

BOARD OF HIGHER EDUCATION
REQUEST FOR COMMITTEE AND BOARD ACTION

COMMITTEE: Academic Affairs

NO.: AAC 12-31

COMMITTEE DATE: May 8, 2012

BOARD DATE: May 15, 2012

APPLICATION OF UNIVERSITY OF MASSACHUSETTS BOSTON TO AWARD THE BACHELOR OF ARTS IN COMMUNICATION

MOVED: The Board of Higher Education hereby approves the application of **University of Massachusetts Boston** to award the **Bachelor of Arts in Communication**.

Upon graduating the first class for these programs, the University shall submit to the Board a status report addressing its success in reaching program goals as stated in the application and in the areas of enrollment, curriculum, faculty resources, and program effectiveness.

Authority: Massachusetts General Laws Chapter 15A, Section 9(b)

Contact: Dr. Francesca Purcell, Associate Commissioner for Academic and P-16 Policy

MASSACHUSETTS BOARD OF HIGHER EDUCATION

May 2012

University of Massachusetts Boston

Bachelor of Arts in Communication

INTENT AND MISSION

The University of Massachusetts Boston (UMB) filed an expedited application to offer the Bachelor of Arts in Communication. The proposed degree will be an interdisciplinary program guided by three overarching tenets. First, it will focus on disparities in access to information across time, place, and socioeconomic status which privilege some and marginalize many. An academic focus will inform public dialogue concerning discrepancies in health care, the democratic process, and education/literacy, among others. Second, the program will emphasize differences in responses to information across diverse populations. Ethnicity, culture, gender, regionalism, and class likely moderate the effects of information on attitudes, beliefs, and behaviors which may influence political opinions, perceptions of self, perceptions of social norms, health behaviors, and a myriad of other outcomes. This growing area of communication scholarship centers on message effects across subgroups. Third, the program will be grounded in the social sciences. Core faculty will be expected to conduct research using quantitative and qualitative empirical methods, and convey the practice of those methods and the interpretation of their results to undergraduate students in the major.

The proposed program intends to prepare students for careers in information related fields, public health, public policy, media industries, and state and local government. It will also prepare graduates for further advanced study in the field of communication with a focus on research and social policy.

The University of Massachusetts' mission is to provide an affordable and accessible education of high quality and to conduct programs of research and public service that advance knowledge and improve the lives of the people of the Commonwealth, the nation, and the world. The proposed program would contribute to that mission, as well as to the campus mission, which calls for "creating new knowledge while serving the public good of our city, our commonwealth, our nation, and our world." The development of this new major will provide the UMB student body access to an undergraduate degree that is otherwise unavailable. Currently, UMB only offers a communication minor. The new major will foster both undergraduate education and faculty scholarship that will inform public policy, train future leaders in health, education, and human services, and address issues and concerns related to ongoing advancements in communication technologies. Department scholarship intends to advance knowledge in communication processes that affect local, national, and global communities, with a particular emphasis on health literacy, social policy, and rectifying disparities in information access.

The proposal was approved by the University of Massachusetts Board of Trustees on February 7, 2012. The University submitted a Letter of Intent to the Massachusetts Board of Higher

Education which was circulated to the public college and university presidents and chancellors. No comments were received.

NEED AND DEMAND

State and National Labor Market Outlook

Undergraduate degrees in communication with social science cores typically prepare students for a number of career tracks including careers in management, media industries, health and human services, and the social sciences. According to UMB, recent data prepared by the Commonwealth of Massachusetts Executive Office of Labor and Workforce Development suggests that despite the recent recession, employment projections for these fields are fairly encouraging. These projections suggest substantial job growth and stability in Communication-driven occupations between 2006 and 2016 (Commonwealth of Massachusetts Executive Office of Labor and Workforce Development, 2009). Projection data posits that jobs in marketing management in the Commonwealth are expected to grow by 10.1% to approximately 7,500 positions by 2016, including the creation of 690 new positions. Sales management positions are expected to grow by 4.9% to approximately 10,530 jobs over this timeframe, while public relations management positions are expected to grow 8.5% to 2,220.

The projections are equally encouraging for those pursuing careers in media industries. Jobs in Media and Broadcasting are expected to rise 7.6% to 25,460 jobs by 2016, including the creation of 1,960 new jobs. Public relations specialty jobs are expected to increase 11.2% to 10,490, while technical writing positions are expected to increase 14.7% to 2,850 jobs across the state. Positions for media technicians and equipment workers are expected to grow 12.1% to 6,870. The focus on information access and health disparities found in the major will also prepare students for careers in healthcare support and staffing. Healthcare support positions are projected to grow by 16.9% between 2006 and 2016, including the creation of 17,210 new jobs. Positions as general medical assistants are expected to grow 23.9% to a total of 11,930 jobs, including the creation of 2,300 new jobs. The projections for academic and related careers in the social sciences are also positive. Positions for social scientists and related workers are expected to grow 12.9% to 23,070, including the creation of 2,640 new jobs. Positions in survey research occupations are expected to grow by 22.3% to 710 in total. Social science positions in urban and regional planning are expected to grow by 6.8% to 1,430, while positions as social science research assistants are expected to grow by 10.1% to approximately 600 positions.

Recent data from the National Bureau of Labor Statistics (2010) presents a similarly encouraging argument in terms of job prospects nationwide according to UMB. Jobs in marketing and sales management are expected to grow by 14.12% between 2008 and 2018 including the creation of over 186,000 new positions due to growth or replacement. Significant growth is also expected in public relations management, with 12.93% growth to 64,000 total positions, including the need for 20,600 new positions. Nationwide, jobs in media and broadcasting are expected to grow by 12.72% to 932,500, including 310,700 job openings. Public relations specialist jobs are expected to grow by 24.4% (131,300 openings), while technical writing specialist positions will increase 18.18% (16,800 openings). Positions for media technicians and equipment workers are expected to grow 18.2% to 373,600 total jobs, including 117,400 open positions. Across the country, healthcare support positions are projected to experience the same massive growth as in the Commonwealth; between 2008 and 2018, 28.8% growth is projected in this segment of the job market, including 1,595,300 positions available

due to growth or replacement. Positions as general medical assistants are expected to grow 26.57% to a total of 1,742,500 jobs, including 541,300 available jobs.

Over this timeframe, positions for social scientists and related workers are expected to grow 21.25% to 666,100, including 275,100 available positions. Positions in survey and market research occupations are expected to grow by 28.26% to 350,500, including 150,700 positions. Social science positions in urban and regional planning are expected to grow by 19.02% to 45,700, while positions as social science research assistants are expected to grow by 17.77% to approximately 24,700 positions, including 12,700 available positions.

Student Demand

At present, UMB offers an interdisciplinary 6-course communication studies minor. According to UMB, students frequently express frustration with the absence of a Communication major. During open houses, for example, communication faculty are typically approached by dozens of potential students expressing their interest in a communication degree, only to be informed that such a degree is not available on the Boston campus. For transfer students, the absence of a major becomes even more problematic, as students who began a Communication degree elsewhere are forced to switch majors upon arrival at UMass Boston. This not only frustrates many transfer students, but also impedes their degree progress. Yet despite the absence of a major and dependence on cross listed courses, student interest in the minor in Communication Studies continues to be strong. In the spring of 2007, there were 42 students enrolled in the minor in Communication Studies. By Spring 2010, this number had increased to 55. Enrollment in Communication Studies courses is also strong. Over the last four years, only one section has been cancelled for low enrollment and many sections have been over-enrolled.

More broadly, the growth and popularity of the communication discipline is evident in data collected over the last four decades by the National Center for Educational Statistics (NCES). Between 1971 and 2004, there was a 576% increase in the number of bachelor's degrees in communication awarded throughout the country (from 10,802 to 73,002). By comparison, the total number of bachelor's degrees awarded in a given year increased by about 67% (from 839,730 to 1,399,542). Over the same period of time, NCES reports a 272% increase in the number of master's degrees awarded in the field (from 1,856 to 6,900), compared to a 142% increase in overall master's degrees awarded. There was also a 194% increase (from 145 to 426) in the number of doctoral degrees awarded in field, compared to a 51% increase across the board in doctoral degrees awarded (from 32,107 to 48,378).

According to UMB, across the country, student interest in the undergraduate major is so great that many departments cannot obtain lines fast enough to meet the demand for tenured and tenure track faculty.

Duplication

At present, only the Amherst campus of the University of Massachusetts offers a mainstream undergraduate major in Communication according to UMB. The undergraduate major at Amherst differs from the proposed major at UMass Boston, in that it is not grounded in a quantitative, social scientific approach to the discipline. The major on the Amherst campus centers on media and popular culture, rhetoric and performance, technology and policy, intercultural and interpersonal communication, and film studies. At this time, neither the Lowell nor Dartmouth campuses offer free standing undergraduate majors in Communication. UMass

Lowell offers a major in “Communications and Critical Thinking” as a subprogram in its Philosophy department focusing on philosophy, logic, journalism, and film.

Numerous undergraduate Communication majors are offered in the greater Boston area at private higher education institutions. However, the student profile, intellectual foci, and job placement outcomes associated with these programs are significantly divergent from the proposed program at UMB. According to UMB, the most well-known of these programs can be found in the College of Communication at Boston University. The departments of Journalism, Film & Television, and Advertising, PR & Mass Communication at Boston University each offer undergraduate degrees. The Journalism major is composed entirely of vocational courses such as Feature Writing, Copy Editing, Photography, etc. The Film & Television major shares this focus on writing and production, though it may include electives in film history and film studies. The Department of Advertising, PR, and Mass Communication offers a BS in Communication, with cognate areas in Advertising, Public Relations, or Communication Studies. While Communication Studies majors are required to take courses in both mass communication theory and research methods, beyond these two courses this major is also applied in focus, offering courses in advertising, interactive media, conflict resolution, business communication, and other skills based courses. None of these majors share the focus on quantitative research, the study of discrepancies in access or response, or the consideration for health related outcomes found in the proposed major at UMB.

Emerson College also offers highly regarded undergraduate degrees in Communication Disorders, Communication Studies, Political Communication, Broadcast Journalism, Multimedia Journalism, and Marketing Communication. Like Boston University, the degrees focusing on disorders, journalism, and marketing are primarily skills based. While the majors in Communication Studies and Political Communication are more academic in focus, they center primarily on argumentation, critical studies, and rhetorical analysis.

Other departments at private institutions in the area depart significantly in focus from the proposed program at UMass Boston. The department at Boston College has moved toward becoming primarily a department of rhetoric and critical studies. The majors at Northeastern University, MIT, Simmons, Suffolk, Emmanuel, and Lasell College share a similar epistemological approach to BC; the scholarly foci of these majors are grounded in critical theory, structuralism, semiotics, and post-structuralism, and share neither a quantitative approach to the understanding of human communication nor a content focus on disparities in informational access and response. Curry College offers an applied Communication major featuring skills courses in video, film, public relations, and multimedia journalism. Tufts offers a major in film studies.

Furthermore, as the only public research university in the city, the absence of a Communication major at UMass Boston effectively excludes a substantial number students from obtaining a degree in one of the largest and fastest growing undergraduate majors in America. Many UMass Boston students lack the financial resources to avail themselves of other programs in the city. Further, the proposed major will combine theory and practice in a manner not currently offered in other Communication departments within the system and throughout the region. While the focus of the coursework will be academic and theoretical in nature, students will also have the option of participating in internship and independent study programs both in the community and on campus, providing them with the opportunity to see the applicability of their academic training in the workplace.

ACADEMIC and RELATED MATTERS

Admissions

To attain eligibility, students will be required to maintain a minimum grade point average of 2.75 in the following four classes: Introduction to Communication, The New Media Society, Communication Research Methods, and Intercultural Communication.

Enrollment

UMB provided the following enrollment projections:

	# of Students Year 1	# of Students Year 2	# of Students Year 3	# of Students Year 4*
New Full Time	27	32	35	36
Continuing Full Time	NA	24	50	78
New Part Time	3	2	2	2
Continuing Part Time	NA	2	3	4
Totals	30	60	90	120

Curriculum (Attachment A)

In addition to the general education requirements, the proposed major will consist of a 33 credit sequence beginning with a core of four courses, including an introductory course, a course in Intercultural Communication, a course in Research Methods, and a survey course examining global communication systems in terms access, uses, and effects. Majors will also be required to take three additional electives within the department, three elective courses outside the department, and a senior capstone seminar. Students must complete a total of 33 credits.

Student Learning Outcomes

In terms of general cognitive outcomes, students will be able to write and present persuasive arguments for multiple audiences. They will demonstrate the ability to critically analyze theory and research in Communication domains. They will be able to analyze message strategies, their effects, and their effectiveness in interpersonal, mediated, and organizational contexts. More specifically, students will gain an understanding of discrepancies in access and responses to information across time, space, and culture. They will understand the commoditization of information and the ways in which information can be used as an instrument of power. Students will understand the ways in which different political and organizational structures, cultural contexts, and relationships between individuals and institutions influence the effectiveness of communication as it aims to inform, persuade, and establish meaning.

From the standpoint of tangible skills, students graduating from the program will be able to use Communication research to inform decision making in the workplace. They will obtain a working knowledge of social scientific research methods, including the capacity for critically evaluating data in these contexts. Students will also obtain a basic understanding of data manipulation and statistical analysis.

In terms of value outcomes, students will gain an understanding and respect for diverse audiences, both domestically and abroad. They will understand the value of civic participation and the importance of critically evaluating public messages. Students will also gain an appreciation for the importance of communication processes across all human interactions.

RESOURCES AND BUDGET (Attachment B)

Faculty and Administration

At the present time, communication faculty include two full-time tenured faculty members (one who also serves as director of the program), 12 affiliated full time faculty in other departments, and 7 probationary adjunct instructors. Two additional full-time faculty members have been hired and will join UMB in fall 2012. The university has committed to hiring one additional tenure stream faculty.

There is currently a part-time administrative assistant but a full-time administrative assistant will be hired to manage the new department and major, as will work study students.

At present, the Communication Studies minor is housed in the American Studies department at UMB. This spring, UMB plans to create a new Communication Department to house the major. At that time, the current Program Director will become chair of the newly founded department.

Library and Facilities

Current library resources are adequate to support the proposed program. UMB notes that space is a concern, both in terms of office space and laboratory space. A small laboratory for human subject research was recently acquired along with the funds necessary to outfit this lab for research however, comparable communication programs typically offer individual faculty their own personal laboratory spaces, and while the current lab is available for use by all Communication faculty, it is not a viable long term solution. Likewise, the hiring of four new full time hires necessitates the acquisition of at least four new offices, preferably in close proximity. It is hoped that the opening of new buildings on campus over the next five to seven years will alleviate these space pressures.

PROGRAM GOALS AND EFFECTIVENESS

The University provided the following program goals, measurable objectives, strategies for achievement, and timetables:

Goal	Measurable Objective	Strategy for Achievement	Timetable
Successful capstone seminar program	Summation of student and instructor feedback in capstone courses	Pedagogical consistency between capstone and both core and elective courses; integration of knowledge gleaned from program into deliverable project	Immediate and continuing indications of student satisfaction with course and faculty satisfaction with prior preparation
Job placement	Alumni survey results indicating employment in Communication related fields	Integration of theory and practice throughout curriculum; internship programs both on and off campus	80% success in job placement by year 4

Enrollment in graduate programs in Communication	Alumni survey results and ad hoc monitoring of alumni enrollment	Faculty mentoring; student involvement in faculty research	10% alumni placement (8 to 10 students annually) by year 4
Strong evaluations of educational experience	Alumni survey results	Continual evaluation and refinement of curriculum based on alumni feedback	Consistently high alumni evaluations by year 4. Even distribution of perceived usefulness of individual courses by year 4.
Research collaboration between students and faculty	Presentation of original academic work in regional or equivalent conferences	Faculty mentoring; student involvement in faculty research; refinement and submission of Capstone projects	15 undergraduate conference papers per year by year 4.

EXTERNAL REVIEW AND INSTITUTIONAL RESPONSE

The proposed program was reviewed by Kimberly Neuendorf, Ph.D., Professor in the Media Arts and Technology Division at the School of Communication at Cleveland State University; and Randall Bytwerk, Ph.D., Professor of Communication Arts and Sciences and department co-chair at Calvin College. The reviewers concluded, “The proposed program is strong, and if given the support that has been promised, will thrive.” They noted that the proposed program is congruent both with its stated goals and the University’s mission statement and that it will provide excellent preparation for master’s programs. They also commended the University on its faculty hires and pointed out that the program’s distinctive curricula focus should give its graduates a competitive advantage.

The reviewers provided a variety of suggestions to strengthen the proposed program. They suggested that UMB consider renaming the title of the program to better reflect its distinctive approach, have tenured faculty teach the key gateway course, and rethink the requirement that all students complete a large scale academic paper in the senior year as well as other minor curricula suggestions. The evaluators also cautioned the University to ensure that faculty staffing grows along with student enrollment and that faculty are properly supported in terms of facilities, research and travel. The evaluators also suggested that UMB survey graduates five years after graduation.

UMB responded that the degree title *Communication* is appropriate for the program as proposed and noted that across the field, departments sharing the name *Communication* feature different pedagogical emphases and scholarly perspectives. UMB agreed with the reviewers’ observations that they must be careful in terms of how the program is marketed in order to avoid student confusion. UMB decided that only tenured or associate faculty will teach the required quantitative methods course which serves as the program’s main gatekeeping course. UMB maintains that the completion of an academic project in the capstone course is essential to ensure the academic rigor of the program and noted that given the selection process associated with the pre-major, UMB is confident that those accepted into the major will be both willing and capable of completing a project of this kind. UMB believes it will be able to do an adequate job of subsidizing faculty travel beyond that which is accounted for through startup funding and to support new faculty. UMB agreed to expand its proposed alumni survey to include multiple time points by conducting three alumni surveys, at one, three, and five years after graduation. UMB also agreed with the reviewers’ observations that alumni surveys should move beyond measuring “full-time employment,” to measure the percentage of graduates employed in Communication-related fields.

STAFF ANALYSIS AND RECOMMENDATION

Board staff thoroughly reviewed all documentation submitted by the University of Massachusetts Boston and external reviewers. Staff recommendation is for approval of the Bachelor of Arts in Communication.

Upon graduating the first class for these programs, the University shall submit to the Board a status report addressing its success in reaching program goals as stated in the application and in the areas of enrollment, curriculum, faculty resources, and program effectiveness.

ATTACHMENT A: CURRICULUM OUTLINE

Required (Core) Courses in the Major (Total # courses required = 5)		
COMSTU 100	Introduction to Communication	3
COMSTU 200	The New Media Society	3
COMSTU 205	Communication Research Methods	3
COMSTU 230	Intercultural Communication	3
COMSTU 480	Capstone Seminar	3
	SubTotal # Core Credits Required	15
Elective Courses (Total # courses required = 6: 3 in COMSTU, 3 Outside Electives from each of these two lists) (see Appendix A)		
COMSTU 260	Psychological Effects of Mass Media	3
COMSTU 350	Political Communication	3
COMSTU 360	International Media Systems	3
COMSTU 220	Interpersonal Communication	3
COMSTU 225	Relational Communication	3
COMSTU 320	Social Influence and Compliance Gaining	3
COMSTU 330	Health Communication	3
COMSTU 340	Communication and Community Mobilization	3
COMSTU 240	Organizational Communication	3
COMSTU 270	Campaign Design and Analysis	3
COMSTU 305	Communication in Diverse Organizations	3
COMSTU 210	Using Internet Communication	3
COMSTU 250	Analyzing Media	3
COMSTU 280	Special Topics in Communication	3
COMSTU 310	Information Technology and Human Communication	3
COMSTU 365	News Media and Political Power	3
AMST 310	Television in American Life	3
AMST 335	Music and Politics	3
AMST 355	Black Popular Culture	3
AMST 375	Best Sellers of U.S. Media	3

AMST 349	Cold War: Rise and Fall	3
AMST 215	America on Film	3
AMST 235	Social History of Popular Music	3
ENG 341	Women's Image in Film	3
ENG 340	Literature and the Media	3
ENG 348	Nature of Literacy	3
ENG 307	Writing for Print Media	3
POLSCI 365	Politics of Communication	3
PSY 307	Psychology of Communication	3
PSY 330	Social Psychology	3
PSY 333	Group Dynamics	3
PSY 335	Social Attitudes and Public Opinion	3
PSY 377	Communication and Psychology	3
SOCIOL 300	Communication and Opinion	3
SOCIOL 375	Indian Cinema	3
	Sub Total Elective Credits	18
Distribution of General Education Requirements Attach List of General Education Offerings (Course Numbers, Titles, and Credits)		# of Gen Ed Credits
See Appendix D for CLA General Education Requirements		
Common Requirements include: ENG 101, ENG 102, First Year Seminar, Intermediate Seminar, MT 114, 2 courses meeting diversity requirement, Elementary language proficiency		24
Arts and Humanities, including Literature and Foreign Languages		15
Mathematics and the Natural and Physical Sciences		9
Social Sciences		9
Sub Total General Education Credits		57
Curriculum Summary		
Total number of courses required for the degree		11
Total credit hours required for degree		33
Prerequisite, Concentration or Other Requirements: Required core curriculum must be completed with a minimum GPA of 2.75 before enrolling in further Communication electives. Four course core sequence. Three elective courses within department and three elective courses from this list of courses outside the department. Capstone seminar required (note: outside capstones are applicable only until hiring is completed, at which time all students will be required to take COMSTU 480: Capstone Seminar). In addition to the capstone seminar, at least two courses must be at the 300 level or above. See Appendix A for tracking through major.		

ATTACHMENT B: BUDGET PROJECTION

One Time/ Start Up Costs		Annual Expenses			
		Year 1	Year 2	Year 3	Year 4
	Cost Categories				
	Full Time Faculty (Salary & Fringe)	155,000	225,000	297,000	371,000
	Part Time/Adjunct Faculty (Salary & Fringe)	88,508	88,508	88,508	88,508
	Staff	45,940	45,940	45,940	45,940
	General Administrative Costs	10,300	12,500	14,700	16,900
	Instructional Materials, Library Acquisitions	1,007	1,007	1,007	1,007
	Facilities/Space/Equipment	NA	NA	NA	NA
	Field & Clinical Resources	NA	NA	NA	NA
	Marketing	3,055	3,055	3,055	3,055
	Other (Specify)				
	TOTALS	303,810	376,010	450,210	526,410

One Time/Start- Up Support		Annual Income			
		Year 1	Year 2	Year 3	Year 4
	Revenue Sources				
	Grants				
	Tuition (non-resident)	29,247	48,790	78,064	107,338
	Fees (Curriculum Trust Fund)	281,913	580,792	908,642	1,261,225
	Departmental				
	Reallocated Funds				
	Other (specify)				
	TOTALS	311,160	629,582	986,706	1,368,563

UMB provided the following budget narrative:

Full time faculty salaries. The university has committed to hiring four additional tenure stream faculty to supplement the personnel currently teaching in the COMSTU minor. The first of these hires, Jessie Quintero Johnson, is scheduled to join the faculty in Fall 2011. This would produce a total of five full-time tenure stream faculty (four at 3/3 load, department chair at 2/2), and an additional 12 sections taught by probationary adjuncts.

The projections for the costs of full time faculty are based on several assumptions. First, that the department chair's salary will remain relatively stable. Second, that the new faculty hires will be at the junior level; an analysis of recent hiring data provided by the National Communication Association suggests that an annual salary of \$65,000/year should be competitive when trying to recruit a faculty member holding a recently awarded PhD. For purposes of illustration, 3% cost of living raises are factored into the budget projections. Further, overhead and fringe are not included in these costs, assuming that as state lines, fringe will be funded through state resources.

Given these assumptions, the total estimated salary for full time faculty at year one amounts to \$155,000.00, incrementing to \$371,000.00 at year four.

Part time/adjunct faculty salaries. At this time, the curricular plan for the new Communication major revolves around adding courses to be taught by full-time faculty, while maintaining the number of sections offered by adjunct faculty. Part time faculty are currently teaching 12 sections per year in the Communication Studies minor, and have been for the past several years. At an approximate salary of \$5,509.00/section, this produces \$66,108.00 in salary. Adding fringe benefits at 34%, this produces an approximate adjunct budget of \$88,508.00. This number remains stable across the four year implementation plan.

Staff salary and benefits. In the Spring of 2010, the COMSTU program hired a Grade 5 administrative assistant (Nuvia Ball-Burrell), who is funded half time with COMSTU and half time with Asian Studies. While the faculty and students have been uniformly pleased with Nuvia's performance, in all likelihood the expansion of the department will necessitate a full-time administrative assistant. Thus, we have itemized a Grade 15 administrative assistant; salary at this position is \$34,283.00, with a total line item cost of \$45,940.00 when adding in 34% for fringe benefits.

General administrative costs. General administrative costs have been calculated based on assumed expenses of \$1,200.00/year per FTE. Given the number of sections that are expected to be offered, this figure grows from \$4,800.00 in year one to \$8,400.00 annually with the full implementation at year four.

In addition to a full time administrative assistant (see above), several student assistants would be necessary in order to ensure the streamlined running of both the teaching and research interests of the department. For this reason, the program is requesting two unbenefitted student assistant positions at \$875.00/semester, for a total of \$3,500.00 in annual expenses on student labor. This amount is then added to the general administrative costs.

For the most part, the equipment and software necessary to successfully conduct research will be negotiated by individual faculty members as part of their startup costs, with the expectation that future research needs will be satisfied through extramural funding. There are, however, certain basic research needs that need to be included in the department budget. These include, but are not limited to, recruiting research participants, research participation incentives, site license renewals for software, and expenses related to field research. For these purposes, an annual research budget of \$1,000.00 per full time faculty per year is requested, starting at \$2,000.00 in year one and increasing to \$5,000.00 at year four. These research expenses are added to the general administrative costs. Combining general administrative costs, student labor, and research funds produces a general administrative line item starting at \$10,300.00 at year one and increasing to \$16,900 at year four.

Instructional materials/library acquisitions. For the most part, the library offers most of the major journals in the field in electronic delivery format. In no particular order, these journals include *Journal of Communication*, *Journal of Broadcasting and Electronic Communication*, *Human Communication Research*, *Communication Monographs*, *Communication Reports*, *Communication Research Reports*, *Communication Studies*, *Media Psychology*, *Journalism and Mass Communication Quarterly*, *Communication Quarterly*, *Howard Journal of Communications*, *Journal of Applied Communication Research*, *Journal of Intercultural and International Communication*, and *Communication Education*. The notable exception is *Communication Research*, which has for years been one of the highest ranked ISI journals in the field. The cost of an electronic subscription to *CR* (including the complete journal backfile) is \$1,007.00 annually. This figure is included in the instructional materials budget.

Facilities, space, equipment. Like every academic unit on campus, the new department will face challenges in terms of space. At present, the total space allocated to the COMSTU minor includes two offices on the sixth floor of Wheatley Hall (06-82 and 06-86), a single office for temporary and adjunct faculty (W 05-112), a single office for the program administrative assistant (W 05-111), and most recently a 500 square foot laboratory facility that was obtained as part of Lachlan's startup package (W 5-034). While it is reasonable to assume that laboratory space for individual faculty will be negotiated on a case-by-case basis (along with startup funds), the office space currently allocated to Communication is not adequate. At the very least, four additional faculty offices need to be allocated to the program. Ideally, these offices would be in close proximity to one another.

Marketing. Central to the marketing needs of the new department will be the advertising of the proposed full time hires. These advertising costs are calculated in the cost estimates for years one through three. Assuming that decisions regarding lines are made during the preceding summer, the goal would be to advertise the new full time lines from August through October (90 day advertisements). This would allow the related hiring committees to reduce the applicant list to a "short list" for preliminary interviews during the National Communication Association convention in November. Finalists for the positions could then be brought to campus in December, with the hopes of extending offers before winter break. Based on 90 day advertising programs, the current costs for online advertising are \$780.00 for the Chronicle of Higher Education, \$675.00 for the National Communication Association Website, and an estimated \$400.00 for the Association for Education in Journalism and Mass Communication¹.

Internal marketing is also a consideration. The University holds two open houses for prospective and accepted students, one in the spring and one in the fall. The COMSTU minor typically receives between 50 and 75 direct inquiries from students at these events. To stay current with other majors in CLA, the new major would require an annual budget for promotional materials that could be handed out at these and other events. Estimated costs for internal marketing and events are \$1,200.00, based on current program expenses. Combined internal and external marketing expenses therefore amount to \$3,055.00 annually.

¹ AEJMC calculates advertising rates based on length; \$150 for the first 200 words, \$0.25 for each subsequent word. The estimated \$400 is based on the assumption of a 300-word advertisement.

Enrollment Projections: Numerous factors were taken into consideration when developing the enrollment plan and projections. In truth, there is probably greater interest in the major than can be accommodated by the human resources that have been committed to the program. This leaves the program in the enviable position of being able to offer a pre-major and require students to pass these courses with a minimal grade point average before declaring the major. The proposed structure would require students to complete the four course core – Introduction to Communication, Communication Research Methods, New Media Society, and Intercultural Communication – with a minimum grade point average of 2.75 in these courses. Ensuring academic rigor in these courses (especially Research Methods) will allow the department to gatekeep the major and sustain reasonable enrollment levels.

Another critical consideration in developing the enrollment projections is the capstone course, COMSTU 480. In order to provide the best possible experience for graduating seniors taking these courses, convention throughout the College of Arts and Sciences is to cap enrollment in each section at 15. This leads to a direct correlation between the number of seats of Capstone Seminar that can be offered, and the number of seniors that can graduate in a given year. The current proposal offers that three sections of Capstone will be offered per year, one section in the fall and two in the spring. This would lead to a total of 45 seats of capstone offered in a given academic year.

Given that the length of the program is 33 credits, it is expected that students will typically declare the major sometime during their sophomore year, after completing the four-course pre-major. This would leave four or five semesters to complete six elective courses plus the capstone seminar. While some degree of ambiguity is to be expected in the enrollment numbers given attrition and variability in length of degree completion, the program would be designed to include 3 45-student cohorts, one each at the sophomore, junior, and senior levels. By year four, this would lead to a maximum major size of 135 majors. Allowing for a 10% attrition rate within the major, it is expected that the major would stabilize at about 120 students.

This structure requires devoting considerable full time faculty resources to teaching courses in the pre-major and the capstone seminar. At the same time, the proposed structure is designed to include electives offered both in the new department and in other departments in CLA. It is proposed that the new program develop a policy of offering the following courses every year:

Fall:	Spring:
Research Methods	Research Methods
Introduction to Communication (2)	Introduction to Communication (2)
New Media Society	Intercultural Communication
Capstone Seminar	Capstone Seminar (2)

The expected teaching loads of the four new hires plus the department chair yield a total of 28 sections per year. The above structure totals 11 sections. This leaves 17 sections of electives that would be distributed among the full-time faculty.

Given the level of interest in the major, it is expected that the pre-major and capstone seminars would fill to capacity. Required courses would be capped at the standard limit of 30 students per section, while Capstone Seminar would be capped at 15. In the current structure, this produces a total of 285 seats filled in required courses. Capping elective courses at 30 students produces 510 seats. Current enrollment levels average between 90% and 95% per semester. For purposes of illustration, 90% enrollment in these elective sections would produce a total of 459 elective seats filled. This leads to a total estimated enrollment of 744 in Communication courses (including both majors and non-majors).

Of course, the major will have to gradually grow to its projected size. Based on data provided by the University's Office of Institutional Research and Policy Studies, a plan is proposed for growing the major gradually from 30 majors in year 1 to the target of 120 in year 4. This growth pattern is based on the equal division of major credit hours (based on the assumption that the major will start with two full-time faculty and grow to the committed five by year four). OIRP data indicates that new freshmen in 2009 were split approximately 95% full-time and 5% part-time; expanding these estimates out to the total enrollment numbers, combined with an expected 10% attrition rate, produces the enrollment splits listed below. See enrollment projections below for the expected growth pattern to 120 majors by year 4.