

Department of Communication Studies
Self-Study 2013-2014, Final Draft

I. Mission and History

I.A Mission

The Department of Communication Studies is committed to the investigation of diverse human communication practices in ways that imagine the conditions for effecting positive social change. We believe that by understanding the various contexts and media through which communication shapes our personal, cultural, and political relationships, we gain a critical awareness of the inequalities and injustices we encounter in our everyday lives.

We employ a variety of perspectives and methodologies to study three specific areas of communication: interpersonal communication, communication and culture, and rhetoric. Although each of these areas has its own traditions and idioms, our study of communication emphasizes the importance of each of these areas for a comprehensive understanding of the ways social and political power are constructed, executed and modified.

Students in Communication Studies can expect an engaging and challenging curriculum that helps them develop critical thinking skills important for navigating the complex and diverse world in which we live. Our students receive education in the histories, methods, and theories of communication, while learning to apply abstract concepts to real-world contexts. Course work enables students to better assess and question the social and cultural impact of discourse and deliberation and prepares them to use their knowledge to work for a just and more humane world. *The mission of the Department of Communication Studies is to cultivate strong written and oral communication practices; to teach students how to understand, produce, and critique arguments; to empower students to achieve their personal and professional goals; and to foster a sense of civic responsibility and a shared commitment to social justice.* As such, students who earn a degree in Communication Students are prepared to build careers in a wide range of fields, become active citizens, act ethically in their communities, and create fulfilling personal lives.

I.B History

1998-2008

The current department saw its genesis in 1998, when the then-named Department of Communication was split into the Department of Media Studies and the Department of Communication Studies. At the time, several performance-oriented faculty left to join the newly formed Department of Performing Arts. The Department of Media Studies was created to focus primarily on mass media institutions, technologies, practices, and audiences. The Department of Communication Studies was formed by combining three divisions—Communication Studies, English as a Second Language (ESL) and Rhetoric and Composition. Both ESL and Rhetoric and Composition were non-degree granting programs. This administrative combination of programs provided an academic home to the small Expository Writing program, created a critical mass of faculty for the new department, and imagined a new department built around communication skills.

Each of the three divisions remained largely autonomous at the administrative level. Initially, the three divisions were brought together with a vision of pedagogical collaboration between the three divisions based on core courses in writing. The development of the combined writing and speaking courses for our general education requirement (130/131)—now located in the Rhetoric and Language Department—was an early example of such collaboration. While examples of such collaboration occurred, curricular development was left to the discretion of each division. A few Public Relations classes had been taught as early as 1991, and sometime before 2002, the Public Relations Minor was established.

In 1998, four faculty from the prior department moved to the Division of Communication Studies: Rhonda Parker (the first chair of the Department), Lee Mazmanian, Michael Robertson, and Bryan Whaley. Only one of those original faculty members who participated in the debates and disagreements that shaped the re-organization of the department remains in Communication Studies today (Bryan Whaley). Rhonda Parker left in 2002 to Chair the Communication Studies Department at Samford University. Michael Robertson moved to Media Studies when the Dean shifted the Journalism program to that department. Lee Mazmanian retired in 2008. Other tenure-track hires during this time have included Kamrath (2001; left in 2009), Jacquemet (2002), Sens (2003; was released in 2006), Doohan (2004), Ho (2004), DeLaure (2006), and Burgess (2007). In 2007, Greg Pabst was hired as a full-time term faculty member.

2009-2013

Although we felt that the department was well governed, we recognized (and the 2008 program reviewers concurred) that the structure was confusing for students and faculty. The Department of Communication Studies was located in the College of Arts and Sciences, but our programs crossed the Humanities and Social Sciences, and we reported to the Associate Dean of Arts and Humanities. Each division had a program director, one of which served as chair of the department. Moreover, only the Communication Studies division was a degree-granting body, the other two being service bodies. In addition, the “division” did not have full Department status and other departments/majors/offices could not understand the difference between the division and the department since it had the same name.

This cumbersome structure was eventually jettisoned in 2009, leading to our current department structure. The Communication Studies Department now offers a B.A. in Communication Studies, a B.A. in Advertising (an interdisciplinary major directed by Greg Pabst, and run independently), as well as minors in Communication Studies and Public Relations. The department was last reviewed in 2008 when it was still a division in the three-division department. Partly as a result of issues raised in that review, in 2009 it became a stand-alone department, splitting from the other two divisions. In the process, it lost the program in Public Speaking, which migrated to the newly formed Department of Rhetoric and Language (formed by combining the ESL and the Rhetoric and Composition programs).

Since our last program review, we have hired Thorson (2009) and Lawless (2013) on the tenure-track. In 2009, Chris Kamrath left the department after not receiving tenure and promotion. In Fall 2011, Pabst became the program director for the newly formed Advertising Program that runs separately but officially under the Department of Communication Studies. Advertising will

be discussed further in section II.G. Advertising. In 2011, the University of San Francisco rather quickly decided to launch a transfer program in Communication at the USF Sacramento branch campus. As part of this effort, in 2012 we hired Joe Sery as a full-time term faculty member to teach at the Sacramento campus. The Sacramento program will be discussed further in section II.F Sacramento.

The Department of Communication Studies currently has a good mix of senior (5 tenured) and junior faculty members (3 tenure-track). While the addition of new faculty has led to a dramatic increase in new courses and curriculum development, the stable *overall number* of tenure-track faculty has meant that we have continued to struggle to keep up with student demand given that the number of majors and programs has been growing. As noted below (see Section II), since the last review, the curriculum has undergone substantial changes, in particular by adding a second tier of required courses, related to training students in the various research methodologies of the discipline.

The Department of Communication Studies contributes to the University Core Curriculum (general education requirements) by offering two sections every semester of Communication and Culture and one section of Intercultural Communication per year, which both fulfill two core requirements (Social Sciences and Cultural Diversity), as well as two Service Learning courses per semester. The department also offers courses that contribute to minors in Asian Pacific American Studies, Child and Youth Studies, Peace and Social Justice, Legal Studies, Gender and Sexuality Studies, Gerontology/Aging, Environmental Studies, International Studies, and Health Studies, as well as to the McCarthy Public Service Certificate Program.

From a practical perspective, we aim for the Communication Studies degree to provide a strong liberal arts education that can prepare students for careers in marketing, advertising, law, consulting, public service, education, public relations, public health, non-profit administration, social work, and other professions. We also successfully prepare students to pursue graduate study in Communication Studies and related fields. Regardless of their paths, we hope to provide students with a rigorous theoretical background that will allow them to engage the world and their work with a critical sensibility.

The Communication Studies department's focus on providing a rich theoretical background for understanding the various communicative forms, media, scenes, and contexts of our everyday lives entails a range of courses relevant to real-world social controversies and struggles faced by our students. Our program offers several courses that address race, ethnicity, gender, sex, sexual orientation, religion, disability, class, and social status, creating an atmosphere where difference is critically celebrated and investigated. As a result, we attract a diverse body of students and faculty to the department.

The department has identified a need to promote an even greater ethnic diversity within the faculty. While we are pleased with the gender balance within the program and the representation of various sexual orientations, we would like to increase the representation of African Americans, Asian Americans, Native Americans, and Latinos. Our future hiring will take this need into consideration as we seek the best candidate for the position.

In line with the university's mission to promote social justice, the Communication Studies

department continues to seek out and institute different ways for students to realize their role in creating and sustaining a more just community. One of the most important ways that the program accomplishes this task is by crafting and teaching service learning courses. We also provide students the opportunity to intern at several non-profit organizations that aim to bring about social change. Perhaps most important, the department is grounded in and teaches a critical attitude toward communication practices that provides students the tools to see, understand, and change injustices in their interpersonal relationships, communities, cultures, and political landscapes.

I.B.1 Response to 2008 External Program Review

As mentioned, the last program review was conducted in 2008. The reviewers gave the department overall a “Very Good” rating, and offered several recommendations. These recommendations and our response to them are described below.

- The reviewers recommended that the three-division Department be separated into two separate departments: The Department of Communication Studies and a Department that contained ESL and Rhetoric and Composition. *This split was put into effect in Fall 2009.*
- The reviewers recommended that the one semester Public Speaking course (a core requirement at USF) should remain with the Communication Studies Department. *Public Speaking was moved to the newly formed Department of Rhetoric and Language without consultation with Communication Studies.*
- Several issues regarding collegiality and department culture were brought up in the last review and the reviewers recommended that we resolve our differences and learn appropriate boundaries. *After our last review, a mediator ran a one day retreat for the department. Although this session was unproductive, over the past several years, these issues regarding departmental culture have improved.*
- The reviewers noted that we needed to improve our career counseling and that we should develop a network of alumni to help with this task. *We have greatly improved the career counseling aspect of our program since the last review. Specifically, we now hold at least one event every semester that is focused on career development. In the fall we host a Communication Studies Career Night, where a panel of alumni come back to talk about careers in Communication Studies and network with our current students. In the spring we host a Pizza with the Pros event, where local professionals and internship directors come to campus to talk about their positions and opportunities for jobs and internships, and to network with our students. We also hold an Alumni Speaker Night in the spring where an alum presents a keynote speech to our graduating students. In addition to these specific events, we also have a department blog, where student internship experiences, alumni profiles, and expert advice are posted (<http://blogs.usfca.edu/coms>) and a LinkedIn group. We have recently developed a department newsletter to connect with alumni and are going to host an alumni happy hour in the spring semester to help improve our connections with our alumni. Finally, our Program Assistant keeps a binder of Internships opportunities and emails all students with any new internship postings.*
- The reviewers noted that faculty needed more resources to enhance their advising skills. *We have addressed this concern in a number of ways. We have included more information in our orientation to the major session. Our program assistant has put more advising information on our website*

(http://www.usfca.edu/templates/as_coms_home.aspx?id=6442451635) to make it more readily available to students. She also sends messages directly to students with information about department policy changes. Because our Program Assistant has been able to even out the the advising load for each faculty member, advisors now are better able to serve each individual student and address their specific questions and concerns than before. However, given since the number of faculty advisors gained in the last few years only replaces the number of faculty advisors lost, our large advisor-to-student ratio of ~1:38 means that our advising is not as good as it could be with fewer students to assist.

- The reviewers recommended that students needed to have a place to voice concerns or questions about the department. *Because our department culture has improved, students seem to be more comfortable bring up concerns with individual faculty members which are then brought to the attention of the department chair.*
- The reviewers recommended that the department develop more activities to foster collegial relationships amongst faculty members, such as research presentations and events. *The department has hosted several events, such as bringing speakers to campus, that are frequently attended by other faculty members to show support.*
- The reviewers noted that at the time of our previous review, there were few senior members in the department and that we needed to be assisted with more senior leadership. *Since our last program review, as faculty members have gone up for promotion, we have increased from having just two faculty tenured to having five tenured faculty members.*
- The reviewers noted that we needed long-term plans for faculty leaves and sabbaticals so that students did not experience a lack of courses. *Although we do make plans for leaves of absences and course coverage a year in advance, we are short on faculty members. This is only exacerbated when we experience leaves of absence. This will be discussed further in another section.*
- The reviewers recommended that we improve our system of mentoring junior faculty. *New faculty members are still assigned a senior faculty member to serve as a mentor. This is discussed further in another section.*
- The reviewers recommended that staff support, adjunct office space, and program funding be increased. *This has not changed since our last review.*

I.C Learning Goals and Outcomes

Program Goal 1: Students will be able to understand critically how communication shapes the contemporary world.

Program Goal 2: Students will be able to use a variety of methodological tools to analyze communicative practices in both our public and private lives.

Program Goal 3: Students will develop and exercise the skills to effectively communicate messages to particular audiences.

Program Goal 4: Students will apply their knowledge of communicative practices to issues of social justice.

Learning Outcomes

1.1 Students will articulate and identify how reality is socially constructed through verbal and nonverbal communication.

1.2 Students will demonstrate an understanding of theories and concepts used in the study

of communication.

2.1 Students will design a research project that engages scholarly literature to address significant and appropriate questions/issues.

2.2 Students will demonstrate the ability to select and analyze text(s), collect and analyze data, and answer research questions and test hypotheses.

3.1 Students will identify and assess the social context for their messages and tailor their messages to specific audiences.

3.2 Students will craft effective messages.

4.1 Students will be able to identify how communication produces, reinforces, and critiques social inequalities and power relations.

4.2 Students will implement communicative strategies that address social injustices.

II. Curriculum

II.A General Overview

1) If the program is a department, please name all the degree programs offered solely by the department and name separately any interdisciplinary major or minor programs the department is involved in.

Our department provides students with methodological tools, critical acumen, and communicative skills to analyze and engage in a wide range of discourse: from the public practices of politics and protest to the everyday interactions of family, friends, and strangers. We seek to educate students about the social and cultural impact of discourse and deliberation and prepare students to use their knowledge to work for a just and more humane world.

Our Bachelor of Arts in Communication Studies serves as a base for a career in a communication profession or further specialization in graduate or professional school. Because skilled communicators are highly desired by business and industry, our students go on to hold a variety of positions in a wide range of fields, including cultural and civic affairs, government and public administration, health-related services, corporate communication, education, human resources, law, advertising, marketing, public relations, media and publishing. As preparation for a career, students may take advantage of a variety of course offerings including courses from the minor in Public Relations and the Communication Studies Internship course; they also seize the many opportunities offered by studying in a culturally diverse metropolitan city. Our students engage with the community of San Francisco in service learning classes where students work and study in local non-profit agencies and through the remarkable variety of internship opportunities in the Bay Area. The major also provides excellent preparation for those interested in pursuing graduate study in the humanities, social sciences, or law.

The Department of Communication Studies prides itself on the individual attention each student receives. Students and faculty work together to craft an individual plan of study that meets each student's needs and interests. Our major has three required foundational courses, a choice of two

out of three research methods courses, and six remaining upper-level courses. Upper-level courses are chosen by students in consultation with their faculty advisors, who provide guidance in academic and professional career choices. Our classes are small and are taught by diverse and distinguished faculty who welcome student involvement with their research projects.

In addition to the major in Communication Studies, the department also offers a minor in Communication Studies, and a minor in Public Relations. We do not offer a graduate program.

The Communication Studies Department houses one interdisciplinary major (Advertising) and its faculty teach courses that are part of this interdisciplinary major. Moreover, Communication Studies courses are part of 11 interdisciplinary minors and one university certificate program.

COMS Courses which are part of Interdisciplinary Majors

Advertising

- COMS 202: Rhetoric and the Public Sphere
- COMS 358: Persuasion and Social Influence

Critical Diversity Studies

- COMS 315: Asian American Communication and Culture

Environmental Studies

- COMS 344: Environmental Communication

International Studies: Culture, Societies, and Values Track

- COMS 204: Communication and Culture
- COMS 314: Intercultural Communication
- COMS 364: Communication for Justice and Social Change
- COMS 366: Ethnography of Communication

COMS Courses which are part of Interdisciplinary Minors

Advertising Minor

- COMS 202: Rhetoric and the Public Sphere
- COMS 358: Persuasion and Social Influence
- COMS 322: Advertising/Public Relations Law and Ethics

Asian Pacific American Studies Minor

- COMS 315: Asian American Culture and Communications
- COMS 405: Capstone Seminar: Asian American Studies

Cultural Anthropology Minor

- COMS 204: Communication and Culture
- COMS 366: Ethnography of Communication

Child and Youth Studies Minor

- COMS 302: Dark Side of Family/Interpersonal Communication
- COMS 306: Family Communication
- COMS 496: Communication Studies Internship

Critical Diversity Studies Minor

- COMS 315: Asian American Communication and Culture
- COMS 337: Rhetorics of Sex, Gender, and Sexuality

Environmental Studies Minor

- COMS 344: Environmental Communication

Ethnic Studies Minor

- COMS 314: Intercultural Communication

Gender and Sexuality Studies Minor

- COMS 337: Rhetorics of Sex, Gender, and Sexuality

Gerontology Minor

- COMS 368: Communication and Aging

Health Studies Minor

- COMS 352: Message Design in Health Interaction

Legal Studies Minor

- COMS 364: Communication for Justice & Social Change
- COMS 336: Rhetoric of Law

Peace and Justice Studies Minor

- COMS 364: Communication for Justice & Social Change
- COMS 372: Communication, Disability, & Social Justice

COMS courses which are part of University Certificates**Writing and Rhetoric**

- COMS 336: Rhetoric of Law

2) What are the distinguishing features of the academic program?

We believe that there are four distinguishing features of our program: (1) innovative and challenging foundational courses; (2) student-advisor crafted major; (3) research opportunities and expectations in advanced area courses, and (4) an engagement with social justice.

The three foundational classes are theory and research driven, a distinguishing feature of our program. Students in each of the foundational courses must read primary scholarly texts, monographs, or journal articles. Each of the courses also requires a multi-draft research paper to ensure that students are provided with thorough and discipline-specific feedback on their writing and given the opportunity to improve. After completing the three foundational courses, students must take two research methods courses and six upper-division courses of their choice.

Another distinguishing characteristic of our program is that students are able to focus on the research methods and upper-division courses that best fit their personal, educational, and career goals. Working together with an advisor, students select two of the three available research methods courses and six advanced area courses to craft a major. This makes our major significantly different from departments that attempt to make choices for students by rigidly structuring a Communication Studies major into various steps *or* dividing up the discipline and requiring students to take a certain number of courses from each sub-field. We believe that this makes our department more responsive to student needs and requires students to work with advisors to take responsibility for planning their academic life.

A third distinguishing characteristic of our program is that many of our upper-division courses involve significant original research opportunities for students. Many of our upper-division classes involve research projects that result in 15- to 25-page papers. Our students' success with these projects is visible in the number of students who work to revise their research for presentation at academic conferences. See Appendix I which includes 42 student conference presentations from 2007-2013. We continue this success with another 7 presentations already in 2014.

A final distinguishing factor of our program is the emphasis on social justice, which stems from the Jesuit mission of our university. This focus is embedded throughout our curriculum. Many of our courses emphasize social justice, community involvement, and civic engagement. Several—including Rhetoric of Social Movements, Ethnography of Communication, Organizational Communication, and Communication for Justice and Social Change—have been designated service learning courses in the Core Curriculum. Many other courses, such as Rhetoric and the Public Sphere and Communication and Culture, engage questions of citizenship and social justice throughout. Even our Public Relations program focuses on serving non-profit organizations.

3) *How many declared majors, double majors, and minors have the department/program had in each baccalaureate and/or masters program over the last 5 years?*

Number of Declared Communication Studies majors, double majors, Communication Studies minors, and Public Relations minors in each of the Past 5 Years

	Fa 08	Sp 09	Fa 09	Sp 10	Fa 10	Sp 11	Fa 11	Sp 12	Fa 12	Sp 13	Ave # Declared
Total # of Declared Communication Studies Majors	232	230	221	226	234	239	231	227	248	248	233.6
Total # of Declared Communication Studies / <u> </u> X <u> </u> Double Majors	3	2	2	2	3	1	3	5	9	13	4.3
Total # of Declared Communication Studies Minors	11	15	10	13	9	9	5	3	4	9	8.8
Total # of Declared Public Relations Minors	20	20	22	25	21	23	20	18	17	9	20.5

4) How many degrees has the department/program awarded in each of the last 5 years?

Number of Degrees Awarded in each of the Past 5 Years (Fall, Spring, Summer graduates)

	2008 / 2009	2009 / 2010	2010 / 2011	2011/ 2012	2012 / 2013	Ave # Awarded
Total # of Communication Studies Majors Awarded	69	57	79	49	41*	59
Total # of Communication Studies Minors Awarded	3	5	3	2	1*	2.8
Total # of Public Relations Minors Awarded	8	11	10	5	7*	8.2

(Fall, Spring, Summer graduates)

*Missing Summer 2013 graduates

Graduation Rates

	2005- 2009	2006- 2010	2007- 2011	2008- 2012	2009- 2013
Communication Studies Majors graduating in 4 or < years.	22 (55.0%)	23 (43.4%)	29 (64.4%)	24 (63.2%)	19 (52.8%)
Communication Studies Majors graduating in < 6 years.	27 (67.5%)	31 (58.5%)	30 (66.7%)	*25 (65.8%)	*N.A.
Communication Studies Majors graduating in > 6 years.	27 (67.5%)	32 (60.4%)	*30 (66.7%)	*25 (65.8%)	*N.A.

* These values are not yet available or in flux.

5) For the period since the last review, indicate and interpret trends in enrollment, retention and graduation for your program. Based upon these data, what do you project enrollments to look like in the next 5 years? 10 years?

See Appendix A for Enrollment, Full-time / Part-time Teaching Assignments, Average Class Size, and Capacity over the Past 5 Years - Fall / Spring Semesters

See Appendix B for Enrollment and Average Class size over the Past 5 Years - Intersession / Summer (teaching beyond contractually required classes)

See Appendix C for Graduation Rates by Gender and Ethnicity

Since our last program year review, we have seen a slight increase in the average number of students who have declared Communication Studies as their major. This increase takes into account that in 2011 Advertising split from Communication Studies. The increase in the number of Communication Studies majors, therefore, is significant given that some students switched to Advertising.

Specifically, this number rose from an average of 228.8 to 233.6 majors, an increase of 2%. Despite this gradual growth, the graduation rates for students have increased by over 24% since our last review. Specifically, the average number of students awarded Communication Studies degrees per year from 2008 – 2013 was 59, up from an average of 47.25 per year from 2003-2007.

The average number of declared Communication Studies minors dropped from 11.1 to 8.8, a 26% drop; yet the number of declared Public Relations minors has increased dramatically from an average of 12 per year (from 2004 – 2007) to 20.5 per year (from 2008 -2013), an increase of 70.8%. Over the last 5 years (from 2008 – 2013), an average of 2.8 students per year were awarded Communication Studies minors and an average of 8.2 per year were awarded Public Relations minors.

In conjunction with the increase in Communication Studies majors, decrease in Communication Studies minors, and increase in Public Relations Minors, course enrollments have remained extremely high. Specifically, 36 courses were taught as part of the Communication Major/Minor curriculum. The average capacity of the courses taught within the major was 78.2%, with over 14 of the courses being at over 90% capacity throughout the last 5 years. On average, only 10 courses have experienced enrollment of less than 68%. Moreover, full-time faculty members have taught roughly 81.81% of the curriculum and part-time faculty have taught approximately 17.04% of the curriculum during the regular Fall/Spring sessions. In addition to the regular semester, over the last 5 years we have seen a dramatic increase in the number of Intersession / Summer courses that full-time faculty have taught beyond contractually required teaching loads in order to support student enrollment, retention, and graduation. Full-time faculty members taught all Communication Studies Intersession and Summer courses (19 courses).

When analyzing data regarding what types of students have added / dropped our major, we found that the majority of individuals who added our major were previously Undeclared majors. Among those who dropped our major, they are mainly switching into ADVT and Media Studies. In spite of some students dropping the major, the number of majors we serve continues to increase.

Based on these data, in the next 5 to 10 years we expect enrollments to increase. Among the reasons for this increase: (a) the number of students declaring Communication Studies as their major continues to grow and (b) the number of students majoring / minoring in a field that requires them to take a COMS course continues to increase.

Should the department continue to grow over the next 5 to 10 years at its current rate without hiring additional full-time or part-time faculty, there may be significant problems in retention or

graduation given that there will not be enough seats available in courses for students to complete their major requirements. Thus, the department will need to continue teaching summer/intersession courses and overloads in order to sustain itself in the meantime.

6) *How does the department/program determine curricular content?*

The department determines curricular content through a majority vote (required by bylaws) that typically reaches consensus among faculty members. New faculty members are strongly encouraged to offer new advanced area courses, particularly in their areas of specialization. The development of such courses has been a key criterion for all recent hires in the department and this has been the primary way in which the curriculum has developed. Courses are first proposed to the department and emerge out of the faculty member's teaching and research interests. The class is initially taught as a Special Topics course (COMS 490). If the course receives good student feedback, the course is presented to the department and dean's office for approval. Any course that is designated as service learning, core, or cultural diversity, must also be submitted to the College Curriculum Committee for review and approval.

7) *How are credit units assigned to courses?*

All courses within the department are 4-credit units. Thus, a student taking a COMS course is expected to attend class for 3.25 hours each week, which is equivalent to 4 hours of seat time. In addition, assignments and readings are chosen with the expectation that students will engage in approximately 8 hours of out-of-class work per week.

8) *How does this curriculum compare with other programs nationally and internationally?*

We believe that our program offers many courses that are similar to other strong undergraduate programs but the structure remains fairly unique. When we searched for models for a new curriculum in 2004 and redesigned our methods curriculum in 2011, we concluded that few addressed our concerns about rigor at the introductory level and introduced students to the most promising trends in scholarship from the beginning. We believe that providing students with the theories to understand culture, everyday life, and the politics of public space while introducing critical, empirical, and ethnographic research methodologies is crucial to understanding contemporary communication practices. We also believe that this curriculum takes advantage of the expertise of our faculty.

9) *What is the department's philosophy with respect to the balance between core curriculum courses, service courses for other departments, and major courses?*

The Department of Communication Studies contributes to the University Core Curriculum by offering two to three sections of Communication & Culture (Social Science and Cultural Diversity requirements) each year, one section of Intercultural Communication (Social Science and Cultural Diversity requirements) and typically two Service Learning courses per semester. Eighteen of the courses taught in the department serve our majors while simultaneously contributing to three interdisciplinary major/minors (i.e., Advertising, Cultural Diversity Studies (will launch in Fall 2014), and International Studies), 12 interdisciplinary minors (i.e., Advertising, Cultural Anthropology, Child and Youth Studies, Ethnic Studies, Asian Pacific

American Studies, Gender and Sexuality Studies, Health Studies, Environmental Studies, Legal Studies, Peace and Justice Studies, Gerontology, and Critical Diversity Studies), and two University certificates (McCarthy Public Service and Writing and Rhetoric).

Throughout the last 7 years, our faculty have also offered a number of First Year Seminar (FYS) and Students in Transition (SIT) courses. These are classes that must meet a University Core requirement (such as social sciences or public speaking) and do not count as COMS major courses. These have included: From Acupuncture to Yoga (social science), Landscapes of Communication (social science), GreenSpeech: Communication and the Environment (public speaking), The Power of Political Discourse (public speaking), Telling SF Stories (public speaking), and Medicine and Public Controversy (public speaking).

The balance between core curriculum courses and major courses has gotten worse recently as full-time faculty have worked to cover more of our major classes and teach fewer courses like the FYS and SIT courses. Now, almost all of the courses taught that contribute to the core and other departments are only those that also fulfill the Communication Studies major. In all, of the 36 courses offered by the department from 2007 - 2013, two courses overlap as a University Core Curriculum and major course. In addition, 18 courses serve both Communication Studies majors while simultaneously serving minors and students earning University certificates. COMS faculty also offered 10 courses in the FYS/SIT program that serve the University Core but do not count as major courses.

II.B Undergraduate Program

1) *Please provide the Curriculum Map demonstrating the links between the learning outcomes and the courses in the program.*

See Appendix D for Curriculum Map

2) *Are the major and minor requirements coherent or a collection of unrelated courses? Is the program structured in a logical, sequential and consistent manner?*

Our major and minor requirements and program are structured in a logical manner in which students begin with our three foundational courses, move on to take methods level courses, and then finish with a program of upper division courses that do not follow tracks. We have designed the major in this way to give more structure and a breadth of requirements and then allow students the flexibility and freedom to design an upper level elective program of study to match their unique interests and educational paths.

The major is intended for students to develop skills in lower level classes that scaffold up for success in each subsequent step. The foundational courses focus on providing a breadth of the field of communication within the three areas of interpersonal, culture, and rhetoric, and each class has particular pedagogical requirements and learning outcomes that are necessary for success in the upper division courses including:

- students will write a multi-drafted paper and receive feedback on the draft
- students will learn how to read primary texts including either an entire research book or a

- collection of research articles around a theme/topic
- Communication and Everyday Life: students will learn how to do library research and write a synthesized literature review using APA format.
- Communication and Culture: students will learn how to do ethnographic fieldwork, write field notes, do audio-recording and transcribing, and data analysis/writing.
- Rhetoric and the Public Sphere: students will learn how to read and write about theory, perform a close reading of a text, and craft arguments.

In 2011, we implemented a new methods sequence into the major. Prior to this we only had one methods class: COMS 205: Research Methods. Taught primarily as a quantitative research design course, we realized that this was serving as a valuable course for those interested in pursuing quantitative social science. However, upper level students interested in pursuing qualitative and rhetorical methods of research were underprepared at the upper level courses where professors ended up teaching methods as part of those classes. Therefore, we added two new classes COMS 252: Critical and Rhetorical Methods (pre-req COMS 202: Rhetoric and the Public Sphere) and COMS 254: Qualitative Methods (pre-req COMS 204: Communication & Culture). We changed what was COMS 205 to COMS 253: Quantitative Research Methods and added the pre-req of COMS 203: Communication and Everyday Life. Students were then required to take 2 out of 3 methods classes that frequently serve as pre-reqs for upper-division courses.

3) Do students learn about the discipline's historical roots and development, as well as current trends and directions?

Students do a combination of historical roots and development and current trends and directions in all classes. See answers to other questions in this section.

4) What are the core requirements for the major and for any concentrations or specialty areas?

Student must complete all three foundational courses (COMS 202, 203, 204), take two out of three methods courses (COMS 252, 253, 254), and six upper-division electives.

5) How well is this faculty able to support any concentrations and specialty areas cited in the campus catalogue?

Not applicable to our department.

6) How frequently are core courses and electives offered and in what sequence?

Foundational courses are offered 3-4 times per year w/ 1-2 sections per Fall and per Spring. Methods courses are offered 2 times per year with 1 section per Fall and 1 per Spring. Upper-division courses are offered typically 1 time per year with a few exceptions: Internship is offered 3 times per year (Fall/Spring/Summer) and some popular upper-division classes may be offered more than 1 time per year (e.g., Family Communication, Rhetorics of Sex, Gender, and Sexualities, and Persuasion).

7) Do students experience any difficulties in meeting graduation requirements for the program

due to the frequency of course offerings?

At this point, students do not suffer based on course offerings. However, we anticipate a shortage of seats in Methods level classes. Because we had students grandfathered into courses from the “old” major which only required 1 methods class, we have not had this problem yet. However, given our current enrollment and the fact that virtually all students are now on the new 2011 major, we likely need to start offering more sections of methods courses (See Appendix E: COMS Class Needs). Based on an estimated new major enrollment of on average 55 4-year students per year and 25 transfer students per year, we should be offering a minimum of 240 introductory seats per year, 160 methods seats per year and 480 upper division seats per year. We currently offer more than this in the introductory and upper division (also to meet the needs of non-majors who take our classes) but we only offer 150 seats per year at the methods level (mostly for majors).

8) What is the prerequisite sequence between lower-division and upper-division courses?

The pre-requisite for all foundational courses is the core writing requirement typically RHET 120, 130 or equivalent. We will also manually override pre-reqs for transfer students who are enrolled in RHET 250 or equivalent writing requirement. (The computer system cannot do simultaneous pre- and co-reqs).

The pre-reqs for the methods classes are as listed previously.

- COMS 252: Critical and Rhetorical Methods: pre-req COMS 202: Rhetoric and the Public Sphere
- COMS 253: Quantitative Research Methods: pre-req COMS 203: Communication and Everyday Life
- COMS 254: Qualitative Methods: pre-req COMS 204: Communication and Culture

The pre-reqs for the upper-division classes are varied and determined by professors. They typically have pre-reqs of certain foundational courses and/or methods courses. For example: COMS 300: Interpersonal Communication has a pre-req of COMS 203 and either COMS 253 or 254. See <http://www.usfca.edu/catalog/artsci/coms/courses/> for a full course catalog with prereqs.

9) What is the proportion of lower-division to upper-division courses?

See <http://www.usfca.edu/catalog/artsci/coms/courses/> for a full course catalog. We have 3 foundational courses, 3 methods-level classes, and 26 upper-division courses on the books.

Over the last 5 years, in terms of courses offered, the proportion of lower-division courses to upper-division courses is 68 to 122 or 17 to 30.

10) What are the average class sizes in core courses, required major courses and electives? Are these class sizes appropriate for the learning goals/outcomes and learning objectives of the curriculum? How do they compare to those of other departments in the University?

The core course taught within the Department of Communication Studies (COMS 204: Communication and Culture) had an average class size of 35.6. The enrollment cap for this class

is 40. The average class size in our required major courses (COMS 202; COMS 203; COMS 204; COMS 205; COMS 252; COMS 253; COMS 254) was 27.5. The course caps for these classes is 35. The average class size among major elective (all COMS 300 and COMS 400 level courses) courses was 24.4. The course caps for these classes vary between 20-35.

Although we have reduced the size of many of our classes to meet the learning goals/outcomes and learning objectives of the curriculum, many classes are still too large to meet their optimal effectiveness. In comparison to the University of San Francisco as a whole, the average class size in a Communication Studies course is much greater than class sizes found in other departments across campus. Specifically, in 2012 USF boasted an average class size of 29 for Core courses and 21 for Major/Elective courses, with an overall student to faculty ratio of 16/1 (for a review, see: http://www.usfca.edu/admission/undergraduate/freshman/facts_figures/). An examination of the data in this review (from Fall 2008 – Spring 2013) indicates that the core course taught within the Department of Communication Studies (COMS 204: Communication and Culture) had an average class size of 35.6, 22% larger than the average core course taught at the university. Moreover, the average class size in our major required and elective courses was 24.4 (16% larger than the university average), with an overall student to faculty ratio of over 33/1. Thus, our student to faculty ratio is over 106% above the average ratio found throughout the University.

Our practice has been to reduce class sizes as we can without affecting students' abilities to graduate on time and without having to rely on many adjunct-taught classes.

11) What is the mix of majors to non-majors enrolled in your program's courses?

The courses with the highest enrollment of non-majors are the ones that serve the university core, and other major/minor programs. However, even in these classes, the majority of students are still COMS majors. For example, in Communication and Culture, the non-majors (both other majors and undeclareds) make up between 30-50% of the class. In Rhetoric and the Public Sphere, which serves Advertising majors and minors, anywhere from 15-30% of the class are ADVT students.

12) What efforts are made to incorporate new perspectives, ideas and knowledge into the curriculum and to remove outdated methodologies and viewpoints?

Most of our faculty change their classes regularly to keep up to date with new ideas and knowledge. In addition, our changes to the major (the original change to the three foundational courses, the subsequent change to a methods-level sequence) have been sparked by a recognition that we needed to keep up with what was happening in the discipline and offer fresh ways of approaching the study of communication. Our upper division course offerings work to bring exciting and innovative courses to our students rather than only try to cover a spread of the typical courses found in most communication programs.

In addition, many faculty in our department take part regularly in the Center for Teaching Excellence programming (Jacquemet, Ho, Lawless). Brandi Lawless received a USF Strategy Think Tank Incubator Award to implement the Flipped Classroom to the Qualitative Research Methods class.

13) *What courses have been deleted or substantially updated in the past five years? If you know what new courses are to be offered in the five years, please include a separate list of such courses.*

New courses:

COMS 252: Critical and Rhetorical Research Methods (formerly COMS 332 Rhetorical Criticism)
COMS 253: Quantitative Research Methods (formerly COMS 205 - Research Methods)
COMS 254: Qualitative Research Methods
COMS 302: Dark Side of Interpersonal/Family Communication
COMS 315: Asian American Culture and Communication
COMS 335: Rhetoric of Social Movements (SL)
COMS 336: Rhetoric of Law
COMS 337: Rhetorics of Sex, Gender, and Sexuality
COMS 341: Advertising Principles and Practices
COMS 343: Advertising Planning/Placement
COMS 344: Environmental Communication
COMS 364: Communication for Justice and Social Change (SL)
COMS 399: Directed Project

Deleted courses:

COMS 205: Research Methods (now Quantitative Research Methods - COMS 253)
COMS 332: Rhetorical Criticism (now Critical/Rhetorical Research Methods - COMS 252)
COMS 334: Rhetoric of Citizenship
COMS 340: Advertising Strategies (now ADVT 340)
COMS 341: Advertising Principles and Practices (now ADVT 341)
COMS 342: Advertising Presentations (now ADVT 342)
COMS 343: Advertising Planning/Placement (now ADVT 343)
COMS 360: Language and Social Interaction

14) *What policies and practices are in place to ensure a modicum of uniformity in terms of grading standards, course content, and learning-outcomes across the curriculum?*

The foundational courses are all uniform in their basic requirements as described in section II.B.2 However, faculty who teach this class have flexibility in choosing the exact readings and how they structure tests and smaller assignments that lead up to the larger term paper(s). Methods classes have all been taught by one instructor with the exception of Qualitative Methods. Brandi Lawless and Evelyn Ho have worked on making sure this class is equivalent or similar in their learning outcomes and topics covered. In the upper division only a few classes are taught by more than one instructor. These include Internship, Family Communication, and Rhetoric of Social Movements. In Family Communication, Eve-Anne Doohan and Allison Thorson have met to ensure equivalence. Sarah Burgess and Marilyn DeLaure developed the Rhetoric of Social Movements initial syllabus together, and continue to share materials and ideas as they alternate in teaching the course. We have re-designed Internship as a department so that it is uniformly taught and will continue to make adjustments (such adding in an e-portfolio assignment for

assessment) in this next year. You can read more about Internship specifically in section XII. Comprehensive Plan for the Future.

15) How much and what type of writing assignments does the department require?

As already mentioned, foundational courses all require a multi-drafted essay. The requirements for COMS 202 are a 6-8 page essay, for 203 are 6-8 page final paper, and for 204 is an 8-10 page final paper. At the methods level, students write a full research paper from literature review to data collection/analysis for COMS 253 and 254. For COMS 252, students are required to write three rhetorical criticism essays (the third of which can be a significant revision and expansion of one of the first two essays). Total finished writing for COMS 252 and COMS 254 for the semester is approximately 25-30 pages. The instructor also has individual writing conferences with students in preparation for the final paper.

There are no standard writing requirements for the upper division classes. However, almost all of the courses at the upper division require some kind of either original research writing, comprehensive literature review and research proposal, PR campaign including many written components, or rhetorical/textual analysis paper.

16) What does the department offer its most outstanding students, e.g., honors track, capstone course, senior thesis, etc.?

Our department offers a variety of opportunities for our best students. Many of our students work on faculty research and on independent student research for conference presentations and publication. We host a chapter of Lambda Pi Eta that supports our high achieving students. Finally, we are also currently developing an honors program that we hope to implement beginning in 2014-2015 (see Appendix F).

17) What opportunities exist to actively involve students in learning through internships, work-study, practicum, study abroad, etc.?

A small number of our students participate in study abroad (~1-8 per semester). Most of our students go to English-speaking study abroad programs and the majority go to Western European countries with a large number going to USF sponsored programs in London, Spain, France, and Italy. See Appendix G for list of students.

Our internship class and program is very strong. We have long developed and maintained close ties to industry/nonprofits in San Francisco which Greg Pabst began many years ago and other faculty have worked to maintain. Students very easily get communication related internships and there are many organizations that take our students semester after semester. See Appendix H for a list of internship placements.

18) In what ways have you been able to involve undergraduates in research programs in your department? How do you assess the results?

With the support of the College of Arts and Sciences, we have been able to include our students in a variety of research programs. They primarily participate in one of two ways. First, they are

trained to participate in faculty research; faculty frequently hire undergraduates (through work study) as Research Assistants. Second, we mentor students to further develop course projects into conference papers, publishable works, and materials suitable for graduate school applications. We have had students present at USF's student conference, at Bay Area conferences, and at regional Communication conferences. See Appendix I for Faculty and Student Research.

19) How well prepared are majors for graduate study in the field?

Our students are well prepared for graduate study. Our major allows students interested in graduate school to concentrate their upper division study in specific area. As well, they are offered many opportunities at the upper division level to begin developing research questions and projects that they might carry forth into graduate school.

We support our students' efforts to apply to graduate school by hosting an annual Graduate School Information Night. We also do a lot of individual advising when we work with students interested in graduate school. Below is a list of USF B.A. Communication Studies students who have went on to pursue additional degrees:

USF COMS Alumni and Graduate School Institutions, Degrees, Years

- [Name Redacted] USF MFT (family therapy) (2013-present).
- [Name Redacted] Pennsylvania State University (MSW in Social Work and MS in Criminology) (2010-2012). Currently a social worker at Turning Points for Children.
- [Name Redacted] Portland State University MPH (public health) (2011-2013). Currently Health Services Development Administrator, Multnomah County Health Department.
- [Name Redacted] Thomas Jefferson School of Law (2011-2014).
- [Name Redacted] San Francisco State University MA in Communication Studies (2010-2013). Currently adjunct professor at San Francisco State University.
- [Name Redacted] Seattle University MA Non-profit Administration (2010-2012).
- [Name Redacted] USF MFT (family therapy) (2010-2012). Currently Marriage and Family Therapist.
- [Name Redacted] University of Montana MA in Communication (2008-2010). Currently Assistant Chief, Prosthetic and Sensory Aids Service, Veterans Health Administration.
- [Name Redacted] Santa Clara University Law School JD (2011-2014).
- [Name Redacted] CU Boulder PhD in Communication (2007-2011). Currently full-time Lecturer at the University of Washington.
- [Name Redacted] UNLV MA in Communication (2008-2010). Currently transfer admission counselor at Notre Dame de Namur University.
- [Name Redacted] New York University MS in Public Relations and Corporate Communications (2012-2014).
- [Name Redacted] University of Illinois MA/PhD in Communication (2005-2011). Currently Assistant Professor at Rollins College.

20) Are undergraduates interested in graduate programs in the field? What percentage are interested and what percentage actually go on to graduate studies? What other academic and

non-academic fields are they entering upon?

Every year faculty hold a graduate school information event where we talk about the difference between professional and academic graduate programs, discuss applying for and financing graduate studies, and do Q&A with students interested in pursuing graduate school of some kind. Some students are interested in graduate programs and we typically encourage those students to participate in research opportunities if they are interested and show promise to succeed. Given the market for Communication Studies PhDs, we have not always encouraged students who are merely “interested” but may not succeed to pursue graduate study in Communication Studies. Therefore, a very small percentage of our graduates go on to graduate school in Communication Studies (~ 1-2 per year). We also encourage those who are interested to seek out a terminal MA before deciding to pursue a PhD.

II.C Admission and Transfer Policies

There are currently no requirements for admission to the program.

For us to grant major credit for a course taken elsewhere, transfer students must provide the course description and syllabus of the course they took. The faculty member who teaches our equivalent course then evaluates the information to decide if the course is similar enough to our course for credit to be given. The department chair then gives final approval.

II.D Advising

Faculty in Communication Studies are known for doing advising very well and students are typically very satisfied with the level of individualized advising they receive based on anecdotal accounts given by students and the fact that students very regularly utilize advising appointments even when they are not required to meet with their advisors. Upon declaring a Communication Studies major, students are assigned a faculty member to serve as their advisor. Students have a registration hold placed on their account during their first two years to compel them to see an advisor. After their sophomore year, they are not required to see an advisor, although many students still do. At the beginning of every semester we hold an Orientation to the Major session where we introduce the faculty, the major, and explain how the advising process works. The university also offers a Webtrack summer advising where newly admitted students go through an online tutorial and register for classes. Once registered, they sign up for a skype advising appointment with a faculty advisor to go over any questions and fix any registration errors. We also have a mentor program pairing members of the Lambda Pi Eta honor society with new students so that each new student who wants one can be paired with a junior/senior member of Lambda Pi Eta that he or she could contact with questions about USF, the department, classes, etc.

We have been innovative in streamlining and standardizing our advising given our large faculty to student ratio. For example, we have developed an Advising FAQs page to our website (see http://usfca.edu/templates/as_coms_home.aspx?id=6442451635). Our program assistant, Christine Lee, helped us pilot test an online advising appointment system. We are one of a small

handful of departments who have done this and it is working very well. We were also a pilot tester of an online documentation system called AdvisorTrac. We now have many electronic student files so that students who end up seeing multiple advisors get standardized information because advisors know what students have been told on previous advising sessions. We also created our own 4-year graduation planner that we use with each student to make sure they are on-track to graduate on time and we typically start with a modified plan for transfer students to plan for a target graduation date upon first meeting each transfer student.

Every faculty member participates in advising throughout the year. New faculty members begin a full load of advising in their second year. In their first year, they learn the advising process by sitting in on advising sessions with more senior faculty members and taking on between 3-5 advisees. We have insisted on maintaining this grace period to protect and socialize new faculty, despite our high faculty-to-student ratio.

Since Greg Pabst took over the Advertising Program, he has solely advised Advertising students and the other full-time Communication Studies Faculty do COMS advising. In 2013, that means we have seven faculty advisors for 250+ majors. When faculty go on sabbatical, their advisees are told to temporarily meet with any other advisor.

Although students are assigned to an advisor, they may later opt to switch to another faculty member. Faculty members are asked to set aside a certain number of hours for advising each semester. Students register for advising appointments online. The program assistant tries to maintain equity in the advising load of faculty members; however, it is an imperfect system as we want to honor student decisions to switch advisors. We will continue to monitor the advising load and attempt to increase the equal distribution of advisees with new hires.

Throughout the year there are many opportunities for less formal faculty/student interaction. Each faculty member holds at least three hours per week of office hours. Additionally, there are several events throughout the year sponsored by Lambda Pi Eta, which are open to nonmembers. These events promote more informal interaction and include the Pizza with the Pros, Pizza with the Profs, and the Graduation Celebration and Alumni Speaker Event.

II.E Academic Quality

We believe that the curriculum changes implemented in recent years have resulted in a marked improvement in academic quality of the department.

We are really pleased with the new curriculum. Students have responded well to the new methods classes and the quality of work in upper level classes has improved dramatically. The two areas we hope to improve are (1) offering additional opportunities for students in terms of advanced area courses and (2) providing students with more faculty guidance. Both of these initiatives depend upon balancing the number of majors and student credit hours with full-time faculty. We have improved dramatically in these areas over the past several years.

We believe that our department challenges students with rigorous, diverse, and exciting program of courses. Our foundational courses prepare students to read theory, write thoughtfully, and

engage contemporary scholarship in Communication Studies. The methods classes add and expand students' strategies for inquiry. The menu of advanced area courses offers students to develop the program of study that best suits their interests. We believe that we have developed a unique program that compares favorably to the undergraduate program at any national liberal arts college.

Credit Hour Policy Compliance

We are in compliance with the credit hour policy in all of our courses.

II.F USF Sacramento Branch Campus

History

When presented in the Fall 2011 / Spring 2012 with a mandate to develop a major for the Sacramento branch campus (that would not involve hiring three new full-time faculty), the Department of Communication Studies did not want to be involved. We understood the financial state of the University and that this was a promising revenue generating avenue for USF to explore, but the department was overstretched in terms of our ability to fully oversee this new venture and we did not believe we were given enough time to strategically develop a strong program in less than 1 year. As an alternative, we were told that a new major – not associated with the full department – could be developed using the previous (circa 2000) major name, “Communication.”

Upon getting approval to use the old major (Communication), a small sub-group worked to develop this new curriculum. This small sub-group, head by Prof. Thorson and assisted by Prof. Ho and Prof. DeLaure, was given the task to create a rigorous major that simultaneously was transfer friendly and allowed students to minor in another area. Thus, a curriculum was proposed that allowed for some foundational courses to be transferred into the major from community colleges with the idea that the skills that may have been overlooked or not fully developed at the community college level could be developed in different upper division courses in the major. In addition, that curriculum allowed for some courses to transfer in from the community college (i.e., a practice that is not done on the main SF “hilltop” campus - we typically only transfer interpersonal communication when it includes students having written a literature review in APA style, and this practice is not automatic), thus giving students enough flexibility in their course schedule to potentially minor in another field.

This new curriculum and a description of this major for the course catalogue was developed and approved by the University.

Curriculum

The program for the Sacramento branch campus was developed to allow students who have fulfilled their general education requirements to earn a bachelor's degree at our branch campuses (e.g., Sacramento). Designed for efficiency, the communication program allows students who bring in 64 credits to complete the bachelor's degree in two years. Students who need more

flexibility may take longer than two years to finish, working at their own pace.

The branch campuses Communication program focuses on rhetoric, discourse, and public interaction. As a Communication major, students examine how speech functions in society. Courses in social movements, citizenship, law, and human rights develop knowledge and leadership skills for public and organizational settings such as business, government, education and nonprofit sectors. The curriculum provides a sound foundation for graduate or professional school in a variety of disciplines.

Adhering to USF's vital and rigorous Jesuit tradition, the communication program teaches students to:

- Think critically about the communication process across a broad range of interpersonal, cultural, and civic situations.
- Evaluate research methods commonly used in communication studies.
- Comprehend and demonstrate the breadth of communication across an array of educational and professional areas including human communication, corporate communication, and public relations.
- Gain hands-on experience that can provide insight into preferred job fields.
- Understand the ethical approaches to communication strategies that apply ethical practices in professional and daily exchanges.
- Refine speaking, writing, and critical thinking skills.

This program was developed as a transfer friendly program in order to allow students to provide students with a broad skill set while providing enough flexibility in their course schedule to minor in a related program.

Current state of the program

In order to support this program, Prof. Joe Sery was hired in the Fall of 2012 and Prof. Thorson agreed to serve in the role of Branch Campuses Coordinator for Communication in the Summer of 2013.

Due to low enrollments, however, the launch of this program was suspended in the Fall of 2012, again in the Spring of 2013, and then indefinitely suspended in the Fall of 2013. The continued postponement of this major and lack of interest and enrollment has led to a more thorough review of the program as a whole. Specifically, we are examining the university's previous recruitment efforts and assessing the extent to which similar courses/programs are impacted at University of California Davis and Sacramento State University. It is our hope that these efforts will allow us to determine if this program is viable in the Sacramento community.

Communication minor in Sacramento

Despite postponing the major, Communication is still being honored as a minor for those Psychology students who enrolled at the Sacramento Branch campus in the Spring 2013 and Fall 2013. Since the major has been postponed, all students enrolled in these courses are taking it for their minor or as an elective. Thus far, only two Communication courses have been taught at the Sacramento campus: Fall 2013: COMS 202 - Rhetoric and the Public Sphere (enrollment 8) and

Spring 2014: COMS 490 - Rhetoric and Medicine (enrollment TBD)

No data on retention or graduation rates are available at this time.

There are currently no requirements, beyond those required by the University, for admission to the program.

For us to grant major credit for a course taken elsewhere, transfer students must provide the course description and syllabus of the course they took. The faculty member who teaches our equivalent course then evaluates the information to decide if the course is similar enough to our course for credit to be given. The Chair then gives final approval.

The Branch Campus Coordinator for Communication is responsible for advising all branch campus students once they have been admitted to USF, deposited, and declared a Communication major. Once matriculated (formally registered for classes) the Branch Campus Coordinator for Communication hands student files over to the Full-time faculty member for Communication at the branch campus.

Full-time branch campus faculty members meet with students before registration each semester and are asked to set aside a certain number of hours for advising each semester.

All classes that have been taught are in credit hour policy compliance.

II.G Advertising

The Advertising Program is an interdisciplinary major that is housed in the Communication Studies Department. Advertising will have its own separate Academic Program Review next year. Therefore, we will not present the program here. Communication Studies and Advertising operate very independently of each other with no input about curriculum, hiring, or budget from either side. As director, Greg Pabst runs the Advertising Program's budget, recruitment, advising, curriculum, and hiring of adjuncts. The advantage of this independence is that the two programs do not over-manage or impede on one another and that Prof. Pabst has a lot of freedom to develop the program that he wants. A disadvantage of this relationship is that neither program can take advantage of natural synergies and that Advertising has only one full-time faculty member to run all of the duties of a major. Because the two majors are run separately, Greg provides all of the student advising for the nearly 100 ADVT majors. This also means that the COMS major has lost one advisor.

III. Student Learning Assurance /Assessment

III.A Summary of Assessment Results

Our department has implemented piecemeal assessment measures over the past several years. See Appendix J for previous annual reports. None of these efforts have been very fruitful for helping guide decisions about curriculum or changes in teaching. In the early years of doing assessment we did not receive much feedback on our assessment plans and therefore let some

plans fall by the wayside. Since 2012, with the assignment of Associate Dean Shirley McGuire to lead assessment in the College of Arts & Sciences, we have been completely revamping our assessment efforts. This has included doing a curriculum map (Appendix D) and mapping out students' upper division electives to determine how students progress through the major (Appendix K). We have also revised our learning outcomes. These efforts have led us to conclude that the Communication Studies Internship class is one that is taken by the majority of our students and would be most suitable for completing some kind of capstone level assessment.

While our department-wide efforts to date may not have been very systematic, several faculty members have collected and stored student work (papers, exams) for students randomly selected to track by our program assistant. However, none of these efforts have led to any useful results that we could use to improve our program. Some faculty have administered assessments within single courses which on a course level have been useful. For example, Professor Thorson administers a pre/post-test in COMS 368 Communication and Aging to test course and program specific learning outcomes. Professors DeLaure, Burgess, and Sery gave a pre-test open-ended question at the start of COMS 202 (Rhetoric and the Public Sphere), followed by an equivalent questions on the final exam to test program specific learning outcomes.

III.B Assessment Plans for the Future

Our department is developing a comprehensive Student Learning Assessment plan during the 2013-14 academic year (see Appendix L for the new three-year plan). This has been a challenging endeavor, since students take such varied paths through our major, given their wide degree of choice in selecting upper division courses. We have considered different versions of a senior capstone course, but currently do not have sufficient faculty to staff such a course. We are developing an idea of having students create e-portfolios of their best work in the major. To support this, the university is getting ready to provide the software support for such an endeavor.

The e-portfolio model has several potential benefits. We believe it can help students take ownership of their academic planning early on, and to think about their potential pathways through the major as that relates to potential career interests. Second, having an e-portfolio should be very useful when students apply for internships, jobs, or graduate programs. Finally, the e-portfolios should allow us to review student progress through the major, and see how well our graduates are attaining the learning outcomes for our major.

Marilyn DeLaure and Evelyn Ho are taking the lead investigating e-portfolio platforms during the 2013-14 academic year. The department is working together during this year to craft a vision for what the portfolios might include, and how we can assign pieces of the portfolio along students' way through the major. We think that an initial reflection assignment can be given in the methods courses (or in two of the three methods courses); in Fall 2013, Professors DeLaure and Lawless piloted that reflection assignment in COMS 252 and 254. We also think that the best place to include the substantive completion parts of the e-portfolio would be in the Communication Studies Internship course. This is the upper division course taken by the largest number of our majors, and they usually take it during their last few semesters at USF. The Communication Studies Internship course already has a significant career-planning component (resume, cover letter, interviewing practice, industry research, self-reflection), and so adding work on the e-portfolio would make sense. Also, it would benefit students to create some kind of

public evidence documenting how their coursework in COMS has culminated in their internship experiences (in the e-portfolio), to be used for future job searches.

As we develop plans for the e-portfolio and assessment, we have also fine-tuned our department's learning goals and outcomes. However, we may make adjustments based on the University's new Institutional Learning Outcomes (ILOs).

IV. Faculty

IV.A Demographics

The Department of Communication Studies has 8 full-time, tenure track faculty members and two full-time non-tenure track "term" faculty members (both of whom do not primarily serve the Communication Studies major). Of the tenure track faculty members, two are Full Professors with tenure, three are Associate Professors with tenure, and three are Assistant Professors. We have three faculty members over the age of 50 and 7 younger than 50. Faculty members come from across the country, hailing from California, Washington, Iowa, Ohio, and Pennsylvania. One faculty member is from Italy.

Below is a chronology of Department hires, followed by brief biographies of current faculty:

1994—Bryan Whaley hired. Current Rank: Professor

2001—Chris Kamrath hired. Was not granted tenure and left in 2009.

2002—Marco Jacquemet hired. Current Rank: Professor

2003—Jeff Sens hired. Was not renewed and left in 2006.

2004—Eve-Anne Doohan hired. Current Rank: Associate Professor

2004—Evelyn Ho hired. Current Rank: Associate Professor

2006—Marilyn DeLaure hired. Current Rank: Associate Professor

2007—Sarah Burgess hired. Current Rank: Assistant Professor

2007—Greg Pabst hired as full time faculty member in Communication Studies and in 2011 began to direct the Advertising Program. Current Rank: Full-time Instructor (non tenure-track)

2009—Allison Thorson hired. Current Rank: Assistant Professor

2012—Joseph Sery hired. Current Rank: Full-time Instructor (non-tenure track) for Sacramento Branch campus.

2013—Brandi Lawless hired. Current Rank: Assistant Professor

The faculty of the Communication Studies department has expertise and competence in all of the course areas offered. Faculty members studied at undergraduate and graduate institutions committed to both research and teaching, in some of the strongest departments in their respective special fields. These institutions include: Drake University, Purdue University, San Francisco State University, University of California, Berkeley, University of Illinois at Urbana-Champaign, University of Iowa, University of Nebraska-Lincoln, University of New Mexico, University of North Carolina at Chapel Hill, University of Pittsburgh, and University of Washington. Members of the faculty have also studied internationally at University of Bologna, Universiteit van Amsterdam, London School of Economics, and the EHESS in Paris. Eight of the ten full-time

faculty members hold PhD degrees, and all have had either university teaching experience or extensive relevant professional experience prior to coming to USF. In addition to teaching at the graduate institutions listed above, faculty have either taught or completed post-doctoral fellowships at UCLA, Stanford University, Barnard College at Columbia University, Allegheny College, California Polytechnic State University San Luis Obispo, and Humboldt State University. Greg Pabst, who directs the Advertising major, has many years of professional experience in the Bay Area, including positions as Marketing Director for KFDC Radio, Vice President of Advertising for Lucky Stores, Inc., and Account Supervisor for Saatchi & Saatchi Advertising. Several of us have won teaching-related grants at USF and elsewhere, to help develop courses, advance pedagogy, and enhance diversity within our teaching. A number of faculty members have garnered teaching awards at various institutions; Bryan Whaley was awarded USF's university-wide Distinguished Teaching Award and both Sarah Burgess and Eve-Anne Doohan have been nominated for this award. Eve-Anne Doohan was recognized as a Master Teacher by the Western States Communication Association.

Full-time Faculty Ethnic & Gender Diversity

Full Professor: 1 Hispanic Male and 1 Non-US-born (*Franco-Provencal*) White Male

Associate Professor: 1 Asian American Female and 2 White Females

Assistant Professor: 3 White Females

Instructor: 2 White Males

Faculty Biographies

Sarah Burgess joined the Department of Communication Studies in 2007 after earning an M.A. in Communication Studies from the University of North Carolina--Chapel Hill and an M.A./Ph.D. in Rhetoric from the University of California, Berkeley. She works at the intersection of rhetorical theory, political theory, philosophy, legal studies, and gender and sexualities studies to examine how marginalized populations gain a voice in law. Concerned primarily with the contours of legal recognition, her work seeks to understand the rhetorical dimensions of justice. Her work has appeared in *Media Tropes*, *Rhetoric and Philosophy*, and *The Journal of International Law in Context*. Her work was recognized with the Junior Scholar Law and Humanities Paper Prize by a collection of faculty from Georgetown Law School, University of Southern California Law School, UCLA Law School, and Columbia Law School. At USF, Sarah regularly teaches Rhetoric and the Public Sphere, Rhetoric of Law, Rhetoric of Sex, Gender, and Sexuality, and Rhetoric of Social Movements. She is also the Director of Gender and Sexualities Studies.

Marilyn (Bordwell) DeLaure received her PhD in Rhetorical Studies from the University of Iowa. Her areas of specialization include rhetorical theory and criticism, and the performance of social change. Some of her specific research projects investigate civil rights rhetoric, the anti-nuclear power movement, and dance and embodied rhetoric. Her essays have appeared in *Text and Performance Quarterly*, *Theatre Annual*, *JASHM: Journal for the Anthropological Study of Human Movement*, *Environmental Communication*, *Liminalities*, *Peace Review*, and the edited volumes *Confronting Consumption* and *American Voices*. At USF, she teaches Rhetoric and the Public Sphere, Critical/Rhetorical Methods, Rhetoric of Social Movements, Environmental Communication, and a First Year Seminar entitled Green Speech: Communication and the

Environment. She also serves on the Advisory Board for Environmental Studies and the University Committee on Retention and Promotion, and is the Coordinator for the First Year Seminar Program.

Eve-Anne M. Doohan earned her PhD in Speech Communication from the University of Washington in 2004. Her research interests are the verbal and nonverbal communication of married couples and how this communication is related to individual and relational variables, including marital satisfaction, commitment, and health. She has published articles in the *Journal of Marriage and Family*, *Journal of Family Communication*, *International Journal of Listening* and the *Western Journal of Communication*, as well as the edited volumes *The Sourcebook of Nonverbal Measures: Going Beyond Words* and *Social Psychological Dynamics*. Her current service includes serving as faculty advisor to the Lambda Pi Eta and Delta Zeta, serving on the University Jobs Initiative Task Force, and the Dean's Scholar Committee. She teaches Communication and Everyday Life, Nonverbal Communication, Family Communication, Interpersonal Communication, and Communication Studies Internship.

Evelyn Y. Ho is an Associate Professor of Communication Studies and Asian Pacific American Studies. She received her BA at the University of Washington, her MA and PhD at the University of Iowa. Her teaching and research focus broadly on the intersections of health, culture and communication specifically focused on the discursive construction and use of holistic (or alternative) medicine in the United States. Her research has been published in *Patient Education and Counseling*, *Research on Language and Social Interaction*, *Health Communication*, *Qualitative Health Research*, *Journal of Applied Communication Research*, *Diabetes Educator*, and elsewhere. At USF, Dr. Ho teaches courses in Communication and Culture, Ethnography of Communication, Health Communication, Holistic Medicine, and Asian Pacific American Studies. In 2012, she won the USF Faculty Service-Learning Award. She is a co-founder/Chair of the annual Critical Diversity Studies Forum and has chaired the College Peer Review Committee (Tenure & Promotion) and served on the University Peer Review Committee. Professionally, she has chaired the Language and Social Interaction Divisions of the Western States Communication Association and the International Communication Association (ICA) and is the incoming Vice-Chair of the Health Communication Division of ICA.

Marco Jacquemet received a doctorate in linguistic anthropology from the University of California, Berkeley. Previously he studied philosophy of language at the University of Bologna and semiotics at the EHESS in Paris. Prior to coming to USF, he taught and did post-doctorate research at Berkeley, UCLA, Stanford University, and Barnard College, Columbia University. His scholarship focuses on the interaction of different languages and communicative practices in a globalized world. His current research seeks to assess the communicative mutations resulting from the intersection in the Mediterranean area between mobile people (refugees, migrants, local and international aid workers, businessmen, etc.) and electronic texts (content distributed by satellites, local television stations, Internet connectivity, cellular telephony). He published three monographs and multiple articles in edited volumes and refereed journals (*Language and Communication*, *Public Culture*, *Discourse and Society*, *American Ethnologist*, *Journal of Linguistic Anthropology*). He teaches Communication and Culture, Ethnography of Communication, Intercultural Communication, and Communication for Justice and Social Change. He serves as co-editor for the *Encounter* series of St. Jerome Publisher (Manchester, UK); as book reviewer for *American Ethnologist* and *Language and Society*; and as manuscript

reviewer for the *Journal of Sociolinguistics*, the *Journal of the Society for the Anthropology of Europe*, and the *Journal of Linguistic Anthropology*.

Brandi Lawless joined the faculty at USF in 2013. She earned her M.A. in Communication Studies from San Francisco State University and her Ph.D. in Communication from The University of New Mexico. Her work uses performance theory, critical intercultural communication, and critical pedagogy to understand how raced and classed bodies perform identities and reproduce discourses. She has been published in edited volumes including: *Our voices: Essays in Culture, Ethnicity, and Communication* and *The Invisibility Factor: Administrators and Faculty Reach Out to First-Generation College Students*. Dr. Lawless currently works with local, national, and international nonprofits to evaluate curriculum, provide diversity training, and study broader discourses about race and class. At USF, Brandi teaches Communication and Culture, Qualitative Research Methods, and Organizational Communication.

Greg Pabst is the Director of the Advertising Major, (B.A., San Francisco State University: English Literature; minor in Broadcast Communication Arts. Graduate study, History, San Francisco State University; American history with a concentration on California and the west, minor concentration in Latin American history). He advises the USF student American Advertising Federation chapter. He has also taught public relations and media management courses. He is qualified by almost 30 years in advertising and media, including as president of regional agency Evans Communications/San Francisco and as a director of the Evans Group board; he was a Vice President at Ketchum Advertising; and was an Account Supervisor at Saatchi & Saatchi/San Francisco. He also founded and operated his own venture, Greg Pabst Communication Services, and was an advertising agency “client” as VP/Advertising for grocery chain Lucky Stores, a 280-location subsidiary of American Stores. He has held management positions in media as well, serving as marketing director for various radio companies and operated a marketing consultancy business to benefit other broadcasting clients.

Joseph Sery joined the Department of Communication Studies in 2012 as a full-time instructor for the Sacramento Branch campus. He received an M.A. in Rhetoric and Communication from the University of Pittsburgh. Presently ABD at the same institute, he plans to defend his dissertation in Spring 2013. His research addresses the ways in which public philosophies (in law, politics, medicine, economics, etc.) both shape and are shaped by public discourse, and the ways that one construction of language and reality is tested against another. His research can be found in the edited volumes *Venomous Speech: Problems with American Political Discourse on the Right and Left* and *Bodily Inscriptions: Interdisciplinary Explorations into Embodiment*. His courses include Rhetoric and the Public Sphere, Rhetorical History of the United States, and Rhetoric and Medicine.

Allison Thorson joined the faculty at USF in 2009 after receiving her Ph.D. in Communication Studies from the University of Nebraska-Lincoln. She is currently an Assistant Professor in the Department of Communication Studies, the Branch Campuses Coordinator for Communication, and a committee member on the Interdisciplinary Minor in Child and Youth Studies and the Interdisciplinary Minor in Aging and Gerontology. At USF, Prof. Thorson teaches Communication and Everyday Life, Family Communication, The Dark Side of Interpersonal/Family Communication, Communication and Aging, Advanced Qualitative/Quantitative Research Methods, Interpersonal Communication, and Communication

Studies Internship. Three of the courses Prof. Thorson teaches are part of interdisciplinary minor programs offered on campus: Family Communication, The Dark Side of Interpersonal/Family Communication, and Communication Studies Internship. Prof. Thorson's research focuses on interpersonal and family communication with an emphasis in how individuals and families communicatively manage and maintain individual and relationship well-being in the aftermath of hurtful, unexpected, and non-normative events. Her current research projects center on examining how the ripple effect of infidelity is communicatively managed among family members and impacts family relationships. Her work has been published in outlets such as *The Journal of Marriage and Family*, *Journal of Family Communication*, *Communication Studies*, *Qualitative Communication Research*, *Communication Research*, *Communication for Families in Crisis: Theories, Methods, and Strategies*, and cited in the Huffington Post. Prof. Thorson currently serves on the Board of Directors and is Co-Chair of the Programming Committee for Kids' Turn, a San Francisco Bay Area nonprofit organization focused on helping families when parents separate or divorce by reducing parental conflict, alienation, and internalizing of negative feelings by children.

Bryan Whaley received his B.A. and M.A. from California State University, Los Angeles. He completed his Ph.D. in Interpersonal Communication at Purdue University (1991). His research interests concern: (a) the linguistic and social cognitive factors related to illness explanation and compliance messages in health contexts, (b) strategies for explicating health-related, scientific or complex information, and (c) message variables in social influence. He has edited three books: *Explaining Illness: Research, Theory, and Strategies*; *Explaining Communication: Contemporary Theories and Exemplars*; and *Research Methods in Health Communication: Principles and Application* (in press). His articles appear in such outlets as *Human Communication Research*, *Language and Social Psychology*, *Journal of Intercultural Communication Research*, *Health Communication*, *Communication and Cognition*, *Personal Relationships*, *Political Communication*, and *Argumentation*. He serves on several editorial boards, and is the founding and executive editor of *Nursing Communication* (in progress). His teaching has been acknowledged with numerous honors, including USF's Distinguished Teaching Award (2007). Professor Whaley is the founder and director of the interdisciplinary minor in Health Studies.

IV.B TEACHING

1. Please List for each faculty member in the department/program the courses taught during the academic year along with the number of units and student credit hours.

Name	Semester	Course	Units
Sarah Burgess	Summer 2013	Rhetorics of Sex, Gender & Sexuality	4
	Spring 2013	Rhetorics of Sex, Gender & Sexuality Comm Studies Internship Directed Project	4 4 1-4
	Fall 2012	Rhetoric & the Public Sphere Rhetoric of Social Movements	4 4

	Spring 2012	Rhetoric & the Public Sphere Rhetoric & the Public Sphere* Rhetorics of Sex, Gender & Sexuality	4 4 4
	Fall 2011	Rhetoric & the Public Sphere Rhetoric of Law	4 4
	Fall 2010	Rhetoric & the Public Sphere Rhetorics of Sex, Gender & Sexuality Rhetoric of Law	4 4 4
	Summer 2010	Public Speaking Public Speaking	4 4
	Spring 2010	Power of Political Discourse (FYS) Rhetoric of Law	4 4
	Fall 2009	Power of Political Speech (FYS) Rhetoric & the Public Sphere	4 4
	Summer 2009	Public Speaking	4
	Spring 2009	Rhetoric & the Public Sphere Sp Top: Feminist Thought	4 4
	Fall 2008	Rhetoric & the Public Sphere Rhetoric of Law Rhetorical Theory (Independ. Study)	4 4 4
Marilyn DeLaure	Spring 2013	Crit & Rhetorical Methods Sp Top: Environmental Comm	4 4
	Fall 2012	Rhetoric & the Public Sphere Green Speech: Comm/Envir (FYS) Crit & Rhetorical Methods Rhet of Movement (Independ. Study)	4 4 4 4
	Spring 2012	Crit & Rhetorical Methods Rhetoric of Social Movements	4 4
	Fall 2011	Rhetoric & the Public Sphere Green Speech: Comm/Envir (FYS) Crit & Rhetorical Methods	4 4 4
	Spring 2011	Rhetoric & the Public Sphere Rhetorical Criticism	4 4
	Fall 2010	Rhetoric & the Public Sphere	4

		Rhetoric of Social Movements	4
	Spring 2010	Rhetoric & the Public Sphere Rhetorical Criticism	4 4
	Spring 2009	Rhetoric & the Public Sphere	4
	Fall 2008	Envisioning the Future (FYS) Rhetorical Criticism	4 4
Eve-Anne Doohan	Summer 2013	Family Communication	4
	Spring 2013	Family Communication Interpersonal Communication	4 4
	Fall 2012	Comm Studies Internship Family Communication Nonverbal Communication	4 4 4
	Fall 2011	Comm & Everyday Life Comm & Everyday Life Nonverbal Communication	4 4 4
	Summer 2011	Family Communication	4
	Spring 2011	Family Communication Interpersonal Communication Nonverbal Communication	4 4 4
	Fall 2010	Comm & Everyday Life Nonverbal Communication	4 4
	Summer 2010	Family Communication	4
	Spring 2010	Family Communication Interpersonal Communication	4 4
	Fall 2009	Comm & Everyday Life Family Communication Nonverbal Communication	4 4 4
	Spring 2009	Comm & Everyday Life Interpersonal Communication	4 4
	Fall 2008	Comm & Everyday Life Nonverbal Communication	4 4
Evelyn Ho	Spring 2013	Communication & Culture	4

	Fall 2012	Communication & Culture	4
	Spring 2012	Asian Amer Culture & Comm Qualitative Methods	4 4
	Fall 2011	Comm Studies Internship Communication & Culture Ethnography of Communication PR Internship (Independ. Study)	4 4 4 1
	Spring 2011	Communication & Culture Communication & Culture Research Internship (Indep. Study)	4 4 4
	Fall 2010	Asian Amer Culture & Comm Ethnography of Communication Research Internship (Indep. Study)	4 4 2
	Spring 2010	Communication & Culture Research Internship (Indep. Study)	4 3
	Fall 2009	Communication & Culture From Acupuncture to Yoga (FYS) Health Communication	4 4
	Spring 2009	Communication & Culture Ethnography of Communication	4 4
	Fall 2008	Communicating About Health Communication & Culture	4 4
Marco Jacquemet	Spring 2013	Comm for Justice & Social Change International Studies (Indep. Study)	4
	Fall 2012	Communication & Culture Intercultural Communication	4 4
	Summer 2012	Restorative Justice (Indep. Study)	4
	Spring 2012	Comm for Justice & Social Change Communication & Culture	4 4
	Fall 2011	Communication & Culture Landscapes of Communication (FYS)	4 4
	Fall 2010	Communication & Culture	4
	Spring 2010	Comm for Justice & Social Change Communication & Culture	4 4

	Fall 2008	Communication & Culture Intercultural Communication	4 4
Gregory Pabst	Spring 2013	Comm Studies Internship (Ind Study) Telling SF Stories (SIT)	?? 4
	Fall 2012	Telling SF Stories (FYS) Human Resources Internship (Ind Study) Study: Ad Agencies (Ind Study)	4 ?? ??
	Summer 2012	Publishing Internship (Ind Study)	??
	Spring 2012	Comm Studies Internship Public Relations Campaigns Tennis Internship (Ind Study) Restaurant Ad Internship (Ind Study)	4 4 ?? ??
	Fall 2011	Telling SF Stories (FYS) Public Relations Writing Tennis Internship (Ind Study) Client Services (Ind Study) Marketing Internship (Ind Study)	4 4 ?? ?? ??
	Spring 2011	Advertising Presentations Comm Studies Internship Communication Internship (Ind Study) Home Aid Service Project (Ind Study) 944 Marketing Internship (Ind Study) Movie Mktg Internship (Ind Study) Publishing Internship (Ind Study) Radio Internship (Ind Study) Advertising Internship (Ind Study)	4 4 ??
	Int 2011	Advertising Principles & Practices	4
	Fall 2010	Advertising Principles & Practices Comm Studies Internship Comm Internship PR & Events (Ind Stu) Internship (Ind Study)	4 4 ??
	Summer 2010	KTsf Internship (Ind Study)	??
	Spring 2010	Advertising Presentations Public Speaking Comm Studies Internship Directed Study Internship Mission Culture Internship (Ind Study) PR Internship (Ind Study)	4 4 4 ??

	Fall 2009	Advertising Principles & Practices Public Speaking Comm Studies Internship Privacy & Social Media (Ind Study)	4 4 4 ??
	Spring 2009	Advertising Presentations Public Speaking Comm Studies Internship Directed Study Internship	4 4 4 ??
	Fall 2008	Advertising Strategies Public Speaking Comm Studies Internship Directed Study Internship Design Execute Research (Ind Stu)	4 4 4 ?? ??
Joseph Sery	Spring 2013	Rhetoric & the Public Sphere Rhetorical History of the US	4 4
	Fall 2012	Rhetoric & the Public Sphere	4
Allison Thorson	Fall 2012	Communication & Aging Communication & Everyday Life Family Communication	4 4 4
	Spring 2012	Dark Side IPC/Family Communication Interpersonal Communication Social Support in CMC (Ind Stu)	4 4 4
	Fall 2011	Family Communication Communication & Aging	4 4
	Spring 2011	Communication & Everyday Life Dark Side IPC/Family Communication Sp Top: Advance Qual/Quant Research M	4 4 4
	Fall 2010	Communication & Everyday Life Communication & Aging	4 4
	Summer 2010	Dark Side/Family Communication	4
	Spring 2010	Communication & Everyday Life Sp Top: Dark Side Interpersonal Comm	4 4
	Fall 2009	Communication & Everyday Life Communication & Aging	4 4
Bryan Whaley	Summer 2013	Comm Studies Internship	4

	Spring 2013	Comm, Disability & Social Justice Quantitative Research Methods	4 4
	Int 2013	Persuasion and Social Influence	4
	Fall 2012	Persuasion and Social Influence Quantitative Research Methods	4 4
	Summer 2012	Comm Studies Internship Message Design in Health	4 4
	Spring 2012	Comm, Disability & Social Justice Quantitative Research Methods Medical Compliance (Ind Study) Stuttering & Media (Ind Study)	4 4 4 4
	Int 2012	Persuasion and Social Influence	4
	Fall 2011	Persuasion and Social Influence Research Methods in Communication Nursing Communication (Ind Study)	4 4 4
	Summer 2011	Comm Studies Internship Message Design in Health Comm & Learning Disability (Ind Study) Communicating Dislikes (Ind Study) Communicating Health Risk (Ind Study) Reassurance Messages (Ind Study) Explaining Illness (Ind Study) Medical Compliance (Ind Study) Organ Donation (Ind Study)	4 4 4 4 4 4 4 4 4
	Spring 2011	Comm, Disability & Social Justice Research Methods in Communication Afro American Health (Ind Study) Politeness & Disability (Ind Study) Scarcity Tactic (Ind Study) Argument/Analogy (Ind Study) Organ Donation Compliance (Ind Study)	4 4 4 4 4 4 4
	Int 2011	Persuasion and Social Influence Comm & LGBT Suicide (Ind Study)	4 4
	Fall 2010	Research Methods in Communication Sp Top: Communication & Humor Comm & Organ Donation (Ind Study) Humor and Health (Ind Study)	4 4 4 4

	Summer 2010	Comm Studies Internship Public Speaking Comm, Disability, Healthcare (Ind Study)	4 4 4
	Spring 2010	Comm, Disability & Social Justice Public Speaking Public Speaking Public Speaking Research Methods in Communication Asian Amer Internship (Ind Study) Comm about Pain (Ind Study)	4 4 4 4 4 4 4
	Int 2010	Persuasion and Social Influence Public Speaking	4 4
	Fall 2009	Message Design in Health Public Speaking Public Speaking Research Methods in Communication Health Service Learning (Ind Study) Social Influence & Culture (Ind Study)	4 4 4 4 4 4
	Summer 2009	Comm Studies Internship Public Speaking Sp Top: Comm Social Support	4 4 4
	Spring 2009	Comm, Disability & Social Justice Persuasion and Social Influence Public Speaking Research Methods in Communication Asian Amer Internship (Ind Study) Comm and Humor (Ind Study) Analogy & Argument (Ind Study) Cancer Messages (Ind Study) PR Internship (Ind Study) Social Support (Ind Study)	4 4 4 4 4 4 4 4 4 4
	Int 2009	Message Design in Health	4
	Fall 2008	Public Speaking Public Speaking Public Speaking Research Methods in Communication Research Methods in Communication Comm & Disability (Ind Study) Health Disclosure (Ind Study) Disability and Perceptions (Ind Study)	4 4 4 4 4 4 4 4

2. Do the faculty as a whole possess the appropriate background and expertise to deliver the current curriculum?

Each of the faculty is trained in the specific area in which she/he teaches. Most of the faculty received specialized or interdisciplinary training in their specific area (Interpersonal Communication, Communication and Culture, and Rhetoric) and teach exclusively in these areas of specialization. The upper division courses, for the most part, reflect the research expertise demonstrated by each faculty member.

3. How are teaching assignments made within the department or program?

Teaching assignments are made in two steps. First, we assess the needs of the department at one of our faculty meetings. There, we determine how many lower division courses--foundational and methods courses--and how many upper division courses need to be offered. At this time, we also account for faculty leaves or course releases, desire to teach First Year Seminars or Students in Transition Seminars, and faculty responsibilities to other departments. Informally and in conversation with the other members of our areas we generally state what we would like to teach. In the event of a conflict, classes are assigned by seniority. Second, each faculty member submits to the chair a list of courses she/he would like to teach and days of week and times she/he would be willing to teach that course. The chair then assigns teaching schedules according to the guidelines provided by the Dean's office.

4. With regard to interdisciplinary programs, how are teaching loads negotiated and balanced between the home department and the interdisciplinary program?

Faculty rarely teach a class for an interdisciplinary program that is not cross-listed in the department. It is thus less an issue of how many classes are being taught outside the department and more an issue of how many seats one will reserve for students in the interdisciplinary programs. We determine the number of seats in upper division courses held for majors on a case-by-case basis so that we can guarantee that there will be enough seats for our majors in these classes. In the case that a graduating senior needs a course in order to graduate and is unable to register, we have procedures for overloading the course in order to accommodate these students.

5. To what extent do faculty enjoy teaching the courses they teach?

Because faculty are given the choice of which courses to teach, faculty are highly satisfied with the courses they teach. The primary obstacle to faculty satisfaction is the repetition of the foundational courses and methods courses. Because of the structure of the major, each faculty member typically teaches either a foundational course (Rhetoric and the Public Sphere, Communication and Everyday Life, and Communication Culture) or a methods course (Critical/Rhetorical Methods, Quantitative Methods, and Qualitative Methods) every semester, along with one (or on three-course load semesters, two) upper-division course(s). The learning outcomes for each of these courses are such that it leaves room only for small changes of course material from semester to semester. We try to address the monotony of these courses by making it possible for faculty to teach either two upper division courses or an upper division course and a

FYS or SIT every couple of semesters.

6. Do faculty wish they taught different courses or taught existing courses differently?

Faculty are given the freedom to teach each course as they wish providing they fulfill the learning outcomes set for this course. If faculty members wish to change courses, they typically can do so with little problem. If they wish to introduce a new course, there is a procedure for this clearly explained in the Department Bylaws. If a faculty member wishes to offer a one-time course on a specialized topic and, yet, does not want this course to become a regular course, they can petition the department to teach COMS 490: Special Topics. A syllabus for this course must be provided to the department in the semester before the course is taught and approved by a majority vote in the department.

7. Is the curriculum flexible enough to allow innovation in teaching methods and the development of new courses?

Our curriculum allows for innovation in teaching methods. Faculty are encouraged to participate in the Center for Teaching Excellence programs through which faculty can have their class observed, take part in discussions about teaching methods, and access resources and information about current teaching methods. As well, faculty are often invited to participate in pilot programs that encourage the use of technology in the classroom. Although there is a great degree of flexibility to allow innovation in teaching methods, the flexibility for the development of new courses is less. Because we must offer several sections of the foundational and methods courses each semester, the number of new upper-division courses tends to be limited. As mentioned above, faculty members do have the option of offering a Special Topics course if they wish to present a course on their specific research material.

8. Has new technology affected the way in which courses are taught?

Faculty actively work to introduce new technologies into the classroom. With the support of the University, faculty receive training in a variety of different technologies that might change the classroom space. Recently, the University has introduced Canvas as an alternative to Blackboard, educated professors on the potential uses of Clickers, and established programs that allow for video conferencing through class websites. Run by Professor Doohan, the department blog, Facebook, and Twitter accounts offer students an easy way to find out about new courses, course content, and other relevant information about the department's offerings (<http://blogs.usfca.edu/coms/>).

9. Does the department/program monitor its overall teaching effectiveness? How?

The primary form of evaluation comes from the SUMMA evaluations. Faculty meet with the Dean's office every year to discuss their evaluations and what they might do in the classroom to improve. There are less formal methods of evaluation employed by the department to monitor teaching effectiveness. Several professors ask for qualitative evaluations from their students to supplement the SUMMA evaluations. We also meet frequently with faculty members in our area of expertise to discuss new teaching methods and ideas for the classroom. Adjunct professors are observed each semester by the department chair (or a senior professor appointed by the

department chair) and a written evaluation of the adjunct faculty member is submitted to the faculty member (and chair if applicable).

10. *What does the department/program do to help faculty, particularly junior faculty, improve student learning?*

The entire department assesses any new courses for content as well as the general topic of the course. Each syllabus presented to the faculty for consideration is carefully read and commented on by each member of the faculty so as to guarantee the quality of the course. Faculty members also offer informal help to junior faculty. When someone new joins the faculty, they are given sample syllabi and assignments from a variety of courses so that they might see how the course is currently being taught. As well, each new faculty member is given a mentor within the department who can serve as a resource for questions about teaching, research, and service.

11. *Other than classroom teaching, how is the faculty involved in student learning and development?*

Our faculty is just as involved in student learning outside the classroom as they are inside it. There are several ways that we engage students outside of the classroom:

- Independent Studies. Students who wish to pursue a research on a specific topic can work with an individual faculty member to create a research project. There are guidelines for independent studies that guarantee that the credit hours received for independent studies (which can range from 1-4 credit hours) are as rigorous as classroom hours. These guidelines are attached as Appendix M.
- Eve-Anne Doohan is the faculty advisor for Lambda Pi Eta, the Communication Studies Honor Society (Evelyn Ho was co-advisor until this past year). This organization offers our best students the opportunity to engage in social, educational, and practical activities. Each semester Lambda Pi Eta hosts Graduate School Information Night, Alumni Speaker Night, Pizza with the Pros (a chance to meet individuals related to professions associated with Communication Studies), Pizza with the Profs (an informal meet and greet with faculty), and other events open to all communication Studies majors.
- Each student is assigned a member of the faculty as their primary advisor. Students must meet with their advisor each semester in their first two years at the University and, after this point, as needed.
- The Department of Communication Studies offers events and programming meant to engage students in a way that allows them to apply the concepts that they have learned to everyday contexts. Some of these events include: Marilyn DeLaure has brought the following guest speakers/artists to campus who both taught in our classes and gave public lectures or performances: Jason Del Gandio (2010), Michael Serazio (2011), Reverend Billy and the Stop Shopping Choir (2013). She also arranged a special event where Visiting Diversity Scholar Clarence T. Jones (former attorney and adviser to Martin Luther King, Jr.) spoke to about 50 students in our major about “I Have a Dream” and “Letter From a Birmingham Jail.”
- Service learning classes require students to work closely with a community partner in San Francisco to complete at least 25 hours of work. This work is meant to directly correlate with the objectives and lessons taught in that particular course.

IV.C. Research

1. *What are the faculty's research and creative interests and aims? Please describe the research and/or creative work of the department, focusing primarily on achievements since the last review.*

Members of the Communication Studies faculty are very active in pursuing research in their specific areas of expertise. The department's main areas of emphasis include Interpersonal Relationships, Rhetorical Theory and Criticism, Social Movements and Rhetorics of Dissent, Language, Culture, and Social Interaction, and Health Communication. These areas of research are chosen by individual faculty members and are, therefore, shaped by the department only insofar as we decide whom to hire.

As our curriculum vitae indicate, our faculty members have made significant contributions to the field, by publishing books, journal articles, book chapters, and presenting numerous papers at national and international conferences.

Our faculty have published books, book chapters, or edited volumes published by various national and international presses, including Blackwell, Cambridge University Press, Castelvechi Editore (Rome), Duke University Press, Hachette (Paris), Lawrence Erlbaum, MIT Press, Mouton de Gruyter (Berlin), Oxford University Press, Peter Lang, and Routledge.

Our faculty have also published articles in national and international peer-reviewed journals across several disciplines, including *American Ethnologist*, *Communication Reports*, *Communication Studies*, *Communication Teacher*, *Diabetes Educator*, *Discourse and Society*, *Environmental Communication*, *Health Communication*, *Human Communication Research*, *Journal of Family Communication*, *Journal of General Internal Medicine*, *Journal of Applied Communication Research*, *Journal of Marriage and Family*, *Journal of Language and Social Psychology*, *Patient Education and Counseling*, *Personal Relationships*, *Philosophy and Rhetoric*, *Qualitative Health Research*, *Research on Language and Social Interaction*, *Rhetoric and Philosophy*, *Semiotext(e)*, *Liminalities*, and *Text and Performance Quarterly*.

We have presented research papers at a variety of conferences and professional association conventions, including Alta Conference on Argumentation, Association for Asian American Studies, Association for the Study of Rhetoric and Communication in Southern Africa, Conference on Communication and the Environment, Continuums of Service, International Conference on Communication in Healthcare, International Association for Relationship Research, International Congress on Qualitative Inquiry, International Communication Association, National Council on Family Relations, National Communication Association, Western Psychological Association, and the Western States Communication Association.

2. *What is the recent history of research support, fellowships, grants, awards, contracts, or commissions by members of the department? Please list by title and principal investigator any major research projects and include a brief description. For sponsored projects, list sources, amounts of funding, and duration. (List all grant proposals made by the faculty whether funded or not).*

This research is generously supported by both internal and external sources. Members of our faculty regularly rely on the Faculty Development Fund (FDF) for supporting their research. We are pleased with the high level of research support offered through the FDF. For most of our research projects, external grants are not necessary, so few faculty have pursued external grant writing.

Grants Received:

Evelyn Ho, Co-PI

2014: UCSF Resource Allocation Program Grant, Asian Health Institute. \$24,774. *Feasibility and Acceptability of an Integrative, Chinese Medicine Diet for Chinese Americans with Type 2 Diabetes*

Evelyn Ho, Co-PI

2013-2014: USF Innovation Grant. \$5000 for *Communicating Risk in Internet Security and Privacy*.

Brandi Lawless

2012-2013: USF Incubator Award. \$4000 to design, implement, and evaluate the “flipped classroom” model in Qualitative Research Methods

Evelyn Ho, Consultant

June-August 2010: Recovery Act Administrative Supplement/National Institute of Nursing Research (Grant Number: 3 R01 NR010693-03S1). \$33,679 supplement to *Community Based Participatory Research (CBPR) with Immigrant Chinese with Diabetes*. PI: Catherine Chesla

Evelyn Ho, PI

2009-2010: USF Undergraduate Research Grant. \$1000 grant to mentor undergraduate students in the research process through inclusion on faculty research project. *CAM Talk*.

Grants Applied and Not Funded:

Evelyn Ho, Co-I

2013: NIH R21. *Emerging Tools for ART Adherence Monitoring & Feedback: From Research to Practice*

Evelyn Ho, Consultant

2013: NIH R34. *Improving Antiretroviral Exposure through Measurement, Coaching, and Care*

3. *What has been the impact of faculty research in the field more broadly over the last five years?*

Besides publications, faculty have been invited to deliver a variety of plenary and other public talks that contribute to the field.

Sarah Burgess

Invited lectures since 2008:

“Scandalous Rhetoric: The Ethics of Legal Recognition,” Carleton University, March 2012

"Making a Scene," Bates College, March 2010

“The Constitutionality of the Electoral College,” University of San Francisco Constitution Day, September 2008

Invitation-only conferences:

University of South Carolina Conference on Rhetorical Theory, Columbia, South Carolina, 2009, 2011, 2013

Guest Editor, *Philosophy & Rhetoric* (2015), *Special Issue: The Rhetorical Contours of Recognition*

Marco Jacquemet Plenary lectures since 2008:

2014 Mediterranean Crossings. Plenary Lecture. *Bridging Alterities: Encounters and Exchanges in Spaces of Exception*. Duke University.

2013a Transidioma: Language and power in the Age of Globalization. Plenary lecture. *American Association of Applied Linguistics*. Dallas, Texas.

2013b Social Media and Superdiversity: a Response. Plenary lecture. *Language and Superdiversity Conference*. U. of Jyväskylä, Finland.

2011a Caught in the Net: Communication and Power in Mediterranean Migrations. *NEH Lecture*. University of San Francisco

2011b What’s in a name? Referential accuracy and credibility in asylum hearings. *Plenary Lecture*. Department of Anthropology, University of California, San Diego

2011c “Fortress Europe:” Pushing Back Unwanted Migrants. *Plenary Lecture*. Center for European Studies. University of Michigan, Ann Arbor.

2011d The Search for Referential Accuracy: Evoking (and Abusing) Proper Names. Language and Culture Workshop. *Plenary Lecture*. University of California, Santa Barbara.

2009a La competenza comunicativa transculturale. *Plenary lecture*. Dipartimento di Lingue Moderne. Università per Stranieri di Siena, Italy.

2009 b Transidiomatic Crosstalk. *Plenary Lecture*. Department of Anthropology, University of California, Los Angeles.

2009 Transidioma: Language and Power in the Age of Globalization. *Plenary lecture*. Department of Global Studies, University of California, Riverside.

2008 Language, Power, and Globalization. *Day-long seminar*. Study Abroad Program, University of California, Sorrento, Italy.

Also:

Organizer. *Gumperz at 90: The Ethnography of Communication and its Legacy*. SLA invited session. AAA Annual Meeting, 2012. This panel is now a special issue of the *Journal of Linguistic Anthropology* (vol. 23, n. 3) and will be an edited book published by Blackwell Pubs, both edited by Marco Jacquemet.

Marilyn DeLaure has been invited to present her research on the Civil Rights Sit-Ins at Drake University, and at the University of Louisiana at Monroe.

4. *What factors have shaped and in future are likely to shape the areas of expertise in the*

department?

When we revised our curriculum in 2004 and developed our three foundational courses, our subsequent hires were guided by the foundational courses that we needed covered. We went through a second curriculum revision in 2012, when our methods sequence was added. During our last job search, we tried to balance a need to hire a faculty member who could offer a course in our new methods sequence and offer a new area of expertise in our upper-division course offerings. Future hires will likely also strike this balance: a need to hire someone whose area of expertise allows him/her to contribute to our established course offerings (of which the lower-division are understaffed) and add, both course-wise and intellectually, a new area of study that is interesting to other faculty members and to students.

5. Some programs are more heterogeneous than others. What variations exist among your faculty in terms of methodologies, paradigms, or subfield specializations? Do these differences create obstacles to communication and, if so, what steps have been taken to promote communication between different constituencies? How successful have these strategies been?

The research programs of faculty do vary widely in focus and methodology. Our methods include surveys, interviews, behavioral coding, experimental design, quantitative analysis, ethnography, and critical analysis. We study a wide range of phenomena: verbal and nonverbal communication of married couples; parent-child communication; doctor-patient interactions; alternative health practices like acupuncture and massage; the discourse of refugees and migrant peoples; the legal practices of recognition; and the rhetorical strategies of grassroots social and political activism. This heterogeneity, however, has not posed any significant problem in terms of collegiality or communication. In fact, we see our diversity of approaches and subject matter as a strength, not a liability.

6. What are the expectations for faculty research in terms of quality and quantity? Are they being met, and if not, why not? How do the department's expectations compare with the College as a whole and with similar departments at other colleges and universities?

USF has high expectations of its faculty in research, teaching, and service. While there is significant support for our endeavors offered by the university, we sometimes struggle to find time to pursue all three activities. In particular, we find that service commitments demand a significant amount of time, which can impact faculty productivity, particularly in the research area. For instance, we have a high student-to-faculty ratio in the department, which results in a very heavy advising load that has only very recently become more manageable. For several years, faculty have had an average of 50-70 advisees at any given time; we now have, on average, between 35-40 advisees each. Currently, several of our faculty are involved in directing programs, and while some take course releases and others choose the compensation for this extra work, it still impacts the amount of time that can be dedicated to each area.

IV.D Service

1. What are the major service contributions made by faculty to the college and university over the last five years? Please be selective and do not include or append faculty CVs.

Burgess:

Director, Gender and Sexualities Studies--University of San Francisco, June 2011--present
Co-Chair, Sexual Violence Prevention Task Force--University of San Francisco, Spring/Summer 2010
Member, President's Advisory Committee on the Status of Women--University of San Francisco, Fall 2012--present.
Co-Chair, Global Women's Rights Forum--University of San Francisco, Fall 2009-Spring 2010.
Member, Advisory Board, Gender and Sexuality Center--University of San Francisco, Fall 2009--present.

DeLaure:

Member, University Committee on Retention and Persistence (2013-present)
Coordinator, First Year Seminar Program, 2013-Present
Member, College of Arts and Sciences Sustainability Task Force (2012-2013)
Director of Public Speaking, 2007-2010

Doohan:

Member, University Jobs Initiative Task Force, 2013-Present
Member, Arts & Sciences Dean's Scholar Committee, 2011-Present

Ho:

Co-Chair, Annual Critical Diversity Studies Forum, 2011-2013.
Co-Coordinator, USF A&S Writing Retreats and University-wide Ethnic Minority Writing Retreats 2012-present.
Co-Founder/Chair, Diversity, Equity and Inclusion Caucus, 2010-2012.
Chair, Arts Peer Review, 2011-2013.
Member, University Peer Review, 2010-2013.

Jacquemet

Member, Comparative Literature and Culture Major Advisory Board, 2013-present.
Member, Anthropology Minor Advisory Board, 2008-present.
Member, Media Studies Job Search, 2013-14.
Chair, Arts Peer Review, 2009-2011.
Co-organizer, USF Human Rights Film Festival, 2008-2010.

Lawless:

Saturday Writing Retreat Faculty Leader, College of Arts and Sciences, Fall 2013-Present
Advocates for Community Engagement Trainer, Leo T. McCarthy Center for Public Service and the Common Good, Fall 2013 (Worked with the center to design and lead diversity training for student employees)

Pabst:

Curriculum Committee, 2009-2012

Branding Committee/Branding Work Group, 2007-2011
Communication & Marketing Steering Committee, 2013-
Lectures: USF Fall Fest, 2010; *Do We Walk the Walk?*
USF Presidio, 2013; *Life in the Presidio, 1776 to 1848*
Search Committees for: Assistant Director, Media Relations, 2007
Assistant Director, Student Leadership & Engagement, 2010
Advisor to Student Clubs: USF Advertising Club, 2008-present
USFtv 2009-2012

Sery:

Co-Coordinator, Junior Scholar Speaker Series, 2013-Present

Thorson:

USF Branch Campuses Coordinator for Communication (Sacramento) – Fall 2011 – present.
Member, USF Interdisciplinary Committee on Adulthood and Aging and the Gerontology Minor, University of San Francisco, Fall 2010 – present.
Member, USF Interdisciplinary Committee on Children and Youth and the Child and Youth Studies Minor, Fall 2010 – present.

Whaley:

Creator and Chair, Health Studies Minor (ongoing)
Founder and Chair, University Disability Issues Committee (ongoing)
Director, Masters of Science in Behavioral Health (2012-2013)
Member, Search Committee for Department Chair, Department of Behavioral Health (2012-2013)
Member, Executive Committee, Department of Behavioral Health (2012-2013)
Member, Committee to design Masters of Science in Behavioral Health (2012)
Member, Committee to design PsyD. (2012)
Speech Consultant, Advocates for Community Engagement (ACE) Program, Leo T. McCarthy Center (2009, 2010)
Member, Dissertation Committee for Marisa Michaels, Ed.D., School of Education, USF (2009)
Panelist, “How to Identify and Work with Students with Disabilities”, USF (2009)
Creator of Advertising Major (2009)

2. *What are the major extension and other outreach programs the faculty have been involved in since the last review?*

See Section II.F Sacramento

3. *In what ways are the faculty linked to the community (paid and unpaid consulting, faculty service on community boards/commissions, etc.)?*

(DeLaure)

- Guest Speaker & Discussion Leader, *Miss Representation* film showing, sponsored by Fairfax Moms and Sustainable Fairfax (June 2013).

- Board Member, Open Mind Foundation/Katherine Michiels School, San Francisco (2007-2009).
- Member, Planning Committee, San Francisco Freedom School (2007).

(Ho)

- Patient Advisory Board UCSF Lakeshore (2012-present).
- Advisory Board to Tender Voice Project (2009-2011). Oral narrative recording project to promote neighborhood organizations.
- Assessment Consultant (paid) for Tenderloin Health's Community at Work Program (2008-2009).

(Jacquemet)

Consultant, National Commission on Asylum, Interior Ministry, Italy (2008-present). Multiple expert testimonies for asylum-seeking cases in U.S., U.K., and Italy (2008-present).

(Lawless)

- Diversity Workshop Trainer for Generation Citizen, Fall 2013. Designed and led diversity training for college students working in low-income Bay Area schools.
- Diversity Workshop Trainer for Seven Tepees, Fall 2013. Worked with student Advocate for Community Engagement to lead a diversity simulation and a subsequent discussion about privilege and equity.
- Critical Pedagogy/Privilege Workshop Trainer for Build On, Fall 2013. Designed and led critical pedagogy and privilege trainings for staff members working in low-income Bay Area schools
- Academic Assessment and Evaluation Leader (Paid) for The National Circles® Campaign, Fall 2010-Spring 2013. Designed assessment tools for evaluation of over 52 sites across the country and used recommendations to develop new training curricula

(Thorson)

- Member, Board of Directors, Kids' Turn, Fall 2010 - present
- Program Assessment Advisor and Developer, Kids' Turn, Fall 2012.
- Co-host of *The growing impact of the 'Kids' Turn Way'*. Kids' Turn Symposium, Spring 2011.
- Co-Chair of the Programming Committee, Kids' Turn, Spring 2012 - present.
- Early Years Group Leader, Kids' Turn, Fall 2010.
- Sandcastle Build Coordinator, Leap, Fall 2009.

IV.E Relationship with other Departments and Programs

Our faculty members collaborate with faculty in other departments in a number of ways. Evelyn Ho and Marilyn DeLaure work on the Annual Critical Diversity Studies Forum. Marco Jacquemet worked with the Department of Media Studies in planning the Human Rights Film Festival. He also collaborates with the Human Rights Working Group on campus and serves the Comparative Literature and Culture Major and the Cultural Anthropology Minor. Sarah Burgess is involved in almost everything on campus related to gender or sexuality issues involving both

academic and student services offices. Marilyn DeLaure serves on the Advisory Board for the Environmental Studies Major. Evelyn Ho is a faculty member and assists in programming in the Asian Pacific American Studies Minor and the Critical Diversity Studies Major. She also has been working collaboratively with EJ Jung, Assistant Professor of Computer Science, on an interdisciplinary service-learning research project. Allison Thorson is a faculty member of the Gerontology Minor and Child and Youth Studies Minor. Also, as we have listed in section II-A, Curriculum, a number of our courses are cross-listed with other departments and programs. USF is very supportive of interdisciplinary connections, and we have been pleased with the results of each of these collaborations.

IV.F Recruitment and Development

1. In what areas and specialties does the department wish to hire in the future? What is the rationale for recruitment in these areas?

We would like to hire additional faculty to help lower our student-faculty ratio, which is quite high - see Appendix A. As mentioned previously, areas for our new hires will likely be influenced by a desire to balance course coverage and new areas of study that complement the areas of expertise of existing faculty members and that are interesting to students. Practically speaking, we will need to hire additional faculty members to help teach our foundational and methods courses. Although we have not come to a consensus about what area our next hire should be in, we have discussed the possibility of hiring someone in either interpersonal communication or rhetoric who studies new media technologies, since none of our current faculty have this area of expertise as their main research focus.

2. What are the anticipated retirements that need to be taken into account in long-range planning over the next five to ten years?

Overall, we have a rather young faculty, so there are no imminent retirements approaching.

3. How are junior faculty members mentored with respect to their teaching, scholarship, and service?

Junior faculty are mentored in a variety of ways, both formally and informally. Each new faculty member is given a mentor in the department (facilitated by the Dean's office). This person meets with the new faculty member several times over the course of the first year and is available to answer questions. It is most often the case, however, that other faculty members, in addition to the assigned mentor, also offer assistance regarding teaching, scholarship, and service, through offering to review syllabi, talking about teaching issues, providing examples of documents such as course proposals, the Academic Career Prospectus, curriculum vitae, etc.

4. Are information and expectations communicated effectively, especially to junior faculty?

All faculty members have annual meetings with the Dean (pre-tenure) or Associate Dean (post-tenure). These meetings are used to discuss the faculty member's Academic Career Prospectus, a document that every faculty member prepares each year and submits to the Dean, which outlines

his/her teaching, research, and service accomplishments of the previous year and plans for the next year. While many faculty are satisfied with the amount and type of feedback received during ACPs, other faculty report difficulty in scheduling timely meetings and a lack of specificity of advice given.

V. Departmental Governance

1. *How is this department organized?*

The Department of Communication Studies makes decisions according to a set of guidelines that are articulated in the Department Bylaws. (see Appendix N)

2. *There is an expectation of faculty participation in the governance of the department. How do faculty members in the department meet this expectation?*

Faculty members are required to attend all Faculty Meetings, perform their advising duties, and serve on sub-committees for hiring or new programs. These assignments for sub-committees are made during faculty meetings on a volunteer basis. For the most part, a large majority of our department pull their fair share of the department's workload.

3. *What is the term of the chair and how is he/she elected?*

The chair serves for a period of three years. The chair rotates between faculty members based on seniority and a vote of approval.

4. *How well is the department or program governed?*

For the most part, the governance of the department works well. Almost all faculty take on their fair share of the work and many times our votes are near unanimous.

5. *How is the work and administration allocated among individual faculty members?*

The administrative workload of the department is split as evenly as possible among the faculty members. Most of the assignments are made on a volunteer basis. Yet, faculty members are keenly aware of what they have contributed to a department and try to make sure that contributions are fairly equal. Advising is set up in a way that we all have roughly the same number of advisees. At the beginning of each semester, the program assistant determines the number of new advisees that each faculty member can take on in order to keep the numbers equal. The more senior members of the department also work to try to ease the service load on new members of the department. However, given our faculty to student ratio, this usually only lasts for the first year of a new faculty member's time.

6. *Do all faculty members feel included in decision-making? How is participation in shared governance encouraged and valued?*

The governance of USF is rather unique in that the chair of the department largely serves an administrative function (e.g., organizing and running department meetings, scheduling courses,

serving as the department representative on university committees and councils). The chair of the department does not have an evaluative role over other faculty members. Rather, each faculty member works for and reports directly to the Dean's office. This means that the department has no votes or influence regarding tenure and promotion decisions, and there are no annual merit raises typical of other institutions. It also means that the department does not have input into practical decisions such as course releases for work in other departments. Instead, each faculty member makes individual agreements with the Dean's office.

One advantage of the unique governance situation is that all faculty members have an equal voice at department meetings. Junior faculty members have as much say as senior members and there is no fear that what one says might affect a tenure/promotion/merit decision.

7. How is leadership encouraged and developed, particularly among junior faculty?

From the beginning, new faculty members are encouraged to participate fully in faculty meetings and on sub-committees. During meetings, rank is rarely used as a determining factor to who participates and whose voice can be heard. Junior faculty are also encouraged to and often do propose and carry out programs that enhance their research and teaching programs.

In 2009-2010, two junior faculty (Eve-Anne Doohan and Evelyn Ho) co-chaired the department for a year while Marco Jacquemet was on sabbatical. While this was not ideal, it certainly worked to develop leadership skills among the junior faculty. Junior faculty also serve in a variety of leadership positions throughout the university and professionally.

VI. Students

Students are encouraged to declare a major upon admission to USF. Although we participate in university events, such as the DonsFest and the Major/Minor Fair to distribute information about our major, we are one of the largest majors on campus and given our faculty/student ratio, we do not need to actively recruit students. Major requirements are explained at the beginning of each semester at our Orientation to the Major.

The Department of Communication Studies fosters an active intellectual and social climate for our students. We have a very active chapter of Lambda Pi Eta, the Communication Studies honor society of the National Communication Association, which organizes events throughout the year that are open to all Communication Studies majors (and often friends in other majors). Some of these events/programs include:

- a mentoring program where new students are partnered with a junior/senior Lambda Pi Eta student
- Pizza with the Profs: a social event held every fall where students have an informal lunch with faculty members
- Career Night: an event held every fall where a panel of recent graduates talk about their work after graduation
- Pie Day: a fundraiser held once each semester where our Lambda Pi Eta students sell slices of pie to raise money for department events
- Graduate School Information Day: an event held each spring where department faculty

- and alums discuss opportunities for graduate study in communication and related fields
- Pizza with Pros: a networking event held each spring where internship directors come to campus to meet with our students
- Alumni Speaker Night: an event held each spring where an alum (3-5 years post graduation) gives a keynote speech to our graduating seniors and other department members
- Bay Area Undergraduate Research Conference: a conference held each year where student research is presented
- Brown Bag Research Presentations: offered intermittently as an opportunity for students and faculty who will be presenting research at conferences can present to department members first and receive feedback
- Communication Studies Game Days: social events that are offered intermittently when department students and faculty go together to a USF game where a Communication Studies major is on the team

The Communication Studies Department has an active social media presence as a way to connect with new students and alums. We have a facebook page (www.facebook.com/USFDONSCOMS), twitter account (@USFDONSCOMS), blog (www.blogs.usfca.edu/coms/), and LinkedIn group (University of San Francisco Department of Communication Studies) where student, faculty, and alumni achievements are profiled. We are in the process of developing a department newsletter.

Academic Expectations and Progress

All Communication Studies majors must earn a C- to receive credit for any major course. This is a department requirement, which students are made aware of when they begin the major and in every course. Students receive early alert mid-semester progress reports from professors if they are not performing at a C level in their courses. This notice is also sent to the student's advisor and to the Center for Academic and Student Achievement.

VII. Staff

1) *Please describe the administrative support staff (program assistants, student assistants, etc.).*

We are primarily supported by a single program assistant who serves faculty and students in both Communication Studies and Advertising. In addition to these departments, the program assistant to the department--currently Christine Lee--also is responsible for supporting faculty in administrative programs they run. For example, Christine Lee also serves as the administrative support to the First Year Seminar Committee run by Marilyn DeLaure and will likely continue to do this as long as Marilyn chairs that committee.

In addition to the program assistant, the department hires between 2-3 student assistants a year to help with photocopying, running campus errands, shredding documents, inputting data, and other tasks necessary to keep the department running. Although these positions are advertised across the University, our student assistants tend to be Communication Studies majors.

Student Teaching Assistants are also hired for Communication and Culture to help students with

their ethnography assignment and Communication and Everyday Life to help students with APA formatting. To obtain one of these positions, students must have performed exceptionally well in the class themselves. Students submit an application and are interviewed by the supervising professor.

2. What has been the turnover rate in these positions during the previous 5 years? If it is high, what steps have been taken to identify and address the problem?

Our current program assistant was hired in 2011. The previous assistant was with us for a period of two years before he left for graduate school. Prior to that, our program assistant was with us for many years (longer than any of us can remember). The turnover rate is not particularly high and is what one might expect for this position.

The student assistants and teaching assistants are not meant to be long-term positions. Student assistants, however, often work for 1-2 years in the department depending on their need and financial aid status. These positions are hired as needed.

3. What changes, if any, are underway to strengthen the staff support for the department/program's activities?

The department has recently learned that we have more funding for teaching assistants than we previously thought. As such, we are currently hiring for Communication and Everyday Life and a Rhetoric teaching assistant.

Whether or not our program assistant will continue to serve two majors (Communication Studies and Advertising) will depend on the future relationship between these two majors. The Chair (Evelyn Ho) has been in conversation with our PA Christine Lee and with the Director of Administrative Services and the Associate Dean to talk about staff workload to make sure we are not asking Christine to do too much.

4. What professional development and training opportunities are provided for staff?

The following details some of the professional development and training opportunities for staff:

- Staff are formally evaluated once a year by the Director of Administrative Services. There is an informal mid-year meeting in October and an annual appraisal in March/April. The department offers a formal letter of evaluation to aid in this evaluation. At the end of this evaluation, staff may be considered for a salary raise in accordance with University policy.
- Staff are offered technology training for all new University programs.
- Staff are eligible for tuition remission to obtain a degree(s) from the University.
- Program Assistants are not generally reclassified. However, they may apply for and be promoted into a new position.
- Opportunities to enhance/obtain skills are offered through the Center for Instruction and Technology. Classes range from office productivity to design and media.
- Program Assistants are also unionized. The Director of Administrative Services is the official supervisor, not the Chair.

VIII. Diversity and Internationalization

VIII.A Diversity

Student diversity is represented in section VI. Students are less diverse than the general USF student body. Communication majors are more White and more Female. We believe this to be typical of Communication programs nationwide.

Faculty diversity was presented earlier in section IV.A.

We have one staff member who is an Asian American Female. Our previous program assistant (2008-2011) was an African American Male and prior to that (before 2008) was a White Female.

The department does a variety of things to ensure an environment that values diversity. Our required Communication and Culture class can satisfy the core University requirement for cultural diversity and we designed this course as a required major class in part because we want our students to not only appreciate diversity but also be able to critically study, analyze, and understand how communication can work to create and maintain inequalities. Many of our classes deal with issues of diversity and numerous faculty either conduct research, teach, and promote service about issues of diversity both domestic and international (as already mentioned throughout this document).

One of the greatest impediments to recruiting faculty from underrepresented groups has been in the diversity (or lack of diversity) in the larger Communication discipline. We have annually solicited candidates for the USF Ethnic Minority Fellowship but have yet to find a candidate in the appropriate discipline of study for our department. Most candidates have been more closely aligned to Media Studies. We have made a concerted effort to have the Fellowship application advertised in CRTNET (starting this year, 2013) in order to attract more applicants. In faculty searches, we have interviewed diverse candidates in the past and have always been very open to candidates who research issues of diversity.

As we have increased the diversity of the faculty, we have certainly increased the diversity of course offerings. For example, Evelyn Ho added the Asian American Communication and Culture class and will be co-teaching USF's first class about Pacific Islanders in Spring 2014. Sarah Burgess added the Rhetorics of Sex, Gender and Sexuality course. Faculty (whether themselves ethnic/gender diverse or not) have added a variety of classes examining issues of diversity. For example, Marco Jacquemet's Geographies of Communication and Communication for Justice and Social Change, Bryan Whaley's Communication, Disability, and Social Justice course, and Allison Thorson's Communication and Aging course explore a wide range of diversity issues.

With many faculty working on diversity issues at the college, university, and professional level, the climate in the department around issues of diversity is very good.

VIII.B Internationalization

The department has maintained a strong international presence through the work of Professors Jacquemet, Ho, Burgess and Lawless. Born in Northern Italy, Marco Jacquemet studies the communicative mutations resulting from the intersection in the Mediterranean area between mobile people and electronic texts. He has conducted fieldwork in Italy, France, Albania, and Morocco. He has published extensively in English, Italian, and French, and his 2009 co-authored book has been translated into Italian and Spanish. Evelyn Ho's research on Chinese medicine investigates how global technologies and migration have allowed Chinese medical resources, in the form of texts and practitioners, to be translated into different languages and incorporated with a variety of global ethnomedical systems, including "Western" biomedicine. Sarah Burgess is interested in articulations of gender in the European Union Court of Human Rights, the International Criminal Court, and international human rights instruments such as the Yogyakarta Principles. Most of her work looks at what it means for minority populations to gain a voice in law in and through legal recognition. In addition, as a part of a team of researchers, she studied the forensic mental health care system in Canada to show its effects on prisoner-patients and the use of medical evidence in law. Finally, Brandi Lawless traveled to Meru, Kenya in August 2012 to work with International Peace Initiatives—a nonprofit organization committed to sustainable communities, promotion of health and wellness for children and women infected or affected by HIV/AIDS, and preempting violence. Her research will be used to create a peacebuilding model of communication.

Global perspectives are integrated into the curriculum of a variety of classes. Professor Burgess integrates international issues in Rhetoric and Citizenship by having students analyze how different nations define, justify, and critique the substance and form of citizenship. This comparative approach helps students better understand citizenship as a changing concept over time and place, and helps foreground the many citizenship debates in the contemporary U.S. Professors Jacquemet, Ho, and Lawless have integrated myriad international issues in their courses, in particular in Communication and Culture, Intercultural Communication, Communicating About Health, Communicating for Justice and Social Change, and Geographies of Communication. All of these courses include examination of the interaction of different cultures, global elements of communication, and the internationalization of communicative networks. Communication and Culture is also a required course for the Anthropology minor and, together with Intercultural Communication, also count as electives in the International Studies program. As Communication Studies has historically been a U.S. dominated discipline, many of our other courses rely on communication research conducted in the U.S.

Although the department does not formally track the number of international students in the program and USF students who have studied abroad, many faculty members have taught or advised such students.

IX. Technology and Informational Resources

IX.A Technology

The University's computer hardware and software policies have been beneficial to the

department. Program software such as Audacity, SPSS, and NVivo have been easily accessed by faculty members for classroom instruction. Campus support for technology has been immense. Many of the faculty have utilized the Center for Information Technology to train themselves on Audacity and Canvas. Support staff have also lead Audacity trainings and have been helpful when services are requested. The Center for Information Technology now works with the department to store and check-out recording devices for students doing interview and ethnographic-based projects.

All full-time faculty use some form of digital medium for teaching. Some use PowerPoint or Prezi to conduct their lectures and Blackboard or Canvas to post important course content and facilitate class discussions. Many faculty have used online technologies to reduce the need for paper in class. Several faculty members use Internet resources, digital audio and video files, and other information technologies in the classroom. The department has not yet made a formal plan to integrate more technology in the classroom. Overall, the department has effectively integrated a variety of technologies into the classroom setting.

All students in the major are required to learn how to use Audacity, an audio recording and editing software. The faculty who teach this course and TAs provide a workshop in COMS 204: Communication and Culture, with continued use in methods and upper-division classes.

The faculty continue to increase the amount of instructional technology used. Brandi Lawless won a grant to integrate a “flipped classroom” model into Qualitative Methods, in which some lectures are moved online in order to make class time for hands-on activities or in-depth discussion. Other faculty are interested in learning how to use Camtasia or Echo360 to incorporate a flipped-classroom model. Some faculty have also expressed interest in incorporating ipad learning into their courses.

IX.B Distance/Online Learning

The department is not currently involved in distance learning.

IX.C Library

The library has limited resources and holdings, but these deficiencies are sufficiently remedied by interlibrary loan, timely acquisitions, and electronic access. Faculty are able to order whatever books and videos we require for teaching or research.

Faculty who utilize learning software are adequately supported. The department continues to use Communication & Mass Media Complete (a top-of-the-line full-text database). In addition, our library subscribes to ComAbstracts and Communication Abstracts.

Several faculty members have worked with the library liaison to offer library workshop days. These workshops teach students to access research. Faculty experiences with the liaison have been positive.

X. Facilities

1. Please describe the current instructional and research/creative work facilities.

In August 2008, the department moved out of University Center into the completely renovated building Kalmanovitz Hall. Because of this move, faculty have been given offices that are larger and have more natural light. Although faculty offices are scattered across the first and third floors of the building, the new building offers a better space for meeting students and engaging one another.

2. To what extent do these facilities meet the needs of the department/program?

The new facilities offer meeting space and office space that is conducive to research and teaching. The difficulty is that not many of us get to teach in this new space. Our classrooms are located all across campus, including some of the older buildings (including Lone Mountain classrooms and Harney classrooms) and other classrooms that are not ideally matched with Communication Studies courses (e.g., classrooms in the Harney Science Center designed to be used for science labs). This is the first year that one of our faculty members was assigned an office that is not located on the third floor of Kalmanovitz Hall. It would be good for students and other faculty if Brandi Lawless could be moved to the third floor when an office opens.

3. If any of these resources are inadequate, what plans have been made to correct these deficiencies?

The most difficult facilities problem is classroom scheduling due to limited classroom availability. The University continues to impose scheduling rules that affect our ability to offer courses during regular business hours. Specifically, the university has designated many class times as “prime time” teaching slots, which span almost the entire work day (classes starting between 9:00 am and 2:00 pm). We are one of the departments on campus that have followed all the rules for scheduling which typically means that we have faculty teaching at all times and across all days. Department members have been very collegial in taking the “less desirable” time slots on rotation.

The other facilities problem under constant review by the faculty union is parking. There are limited parking spaces on campus. When there are events, it can be near impossible to find parking. Faculty sometimes have to drive around between 45 minutes and an hour to find a parking spot before they teach even with a parking pass.

4. What additional facilities, if any, are needed to improve the quality of programs or educational experiences being offered?

The large meeting spaces and classrooms, for the most part, are in good condition and serve the needs of the department. A solution to the parking problem might help faculty make better use of their time.

XI. Conclusions

1) Department Strengths

There are three main department strengths: 1) *Our faculty are very active*. Faculty are seen as leaders in the college, across the university, in the community and profession. 2) *Constant improvement to and commitment to our curriculum and classes*. We do everything we can to have full-time faculty teach our introductory and methods courses and every faculty member rotates regularly to teach one intro/methods and one upper-division course per semester. Every few years we make important changes to the curriculum to improve the educational experience for our students. 3) *Overall Communication Studies departmental environment*. Students in Communication Studies feel an affinity to their major and their faculty. Many of our majors seem to enjoy and value the relationships they develop with other majors and with faculty through advising, classes, research opportunities. We have a very easy time inviting back alumni for networking and mentoring events for current students and are working to cultivate this strength to further develop networking opportunities to help current students and alumni with job-searching.

2) Department Weaknesses

The greatest weakness we feel is our *faculty to student ratio* and the subsequent difficulty in deciding what our next hire should be given difficult economic times. We have needs in the near future for another rhetoric professor, another interpersonal professor and a full-time Public Relations professor. However, it is highly unlikely that we will get three full-time hires in the foreseeable future and therefore, we would appreciate external reviewer guidance as to how to approach this problem especially regarding prioritizing which areas to request next.

One area of weakness right now is our Public Relations program. Up until 2011, we had two long-time adjuncts teaching all four of the classes. The minor program was on auto-pilot and full-time faculty largely ignored it due to lack of knowledge/training in the area. In other words, adjunct faculty taught their classes and there was no review or oversight by anyone in the department about curriculum, learning outcomes, etc. In 2011, one instructor passed away suddenly and we've struggled with staffing since then. For the last year, we have been working to examine our current PR course offerings and curriculum, investigate best practices in other PR programs, and discuss how to strengthen this program. A first step has been to revise our learning outcomes across the four PR classes. See Appendix P for new PR Learning Outcomes. Students are very interested in PR and many of our graduates go on to successful careers in PR. However, we do not feel our curriculum in PR is as strong as it could be. Right now we just don't know and need to assess those classes to figure out exactly what is working and what isn't working. As a medium-term goal, we would like our PR classes to do the following:

- Provide a solid foundation in PR related writing, ethics, research, team-work, and project organization.
- Build upon one another in a logical way so that students taking all four classes learn distinct skills and master complex skills.
- Provide classroom experiences that are BOTH applicable to PR jobs and to other careers for those students not necessarily entering PR.
- Position students at the forefront of PR approaches and practices utilizing and blending both traditional and social media.

In addition, we would like to be able to find qualified professors who have both some teaching experience and some PR work experience. In the last two adjunct searches for PR, we have had some trouble with people with current PR experience and no teaching experience. In one case, the person turned down our offer, and in the other case, the person could not continue teaching another semester, because both realized that in fact they have too many work duties. One other consideration with adjunct faculty who have never taught before is that despite having high evaluations from students because their classes use a lot of “real-world examples,” in evaluating teaching, we have noticed that sometimes classes can suffer from a lack of pedagogical rigor with an over-reliance on “group work during class time.” On the other hand, we have also hired faculty with teaching experience with less or no PR work experience and students are less enthusiastic and classes suffer from a “follow the textbook” formula. We will continue to work to recruit and train solid, long-term adjuncts.

We have had a hard time finding and maintaining qualified adjuncts which is a second area of weakness. One reason we maintain large upper-division class sizes and have slowed down our teaching in First-Year Seminars is because we have not found qualified adjuncts and are trying to teach all our introductory classes ourselves. A main reason for this is that there are no PhD programs in Communication within 100 miles of USF. The closest PhD program in Communication is at UC Davis and for purposes of adjunct teaching, that program only specializes in Interpersonal Communication. We could possibly hire adjunct teachers from PhD programs in Rhetoric or Anthropology from UC Berkeley and will do so for Spring 2014 (Anthropology), but for Communication-trained faculty, this geographic area is very difficult. Given our general policy to have full-time faculty teaching introductory level classes, we have a very hard time staffing the Rhetoric and the Public Sphere class and Critical/Rhetorical Methods without faculty teaching only those two classes. In addition, our upper division Interpersonal/Family oriented classes have some of our highest enrollments and we would like to be able to offer these regularly to students with full-time faculty professors. Although we have had one successful adjunct hire (Brandi Lawless, prior to becoming a tenure-track faculty) and we have great hope for one adjunct for Spring 2014 (Xochitl Marsilli-Vargas), we have had many unsuccessful adjunct hires. The issues have spanned from inconsistent teaching, to overly easy assignments that have failed to meet the learning outcomes, to students leaving class, to complaints from students that they are not receiving enough instruction and classes are being cancelled.

3) Changes in the Field

There are currently several trends in the field of Communication Studies:

a. *Communication Studies is supporting pedagogical practices that promote civic engagement, service learning, and activism.* USF is ahead of the curve as all our students are required to complete at least one service learning course in which they work at least 25 hours with a community partner.

b. *Communication Studies increasingly addresses new communication technologies and social media.* Our department has not yet hired or created classes in this area. Part of the difficulty in both hiring and curriculum development lies in the separation between Communication Studies

and Media Studies. Because we are two different departments, it is often difficult to tell whether communication courses addressing technology would overlap or repeat courses offered in Media Studies.

c. *Communication Studies National Assessment Standards*. The National Communication Association (NCA) and other organizations are working toward refining/creating assessment standards and rubrics for the discipline. We hope to be able to use these to help guide our assessment work.

4) Changes in Interdisciplinary Fields

Communication Studies has always been interdisciplinary but faculty research and teaching has become even more interdisciplinary in the last seven years. At USF, where disciplinary boundaries are somewhat arbitrary, this has led to both opportunities and confusion. For example, students have a lot of confusion about Media Studies vs. Communication Studies and do not know what to choose if they're interested in both Public Relations (Communication Studies) and Journalism (Media Studies). In addition, because we have a Rhetoric and Language Department with some faculty trained in Rhetorical Studies or Interpersonal Communication, there have been some situations where it is not clear if and how departmental lines will be drawn in terms of new class offerings.

5) Relationship with the College/University

We believe we have a good working relationship with the College and University. Our faculty always volunteer for events requiring a departmental presence such as Open Houses, Summer Webtrack, Phone-A-Thons, Major/Minor Fairs, DonsFest, etc. We also often try to pilot new programs such as Advisortrac, online advising appointments, and other university initiatives. When useful, we have shared everything we do successfully with others including advising, our honor society mentoring program, 4-year plan handout, and directed study guidelines.

Because we are a large and undergraduate-popular major, our department is often at the front of initiatives such as the branch campuses (Sacramento) program and rolling out new interdisciplinary majors (Advertising). However, we need to juggle how to spread our already thin resources and help the university grow and expand. As a department we lean toward trying to improve our San Francisco (we call it the 'Hilltop') program rather than expand into new programs. We would welcome input into how best to balance the University's need to find new revenue streams with the immediate needs of the current department.

6) Morale and Atmosphere

Since our last program review, the morale and atmosphere in our department has improved. Most people get along well with one another, enjoying working on departmental projects together such as creating a new honors program, initiating a Communication Studies Speaker series, or even reading through adjunct applications in a hiring sub-committee. Things are not perfect but we work well together in department meetings and all faculty follow guidelines such as the waitlist policy and directed study guidelines. We have had a few bumps in the road in the last seven years but functionally we serve our students well.

XII. Comprehensive Plan for the Future

Understanding both the obstacles and opportunities we face as a department, we have developed a comprehensive plan for the future of this department. In what follows, we detail our five-year plan, lay out our assessment goals, discuss how we intend to position the department within the University and the discipline, assess opportunities and obstacles, and discuss our need for resources to support our growth.

1) 5-year plan

- Design a comprehensive plan for addressing the Communication Major at the Sacramento Branch Campus. While the program is suspended, we have asked the University to carry out some research to gain a better understanding of what is meant when city leaders and students demand a Communication degree. We are hoping that this research will help us decide: (1) whether the current degree at the Hilltop will best meet the needs of students in Sacramento; (2) whether we might offer a hybrid major that brings together elements of Communication Studies, Media Studies, and Advertising; (3) whether we should discontinue the program. After we receive this research, we will need then to set a plan in place for our next steps.
- Continued support for our tenure-track faculty. Our goal is to provide support and close attention to service workload issues for our pre-tenured faculty so that they might have the best chance at receiving tenure.
- Develop the Public Relations program. In order to do this, we will need to take the following steps to guarantee that the Public Relations program is as strong as the rest of the program:
 - Hire a full-time faculty member in public relations
 - Create strong learning outcomes for the Public Relations Program
 - Assess whether current courses in PR meet these outcomes
- Improve our Faculty-to-student ratio. As explained above, given our faculty-to-student ratio and the need created to teach our standard curriculum, we are sometimes unable to participate in inventive programs (e.g., First Year Seminars, honors programs, and interdisciplinary teaching) that enrich not only student culture, but department culture as well. With an improvement in our faculty-to-student ratio, we will be better able to serve our students and create innovative programs and courses for our students.
- Implement new programs. We have discussed implementing a series of new programs meant to bolster department culture, aid in student retention, and better address the needs of our brightest students. Some of the programs include:
 - Speakers' Series. The department has previously and will continue more regularly to host accomplished scholars and activists once a year. This series will expose students to new research and work to connect our department to larger networks of scholars.
 - Honors Program. We would like to propose an honors program

within Communication Studies (see the proposal in Appendix F). This program will allow our best students to take two honors designated seminars in the upper division and produce an extended research paper in a capstone course.

- Create a workable and sustainable plan for assessment. One of our most important goals is to create an assessment plan that can produce both qualitative and quantitative data that can be used to make real changes to our curriculum and co-curricular programs. As part of this program design, we wish to create a plan that does not produce extraordinary burdens on faculty time and workload.

2) Three-Year Student Learning Assurance Plan

Our three-year student learning assurance plan entails four different stages of development and implementation:

- In Spring-Summer 2014, we will choose the platforms for e-portfolios and develop initial reflection assignments for these portfolios. The e-portfolios will be piloted in Internship during Summer 2014 and assessed in Fall 2014. As well, appropriate rubrics will be chosen by a committee to assess the e-portfolios.
- During the following academic year (2014-2015), we will implement the e-portfolios in the in the Communication Studies Internship course and do an initial assessment of how well the assignments work to produce useful data for the department. As well, we will create a plan to introduce e-portfolios during orientation and one of the foundational courses.
- In 2015-2016, we will use the revised assignments to assess the learning outcomes related to program goals 2 & 3
- During the 2016-2017 academic year, we will use the e-portfolios to assess the learning outcomes related to program goals 1 & 4.

3) Positioning the Department in 5-10 years

Over the next 5-10 years, we plan to bolster the reputation of the program in the University, our community, and the discipline by:

- Hiring new full-time tenure-track faculty (ideally one in Interpersonal, one in Rhetoric)
- Offering small upper division seminars that offer students a unique academic experience
- Recruiting strong full-time PR faculty
- Hiring, supporting, and maintaining a regular pool of adjunct faculty
- Presenting faculty opportunities to teach First Year Seminars and interdisciplinary classes
- Creating programming and institutional support to help our students continue to get jobs
- Strengthening our alumni network and helping our current students connect with alumni
- Strengthening our outreach into and position within the city
- Creating networks with other Communication Studies programs to support faculty and students

4) Opportunities and Obstacles. Our plan for the future entails a set of challenges that offer the faculty, staff, and students of our department the opportunity to use their wide-range of talents to

create a program that is academically rigorous, engaged in the community, and committed to the mission of the University.

As one of the largest majors on campus, Communication Studies benefits from our students' enthusiasm for their coursework and for the department more generally. Faculty are inspired and willing to work to improve the department, in part, because as a whole we want to create a curriculum and a culture where we match our students' interest and engagement, challenge them to be knowledgeable scholars and engaged citizens, and help them prepare for future vocations.

The challenges to implementing this vision come primarily from staffing limitations and workload concerns. Our faculty offer their considerable talents to many events and programs across campus. These contributions--ones that often sustain faculty members and enrich their own research projects--put a strain on what can be done inside the department. Faculty are often pulled in many directions. As a result, we don't always have faculty who can take on significant projects within the department without creating adverse effects on their teaching and research. As well, we face the challenge of balancing our desire to create the best program that we can and the University's need to branch out and expand. More specifically, we face the challenge of allocating resources and time so that we can both serve our students on the Hilltop and create sustainable programs at branch campuses.

5) Improvements needing resources. The improvements we intend to make in the department in the next 5-10 years will require us to both reallocate resources and gain new resources.

Improvements Through Reallocation of Resources

- The most pressing need for us is the reallocation of office space. One faculty member (Brandi Lawless) has an office that is two floors below all the other offices. We would like to find some office space that will allow her (and any future hires) to be placed on the same floor with the rest of the departmental offices.

Improvements Needing Additional Resources

- Given our student-to-faculty ratio and our current enrollments, we would like new faculty lines so that we might grow our program.
- Our Program Assistant, Christine Lee, is in need of assistance. As Advertising continues to grow as a program and as she is assigned (by default) to be the assistant for the committees each of the faculty run, Christine's workload has become unsustainable. We are in need of permanent resources to help even out her workload.
- To carry out our assessment plan, we might need the support of ITS to help secure software and implement the e-portfolio assignment.