University of Washington
Department of Communication
http://www.com.washington.edu/Program/index.html

Self study, June 2007.

The University of Washington Department of Communication began July 1, 2002, with the merger of the Department of Speech Communication and the School of Communications. In the past five years, we have built upon the strong foundation provided by the parent departments to create a Communication program that incorporates both traditional "speech" and "mass media" perspectives in teaching and research through both humanistic and social science modes of inquiry.

Our chief accomplishments over the past five years include:
- Substantial research productivity, with a high national profile in several areas of the discipline.
- Ranking as a "top 10" department in three areas: political communication, communication technology, and intercultural and international communication.
- Excellence in teaching, with innovative engagement of students, campus leadership in pedagogy, and with 6 of the UW's Distinguished Teachers on our faculty.
- Continued support for traditional strengths in journalism and public speaking.
- National re-accreditation of the Department's journalism program.
- Energetic outreach to alumni and friends, with a doubling of our endowments to $4.5 million.
- A collegial and successful merger of the two parent departments, creating an intellectually synergistic culture.

The Department of Communication has 30 faculty, 17 staff, approximately 850-900 undergraduate students (150 in Journalism and 700-750 in Communication), and about 120 graduate students (in the Ph.D., MA., MC Native Voices and MC Digital Media programs).

Our self study is divided into eight sections:
I. General Self Evaluation
II. Faculty
III. Teaching
IV. Research and Productivity
V. Diversity
VI. Degree Programs
VII. Graduate Students
VIII. Appendices

<u>I. General Self Evaluation</u>

1.Research strengths

<u>Productivity:</u> The faculty of the Department of Communication have active research agendas, and productivity has been high during the 5 years since the creation of the Department. During that time, Communication faculty have authored 26 books, edited 8 books, published 143 journal articles, and written 112 book chapters.

<u>Quality:</u> In addition to producing a substantial number of publications, the faculty have published with:

- <u>leading academic presses</u> (including University of Chicago, Oxford University, Cambridge University, University of Illinois, Bedford/St. Martin's, Sage, Peter Lang, Columbia University, New York University) and
- in <u>top tier journals</u> (including *Journal of Communication, Journalism and Mass Communication Quarterly, Political Communication, Argumentation and Advocacy, Rhetoric and Public Affairs, Journal of Computer-Mediated Communication, Journal of Public Deliberation, Human Communication Research, Annals of the American Academy of Political and Social Sciences, New Media and Society, Journal of Personal and Social Relationships, Quarterly Journal of Speech, and Critical Discourse Studies.*)
- and in <u>significant collections</u>, such as the *Handbook of Media Management and Economics, Handbook of Political Communication, Deliberative Democracy Handbook, Handbook of Public Opinion Research, Handbook of Interpersonal Communication, Handbook of International and Intercultural Communication*, *Handbook of Language and Social Interaction,* and the *Handbook of Nonverbal Communication*.

<u>Impact, recognition</u>
Our faculty have produced scholarly articles that have shaped the field of communication and the social scientific and humanistic fields beyond our own. One measure of this impact is the Social Science Citation Index. Among the most influential articles are Mac Parks' article "Making friends in cyberspace" (*Journal of Communication* Vol. 46), which has been cited 119 times in peer-reviewed journals since the study first appeared in 1996 and Lance Bennett's "Toward a theory of press-state relations in the United-States" (*Journal Of Communication* 40), cited 108 times since its publication in 1990.   A more recent work having a clear impact is Patricia Moy's co-authored 1999 article, "Community, communication, and participation" (*Political Communication* 16), which has been cited 71 times. David Domke and John Gastil also have recent articles cited 25 or more times since they appeared in that same year.

Another measure of research reputation is the invitation for faculty to serve as editors, reviewers, or editorial board members for academic journals.   Our faculty serve in these roles for 59 journals, including *American Political Science Review, Argumentation and Advocacy, Communication Monographs, Communication Theory, Critical Studies in Mediated Communication, Human Communication Research, Journal of Communication, Journal of Public Deliberation, Journalism and Mass Communication Quarterly, Journalism History, New Media and Society, Philosophy and Rhetoric, Political Communication, Public Opinion Quarterly, Quarterly Journal of Speech, Rhetoric and Public Affairs, Telematics and Informatics,* and *Visual Communication*.

In 2004, the National Communication Association ranked the Department of Communication in the top ten nationally in three areas (Political Communication, #5; Intercultural and International Communication, #7; and Communication Technology, #10). In 2004, the Interpersonal-Small Groups area was ranked #13.   In the 1996 NCA study, only Intercultural ranked in the top 10, at #7.

A variety of organizations have recognized our faculty for their research; these awards include:
- W. Lance Bennett, Murray Edelman Career Achievement Award in Political Communication, American Political Science Association;
- Leah Ceccarelli, Rhetoric Society of America Book Award for *Shaping Science with Rhetoric'*
- David Domke, Hillier Krieghbaum Under-40 Award for Outstanding Achievement in Research, Teaching, and Public Service, Association for Education in Journalism & Mass Communication'
- Philip Howard, Best Book Award from the Communication & Technology Division of the ASA for *New Media Campaigns and the Managed Citizen;*
- Matt McGarrity, National Speakers Association, Robert Henry Outstanding Professor Award;
- Gerry Philipsen, 2006 Paul Boase Award for Lifetime Achievement in Scholarship in Communication;
- Crispin Thurlow, *Associate Research Fellow*, Centre for Language & Communication Research, Cardiff University, UK; James J. Bradac Award for *Outstanding Research by a Junior Scholar*, International Association for Language and Social Psychology;
- Doug Underwood, Distinguished Book Award (2003), Society for the Scientific Study of Religion (SSSR). *From Yahweh to Yahoo!: The Religious Roots of the Secular Press;*
- Don Wulff, Bob Pierleoni Spirit of POD Award, Professional and Organizational Development Network in Higher Education, 2002;
- Richard Kielbowicz, the Covert Award in Communication History, for the best article in communication in 2006, Association for Education in Journalism and Mass Communication.

The University of Washington has recognized the Communication faculty's research excellence through the award of Royalty Research Funds. RRF awards signal acknowledgement of original, cutting-edge research by our faculty members. This research is peer reviewed within UW; the significant number of RRF grants we've received in recent years shows that colleagues in other departments value our work. Recent RRF awards: John Gastil ($35,642 in 2004), Phil Howard ($38,245 in 2007, $38,791 in 2003), Crispin Thurlow ($25,241 in 2006), David Domke ($4,375 in 2006), and Gina Neff ($39,665 in 2007)

Later in this report, we detail further the work of our faculty in: (1) Setting research agendas; (2) Interdisciplinary research; (3) Creation of research resources for others; and (4) Public scholarship.

2. Teaching Strengths: Undergraduate
The faculty of the Department of Communication are widely recognized at the University of Washington for excellence in teaching; six faculty are recipients of the University's top teaching award the Distinguished Teaching Award, one is the recipient of the UW's Award for Lifelong Learning; one was named the Washington state Professor of the Year, 2006, Carnegie Foundation for the Advancement of Teaching and the Council for the Advancement and Support of Education.

Some of the characteristics of undergraduate education in the UW Department of Communication are:

1. Discovery/inquiry based learning
Like many in the academy, we have moved away from the notion of the instructor/professor as the source of all knowledge in the classroom. While faculty expertise continues to play a key role in our classes, we also create courses that encourage students to "discover" knowledge through their own research and other activities. A few examples of discovery-based learning include:
- In Philip Howard's Basic Concepts of New Media course (Com 300) in 2005, students went "war driving" to produce a map of free wireless Internet access fields in downtown Seattle. The gave the map to the Mayor's office, because he was considering a plan to coordinate free wi fi services to the city's churches and charities.
- In Lisa Coutu's fieldwork course (Com 485), students go into the field to identify and then study communication phenomena. Through observation and analysis, they find "real world" examples of phenomena, and then do further research to understand and expand upon what they've seen.
- In Kirsten Foot's Communication Technology and Policy course (Com 407), students conduct participant observation on line – to discover first hand the ways issue advocacy groups and electoral campaigns use digital technologies. Students join the e-campaign of their choice, then document their online interactions with the campaign.

2. Mentorship, independent study
Our faculty serve as mentors for our undergraduate students in several ways, supervising internships as well as independent study work. Six examples of such mentorship are:
- Gina Neff supervised the work of undergraduate Alan Hui-Bon-Hoa on gender in popular culture. He presented his work at the UW Undergraduate Research Symposium (May 2007) and received an UW Arts and Sciences Undergraduate Research Award.
- Karen Rathe and Kathy Gill directed six undergraduates in a research project on the future of the American newspaper in spring 2006.
- Kathleen Fearn Banks supervises the Mike Jordan Scholars, a group of about 20 students, for which she organizes mentorship related activities.
- The Department's Mentor Lunch series brings alumni to meet with students to talk about the mentor's experiences, and to help students think about their education and their careers. This program includes about 20 alumni mentors and 110 students each year.
- In 2006-7, 16 UW Communication students participated in the UW Undergraduate Research Symposium, presenting work they did with faculty mentorship.
- Kirsten Foot mentored a Mary Gates Scholar doing research on deliberation in computer-mediated communication.

3. Encouragement for undergraduate research
Communication faculty recognize that an ideal undergraduate program is one in which students *learn how to learn*. We seek to make sure that every student leaves the University with significant research skills. The Department emphasizes its commitment to research for undergraduates in several ways:
- Honors Program. Each year, approximately 15 students participate in the Department's honors program, with a one-quarter research design class, followed by the senior thesis.

- Jody Nyquist Excellence in Communication Awards. Each year, the Department recognizes students for outstanding research. In 2006-7, the awards went to students for work in: technology, political and international communication, and social interaction.
- Pioneer Newspaper Awards. In 2006-7, these awards went to five students for excellence in: feature writing, community journalism, opinion writing, health reporting, legislative reporting.

4. Emphasis on research methods

As part of our commitment to undergraduate research skills, we require every major to take at least one class with a substantial focus on research methods. Some examples of methods courses include:
- In Communication Research Methods (Com 382), students learn about and how to apply surveys, experiments, and focus groups; they grapple with social scientific methods that help them in jobs and in their own lives.
- In Rhetorical Criticism (Com 431), undergraduates learn how to use conceptual tools from the rhetorical tradition (i.e., different rhetorical "methods" such as metaphor analysis, ideographic criticism, etc.) to analyze, interpret, and judge a text.

5. Emphasis on a global/transnational curriculum

UW Communication faculty recognize that students today need a transnational perspective in their education. Our efforts include the following:
- Professor Nancy Rivenburgh teaches a series of high subscribed courses that provide very substantive transnational perspectives at the undergraduate level: Communications and International Relations (Com 321), International Media Images (Com 426).
- Professor Kirsten Foot's Global Communication course (Com 322) introduces students to the history, channels, content, technologies, and regulation of transnational communication systems.
- The Foreign Intrigue Journalism Endowment, created by a Communication alumna, provides funding for journalism internships abroad each summer. In summer 2007, UW journalism students will go Sierra Leone, Indonesia, and China; in 2005 and 2006, students worked in Cambodia.
- In the Department's Rome program, about 25 students study in Rome every winter quarter. Students learn by living in a different culture and experiencing the excitement of Rome, while taking courses in intercultural and international communication.
- Professor Patricia Moy has created an "Exploration Seminar" in Paris (summer 2006, 2007), focusing on public opinion in France.
- In the Department's Athens Program, students spend 5 weeks conducting content analysis and depth interviews on the subject of democracy and media in Greece.

6. Internships, Service Learning

The Department of Communication places a strong emphasis on student internships, in which students apply their campus learning in a "real world" setting. In 2006-7, UW Communication sponsored 216 undergraduate internships (up from 168 in 2005-6) at a wide range of organizations, including: Publicis, Boys & Girls Club (Seattle), UW Press, KIRO 7 News, Office of Senator Patty Murray, Make a Wish Foundation, Seattle Sports Commission, Seattle Metropolitan Magazine, Kidsquest Children's Museum, *Seattle PI*, UW Women's Center, *Oregonian, Seattle Weekly,* Rise N' Shine, One Reel, Sonics Radio, Broadcasting/Entercom, Washington Attorney

General's Office, Bread of Life Christian Church, Henry Art Gallery, Citizens for Off Leash Areas, *Columns*, *Seattle Time,* and the National MS Society.

Students taking internships for credit are required to write a substantive paper that reflects research on internship-related issues. (For example, a student doing an internship at a local radio station might read about market segmentation, to get a sense of how content reflects marketing considerations.)

7. Journalism
The UW Department of Communication is home for the only nationally accredited journalism program in the state. Some of the hallmarks of the journalism program are:
- Community journalism. Students write for local weekly newspapers (such as the *Northwest Asian Weekly*, or the *Jewish Transcript*, or a local neighborhood newspaper), thus getting valuable experience with editors while still having faculty supervision and guidance.
- The Olympia Legislative Internship Reporting Program. Each winter, Communication students cover the Washington state legislature as interns for the leading daily newspapers in the region. A faculty member supervises the students, but they work directly with their newspapers' editors.
- *Seattle Times* Exchange program. Each year, the *Seattle Times* makes available two reporters or editors to teach advanced journalism classes. Recent courses have included Opinion Writing, Covering Communities of Color, Covering Non Profit Organizations, and Covering the Political Process (for autumn 2007). The *Times* also takes one UW journalism intern every quarter.
- *Foreign Intrigue Journalism Endowment*. As noted earlier, this endowment allows the Department to send student journalists to foreign internships every summer.

8.Leadership in teaching at UW
Several Communication faculty take leadership roles in various UW teaching and learning activities, such as the UW Teaching Academy, the Large Class Collegium, Faculty Fellows, GEAR-UP, Discovery course mentorships and the Teaching and Learning Consortium.

3.Teaching Strengths: Graduate
Graduate teaching and mentorship have a high priority in the Department of Communication. Our curriculum provides students a sense of the key issues in the field and also helps them acquire the tools they need to create their own research agendas. Some of the characteristics of the program are:

1. Research-oriented curriculum
All entering students are required to take a three-course core sequence. *Theorizing about Communication* introduces students to various epistemologies in the study of communication and helps them navigate the field's sub-disciplines. In *Communication and Inquiry*, students learn about the inquiry process and the utility of particular methods for investigating research topics and answering different research questions. Finally, because research involves communicating one's work with academics as well as non-academics, *Public Scholarship* examines when and how researchers should engage with others outside academia, and how our work draws from and informs "real-life" problems.

In addition, graduate students are required to take substantively and methodologically oriented seminars. These courses collectively allow students to develop their research interests, yet provide them with a distinctive infrastructure designed to accomplish several goals: an appreciation of intellectual pluralism; an understanding of related disciplines and how they inform communication; the generation of insights that arise from collaborative efforts; and an awareness of the full impact of communication research.

2. Research focus – conference papers, publications
We have emphasized and encouraged graduate student research productivity. In 2006-7, our graduate students presented 69 conference papers and published 10 journal articles and 7 book chapters. In 2005-6, our graduate students presented 54 conference papers and published 13 journal articles.   In 2006-7, the conference presentations include 5 top paper designations, and 3 "top four" designations. In 2006-7, UW Communication graduate students presented their work at numerous conferences, including International Communication Association, National Communication Association, Association for Education in Journalism and Mass Communication, American Association for Public Opinion Research, Association of Internet Researchers, Cultural Studies Association, Midwest Association of Public Opinion Research, National Women Studies' Association, and the Western States Communication Association.

We have prioritized development efforts to support graduate students presenting their research at academic conferences. In the past 3 years, we have allocated about $19,000 a year for them.

3. Mentorship efforts
Mentorship takes many forms; the chief goal is to help graduate students develop their own research agendas, and to gain professional knowledge and confidence. Our activities include:
- Faculty-student collaborations. Faculty regularly work with graduate students on research projects apart from classes. Virtually all graduate faculty members have helped graduate students with conference papers, and some have done joint papers or publications. Valerie Manusov has been the lead author on 9 conference papers with Ph.D. or MA students; with five so far leading to publication. David Domke has co-authored one book, 11 peer reviewed-journal articles and 16 conference papers with 21 Ph.D. or M.A. students. Many other faculty have an active agenda in this area.
- Professional Development Proseminar. (Com 594) The new department created a series of five seminars on professional competences. Ph.D. students are required to take three of these courses, and M.A. students are welcome to enroll.   The seminars are: (1) Graduate School and Career Choices, (2) Ethics, Research, and Teaching, (3) Research Funding: Identification and Proposal, (4) Technology in Teaching and Learning, and (5) Writing for Publication.
- Communication Pedagogy, (Com 596) We offer this course for all of our graduate students; first year teaching assistants are required to take it for 3 quarters. The course focuses on teaching practices that promote active learning in the Communication classroom (e.g., leading discussions, lecturing, developing class activities, grading and providing feedback, etc.) and on developing a teaching philosophy.
- Mentorship Survey. We surveyed graduate students and faculty in 2006-7, to assess the quality of graduate mentorship. The surveys showed a high degree of satisfaction, but the open-ended responses demonstrated that (a) we needed to better inform graduate students about professional expectations and routine academic issues and (b) that faculty should do

more to help <u>all</u> graduate students. We are designing workshops for both graduate students and faculty for autumn, 2007.

- <u>Mentor Memo Series</u>. In spring 2007, in response to the mentorship surveys, we began our Mentor Memo series. These short (1-2 page) "memos" provide advice on such topics as how to get the most out of an academic conference. Further issues will come in autumn, 2007.

Measures of success.
We think about, and measure, success in several ways:

1. <u>Research Reputation:</u> We measure research reputation by a variety of measures, most of which are noted above: publications (quantity, quality of placement), citations, editorships, editorial board service, awards, and discipline rankings. We also note the large number of applications we receive for our program (92 for our recent tenure-track opening in rhetoric, and 168 for our graduate program [for approximately 16 openings]).

2. <u>Teaching success:</u> We measure success in teaching through student and peer reviews, by external recognition of our faculty (awards for faculty and for graduate students, campus leadership), by innovative classroom activities, and by faculty participation in campus teaching workshops. In 2006-7, we began a broad learning objectives review to measure how well we are meeting our stated curricular goals.

3. <u>Service success:</u> We measure success at the national level by faculty engagement in leadership positions in academic organizations, as editors, reviewers and members of editorial boards. At UW, we look at faculty activity in college and university committees (e.g., Secretary of the Faculty, key committee service, etc.).

4.<u>Alumni Outreach and Development:</u> First, we equate "success" with engagement of our alumni with our students (i.e., Mentor Lunch series, guest lectures, career workshops). We also equate success with financial support; our endowments have doubled in the past 5 years (to $4.5 million) and the number of individual donors has increased (101 in 2002; 592 in 2006).

What are you unit's weaknesses?
While we have had substantial success over the past 5 years, we face several key challenges. Many of these revolve around funding.

First, we are attempting to do a great deal with limited resources; part of this is a function of the larger University budget environment but some derives from the popularity of the Communication major. With relatively small cohorts of faculty in most areas, it is a challenge to provide substantive depth in all areas – and some areas are substantially smaller than others.

Second, we continue to face very high demand for our undergraduate major, and this places great pressure on class enrollments and on faculty. We usually have 100 students in our junior-level (300) courses, and often 40 to 100 students in senior-level (400) courses. Consequently, it has been difficult to implement the curriculum we envisioned 5 years ago – particularly in research methods, writing and research. The loss of faculty lines (through retirements or resignations) over the past 5 years has exacerbated the situation, as has the continued reliance on temporary funds (for as many as ten 100-population classes per year). Our major growth in faculty lines in recent years has come

<u>not</u> from state-funded positions but from our own efforts through our self-sustaining Master of Communication program in Digital Media (2 faculty positions), from the self-sustaining Evening Degree program (2 faculty lines), or from discretionary funds (2 positions).

We are a selective-admissions major, and turn away about half of all applicants each year. Even so, we find that this high demand creates a variety of problems. Given class access problems, students do not necessarily take courses in a logical order from sophomore to senior level. Creation of meaningful capstone experiences is truly challenging in this environment.

Despite the size of this problem, we are taking steps to address it. We expect that our Learning Objectives initiative (2006-7 and 2007-8) will help us scrutinize our major overall, and help us decide how best to proceed. One option would be to reduce admissions overall; another would be to admit students earlier in their UW academic career – to give them more time in the major.

Third, UW faculty salaries lag greatly behind those of peer institutions. Every year, we face at least one outside offer for faculty; the counter-offer process is costly financially, and time-consuming. The College and the University carry key salary costs, but the Department has had to provide funding for research and travel; these yearly demands put stress on departmental resources. For those faculty who do not have – or who refuse to consider – outside offers, the result is significant salary compression.

Fourth, long-range planning remains a challenge. The faculty did a superb job on planning the 2002 merger; since then, most energy has been focused on making the merger a success. Two years ago, we created a new long-term plan for faculty hiring. However, the absence of long-range <u>funding</u> means that long-range plans are more a statement of goals than actual policy documents. We have since turned to other initiatives, including an outreach plan begun in 2006-7 by the Department's Executive Committee; we seek to broaden our research ties at UW (beyond our current partners). Our current focus is on the Information School, and the Evans School; this initiative will continue in 2007-8.

Impact of changes in the field, department
We address most of these issues later in the report.   In general, there are two key issues here:

1. The "merger" of the Department of Speech Communication and the School of Communications in 2002 has had a very broad impact on research, teaching and service. Faculty have needed to learn about different approaches to scholarship -- a useful and rewarding process but also a time-consuming one. At an administrative level, the need for new processes to enable departmental governance and to sustain a new culture is obvious; creating those processes is time consuming. The time required for such activity has declined with time, but the first three years of the new Department were ones of fairly intense activity on the part of most faculty and staff.
2. Fast paced change in the broader discipline of Communication -- through the rise of new technology, of a global/transnational focus, etc. – has presented real challenges for us to remain as leaders in research and teaching. The quickly changing nature of technology challenges researchers to remain current (and to publish in a timely manner); rapid change also means that our students are often more technologically sophisticated than we are.

Budgetary issues
State funds provide primarily for faculty and staff salaries and for a Spartan operations fund (which pays for little more than basic phones and photocopying). Additional activities – from mentor lunches, career workshops, faculty travel and graduate student travel to conferences, the faculty research fund, teachings innovations fund, scholarships, departmental celebrations (such as our annual Alumni Hall of Fame event, or our departmental graduation), are all made possible by income from endowments or from annual giving by alumni and friends. Without these endowment and other donor funds, the financial condition of the Department would be bleak; with these funds, we are able to offer programs and activities that truly enrich the educational experience of our students – while also supporting faculty in their work.

II. Faculty

Governance
Faculty members are extensively involved in all aspects of departmental governance. Faculty meetings are held twice a month during the academic year, and a series of standing committees (Executive, Graduate, Undergraduate, Faculty Development, Technology, Graduate Student Professional Development, Alumni Outreach) focus on specific topics. Ad hoc committees include faculty search committees and special topic activities (e.g., Space, Interdisciplinary Outreach). An associate chair assists the chair in governance, and supervises the department's technology staff. Faculty elect the Executive Committee, which meets about once monthly with the chair and associate chair. Faculty regularly contribute items for faculty meeting agendas, lead agenda item discussions, etc.

Faculty have been involved in strategic planning in several ways:
- In 2001-2, during discussions preceding the merger, the faculty from the older units held two retreats. A Transformation Policy Committee, with faculty from both units, served as an executive committee. The full faculty reviewed, accepted or amended its recommendations.
- In 2005, the faculty devoted considerable energy to long-range planning, adopting the 2005 Long Range Plan on research and hiring.
- In 2006-7, the Executive Committee assumed the role of long range and strategic planning.
- The Department started a broad Learning Objectives initiative in 2006-7.

This self study involved faculty and staff at several points. The chair, the Executive Committee, Undergraduate Program Coordinator, and Graduate Program Coordinator, as well as several key staff, all took the lead in developing various sections of the self study.

Department of Communication faculty are extensively involved in University governance. A list of committee from the past three years includes:

Secretary of the Faculty
Faculty Senate (two senators)
Faculty Council on Instructional Quality (chair, member)
Faculty Council on Faculty Affairs (chair)
Faculty Council on University Relations (chair)
UW Faculty Senate Executive Committee (2 faculty members)
Committee to Improve UW Undergraduate Education, chair
UW Walker-Ames/Danz Lectureship committee, chair
Faculty advisory committee, Graduate School Opportunity and Minority Achievement Program (2)
Digital Media Working Group
Advisory board, Columns (UW Alumni Association publication)

Advisory board, Viewpoints (UW Alumni Association diversity publication)
Board of Directors, UW Faculty Club (University of Washington Club)
Board of Directors, University Book Store
Editorial Board, UW Press
Academic Technology Advisory Committee
Institutional Review Board, UW/social sciences
UW Royalty Research Fund, 3 faculty members
Canadian Studies Advisory Group
Center for Internet Studies, 3 faculty members
UW Career Discovery Week Committee
Washington Institute for the Study of Ethnicity, Race (WISER), 3
Q Center Advisory Board
Graduate School, Huckabay Selection Committee, 2

Other University relationships
Our faculty hold adjunct faculty appointments in the following departments: Women Studies (2 faculty), American Ethnic Studies (4), Political Science (3), Linguistics (1), Technical Communication (1), Jackson School (1).   We have granted adjunct status to faculty in American Ethnic Studies (1), Women Studies (1), Political Science (1), and will add faculty in The Information School next year.

We offer joint (cross listed) courses with the following departments:

With Comparative History of Ideas:
COM 302/ CHID 370 Cultural Impact INFO Tech
COM 459/ CHID 459 Narrative Journalism
With Political Science:
COM 304/ POL S 304 Am. Press and Politics
COM 305/ POL S 305 Politics of Mass Comm.
COM 306/ POL S 306 Media Society and Political Identity
COM 321/ POL S 330 COM and International Relations
COM 322/ POL S 329 Global Communication
COM 407/ POL S 451 COM Tech and Politics
COM 411/ POL S 454 POL COM Seminar
COM 414/ POL S 451 Mass Media and Public opinion
COM 417/ POL S 455 Political Deliberation
COM 440/ POL S 461 Mass Media Law
COM 551/ POL S 551 Political Com
COM 554/ POL S 567 Discourse and the Pol. of Resistance
COM 555/ POL S 558 Political Deliberation
COM 556/ POL S 594 Political COMM Research Practicum
With the Program on the Environment:
COM 418/ ENVIR 418 Com and the Environment

With the Jackson School for International Studies and Political Science:
COM 420/ SIS 419/ POL S 468 Comparative Media Systems
With European Studies
COM 425/ Euro 425 Euro. Media Systems
With Canadian Studies:
COM 430/ SISCA 430 Canadian Documentary Film
With American Indian Studies:
COM 443/ AIS 443 Indigenous Film
With Linguistics:
COM 470/ LING. 470 Discourse Talk/Text
With American Ethnic Studies and with Women Studies
COM 489/(now 389) Women 489 and AES 489 Ethnicity, Gender and Media
COM 490/ AES 490 and Women 486 Beyond Binaries
With Women Studies
COM 566/ Women 566 Discourse and Sexuality
COM 567/ Women 589 Ethnic. Gender and COM.
With Anthropology
COM 584/ ANTH 584 Ways of Speaking

Mentorship of junior faculty.
Mentoring of junior faculty has been a priority for the Department of Communication since its creation in 2002. Mentoring occurs in several ways:
- Annual meetings between chair and assistant professors. Each year, the chair meets with all assistant professors, reviewing their research, teaching, and service. A formal letter to the assistant professor, summarizing the conversation, follows the in-person meeting. The meetings emphasize planning for review for tenure and promotion.
- Personal statements. Beginning in spring 2003, the Department of Communication has encouraged all assistant professors to think strategically about their work. In particular, we ask them to begin writing personal research statements during their second year (rather than waiting until tenure review). The chair and several senior faculty provide guidance in this process; the assistant professors report that they find the process is helpful.
- Student and peer evaluations of teaching. The University requires periodic reviews of classes, and the chair monitors both peer reviews and student evaluations.

- Assistant professors have been given priority in the Department's on-going faculty meeting research presentations and for research assistants administered by the Department.
- The Department has encouraged assistant professors to make good use of both the Junior Faculty Development Award (a course reduction from the College) and the intensive research quarter (a quarter with general departmental duties but no teaching). Both provide junior faculty with a block of time for research and writing.
- The Department has provided research funds to all of its assistant professors. These funds come from the Department's discretionary funds.
- The Department provides a one course reduction to new faculty during the first year in the Department; the College provides a junior faculty development award (one course reduction, one month of summer salary) for assistant professors in each of their 3-year contract periods.
- Peer-to-peer conversations about research and teaching are common among faculty.

Impediments to faculty productivity, efforts to address
1. We have high demand for the major—too many students.
2. We have limited staff, leaving many administrative tasks to faculty (related to admissions, job searches, etc.).
3. We have seen a steady increase in administrative tasks. Many are worthwhile, but still time consuming (e.g., identification of learning goals, creation of assessment plans, creation of self-study reports, etc.).
4. We have a very limited numbers of research assistantships.
5. Relatively low UW faculty salaries mean that faculty (and often, the newer untenured faculty) have to teach during the summer term (which reduces time spent on research and writing).

We have sought to support faculty productivity in several ways:
1. We have created a departmental Faculty Research Fund (drawing from discretionary funds; we allocated $50,000 for the fund in 2006-7, $40,000 in 2005-6).
2. We provide research assistants whenever possible (and have provided 18 faculty with RA support for at least one quarter in the past 3 years).
3. Through our development efforts (and with substantial help from the College's development staff), we have created 3 professorships: Cressey, Lawrence, and Dart. Each provides substantial funding (approximately $12,000 annually for Lawrence, and $17,000 for the others)
4. Creation of faculty research funds remains a high priority in development efforts. (One new endowment, from an alumnus' estate, will produce about $10,000 annually for faculty research).
5. We encourage faculty to take advantage of intensive research quarters
6. We encourage faculty to teach at night; this can carve out substantial time during the day for research and writing.

III. Teaching

The Department of Communication, as part of a *public* university, values teaching as a central part of its mission. In exit surveys, students routinely praise the Department for the quality of teaching. Department faculty are recognized on campus as leaders in teaching; six current faculty have received the University's top teaching award (the Distinguished Teaching Award), two others have received other major awards (Life Long Teaching, Washington state Carnegie Professor of the Year in 2006), and four faculty are active in leading campus-wide workshops and programs on teaching and learning.

Courses, Instructors, Summer 2006-Spring 2007

Rank	Number of courses	Credits	Credit hours
Professor			
Baldasty, G	1	5	140
Bennett, L	2	10	475
Giffard, A	4	20	510
Manusov, V	2	10	605
Pember, D	1	5	225
Philipsen, G	3	15	2065
Simpson, R	5	22	534
Warnick, B	1	5	130
Assoc. Prof.			
Beam, R	3	14	2350
Ceccarelli, L	6	18	1127
Chan, A	4	20	505
Domke, D	1	5	75
Fearn-Banks, F	5	25	700
Foot, K	4	20	675
Gastil, J	2	10	405
Hart, D	1	5	175
Kielbowicz, R	4	20	830
Lau, T.Y.	1	5	90
Moy, P	4	20	570
Parks, M	0	0	0
Rivenburgh, N	1	5	190
Underwood, D	5	20	1385
Asst. Prof.			
Howard, P	4	20	985
Joseph, R	3	15	495
Neff, G	3	15	505
Thurlow, C	3	15	2590
Senior Lecturer			
Coutu, L	3	3	34
Gill, K	4	19	447
Henderson, M	7	35	840
Lecturer			
Lagos, T	6	30	4055
McGarrity,M	5	25	1795
Rathe, K	8	38	688
Part time lecturers & adjuncts			

Bammert-Ramsey, G	1	5	175
Cohen, L	2	9	226
Hammerback, J	2	10	945
Jasinski, J	1	5	35
Lawson,L	1	5	175
McGarrity, L	2	10	940
Mazur, M	1	5	175
Simmons, C	5	32	625
Spratt, M	1	5	470
Tazioli, T	1	4	80
Warlaumont, H	1	5	620
TOTAL	124	589	30661
Graduate Students taught courses	36	180	4215

Assignment of Teaching Responsibilities

We assign teaching responsibilities on the basis of a combination of (1) student need (e.g., regular scheduling of core courses, methods courses, introductory and advanced courses), (2) general program needs (undergraduate, graduate), and (3) faculty preferences (to create a balanced teaching schedule each year). The departmental advising office sends a request to faculty for teaching preferences for the next year; faculty then request teaching assignments based on their interests and the needs of the program. Tenure–track faculty teach 4 courses a year, senior lecturers 5 a year, and lecturers, 6.

Faculty involvement in undergraduate student learning and development

- Although we have a professional advising staff, faculty also provide general advising to students – about careers, courses, key issues in the field, etc.
- Faculty provide mentorship, outside the classroom in several ways: by serving as Communication Honors thesis advisers, by recruiting undergraduates as research assistants for faculty research projects, by directing undergraduate research (in independent study projects, some of which have been presented at the UW's annual Undergraduate Research Symposium), and by directing undergraduate internships.
- Faculty supervised 222 undergraduate independent research projects in 2005-6 and 203 in 2006-7 and 168 undergraduate internships in 2005-6 and 216 in 2006-7.
- Faculty have created special seminars to engage students on topical issues, such as advising a local newspaper chain on ways to develop an "interactive" news medium.
- The Department also sponsors a series of mentorship activities for undergraduate students, including an Alumni Mentor Lunch Series, Career Week workshops (January), Undergraduate scholarships (about $90,000 a year), and various writing and event internships for Department activities (such as event planners for our annual Fund Run, or as writers for our web page).

Evaluation of instructional effectiveness of faculty

We evaluate teaching through student evaluations (Office of Educational Assessment) and peer/collegial review. The chair reviews all instructors' student evaluations each quarter, providing feedback to those with high evaluations and to those with low. The faculty also review syllabi during merit and/or promotion reviews. The chair discusses teaching evaluations (student, peer) with faculty during regular conferences with faculty.   The Department has a record of teaching excellence, so instructional effectiveness is not a major issue.

In the past four years, the median scores (covering the first four items) from student evaluations for all department courses have been 4.2 or 4.3 (depending on the year; 0-5 scale).

We have also begun an extensive review of course Learning Objectives during 2006-7. This initiative will continue into autumn quarter, 2007; a faculty retreat in September 2007 will focus entirely on learning objectives.

Describe selected changes you have made in response to data you have collected.
- Faculty participate as mentors in year-long graduate pedagogy course.
- The chair and senior faculty mentor individual faculty, as needed.
- We have revised our graduate pedagogy course to put more emphasis on leading discussions and course organization.
- Graduate students offer informal peer-to-peer mentorship .
- Lead TA mentors other graduate students.

Improving undergraduate teaching and learning
We have a strong teaching-oriented culture in the department; we have a high respect for teaching and for engaging students. Junior faculty are mentored, both by the chair and senior faculty, in their teaching, and we encourage them to take advantage of UW teaching programs and workshops (such as Faculty Fellows, Large Class Collegium, Institute for Teaching Excellence).
We require all teaching assistants to enroll in a year-long pedagogy course, and we encourage advanced graduate students to take advantage of university-wide advanced pedagogy classes.
Faculty do in-class observations and reviews of all graduate student teachers (teaching assistants, instructors of record) each quarter, and formal mentor/supervisors are appointed for solo graduate instructors.

We also encourage advanced graduate students to apply for the highly prestigious Huckabay Fellowships, which support course development. There are only about a dozen such fellowships at UW; in 2007-8, two Communication graduate students will receive Huckabay fellowships.

Tracking, promoting innovations in undergraduate and graduate teaching
- Our internal newsletter publicizes innovative work by faculty and graduate students.
- Faculty give short presentations at faculty meetings on research and teaching issues.
- Departmental alumni newsletter often mentions teaching innovations.
- Faculty and graduate students are invited to class presentations (Honors, international conference simulations, communication history class project presentation, etc.).
- Creation of web pages highlights innovative programs (such as our Narrative Journalism site www.com.washington.edu/nj)
- Alumni involvement (visits, special presentations, alumni visits with students, alumni attendance at class presentations)
- The Department has a small teaching innovations fund (about $5,000 a year) to support creative teaching (e.g., to support class presentations, creation of posters, etc.)

IV. Research and Productivity

Balancing scholarship, institutional needs
Given the demands facing our faculty, balancing these various interests is a challenge. We try to help faculty in several ways:
- We encourage faculty to take Intensive Research Quarters, which allow them to move their classes into two quarters each year – freeing up one quarter for intensive research. For many faculty, the IRQ provides a very useful time to focus extensively on research.
- We strive to give tenure-track faculty both undergraduate and graduate teaching assignments (so that all have access to research-oriented graduate seminars, and to graduate students).
- In Journalism, we rely on several lecturers in grading-intensive courses. This assignment allows tenure-track faculty to focus on less grading-intensive courses
- We regularly support faculty requests for sabbatical leaves.
- We provide course reductions for some significant administrative tasks (e.g., associate chair, undergraduate program coordinator, graduate program coordinator).
- We count some "service" courses toward annual course obligations (e.g., our graduate level professional development seminar, and our graduate pedagogy course) .
- We do not place heavy service or advising requirements on junior faculty.
- We support research by providing research assistants for faculty (15 quarters of RA support in 2006-7) and through our Faculty Research Fund ($50,000 in 2006-7; from discretionary funds).

Decisions on promotion, salary, retention
We follow the University handbook on these issues. For promotion, there are several steps:
1. An internal faculty committee is appointed by the chair, in consultation with the faculty member under review and the chair of the Faculty Development Committee.
2. The chair seeks evaluations from 3-5 external (non UW) reviewers (chosen by the chair in consultation with the person under review and the chair of the internal review committee).
3. The internal committee submits a report to the faculty; the candidate is asked to respond.
4. The faculty meet, discuss the merits, vote. The candidate is provided with a summary of the faculty discussion and responds.

For salary/merit, we have used two methods:
1. When raises exceeded 2 percent, the faculty has reviewed each other, by rank (e.g., higher ranks reviewing lower ranks), with a recommendation going to the chair on the level of merit. In this process, the chair reviews the full professors, and the divisional dean reviews the chair.
2. With a 2% pool, faculty directed the chair do the review, in consultation with full professors.

For retention, the faculty require that the chair get the approval of the Executive Committee before asking the dean for a counter offer.

Impact of faculty research on the field
We see several areas where our research has had an impact.

1. Setting Research Agendas:
Our faculty's research has helped to set the agenda for the field (or subfields). A few examples include:

- Lance Bennett's work on the press and government has produced a major theory explaining how news organizations calibrate or "index" voices and views in the news to the range of debate in government decision circles. This theory has become a standard reference for scholars writing about press-government relations. Indexing may rank with other key media concepts such as agenda-setting and framing as the most important ways to understand how news is constructed.
- Gerry Philipsen's work on speech codes theory has systematized a body of ethnographic fieldwork into a coherent theory employed by scholars throughout the world. His explicit purpose in articulating the theory is to see how it works, to allow for the opportunity for others to make amendments, changes, etc. So, the theory is a flexible one meant to be heuristic.
- Mac Parks' work has been groundbreaking in our understanding of the ways in which researchers typically conceptualize interpersonal communication and relationships and in drawing research attention to relationships in online environments. His work on social networks offers a comprehensive understanding of the ways in which people's strong and weak connections to others affect the processes and outcomes of communication.
- Patricia Moy's research in public opinion has fused various strands of research. She studies how political attitudes and political behaviors are shaped by not only traditional news media, but also entertainment content, the Internet, and interpersonal conversation. Her work ultimately speaks to how various forms of communication shape citizenship.
- Leah Ceccarelli's work on polysemy has focused attention on how ambiguity can be a strategic resource utilized by producers, audiences, and critics. According to the Web of Science database, her award winning article, "Polysemy: Multiple Meanings in Rhetorical Criticism," is the most cited article published in the *Quarterly Journal of Speech* in the last 10 years.
- Kirsten Foot work has helped define the Web as an object of social research. Her work has been groundbreaking conceptually, methodologically, and empirically.

2.Creating Resources for Research
UW Communication have, through their research, created resources (archives, web pages, training programs) that have contributed substantially to the field. A few examples include:

- UW Communication faculty member Kirsten Foot and her SUNY colleague, Stephen Schneider, have developed **WebAchivist.org** (www.webarchivist.org). Working with scholars, librarians and archivists, they create Web-based tools, help with project design and procedures, and develop institutional policies necessary to complete tasks. Specific resources available for researchers include the WebArchivist Software Suite (a presentation description the WebArchivist toolkit) and the Election 2002 Web Archive Project Final Report.
- Phil Howard's **ICT4D project (Information and Communication Technologies for Development**) is a database of a "grey literature" on how information and communication technologies are being used to solve social problems in developing countries. (Grey

literature includes project reports, academic research, working papers, pre-prints, etc., that are not easily accessible through usual bibliographic sources.).
http://www.com.washington.edu/ict4d

- **The UW Dart Center on Journalism and Trauma**, established by Communication Professor Roger Simpson, is an international forum and resource on trauma and journalism for educators, journalists, and the public. The Center's website (with more than 700,000 unique visitors a year) provides detailed information, course materials, and research links. The Center has provided training to more than 120 US journalism educators and 70 active journalists on how to address trauma in their classes or in reporting. News organizations making active use of the Dart Center include the BBC, CNN, the *New York Times*, and the *Post Intelligencer*.   http://www.dartcenter.org/

3. Interdisciplinary work
Communication faculty have also made substantive contributions to interdisciplinary work. We have sought an interdisciplinary mix of our faculty, hiring faculty from Communication, Sociology and Ethnic Studies. Within Communication, in recent years, we have hired faculty from such diverse areas as Rhetoric, Media Business and Economics, and Media Technology.

A few examples of our faculty's interdisciplinary work include:
- John Gastil works with scholars in a variety of fields concerned with public deliberation, including Public Affairs, Political Science, Social Psychology, and Law.
- Patricia Moy works with a broad interdisciplinary set of scholars focusing on public discourse about genomics; partners include UW Public Health faculty.
- Ralina Joseph's work on race and ethnicity draws on research in media studies, ethnic studies, history, literature, and women studies.
- Randal Beam's work on media organizations draws from media studies, sociology (of organizations), business, and economics.

4.Collaborations Beyond UW
Many of our faculty are affiliated with units at other universities or organizations, affiliations that simultaneously allow our faculty to pursue national and international collaborations, and carry the university's name abroad. A few examples of the faculty who have these scholarly ties:
- Crispin Thurlow works with Cardiff University scholars on language and global communication.
- Nancy Rivenburgh works with scholars at the University of Malaga and the Autonomous University of Barcelona on international news, television, peace and media.
- Lance Bennett works with scholars at Lund, Uppsala, Leeds, Illinois, Stanford, Columbia, Annenberg (USC, Penn) and UCSD, on new media, civic engagement, and social movements.
- Randal Beam works with scholars at Indiana University on the state of American journalism today, and on the impact of the Internet on the business models for "traditional" media.

5.Public Scholarship
UW Communication faculty have also made substantive contributions to public scholarship. To engage in "public scholarship" is to take one's research outside the academy – and to craft research questions on issues that derive from broad public interests. Acting in concert with other citizens, diverse communities, and political and cultural leaders, a public scholar may aim to inform, advise, empower, or inspire others. A few examples of this kind of work include:

- John Gastil's Jury and Democracy Project demonstrates the civic impact of jury service, with the aim of informing debates on the value of the jury system in the U.S., Japan, and elsewhere.
- David Domke and Crispin Thurlow have conducted several dozen workshops with political leaders, citizens and grass-roots activists, on the strategic use of language in the political arena.
- In the Native Voices program, students, faculty and independent producers create award-winning documentaries that contribute to indigenous people and communities. http://www.com.washington.edu/Program/MC/nativevoices/index.html
- Media interviews and columns on communication-related topics (e.g., Domke on politics, media, and religion; Gastil on deliberation, political reform) inform the larger public about the importance of communication in everyday life..
- Kirsten Foot (et al)'s September 11th Web Archive (http://september11archive.org) makes data available not only to scholars but also to journalists, professional analysts, and citizens. The September 11th site won the Yahoo! Internet Life's 2001 Site of the Year Award.

Impact of changes in the field on research
We see several ways in which change has influenced our scholarship

1. Internationalization of Scholarship
Twenty years ago, "international communication" was a specific Communication subfield. Today, international/transnational issues are part of the field's mainstream, and thus part of other subfields.

A few examples include:
- Philip Howard's new book project in political communication examines "Politics Online in the Muslim World." In recent years, his work on technology and political communication has led to fieldwork in Tanzania and Tajikistan, and lectures in Australia, United Kingdom, and Argentina.
- Anthony Chan's work on Asian American cinema looks at Asian influences; his work on Asian North Americans and diasporas intersects with Asia, especially in media representations of race, gender, and power.
- With funding from the Asia-Europe Foundation, the Oxford Internet Institute, and the UW, Kirsten Foot has coordinated a large international research project in which teams from 20 countries studied the use of the Internet in elections using a framework designed by Foot and her colleague Steve Schneider.

2. Interdisciplinary and Collaborative Research
Interdisciplinary work is much more common, and popular, than it once was, and the collaborative nature of this work is more accepted than it was 20 years ago. Interdisciplinarity has long been a hallmark of Communication programs, and we continue to nurture research and teaching ties to numerous UW units, including Political Science, American Ethnic Studies, Women Studies, Technical Communication, the Jackson School for International Studies, and the Information School. With the growing acceptance of interdisciplinary work has come the recognition that collaborative research can be beneficial because it allows for a broader engagement with a topic. Several of our faculty have engaged in collaborative, interdisciplinary work; a few examples include: Kirsten Foot's work with Stephen Schneider (SUNY Institute for Technology), Patricia Moy's work with colleagues at the UW School of Public Health.

3. Rise of multi-method approaches to research questions

A generation ago, many scholars in Communication used just one type of method (e.g., survey research, historical research, etc.), while today a single scholar often uses a combination of methods. As such there is a pragmatism to methods. A few examples include:

- Philip Howard's work includes at least three methods: qualitative-participant observation and ethnography, comparative case comparisons, and quantitative regression.
- Randal Beam's work on media organizations relies on both surveys and content analysis.
- David Domke uses surveys, content analysis, experimental research designs, interviews, discourse and textual analyses, and archival research.

4. Integration of kinds of analysis

Communication faculty have found that integration their analytical expertise can create work that neither could accomplish alone Two examples:

- Nancy Rivenburgh, a specialist in global communication, and Valerie Manusov, a social interaction researcher, joined their respective experience in research mapping discourse regarding globalization and identity through an analysis of postings in a web discussion forum by individuals worldwide.
- John Gastil, a specialist in deliberation, and Patricia Moy, a specialist in public opinion, combined their expertise to publish a study on the interplay of media use and everyday political conversation. Using survey data, they showed how people use television and print media to get news shapes how they talk to friends and co-workers in their one-on-one conversations.

5. Digital Technologies

The rise of digital technologies – both as a domain of study, and as tools for doing scholarship – has influenced our work. As a domain of study, technology figures prominently in the Department – through the research and teaching focus on communication and technology, through the self-sustaining Master of Communication in Digital Media program, and in the individual research of several faculty. A few examples of departmental activity in this area include:

- Mac Parks' research focuses on the way people interact via computer-mediated communication.
- Lance Bennett directs the Seattle Youth Commons Project, an online young engagement environment for youth in Seattle.
- Kirsten Foot has helped pioneer research on social and political action on the Web.
- Richard Kielbowicz's research has looked at the way technology (such as the telegraph) influences the circulation of public information.
- Kathy Gill examines the impact of blogging in politics.

Digital technology has also provides tools for doing research. The prime example of this, from our faculty, is in Kirsten Foot's work to develop web archivist tools.

Heterogeneity.

By nature, the Department of Communication has a very broad approach to the study of Communication. We offer eight areas of research interest (Political Communication, Communication and Technology, Communication and Culture, Rhetoric and Critical Discourse, International Communication, Journalism, Media Organizations and Structure, and Social Interaction). The areas are purposely overlapping; most faculty are in at least two areas, and some are in three. (For instance, a faculty member with a research agenda in on-line political

communication would be part of Political Communication and Communication and Technology.).
These are not meant as formal tracks in the Department, but rather signify areas of intellectual
interest and research.

We see the heterogeneity of our program as a strength. We believe that our intellectual "merger" of
speech and mass communication provides a rich intellectual environment for faculty and students
alike. In particular, we explicitly have embraced:
- Humanistic and social science work, and quantitative and qualitative methods. (Our main graduate core courses, Com 500 and 501, explicitly address these perspectives in an effort to broaden and enrich students' perspectives), and
- US and transnational perspectives (in research, teaching).

Promoting Communication between different constituencies
We see the varying perspectives in the Department as a great strength; they guarantee that no one
perspective emerges as an orthodoxy and they encourage conversation and research across
traditional boundaries. In the five years since our merger, we have found faculty doing research
that crosses some of those traditional boundaries (e.g., Domke's work on discourse, Manusov's
work on media representation). Overall, we have found that a wide-ranging approach to
communication serves the faculty and students well.

Still, with time pressures and many obligations, faculty do not always have enough time to know
the work of their colleagues. The proliferation of journals in the field and in subfields means that
faculty do not regularly read all of the same journals. Consequently, we have created a variety of
procedures to promote communication across our diverse interests. These include:
- Faculty Colloquia Series. We feature 2-4 faculty colloquia a year, to give faculty and graduate students a sense of faculty research and to create a broad department focus and conversation.
- Faculty presentations at faculty meetings. Faculty members make short presentations about research and teaching interests, helping disclose and expand common interests.
- Graduate core. Our key graduate core course (Com 500) is usually a team-taught course, designed to guarantee multiple perspectives to the field.
- Symposia, Lectures. The Department regularly sponsors symposia or lectures that highlight work among our faculty or work in the field. Symposia in recent years have included: Online Social Movements and Collective Action; Critical Inquiry; Black Cultural Studies; Communication and Culture; and Voices and Citizenship. We regularly sponsor at least 5-7 guest lectures a year.
- Our departmental newsletter publicizes research and other activity by faculty and graduate and undergraduate students.
- The Graduate Committee's membership draws from diverse areas of the Department – to guarantee a broad approach to admissions to the graduate program.
- We created a display case of faculty publications in 2005.
- Our Communication Graduate Student Association in 2006-7 sponsored a series of research "conversations" in our key research areas.

V. Diversity

Three of the Department's four core principles promote minority and underrepresented student recruitment and retention. *Intellectual and cultural pluralism* was explicitly designed to promote diversity, but equally important are the goals of collaboration and public scholarship. Minority students in our program have benefited from *collaborations* with faculty, who provide valuable mentorship opportunities that help students develop the skills needed to complete their own original research in the master's thesis or doctoral dissertation. Many of our applicants, particularly minority students, have said that they were impressed that we had a required seminar on *public scholarship*, a course that may be unique in the U.S. as a graduate requirement.

Demographics -- Undergraduates
(Graduate student statistics available in Appendix A).
Students

Demographics of the major, by quarter	M	F	Major	Asian-Am.	African-Am	Pac. Is.	Hisp.	Nat. Amer.	Other	Total, persons of color
Winter 2005	251	585	836	210	26	23	35	13	30	327
Spring 2005	255	705	960	232	33	33	36	13	16	363
Autumn 2005	214	628	842	207	25	29	29	11	23	324
Winter 2006	212	689	901	230	28	29	31	15	21	354
Spring 2006	245	745	990	224	35	31	36	16	26	368
Autumn 2006	218	631	849	194	28	24	33	11	14	304
Winter 2007	250	689	939	208	30	19	38	15	19	389

Faculty and staff

Position	Male	Female	Asian Am.	African Am	Europ. Am
Full professor	5	1	0	0	6
Assoc. prof.	8	5	2	1	10
Asst. prof.	4	2	1	1	4
Sr. Lect	1	2	0	0	3
Lecturer	1	1	0	0	2
Staff	7	10	0	2	15

Teaching loads

All tenure-track faculty in the Department of Communication, and all tenure-track faculty in the social sciences division of the College of Arts and Sciences, have a 4 course teaching load. Senior lecturers have a 5 course load and lecturers 6 courses. New tenure-track faculty receive a junior faculty development award during the first three-year appointment, and another during their second three-year appointment period. For each, they receive a one course reduction (and one month of summer salary). Other duties vary greatly; we try to provide an equitable work load for all faculty. For instance, most faculty teach a seminar every second year (outside of those teaching in the graduate core courses). Most faculty have just one substantive departmental service committee assignment per year.

Creating an environment that values diversity.

We have attempted to create an environment that values diversity and supports all faculty, students, and staff in several ways:

<u>Curriculum</u>
Creating a curriculum that clearly addresses issues of race, ethnicity, gender, disability, and difference has been and remains a top priority for us; we see it as a key to recruitment and retention of a diverse faculty and student body – and the key to creating an curriculum that serves <u>all</u> students well.

In the past few years, we have created six new classes at the graduate and undergraduate level and renumbered one class (from a 400- to a 300-level, to create a foundation course in race, ethnicity and difference). We also have plans for several other courses. The new classes are:
- Representing Beyond the Binaries: Mixing Race, Gender and Sexuality in the Media (Com 490)
- Race, Gender and Power in Asian-American Media (Com 488)
- African Americans and Television (Com 495, special topics).
- Asian America and Diasporan Social Interaction (Com 495, special topics)
- Communication, Media and Cultural Difference (Com 495, special topics). (This course will become part of the College's new Diversity Minor).
- Discourse and Sexuality (Com 566).

The renumbered course (Race, Gender, and Sexuality in the Media) was our key diversity course for many years. We are moving it to the junior (300) level so that it can serve as a general overview to the area, followed by the senior level (400) courses noted above and those under construction.

Most of these courses are cross listed with other departments, such as American Ethnic Studies or Women Studies, thus helping to diversify the student body in each course, and creating significant ties to other departments that address issues of diversity.

<u>The new courses under construction include:</u>
- At the undergraduate level: An Introduction to Black Cultural Studies;
- At the graduate level: (1) "Imagining Postethnicity and Postfeminism: Representations of "Racism and Sexism in the Contemporary US"; (2) "Representing Black: An Introduction to Black Cultural Studies" and (3) "Televised Identities: Race, Gender, and Sexuality."

In addition, a new course, Journalism and Diversity, was offered for the first time in 2005. The course was taught by a part-time lecturer, a *Seattle Times* reporter with expertise in covering ethnic communities. She will teach the course again in 2007-8.

In addition, many other courses address issues of diversity. For example:
- Students in Communication History (Com 340) in spring 2006 focused on the early history of a Seattle ethnic newspaper (*the International Examiner*) and its role in the efforts to preserve and improve Seattle's International District.
- In Introduction to Communication II, students are asked to watch a documentary film about a major social issue (e.g. race in local TV news, class inequality in the USA) and explain how communication theory can explain the issue and how it might help address the issue.
- Advanced Reporting (Com 361) includes readings and discussions about strategies that news organizations have used to make coverage more inclusive, and discussions about when it's appropriate, inappropriate to include gender, racial, religious, and other identifiers in content.

Faculty, Research
We continue to try to improve our attention to issues of race and ethnicity through the regular faculty hiring process. We hired an assistant professor in the area of race/ethnicity and communication in autumn 2005, and we are requesting a second position in race/ethnicity for a 2007-8 search.   We have also sought to diversify our faculty through hiring of part-time faculty as well. In 2005-6 and 2006-7, two part-time instructors in the journalism program were people of color.

In addition, our faculty are actively engaged in a variety of service activities that support diversity on the UW campus including:
- GO MAP Faculty Advisory Board, (2 faculty)
- Board, Diversity Research Institute
- Advisory Board, Viewpoints, UWAA publication for alumni of color
- GO MAP Voices in Academia Series
- Steering committee, Washington Institute for the Study of Race, Ethnicity and Sexuality (WISER); 2 faculty
- Advisory Committee, Q Center

Our faculty are actively engaged in research dealing with diversity. Publications and conference papers in recent years have focused on issues such as:
- The role of the ethnic community press in social mobilization;
- A biography of Ana May Wong, a leading Asian American movie star;
- A history of African Americans on television;
- The ideology of news and gender in the early 1900s; and
- Gender and news norms in the early 21st century.

Graduate students and diversity research
The Department, through its development efforts, has created a new endowment (starting principal $53,000), the Janice and William Ames Fund, to provide for graduate student research on difference and diversity. It funded 4 research projects in 2006-7.

Some examples of graduate student research on diversity-related topics includes work on the NAACP and news in the 1920s; news coverage of police and local ethnic groups; television portrayal of domestic workers; tribal casinos; women and communication technology in Latin America; Native American boarding schools; and Native American identity.

Journalism and Diversity
We have developed a diversity plan for our Journalism program, which includes outreach to the community, efforts to establish pipeline programs (through a partnership with a local community college) and diversity related material in all classes. We also have 4 scholarships a year that are specifically targeted for students of color in journalism.

Alumni outreach
In 2004, the Department of Communication created an Alumni Hall of Fame to recognize the remarkable careers of its alumni. Our honorees have included alumni who have contributed greatly to Seattle's ethnic and minority communities, including: Ron Chew (Wing Luke Asian Museum); Assunta Ng (ethnic press publisher); Steve Pool (broadcaster); Norman Rice (civic leader); Micki

Flowers (broadcast reporter); Evelyn Keiko Iritani (reporter, Pulitzer Prize winner); Lori Lei Matsukawa (award-winning journalist and anchor); the late Patricia Fisher (*Seattle Times* editorial page writer); Rita Brogan (entrepreneur, civic leader); Randy Hirokawa (scholar). The 2007 cohort includes Dolores Sibonga (city council member) and Bryan Monroe (editor of *Ebony* and *Jet* magazines).

In autumn 2006, we successfully nominated Communication alumnus Bryan Monroe for the College's Alumni Distinction Award. Monroe is a leading US journalist who has been active in the national Black Journalists' Association, and recently became editor of *Ebony* and *Jet* magazines. He has visited campus to talk to our students on two occasions in recent years.

Working with UW minority-related programs
The Department has worked extensively with the Graduate Opportunity Minority Achievement Program (GO-MAP) and with the Office of Minority affairs (OMA) on student recruitment and retention. Our GO-MAP activities include:
- Two faculty are members of the GO-MAP faculty/student advisory board.
- One faculty member has been a speaker in the GO-MAP Voices in Academia lunch program on two occasions.
- We have used the Friday lunch sessions (available in the GO-MAP office during admissions periods) to have prospective students meet with GO-MAP staff and with other graduate students of color.
- We have worked with GO-MAP to create and administer a survey on mentorship for our graduate students; we have conferred with GO-MAP staff on follow-up steps.

Our OMA activities include:
- One faculty member is on the OMA-based Diversity Research Institute board.
- We have consulted with OMA staff on outreach, and will be creating brochures and a web page that OMA staff can use in promoting the UW and the Department of Communication.

VI. Degree Programs

1. Doctoral Program
<u>Objectives, Measures of Success, Career Preparation</u>

Department of Communication faculty believe that introducing graduate students to diverse theories and methods helps them develop a research focus that will enrich the field of communication, as well as the larger community. Upon graduation, Ph.D. students will have developed a broad foundation in communication, begun to create a coherent research program, and made connections beyond the university by attending academic conferences and contributing to public life. Most doctoral students will also gain teaching experience through teaching assistantships and our required pedagogy course.

The Ph.D. program is designed to balance the need for a broad foundation in communication scholarship with the need to specialize in a field of interest for the dissertation. A foundation in communication scholarship is achieved through the series of three core courses that all incoming Ph.D. students are required to take in their first year of study: Communication Theory Development; Methods of Inquiry; and Communication Scholarship and Public Life. In particular, the public scholarship course, which engages students in the process of making connections to communities outside academia, is unique to our Communication department, and no similar course is offered at any of our peer institutions (Stanford, Wisconsin-Madison, Illinois, Minnesota, and Texas). What we do share with our peers is an emphasis on interdisciplinary study for our doctoral students. In addition to the required Communication courses, doctoral students are encouraged to take graduate seminars in other departments at the university to broaden their ability to think and research across disciplinary boundaries, and are required to choose one of their substantive supervisory committee members from a department/unit outside of Communication.

Our main objectives for doctoral students have been met if we can successfully place our graduates in teaching and research positions at universities and colleges across the country. Over the past 10 years, we have graduated approximately 75 Ph.D.s and of those, at least 46 (or over half) are professors or instructors at teaching and research institutions. One way for our students to make connections beyond the UW is to attend academic conferences. Over the past three years (2003-2005), our doctoral students have presented over 120 research papers at academic conferences. Because we require our doctoral students to appoint one substantive supervisory committee member from another department, we are meeting our goal for interdisciplinary study.

The Department of Communication offers a series of one-credit proseminars to help students develop a range of professional competencies. Ph.D. students are required to take three of these courses. In these proseminars, faculty share their experiences as teachers, researchers, and public intellectuals. The proseminar Graduate School and Career Choices, for example, introduces a variety of career options, so that students might be able to find appropriate jobs at colleges and universities, research firms, non-profit foundations, community organizations, government agencies, or private companies.

The department maintains a graduate- and former student- database that tracks, among other information, graduated students' plans following the degree, such as their first job, their current job, and whether or not the job is academic or professional. Initial job data is requested of students

immediately after graduation, and supervisory committee chairs help maintain contact with alumni, as are our alumni web pages and outreach efforts. We also maintain a placement web page listing our Ph.D. graduates who have accepted teaching and research faculty positions. Having this information posted publicly on our web site encourages alumni to stay in touch with us over the years as their employment changes.

2.Master's Degrees
<u>Objectives, Measures of Success, Career Preparation</u>

The Department awards four master's degrees. The Master of Arts in Communication is a two-year academic research degree. Although admission to the MA program is distinct from admission to the PhD program, the two programs share learning objectives and courses. M.A. students in the Department of Communication learn valuable research and analytic skills and produce high quality Masters theses. The M.A. is not designed to be a professional degree for those seeking a career in journalism or public relations, and as such is quite distinct from the department's undergraduate program. Completion of the M.A. signals that a student understands a range of communication theories, can formulate fruitful research questions, and has the ability to design and conduct significant scholarship. The M.A. is mainly intended to be a preparatory degree for doctoral study.

The Master of Communication (M.C.) for Communication Professionals is a two-year academic degree for mid-career communication professionals who seek to enhance their professional competence by developing their understanding of communication theory and a special area of interest, such as environmental science, business and economics, law, politics, the arts, health and medicine, or urban affairs. While students pursuing this degree will attend some of the same graduate courses as M.A. and Ph.D. students, they may also take undergraduate Communication courses; because of this coursework, and the lack of a thesis requirement, this M.C. degree is not considered appropriate preparation for a doctoral degree.

The other M.C. degrees, the M.C. Digital Media and the Native Voices M.C., are terminal professional degree programs, and are completely distinct from both the undergraduate and doctoral programs. The M.C. Digital Media is an evening degree program for working professionals who are seeking to improve their marketability in the field of digital media. The Native Voices M.C. focuses solely on documentary filmmaking in the Native American community. Both of these programs are unique to our university and have no equivalent at our peer universities.

Our objectives for M.A. students have been met if we can successfully place our M.A. graduates in prestigious Ph.D. programs, either at the U.W. or a peer institution. Over the past ten years, we have graduated approximately 95 M.A. students, 28 of whom are known to have continued graduate study in a Ph.D. program, either with our department or at quality peer institutions such as Illinois, Urbana-Champaign; Ohio State, Wisconsin, Madison; Stanford; Pennsylvania; and Texas, Austin. Surprisingly, 29 of our M.A. graduates over the past ten years are known to have opted out of doctoral study to take professional or academic jobs. Our ability to meet our objective of placing M.A. graduates in doctoral programs has been impeded by the fact that not all students are suited for doctoral study, or are willing to commit the necessary time and energy needed for doctoral study. Life changes also create a need for M.A. graduates to take professional jobs.

The objective of the Native Voices M.C. program is to produce documentary films that examine indigenous peoples from an indigenous point of view, and to make these films available for educational use to the public through film festivals, schools, libraries, museums, etc. Because each

Native Voices M.C. student is required to complete a film upon graduation, and to submit that film for a public screening, the objective for the program is being met.

The objective of the M.C. Digital Media program is to produce graduates who have a broad understanding of the political, economic, and social attributes of digital technologies, as well as technical skills to use digital technologies in an effective way.

The Department maintains a graduated and former student database that tracks, among other information, graduated students' plans following the degree, such as their first job, their current job, and whether or not the job is academic or professional. Initial job data is requested of the student immediately after graduation, and supervisory committee chairs are helpful in maintaining contact with alumni, as are our alumni web pages and outreach efforts.

3. Bachelor's degrees
<u>Objectives, Measures of Success</u>
Objectives for our main Communication major:
1) We nurture our majors to become socially responsible, literate citizens who can interpret and evaluate the images and messages they create and receive.
2) We teach students to think critically, respect diversity, communicate effectively, and develop the skills needed for the life-long learning that is central to successful careers and rewarding lives.
3) We have four pedagogical emphases: communication literacy, communication inquiry, theory and concepts, and community engagement. The Department integrates these to create a curriculum that helps students become thoughtful, informed, and articulate citizens.

Objectives for our Journalism program
1) We develop analytical and communication skills and a commitment to professional excellence in students who wish to pursue careers in media industries
2) We teach students how to gather, synthesize, and disseminate information.
3) Because professional skills must be balanced with the development of intellect and character, we emphasize the importance of the public service mission of journalism and the media's role in nurturing a democratic society. At least 75 percent of a journalism student's curriculum must come from liberal arts courses, ideally to provide student journalists with a strong context for journalism.

 We have counted as success the completion of individual research projects, internships (measured by internship evaluations), and other performance-based classes (such as our Community Journalism and our Olympia Legislative Reporting program.). Faculty have often implicitly (and explicitly) defined learning goals for their individual classes, and measured success in an ad hoc fashion (e.g., quality of written work, depth and breadth of research, etc.).

Faculty report substantive efforts to create discovery-based learning (via individual or team research projects, case problems, field trips, field work, etc.). In the past 4 years, we have sought to recognize and celebrate outstanding work through the creation of our Nyquist and Pioneer awards for student work; these are the focus of our annual Excellence in Communication event.

We are moving toward a more formal identification of learning objectives and assessment through our current (2006-7, 2007-8) learning goals initiative. With support from the College of Arts and Sciences, we are surveying course learning goals, and will aggregate to analyze how well the

department is meeting our stated goals for the major, and to see if additional goals are de facto part of our program.

Additional measures of success for achieving our objectives for the undergraduate program include:
1) Students meet quarterly with academic advisers to assess academic progress.
2) The Department's Public Speaking Lab serves as a diagnostic to assess students in oral communications courses.
3) Assessment (by supervisors) of students doing off-campus internships provides valuable feedback both for students and the Department.
4) Directed research and independent study opportunities have increased, allowing more detailed assessment of undergraduates in terms of research and writing skills.
5) The number of classes requiring team projects has increased, giving an indication of students' ability to work successfully with others on projects.
6) The Department's Undergraduate Research Mentor Center links graduate student volunteers with undergraduates to provide initial assessment of undergraduate research abilities.
7) The Department's Honors program offers a capstone research class that requires a thesis.
8) All journalism majors are required to take a capstone class (Community Journalism: News Lab) in which students produce work of publication quality.
9) We have recently begun a survey of graduates from a decade ago, asking them how well the department prepared them for their careers (e.g., What do we do right? What do we need to improve upon? etc.). We have about a 17 percent return rate; responses are very positive.
10) We survey all graduating seniors. They report that they are very satisfied with their undergraduate education. They praise teaching in the Department, find class content both interesting and challenging, and are pleased with research and writing opportunities.

Over the past 5 years, we have used information from the senior exit surveys to make changes in the curriculum (e.g., we have doubled the number of journalism skills courses we offer, and have added more sections of interviewing and advanced public speaking courses as a direct result of student surveys).

Our general sense is that the major is doing a good job at meeting our chief goals – but our current learning goals initiative will provide further information by autumn 2007. We are heartened by the positive nature of the senior exit survey, and find students generally enthusiastic about their work in the Department.

Our Journalism program is nationally accredited, and so we have done much in terms of learning goals and assessment for that program. We are using several specific methods to measure our success in meeting Journalism objectives, including (a) student assessment of learning, (b) exams that measure knowledge growth, (c) detailed analysis by faculty of the success of exercises in meeting learning goals, (d) evaluation by internship supervisors and,(e) production of publication-worthy work.

Impediments to meeting objectives

For the Communications Major: Impediments to meeting our goals include the popularity of the major; we have more students than we can readily accommodate, thus making a common senior experience (or a single capstone) virtually impossible. The situation has been exacerbated by a net loss of faculty over the past 5 years, and continuing reliance on temporary funds to address the large number of students who want our major. We have two choices with the temporary funds: we can

refuse the funds, which means that faculty morale will suffer (from overloading existing classes), and graduation will be delayed for some students. If we take the funds, as we have been doing, we rely on part-time instructors. Many of them are excellent, but quality control in such a situation is always a challenge (e.g., selecting instructors, orienting them, reviewing them).

For Journalism: The chief challenges have been to keep the program current in the age of rapidly changing technology (and specifically, the rise of digital media). These are not insurmountable challenges at all, but they require a good deal of thought about how to address traditional and foundational goals (reporting, writing) through new formats (such as the Internet).

Students and Careers
We survey students two quarters after graduation to ask about their early career options. We also survey graduating seniors every June to ask about their views on the major and have used this information to make changes in the curriculum. For example, we have doubled the number of journalism skills courses (to facilitate progress toward the degree, and to provide more electives); we have also added sections of interviewing and increased the number of advanced public speaking courses.

The student surveys show general satisfaction with the undergraduate major. The students uniformly praise the quality of teaching, the content of the courses (which they see as both interesting and challenging). They also praise the faculty for teaching excellence. The students report that their classes provide good opportunities for research and writing.

VII. Graduate Students

Recruitment and retention

Our department has created a full-color informative brochure on our graduate programs that is distributed widely by our faculty to their colleagues at other institutions, to prospective applicants who inquire about the program or visit campus, and at open houses such as the National Communication Association graduate open house during their annual conference, and the department's own annual Autumn Open House for alumni and the community. We also participate in the National and Western Name Exchange programs organized by GO-MAP to attract minority students. Because our website contains such detailed graduate program information as current student and faculty profiles, our department's statement on diversity, graduated student exit surveys, thesis and dissertation titles, current publications and conference presentations by our students, and our placement record of graduates in academic institutions, we attract applicants from across the nation and the world, and for those prospective applicants who choose to visit campus, our staff will arrange a schedule of faculty interviews. Every year we receive around 150-165 applications to our MA and PhD programs, and will only admit the top 20% of that pool. The success of our recruitment programs is evidenced by the competitiveness of admission to our program. Of the applicants that we admit, we have been able to successfully enroll about 60% of our top recruits over the past three years. This recruitment success can be attributed to the personal attention we give each of our top recruits. Each recruit is contacted by both a current graduate student and faculty member who researches in the applicant's area of study. If offered travel funding and the recruitee chooses to visit campus, s/he is given a tour of the department including informational interviews with faculty, a visit to a graduate-level class, and an informal lunch with current students.

Attrition among our doctoral students is common due to the nature of doctoral study. After achieving candidate status, students may find themselves unable to make a commitment of time or intellectual energy to the amount of research and independent work required for a successful dissertation. Some doctoral candidates will abandon graduate study to work full-time to meet family or financial obligations. At the M.A. and Ph.D. level, a few students may drop from the program after one or more quarters after discovering that they are not suited to either research or communication studies. Which students are at risk of dropping out is impossible to predict at the admissions level, but we do try to inform both applicants and recruits about the commitment involved in graduate education. We also monitor our students' progress closely throughout their careers in order to encourage satisfactory progress.

Advising, Mentoring, and Professional Development

Faculty regularly meet with students to review their academic progress. In addition, each degree program has its own web page listing coursework requirements, typical time to degree, supervisory committee formation procedures, thesis/dissertation/project guidelines, and a summary of key program deadlines, including an example of a typical M.A. or Ph.D. student's course of study. In addition to the web site, which is continuously available and regularly updated, our graduate program assistant sends progress deadline reminders to our students each quarter.

Every quarter our graduate program assistant updates our web site pages with information on our new graduated students. The thesis and dissertation pages are updated with the names and titles of new graduates, and our placement page lists employment of our graduates by year.

At the end of every quarter, our faculty graduate program coordinator, in conjunction with the graduate program assistant and supervisory committee chairs, reviews the academic progress of each graduate student, checking GPA, incomplete work, and meeting program deadlines. Each autumn and spring quarter, supervisory committee chairs receive an academic progress report on their advisees. If the student is falling behind, the supervisory committee chair will usually communicates this information to the student, but occasionally the student will be sent an official warning or probation letter from the department's graduate committee, headed by the faculty graduate program coordinator.

Professional development is covered in our graduate proseminar Com 594 Graduate School and Career Choices, which was noted earlier in this report.

Inclusion in governance and decisions, grievances
Our graduate students are represented by the Communication Graduate Student Association (CGSA), which functions to facilitate the academic, social, and professional well-being of graduate students and to help maintain a collaborative, collegial graduate student community. One of the duties of the CGSA is to provide a graduate student "voice" to faculty members by sharing grad student concerns and having representatives at faculty meetings. These representatives report faculty meeting minutes to their fellow students, and are permitted to participate in the faculty meeting when appropriate.

Most grievances come directly to the chair; there have been few in the past five years. Most have been general in nature (e.g., the need for more mentorship, etc); we have responded to that request by our survey and mentorship initiatives (noted earlier). There has been only one formal grievance in the past 5 years, concerning a seminar grade. The grievance went first to the chair, and then to the UW ombudsperson. The outcome was a discussion between the faculty member and the student (with the chair present) and a clarification of points of view on all sides.

Graduate Student Service Appointees
As outlined in the department's Graduate Assistant Guidelines document, posted on our web site and distributed to all graduate assistants, we appoint graduate assistants for these three reasons, listed in order of priority: (1) to staff courses with able, experienced teachers; (2) to provide continuing support as an incentive to attract and retain well-qualified candidates; and (3) to provide teaching experience for students in the graduate program. In assessing new graduate students for appointment, the department uses its admission criteria (e.g., academic record, statement of purpose, etc.) to evaluate applicants' potential. In considering students already in the program, the preceding criteria are used along with measures of their performance once here (e.g., satisfactory progress toward degree, GPA. faculty assessment of their work, and teaching evaluations).

Ninety percent of appointees in our department are Teaching Assistants. The other ten percent are Research Assistants.

Assistants are appointed at one of three UW pay levels -- Teaching/Research Assistant, Predoctoral Teaching/Research Associate I, and Predoctoral Teaching/Research Associate II . M.A. students will be paid at the starting TA level. Ph.D. students will be paid at the PDTAI level until they achieve candidacy (successful oral defense of the general exam). Doctoral candidates will be paid at the PDTAII level. Promotion to PDTAII level will become effective at the beginning of the academic quarter following the quarter in which the general exam was successfully completed.

Teaching Assistants are supervised by the Professional Development Committee, which utilizes these methods: 1) student evaluations of teaching ; 2) faculty course supervisor reports, either formal classroom observations or informal discussion; 3) independent faculty classroom observations which are required of TAs in the first two quarters of teaching, when the TA teaches a course for the first time, and at least once per year. Research Assistants are supervised by the faculty P.I. who reports to the Professional Development Committee.

New teaching assistants are required to attend two orientations before beginning duties in our department—CIDR's Conference on Teaching and Learning and our department's TA orientation. Teaching assistants are also required to enroll in COM 596 Communication Pedagogy, a three-course series designed to provide students with the pedagogical foundation they need to develop their own teaching philosophy and style. This series introduces students to curriculum goals and challenges, and it teaches how to prepare and deliver lectures, stimulate meaningful class discussion, and design appropriate assignments. TAs also receive course-specific training from their faculty course supervisor.

New research assistants attend CIDR's RA Conference and our department's RA orientation. RAs also receive training from their faculty P.I.