the Chair Designate or Divisional Dean, explaining why (if needed) the Chair is not participating in the endorsement or evaluation.

• For routine signatures on materials that do not require a competitive evaluation or prioritization by the Chair (e.g., to reserve a room or submit an application to a teaching forum or an RRF), the Chair Designate may sign without need for consultation with others.

F. Concerns or complaints

Typically, concerns regarding department activities are brought to the Chair.

• Where the Chair is partner/spouse, faculty or staff members (including his/her partner) may take any concerns regarding conflicts of interest to the Associate Chair, the Chair Designate or, if necessary, the Divisional Dean without prior consultation with the Chair and without fear of reprisal. In addition, if the Chair Designate and/or the Associate Chair have any concerns about unfair evaluations and inappropriate actions as a result of decisions they have made regarding the partner/spouse, they may also take these concerns to the Divisional Dean, without prior consultation with the Chair and without fear of reprisal. Those who hear concerns will respect the confidentiality of this process.

G. Hiring

• A faculty member will excuse him or herself from hiring discussions and votes that involve a spouse/partner.

• When the department is considering the hire of a spouse/partner, the Executive Committee should organize a procedure that allows for a round of anonymous discussion to take place prior to a vote. This might, for example, involve Catalyst or requesting that the College organize a process that solicits faculty comments that would be summarized and made available to faculty on an anonymous basis.

H. Confidentiality

• Faculty and staff have a right to expect that the Chair will not share private or confidential conversations or issues regarding them with a partner/spouse who is also a member of the Department.

Information for Communication MA and PhD Students 2017-18
From Department Chair David Domke

We are delighted to have you here in the Department of Communication and look forward to working with you. This memo outlines how we support graduate student teaching, research, and service, specifically our policies on funding for research, travel, photocopying, and computer lab use. *These policies derive from our desire to provide support for the things you most need – at the same time making appropriate use of limited resources.* We know you'll have a productive experience here at UW, and we look forward to sharing your triumphs as researchers, writers, teachers, and members of the scholarly community.

Important Department Events

We hope you will join faculty, staff, and other students for official Department events. Most notably, there will be colloquia, opportunities to meet with alumni and mentors, and sponsored conferences. There are several events that are particularly important, and we hope you will join us for them:
- Departmental colloquia talks, one or two each quarter
- Thomas Scheidel Lecture, winter or spring quarter
- Departmental Graduation, June 7, in the Quad

Research Support

Support of graduate student research is a high priority for the Department; *undertaking and completing research is what we're about first and foremost*. With this in mind, monies to support research by graduate students are provided from five principal sources. As a note, funds for dissertation research are available to students only subsequent to passage of their qualifying examinations

1. Travel funds
We provide support for graduate student research in several ways (see next couple items), and we are committed to providing support to students who are presenting research at leading communication conferences. These funds come both from faculty, staff, and alumni of the Department of Communication who have made donations, and from departmental revenue sources including public lectures, our Master's in Communication Leadership program, and online teaching. Requests will be considered three times a year: October 1, January 15, and April 1. *In 2017-18, there will be $10,000 for research travel for graduate students. The process of application is detailed in the "travel support" section below.*

2. Ames Endowment
One place of support for graduate student research is the Janice and William Ames Endowment, established by alumni to honor a long-time School of Communications professor (William Ames) and a long-time supporter of the Department of Communication, Janice Ames. According to terms of the endowment, priority is given to research focusing on difference/diversity.

Requests for support should include (a) a description of the research project and a statement regarding its significance; (b) a statement of how it meets the endowment's focus on difference/diversity; (c) an itemized budget up to $400; and (d) a statement on how the work will advance the student's research agenda (e.g., thesis, conference paper, publication). Submit an electronic copy via email to Heather Werckle, Assistant Director of Academic Services, Graduate Programs. Requests will be considered three times a year: November 1, February 1, and April 15. In an effort to use our limited funds wisely, and to ensure that all grad students have equal access to these funds, we will limit students to no more than 1 award per academic year.

All recipients of funding must file a report on their work with the funds, noting (a) what was done, and (b) how the work led to a conference paper or publication. This report is due 6 months after receipt of the research funds.
In 2017-18, there will be $2000 for graduate student research available from the Ames Fund.

3. Communication Graduate Student Research Fund

There also is a general funding pool to support graduate student research broadly, covering any topic and type from exploratory projects to theses and dissertations. Requests for support should include (a) a description of the research project and a statement regarding its significance; (b) an itemized budget up to $400; and (c) a statement on how the work advances your research agenda (e.g., thesis, conference paper, publication). Submit an electronic copy via email to Heather Werckle, Assistant Director of Academic Services, Graduate Programs. Requests will be considered three times a year: November 1, February 1, and April 15. In an effort to use our limited funds wisely, and to ensure that all grad students have equal access to these funds, we will limit students to no more than 1 award per academic year.

All recipients of funding must file a report on their work with the funds, noting (a) what was done, and (b) how the work led to a conference paper or publication. This report is due 6 months after receipt of the research funds.
In 2017-18, there will be $2000 for graduate student research available from the Communication Graduate Student Research Fund.

4. Peter Clarke and Susan Hope Evans Graduate Research Fund

The Peter Clarke and Susan Hope Evans Graduate Research Fund was founded by Peter Clarke, an alumnus of the School of Communication, 1958, and former faculty member, 1963-1972, and his spouse, Susan Hope Evans, a distinguished scholar of Communication. This fund focuses its support on graduate student research that promises to yield social benefits. The fund intends to encourage graduate students committed to the improvement of conditions of life experienced by people burdened by a disadvantage, such as low income or a condition that is stereotyped negatively. Research plans should yield outcomes that will, plausibly, improve the lives of disadvantaged people, or the robustness of organizations that serve them.

Interested students should submit a 2-page, single-spaced proposal that (a) describes the problem to which research will be addressed; (b) articulates an appropriate research method that will be brought to bear on that problem, with potential methods fitting within the canon of humanistic, behavioral, or other approaches to inquiry; (c) forecasts how the resulting knowledge will yield social benefits; and (d) presents a budget of direct expenditures (limit of $2500 except in compelling circumstances). Submit an electronic copy via email to Heather Werckle, Assistant Director of Academic Services, Graduate Programs. Requests will be considered three times a year: November 1, February 1, and April 15. In an effort to use our limited funds wisely, and to ensure that all grad students have equal access to these funds, we will limit students to no more than 1 award per academic year.

All recipients of funding must file a report on their work with the funds, noting (a) what was done, and (b) how the work led to a conference paper or publication. This report is due 6 months after receipt of the research funds, and if the work is not done at that time, another report is due 12 months after initial funding.
In 2017-18, there will be $10,000 for graduate student research available from the Clarke and Evans Graduate Research Fund.

5. Barbara Warnick Dissertation Proposal Award

The Barbara Warnick Research Endowment provides financial support for insightful, creative scholarly research by M.A. and Ph.D. students in the Department of Communication. This Endowment honors the research, teaching, mentoring, and service of former UW Professor Warnick, whose leadership in Communication Studies broadly, and rhetorical scholarship especially, produced knowledge about public argument that has inspired many colleagues and students. As part of this endowment, the Department

offers an annual Dissertation Proposal Award open to all research themes, theory, and methods, in the amount of $3000. The deadline for consideration each year is April 15. Interested students should submit to Heather Werckle, Assistant Director of Academic Services, Graduate Programs, a 3-page, single-spaced proposal that: 1) Describes the problem to which research will be addressed; 2) Articulates an appropriate conceptual framework and research approach that will be brought to bear on that problem, with potential methods fitting within the canon of humanistic, behavioral, critical, or other approaches; and 3) Identifies how the resulting knowledge will yield scholarly and/or societal value. The proposals will be reviewed by the MA/PhD Graduate Committee, which will make funding decisions in coordination with the Chair of the Department of Communication.

6. Annual Awards for Outstanding Completed Research

The Department also issues annual awards for excellence among graduate students. One of these is named and funded in honor of Barbara Warnick, and one is funded and named in honor of Janice and William Ames, all of whom were noted earlier. The goal with these awards is to recognize outstanding *completed* work by graduate students. Faculty will reward projects that are intellectually rigorous and skillfully executed. Consideration for these awards will be extended to a broad range of topics involving communication and with a broad range of approaches to scholarship and practice. Students interested in having their work considered should submit their thesis, project, paper, or dissertation to Heather Werckle, Assistant Director of Academic Services, Graduate Programs, via the dropbox link sent out before the deadline, and provide a letter of support from at least one faculty member who served in an advisory capacity (from the committee for a thesis or dissertation) for the work. Faculty may also nominate student works for consideration. The deadline for consideration each year is April 15. Thesis, project, paper, or dissertation materials must have been accepted by the appropriate faculty committee or supervisor for completing degree requirements during the 12 months preceding April 15 each year. A faculty committee that represents diverse intellectual and methodological interests will review the submissions and recommend awards in these four categories:

1. Top Master of Arts thesis or paper
2. Top PhD dissertation
3. Top Paper in Rhetoric (created + named in honor of Barbara Warnick)
4. Top Paper in Communication and Difference (created + named in honor of Janice and William Ames)

Each award carries a cash prize for the category of $1000. There is no obligation for the faculty committee to recommend awards every year in all categories.

Travel Support

The Graduate Student Travel Policy can be found at http://www.com.washington.edu/student-admissions/graduate-admissions-maphd/graduate-student-travel-policy/. Students are eligible for travel support only for the duration of their contract with our Department. Please note the deadlines for these applications; on occasion, we will accept "off cycle" applications, if an acceptance came in after a deadline but travel dates require that the student not wait until the next funding round.

   Students should complete the travel request form and submit it electronically via email, along with electronic versions of the paper/abstract accepted and acceptance letter, to Heather Werckle, Assistant Director of Academic Services, Graduate Programs. Students whose abstracts are accepted are expected to electronically submit a full paper to her before the conference. Hard copy submissions are not accepted.

      Note that funding is primarily to help graduate students who are presenting research papers at leading communication academic conferences. Priority thus goes (in descending order) to (1) general communication academic conferences (e.g., International Communication Association, National Communication Association, Association for Education in Journalism and Mass Communication), for which $500 is provided for a student with a research paper; then (2) significant subject area conferences in communication (e.g., American Journalism Historians Association, Rhetoric Society of America,

Association for Internet Researchers, Popular Culture Association/American Culture Association, and the Midwest Association for Public Opinion Research), for which $350 is provided for a student with a research paper; then (3) regional communication conferences (e.g., Western States Communication Association, Northwest Communication Association), for which $300 is provided for a student with a research paper; and finally (4) conferences that are not directly related to communication (e.g. Cultural Studies International; American Sociological Association; American Studies Association), for which $200 is provided for a student with a research paper.

"Recycled" papers (i.e., papers that already have been presented at a conference) are usually not allowed to be presented again and, in any case, will not be funded.

Our goal is to provide substantial funding for at least one leading academic conference a year for every graduate student who is the solo or lead author on a research paper. If you plan to attend several conferences during any one year, you will need to designate which conference is your top priority. If there are multiple authors for a paper, we can likely fund only one person for the conference, so you will need to decide who applies for funds.

If you have had funding previously, we will want to know what you have done to move your earlier paper toward publication. For those with earlier funding, we will give higher priority to those who have published (or submitted for publication) earlier work.

Given limited resources, the Department inevitably needs to prioritize travel funding for students. Within the parameters noted above, we will provide travel funding for up to two years for MA students; up to four years for Ph.D. students; and up to five years for MA/PhD students. Travel funding for students who exceed their expected time in the program will be considered only when students remain productive *and* when funds are available. A student can receive a maximum of $750 in travel funding annually from the Department per fiscal year (July 1 to June 30).

We are typically unable to provide funding for officers or representatives at a conference.

We are unable to provide funds to attend a conference if you do not have a research paper to present.

Unexpected Hardship Support

Dolores Eyler (class of 1981) created the Dolores Eyler Fund to support Communication students who encounter significant expenses due to unexpected and difficult circumstances. Realizing that such moments can cause great hardship for students and interfere with their studies and progress at the UW, this Fund provides unconditional grants—funds that do not need to be repaid—for students to help them through challenging situations.

Students can apply for up to $1000 once per fiscal year (July 1 to June 30) to cover expenses that are unexpected. Because such expenses can take infinite form, we cannot offer a comprehensive definition of what qualifies for grants. Here are some circumstances that might prompt someone to apply for a grant from the Dolores Eyler Fund:

- health care costs
- travel for family emergencies
- work disruption
- stolen goods

Because these funds are meant to cover unexpected hardship moments, they cannot be used towards equipment normally needed by all graduate students, such as computers.

To apply for funds, students provide a one-page explanation of their request and a means for documenting the expenses (examples might include a bill or invoice or receipt, official letter or notice, police report, or names and contact information for specific individuals). This is to be turned in to Heather Werckle, Assistant Director of Academic Services, Graduate Programs, who will then consult with a committee of faculty and staff. Students will be notified within 72 hours whether their request will be funded—either in full or in part.

At some point during the fiscal year these funds will be exhausted; when that occurs, we will not have new funds until the following academic year.

Other Support for Your Work

Photocopying
The Department of Communication has two photocopy machines: one on the third floor, another on the first floor in the main office. We must pay for all copying, at the rate of about 6 cents per page, on the copy machines. The copying is not free, and comes out of general departmental funds. The cost of paper is over and above this figure; each sheet of paper costs about 7-8 cents. Copying of personal material should be done in the UW copy centers or elsewhere (there is one in the basement of our building), by paying with your own funds.

The following are authorized copying uses:
- Photocopies for a class for which you are a TA or Instructor of Record
- Photocopies for a professor for whom you are an RA
- One copy of a conference paper

Authorized uses do not include these:
- Copying of full course-readers, either for grad students or for undergrads
- Personal photocopying (e.g., tax forms, letters, other personal records)
- Copies of papers for seminars or other classes
- Copies of surveys, consent forms, etc. (unless you have received funding from one of the Graduate Student Research Funds)
- Copies of conference papers, dissertations, theses

All photocopy use is monitored and reviewed monthly. In 2017-18, graduate students will have a ceiling of 500 photocopies a quarter (350 on third floor, 150 on first floor). If there are extenuating circumstances, please contact Wendy Durant in the main office. The Risograph machine is cheaper; please make class handouts on it.

Because we do not provide copies of readings for students, you should try to create a coursepak or post readings online (through UW libraries E Reserves).

Technology: Graduate Computer Lab
Please pay attention to the follow protocols and policies concerning your use of the graduate computer lab. We have developed these protocols and policies in consultation with Communication graduate students. The "honor" system dealing with printing, in particular, was adopted at the request of graduate students; we agreed we could avoid more formal policies (such as charges to students for the lab) if everyone limited printing.

● The lab is for Communication graduate students or students taking COM 500 level or above courses only, so keep the door closed and locked at all times. Don't hesitate to inquire when someone unfamiliar is in the lab or to seek help.
● The equipment in the graduate computer lab is intended for your research, coursework, and TA/RA work only. It is not for personal use, with the exception of checking e-mail.
● Even for work-related use, please be careful what you do on these machines – as well as on the machines in the TA/RA offices – to help prevent viruses and spyware. Be selective in what websites you visit and items you download. Do not download or install any software and do not change any settings on the computers.
● Remember that printing is more expensive for the Department than making copies because of the high cost of toner. Please respect the following rules regarding printing:
--- You may print *one copy of the final version* of a seminar paper, thesis, or dissertation. You must make additional copies at your own expense.
--- While it sounds like a good idea, *do not recycle paper* in the printer. Paper that has print on the other side will likely cause the printer to jam. *Use only departmental paper* in the printer.

--- Articles posted by faculty as pdf files for your graduate seminars should not be printed out in the grad lab. The intent is to save paper and costs. If you wish to have a copy, ask your professor to have an original available on reserve so a copy can be made.

--- Please do not print multiple copies of any document in the grad lab. *Print one original,* then make photocopies. If it is TA or RA-related work, you should use one of the Department's Xerox machines or the Risograph on the third floor (the most cost-effective of all). If it is your own work (e.g., copying for research or class), it is necessary to make copies outside the department.

--- Finally, print wisely and only when essential: format for 2 pages-per-page (under File-Page Set up) and cut and paste from websites into a Word document to avoid printing unnecessary and toner-hungry graphics, banners, photos, and information.

Thank you for being part of our Department and community. We believe that these policies promote the productivity of work across our students, staff, and faculty. If you have suggestions or questions, please contact Heather Werckle, Assistant Director of Academic Services, Graduate Programs, Graduate Program Coordinator LeiLani Nishime, or Department Chair David Domke.

DEPARTMENT OF COMMUNICATION

UNIVERSITY *of* WASHINGTON

Appendix I: Outreach and Alumni Engagement.

In 2002, the Department of Speech Communication and the School of Communications merged to become the UW Department of Communication that we know today. In our second decade together, we have thrived, even in tough economic times. Our goal is to be a center for excellence, and that is what we are.

Since 2002, the Department has created an extensive and proactive alumni outreach and development effort. The foundation of our efforts has been a focused plan to build strong alumni and community engagement.

The key components to our alumni and community engagement are:

- One full-time Outreach & Alumni Relations Manager focused in alumni outreach, development and stewardship. This staff member works closely with the College of Arts & Sciences Advancement and Regional Advancement teams to discover and engage alumni and other people interested in the Department, and connects them with opportunities to realize their values and dreams through philanthropy.
- The Outreach & Alumni Relations Manager works with the Chair to identify opportunities to connect alumni with faculty for philanthropic purposes.
- The Outreach & Alumni Relations Manager works with the Chair to provide extensive stewardship to current donors.
- Creation of a broader Outreach & Engagement Team that includes the Outreach & Alumni Relations Manager, Communications Specialist, Coordinator of Student Relations and Community Advancement Officer. This group meets bi-weekly and oversees several dozen activities a year, including a number of student and alumni programs.
  - Alumni Programming include:
    - Alumni of Distinction – every year, the UW Department of Communication honors outstanding alumni who are making a difference in their careers and out in their communities by inducting them in our Alumni of Distinction. Awards include: Hall of Fame, Alumni Mentor Award, Early Career Award, and Communication Leader Award
    - Hall of Fame Insider's Reception – every year, Alumni Hall of Fame member are invited to an exclusive event to hear about the Department's work and exciting opportunities. Select faculty members present snapshots of their latest research projects.
    - Faculty Lectures – Our colloquia series provides an opportunity for faculty (both at the Department and other invited institutions) to share their research; and is open to students, faculty, staff, alumni and friends. The Communications Specialist cross promotes these events to invite other relevant UW Departments and Units.
  - Student Programming include:
    - Excellence and Scholarship Award Ceremony – in the two end-of-year academic award ceremonies, the Department honors students with financial awards whom proven exceptional in the areas of journalism, research, communication, and ethics. Donors are invited to the ceremony to meet with scholarship/excellence awards recipients.
    - Career Kickstart – a series of programs for students to meet with alumni in workshops targeted to preparing students for career success.
      - Career Exploration Trips to Los Angeles, New York City and Seattle: Career Exploration presents students with the opportunity to go out into the world and meet with leading communication professionals

in TV production, journalism, public relations, the nonprofit sector and more. This is a unique chance for them to expand their networks in Los Angeles, New York City, and in Seattle. The Outreach & Alumni Relations Manager sets the itinerary for the trips by communicating and setting meetings with alumni and friends.

- Internship to Interview: Interview to Internship (i2i), a Career Kickstart program, prepares students for life after college by giving them an immersive interview experience. In i2i, company representatives looking to hire interns visit the UW Department of Communication for two hours to conduct 15-minute interviews with pre-selected UW Comm students. Through the program, students have the opportunity to meet with a variety of potential employers and secure dynamic internships. The Outreach & Alumni Relations Manager actively seeks local organizations, community partners, and alumni for i2i opportunities.

- o Broad-based Engagement Programming: The Department hosts events receptive to the needs of the community at large. Examples include:
  - Why Journalism Matters: News Literacy in a Democracy. A half-day conference dedicated to media and news literacy. The event featured an exclusive interview between Andrea Otanez, the Journalism program coordinator, and Washington state Attorney General Bob Ferguson.
  - "What Happened? The Role of Traditional and Social Media in the 2016 Election", a panel discussion on the results of the 2016 election and the media patterns that both facilitated and failed to predict the outcome.

- Active communication with alumni and community utilizing diverse digital platforms including the Department website, newsletters and social media platforms. The Department Communications Specialist announces student, faculty and alumni accomplishments, news and interviews on our social media platforms and Department website.
  - o Social Media platforms include:
    - Facebook
    - Instagram
    - LinkedIn
    - Twitter
    - YouTube
    - SoundCloud
  - o Four-times-a-year e-newsletter – the newsletter reports on departmental developments and the achievements of our students, faculty and alumni.
  - o Targeted outreach that specifically identifies particular opportunities for advanced community engagement.

- The Communications Specialist actively pitches and works with UW publications (Perspectives, Columns, etc.) to coordinate placement of Department content.

- Creation of the UW Department of Communication Alumni Professional Development Board. The Alumni Board is a vibrant and engaged group of alumni who are dedicated to mentoring students, providing lifelong learning experiences for alumni and friends, and contributing to the community. An Alumni Board mentoring program is set to launch in 2019.

- Designated UW Advancement Student Calling Night for Department fundraising. Student Callers conduct solicitation to alumni and donors of behalf of the Department.

The Chair also devotes substantial effort and time to alumni outreach and development. Activities by the Chair, with support from and consultation with the Outreach & Alumni Relations Manager, since 2008 include:

- Visits to alumni in Los Angeles, San Diego, San Francisco, Portland, New York City, Washington, D.C., and Chicago.

- Extensive outreach (dinners, lunches, coffee meetings, etc.) in Seattle and the Puget Sound region, as well as targeted trips in greater Washington state.
- Extensive review of alumni lists to identify alumni who can be engaged.
- Extensive stewardship of current donors.
- Extensive coordination with development staff from the College of Arts and Sciences and from UW Central Development. The Outreach & Alumni Relations Manager is a member of the UW's Constituent Relations working group and, thus, is closely tied to university-wide development initiatives.

Timeline for Second-Year Reviews

<u>NOVEMBER</u>
1. Meet with Assistant Professor, discuss general expectations for process
      (a) personal statement, provide examples by previous Asst Profs
      (b) timeline
      (c) potential internal review committee members
2. Name review committee.
3. Ask for draft of personal statement from candidate by December 15

<u>DECEMBER AND JANUARY</u>
1. Work through revisions of personal statement
2. Assistant Professor pull together all materials

<u>FEBRUARY</u>
1. Assistant Professor finalize personal statement by February 5
2. By same date, candidate supplies 1 electronic copy of all research materials (articles, chapters, books) on website
3. Candidate supplies 1 electronic copy of all teaching materials (classes taught, peer and student evaluations, syllabi)
4. Candidate supplies 1 electronic copy of additional materials: personal statement, CV, YARs.
4. All materials go to the internal review committee, with deadline of report to chair March 15

<u>MARCH</u>
1. By March 15, final report received from review committee
2. Provide review report to candidate
3. Candidate has one week to respond. Some response is required -- anything from got it, read it, thank you, to offering corrections, responses, clarifications.
   • Candidate's response included in package for faculty and Divisional Dean
4. Associate and Full professors have 10 days to review full package.
5. Associate and Full professors meet, discuss, vote.
6. Synopsis of this discussion provided to candidate.
7. Candidate has one week to respond. Some response is required -- same as earlier
   • Candidate's response included in package for full profs and Divisional Dean
8. Chair writes letter: includes faculty discussion and vote, and own assessment

<u>APRIL</u>
1. All materials assembled, copies made, delivered to the College.
   • Official copy placed in candidate personnel file

Timeline for Promotion Packages for Assistant Professors

<u>NOVEMBER</u>
1. Meet with Assistant Professor, discuss general expectations for process
      (a) personal statement, provide examples by previous Asst Profs
      (b) timeline
      (c) potential internal review committee members
2. Name review committee.

<u>JANUARY</u>
1. Meet with Assistant Professor, begin formal process
      (a) Ask for first draft of personal statement from candidate by February 10
      (b) Ask to think about potential external reviewers

<u>FEBRUARY</u>
1. Assistant Professor, Department Chair, and Review Committee Chair discuss potential external reviewers

<u>MARCH</u>
1. Assistant Professor finalizes personal statement by March 25

<u>APRIL</u>
1. Candidate supplies 1 photocopy of all research materials (articles, chapters, books) on April 1
  • Dept staff keeps master copy, makes one copy for dept review committee
  • Dept staff make copies for external reviewers.
  • Dept buys any needed book copies for external reviews
2. Candidate supplies 1 photocopy of all teaching materials (classes taught, peer and student evaluations, syllabi).
  • Dept staff keeps master copy, makes one copy for dept review committee
  • Dept staff make copies for external reviewers.
3. Candidate supplies 1 photocopy of additional materials: personal statement, CV, YARs.
4. All materials go to the internal review committee, with deadline of initial response to chair May 10
5. Contact possible external reviewers by email (contact 5; need 3)
  • Packets to them by May 15 and would need to hear back by September 1
  • This is query letter, not formal letter dictated by the College
  • If all 5 don't say yes, then take next names from lists

<u>MAY</u>
1. On May 15, send out official letters of review request, research materials, candidate's personal statement, and
   candidate's CV to external reviewers. Request letters by September 1.

<u>AUGUST</u>
1. On August 10, send email checking in, remind external reviewers of letter return by September 1.
2. When letters arrive, keep original in dept materials, give copies to the review committee chair.

<u>SEPTEMBER</u>
1. On September 15, final report received from review committee (with references to external reviews)
2. Provide review report to candidate (with references to external reviewers redacted).
3. Candidate has one week to respond. Some response is required -- anything from got it, read it, thank you, to
   offering corrections, responses, clarifications.
  • Candidate's response included in package for full faculty and College Council

<u>SEPTEMBER-OCTOBER</u>
1. Faculty have 10 days to review full package.
2. Faculty meet, discuss, vote.
3. Synopsis of this discussion provided to candidate.
4. Candidate has one week to respond. Some response is required -- same as earlier
  • Candidate's response included in package for College Council
5. Chair writes letter: includes faculty discussion and vote, and own assessment

<u>OCTOBER</u>
1. All materials assembled, copies made, delivered to the College (usually by October 15).
  • Master copy retained in dept.

Timeline for Promotion Packages for Associate Professors

<u>JANUARY</u>
1. Associate Prof provides updated CV plus paragraph overview to Chair by January 10
2. Chair gathers input from full professors and Divisional Dean about Associate Prof's record
3. Chair meets with Associate Prof to discuss feedback. If decision is to move forward, then we do

<u>FEBRUARY</u>
1. First draft of personal statement from Associate Prof due to Chair by February 20; subsequent drafts ensue
2. Associate Prof and Chair talk about potential members for internal review committee
3. Chair composes internal review committee
4. Associate Prof provides names for external reviewers, and rationale for each. This could also include people to NOT include for reviews, if compelling reason
5. Chair talks with review committee chair, gets suggestions from that person for external reviewers
6. Chair and committee settle on 5 names with alternates

<u>MARCH</u>
1. Associate Prof completes personal statement by March 15
2. Chair contacts possible external reviewers by email (contact 5; need 3 but ideally have 5)
   • Packets to them by April 15 and would ask to receive letter by August 15
   • This is query letter, not formal letter dictated by the College
   • If first 5 don't say yes, then move on to alternate names

<u>APRIL</u>
1. Associate Prof uploads copies of all research materials (articles, chapters, books) by April 1
   • Dept staff make any hard copies for internal and external reviewers
   • Dept buys any needed book copies for internal and external reviews
2. Associate Prof uploads copies of all teaching materials (classes taught, peer and student evals) by April 1
   • Dept staff make any hard copies for internal and external reviewers
3. Associate Prof uploads copies of all additional materials: personal statement, CV, YARs by April 1
   • Dept staff make any hard copies for internal and external reviewers
4. Chair provides all materials to the internal review committee, with deadline of report to chair Sept 15
5. By April 15, Chair sends out official letters of review request, candidate's personal statement, candidate's CV, and sample of research materials to external reviewers. Requests letters by August 15.

<u>AUGUST</u>
1. On August 1, Chair sends email checking in, reminds external reviewers of letter return by mid-Augustish
2. When letters arrive, Chair keeps original in dept materials, gives copies to the review committee chair.

<u>SEPTEMBER</u>
1. On September 15, Chair receives final report from internal review committee (with references to external reviews)
2. Chair provides review report to Associate Prof (with references to external reviewers redacted)
3. Associate Prof has one week to respond. Some response is required -- anything from got it, read it, thank you, to offering corrections, responses, clarifications
   • Associate Prof's response included in package for full profs and College Council

<u>OCTOBER</u>
1. Full professors get materials by Oct 5 or so and have time to review full package

<u>NOVEMBER</u>
1. Full professors meet, discuss, vote at faculty meeting Nov 7
2. Synopsis of this discussion provided to Associate Prof
3. Associate Prof has one week to respond. Some response is required -- same as earlier
   • Associate Prof's response included in package for full profs and College Council
4. Chair writes letter: includes full profs' discussion and vote, and own assessment
5. Chair submits all materials submitted to the College (usually by Dec. 1).
   • Official hard copy retained in Associate Prof's personnel file