

DEPARTMENT OF COMMUNICATION STUDIES
UNIVERSITY OF SAN FRANCISCO
Self-Study
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I. MISSION AND HISTORY

A. Mission

Communication shapes patterns of social interaction, the expression of cultural values and norms, political practices and relations of power, and our positions as local and global citizens. In our effort to explore this conception of communication, the division of Communication Studies has identified several key framing questions: How does communication proceed in everyday life? How is political space negotiated and constructed discursively? How is communication a cultural practice? These questions anchor our foundational courses and drive the curriculum. We do not have ‘tracks’ in our major and we see crossover between the different methodological and theoretical commitments of our faculty. The division provides students with methodological tools, critical acumen, theoretical resources, and communicative skills to analyze and engage in a wide range of discourse: from the circuits of publicity that structure our relationship to consumer products, politicians, and social movements to the everyday interactions of family, friends, and strangers. We teach students how research and theory inform how social and political power is constructed, executed, and modified through communication. Our division seeks 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. We believe that this education will provide a strong preparation for work, personal life, and citizenly engagement regardless of future career or life paths.

B. Department History

The department was last reviewed in 1995, but partly as a result of issues raised in that review, it was split into the Department of Media Studies and the Department of Communication Studies in 1998. Several performance-oriented faculty left to join the new Department of Performing Arts. The Department of Media Studies focuses primarily on mass media institutions, technologies, practices, and audiences. The Department of Communication Studies presently consists of three divisions—Communication Studies, ESL (English as a Second Language), and the Program in Rhetoric and Composition. The Communication Studies Division offers a B.A. in Communication Studies, as well as minors in Communication Studies and Public Relations. Both ESL and Rhetoric and Composition are non-degree programs. This administrative combination of programs provided an academic home to the small Expository Writing program (now the Program in Rhetoric and Composition), created a critical mass of faculty for the new department, and imagined a new department built around communication skills.

Since the formation of the new department each of the three divisions has 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 core courses (130/131)—now located in the Program in Rhetoric and Composition—was an

early example of such collaboration. While examples of such collaboration have occurred, curricular development has been left to the discretion of each division. Faculty members from ESL and the Program in Rhetoric and Composition have taught in the Communication Studies division on several occasions. Faculty members have also served on search committees for other divisions. The department hosts a brown bag research colloquium multiple times throughout the year. The department chair represents all three divisions at the College Council and Arts Council.

Though we feel the department is well governed, we admit that the structure is confusing for students and faculty. The Department of Communication Studies is located in the College of Arts and Sciences. Our programs cross the Humanities and Social Sciences, however, we report to the Associate Dean of Arts and Humanities. Each division has a program director, one of which serves as chair of the department. Johnnie Hafernik of the English as a Second Language Program is the present chair of the department. Marco Jacquemet is presently the chair of the Communication Studies division.

This new structure makes it difficult for us to address the concerns articulated in the review of the prior department. The Department of Communication of thirteen years ago was radically (almost completely) different (e.g., structure, faculty, curriculum) than the current Division of Communication Studies. Frankly, few of us understand what problems, debates, and anxieties drove the department at that time and motivated the split. We will therefore only address three issues that are related to present concerns in the Communication Studies division.

First, a suggestion from the previous review was that the sections of public speaking be relatively standardized—same/similar curriculum, assignments, and texts. These changes were made. Since that time we have developed strong learning outcomes and minimum course requirements that govern that course. The university has also implemented substantial assessment procedures for core courses. Over the last several years, we have allowed instructors far greater instructional autonomy by focusing oversight and accountability on minimum requirements and learning outcomes.

Second, the committee also recommended the department increase its attention to service learning, community involvement, and multiculturalism in regards to curriculum and research. These concerns are remedied in the presence of our substantial offerings in Service Learning with strong institutional ties to community partners and our contributions to the university offerings in cultural diversity and programs on globalization.

Third, based on interviews with communication majors, the reviewers were deeply concerned with the dissatisfaction on the part of the students with the curriculum, several faculty members, and especially students' lack of voice in their communication education. Among the suggestions were to develop a student handbook, publish a departmental newsletter, establish some basic student organizations, recognize student achievement, have a venue for students (e.g., student advisory board) to voice their grievances about faculty and curriculum and policies that affect students, recognize

outstanding student research, use exit questionnaires, and form an alumni association. We believe that despite our struggles with a high student to faculty ratio over the last seven years, our students will attest that they have received a strong education in Communication Studies and been provided with substantial faculty support. We would also note that in the interval a chapter of NCA's student honorary society, Lambda Pi Eta, was established in 1999 and is thriving. Outstanding student research has been honored by means of submission of papers and attendance to student research conferences. Furthermore, there now exists the Student Advertising Club and the division has a Public Relations Student Society of America affiliate. We have also established a new student orientation, a professional development event, and forum on graduate school. While it is difficult to speak to student dissatisfaction from more than a decade ago, perhaps this dissatisfaction was a register of ongoing structural problems, personality problems, and intellectual disagreements that simply do not apply to our program now.

As our brief overview of the review of the prior incarnation of this department indicates, the problems outlined in that report do not directly apply to the current program. We believe that we have our own unique problems that are almost entirely unrelated to the prior review.

C. The Department as a Whole

The following sections contain overviews of the ESL division and the Program in Rhetoric and Composition, authored by the members of those divisions. There is then a brief history of the Communication Studies division. The rest of the self-study focuses on the Communication Studies division and the degree programs it offers.

1. English as a Second Language

Introduction & Brief History

The University of San Francisco has a long tradition of educating people from around the world, and over the years international students have contributed much to USF. In 1974, USF established an intensive English program (the English Language Center) to meet the needs of the growing international student population on campus. Over the years, changes in the size of the program, the governance structures, the name of the program, the type of students served, and the curriculum have taken place. Yet, the basic goals of the English as a Second Language course offerings and curriculum have remained constant.

The ESL Program is focused on academic preparation, introduction to U.S. culture and life, and a focus on developing understanding and appreciation for other peoples and cultures. The ESL Program upholds the Vision, Mission, and Values of USF. Particularly important are the University's core values that include a commitment to: (1) excellence in teaching, scholarship, and service; (2) diversity of perspectives, experiences, and traditions in a *global context*; and (3) respect for and promotion of the dignity of every person.

General Description of the ESL Program & Its Offerings

The ESL Program offers two types of programs for non-native English speakers and designs programs for special groups. Classes are small, with students receiving individual attention and a focus on their individual needs. Conditionally admitted students and intensive English program students enroll in the same courses. The ESL Program serves as an Admission office for intensive English program students and provides student services for all students enrolled in ESL courses (e.g., assistance with housing, health insurance, USF services, complying with USF policies and U.S. immigration policies, personal and academic advising). There is one full-time staff person and student assistants. A hallmark of the academic program and the student services offered is attention to and respect for each student. (The chart below shows enrollment patterns. For graphical representations, see Appendix A).

Semester	IEP	Conditional	Total
04F	24	15	39
05S	21	11	32
05F	27	18	45
06S	15	26	41
06F	31	30	61
07S	18	18	36
07F	34	38	72

Summer	Summer Session I	Summer Session II	Summer Session III	Total
04M	19	15	44	78
05M	8	11	39	58
06M	14	15	29	58
07M	12	26	46	84

1. ESL courses for conditionally admitted and fully admitted USF students, from 2 – 16 hours a week. These courses are offered fall and spring semesters, with limited courses offered in summer. Undergraduates may earn up to 8 degree credits for ESL courses and an unlimited number of non-degree credits. Tuition is the same for ESL courses as other USF courses, depending upon the classification of the student, graduate or undergraduate. Students apply to the USF Admission Office and are accepted based on their academic qualifications. Undergraduates with TOEFL scores of 460 – 547 (paper & pencil test) or 48 – 78 (ibt TOEFL) are required to take ESL courses. A TOEFL score of 550 or higher (ppt) or 79 or higher(ibt) is required for full admission as an undergraduate and for many graduate programs, with some having higher TOEFL score requirements.
2. An intensive English program (IEP) for non-matriculated students, with 20 – 26 hours of instruction per week. The majority of IEP students apply to undergraduate and graduate programs either at USF or another U.S. university. IEP courses are offered during the fall and spring semesters and two six-week

summer sessions. There is open enrollment with 5 weeks being the shortest amount of time to study in the fall and spring semesters and 4 weeks in summer. Admission to the IEP is separate from admission to a degree program, with IEP applications being processed by the ESL Program staff. Tuition for IEP is lower than for ESL courses for matriculated students.

The ESL Program has three full-time tenured faculty members and generally has eight to ten adjunct faculty members, all of whom have an MA or doctorate in an appropriate field plus extensive experience in academic programs. Some of the adjunct faculty members have taught in the program for over 10 years. One of the full-time faculty members serves as coordinator of the ESL Program.

The ESL Program as part of the Department of Communication Studies

When the ESL Program was established in fall 1974, it was directly under the Vice President of Academic Affairs. In the 1980s, the program was moved to the College of Arts & Sciences, was an academic department from 1991 – 1998, and became part of the restructured Department of Communication Studies in fall 1998.

As part of the Department of Communication Studies, the ESL Program and its faculty have worked closely with faculty in the other two divisions (Communication Studies and Rhetoric & Composition), especially with Rhetoric and Composition faculty. One full-time faculty member has taught courses in all three divisions as well as in the School of Education, whereas another has taught courses outside the ESL Program in Rhetoric and Composition as well as in the English Department. ESL faculty have worked closely with Rhetoric & Composition faculty on student placement issues, course progression and articulation, course descriptions and development, and writing and speaking pedagogy. Joint workshops and meetings focusing on writing and speaking pedagogy have been developed (e.g., workshop on teaching multilingual writers, fall 2007) and a department wide day-long workshop on diversity in the classroom was held in January 2005. ESL faculty members have served on numerous search committees in Rhetoric & Composition and in the Communication Studies Division. Several adjunct faculty members teach courses in the Program in Rhetoric and Composition as well as Public Speaking in the Communication Studies Division.

The future of the ESL Program and Department of Communication Studies

In fall 1998, the new configuration of the Department of Communication Studies, with three divisions (Communication Studies Division, ESL Program, and the Rhetoric & Composition Program), was advantageous. The reasons included (1) combining programs that deal with literacy and communication skills together, (2) providing an academic department home for the Rhetoric and Composition Program which previously had been a program under an appointed administrator who reported to the Dean's office (College of Arts & Sciences), and (3) providing a critical mass or sufficient number of faculty in Communication Studies after faculty in media studies split off to form a separate department. The present structure works well, and could easily continue as is. It is also possible that other configurations would have certain advantages in the future.

Several configurations are possible, with some seeming more workable than others. Here we mention just three possibilities: (1) Keep the present configuration. (2) Each division or program becomes a separate academic department. (3) The Division of Communication Studies becomes a separate department or merges with Media Studies, and the ESL Program and the Program in Rhetoric and Composition form another department with a name such as Rhetoric, Language and Literacy. A strong argument can be made for housing the Program of Rhetoric and Composition and the ESL Program together as both focus on literacy, rhetoric, and overall communication effectiveness for undergraduates whether they be native English speakers or non-native English speakers (i.e., multilingual speakers and writers). Faculty expertise in these programs covers rhetoric, literacy skills, language, composition, public speaking, linguistics, applied linguistics, and much more. New initiatives and courses could easily be developed.

Several issues are important regardless of the exact configuration. Foremost is that each division be in an academic unit, a department in the College of Arts and Sciences, and have and be led by full-time faculty who are in charge of the curriculum and academic issues.

2. Program in Rhetoric and Composition

The Program in Rhetoric and Composition has its roots in the English Department. In the 1980s and early 1990s (MIKE ASKS FOR SPECIFIC DATES HERE), responsibility for the program, then called Expository Writing, bounced from the English Department to the Dean of Arts and Sciences, then to the English Department, and finally to the Dean's office. In Fall 1998 the program, still called Expository Writing, was joined to the Communication Studies Department, which served the program well and enabled faculty to accomplish several goals: changing the focus of the program from literature-based, expressivist writing to academic argument and composition; cooperating more closely with Communication and ESL in programs and issues of common interest such as the Speakers' Showcase and Human Rights Film Festival; developing core outcomes for each area; developing an integrated composition and public speaking course; and changing the name of our program to Rhetoric and Composition.

The first full-time term faculty member was hired in January of 1999 and two more were hired in fall of 1999. Until then, all faculty had been part-time. The program currently has 12 full-time term faculty (6 PhDs, 1 EdD, 3 MFAs, and 2 ABDs) and 39 part-time faculty. There will be one new full-time hire next year, but clearly there is a need for many more to reach the goal of having all—or even a majority of—freshmen taught by a full-time faculty member. A chart showing the growth of our program, largely due to increased enrollment, is attached to illustrate the need.

The mission of the Program in Rhetoric and Composition is two-fold: first, to assure that students develop the skills in academic writing that will allow them to be successful in their college classes; second, to offer a variety of courses that promote excellence in writing.

The first goal is achieved through the First-Year Composition (FYC) sequence. Courses include RCOM 110 and 120, a two-semester FYC course for the average student; 130-31, an innovative two-semester written and oral communication course that encompasses the public speaking requirement for the above-average student; a one-semester RCOM 099 Introduction for Composition for those students who need a developmental writing course before taking FYC; and 140 or 195, which are one-semester Freshman Seminars for the most able students. Fall 2007 enrollment statistics for these courses are attached. Transfer students with prior writing courses are required to take a one-semester course, RCOM 250 Academic Writing at USF, to assure that their writing skills are commensurate with USF expectations.

One issue the program faces is how to assess whether it is achieving the goals that have been set. All faculty who teach core sections (120, 126, 131, 140, 250) fill out the Core Assessment Matrix. In addition, the Dean's office has provided the NSSE results. Last year first and last papers were collected from a controlled sample. These papers are being assessed by a team of three of our faculty under the direction of Bill Murry, Director of Institutional Assessment for the University of San Francisco. The results so far show that the outcomes are being met, but there needs to be a better method to assess the quality of student writing. The problem is, of course, that assessing writing is largely, if not entirely, subjective and therefore it is exceedingly difficult to quantify outcomes.

The second goal is under construction. A series of upper-division *Writing in the Disciplines* (WID) courses has been implemented; so far the offerings include Writing for Psychology, How English Works (An Introduction to Linguistics), and Business and Technical Writing, and plans are being made for Writing for Sociology, Writing for Nursing, Writing for the Performing Arts, and possibly Writing for the Humanities and Writing for the Sciences. In addition, faculty members are working with other departments to help them develop writing intensive (WI) elements in some of their already-existing courses. Students who take three upper-division WID or WI courses can earn the Certificate in Writing and Rhetoric.

A significant problem the program faces is that the entire faculty is renewable term rather than tenure track. This condition makes it very difficult (though as our current make-up shows, not impossible) to recruit top candidates, especially in highly competitive specialized fields such as technical writing.

Plans for the immediate future, in addition to the WI and WID courses described above, include finding a way to pare down and simplify the somewhat convoluted FYC course structures, perhaps eliminating one or two of the courses and restructuring the others. One suggestion that has been proposed is to combine the FYC courses in some way with the Freshman Seminar program into a Freshman Experience type of class that is offered at many universities. There has also been some interest in linking the 130/31 classes with another core such as Ethics, History, Environmental Science, or Philosophy.

Longer-term plans include developing a major in Rhetoric, Language, and Literacy and a minor in Rhetoric, as well as developing a graduate program in Rhetoric and

Composition Pedagogy that would appeal to secondary-level and community college instructors.

To accomplish this, the Program in Rhetoric and Composition would second the proposal of the Communication Studies division to split into two departments. We further propose that our program join with ESL to become the Department of Rhetoric, Language, and Literacy.

Program in Rhetoric and Composition Enrollment Figures for Fall 2007

Freshman Sequence Courses:

Course	# of sections	#enrolled	# spaces left	# sections taught by full-time	# sections taught by part-time
099	7	96	4	0	7
110	26	506	14	7	19
130	17	316	28	10	7
125 (MBS)	1 double	23	17	1	1
140	6	79	5	6	0
195	1	12	12	1	0
Total	58	1032	67	25 (43.1%)	34 (94 % of capacity)

Other Courses:

Course	# of sections	#enrolled	# spaces left	# sections taught by full-time	# sections taught by part-time
100	1	13	7	0	1
102	1	15	5	1	0
120	9	170	11	3	6
201	1	3	17	0	1
250	17	303	22	0	17
251	8	20	60	0	8
301	4	55	24	0	4
310	1	14	3	1	0
320	1	5	1	1	0
Total	43	598	87	6 (14%)	37 (85% of capacity)

Numerical Analysis of Rhetoric and Composition Enrollment Data Compared to Sections Taught by Full-Time (Term) Faculty F2001-F2006

Semester	Total Enrollment	Total # of Sections	Avg. # of Students Per Section	# F/T faculty	#P/T faculty	# of Sections Taught by F/T Faculty% of	% of Sections Taught by F/T Faculty
Fall 01	1240	66	18.8	6	30	13	19.7%
Spring 02	950	50	19.0	6	21	14	28.0
Fall 02	1209	69	17.5	10	27	23	33.3
Spring 03	918	50	18.4	10	21	21	42.0
Fall 03	1323	76	17.4	12	33	25	32.9
Spring 04	1021	59	17.3	12	27	28	47.5
Fall 04	1437	77	18.6	12	27	31	40.2
Spring 05	1156	67	17.25	12	23	31	46.2
Fall 05	1520	86	17.67	10	34	26	30.2%
Spring 06	1070	69	15.51	10	23	30	43.4%
Fall 06	1581	90	17.56	10	39	29	32.2%
Spring 07	1175	70	16.78	12	29	30	42.86%
Fall 07	1596	93	17.16	12	38	31	33.3%

3. Communication Studies Division

When the current department was formed in 1998, four faculty from the prior department moved to the Division of Communication Studies: Rhonda Parker (the first chair of the Department and Division), Lee Mazmanian, Michael Robertson, and Bryan Whaley. Only two of these original faculty members remain and one (Lee Mazmanian) has decided to retire this academic year. 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. In the 2008-2009 academic year, Bryan Whaley will be the only faculty member who was part of the prior department and participated in the debates and disagreements that shaped the re-organization.

Subsequent hires have included Kamrath (2001), Jacquemet (2002), Doohan (2004), Ho (2004), DeLaure (2006), and Burgess (2007). The Division of Communication Studies has grown substantially to eight tenured/tenure-track members, with three quarters of the tenure-track faculty (n=6) being hired within the last six years. Last year, the department also added a full-time term faculty member, Greg Pabst, to oversee and develop the course offerings in Advertising and Public Relations. The addition of new faculty has led to a dramatic increase in new courses and curriculum development. As noted below (see Section II), the curriculum has undergone two substantial changes in the last six years: first, during the shift to from 3-unit to 4-unit courses, and second, after the Journalism program was moved to Media Studies. Few of our present courses were in the catalogue at the time of the last review.

The Division of Communication Studies contributes to the University Core Curriculum by offering 20 to 25 sections of Public Speaking each semester, two to three sections of Communication & Culture (which fulfills Social Science and Cultural Diversity requirements), and approximately two Service Learning courses per semester. The division also offers courses that contribute to minors in Asian American Studies, Child Studies, Peace and Social Justice, Legal Studies, Gender and Sexuality Studies, Gerontology/Aging, International Studies, and Health Studies, as well as to the McCarthy Public Service Certificate Program.

Communication Studies Division Goals, Program Diversity, and Social Justice

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. 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 attitude.

The Communication Studies division'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, 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 division.

The program has identified a need to promote greater 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 division 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 division 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.

II. CURRICULUM

A. Structure of Major

The division of Communication Studies at the University of San Francisco offers a major and a minor in Communication Studies, and a minor in Public Relations. We do not offer a graduate program.

As noted above, ours is a relatively new major, but due to external factors we have significantly revised the major twice in the past 7 years. The first change, in 2001, was the result of the college shifting from 3 to 4 unit classes. We went from a 13 course/39 unit major to an 11 course/44 unit major.

In 2004, we decided to significantly redesign the Communication Studies major. This shift was in part the result of the Dean's decision to move the Journalism program to Media Studies. We dropped the requirement that students take several 200 level applied communication courses (such as Newspaper Reporting or Professional Communication). We have also entirely rethought the purpose and structure of our foundational courses. Prior to 2004, students were required to take three courses: a general *Survey of Communication* course, *Foundations of Rhetoric*, and *Research Methods*. We found that the Survey of Communication course was not providing sufficient depth, was too often staffed by adjuncts, and did not sufficiently challenge students. Our new program maintains Research Methods and adds three new foundational courses: *Communication and Everyday Life* (a theory-based introduction to interpersonal discourse and everyday talk), *Rhetoric and the Public Sphere* (an introduction to rhetorical theory and

conceptions of public space), and *Communication and Culture* (an introduction to communication from a cultural perspective with an emphasis on the ethnographic study of speech communities). We believe that our redesigned major exposes students to the depth and breadth of our discipline.

As the full-time faculty has expanded we have continued to add new advanced area courses. Prior to 2001, a large percentage of our upper level courses were advertising and public relations courses taught by adjuncts. The six faculty members added since 2001 have made it possible to introduce students to new areas of research—such as health communication, rhetorical criticism, and ethnography of communication.

The requirements for the major include the three foundational courses (Rhetoric and the Public Sphere, Communication and Everyday Life, Communication and Culture) and Research Methods at the lower-division, as well as seven upper-division courses of students' choice (for a total of eleven required courses, or 44 units). We encourage students to take at least two of the foundational courses before enrolling in Research Methods. Our three foundational courses also have a writing co-requisite, as each course requires extensive reading and writing. Students must be enrolled in (or have completed) Written Communication II (or higher) when enrolling in our foundational courses. The four lower-division required courses (Rhetoric and the Public Sphere, Communication and Everyday Life, Communication and Culture, and Research Methods) serve as prerequisites for various upper-division courses.

There are no specific courses in the upper-division that are absolutely required for the major, but we do have certain constraints on the combinations of courses students may choose at the advanced level. In an effort to ensure that students have a strong theoretical base in Communication Studies, students are limited to taking only three Advertising or Public Relations courses to count towards the major. Students who wish to take more than three Advertising or Public Relations courses are encouraged to do so as they will count either as elective courses or may count toward the Public Relations minor. We have chosen to staff the Public Relations program with professionals who have extensive experience in the field.

Our classes are offered at regular intervals. During any given semester we will offer between 4 and 7 foundational courses and between 10 and 14 upper level courses. Because of the flexibility of our major and the frequency of our required foundational classes, students should not have any difficulties meeting graduation requirements for the program. The frequency of major course offerings is described below:

- 195 Freshman Seminar (offered occasionally in fall, topics vary)
- 202 Rhetoric and the Public Sphere (every semester, multiple sections)
- 203 Communication and Everyday Life (every semester, 1-2 sections)
- 204 Communication and Culture (every semester, multiple sections)
- 205 Research Methods (every semester, multiple sections)
- 300 Interpersonal Communication (every spring, pre-requisite 203)
- 306 Family Communication (every spring, pre-requisite 203 & 205)
- 314 Intercultural Communication (once every two years, pre-requisite 204)

- 320 Public Relations Principles and Practices (every fall, pre-requisite 103 or 131)
- 322 Public Relations Law and Ethics (every spring, pre-requisite 320)
- 323 Public Relations Writing (every fall, pre-requisite 320)
- 326 Public Relations Campaigns (every spring, pre-requisite 320)
- 332 Rhetorical Criticism (every fall, pre-requisite 202)
- 334 Rhetoric and Citizenship (every fall)
- 340 Advertising Strategies (every fall, pre-requisite 202)
- 342 Advertising Presentations (every spring, pre-requisite 340)
- 350 Nonverbal Communication (every fall, pre-requisite 205)
- 352 Communicating about Health (every fall, pre-requisite 205)
- 356 Organizational Communication (every spring, pre-requisite 205)
- 358 Persuasion and Social Influence (every spring, pre-requisite 205)
- 360 Language and Social Interaction (once every two years, pre-requisite 204)
- 364 Communication for Justice and Social Change (every spring)
- 365 Geographies of Communication (every other year)
- 366 Ethnography of Communication (once a year, pre-requisite 204)
- 368 Communication and Aging (varies, usually once a year, pre-requisite 205)
- 373 Rhetorical History of the U.S. (once per year, pre-requisite 202)
- 490 Topics in Communication Studies (as needed, topics vary)
- 496 Communication Studies Internship (four times per year, fall, intersession, spring, and summer)

We believe that the course enrollment caps are similar to most other departments, though we note one significant issue below. Almost all of our courses are capped at 35 students. Exceptions to this include Communication and Culture (204) and Intercultural Communication (314), which have caps of 40 students each, and the following courses (capped at 20 students each) which are either writing-intensive, service learning, or offered as seminars: Research Methods (205), Rhetorical Criticism (332), Rhetoric and Citizenship (334), Communication for Justice and Social Change (364), Ethnography of Communication (366), and Rhetorical History of the U.S. (373).

Unlike the students in low enrollment majors and departments that have chosen to offer a required 'seminar' tier, our students have relatively few opportunities to take a seminar. Our courses at both foundational and advanced levels usually reach enrollment caps. Even when the courses do not reach their caps, we cannot fully take advantage of the potential for a seminar atmosphere because the course is not listed as a seminar and we cannot plan the syllabus with the expectation that there will be fewer than 35 students. We would like to give our students the opportunity to choose seminars for a small number of their upper level classes. There are a few courses that we would like to be capped at 20 so that they may be taught as seminar courses. Rhetorical History of the U.S. and Rhetorical Criticism, for example, are capped at 20 as they require extensive reading and discussion and several drafted papers that are better suited to a seminar style. We would also like Intercultural Communication and Family Communication to be capped at 20 as these courses require in-depth individual research projects and papers. In addition, the topics of these courses lend themselves well to a seminar style class to

promote disclosure and discussion. We believe this small change will significantly improve the classroom satisfaction and retention of many of our high-achieving students.

Beyond the courses offered in the core there are few non-majors in our classes. This seems to be a reflection of university requirements, rather than a lack of interest in Communication Studies courses by non-majors. Public Speaking has a mix of majors that reflects the overall mix at the university. Communication and Culture has the most non-majors, as it fulfills the Social Science and Cultural Diversity core requirement for the university. Rhetoric and the Public Sphere and Communication and Everyday Life occasionally have a few non-majors enrolled each semester. Rhetoric and Citizenship, Communication for Justice and Social Change, and Ethnography of Communication also have a number of non-majors enrolled as they fulfill the university Service Learning requirement. Communicating About Health often has 1-2 non-majors who are Health Studies minors. The Public Relations program also draws some non-majors and non-minors from programs in the business school. Most of our upper level courses have foundational pre-requisites that make it difficult for non-majors to drop in for a course or two.

The division determines curricular content through consensus among faculty members. Since our most recent major redesign, we have added eight new upper-division courses (Family Communication, Communicating about Health, Communication for Justice and Social Change, Geographies of Communication, Communication and Aging, Rhetoric and Citizenship, Rhetorical History of the U.S., and Rhetorical Criticism). 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 division and this has been the primary way in which the curriculum has developed. Courses are first proposed to the division and emerge out of the faculty member's teaching and research interests. The class is initially taught as a Special Topics course. If the course receives good student feedback, the course is proposed to the College Curriculum Committee, and, upon approval, added to our curriculum.

In recent years we have also updated or deleted a variety of courses. Publication and Design and Small Group Communication have both been deleted. Several upper-division courses have been substantially updated, including Interpersonal Communication and Intercultural Communication. In the coming years we would like to offer courses in Communication Technologies, Discourse and Deliberation, Health Campaigns, Social Movements, and Argumentation and Advocacy. We believe these courses will complement our existing courses and we are also open to the development of additional courses based on current and new faculty areas of expertise.

We offer an internship course every semester (including summer session) and many students complete an internship for credit towards the major. Our division does not offer any study abroad opportunities, although we frequently have students participate in study abroad programs, both sponsored by the University of San Francisco and programs

sponsored by other universities. Major course credit is very rarely given for study abroad programs, however.

When we redesigned our major, the faculty developed several requirements for our foundational courses to ensure consistency across the courses. One requirement is that in each of the foundational courses, students are required to read scholarly research in the form of either a monograph or an extended series of journal articles on a given topic. This requirement was put in place to emphasize theory and research in the foundational courses of the major. Another requirement for the foundational courses is that students must write a drafted paper. Our major emphasizes research and writing, so we developed this requirement to ensure that students receive feedback on their writing and have the opportunity to improve it over the course of a semester. The faculty in each area developed the syllabi for these foundational courses collaboratively. While individual faculty members are free to transform the class, we work closely together to discuss assignments, readings, and exams.

Our division is quite demanding in terms of research and writing. A critical analysis is required in Rhetoric and the Public Sphere, a literature review is required in Communication and Everyday Life, and an ethnographic research paper is required in Communication and Culture. In Research Methods, students conduct an original research project and write a research paper based on the results. Students are required to learn APA style. Many of the papers required in our upper-division are of conference-presentation quality. Out of these, some students every year choose to put additional work into their papers and submit them to the Student Communication Conference in Fresno, the Annual National Undergraduate Conference in Rhetorical Criticism at California State University East Bay (formerly Hayward), or the Western States Communication Association conference (see Appendix B for a brief list).

Because our courses are both theory and research intensive, students come out of the major having completed a several of their own research studies using a variety of methods (e.g., survey, ethnography, interviewing, rhetorical analysis). In addition to this, students are able to become involved in the research projects of faculty members. Research assistants acquire various skills depending on the project and level of involvement; these may include bibliographic and archival research, fieldwork, interviewing, coding, and data analysis. Research assistants have been funded through the Faculty Development Fund and grants from the Jesuit Foundation.

While we do not offer an honors track, capstone course, or senior thesis, we do offer other opportunities to our most outstanding students. Students can become involved in working on research projects with faculty members. They also have the opportunity to serve as Teaching Assistants for Communication and Culture. Outstanding students in our advertising classes are given the opportunity to participate in the American Advertising Federation competition. Faculty members also work with students to help revise course papers for presentation at conferences. Our division has a chapter of Lambda Pi Eta, the official honor society of the National Communication Association.

Many of our students do express interest in graduate studies, although we do not have statistical data on how many are interested and how many actually go on to graduate school. It came to our attention recently that many of our students had little idea how graduate school worked and what levels of funding were available. In order to address this issue, we developed an annual forum on graduate school for our students. Each spring, faculty members participate in a panel to provide information to interested students on all aspects of the graduate school experience. These forums have proved very popular. We usually have one or two students each year accepted into highly ranked MA and PhD programs (see Appendix B). While students have not always been accepted to their first choice of graduate programs, we have not faced the situation where one of our strong students was not admitted to a well-respected program.

B. Distinctiveness of the Curriculum

We believe that as the result of hiring strong faculty and the development in the curriculum there are four distinguishing features of our program: (1) innovative, 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 four foundational classes described above are theory and research driven, a distinguishing feature of our program. As mentioned, students in each of the foundational courses must read scholarly books, 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 four foundational courses, students must take seven upper-division courses of their choice.

One of the other distinguishing characteristics of our program is that students are able to focus on the upper-division courses that best fit their personal, educational, and career goals. Working together with an advisor, students select 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 herding students into a certain number of courses from each sub-field. We believe that this makes our division 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.

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 citizenly engagement. Several—including Rhetoric and Citizenship, Ethnography of 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.

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, 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.

C. Major Statistics

Profile of Majors for Past 5 Years

	2003	2004	2005	2006	2007
Total # of Students	199	195	216	250	254
Verbal SAT Score	534	541	545	541	535
Math SAT Score	517	527	523	526	523
High School GPA	3.17	3.24	3.22	3.28	3.27
USF GPA	3.06	3.13	3.08	3.01	3.02

Number of Communication Studies Minors for Past 5 Years

	2003	2004	2005	2006	2007
Fall Semester	9	13	16	11	11
Spring Semester	12	13	11	9	12

Number of Public Relations Minors for Past 4 Years – No data prior to 2004

	2003	2004	2005	2006	2007
Fall Semester	NA	5	10	17	16
Spring Semester	NA	NA	NA	NA	NA

Number of Degrees Granted for Past 5 Years

	2003	2004	2005	2006	2007
Male	6	16	11	7	NA
Female	23	44	43	39	NA
Total	29	60	54	46	NA

It is clear from the data that the division of Communication Studies has grown substantially over the last several years. Since 2003 we have seen a 25% increase in the number of majors. Given the five-year time frame we do not detect any significant problems in retention or graduation. As this is the first review for the reformed division, we are unable to compare the data to a prior review and draw strong conclusions. Nonetheless, we see no looming problems.

We believe that our enrollment will continue to grow in the future for three reasons: small improvements in recruiting, expanded course offerings, and larger faculty. First, to date we have spent minimal efforts to attract students. Our efforts in this area have been limited to participating in the annual prospective student phone-a-thon, participating in the major-minor fair, and speaking with students directed to us by admissions. While we do not plan any major recruiting efforts, we believe that small changes will help to attract new students. In preparation for this review, we have made several such changes. We have updated our website to more accurately portray the Communication Studies major/minor and we have compiled lists of recent job and internship placements. Our prior website basically described the arcane structure of the various divisions in the division. The admissions program has asked in the past for a list but we were only able to forward a few jobs/internships. We believe that the list of placements (see Appendix B) is an impressive record of our students' post-graduate achievements.

Second, our course offerings have grown significantly. New courses—such as the Rhetoric of Constitutional Law and Advertising Principles and Practices—are likely to make the major/minor attractive to students both already at USF and those considering USF. Third, our new faculty members bring teaching areas, professional experience, and research expertise that will continue to draw students.

While we believe that the division will continue to grow, it is difficult to project such growth given the constraints on university enrollment caused by a shortage of classroom space.

D. Outcomes and Assessment

The division's learning outcomes are as follows:

- Students will demonstrate an understanding of how communication shapes patterns of social interaction, the expression of cultural values and norms, political practices and relations of power, and our positions as local and global citizens.
- Students will be able to use a variety of methodological tools to analyze interpersonal, intercultural, and rhetorical discourse that structure everyday interactions in both our public and private lives.
- Students will develop and hone the skills of speaking, writing, and critical thinking, and will be able to use these skills in their personal, professional, and public lives.
- Students will demonstrate an understanding of the possibilities, problems, and history of discourse and deliberation in democracy and will be prepared to use their knowledge to work for a just and more humane world.

The learning outcomes are assessed through examinations, presentations, and the writing and research projects that students complete in the foundational courses and throughout their coursework. The learning outcomes are evaluated, in part, by the requirement that all majors and minors maintain a "C" average to graduate. Additionally, students must earn a "C-" or higher in all Communication Studies courses to receive credit for that course towards the major or minor.

The major and minors provide students with a coherent, yet flexible education. They program is structured in a logical, sequential, and consistent manner that provides students with challenges and opportunities throughout the program. The new major curriculum introduces students to the history of attempts to understand communication from Ancient Greece to the present while they are challenged with the most recent scholarship in various sub-fields. We have not segmented a single course to address the history of the field. Students do, however, learn about historical roots through reading and discussion in the foundational courses and in many of the upper-division courses. We feel that students should understand past efforts to study communication in the context of ongoing intellectual issues and current practices. Our courses as a whole are driven by the latest scholarship in the field.

E. Contributions to Core Curriculum and Interdisciplinary Programs

While building the major and minor have been the focus of faculty efforts, we offer classes in a number of interdisciplinary programs. Upper-division courses in Communication and Aging and Communicating about Health contribute to the

interdisciplinary minor in Health Studies. In addition, our upper-division course in Family Communication is part of the interdisciplinary minor in Child Studies. We also offer courses that are cross-listed with Asian American Studies, International Studies, Peace and Social Justice, and Legal Studies. Several of our courses are also included in the Leo T. McCarthy Public Service Certificate Program.

While we have not had difficulties balancing interdisciplinary and divisional teaching commitments, the Core Curriculum presents different challenges and makes significant demands on divisional time and resources. The division is fairly unusual in the context of the university in that it offers both highly subscribed major and minor programs while contributing extensively to the core.

The department as a whole contributes significantly to the Core Curriculum. The Rhetoric and Composition division offers all of the courses that fulfill the university writing requirement and a combined course that also fulfills the public speaking requirement. The Public Speaking program in the Communication Studies division offers between 20 and 25 sections of Introduction to Public Speaking each semester. Most of these sections are taught by long-term adjuncts. On average, full-time faculty collectively teach 3 to 5 sections per semester. The Public Speaking program is coordinated by a full-time, tenure-track faculty member who receives a one class per year course release. While we recognize the need to dedicate greater faculty resources to Public Speaking, we remain significantly understaffed in the major. The Dean's Office addressed some of our concerns related to the Public Speaking program by attaching a one class per year course release to the coordinator position in 2003.

The division also offers several major courses that meet university requirements and are thus open to non-majors. Both Intercultural Communication and Communication and Culture meet the Social Science and Cultural Diversity core requirements. Ethnography of Communication, Rhetoric and Citizenship, and Communication for Justice and Social Change meet the Service Learning requirement. While the Service Learning courses are taken primarily by juniors and seniors, we have found that the Communication and Culture course serves as gateway for recruiting bright students to the major. We are committed to offering Service Learning courses for our own students and to the university at large.

F. 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 division chair then gives final approval.

G. Advising

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 FastTrack advising program, where students can come to one of three days over the summer and participate in an orientation program and meet with faculty for advising (thereby registering for classes early). This past year we began a program pairing members of the Lambda Pi Eta honor society with new students so that each new student had a student member of the division that he or she could contact with questions.

Every faculty member participates in advising throughout the year. New faculty members begin 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. We have insisted on maintaining this grace period to protect new faculty, despite our high faculty to student ratio.

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 go to the division office to sign up for an appointment. 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 our division honor society, Lambda Pi Eta, which are open to nonmembers. These events promote more informal interaction and include the Making Strides Against Breast Cancer Walk, the Chevy's Night Annual Fundraiser, and the Graduation Celebration and Alumni Speaker Event.

H. Overall Academic Quality

We believe that the curriculum changes implemented in the past dozen years has resulted in a marked improvement in academic quality of the division.

We are really pleased with the new curriculum. Students have responded well to the new foundational 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. In 2001, we had a total of five full-time faculty. We lost two of these faculty members the following year. During a series of changes in the Core Curriculum and the major—caused by the shift from three to four units in 2002 and the loss of the journalism program in 2003-2004—the number of majors continued to grow. This meant a limited number of upper-division courses and a massive deluge of advisees for faculty. For several years, we were able to offer only a single upper-division rhetoric course. Some advisors had upwards of 70 advisees. We now have seven tenured or tenure-track and one full-time term faculty member (after Mazmanian's impending retirement) and hope to add an additional faculty member with a job search next year. We have significantly expanded our course offerings at the upper levels and dramatically reduced our reliance on adjuncts to teach these courses.

We believe that our division 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 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.

III. ASSESSMENT

Educational assessment is increasingly becoming a top priority nationally and for the University of San Francisco. Following this trend, the division's changes in major requirements and academic policies have set the stage for a more systematic assessment process that is currently being refined. While our division values assessment in order to maintain high standards of teaching and learning, we also recognize that some learning outcomes are more reasonably assessed than others. Some outcomes, such as speaking and writing skills or the ability to use a variety of methodological tools, are currently being assessed every semester through the tests and assignments given in each class. Because each class is different and requires different styles of writing and speaking, and our division teaches a variety of scholarly methods, individual professors develop standards of competency that each student must meet in order to successfully pass the class.

As part of our recent curriculum developments, we have established the policy that a student will only receive credit towards the major for Communication Studies courses in which they earn a C- or higher. In addition, the three foundational courses set a high bar for reading, writing, and methodology through two standard requirements: all students will read an academic book length monograph or series of related journal articles, and they will craft a term-paper that goes through multiple drafts. Students cannot pass these foundational courses without being able to read and interpret primary documents (all intro courses), write clearly and persuasively (all intro courses), and produce original research (Communication and Culture).

As a division, we recently developed division-wide learning outcomes. We recognize that some learning outcomes are not as well suited for certain kinds of assessment. However, we find these to be no less important. Critical thinking and using knowledge to work for a just and humane world are not only difficult to measure, but they may also be something that students are not able to fully realize for many years. We currently have no global divisional assessment measures but are discussing different ways we can assess how well we are accomplishing these learning outcomes.

Professors who teach courses that fulfill the university's Core Curriculum are required to use USF's standard Core Assessment Matrix (see Appendix C) form for assessing the fulfillment of learning outcomes. Our division also has an informal yet universally practiced policy where professors who teach the same class meet together on a regular basis to coordinate readings, assignments, and assessment standards in different sections of the same course.

We have discussed a variety of other assessment options. One idea is the possibility of having a senior research project or portfolio. However, given our current faculty-to-student ratio, this would be impossible, and so we have not further pursued this plan to date. We are also beginning to have discussions on other ways of doing assessment in a more uniform way across all classes, including establishing a set of standardized and general diagnostic essay questions to be given to students entering the foundational classes and then repeated in the advanced area courses. At this point we are only in the discussion phase of these possibilities.

Many professors routinely supplement the quantitative SUMMA teaching evaluation forms with qualitative evaluations at mid-term and/or the end of semester, that ask students to self-report on fulfillment of learning outcomes as stated on syllabi for the courses. All of the public speaking sections are encouraged to administer end-of-the-semester student self-assessment of learning outcomes.

IV. FACULTY

A. Demographics

We are a new division that has gone through many changes in the past six years. We are also a young faculty, with six of our eight tenure-track faculty members holding the rank of Assistant Professor. We have three faculty members over the age of 50, and six faculty members between the ages of 30 and 40. Current faculty members come from across the country and from abroad, hailing from California, Washington, Minnesota, Iowa, Ohio, and Italy. (For further discussion of faculty diversity, see Section VIII-A.)

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

1969—Lee Mazmanian, founding member of the department. Current rank: Assistant Professor

1993—Rhonda Parker hired; promoted to Associate Professor and served as department chair; left for position as department chair at Samford University in 2002
 1994—Bryan Whaley hired. Current Rank: Professor
 2001—Chris Kamrath hired. Current Rank: Assistant Professor
 2002—Marco Jacquemet hired. Current Rank: Associate Professor
 2002—Yan Bing Zhang hired; accepted tenure track position at University of Kansas (her alma mater) the following year
 2003—Jeff Sens hired; released by Dean’s office 2005
 2004—Eve-Anne Doohan hired. Current Rank: Assistant Professor
 2004—Evelyn Ho hired. Current Rank: Assistant Professor
 2006—Marilyn DeLaure hired. Current Rank: Assistant Professor
 2007—Sarah Burgess hired. Current Rank: Assistant Professor
 2007—Greg Pabst hired as full time faculty member. Current Rank: Assistant Professor (non tenure-track)

Faculty Biographies

Sarah Burgess earned her MA/PhD from the University of California, Berkeley in the Department of Rhetoric. She works at the intersection of philosophy, rhetorical theory, legal theory, and political theory to study how individuals might build pluralistic democracies in contemporary society. She has published in *Philosophy and Rhetoric* and *The Journal of Law, Culture, and the Humanities*. Sarah’s current work examines the UK Gender Recognition Act (2004) to understand how marginalized individuals gain a voice in law through practices of legal recognition. At USF, she teaches Rhetoric and the Public Sphere, Rhetoric and Citizenship, and Rhetoric of Law.

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*, and the edited volumes *Confronting Consumption* and *American Voices*. At USF, she teaches Rhetoric and the Public Sphere, Rhetorical Criticism, and Rhetoric and Gender Politics.

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. Her current research focuses on how married couples with fundamental differences between them (e.g., religious beliefs, political beliefs, beliefs about raising children) navigate and maintain their relationship. She has published articles in the *International Journal of Listening* and the *Western Journal of Communication*, as well as the edited volume *The Sourcebook of Nonverbal Measures: Going Beyond Words*. Her major service includes serving on the College of Arts and Sciences Curriculum Committee, serving as faculty advisor to the National Society of Collegiate Scholars, and serving as co-advisor to Lambda Pi Eta. Dr.

Doohan has chaired the Communication Theory division of the Western States Communication Association. She teaches Communication and Everyday Life, Nonverbal Communication, Family Communication, and Interpersonal Communication.

Evelyn Y. Ho received her BA from the University of Washington and her MA and PhD as a Graduate Merit Fellow at the University of Iowa. Beginning with an understanding that communication is a cultural activity, Professor Ho's teaching and research focus broadly on the intersections of health, culture, and communication. Recent research projects and publications include a study of acupuncture and massage therapy for HIV-related neuropathy, an Ethnography of Communication of acupuncture clinics in Seattle and San Francisco, an examination of holistic health care printed material, and a study of spiritual discourse in acupuncture and Chinese medicine. Her research has appeared in *Research on Language and Social Interaction*, *Health Communication*, *Qualitative Health Research*, and *Journal of General Internal Medicine*. Dr. Ho teaches the following courses: Communication and Culture, Intercultural Communication, Communicating About Health, Ethnography of Communication, Language and Social Interaction, Freshmen Seminar (From Acupuncture to Yoga), and Asian American Studies Capstone. She serves on USF's WASC re-accreditation committee, coordinates the university-wide Qualitative Data Group, and serves as faculty co-advisor to Lambda Pi Eta (Communication Honor Society) and the Asian Pacific American Student Coalition. Dr. Ho serves as the Vice-Chair Elect of the Language and Social Interaction division of the Western States Communication Association.

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*. He serves as jury member for the Paola Biocca International Reportage Award (University of Perugia, Italy), and as at-large member of the Human Rights Committee of the American Anthropological Association. He is the co-organizer of the Human Rights Film Festival at the University of San Francisco.

Chris Kamrath received his B.A. in Speech Communication and English from Drake University. His graduate education included stops at the University of Illinois at Urbana-Champaign (MA), the Universiteit van Amsterdam (Visiting Student), and Northwestern University (PhD in 2006). His areas of specialization include rhetorical theory and criticism; argumentation; the history of rhetorics of dissent; and the theorization of citizenship and public culture. He directs the Public Speaking course at USF. Kamrath's writing has appeared in *Mediations*, *Public Culture*, and several edited collections. He is on sabbatical for the academic year 2007-2008. He is writing about the cultural memory of early twentieth century radicals, specifically John Reed and Randolph Bourne, as minor figures used to disrupt the public sphere and to constitute a radical tradition in the United States. He has served as a Steering Committee Member and archivist for the Critical and Cultural Studies Division of the National Communication Association. Professor Kamrath is also a member of the Policy Board of the USFFA (the USF Faculty Association) and has served as Grievance Representative for the Arts.

Lee Mazmanian earned her B.A. in History (1965) and MA in Speech Communication (1968) from San Francisco State University and is A.B.D. in Counseling at the University of San Francisco. She began teaching at USF part time in 1967 and full time in 1969. She has also taught in the School of Professional Studies at USF. She is both a founding member and past Chair of the Department of Communication Studies, having taught Interpersonal, Group, Organizational, and Intercultural Communication, in addition to General Semantics, Public Speaking, and Persuasion. Currently, she coordinates the division's Internship Program. Professor Mazmanian has presented papers at the Western Psychological Association, and National Communication Association conventions and an International Institute of General Semantic Conference. She has published in *The Journal of Social Psychology*. Her current research interest is identifying what constitutes effective and appropriate communication when the topic under discussion is about death and dying.

Greg Pabst is an Instructor in Communication Studies at the University of San Francisco, where he currently teaches advertising and public speaking and 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 EvansGroup 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.

Bryan Whaley received his B.A and M.A. from Cal State-LA. He completed his Ph.D. in Speech Communication at Purdue University (1991). His research interests concern persuasion and social influence, messages and health interaction, and linguistic and

nonverbal strategies for explaining complex/technical information. He has edited two books: *Explaining Illness* and *Explaining Communication* (Lawrence-Erlbaum Associates). In 2007, he won the NCA Health Communication Distinguished Book Award for *Explaining Illness*. His writing is published in *Argumentation*, *Argumentation & Advocacy*, *Communication Studies*, *Human Communication Research*, *Metaphor & Symbolic Action*, and *Political Communication*. He teaches Public Speaking, Research Methods, and Persuasion & Social Influence. In 2006, he won the USF Distinguished Teaching Award. Professor Whaley serves as the director of the interdisciplinary minor in Health Studies.

B. Teaching

Full-time faculty members have taught, are teaching, or will teach the following courses at USF (all courses are 4 units unless otherwise noted):

Sarah Burgess: Rhetoric and the Public Sphere, Rhetoric and Citizenship, Rhetoric of Constitutional Law

Marilyn DeLaure: Rhetoric and the Public Sphere, Rhetorical Criticism, Rhetoric and Gender Politics (Special Topics)

Eve-Anne Doohan: Communication and Everyday Life, Nonverbal Communication, Family Communication, Interpersonal Communication

Evelyn Ho: Communication and Culture, Intercultural Communication, Communicating About Health, Language and Social Interaction, Ethnography of Communication, Freshman Seminar (From Acupuncture to Yoga), Asian American Studies Capstone

Marco Jacquemet: Communication and Culture, Intercultural Communication, Ethnography of Communication, Geographies of Communication, Communication for Justice and Social Change, Language and Social Interaction

Christopher Kamrath: Rhetoric and the Public Sphere, Rhetoric and Citizenship, Rhetorical History of the U.S., Argumentation, Rhetoric of the Sixties (Special Topics), Public Speaking, Foundations of Rhetoric (no longer offered)

Lee Mazmanian: Organizational Communication, Communication Studies Internship, Public Speaking

Greg Pabst: Advertising Principles and Practices, Advertising Strategies, Advertising Presentations, Public Speaking, Writing for Public Relations, Communication Studies Internship

Bryan Whaley: Research Methods in Communication, Persuasion and Social Influence, Public Speaking, Survey of Communication (no longer offered)

The faculty of the Communication Studies division 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: University of California, Berkeley, University of Iowa, University of Washington, Northwestern University, Purdue University, University of North Carolina at Chapel Hill, University of Illinois at Urbana-Champaign, Drake University, and San Francisco State University. Members of the faculty have also studied internationally at University of Bologna, Universiteit van Amsterdam, London School of Economics, and the EHESS in Paris. Seven of the 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 teaches Advertising courses, 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; last year, Bryan Whaley was awarded USF's university-wide Distinguished Teaching Award.

Each year, course assignments are arranged by faculty in consultation with the division Chair, taking into consideration divisional and college-wide needs. Faculty generally rotate courses in their repertoire, and teach a balance of foundational and upper-division courses. Most members of the faculty teach one foundational course each semester. Adjunct faculty members are hired as needed, sometimes to cover courses for those on sabbatical. The division also relies on adjunct faculty to staff the majority of public speaking sections, as well as our public relations classes. Some of our advanced area courses are chronically short-staffed (e.g., Communication and Aging), and are regularly covered by adjuncts. Other courses, such as Language and Social Interaction, are not offered as often as we would like due to a shortage of faculty (both Professors Ho and Jacquement have taught this course in the past, but because they are needed to cover other courses, the class has not been put into regular rotation). We would like to hire more tenure-track faculty in the future to cover these courses, and also to enable us to expand our offerings of advanced area courses.

In general, members of the faculty are very enthusiastic about the division's course offerings and their individual assignments. Full-time faculty ordinarily choose the courses they will teach, plan the syllabi and select readings for those courses, and enjoy a good amount of freedom in developing new courses reflecting their teaching and research interests. The faculty has been pleased with their ability to shape the curriculum as the division grows.

A number of faculty members also teach courses in the major that are cross-listed with other interdisciplinary programs. Evelyn Ho, for example, teaches the Asian American Studies Capstone course in rotation with other Asian American Studies professors. She is currently teaching a Freshman Seminar and other faculty plan to teach Freshman Seminars in the future. So far, this has not posed a problem for the division, as our first priority is staffing the major courses.

Faculty members monitor teaching effectiveness through use of official student evaluation forms, qualitative student questionnaires, and general student enthusiasm for classes in the major. Some faculty members administer informal mid-semester evaluations in their classes. The Dean's office helps to monitor teaching effectiveness for full-time faculty, and offers a number of resources for improving teaching, which our faculty members do utilize.

We do find problematic, however, the fact that the division Chair and Director of Public Speaking currently have no opportunity to directly evaluate or oversee adjunct faculty teaching effectiveness after adjunct faculty receive PHP (Preferred Hiring Pool) status. We are particularly concerned with this regarding our Public Relations program, as our division offers a number of advanced area courses and a minor in Public Relations. We understand that this structure has recently changed, allowing the Department Chair to meet with a member of the Dean's Office to see adjuncts' evaluations. We hope that these changes will allow division Chairs and Program Directors to play a more active role in monitoring adjunct teaching effectiveness. We look forward to implementing more oversight of adjuncts in order to ensure high quality teaching across all the division's course offerings.

In an effort to promote teaching excellence, the division participates in the university-wide mentoring program, where more senior faculty members are paired with new faculty, to help them develop their pedagogical philosophies and practices. The faculty members in the division also frequently engage in informal conversations with colleagues about teaching, and use one another as resources for improving student learning.

The Communication Studies faculty members are committed to student learning beyond the boundaries of the classroom. We are involved in a wide variety of extra-curricular activities that benefit student learning. We advise students, formally and informally mentor them, offer Directed Study courses, and take students to present their research at academic conferences each year. Several faculty work individually with students during the summers and semester breaks on independent original research. Two faculty members (Doohan and Ho) advise Lambda Pi Eta, the student honor society in the major; Lambda Pi Eta sponsors several events each semester, including a "Graduate School Information Night," attended by most members of the faculty. Every semester we host a public speaking showcase highlighting the best public speakers in the core Public Speaking courses.

Our division offers a number of service learning courses, which engage both students and faculty in learning experiences out in the community. Marco Jacquemet has been

involved in the Human Rights Film Festival for the past four years, either as director or co-director. Bryan Whaley advises the Public Relations Student Society of America (PRSSA); Greg Pabst advises the American Advertising Federation (AAF) Student Chapter at USF. Several members of the faculty advise student internships, offer research assistantships for student/faculty research collaboration, and travel with students to regional academic conferences where students present their research (see Appendix A).

C. Research

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

The research programs of faculty in the Communication Studies division 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; doctor-patient interactions; alternative health practices like acupuncture and massage; the discourse of refugees and migrant peoples; the legal practices of recognition; the cultural memory of American radicals; and the rhetorical strategies of grassroots 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.

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, Castelvecchi Editore (Rome), Duke University Press, Hachette (Paris), Lawrence Erlbaum, MIT Press, Mouton de Gruyter (Berlin), and Routledge.

Our faculty have also published articles in national and international peer-reviewed journals across several disciplines, including *American Ethnologist*, *Argumentation and Advocacy*, *Communication Reports*, *Communication Studies*, *Discourse and Society*, *Health Communication*, *Human Communication Research*, *Journal of General Internal Medicine*, *Journal of Language and Social Psychology*, *Personal Relationships*, *Philosophy and Rhetoric*, *Research on Language and Social Interaction*, *Semiotext(e)*, 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

the Study of Rhetoric and Communication in Southern Africa, Conference on Communication and the Environment, International Communication Association, National Council on Family Relations, National Communication Association, and the Western Psychological Association.

This research is generously supported by both internal and external sources. Members of our faculty regularly rely on the Faculty Development Funds (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. Evelyn Ho received a \$5000 Jesuit Foundation Grant (2006) for the study of acupuncture and massage therapy for HIV-related neuropathy. In 2006, Marco Jacquemet won a Human Rights Research Group fellowship, and in 2005, he received a Summer Seminar Grant through the Faculty Resource Network at New York University. Bryan Whaley received a \$5000 research grant from the Lily Drake Fund for Cancer Research in 1996 for his project, "Explaining Cancer to Children: Explications from Survivors to Peers."

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 juggle 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 division, which results in a very heavy advising load: over the past 5-6 years, faculty have had an average of 50-70 advisees at any given time. Our division has also conducted national searches to hire new faculty almost every single year since 1999. Finally, the current substandard physical office space is not conducive, for most of us, to engaging in research and writing on campus (See Facilities, Section X).

D. Service

All members of our division are committed to service to the division, to the College of Arts and Sciences, to the University, to the community, and to the profession. We have served or currently serve on a number of college and university committees, including the USFFA Policy Board, College of Arts and Sciences Curriculum Committee, Core Curriculum Committee, Faculty Development Fund Committee, Disability Services Committee, Child Studies Committee, WASC Re-Accreditation Team, University Academic Integrity Task Force, USF Committee on Children and Youth, and many others. Greg Pabst was awarded the USF College of Arts and Sciences Service Award for Part-Time Faculty in 2003. Several members of the faculty have served as outside members on search committees in other departments. We all participate in college recruiting and retention efforts via the Major-Minor Fair, Phone-A-Thon, New Student Orientation, University Scholars Mentors Program, and Academic Success Workshops. We serve the discipline as manuscript reviewers, journal editors, chairs and program planners for conferences, and officers in professional organizations. Finally, we serve the community through a wide variety of volunteer endeavors throughout the Bay Area.

E. Relationships with other Departments and Programs

Our division collaborates with faculty in other departments in a number of ways. Evelyn Ho initiated an interdisciplinary Qualitative Data Research Group, which typically meets three to four times a semester and has representation from all colleges. Marco Jacquemet works with Media Studies in planning the Human Rights Film Festival, and he also collaborates with the Human Rights Working Group on campus. Evelyn Ho is working with the Director of Health Promotion and Services to establish a partnership for future service-learning opportunities and/or new courses related to health promotion. 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.

F. Recruitment and Development

Our primary goal for future faculty recruitment is to reduce the high student-faculty ratio in the major, and to expand our offerings of advanced area courses. We have conducted a search for a tenure-track hire in Interpersonal Communication for the past two years (the 2006-2007 and 2007-2008 academic years). In 2006-2007 we did not extend an offer and in 2007-2008 the candidate we wanted to hire took another position. Because we still only have one faculty member to teach Communication in Everyday Life, we hope to search again next year. Our priority in searching is to find a new colleague to share the teaching of the foundational course, Communication and Everyday Life, as well as teach and propose new advanced area courses in areas of expertise that do not duplicate current faculty.

In addition to filling this position, we would like to hire an additional faculty member in one of the following three areas:

1. Communication and Culture: currently this course is taught by Jacquemet and Ho, but is a high-demand course as it counts in the Core curriculum.
2. Communication Technologies: this is an important emerging area of the field, one in which our division is deficient.
3. Argumentation and Deliberation: such a hire could assist with the public speaking program (also part of the Core) and also develop advanced courses to contribute to the division's needs, as well as the pre-law program.

In general, decisions regarding new hires in the coming years will be driven by perceived curricular needs.

Professional development of current faculty is supported through a variety of formal and informal methods. Members of the faculty, for example, aid each other by word of mouth and official documents concerning professional opportunities. The department offers brown bag lectures for faculty to present their ideas and receive feedback.

All pre-tenure faculty members meet with the Dean yearly for their Academic Career Prospectus (ACP), in which discussions concerning teaching, research, and service take

place. The Dean's office also sponsors a number of luncheons and workshops to help demystify the tenure and promotion process. In general, junior faculty feel that expectations for performance are communicated to them effectively, and that they are included as equal and valuable members of the division in all its affairs.

V. DEPARTMENTAL GOVERNANCE

As mentioned, the department is comprised of three divisions that operate autonomously: Communication Studies, English as a Second Language, and Rhetoric and Composition. Each division has a program chair and is required to have a set of by-laws specific to that division. It is important to note that we are unsure if anyone wrote by-laws for the Communication Studies division when the department was formed. This has not been a problem to date because we defer to the larger departmental by-laws and otherwise make decisions collectively. In the Communication Studies division, the program chair is elected by a vote of all full-time term, probationary, and tenure-track faculty for a period of three years. The program chair's responsibilities include representing the division at department faculty meetings, scheduling and overseeing budget and curriculum decisions, and hiring part-time faculty.

All three divisions are represented by the Chair of the Communication Studies Department at College of Arts and Sciences and University administrative meetings. The chair is elected for a three-year term by all full-time term, probationary, and tenured faculty in all three divisions. The chair must be elected by a majority vote by secret ballot. No incumbent chair, nor another person from the same division, may serve more than one consecutive term without a three-fourths vote. The chair's primary role is to act as a conduit of information between the deans and the faculty in all three divisions and scheduling department meetings.

Decisions within the division of Communication Studies are made by an informal vote during faculty meetings after a full discussion. According to the by-laws, faculty members are required to attend all department and division meetings. Additionally, all faculty members within the division of Communication Studies sit on every hiring committee.

Because the three divisions function autonomously, the department meetings serve primarily as informational and social events where relatively little about the direction and work of the entire department is decided, although reports from each division are also given at each full department meeting, as are reports from the Chair from the College Council. Substantive discussions about hiring, budget, curriculum, and program needs take place in the divisional meetings. As discussed elsewhere, we are requesting that the division of Communication Studies becomes its own department (see section XII, Comprehensive Plan for the Future).

Administrative work is divided during faculty meetings on a volunteer basis. Nearly all the faculty are willing to share these burdens and when one individual has excessive

work, others step in and share the load. New faculty and faculty on sabbatical are given special consideration.

Because all full time faculty members are required to attend all division and department meetings, all faculty members are present to discuss proposals and issues facing the department. Within the division, we are usually successful in reaching a consensus regarding hiring, governance, and curricular decisions.

Junior faculty are, from the beginning, required to participate on hiring committees, giving them a say in the direction of the division. Faculty members are supportive of each other in nominating fellow faculty members to serve on committees, and the Dean's office is a helpful resource for new faculty who are in need of finding leadership and service opportunities.

VI. STUDENTS

Our students accurately reflect the diverse characteristics and talents of the USF student body. The ethnic/racial makeup of major classes is similar to USF as a whole and, like Communication Studies departments nationwide, is predominantly female. The courses with greater gender and ethnic diversity are those that also fulfill core requirements. The foundational *Communication and Culture* course often has up to 40% non-majors and has a distribution that is much more similar to USF's demographics. We use this course and our public speaking courses to recruit those not normally attracted to the division.

Program expectations are communicated to students in the Orientation to the Major session that is held at the beginning of each semester. Students are introduced to faculty members, the major requirements are introduced, and the advising process is explained. Program expectations are also communicated to students in individual advising sessions.

As students are required to meet with an advisor during their first two years at the university, faculty are able to assess the progress of the student through the major and address any difficulties the student may be facing. At the individual class level, it is university policy to provide mid-semester grade reports to those students who are not performing at a satisfactory level (defined as any grade below a C).

The division supports student clubs to help foster academic and career development and collegiality. Lambda Pi Eta is the official honor society of the National Communication Association and began at USF in 1991. Shortly thereafter, the chapter disappeared and was revived in 2004. The students and faculty advisors of Lambda Pi Eta sponsor many academic, social, and service activities throughout the year that are open to all Communication Studies students. These activities include a mentor program where Lambda Pi Eta members are partnered with new Communication Studies majors, participating as a team in the Making Strides Against Breast Cancer Walk, and an Alumni Career Night, where a USF Communication Studies graduate serves as a keynote speaker for our graduation celebration, discussing his or her time at USF and what he or

she has done since graduation. Other division-sponsored students groups include the American Advertising Federation Student Chapter, in its 8th year, and the Public Relations Student Society of America (PRSSA), the official student organization of the Public Relations Society of America.

VII. STAFF

The division currently has one program assistant who supports 8 full-time faculty and between 14-15 adjunct faculty per semester. The program assistant is assisted by 2-4 student workers.

VIII. DIVERSITY AND INTERNATIONALIZATION

A. Diversity

1. Full-time Faculty Ethnic & Gender Diversity

Full Professor: 1 Hispanic Male

Associate Professor: 1 Non-US-born (*Franco-Provençal*) White Male

Assistant Professor: 4 White Females, 2 White Males, 1 Asian American Female

Instructor: 1 White Male

Diversity is an important value of the larger university and as our division has grown and expanded, is becoming increasingly important at the divisional level, especially in the area of curricular development.

One of the three foundational classes, Communication and Culture, is specifically designed to cover topics related to diversity and communication. This course and Intercultural Communication (at the upper-division level) are both part of the university's Core Curriculum in Cultural Diversity. We offer at least two sections of Communication and Culture every semester and enrollment has always been high or full. However, these are not the only courses in our division that significantly incorporate issues of diversity. For example, both Communicating about Health and From Acupuncture to Yoga devote large portions of the class to culturally competent health care, health disparities and diversity, and health care issues in underrepresented groups. Geographies of Communication and Communicating for Justice and Social Change both examine power imbalances on a global scale and its effects on various diverse groups in the US including underrepresented groups. Several rhetoric courses also devote considerable time to studying discourse of minority and marginalized groups. In Rhetorical Criticism, Rhetorical History of the U.S., and Rhetoric and Gender Politics, students encounter texts from the Civil Rights Movement, the Suffrage and Women's Rights movements, the Gay/Lesbian Freedom Movement, and the Labor Movement.

As requested by the Dean's Office, the overall Communication Studies Department developed a day-long diversity workshop for all full and part-time faculty in all three divisions (Communication Studies, ESL, and Rhetoric and Composition). Developed by a small group of faculty in all three divisions and originally conducted in Spring 2005, this workshop was supposed to become a model for other department in-services. All materials and readings were put online through the USF libraries to serve as a resource for anyone interested in issues of diversity as related to teaching. We do not know if any other departments have adopted this workshop.

Our division has received a small handful of applications for the University/College's Ethnic Minority Dissertation Fellowship; however, we have never brought in any candidates for interviews. This Fellowship opportunity has not been well publicized in the discipline.

2. Staff Ethnic & Gender Diversity

Program Assistant: 1 White Female

3. Student Ethnic & Gender Diversity

[Chart begins on next page]

	2003	2004	2005	2006	2007
Total # of Students	199	195	216	250	254
Male	49	46	44	46	56
Female	150	149	172	204	198
African American	12	10	14	15	17
Hispanic	27	26	29	35	36
Asian	29	30	26	31	34
Native American	1	0	0	0	0
White	101	106	125	130	129
International	15	9	4	8	10
Other	14	14	18	21	28

As is the case with many Communication Studies departments, most of our majors are women. USF as a whole has a higher percentage of women. This gender disparity is even greater in the division. The ethnic and racial diversity of the department is similar to the diversity of the University at large. Our core classes serve to attract a wider variety of students who may not be familiar with Communication Studies as a major. In addition, we have made some inroads in cross-listing courses with allied diversity-focused minors including Asian American Studies and we also plan to cross-list courses in the future with the Gender and Sexualities Studies minor.

B. Internationalization

The division has maintained a strong international presence through the work of Professors Jacquemet, Ho, and Burgess. 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 published extensively in English, Italian, and French, and one of his recent manuscripts, soon to be published in English, has already 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 studies practices and theories of international human rights law. Her current work focuses on legal acts of (gender) recognition in the United Kingdom.

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 and Ho 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 these courses include examination of the interaction of different cultures, global elements of communication, and the internationalization of communicative networks. Communication and Culture and Intercultural Communication also count as electives in the new International Studies program. As Communication Studies has historically been a U.S. dominated discipline, many of our other courses that cover the major research in the discipline generally cover communication research in the U.S.

Although the division 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

A. Technology

All full-time faculty use some form of digital medium for teaching. Some use PowerPoint to conduct their lectures and Blackboard to post important course content and facilitate class discussions. Several faculty members use Internet resources, digital audio and video files, and other information technologies in the classroom. The division has not yet made a formal plan to integrate more technology in the classroom.

We would like to develop the capacity to video-record all student presentations in all Public Speaking sections. Currently only six to eight sections a semester are taped for posting and student viewing on Blackboard and video taping by Instructional Services has been eliminated. Indeed, according to Pat Steacy, Instructional Services, this is about as many sections as can be handled a semester. The school would have to purchase additional DVD cams and hire more technicians to increase capacity. One solution might be to have DVD cams in every classroom used by Public Speaking. Currently, we believe that only one classroom comes with a DVD cam. It is noted here that with the tuition paid for a four-unit course in Public Speaking, students deserve this learning tool.

B. Distance Learning

The division is not currently involved in distance learning.

C. Library

The library has limited resources and holdings, but these deficiencies are sufficiently remedied by interlibrary loan, timely acquisitions, and electronic access.

Faculty who utilize learning software are adequately supported. The division has recently secured access to Communication & Mass Media Complete (a top-of-the-line full-text database, see <http://www.usfca.edu/library/research/commarticles.html>). In addition, our library subscribes to ComAbstracts and Communication Abstracts.

X. BUDGET AND FACILITIES

A. Budget

Currently the division's budget is around \$11,300. Seventy percent of this budget goes to copying and mailing costs. In the major we typically offer roughly forty classes per year with an enrollment of between 800 and 1000 students. This budget also includes paying the administrative costs for 45 to 50 sections of public speaking serving almost a thousand students. This works out to around a dollar and a half per student credit hour.

B. Facilities

The current instructional and research/creative work facilities in University Center remain problematic, but the division is hopeful that most of the issues will be resolved with the remodeling and move into Kalmanovitz Hall. The current facilities specific to the division are very limited: offices and bathrooms are inadequate, there is no common space, and we have very little division-specific technological equipment.

Most members of the division deem the work facilities inadequate for research and creative work. University Center offices, especially interior offices, are small, have little storage capacity, thin walls, and lack natural light and fresh air. Many faculty members avoid using these offices for their own research, using them primarily for administrative work and for meeting with students. Again, we anticipate that these problems will be resolved once remodeling of Kalmanovitz Hall is complete.

The division does not have its own computer laboratory space; this poses particular difficulty for teaching quantitative research methods and working with research and teaching assistants. Faculty members who work with research assistants find that having no divisional space with computers is an obstacle in their own research. Small office sizes and limited computer availability make it very difficult for RAs to do the work that the research requires.

The division is in particular need of a common space—a lounge, informal meeting place, and/or divisional library. We need this space for community building among faculty, between faculty and students, and among majors, as well as for practical purposes such as

student-organized study groups, small-group assignments to be conducted outside of class, advising or meeting with groups of students, and collaborative faculty research.

The university has been improving instructional facilities by creating “smart classrooms” fully equipped with Internet access and multimedia equipment. When these are available, they adequately meet the teaching needs of the division. At this time, however, they are not readily available to all faculty. Given the current shortage of “smart classrooms,” more rooms should be equipped with multimedia hardware and Internet access for the large number of faculty who integrate technology in their teaching. Moreover, the standard size (40 students) of most classrooms is not flexible enough to accommodate for small seminars or other highly interactive courses. Finally, we routinely encounter difficulties with classroom furniture. The vast majority of classrooms (technology-equipped or not) have bolted-down chairs or large tables too unwieldy to move. Our faculty often prefers to arrange the class in one or more circles for discussions or small-group exercises, which require moveable seats.

XI. CONCLUSIONS

A. Strengths and Weaknesses

1. Strengths

We are quite proud of the many strengths of the Communication Studies division, especially given the thorough transformation and tremendous growth our program has undergone in the last decade. Our curriculum is rigorous and demanding, yet also flexible enough to allow students freedom to tailor their programs of study to their own needs and interests. We believe that, especially in contrast to other undergraduate major programs in the discipline, the design of our major is quite innovative. Many departments at other institutions require a broad (and often very shallow) survey course, “Introduction to Communication,” followed by a series of traditional upper-level courses, laid out according to long-standing disciplinary sub-divisions. In contrast, we have carefully structured our major to include three foundational courses that provide more depth and specificity than the typical single survey course, and that introduce students to the three major approaches to the discipline engaged by our division. As we noted above, we have adopted uniform policies across these courses, but we also allow faculty a fair amount of freedom in designing their own approaches to the foundational classes. Faculty members are also satisfied with their opportunities to develop advanced area courses that draw upon their research interests and specific areas of expertise. This flexibility in the curriculum offerings allows faculty to integrate teaching and research (and sometimes also service), and also gives students a wide and rich range of choices in their advanced coursework.

Another strength of our division is how well faculty work across intra- and interdisciplinary boundaries. While, as scholars, we engage in a range of different methodological approaches to communication, we still work together well as a division,

and we support and value each other's areas of expertise. We also strive to highlight connections between areas of the division in our teaching. Furthermore, as discussed above, members of our faculty are actively working with other departments and interdisciplinary programs on campus, and we feel that our division has achieved favorable visibility at USF.

Our students have been successful in presenting their undergraduate research work at conferences, securing impressive job placements, and gaining admission to graduate schools. Our faculty members have been active in research and service nationally and internationally. We anticipate that in coming years, as our faculty stabilizes, our reputation as a division within the discipline will grow still further, given the continued successes of our graduates and maturing careers of many of our younger faculty.

2. Weaknesses

Advising. One weakness of our division has been the advising process. As we have mentioned above, the faculty have carried an enormous burden, in terms of numbers of advisees, up until the present moment. Now that our hires have almost caught up with our student major numbers, we should be able to achieve an equitable distribution of advisees, and thus improve the advising experience for faculty and students alike. As the university completes the implementation of its new web-based software, and all current students will graduate under the "new" major requirements, we hope that the mechanical aspects of advising will be simplified, leaving more time for substantive conversations and academic and/or career mentoring during advisee meetings. We have already implemented some successful changes to streamline and improve the logistical practices relating to advising and New Student Orientation and students now seem to be more prepared for their individual advising appointments. However, there is still more that we can do to improve in this area. We continue to work to encourage students to become more actively engaged in their own academic planning so that the time allotted for advising sessions can be used for more than just searching for available classes or double-checking graduation requirements.

Transfer students. Another serious challenge for the division is the number of transfer students we take in, and the uneven levels of preparation they have upon entering USF. We find it particularly difficult to achieve our divisional learning outcomes with students who may only spend 3-5 semesters with us, particularly if the coursework they are transferring in lacks rigor and depth. One current problem occurs in issuing transfer credit for lower-division courses taken at other institutions. Because the introductory rhetoric, interpersonal, or intercultural courses that students have taken at other institutions seldom match the foundational courses taught at USF, students often receive transfer equivalency and then find themselves unprepared for the upper-level courses.

Research Methods. When we restructured the new major, we created the three new foundational courses and Research Methods was grandfathered in as part of these foundational courses. Although titled Research Methods, in its current state, the course is limited to methods that align with Communication and Everyday Life and not the other

two foundational courses. We now have advanced area methods courses in culture and rhetoric. Therefore, it is structurally confusing to have Research Methods as a foundational course. There are several options for how to resolve this dilemma. First, we can move Research Methods to the upper-division to match Ethnography of Communication and Rhetorical Criticism. Second, we can adapt Research Methods so that it serves as a foundational methods course that goes beyond quantitative/empirical research methods to include qualitative and critical approaches to the study of communication. This option may present staffing difficulties. Third, we can leave the ambiguity as it currently exists and rename Research Methods to Quantitative Research Methods. As a division, we have not yet decided how to proceed on this matter.

Adjunct Faculty. The division has drastically decreased its reliance on adjuncts, particularly in the last six years. At the same time, the quality of adjunct teaching has also improved. Far more of our adjunct faculty hold doctorate degrees and have substantial teaching experience. This improvement is most notable with the public speaking adjunct faculty. One area of concern remains the adjunct faculty in public relations. We believe we have strong faculty in this area with professional experience and relevant graduate training. However, all three faculty in this area are in the Preferred Hiring Pool and as a result we have less oversight and discretion in enforcing accountability. In an effort to maintain high quality teaching and standards of assessment across all courses, we are interested in developing new forms of review while remaining within the rules of the adjunct faculty contract.

XII. COMPREHENSIVE PLAN FOR THE FUTURE

The main goals for the near future are:

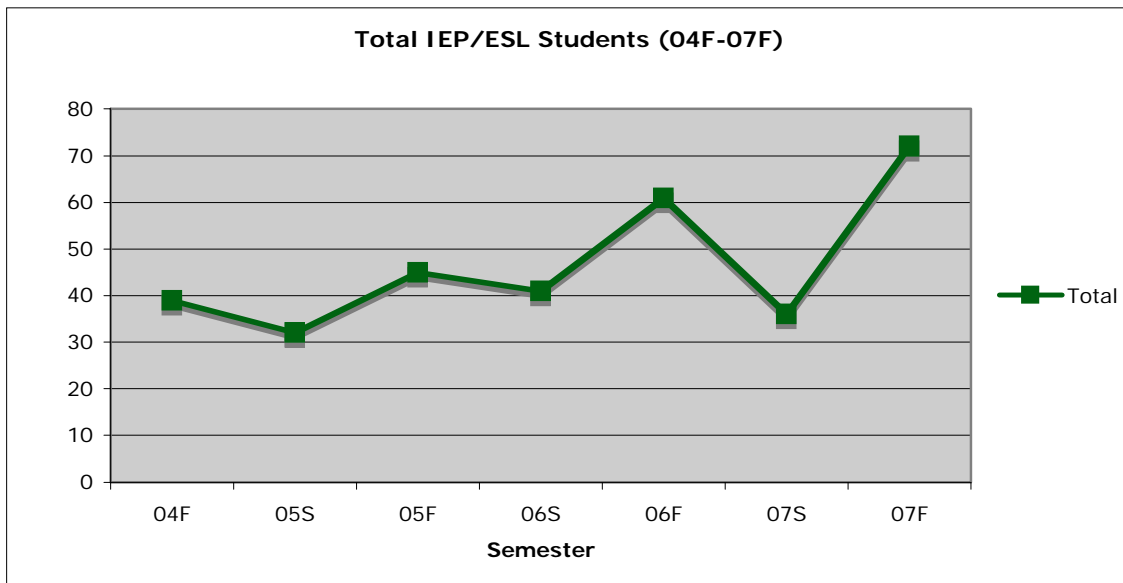
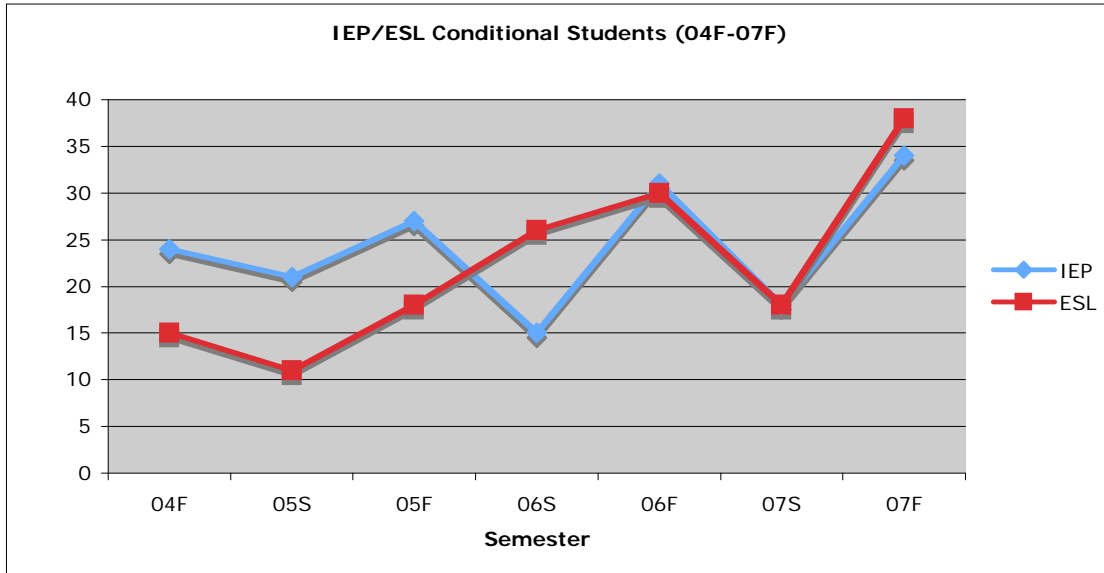
1. Achieve independence from the larger department by constituting the Communication Studies division as a single department;
 2. Make several hires to stabilize the faculty population at 11 to 12 full-time members;
 3. Manage advising more effectively and achieve advising load equality;
 4. Request a higher and more realistic budget;
 5. Add new minor in Advertising and contribute to the development of the minor in Anthropology and the minor in Health Studies.
-
1. As previously mentioned, the Department of Communication is made up of the division of Communication Studies, the English as a Second Language program, and Rhetoric and Composition. ESL and Rhetoric and Composition were joined with the division of Communication Studies for several reasons outlined above.

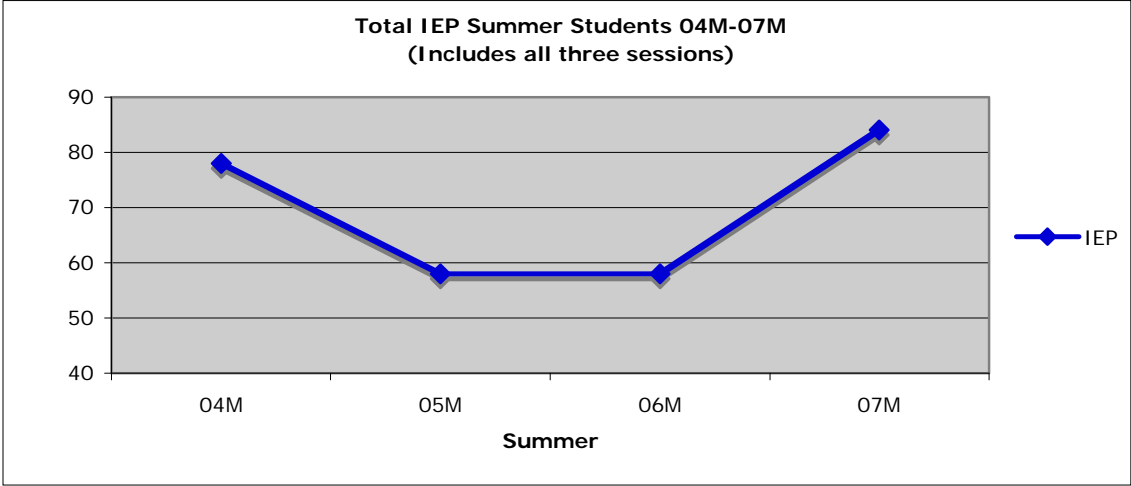
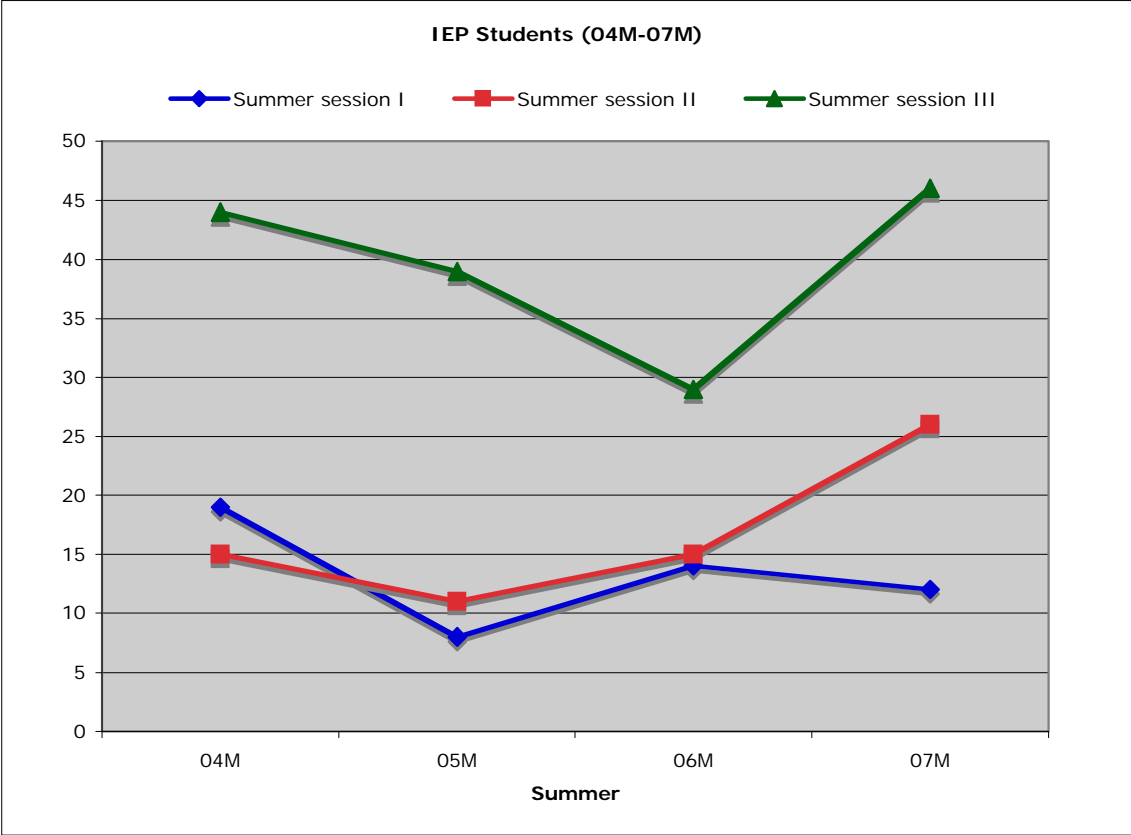
- We believe that these divisions/programs are now viable on their own, and therefore we are requesting that the division of Communication Studies becomes its own department. This is more consistent with how Communication Studies departments are organized at other universities, and makes organizational sense as the division of Communication Studies is the only major-granting division in the department. The change would provide each division with better representation on College Committees and eliminate administrative tangles and redundancies. Division independence is largely already in place at the operational level, though each division has performed this independence largely by ignoring our present by-laws. We do not see any obstacle to its full implementation and we see few benefits of keeping the present structure. We seek the support of the Dean's office for this structural change.
2. We want to make four hires over the next several years. The first of these has already been approved. We did not succeed in hiring a full-time tenure-track faculty member to teach "Communication and Everyday Life" so our first priority is to search again for this position next year. The second hire is a replacement hire. With the impending retirement of Professor Mazmanian, we would like to hire a person to cover recent developments in the field, above all in the study of communication and technology. In addition, we believe it is crucial to provide additional resources in the two areas where the division contributes directly and extensively to the Core Curriculum: Communication and Culture and Public Speaking. We hope to make hires in both areas in the coming years. Rather than hiring someone to merely direct the Public Speaking program or teach additional sections, we want to hire a new person in the area of Argumentation/Deliberation. This person could develop upper-level courses that fulfill the public speaking requirement—such as Argumentation and Advocacy or Discourse and Deliberation—while offering pedagogical support and development to the public speaking program. Such a hire could also contribute to the Legal Studies minor at USF. We would also like to hire a person in the area of Intercultural Communication. We offer a series of very popular courses in this area—Communication and Culture, Intercultural Communication, and Ethnography of Communication—that all fulfill core University requirements.
 3. One area of concern is the large number of majors advised by faculty. Given the nature of our curriculum, we would like to be able to conduct in-depth individual sessions with each student periodically throughout his or her career at USF, in order to tailor the most appropriate program for the needs of each individual student. Unfortunately, the sheer numbers of majors and the imbalance in the number of advisees among faculty currently prevents us from fulfilling this goal with all students. We seek to remedy this situation through the new hires and developing a more balanced distribution of advisees per faculty member. Ideally, we envision a ratio of 25-35 advisees per faculty member, as opposed to the 50-70 advisees per faculty typical of the past several years. We would also like to standardize the number of advising hours held by faculty.

4. Currently the division's budget is around \$11,300. Seventy percent of the budget goes to copying and mailing costs. We exceed our budget nearly every semester. In the major we typically offer roughly forty classes per year with an enrollment of between 800 and 1000 students. This budget also includes paying the administrative costs for 45 to 50 sections of public speaking serving almost a thousand students. This works out to around a dollar and a half per student credit hour. Short of a prohibition on photocopying by/for instructors, we have no idea how we could possibly stay within this budget. We seek a more realistic budget. At present, we operate under the assumption that we will exceed our budget. The Dean's office consistently makes up the difference but a budget that approximates our expenses would allow us to manage costs and better serve our students. Under such conditions we would also be able to operate like many of the other departments at USF, which use their budgets to fund guest lectures, host social events among faculty and students, sponsor student-run events, and initiate mentoring opportunities.
5. The Advertising minor is under development: new courses have been developed (*Advertising Principles and Practices* and *Advertising Campaigns*) and it will likely be proposed to the curriculum committee in Spring 2008 to start in 2008-2009. We are still discussing the exact composition of the minor. We will also work to balance contributions to the major with the efforts of faculty members to contribute to valuable new interdisciplinary programs housed outside of the division. The interdisciplinary minor in Anthropology is currently in the planning phase and will see the active involvement of Professors Jacquemet and Ho. Additionally, we plan to continue developing the Communication Studies offerings to the Health Studies minor. A new course, Message Design in Health Communication, was proposed to the curriculum committee in Fall 2007.

APPENDIX A

ESL ENROLLMENT PATTERNS





APPENDIX B

STUDENT ACCOMPLISHMENTS

Conference Presentations

Between 1999-2007, students have presented 31 conference presentations at regional and national communication conferences. Students have participated in the annual Student Conference in Communication at California State University, Fresno, CA the annual meeting of the Western States Communication Association both in Palm Springs, CA, and San Francisco, and the National Undergraduate Conference in Rhetorical Criticism at California State University, Hayward, CA. Faculty mentors have included Professors Whaley, Kamrath, Doohan, and Ho.

We have included a list of presentations from 2006-2007.

[Name Redacted] (2007, April). *Topic avoidance within romantic relationships: A test of sex differences*. Paper presented at the annual Student Conference in Communication, California State University, Fresno, CA.

[Names Redacted] (2007, April). *Communication and community: The role of chess*. Paper presented at the annual Student Conference in Communication, California State University, Fresno, CA.

[Names Redacted] (2006, April). *Perceptions of date refusal messages: An empirical investigation*. Paper presented at the annual Student Conference in Communication, California State University, Fresno, CA.

[Names Redacted] (2006, April). *Perceptions of reassuring messages in a medical context*. Paper presented at the annual Student Conference in Communication, California State University, Fresno, CA.

[Name Redacted] (2006, April). *College student alcohol-abuse intervention programs: An assessment of Alcohol.edu*. Paper presented at the annual Student Conference in Communication, California State University, Fresno, CA.

[Names Redacted] (2006, February). *Kappa Iota chapter: A graduation celebration: Annual career night and alumni presentation*. Poster presented at the annual meeting of the Western States Communication Association on a panel entitled "Bring the resume builder to life: The rewards and challenges of NCA student organizations for your department," Palm Springs, CA.

Publications

[Name Redacted] (2007). Lifestyle transitions: Investigating communicative patterns utilized among low-income families. In *Writing for a real world: A Multidisciplinary Anthology by University of San Francisco Students 2006-2007* (pp. 61-73).

[Name Redacted] (2004). Sprechen Sie Deutsch? In *Writing for a real world: A Multidisciplinary Anthology by University of San Francisco Students 2003-2004* (pp. 21-28).

Awards

University of San Francisco Awards

Dean’s Medal

[Name Redacted], Finalist, 2007
 [Name Redacted], Finalist, 2005

Valedictorian

[Name Redacted], 2007

National Awards

American Association of Advertising Agencies multicultural advertising internship program (MAIP)
 [Name Redacted], 2005

Named American Advertising Federation’s Most Promising Minority Students

[Names Redacted], 2007
 [Names Redacted], 2006
 [Names Redacted], 2005
 [Name Redacted], 2004

Recognition included a professional development workshop in New York including field trips to major advertising agencies/advertisers/clients plus interview opportunities with advertising agency recruiters.

Named one of the ten Interpublic Group of Companies “Minority Fellows”

[Name Redacted], Finalist, 2007
 [Name Redacted], 2004

This two-year fellowship is designed to help minority students discover their capabilities as advertising or public relations professionals and to put them on the fast track to management.

Graduate School

[Name Redacted] (’07), accepted with assistantships or fellowships to MA programs in Communication Studies at University of Montana, University of Maine, and University of New Mexico in 2007. [Name Redacted] will begin at the University of Montana in Fall 2008.

[Name Redacted] ('07), accepted to MS program in Speech Language Pathology at the University of Nebraska, Omaha. She will begin in January 2008.

[Name Redacted] ('06), accepted into MA program in Communication and Journalism with assistantship at the University of New Mexico.

[Name Redacted] ('05), completed MA program in Speech Communication at the University of Illinois at Urbana-Champaign with teaching assistantship. [Name Redacted] is currently pursuing her PhD at the University of Illinois.

[Name Redacted] ('04), MA in English Language and Linguistics, University of Essex, UK in 2005. Accepted with fellowships to UCLA and University of Colorado, Boulder Communication Studies PhD programs in 2007. [Name Redacted] is currently pursuing her PhD at UC Boulder.

[Name Redacted], accepted to the MA program in Comparative Cultures at Sophia University, Tokyo, Japan.

[Name Redacted] was accepted to the School of Oriental and African Studies at the University of London.

Job Placement

Allison & Partners, San Francisco, CA
 Anderson/DDB, San Francisco, CA
 Associated General Contractors, Carson City, NV
Bay Guardian, San Francisco, CA
 California School Boards Association, West Sacramento, CA
 Calvin Klein, Inc., New York, NY
 Chautauqua Communications, San Francisco, CA
 Current TV, San Francisco, CA
 Goodby, Silverstein & Partners, San Francisco, CA
 Google, Mountain View, CA
 Granicus, Inc., San Francisco, CA
 Ink Publishing, Singapore
 Jack Morton Worldwide, San Francisco, CA
 Jamison McKay, San Francisco, CA
 JumpStart, Los Angeles, CA
 Kaiser Permanente National Office, Oakland, CA
 Laird & Partners, New York, NY
 Manning, Selvage & Lee, San Francisco, CA
 Modem Media, Norwalk, CT
 Monster Cable, San Francisco, CA
 Red Consultancy, San Francisco, CA
 Presidio Bank, San Francisco, CA

Saks Fifth Avenue, New York, NY
 San Francisco Board of Supervisors, Office of Jake McGoldrick, San Francisco, CA
 San Francisco 49ers, San Francisco, CA
 South Coast Publishing, Long Beach, CA
 StubHub.com, San Francisco, CA
 TBWA/Chiat/Day, Los Angeles, CA
 Tribal Fusion, Emeryville, CA
 United States Marines
 University of San Francisco, San Francisco, CA
 Via Services, Santa Clara, CA
 Yahoo!, Frankfurt, Germany
 Young & Rubicam, San Francisco, CA
 ZenithOptimedia, San Francisco, CA

Internship Placements

For many of our Communication Studies students, internships become an integral part of their major. Over the last half a dozen years, our students have completed internships primarily in the areas of Public Relations, Marketing, Advertising, Human Resources, Journalism, and the civic areas of Politics and Public Service. Up to four units of credit toward the major can be earned through the internship course. The division's philosophy is that internships are to provide students with learning experiences that go beyond what the curriculum we cover in classes. Each student is responsible for finding his/her own intern position and more and more frequently, students have secured internships prior to the semester they enroll in the class. The internship itself consists of 120 hours of work under the supervision of an on-site professional who evaluates the student performance at least once over the semester. In-class meetings occur four times during the semester giving students the opportunity to network, share professional insights gained, and share their written reflections on the profession in which they've chosen to intern.

The following are organizations where our students have recently interned:

Public Relations

American Cancer Society
 Artemia Com. Inc.
 African American Art & Culture Center
 Blattel Communications
 Charles Zukow & Associates
 De La Montanya Estate Vineyards
 Edelman
 Foote, Cone, & Belding
 Fleishman-Hillard
 Gasner, Sphar & Larson
 Gauger & Associates
 Graham & Associates
 Kiri Henderson, Publisher

Moorad Sports Management
Pier 39
Publicis-Dialog
SF Chamber of Commerce
SF Hilton
Terry Hines & Associates

Marketing

Alliance Travel
Clear Channel Com Radio
Eton Corporation
Foote, Cone, & Belding
Granicus.com
InFlux Partners
International Contact Inc.
SF Bay Guardian
SF Station
The Balm
To Do Magazine
Yipes Enterprise Services Inc.

Civic

California Dispute Resolution Institute
Commonwealth Club
Haight Ashbury Play Program
Home Project, Home Sweet Home
NOPNA (North of the Panhandle Neighborhood Association)
Office of Barbara Boxer (US Senator)
Office of the Mayor, San Francisco
SF Chamber of Commerce
St. Anthony Foundation

News, Television, Newspaper, & Magazine

7x7 Magazine
KHNL News 8 Honolulu
KGO Television, channel 7
KRON News, channel 4
KPIX, channel 5
PaperCity Magazine
SF Golf Services, production
Tech TV, production

Promotions

Gizmodo.com
Golden State Warriors
KQED Public Broadcasting, TV

Oakland Athletics
Radio Disney
Susquehanna SF (KNBR, KFOG), radio
The Quake, radio

Event Planning

August Events
Perfect World Events
Promo S.F.
Commonwealth Club, San Francisco
Taste Catering Event Planning

Banking

Banc of America Securities
Invest Australia
Versant Ventures

Law & Government

Gasner, Sphar & Lawson
Scampini, Mortara & Harris
U.S. Secret Service

Teaching

Upward Bound
Van Nuys Elementary

Real Estate

Grubb & Ellis
Mcguire

Sales

California Home & Design Magazine

Human Resources

Kimpton Group

Arts

JE Talent Agency
Somcan Foundling Museum, London
SF Film Festival

Service Learning Placements

The service learning courses *Communication for Justice and Social Change*, *Ethnography of Communication*, and *Rhetoric and Citizenship* provide our students the opportunity to work with non-profit organizations to assess their communicative

dynamics. Students are required to complete anywhere from 25-35 hours of service learning at their chosen organizations. In the last three years, we were able to establish personal ties with a number of organizations that have helped facilitate more productive service-learning situations. . We believe that by sending well-prepared and highly enthusiastic students into the community, we are raising USF's visibility and public awareness of our commitment to social justice.

Students have completed their service learning requirement through work in the following organizations:

Boys and Girls Club, SF
Centro Legal De La Raza
Commonwealth Club
General Assistance Advocacy Project
Head Start
Human Rights Watch
IRC (International Rescue Committee)
Jewish Community Center of San Francisco
Mission Cultural Center
NOPNA (North of the Panhandle Neighborhood Association)
St. Anthony's Foundation
St. John's Presbyterian Church Harvest Program
San Francisco AIDS Foundation
San Francisco Bike Coalition
San Francisco Freedom School
San Francisco Tenants Union
Streetside Stories
Telegraph Hill Neighborhood Center
Tenderloin Health

APPENDIX C

CORE ASSESSMENT MATRIX

ASSESSMENT PLAN FOR THE CORE CURRICULUM

STEPS:

1. Course Assessment Matrix (CAM)

At the end of every semester, each faculty member teaching a core curriculum course fills out the Course Assessment Matrix and submits it electronically. The CAM will be due a few days after the deadline for submitting final grades and should not include the name of the faculty member who taught the course.

The Course Assessment Matrix will be available with the relevant Core Area learning outcomes already in the matrix (See example below). Faculty members fill out the relevant information in the matrix (see guidelines below). In the example matrix below it is also shown the range of possible information that can be inputted into the matrix cells.

2. Summary of Assessment

Responses to the Course Assessment Matrix are will be summarized by the Office of Institutional Assessment and a report sent to the relevant Core Area Committee.

3. Review of Suggestions

During the academic year immediately following the completion of the CAMs faculty will be asked to provide feedback regarding their assessment plan and related procedures.

Core Area: Public Speaking

(1) Student Learning Outcomes	(2) Measurement of Evidence	(3) Summary Results	(4) Assessment Informed Improvements
Understand the importance of oral argument in citizenship and public decision-making.			
Understand key concepts from the tradition of rhetoric and use these concepts to assess both their own speaking and that of others.			
Identify and evaluate ethical issues in public address, including plagiarism and gender and cultural stereotyping.			
Fashion a clear and concise thesis statement.			
Identify and use compelling, credible evidence and anticipate audience support of, or opposition to, evidentiary claims.			
Identify and evaluate lines of reasoning (both logical and fallacious), and types of proofs and appeals.			
Adapt arguments to various audiences and occasions.			

Demonstrate facility in multiple genres/ modes of public discourse, organizing material in a manner appropriate to the speech genre/mode.			
Create a speech outline that categorizes and subordinates ideas to produce a clear, appropriate organizational pattern.			
Properly cite a variety of sources.			
Adjust voice appropriately to audience, room and material.			
Demonstrate appropriate vocal variety (e.g., pitch, rate, volume) while controlling speech anxiety.			
Demonstrate fluency when delivering speech from notes or outline.			
Use nonverbal cues to enhance the speech rather than detract from it.			
Use visual aids (e.g., multimedia) effectively.			

Additional evidence that the general core learning outcomes are being met:

APPENDIX D

DEPARTMENT OF COMMUNICATION STUDIES BY-LAWS

(Approved at the April 19, 2000 department meeting; Revised by vote April, 2003)

1. Department Faculty
 - A. Membership
 1. Full-time faculty: All faculty who hold full-time tenure, probationary or term appointments in the Department of Communication Studies and teach at least 2 courses per year in the department (unless the course load is reduced for coordinating) shall be considered voting members. This courseload requirement should not be construed to apply to members on sabbatical leave or those with a one-year leave of absence.
 2. Adjunct faculty: Adjunct faculty within the department shall be invited to attend at least one designated meeting per semester; dates and agendas for these meetings will be at the discretion of the Chair. Adjunct faculty shall not have voting rights.
 - B. Duties
 1. Full-time members are expected to attend, regularly and punctually, all department and appropriate committee meetings.
 2. Full-time faculty are expected to conduct themselves professionally in all of their dealings with students, administration and staff, and fellow faculty. This includes, but is not limited to, respect for the department chair's role, responsibility in assuming workload arrangements, cooperation and courtesy, discretion in maintaining confidentiality with respect to departmental business, independent thinking and expression, and support once a vote is taken.
 - C. Committees
 1. Ad-hoc committees may be created at the initiative of either the chair or the department.
 2. Full-time faculty may volunteer for or be appointed by the chair to committees. They have precedence over part-time faculty to serve and chair said committees. They may decline to serve on a committee.
 3. Part-time faculty may volunteer or be appointed to serve on ad hoc committees at the chair's discretion. They may decline to serve on a committee.
 4. Ad-hoc committees within the division may be created at the initiative of either the division coordinator or the division full-time faculty. The coordinator in consultation with faculty shall appoint members to the ad-hoc committees. Division full-time faculty have precedence over part-time faculty to serve and chair said committees.
- II. Divisions of the Department

The divisions of the Department of Communication Studies shall consist of Communication, English as a Second Language (ESL), and Rhetoric and Composition.
- III. Chair
 - A. Election and term
 1. The chair shall be elected by a majority vote of the full-time faculty members who vote, among the coordinators (at the time of the election) of the divisions of the Department of Communication Studies:

Communication, ESL, and Rhetoric and Composition. Chairs will serve for three-year terms.

2. Elections shall be held in accordance with the USF Faculty Association Collective Bargaining Agreement [Section 27.3] (i.e., they shall be secret, written, and subject to a simple majority of those members who vote). Absentee ballots will be allowed. If no member receives a majority, a run-off election between the top two vote-getters shall be held.
3. No incumbent chair, nor another person from the same division, may serve more than one consecutive term without a three-fourths vote. If no candidate receives a three-fourths vote, there shall be a run-off election between the top two vote-getters, including the incumbent if she/he is one of the top two vote-getters.

B. Duties of the chair

1. The chair shall represent the department to the dean of the College of Arts and Sciences or other appropriate administrative officials. The chair shall present fully and accurately the formal resolutions of department faculty as well as their informal consensus in all matters concerning administrative-faculty relations and policies. If the chair cannot in good faith advocate a departmental position, she/he shall appoint someone of the majority to represent that position to the Dean.
2. The chair shall serve as the ordinary conduit of information from the dean of the College of Arts and Sciences, or to any other administrative official, to the department on all matters of concern to the department as a whole. She/he shall consult with the department on matters requiring such consultation through a departmental meeting, if possible, or if that is not possible because of time constraints, by consulting with the department council or faculty members individually.
3. The chair shall represent the department on the College Council and the Arts Council and shall inform the department members on the business of the councils.
4. The duties enumerated above shall be in addition to those given to the chair by the administration for the conduct of university business.

IV. Department meetings

A. Scheduling and Setting the agenda

1. The chair shall schedule at least one departmental meeting a semester.
2. The chair shall ask for agenda items in writing sufficiently in advance so that the agenda may be published no less than a week before the meeting and distributed to all department members, both voting and non-voting members. Meetings shall be canceled if no old business remains and if no new business is brought to the attention of the chair prior to the meeting. New items may be placed on the agenda at the meeting by a three-fourths vote of eligible members present. By a three-fourths vote said items shall be given preference on the agenda. These motions are non-debatable.

B. Procedures

1. Roberts Rules of Order shall be considered normative but not mandatory for conducting department meetings, subject to the discretion of the chair of the meeting. However, any two members present may invoke Roberts Rules on a given issue.
2. The chair shall have a vote in all proceedings and the privilege of a voice in all discussions.
3. Motions shall be decided by a majority of the eligible voters present. Absentee or proxy ballots shall be allowed, provided they are presented prior to the vote.

4. A quorum is defined as a simple majority of voting members of the department. If a quorum is not achieved at any departmental meeting, all voting shall be postponed until a future date.
- V. Division Coordinators
- A. Election and term
 1. Each division shall select a coordinator and the term of office according to its own procedures.
 2. Division coordinators serve a three-year term and may serve more than one term consecutively.
 3. During the last semester of her/his term, a division coordinator shall be elected or identified by the faculty by March 30.
 - B. Duties
 1. Each division coordinator shall represent her/his division on the department council and shall inform and consult with division members on business of the council.
 2. Each division coordinator shall coordinate scheduling, coordinate curriculum, oversee the division budget, and perform needed administrative duties within the division. Each division coordinator shall inform full-time faculty about the division budget at the beginning of the academic year and update them as needed.
 3. Each division coordinator shall oversee the process of interviewing and recommending the hiring and retention of part-time faculty within the division.
- VI. Department Council
- A. Membership and meetings
 1. The department council shall consist of the coordinator of each division and the department chair.
 2. The department chair shall serve as the chair of the department council.
 3. The chair shall schedule at least one council meeting a semester.
 - B. Responsibilities
 1. The department council shall serve as an advisory board to the department and the department chair.
 2. The council shall coordinate course offerings across the divisions and when appropriate coordinate department courses with those in other departments and schools.
 3. It shall review departmental offerings across the divisions and make recommendations to the department for long-range proposals to determine the character of the department and to identify departmental needs.
 4. The council shall assess the personnel needs of the department regarding full-time faculty and make recommendations to the department.
 5. The council shall review department entries that pertain to all divisions in the university catalog every two years, and draft new language as necessary. Substantive revisions will be brought to the department for approval.
- VII. By-laws
- A. In the event that amendments or additions to the by-laws are deemed necessary by a majority of the faculty, the chair may appoint an ad-hoc committee to recommend such changes. Said committee shall be composed of at least one member from each division.
 - B. By-laws shall be approved or amended by a two-thirds majority of all voting members of the department. If this majority is not achieved, the chair may request the ad-hoc committee revise their proposals accordingly for a second vote by the department.

VIII. Savings Clause

If any provision of the by-laws conflicts with the provision of any federal or state statute, or Executive Order having the effect of law, now in force or hereafter enacted, the remainder of these by-laws shall remain in full force and effect unless the parts so found to be void or illegal are wholly inseparable from the remaining portions of these by-laws.

APPENDIX E

FACULTY CURRICULUM VITAE

(to be attached)