2003-2004

Self-Study
Audit and Review

Masters of Science in Communication

Submitted January, 2004
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I. Program Highlights/Initiatives

A. Overview of Curriculum:

The Masters of Science Degree in Communication involves at least thirty credits of coursework and completion of an approved capstone experience. The program allows students to choose from two emphases: 1) Corporate Communication primarily chosen by students with interests in business and industry, corporate training and development, or communicating with various publics, and 2) Mass Communication, typically chosen by students having professional goals in broadcasting and electronic media, journalism, advertising, mediated persuasion or multimedia. As Appendix B (Graduate Program in Communication Information Handbook) pages 19-20 indicate, our program requires all students regardless of emphasis to complete a core of 9 credits which provide background in the discipline and advanced instruction regarding the understanding and application of theoretical concepts and a variety of research methods appropriate to the communication discipline. Applicants without appropriate undergraduate preparation are required to complete up to 9 credits of undergraduate foundational coursework. The program also requires students to take 9-12 credits of coursework pertaining directly to their chosen emphasis and allows for 9-12 credits of elective coursework approved by the Program Coordinator. Finally, the student chooses one of three capstone experiences to complete the graduate program. The student may 1) take the comprehensive examination developed by members of the graduate faculty in the Communication Department, 2) write and defend a thesis, or 3) develop and defend an applied communication project. Option #3, the applied communication project, was recently approved by the Graduate Council in November, 2003.

B. Special Recognition

Our program has been recognized primarily through the efforts of our students who have been mentored by faculty who are dedicated to student learning and their subsequent success in the field. Faculty, for example, often work with graduate students on convention papers and even publications. A recent graduate of our program, Eric Aakko, for example, worked with his thesis adviser, Sally Vogl-Bauer, on a paper that was presented in Nov., 2003, at the last National Communication Convention in Miami, Florida. A newer graduate student, Kristen Froemming, under the direction of Barb Penington, recently had a scholarly paper accepted for a Showcase Panel for Graduate Students at the upcoming Central States Communication Association meeting which will be held in Cleveland, Ohio, in 2004. Susan Wildermuth and her thesis student, Julimar Rivera, currently have a scholarly article under review at a regional journal.
**C. New Academic Assessment Initiatives for the Coming Review Period:**

The following initiatives are being discussed for the upcoming review period:

1) Graduate faculty and the graduate program coordinator will make stronger efforts in the area of program assessment. The Graduate Faculty will develop an alumni assessment tool to better follow up on alumni, regarding contact information, current jobs held, and how alumni are using the knowledge and skills developed during their graduate program, will help us keep in touch with our alumni and ultimately better assess the program. In addition, our program needs to better utilize assessment instruments already in place. Currently, data are not available for all students who completed the program during this review period indicating that we have been inconsistent in the gathering of this data. Part of this problem has been that four individuals have served as program coordinator within the past five year review period and some data may have been misplaced or procedures for the data collection may not have been adequately conveyed as a new coordinator took the position. Graduate faculty and the graduate program coordinator will increase their efforts to turn in evaluation forms assessing performance of students on their capstone activities. This data is important to demonstrate if students’ aptitudes and skills upon completing the program are congruent with those outlined in the Program Objectives and Mission Statement of the UW-W School of Graduate Studies (see Appendix B, Handbook, p. 4).

2) To aid in assessment and the ability of the program to meet student needs, a Graduate Student Advisory Board will be set up which would allow a small group of graduate students in the program to meet with the program coordinator and other interested graduate faculty members to informally assess the program. The group may also work together on planning formal research colloquia or may plan informal social get-togethers for the program’s graduate students or students and faculty.

3) As the program’s current assessment was drawn primarily from internal sources, more effort will be made to draw from external sources as well. New assessment initiatives to be used over the upcoming review period will likely be derived from University-wide efforts at collecting assessment data, such as graduate level exit surveys.

4) Due to the newness of the Applied Communication Project, a recently developed third capstone option for students in this program, criteria for assessment of the project may need to be further developed or modified as the first cohort of students choosing this option moves through the program.

5) A new course 793, the *Communication Practicum*, has also recently been approved in November, 2003. This course allows students to apply the knowledge and graduate level skills gleaned from their coursework in the field. As of yet, no student has enrolled for this course, but requirements,
options, and methods of evaluation may have to be discussed/modified as students participate in this course option.

6) The Information Handbook circulated in Fall, 2003 has been very helpful for students and faculty alike. The Handbook, however, will need to be updated and modified over time which will be a goal during the next review period.

7) More opportunities for graduate students to share their research and hear about the projects of other scholars is another important initiative the program will undertake. Research colloquia allowing graduate students and faculty an opportunity to get together to share research projects in a social atmosphere will be emphasized. The first Research Colloquium for this review period was held in November, 2003. It is important that the graduate faculty continue to plan these types of events. Additionally, there will be more efforts made to encourage our students to attend and present at the discipline’s many conferences such as NCA (National Communication Association) and CSCA (Central States Communication Association).

8) The graduate faculty plans to finalize the program’s mission statement which is currently in draft form and reevaluate our current program objectives to make them more congruent with the mission of the graduate school and student needs.

9) Finally, there seems to be growing interest both on the part of students and graduate faculty in the area of Interpersonal Communication. Thus, the graduate faculty plans to investigate the feasibility of developing a third program emphasis.

II. Academic Assessment

Attached are the Requirements for the Program’s Emphases as Appendix C

A. Centrality:
The graduate program in Communication indeed plays a central role in the University’s vision and strategic plan. The graduate program possesses Communication faculty who embody the teacher-scholar model held in high esteem by this University. Our faculty, for example, have demonstrated through high instructor evaluations and recognitions at the college and university levels, their commitment to teaching which as the UW-W Vision Statement emphasizes, “is the first and foremost responsibility of every faculty member.” This program also embraces the Teacher/Scholar model by encouraging faculty to not only engage in scholarly activities, but to incorporate aspects of their research into graduate classes. Students in our program, for example, become familiar with our faculty’s research interests in the required Introduction to Communication Studies (701) course, where faculty members are invited into the class to discuss their research interests and agendas. These presentations provide new graduate
students with the opportunity to interact with faculty who may, in turn, mentor them in independent studies or thesis research.

The graduate program in Communication also encourages and fosters an open exchange of ideas which is another aspect of the University’s mission. As this is a smaller graduate program, the teacher to student ratio allows all students the opportunity to become class participants and develop close relationships with other students and the faculty instructor.

Development of cross cultural sensitivity and communication skills has certainly been emphasized in our graduate classrooms, thus supporting the Chancellor’s commitment to diversity and preparing our UW-Whitewater students for lives and careers in a multicultural society. Our graduate curriculum, for example, has offered seminars that focus on issues of diversity in the media and workplace. The program also offers Cross Cultural Communication that specifically teaches communication skills and applicable theory for interacting in a multicultural world. Additionally, our program has recently attracted more minority students which adds to the classroom diversity. In the Fall, 2003, Introduction to Communication Studies (701) course required of our newer graduate students, for example, 6 of the 18 students (33%) were minority students.

As the vision of the University for its graduates is to fulfill the expectations of an “educated” person, the graduate program in Communication provides courses and requires a capstone experience that emphasizes students’ abilities to use critical thinking skills, integrate concepts gleaned from a variety of sources, and finally effectively communicate findings to professors and peers alike. Embracing the University’s call for community involvement, the graduate program in Communication now offers an advanced, practitioner-oriented study, encouraging students to work closely with their communities, schools, and local and regional businesses and industries. Last year, for example, two students worked with the Whitewater School Board doing a communication needs analysis. Currently, another student completing an Applied Communication Project, is working with Snap-On Tools of Kenosha and their International Division to coordinate a multinational effort to develop a product catalogue for implementation in 2005. These are just two examples of the program’s continued efforts to connect with individuals and organizations outside the campus community.

In relation to other programs at the University, the communication discipline, given its interdisciplinary nature, represents a nice “fit” with the courses and mission of other graduate programs on campus. This program, for example, allows students to take 9-12 credits of electives. This offers students the opportunity to draw from other graduate programs on or outside of the UW-Whitewater campus to enhance their programs. Choosing elective courses from other graduate programs has enabled our students to see connections between disciplines and view issues from multiple perspectives which is imperative as they solve problems, make crucial decisions, and interact with individuals from a variety of backgrounds. Students in our program who have chosen the Corporate Communication emphasis, for example, sometimes find it beneficial to take courses from the College of Business in areas such as Human Resource Management or Marketing. Mass Communication students, for example have taken graduate courses in Sociology or Education. One of our students who is developing a multimedia program for teaching preschoolers the Hmong language is taking a graduate level education course as an elective to enable her to develop a stronger, more effective
learning tool. Thus, our students frequently look to other programs for courses to round out their Communication programs.

In a general sense, the graduate faculty in the Communication Department also remains connected to the other programs through interaction with non-Department colleagues on issues of teaching, research, and especially the designing of new courses or procedures within the department. As the Communication Department worked to develop the Applied Communication Project as its third capstone experience, faculty in the area of Curriculum and Instruction provided examples and insights regarding how a similar “Integrative Project” in their department was structured and administered. Finally, through our department’s representation on the Graduate Council, our program is kept informed on the proposals and activities of others. The other program representatives offer important feedback on the proposals set forth by our program. Thus, although our program is unique and shaped primarily by our department’s graduate faculty, it is also influenced by the other programs through their representation on the Graduate Council and our informal requests for feedback on specific initiatives.

B. Program Goals and Assessments:

1. Current Goals/Objectives:
Upon completion of the Masters of Science in Communication degree, students should be able to meet the following objectives:

SUBJECT MATTER OBJECTIVES:
Students should be able to list and describe communication terminology and seminal concepts inherent to their academic emphasis (e.g. Corporate or Mass Communication). Students should also be able to list and describe processes relevant to the quantitative and qualitative research methods used in communication research.

COGNITIVE DEVELOPMENT OBJECTIVES:
Students should be able to generalize about and evaluate paradigmatic theories inherent in their academic emphasis. Students should be able to determine the appropriateness of research methods to their topic of inquiry.

SKILL-BASED OBJECTIVES:
Students should be able to use scholarly evidence in supporting an argumentative premise. Students should be able to write in the scholarly style expected of Communication graduate students. Students should be able to effectively present an argument or the findings of an independent research project that he/she has conducted to a group.

The mission statement specific to this program is currently being developed. To this point, the UW-W Graduate School Mission Statement, in addition to the stated program objectives, has been used to acclimate graduate students in the Communication program to our expectations and goals. This statement is included in the Information Handbook (see Appendix B, p. 4) and is stated as follows:
The graduate programs achieve this through provision of learner-centered processes which couple professional experiences with advanced knowledge and highly-refined analytic, communicative, and functional skills such that their students are capable of performances that characterize the best practices of their profession.

To that end, all Master’s level graduates will be able to:

- comprehend and discuss advanced theoretical questions and current issues;
- collect, analyze, and interpret data applicable to complex questions and problems;
- conceptualize, evaluate, and implement solutions to complex problems;
- use computers and other appropriate technologies as needed; and
- synthesize and articulate multiple concepts in a clear, concise, and persuasive manner.

2. Curriculum Fulfillment of Stated Goals/Objectives:

The curriculum contributes to meeting the aforementioned objectives and goals in the following ways. First, all students in the program regardless of emphasis must take three core courses. The 701 (Introduction to Communication Studies) course articulates expectations of graduate students in the program, emphasizes background in the communication discipline and gives students experience reading and discussing scholarly work, and encourages the development of the student’s scholarly writing skills. The second core course, 722, (Issues in Human Communication Theory) focuses on the understanding and application of advanced theoretical concepts. Finally, 785 (Methods of Communication Research) builds upon the undergraduate (485) research methods course providing students with the tools needed to conceptualize, evaluate and implement solutions to complex problems. In the subsequent 21 credits of the student’s program, he or she builds upon the core courses by taking courses which more specifically apply to the student’s emphasis and areas of interest. Seminar courses on a variety of topics give students the opportunity to investigate complex communication issues and problems often drawing upon the advanced understanding and skills developed in the core courses. Students are further required to present their solutions or arguments both orally and in written format. They are expected to present their opinions or findings in a coherent and scholarly manner.

The required capstone experience, is the program’s culminating activity allowing students to demonstrate through the writing and oral defense of the comprehensive examination, thesis, or applied communication project, how well they have met the stated objectives of our program. Faculty serving on a student’s capstone committee offer oral and often written feedback to the student. Assessment instruments are completed by faculty members following students’ oral defenses of theses, applied communication projects, and comprehensive exams. These forms are kept in the program coordinator’s office and are helpful in assessing the ability of graduating students to meet the program objectives.

In summary, a) the core courses, b) the courses required by each emphasis in the program, c) the course electives, and finally d) the culminating capstone experience, have
been developed around Subject Matter Objectives, such as knowing current terminology, concepts and research methods in the Communication discipline; Cognitive Development Objectives, such as being able to generalize and evaluate theories; and finally Skill-Based Objectives, such as being able to support arguments with scholarly evidence, to write in a scholarly style, and effectively present arguments or findings of an independent research project. For a more specific delineation of courses and the objectives they satisfy, see Appendix D.

Course objectives are certainly built in to the program’s curriculum. A gap that may occur between objectives and curriculum exists in the policy of the Department to allow faculty to structure their courses according to their strengths and preferences as they fulfill the tenets of the course description. Perhaps more emphasis on the program objectives and their importance during graduate faculty meetings or via memos from the program coordinator would be helpful as faculty plan their syllabi. Faculty members might also be encouraged to specify the program objectives that will be met within their course, including the activities or assignments which the faculty member has developed to meet each objective.

3. Assessment Data Summary:

Effective Spring term 1996, the program implemented the use of three instruments which have continued to be used during this review period:

A) Final Thesis Defense Evaluation Form (completed by all members of the student’s faculty committee),

B) Oral Comprehensive Examination Form (completed by all members of the student’s faculty committee),

C) Graduate Exit Interview Form (completed by the exiting student).

All three of these instruments collect assessment data through fixed-response and open-ended responses.

The following tables illustrate means associated with the proficiencies measured and compare the previous review period to the current review period. Unfortunately, possibly because there have been four coordinators in the past five years, data collection has not been as consistently monitored as it should be. Therefore, the number of surveys collected for each of the three instruments is low and not representative of the total number of faculty serving on thesis or comprehensive exam committees or the number of students earning degrees from our program.

A) Final Thesis Defense Evaluation Form:

A compilation of data on three people who completed their theses during the 1998-2003 review period is included in Table One. The current graduate coordinator could not locate data on more than three people, although more people have completed theses during this time period. Means for the current and previous review period are reported.
TABLE 1
Thesis Defense Evaluation Form

<table>
<thead>
<tr>
<th>Proficiency</th>
<th>Mean Score Previous Review Period*</th>
<th>Mean Score Current Review Period*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. will be able to describe processes relevant to the quantitative and qualitative research methods used in communication research</td>
<td>6.14</td>
<td>6.22</td>
</tr>
<tr>
<td>2. will be able to generalize about paradigmatic theories inherent to their academic emphasis specifically, and the discipline generally.</td>
<td>6.00</td>
<td>5.78</td>
</tr>
<tr>
<td>3. will be able to interpret and assess the merits of scholarly work.</td>
<td>5.43</td>
<td>6.22</td>
</tr>
<tr>
<td>4. will be able to use scholarly evidence in supporting an argumentative premise.</td>
<td>5.71</td>
<td>5.67</td>
</tr>
<tr>
<td>5. will be able to effectively present the findings of an independent research project that s/he has conducted.</td>
<td>6.00</td>
<td>6.55</td>
</tr>
</tbody>
</table>

*The right hand columns indicated a mean evaluation score where 1=very ineffective; 7=very effective.

The quantitative means presented in Table One indicate that students who chose the thesis option for their capstone experience tended to demonstrate proficiencies that were nearer the “very effective” end of the continuum. It is difficult to compare quantitative data from the two review periods because of the small amount of surveys returned. Qualitative comments generally reflected the faculty’s perception of the program’s ability to produce students who could demonstrate competency in the areas queried.

B) Oral Comprehensive Exam Evaluation Form

During this review period, students in the program who didn’t complete a thesis were required to complete comprehensive exams. The first phase of this evaluation asks students, in a six hour written exam, to provide answers to questions posed by three graduate faculty members. The questions generally focus on the student’s communication interest area, theory, and research methods. In the second phase, the student appears before the three faculty members to orally defend and further develop his/her responses. Table 2 reflects the evaluations of 37 faculty members on a total of 15 candidates regarding the four proficiencies targeted in the Oral Comprehensive Examination Evaluation. Again, because of the possible loss of data or inadequate monitoring of data collection, there were more than 15 students who took Comprehensive
Examinations during this review period. Means for the current and previous review period are once again reported.

<table>
<thead>
<tr>
<th>Table 2</th>
<th>Oral Defense of Comprehensive Exam Evaluation Form</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Proficiency</strong></td>
<td><strong>Mean Scores for Previous Review Period</strong>*</td>
</tr>
<tr>
<td>1. will be able to describe processes relevant to the quantitative and qualitative research methods used in communication research.</td>
<td>4.63</td>
</tr>
<tr>
<td>2. will be able to generalize about paradigmatic theories inherent to their academic emphasis specifically and the discipline generally.</td>
<td>4.81</td>
</tr>
<tr>
<td>3. will be able to interpret and assess the merits of scholarly work</td>
<td>5.19</td>
</tr>
<tr>
<td>4. will be able to use scholarly evidence in supporting an argumentative premise</td>
<td>5.25</td>
</tr>
<tr>
<td><strong>Mean Scores for Current Review Period</strong>*</td>
<td></td>
</tr>
<tr>
<td>4.63</td>
<td>4.46</td>
</tr>
<tr>
<td>5.05</td>
<td></td>
</tr>
<tr>
<td>5.33</td>
<td></td>
</tr>
<tr>
<td>5.09</td>
<td></td>
</tr>
</tbody>
</table>

*The right hand columns indicate a mean evaluation score where 1=very ineffective; 7= very effective.

Overall, students who took the Comprehensive Examinations during this review period as well as the previous review period appear to score lower in comparable proficiency categories when compared to Thesis students. Their abilities to describe research methods, generalize about paradigmatic theories, interpret and assess merits of scholarly work, and use scholarly evidence in supporting an argumentative premise, although all demonstrating a trend of effectiveness rather than ineffectiveness, could still be improved. When data are compared over the two review periods, Proficiencies 2 and 3 seem to show slight improvement in student means, whereas Proficiencies 1 and 4 show means that have decreased slightly when compared to the previous period. Again because of the small sample, these comparisons are most likely unreliable. Clearly, however, there remains room for improvement in the proficiencies presented here. This theme was also sounded in open ended responses by faculty. It should be noted, however, that some students evaluated during this review period did an outstanding defense of their comprehensive exams. On the other hand, several students appeared to do only a mediocre job as reported by their faculty committees.

C) The Graduate Exit Interview Form:

Table 3 represents data collected from 15 students who completed the program during the current review period. As one can observe in the Trend Data included in Appendix E, more than 15 students completed the program during this review period, but again, data collection was not consistently monitored during this period. The data in Table 3 represent both students assessment of their own proficiencies and the level of importance they personally ascribe to each proficiency. This evaluation form also included open
ended questions querying student’s impressions of the graduate program. Questions included:

1) What were your reasons/motivations for pursuing a graduate degree in communication?
2) On a scale of one to ten—one being "not at all satisfied" and ten being "extremely satisfied"—how would you rate your satisfaction with the graduate education you received from the Department of Communication? Why this rating?
3) What are three things that you would label as strengths of the graduate program? Why?
4) What are three things about the graduate program that should be changed? Why?
5) Any other thoughts or comments?

<table>
<thead>
<tr>
<th>Proficiency</th>
<th>Development (Previous Period)*</th>
<th>Development (Current Period)*</th>
<th>Importance (Previous Period)*</th>
<th>Importance (Current Period)*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. will be able to describe processes relevant to the quantitative and qualitative research methods used in communication research</td>
<td>4.00</td>
<td>4.27</td>
<td>4.43</td>
<td>3.0</td>
</tr>
<tr>
<td>2. will be able to generalize about paradigmatic theories inherent to their academic emphasis specifically, and the discipline generally</td>
<td>3.57</td>
<td>4.4</td>
<td>3.71</td>
<td>3.27</td>
</tr>
<tr>
<td>3. will be able to interpret and assess the merits of scholarly work.</td>
<td>4.57</td>
<td>4.47</td>
<td>4.43</td>
<td>3.27</td>
</tr>
<tr>
<td>4. am able to use scholarly evidence in developing support for an argumentative claim</td>
<td>4.14</td>
<td>4.67</td>
<td>4.71</td>
<td>3.9</td>
</tr>
<tr>
<td>5. am able to effectively present the findings of an independent research project that I’ve conducted.</td>
<td>4.43</td>
<td>4.3</td>
<td>4.43</td>
<td>3.9</td>
</tr>
</tbody>
</table>

*The four right hand columns indicate the following mean evaluation scores:
  Development: 1= Strongly Disagree; 5=Strongly Agree
  Importance: 1=Not at All Important; 5=Extremely Important
In comparing data from the previous to the current review period, one notices two interesting trends. First, the Development scores tended to improve from the previous to the current review period. In the two proficiency areas of the five that did not improve, scores stayed relatively the same. Thus, there seemed to be an improvement in skills associated with graduate level competencies. The second observation is a bit disturbing, however, and is difficult to explain. The means for perceived Importance of each proficiency area went down in each category from previous to current period. This suggests that program participants may not perceive these competencies to be as important as students did in the previous review period.

The open-ended or qualitative data obtained during this review period is summarized below and highlights what graduating students perceived as the strengths and areas for improvement within the Communication program.

Strengths:
1) Professors: this was overwhelmingly the most often identified strength of the program. Availability, expertise, ability to relay information and ability to provide effective and instructional feedback were the qualities associated with the members of the Communication graduate faculty.
2) Availability of classes (especially adequate evening course offerings).
3) Seminar courses.
4) Ability of the program to relate to the “real world.”

Other strengths included the corporate emphasis in general, student interaction amongst themselves, flexibility in research projects, good overall coverage of topics appropriate to graduate students, and capstone options.

Areas to Improve:
1) More graduate classes should be made available or required classes rotated more frequently; also graduate classes should be offered in the summer, and close to time library is available.
2) Decrease the number of grad/undergrad courses and offer more graduate “only” courses.
3) Better preparation by the program’s faculty of students for Comprehensive Examinations.

Other areas included were a) needing more sense of “community” between graduate students in the Department, b) a stronger delineation of each emphasis (they seem to overlap), c) improve recruitment measures to attract a higher caliber of student for the program, and d) better information dissemination.

4. How Program Meets State/Societal Needs and addresses Diversity and Global Awareness Issues:

The Masters of Science Degree in Communication program works hard to ensure that its graduates have the capability to demonstrate enhanced communication skills to benefit their respective audiences. As a result, our graduates may stimulate and implement the development
of high quality state and societal programs that work for the betterment of all of this nation’s citizens.

More specifically, our program has several courses that require students to become involved in corporate projects that benefit businesses or community groups. Projects that are assigned in 627 (Communication Training) and 629 (Communication Needs Analysis) allow graduate students to take their skills out of the classroom. Independent studies and the newly developed 793 (Communication Practicum) allow students unique opportunities to meld campus and community involvement. The newly developed capstone option, the Applied Communication Project (ACP), requires the integration of theory and research as students address communication problems. A current student, for example, is developing a training module to help managers train employees on how to provide support for fellow workers experiencing grief. Her research has demonstrated that few such programs exist. Students working on the ACP project may produce audio or video documentaries on contemporary issues, a DVD project used for corporate training, a CD-ROM that presents a public relations or advertising campaign for a client, a training manual for identifying cross-cultural differences in a work environment, a proposal based upon a comprehensive corporate needs analysis of a public/private institution, or a multi-functional web site for a corporation. All of these projects could have substantial impact on one’s community or his/her workplace.

The future of our state and nation rests, in part, on an individual’s ability to use technology, and this is another strength of our program. Our courses are taught in classrooms that are technologically up to speed by instructors well-versed in the uses of technology. Our labs have up-to-date, impressive software. As technology is highly salient in the study of communication messages, our instructors, given their expertise and our resources, can impart this knowledge to students who will someday be using these skills in their careers and in their communities.

The Communication discipline embraces diversity as it stresses that messages must be developed and interpreted with the specific audience in mind. This has stimulated the development of a multi-cultural perspective of the communication discipline in general. This coupled with our program’s desire to embrace the Chancellor’s focus on making UW-Whitewater a more inclusive campus, has motivated our instructors to teach using examples, materials, and styles that relate to all groups of people. Specifically, the program offers the course (624) Cross Cultural Communication. Seminar courses periodically use diversity and global issues as a backdrop for study on corporate or mass communication topics. 701 Introduction to Communication Studies also has students read scholarly articles that relate to diversity. Graduate students are also encouraged to become involved in our Department’s short term study abroad programs (691) so that they can utilize the intercultural communication skills that they learn in their courses. These courses or Practica, are scheduled at the end of the semester or during Winterim so that they are convenient for students. The Practicum courses are lead by faculty who have international experience and background in the area of cross cultural communication. Many of our faculty, in fact, have participated in diversity workshops both on and off campus. Sue Wildermuth of our Department, for example, developed a workshop for our faculty members that highlighted ways to better incorporate diversity into our classrooms. Additionally, diversity and global awareness issues are emphasized in that our students are allowed to take electives. They are sometimes encouraged to go outside of the department and have chosen to take such courses as International Management or Race Relations.
5. Changes in Goals/Objectives and/or Curriculum:

The Program Weaknesses and Recommendations identified in the Audit and Review Evaluation Form (see Appendix A) for the previous review period will guide the explanations provided in this section of the self-study.

a. Gaps in the Assessment Information

Unfortunately, gaps continue to exist in the assessment information. As stated several times already, our program has experienced much turn over in the position of program coordinator during this review period. As a new person moves into this role, s/he requires time to learn the system involved in graduate student intake, recruitment, courses, procedures for leading graduate faculty meetings, etc. Those acting as coordinator had to first acquire the knowledge to keep the program running and deal with the most pressing and immediate issues. In addition, there was much turn over in graduate faculty positions during this review period primarily due to retirements. Since 1998, we have welcomed 10 new graduate faculty members. In addition, several of the graduate faculty who are still teaching in our Department are doing so on a very limited basis and have much less involvement in graduate faculty issues due to the administrative positions they now hold. In part, due to this departmental flux, assessment issues were not discussed frequently and modifications to the present system were not significantly addressed.

We are finally gaining stability in the position of program coordinator, and in the past several years we have tackled the most pressing curricular and administrative issues. The members of the graduate faculty who have been hired during the last review period are becoming more familiar with the university, their department and its graduate program. Conditions, then, appear ready for the graduate faculty to put forth the effort needed to reevaluate the program’s objectives and further develop its mission statement which was begun following the last review period when it was recommended that the program develop a clearer vision. The issues of 1) obtaining additional external information on our students and 2) placing more emphasis on assessment as the initiator of change rather than faculty concerns, will also need to be addressed by the graduate faculty in the very near future.

We are also planning to take a closer look at the assessment data that is available to us to discover trends and areas where the program can improve. Data, for example, again showed that students choosing to do the comprehensive examinations sometimes lack in the proficiencies we desire. Students have voiced a concern that they are not as prepared for the comprehensive exams as they would like to be. In a graduate faculty retreat held in January, 2003, a break out group discussed the comprehensive examinations and offered suggestions on how the procedure and student performance might be improved. One step that was implemented was that explicit instructions for how to prepare for the examinations was included in the new Information Handbook (see Appendix B). There is a binder in the graduate coordinator’s office that has sample comprehensive examination questions for new faculty to review before writing their own comprehensive examination questions.

The sharing of assessment information was probably not adequately accomplished during the last review period, or at least there is not written documentation to that effect. After this review period, there are several ways information will be
disseminated to students. There are plans, for example, for a Graduate Student Advisory Board to be developed from students in our program who may be able to help suggest ways to best disseminate this information. A roundtable of graduate students where results of the review are shared and opportunities for suggestions for program improvement exist, might be initiated. The Information Handbook and required classes and seminar courses might also provide avenues for information dissemination.

b. Clarity of Direction

As has been previously explained, the graduate faculty members of the Communication Department have plans to clarify the vision of the program in the near future, having been hindered in this endeavor due to departmental flux in faculty positions and in the position of graduate coordinator. A Mission Statement is in the process of being finalized. No longer is the significance of the program being questioned by those within the Department. In fact, new graduate faculty seem excited about the prospect of working with graduate students and the graduate program. Their energy, enthusiasm, and multiplicity of perspectives will no doubt serve to make the vision of the program more clear and applicable. A discussion of what qualities attract students to our program should be conducted more formally, although this issue has already been informally discussed. Additionally, more discussion needs to ensue regarding what our graduate students can do with their degrees once they have completed the program. Work has been done, however, concerning the required background students need to become involved in the program. Foundational courses, for example, have been clearly identified and are articulated in the graduate catalogue and the Handbook.

In the past few years, our graduate faculty has articulated the need for our program to meet the needs of those who want a more practitioner-based experience. In an attempt to emphasize our program’s applied focus, we have implemented an Applied Communication Project as a third capstone option. At this point we have three people working on the ACP. In addition, we have recently developed a Communication Practicum for people who would like to work outside of the classroom putting their knowledge and skills to practical use.

c. Students’ difficulty with theoretical concepts.

According to the limited assessment data available, this still appears to be a problem. Informally, the issue has been discussed and potential solutions voiced. This question is an interesting one and a crucial one for the graduate faculty to address formally during the next review period.

d. English Communication Problems for International Students.

The program requires students to take the TOEFL (Test of English as a Foreign Language) and produce scores of 540-553 (Paper) or 207-220 (Computer) to be admitted to the program. During this review period, there were few language problems reported. There were also fewer international students involved in the program itself. Because the Terrorist Attacks (911) occurred during this review period, international travel/study may have become more difficult for students from
other countries. Although there have been inquiries from international students about our program, few have actually applied.

e. Program is heavily dependent on dual-listed courses

Many of our curricular changes during this review period were in response to this recommendation, that the program work for more separation between graduate and undergraduate courses to better meet the needs of our graduate students. Student data obtained in Exit Interviews articulated the same concern. Approximately 13 of the program’s dual-listed courses were eliminated at the graduate level making the graduate program, we feel, a stronger one. Graduate course descriptions have in some cases been modified to reflect the more advanced course content. Those courses that remain dual listed must contain content and assignments that clearly separate the undergraduate course from its graduate counterpart (see Appendix D1). The program has also worked to offer its 700 level courses on a more consistent basis, demonstrating the Department’s commitment to further differentiate the “graduate” experience from the undergraduate experience. In addition, graduate students’ needs are being better met through the Information Handbook designed especially for graduate students in our program. The Research Colloquia that are also planned throughout the academic year are providing graduate students more opportunities to engage in scholarly discussions which are not necessarily a part of the undergraduate experience in the Department. In the future, obtaining feedback from colloquium participants would indicate how beneficial these colloquia are for students in our program.

f. Program has been perceived as receiving little support because of enrollment pressures from the Undergraduate program.

Enrollment in the Department’s undergraduate program has leveled off as compared to the end of the last review period. Additionally, as stated before, the program now has a larger graduate faculty who seem more enthusiastic about the graduate program and are better able to share the responsibilities of the undergraduate program such as advising and doing independent studies. Although the demands of the undergraduate program are still somewhat of a concern, the situation is improving. The Dean has also been supportive of the program by allowing the Department to consistently schedule 700-level (graduate-level) courses each semester.

g. The program is small.

The program remains relatively small. See table below for a comparison of FTE over the review period. Please note that 2001 data was not provided in the Graduate School’s report.

<table>
<thead>
<tr>
<th>Dates</th>
<th>1/15/98</th>
<th>1/15/99</th>
<th>1/15/00</th>
<th>1/15/02</th>
<th>1/15/03</th>
<th>1/15/04</th>
</tr>
</thead>
<tbody>
<tr>
<td>FTE</td>
<td>8.9</td>
<td>8.9</td>
<td>9.6</td>
<td>9.38</td>
<td>13.5</td>
<td>15.25</td>
</tr>
</tbody>
</table>

The FTE reported in January, 1999, was 8.9 with a total enrollment of 27 students. At the end of this review period, January, 2004, the program’s FTE was 15.25 with a total enrollment of 32 students. Although the program may always be small
compared to the larger graduate programs on this campus, the graduate faculty, is pleased with its growth. Graduate faculty also appreciate the benefits of a smaller program, most notably class sizes that are conducive to building community, developing closer relationships, and encouraging quality interaction.

h. The program faculty have not been active in seeking outside funding.
Graduate faculty members have increased their efforts for both internal and external funding and this trend is expected to continue. Sally Vogl-Bauer, for example, has been successful in obtaining four competitively selected grants ranging from work on curricular redesign and classroom technology to advising. Wilfred Tremblay has been active during this review period procuring grants for modernization of the University’s radio station and its facilities. Sue Wildermuth has obtained several grants that have enabled faculty to invite international speakers to their classrooms and to purchase diversity-related materials for themselves and their classes. For a more complete overview of faculty grant activity, see Appendix F. Graduate students as well as undergraduates have enjoyed the benefits of the faculty’s involvement in grant work. In addition, more emphasis has been placed on locating funding for our graduate students’ endeavors. The Graduate School is funding a student who will present a paper at the Central States Communication convention in April, 2004, and several students have been awarded grants in the sum of $500 to pursue thesis or applied communication project work. Funding efforts will be emphasized more during the next review period.

Required Actions
Unfortunately, it is unclear if the required actions specified in the Evaluation (Appendix A) were actually carried out, especially conferences with the Dean of the College of Arts and Communication. We can find no written record to verify if this occurred. The issue of the dual listed courses has been addressed. Work on clarifying the vision of the program has started and is progressing. Assessment initiatives and monitoring of the assessment instruments we currently have in place must be a priority during the next review period as this issue has not been adequately addressed. Finally, during the Spring semester, 2004, a Graduate Student Advisory Council will be established to provide avenues for additional feedback.

6. Discuss Potential Revisions
There are several areas of potential revisions to the program, which have already been discussed in the previous section.

a) Clarify the vision of the program through a completion of the Mission Statement and modification, if necessary, of program objectives. This information is now disseminated to faculty and students primarily through the Information Handbook, Graduate Faculty meetings, and discussed in graduate classes.

b) Investigate and develop more effective assessment strategies. As mentioned previously, additional ways to assess the program, student outcomes, and alumni perceptions must be pursued during the next review period.
c. **Make program more applicable to real world situations.** During the last review period, the graduate faculty developed two new initiatives geared to making the program more congruent with the needs of our students. First, a third capstone experience, the Applied Communication Project (ACP) was developed. This project emphasizes the application of communication theory and principles to solve a communication problem or meet a specific communication need. As this change was approved in November, 2003, to date, no students have completed or subsequently defended their ACP. Thus, we look forward to the completion of this endeavor and opportunity to modify this capstone option accordingly.

The second initiative related to application of this program to “real world” experience, has been the Communication Practicum (Speech/Journalism 793). Graduate students in both the corporate and mass communication emphases have expressed interest in applying their theoretical and research backgrounds in “the field.” The Communication Practicum affords students the opportunity to participate in internships with corporations, organizations, agencies, studios, or participate in other activities that would garner them field experience. Like the ACP, this course has only been recently approved. The graduate faculty are looking forward to students enrolling. Then the graduate faculty may assess how well this new practicum course meets the objective of providing additional opportunities for students to apply knowledge and skills.

d. **Investigation of a third emphasis.** Currently, our program has two emphases: Corporate Communication and Mass Communication. Based on the research-interest areas and expertise of many of our graduate faculty members and the interest of many of our graduate students, it is reasonable for our program to investigate the feasibility of developing a third emphasis area in Interpersonal Communication. The undergraduate program is presently working to change its Public Communication emphasis to an Interpersonal one. As several of our graduate faculty have very strong backgrounds in this area, their expertise could easily be tapped into for this third graduate emphasis. Many graduate students involved in teaching, ministry, volunteer organizations, etc., have informally articulated that this would be an attractive option for them.

e. **Establishment of a Graduate Student Advisory Board.**

Details on the duties of this Board have yet to be finalized. It is hoped that this small group of graduate students would confer on a regular basis with the graduate coordinator and other interested faculty in discussing issues related to the program and providing feedback on the program. Members of the Board could also aid the graduate coordinator in planning research colloquia and other formal or informal events for graduate students and faculty.
C. Assessment of Student Learning Outcomes

1. Performance Objectives:

   The three core courses required of all students, the required courses in the two emphasis areas, and the required capstone experience have been designed to enable students to develop the competencies specified in the program objectives (See Appendix B, Handbook, p. 4).

   Among the core courses, *Introduction to Communication Studies* (701) takes students through advanced-level (e.g., primary source) readings from various parts of the communication discipline, exploring divergent philosophies and research procedures. The course is designed to build upon a basic understanding of the research process (Objective #2), introduce fundamental theories (Objective #3) and instruct and provide students opportunities for practicing the skills inherent in writing a scholarly paper on a controversial theory, perspective or procedure (Objective #5). *Methods of Communication Research* (785) is designed to give students an advanced-level understanding of quantitative and qualitative research methods focusing on Communication variables (Objectives #2, #4 and #5), and *Issues in Human Communication Theory* (722) surveys the diverse philosophies and histories of the discipline (Objectives #2, #3, #4 and #5).

   The required coursework in the emphases areas continues to refine competency-levels in Objectives #2 - #5. An additional outcome of work in the Corporate or Mass Communication emphases areas is a richer understanding of specific sub-disciplines. Through required courses such as the *Seminar in Applied Public Communication* (702), and *Seminar in Corporate Communication* (703) in the Corporate Communication emphasis, or the *Seminar in Mass Communication* (794), and *Effects of Mass Communication* (731) in the Mass Communication emphasis, students gain a greater breadth and depth of understanding concordant with specific interest areas (e.g., organizational communication, children and media, gender studies), and acquire the ability to identify nuances in discussion of what constitutes “effective communication” (Objective #1). Working on the capstone experiences of the thesis, applied communication project, or comprehensive exams tends to accomplish all the program objectives articulated and serves as an appropriate culminating experience for graduate students.

   See Appendix D for a more detailed listing.

2. Data Collection Techniques

   The three data collection techniques used were discussed earlier in this report. The three forms used have been *A) Final Thesis Defense Evaluation Form* (completed by all members of the student’s faculty committee), *B) Oral Comprehensive Examination Form* (completed by all members of the student’s faculty committee), and *C) Graduate Exit Interview Form* (completed by the exiting student). All three of these instruments collect assessment data through fixed-response and open-ended responses. Data from this review period were summarized and compared to the previous review period on pages 9-11.
3. Individual Courses Related to Performance Objectives
   See Appendix D for more information.

4. Potential Revisions Based on Assessment Information
   Several areas of curriculum revision have already been mentioned. It is hoped that the graduate faculty will investigate the feasibility of developing an Interpersonal Communication Emphasis, but this will also depend upon budgetary considerations. Assessment information coming from students’ open ended responses to the strengths and weaknesses of the program indicate more improvement could be made in offering more graduate classes. Over the last three years, this has begun to occur, and it is hoped that the trend will continue. Students voiced that graduate classes could also be held at more convenient times, such as during the summer when the library is open. This issue could be reviewed with feedback from the Student Advisory Committee, and the possibility of offering weekend classes could also be explored. The content of the courses was never addressed by students. Better dissemination of information, a student concern, has been somewhat addressed in the decision of the graduate faculty to incorporate a reading of the Information Handbook in the 701 (Introduction to Communication Studies) course; thus it has become part of the curriculum. This may help students who felt they could have been better prepared for the Comprehensive Exam in that a portion of the Handbook is devoted to procedures and preparation for the Comprehensive Exams. Finally, student data indicated that some graduate students wanted more of a “graduate” experience easily differentiated from that of undergraduate students in the Department. The elimination of at least 13 dual listed courses, the addition of Research Colloquium opportunities, more emphasis on graduate student participation in scholarly presentations at conventions, and a Graduate Student Advisory Council are measures that should help address these concerns.

Dual-Listed Courses and Their Graduate Expectations can be found in Appendix D1.

D. Program Improvements Resulting from Assessment Efforts

1. Important Changes to Curriculum, Assessment Objectives and Data Collection Techniques:
   a. Change 1: (More of a graduate experience; less dual listed courses)
      During the past review period at least 12 courses that were dual listed for graduate students were dropped from the program. Additionally, 700 level courses were offered more consistently. A schedule of when these courses will be offered is included in the Handbook and shows the schedule through Spring, 2007. The graduate program is also making efforts to offer more elective options. Students may choose electives from the Communication Department, from graduate programs in other departments on the UW-Whitewater campus or other institutions.

   b. Change 2: (Better communication between the Department and graduate students)
The development and distribution of the Communication Handbook has made a major improvement in this area. Now, important information regarding the application process, registration, course requirements, and capstone experiences is laid out in one convenient place. Graduate students were provided a Handbook at the beginning of the Fall 2003 semester. Faculty have also received a copy of the Handbook so they are more informed on policies and procedures. In the last several years, it has become standard practice for the graduate coordinator to be the advisor for the first year of our graduate students’ experience. As we have gained more consistency in the graduate coordinator position, it is possible for students to get stronger advice and more accurate communication.

c. **Change 3: (More emphasis on application of knowledge and skills gained in courses)**

   This goal stems from feedback from faculty on the strength of the program. Our program description states that it is “practitioner oriented;” yet the graduate faculty felt that there were curricular additions that would better accomplish this goal. As mentioned previously, the faculty recently developed an additional capstone option of an Applied Communication Project (ACP). This capstone option allows students to design and implement projects that meet a communication need or solve a communication problem in business, industry, education or the community in general. As this change in degree recently was approved, the first cohort of students attempting the ACP is in place, but they have not yet completed their projects.

   A second practitioner-oriented initiative was the 793 Communication Practicum which has also been previously described. The graduate level practicum offers students opportunities for internships and work outside of the classroom whereby they are encouraged to use classroom knowledge and skills in a “real world” setting. As the 793 course was also recently approved, no graduate student has yet taken advantage of the opportunity although I am sure it will gain in popularity as the course gets publicized.

2. **Program’s Response to Recommendations from the Audit and Review Evaluation Report**

   First, it should be reiterated that there have been four graduate coordinators during his review period. Simply learning the duties of the graduate coordinator and how the program is administered takes time and energy. Also, there were some issues regarding curriculum and administration of the program that had to be resolved. Because of this situation, the ability to address every recommendation was hindered, but overall progress was made in several areas.

   **Response 1: Establishing a clearer direction for the program.**

   This recommendation is in the process of being followed up upon. The term “Public Communication” was dropped from the Corporate Communication emphasis for
a clearer delineation of what this emphasis focused upon. A Mission Statement has been drafted but the final form has not yet been adopted. Now that many of the curricular revisions, especially those relating to the elimination of many dual-listed courses, have been made, and the current graduate coordinator is on her second year and has become more comfortable in the position, more time and effort will be afforded to exploring how to better meet student needs and requirements. It was suggested in the previous recommendations that the program objectives be reevaluated and additional objectives added, if necessary. This task together with the final drafting of the mission statement should clarify the direction of the program.

Response 2: The Program should continue its efforts to enhance the assessment program.

The internal assessment forms that are currently in place provide feedback on the program from the students’ perspective. Now, we must be more conscientious in our collection of the data and be sure to get the forms from every graduate. This task should be shared by students’ capstone committee members and the graduate coordinator. External assessment data from alumni will be available through the University in five-year increments. We will be discussing the feasibility of following up on our graduates on a regular basis to find out among other information, their current employment status and how their graduate experience has impacted their job performance.

Response 3: The Program should work toward more separation between graduate and undergraduate programs.

This has been done as mentioned earlier with eliminating many undergraduate/graduate classes and offering the required 700-level graduate courses on a more consistent basis. Faculty received a copy of the “Differentiation between Graduate Classes” memo and have been working with these guidelines in developing appropriate graduate-level assignments and grading criteria for the dual-listed courses that remain in the program. A Handbook designed specifically for our graduate students, encouragement of graduate students to submit papers/panels to our discipline’s conventions, and the planning of research colloquia have also added to the graduate experience and helped differentiate the graduate program from our undergraduate programs.

Response 4: An advisory council could be used if external evaluations lead to numbers that are too small to be reliable.

Advisory councils consisting of graduate students and alumni of the program could indeed offer beneficial feedback to help in the structuring of the program. A graduate student council has already been planned to begin this semester. An alumni advisory board is a possibility that may be explored during this semester’s graduate faculty meetings.

D. Information Shared with Constituencies

Student Constituency: The program information has been shared with students in several ways. The new Handbook for the Communication Program outlines procedures,
course requirements for both emphases, and other important information. The graduate coordinator generally meets with students during the advising period and at other times throughout the year as needed, updating students on different issues. *Introduction to Communication Studies* (701) has been the course designated by the graduate faculty for the dissemination of important information also. Handbooks, for example, are distributed in this class and discussed in detail with the group. In addition, this class typically invites all graduate faculty members to come in during the semester to discuss their areas of expertise and answer questions about upcoming classes, etc. When students enter the program they meet initially with the graduate coordinator and are also invited to attend a university-wide graduate orientation session. During the course of the students’ program, instructors in the various graduate level courses bring goals and expectations of the Department to the students’ attention as well.

**Faculty Constituency:** The Graduate Faculty attend monthly meetings organized by the Graduate Coordinator where many issues are discussed and solutions implemented. During the past three years, annual workshops have been organized for Graduate Faculty in the Communication Department so that they are given a block of time to develop goals, reexamine current trends and policies, and develop new strategies based on their discussions. Monthly Departmental meetings also offer a venue for communicating with graduate faculty. Finally, members of the Graduate Faculty receive a copy of the Handbook which is also distributed to the graduate students in the Communication program.

### II. ENROLLMENT

**A. Trend Data (see Appendix E)**

1. The number of students enrolled each fall for the past five years has remained roughly the same. There were, for example, 28 students enrolled in Fall, 2003, and 27 students were enrolled in Fall, 1999. In the middle of the five year period, the number of students (Fall, 2001), dipped to a low of 16 students. Since FTE has increased from 1998 to 2003 (see pg.16 of this report), this suggests that the number of credit hours taken by graduate students in our program has increased.

2. The number of students awarded their degrees shows a low number of 3 people in 2001-2002 to a high of 15 people in 2000-2001. The last year of the review showed that 8 people received their degrees. For the 2003-2004 academic year, it is projected that approximately 12 students will complete degrees.

3. Student placement information has been difficult to determine as we have no alumni survey in place. Most of what is known has come to us informally, through the interaction of faculty with alumni. Many of our graduate students already have jobs when they enter the program and are working for promotions or pay increases. If working in large corporations, many students find that their employers will pay for their masters programs. More consistent follow up procedures are needed to determine what types of jobs our students secure. There is a wide range of professions represented by our graduates. This will be discussed briefly in the following section.
B. Demand for Graduates

As mentioned in the past review, our Masters Degree in Communication is not a professional degree. The degree provides students with communication skills and knowledge that prepare them for a wide variety of careers. Students refine their skills in critical thinking, writing, speaking and conducting research, and these skills are often applied in a variety of contexts.

Students earning graduate degrees during this review period, for example, have indicated that they have pursued jobs in secondary and post-secondary teaching capacities. Several students, for example, were hired to teach courses in the Communication Department here at UW-Whitewater. Another student is teaching in South Korea. In addition, students report working in the areas of politics, the airline industry, public relations, human resource management, law enforcement, and multiple managerial positions in corporations.

ACCREDITATION: NA

C. Location Advantage

The location of the program is advantageous. Whitewater is located approximately 50 minutes from Madison and Milwaukee, 40 minutes from Waukesha, and 20 minutes from Janesville. Whitewater is also approximately 2 hours from downtown Chicago which is easily accessible by car, bus, or train. Upwards of 90% of our non- international students are from these locations. Thus, commuting is a viable option and those who work full-time can easily attend night classes.

As Whitewater is a small town rather than a large city, students tend to find parking easier and the campus safer than if they attended graduate school in a large city, especially during evening hours.

Another location advantage has been UW-Whitewater’s proximity to the larger libraries of institutions such as UW-Madison, UW-Milwaukee, and Marquette University in Milwaukee. In the last few years, however, given the expanding technological avenues for doing research, this advantage has lessened somewhat.

A final location advantage might be that national and regional conventions in the Communication discipline, such as Central States and the National Communication Association conventions are held in Chicago and Milwaukee on a somewhat frequent basis offering our students the opportunity to participate while not traveling too far from home.
D. Comparative Advantage

There are four other Communication Masters Degree programs in the state and one in Northern Illinois. The host universities and their academic emphases are listed below:

<table>
<thead>
<tr>
<th>Marquette</th>
<th>UW-Madison</th>
<th>UW-Milwaukee</th>
<th>UW-Stevens Point</th>
<th>U-Northern Illinois</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advertising/Public Relations</td>
<td>Communication Science</td>
<td>Organizational/Professional Science</td>
<td>Interpersonal Communication</td>
<td>Communication Theory</td>
</tr>
<tr>
<td>Broadcast/Electronic Communication</td>
<td>Media &amp; Cultural Studies</td>
<td>Intercultural/International</td>
<td>Organizational</td>
<td>Journalism</td>
</tr>
<tr>
<td>Communication Studies</td>
<td>Rhetoric</td>
<td>Interpersonal/Mediation</td>
<td>Mass Communication</td>
<td>Media Studies</td>
</tr>
<tr>
<td>Communication and Journalism</td>
<td>Rhetoric</td>
<td>Rhetoric/Public Communication</td>
<td>Public Relations</td>
<td>Rhetorical Studies</td>
</tr>
</tbody>
</table>

Two of the programs closest in proximity to UW-Whitewater, UW-Madison and UW-Milwaukee, have missions quite different from this program. Both are geared towards students with an avid interest in continuing their education in Ph.D. programs, and as such, tend to recruit and attract students from around the nation generally, and the upper Midwest specifically. These are primarily research-oriented programs. Similarly, Northern Illinois University tends to have a research orientation. The programs at Madison, Milwaukee, and Northern Illinois are composed largely of full-time graduate students. The programs typically require their faculty to teach between 3 and 6 credits a semester. Marquette University, the only private institution in this group, attracts students who desire a research emphasis, although a practical application is also emphasized in the program’s description. Tuition for Marquette’s graduate program in Communication is comparatively high as compared to the other institutions mentioned here as well as that of UW-Whitewater, although this is partially offset by the teaching and research assistantships which are available to students.

The Masters program in Communication offered by Stevens Point is the one most similar to the program at UW-Whitewater. It provides a mix of theory and practical application courses, and offers Interpersonal Communication and Public Relations emphases which are not offered at UW-Whitewater. Another major characteristic of the program at Stevens Point which sets it apart from ours, is its advertised teaching assistantships. The website detailing Stevens Point’s Communication program mentions that 9 teaching assistantships are available. Our graduate program has no assistantships available, teaching or otherwise.

Although the UW-Whitewater program has a base of full-time students (averaging about 8 a semester), the mission over the past few years has evolved into one serving the local working adult. The program provides a curriculum of advanced study for career-minded individuals, generally, located within an hour of the campus. This is perhaps best evidenced by the program offering its graduate curriculum primarily during the evenings. It is, for example, almost always possible for a graduate student to take 9 credits with night classes and/or independent studies. Another advantage is a strong undergraduate program in Communication. Quite a few of our students have been our own.
undergraduates who decide that they will return as graduate students because they like the faculty or they want to remain in the Whitewater area. As mentioned earlier, the convenience of location, safety, parking, and ease of getting around campus, are all advantages students have expressed in connection with the program in Communication at Whitewater. Additionally, our program does not require the student to take the GRE (Graduate Record Examination) which is required for admission at the other campuses previously mentioned. On the other hand, the Communication program at UW-Whitewater is at a disadvantage in that it offers only two emphases, whereas the four other programs in Communication offer 3-4 emphases which may better meet potential graduate students’ interest areas. Also, unlike the other Communication programs mentioned, our program does not offer any graduate assistantships in teaching or research. This is very detrimental when competing for top students.

E. Community Impact

The impact of the program on the community/region is probably comparable to most other non-human services programs at the University. That is, the program doesn’t as a direct result of its existence, provide any readily marketed services or performance for public consumption (e.g. speech pathology clinic, music ensemble performances). Individual graduate seminars in mass communication and the corporate communication emphases may provide a service by having students produce a video or conduct an organizational analysis respectively. Graduate students in corporate communication may also become involved in organizations through developing specified training programs for which they do not receive payment.

The primary impact of the program on the community/region results from the involvement of faculty and students. Section III, Part E, of this report provides a full listing of faculty contributions to the region.

IV. RESOURCE AVAILABILITY AND DEVELOPMENT

A. Faculty and Staff Characteristics

1. As the chart in Appendix F illustrates, there are currently 17 individuals who hold terminal degrees and thus, have graduate faculty status. Additionally, it should be noted that one more individual has recently received his terminal degree and was not included in the listing of faculty for this review period because his graduate faculty status was just installed at the conclusion of the Fall, 2003 semester. Of the 17 members of the Graduate Faculty it is important to highlight that:
   1) 9 of the 17 have been hired into tenure-track positions during the past review period,
   2) 9 of the 17 are male, while 8 are female (six were hired during this review period), and
   3) the faculty bring degrees from 12 different universities from various parts of the country, although primarily the Midwest.

   This group brings a wide array of expertise to the program. New hires come with experience teaching and working in areas of business and industry that
focus on mass communication and media studies, organizational communication, health communication, intercultural communication, and interpersonal communication including family communication.

Although the program has only two emphases, Corporate and Mass Communication, faculty who have expertise in related areas such as Public Relations, Advertising, or Intercultural Communication are instrumental in facilitating students’ in-depth understanding and comprehensive view of their respective emphases through their teaching of seminars and mentoring of theses and other creative projects. Graduate faculty attend Graduate Faculty meetings and workshops as arranged by the graduate coordinator. This allows faculty to be instrumental in the monitoring of the program and in the creation of its policies and procedures. These meetings are an important means whereby faculty are kept informed about graduate students, program policies, and other important issues.

Clearly, this program is making progress in meeting affirmative action goals in regard to gender. As mentioned previously, of the 17 faculty eligible to teach in the graduate program, 8 are women. Ethnic diversity, however, is somewhat lacking when considering the faculty in general.

2. Faculty involvement in teaching courses in the graduate curriculum distributes unevenly, in part because of a) previous faculty interest, b) the sizeable demands that attend the undergraduate curriculum, and c) the recent addition of faculty at the graduate level who have not yet had the opportunity to teach graduate courses. The graduate faculty have been responsible for the following courses during this review period:

*Baus
Speech 521 Nonverbal Communication (no longer dual listed)
      526 Gender and Communication
      528 Communication Conflict Resolution
      624 Cross Cultural Communication
      785 Research Methods

*Coates
Sp/Journlsm 505 History of Mass Communication
Sp/Journlsm 631 Mass Communication in Society
Journlsm 794 Seminar

*Conover
Speech 530 Corporate and Industrial Video Production
Speech 539 History of Cinema (no longer dual-listed)
Speech 640 New Communication Technologies
Speech 535 Advertising Video Production
Sp/Journlsm 731 Effects of Mass Communication

Dysart-Gale
Speech 624 Cross Cultural Communication

Haven
Speech 645 Rhetoric of Campaigns and Social Movements

Herriott
Speech 520 Advanced Audio Production
Hixson
No graduate classes taught this review period.

*Monfils
Speech  624  Cross Cultural Communication
Speech/Jour  691  Travel Study
Speech  703  Seminar in Corporate Communication

*Penington
Speech  521  Nonverbal Communication (no longer dual listed)
Speech  624  Cross Cultural Communication
Speech  621  Listening Behavior (no longer dual listed)
Speech/Jour  691  Travel Study
Speech  701  Introduction to Communication Studies

Smudde
Speech  703  Seminar in Corporate Communication

*Stone
Speech  703  Seminar in Corporate Communication

Tremblay
Journlsm  620  Law of Mass Communication
Journlsm  794  Seminar in Mass Communication

*Vogl-Bauer
Speech  528  Communication Conflict Resolution
Speech  701  Introduction to Communication Studies
Speech  702  Seminar in Applied Public Communication
Speech  722  Issues in Human Communication Theory

Welch
Speech  629  Organizational Communication Needs Analysis

Wellman
Speech  701  Introduction to Communication Studies
Speech  521  Nonverbal Communication (no longer dual listed)
Speech  526  Gender Communication

Weiss
No graduate classes taught this review period

*Wilderuth
Speech  624  Cross Cultural Communication
Speech/Jour  691  Travel Study
Speech  702  Seminar in Applied Public Communication
Speech  722  Issues in Human Communication Theory

Additionally, all graduate faculty listed above are eligible to advise students, mentor students in independent studies, or serve as committee members on comprehensive examination, applied communication project, or thesis committees. The starred individuals above have served, or are currently serving, as directors of theses (799) or applied communication projects (789).
3. During this review period, the following instructors resigned or retired: Anne Gravel, Terry Ostermeier, Steve Shields, Ann Tetley, and Sherry Williams. In addition, Barbara Monfils, John Stone, Richard Haven, and Sally Vogl-Bauer are serving in administrative appointments that prevented them from teaching full-time in the Communication Department. These situations necessitated scheduling revisions and the need for new individuals to be hired into the Communication Department to fill vacancies. As mentioned earlier, 9 of the 17 current graduate faculty members were new hires to tenure-track positions during the past review period. These included Coates, Dysart-Gale, Herriot, Hixson, Penington, Smudde, Welch, Wellman, and Wildermuth. Clearly, the graduate faculty has many new members. The program sees this as a definite advantage in that these individuals bring expertise, fresh ideas, and enthusiasm to the program. They are also able to share the load in the teaching and advising of our graduate students.

Regarding anticipated staffing changes or areas of need, the program has recently had one of its A.B.D. hires receive his terminal degree in the area of Journalism. It is anticipated that another A.B.D. hire will receive his degree in Multi-Media before the beginning of the 2004-2005 academic year. Additionally, the Department has recently hired an individual who is A.B.D. in Advertising. As the program has a corporate communication emphasis, the area of organizational communication must be well staffed. Recently, S-A Welch was hired for this purpose. During the Spring semester, 2004, it is anticipated that another individual with a PhD will be hired with background in Organizational Communication. Not only will this aid the undergraduate program, but it will add more depth to the graduate emphasis in Corporate Communication.

B. Teaching and Learning Enhancement

Members of the graduate faculty teaching in this program have been recognized as outstanding teachers. During the past review period, instructors, Barbara Monfils (1998), Ray Baus (2000), and Susan Wildermuth (2004) have been honored with the College of Arts and Communication Excellence in Teaching Award. In addition, Susan Wildermuth was nominated for the Outstanding New Teacher Award for the Central States Communication Association. The instructors in this program have also been invited to become honorary members of Gold Key National Fraternity, Blue Key, and have received mention in the Who’s Who for American College Teacher Awards. Three faculty members, Sally Vogl-Bauer, Barbara Penington and Sue Wildermuth were accepted into the Teacher-Scholar program and Vogl-Bauer and Wildermuth were also recent attendees at the Faculty College, representing the Department and University. Vogl-Bauer was also a Teaching Fellow.

Many faculty make use of teaching advancement opportunities. As is indicated in Appendix F, a number of faculty attend the National Communication Association or Central States Communication Association annual conventions and attend workshops, panels or short courses developed to further enhance the teaching skills of participants. Other conventions such as those held by AEJMC (Association for Education in Mass Communication), World Communication Association, and the International Listening
Association offer venues whereby faculty can hone their teaching skills and add innovative methods and materials to their classrooms. The LEARN Center on campus also offers many workshops and speaker meetings that our faculty not only attend, but occasionally lead.

Advising in the graduate program is going well and students seem to be more familiar with the program. The development of “check sheets” for emphasis requirements and the new Handbook have helped in this regard. Several years ago, a new precedent was adopted whereby new graduate students were assigned the graduate coordinator as an advisor. This has built more continuity into the program in that the graduate coordinator can map out a course of study not only for the following semester, but for the length of the program itself. After the first semester, a graduate student is free to choose a different advisor, although most have chosen to stay with the current graduate coordinator. Although this is somewhat of a time constraint on the graduate coordinator, it seems that students have a better understanding of their progress in the program. Although most faculty do not do academic advising, they have been active serving as directors of theses, chairing comprehensive examination committees, or serving on such committees in non-director roles. As the program grows and the applied communication project becomes more established, faculty will have an increasing number of opportunities to become involved in the advising of students.

Faculty have also been involved with students independent study projects. Often these projects grow into a thesis or applied communication project. Faculty have become more active in encouraging students to submit papers to competitive programs. In the past three years, several graduate students from the program have had papers accepted for presentation at national and regional conventions.

During the review period, the faculty developed the following new courses or new course topics offered in the seminars:

*Travel studies to Ireland, Italy, Peru and Scandinavia (691)
*Seminar in Applied Public Communication (702)
  -Communication and Diversity in the Workplace
*Seminar in Corporate Communication (703)
  -Training in Organizations
*Seminar in Mass Communication (794)
  -Legal Issues and Digital Speech
  -Mass Media and Politics
*Special Studies (696)
  -TV News Reporting and Production
  -Mass Media and Multiculturalism
  -Survey of Digital Publishing
*New Communication Technologies (640)

The Travel Study courses emphasize communication and support the Chancellor’s initiative that seeks to emphasize diversity and provide more opportunities for students to study abroad. As our travel study courses are generally 2-3 weeks in length, they give graduate students an opportunity to use intercultural communication skills, without a semester commitment as most study abroad programs require. Our three seminar courses are offered on a rotating basis with new topics being studied each time.
the seminar is offered. This, of course, necessitates that a new course be developed for each seminar. The seminar course give our students a more in-depth look at different areas of their chosen emphasis and allow faculty to develop courses that relate to their areas of interest and expertise. Special studies courses in the areas of mass media and digital speech have served to keep students current on the important communication issues of our time. The course *New Communication Technologies* was also developed in response to our students’ needs to remain up-to-date on the newest methods of communication and their application in education or business and industry.

**C. Research and Other Scholarly Activities**

The Research and other Scholarly Activities section of Appendix F demonstrates that the faculty have been active in this area. As a group, our graduate faculty members were responsible for a) articles published in peer reviewed journals at the national, regional, and state levels, b) chapters in books and edited anthologies, c) developed invited articles and d) were extremely active presenting papers or moderating panels at international, national, regional and local conventions.

In 2002 and 2003, members of our graduate faculty, Wilfred Tremblay and Sally Vogl-Bauer, won the College of Arts and Communication Excellence in Research Awards. Appendix F will also demonstrate that several of our faculty have presented papers where the National or Regional convention honored them with a top paper award.

**D. External Funding**

The graduate faculty submitted and received funding for approximately 12 grants during the review period. Several examples were provided on pg. 17 of this report. Additional details on faculty receiving funding from grants is included in Appendix F.

**E. Professional and Public Service**

The graduate faculty are not only excellent instructors and active scholars, but have donated much time and energy to professional and community service endeavors. Notable examples include:

* Functioning as executive board members or directors of international organizations.
* Chairing divisions of in international, national and regional communication organizations.
* Reviewing federal grants
* Serving on editorial boards of international, national, and regional journals
* Reviewing papers and abstracts for international, national, and regional conventions
* Reviewing textbooks relevant to subject area
* Serving in leadership positions on community councils and organizations

The graduate faculty has also been very active serving their Department, College, and University in committee work, often serving in leadership positions. They have given presentations or facilitated discussion groups for the LEARN center, Leadership Center, and for other organizations or as guest lecturers for other courses offered on campus.
F. **Resources for Students in the Program**

There are currently 32 students enrolled in our program and several others who have taken time off from the program to work on a thesis. Considering the size of our graduate faculty, the faculty to student ratio is about one faculty member for every two students. While enrollment in graduate seminars varies from semester to semester depending on topic, each seminar typically attracts approximately 10-12 students.

All of the graduate faculty have been instructed on Blackboard and/or the Desire To Learn delivery systems. Use of these systems by faculty makes it possible for students who work outside the university and have limited time to be on campus, to access course documents, including assigned readings and guidelines. Students seem appreciative of our instructors’ use of this educational technology.

Again, given the vast demands of the undergraduate program, it is difficult to afford the graduate program its own fiscal resources. The graduate program does have a limited copy budget and receives support from the Department’s Program Assistant and student workers.

G. **Facilities, Equipment, and Library Holdings**

This program has benefited greatly during the past five years from an infusion of capital which was used to update classrooms and student labs. All rooms used by the Communication Department, for example, are equipped with computers which are connected to the internet, video, and projection units. The student labs have up-to-date computers which have a variety of software products including the Statistical Package for the Social Sciences (SPSS) which is vital to students enrolled in graduate level courses, especially *Communication Research Methods*. Multi media software is also available. Mass communication students enjoy both television and radio facilities which have state of the art equipment allowing them to produce high quality audio and video projects.

The library holdings are adequate to support the research initiatives of most students. Of the 24 journals identified and chronicled by the National Communication Association, the library either carries hard copies, microfiche or has electronic access to 16. In the years comprising this review period, however, students have worked extensively with data bases, such as Ebsco Host, in locating journal articles in Communication and related disciplines.

**Appendices**

Appendix A: Audit and Review Evaluation Report from Last Review

Appendix B: Graduate Program in Communication Handbook

Note: Accreditation Report (not relevant)

Appendix C: Check sheets specifying requirements in both program emphases

Appendix D: List Linking Courses to Learning Objectives

Appendix D1: List of Dual-Listed Courses and Graduate Requirements if any.

Appendix E: Trend Data included from the University’s Fact Book

Appendix F: Table of Faculty and Staff contributions in teaching, research, and service.

Appendix G: Program Assessment Forms
Appendix B

GRADUATE PROGRAM
in
COMMUNICATION
University of Wisconsin-Whitewater

INFORMATION HANDBOOK

Department of Communication Chairperson
Dr. Sally Vogl-Bauer (262-472-1034)

Graduate Program Coordinator
Dr. Barbara Penington (262-472-1983)
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INTRODUCTION

Welcome to the Graduate Program in Communication at the University of Wisconsin-Whitewater! The Master’s of Science Degree in Communication offers opportunities for academic and professional education in the areas of Corporate Communication and Mass Communication. We thank you for your interest in our program. If you have already been accepted, we look forward to working with you as you progress toward the completion of your degree!

This informational booklet is designed to guide 1) potential graduate students in applying for admission and 2) accepted graduate students in completing degree requirements for the M.S. in Communication. Located in the Appendices of this handbook is important information regarding how to contact the Graduate Studies Office, the Department of Communication office, and the Department’s Graduate Faculty members. In addition, a directory outlining Graduate Faculty members’ areas of research expertise, “check sheets” to be used by students in planning their programs in either the Corporate Communication or Mass Communication emphasis, and a tentative timetable indicating when specific 700-level courses will be offered through the 2006-2007 academic year, are resources which should prove especially helpful to graduate students.

Students are encouraged to read the Handbook carefully. It is the responsibility of the student, not the Department or Graduate Studies Office, to make certain that all degree requirements are fulfilled. Students should also become familiar with the policies and procedures outlined in the 2003-2004 graduate catalogue which is available on-line at: www.uww.edu/gradstudies/gradcat2002.html.

When students have questions, they are advised to contact Graduate Studies (262-472-1006) or the Graduate Program Coordinator in the Communication Department for assistance. The Program Coordinator is currently Dr. Barbara Penington who is located in Heide Hall, Room 460 and can be contacted at 262-472-1983 or via e-mail at peningtb@uww.edu.

Attainment of a Master’s Degree in Communication represents mastery of a body of knowledge in a field that traces its roots back more than two thousand years. It is a challenging endeavor, but one that we hope you will find stimulating and rewarding!
UW-W GRADUATE SCHOOL MISSION STATEMENT

The School of Graduate Studies at the University of Wisconsin-Whitewater oversees programs whose goal is to provide high-quality, practitioner-oriented programs that use knowledge and skills acquired through baccalaureate degrees as a foundation for advanced preparation and professional development for careers in business and industry, education, and human services.

The graduate programs achieve this through provision of learner-centered processes which couple professional experiences with advanced knowledge and highly-refined analytic, communicative, and functional skills such that their students are capable of performances that characterize the best practices of their profession.

To that end, all Master’s level graduates will be able to:

- comprehend and discuss advanced theoretical questions and current issues;
- collect, analyze, and interpret data applicable to complex questions and problems;
- conceptualize, evaluate, and implement solutions to complex problems;
- use computers and other appropriate technologies as needed; and
- synthesize and articulate multiple concepts in a clear, concise, and persuasive manner.

PROGRAM OBJECTIVES: M.S. IN COMMUNICATION

Students should be able, upon completion of their Master’s program, to meet the following objectives:

- Describe processes relevant to the quantitative and qualitative research methods used in communication research.
- Generalize about paradigmatic theories inherent in their academic emphasis.
- Interpret research evidenced through the ability to summarize and assess the merits of scholarly work.
- Use scholarly evidence in developing support for an argumentative premise.
- Effectively present the findings of an independent research project. (This objective is for students completing a thesis.)

ADMISSION TO THE PROGRAM

Minimum undergraduate g.p.a. requirements are set by Graduate Studies. In addition, the Department may have further requirements for admission. Students who do not have the necessary g.p.a. should meet with the Program Coordinator to discuss options in order to meet g.p.a. requirements. If a student is admitted “on probation,” s/he must obtain a 3.0 cumulative grade point within the first 12 credits completed to continue in the program.
Undergraduate courses taken as “foundation” courses for the graduate degree are not calculated into the g.p.a.

Students may also be eligible to enroll in a graduate course as a Non-Candidate for Degree (NCFD), but enrollment as an NCFD does NOT imply that the student will be admitted to the program. The Graduate Catalog (available on-line at: www.uww.edu/gradstudies/gradcat2002.html) explains the NCFD option more fully.

Students who do not have the required background in communication courses will be required to enroll in undergraduate courses to prepare them for advanced study. If a student has not taken an undergraduate course in communication theories, s/he will be required to take 166-422; 166-485 is required if a student has not taken an undergraduate research methods class. Students in Corporate Communication without sufficient undergraduate communication courses will also be required to take 166-327 (Introduction to Organizational Communication). Mass Communication students without a background in communication will be required to take either 166-431 (Mass Communication in Society) or 166-232 (Foundations of Electronic Media), chosen in consultation with an advisor. These undergraduate courses will NOT count toward the M.S. degree.

In considering admission to the program, prospective students should be aware that graduate study requires time and motivation, both in and out of class. Course requirements normally include extensive reading, writing of papers, and in-class oral presentations. In addition, students will be expected to conduct independent research. This is an especially important consideration if an individual has additional job-related and/or family responsibilities. This program is designed to take approximately four semesters if a student is attending full time and has met foundation requirements. Students may also attend part-time, in which case the length of the program will vary accordingly.

APPLYING FOR ADMISSION

The following materials are required for consideration for admission to the Master’s program in Communication and should be sent to the following locations:

To the Graduate School:

- Application for Graduate Admission
- Application Fee ($45.00)
- Official copies of all undergraduate and graduate transcripts
• Transfer of Credit Form(s) if you are planning to transfer non-UW-Whitewater graduate course credits into your program. One transfer form must be completed for EACH course the student plans to transfer to their program, with a limit of 9 credits.

To the Communication Department (Graduate Program Coordinator):

• 2 letters of recommendation (at least one, preferably both, should be academic references from former instructors who can assess the student’s ability to succeed in graduate level courses).
• A Statement of Goals which is a 2-3 page document describing why the applicant is interested in attaining an advanced degree in Communication.

In addition, INTERNATIONAL STUDENTS must:

• Arrange for an official Test of English as a Foreign Language (TOEFL) score to be sent directly to the Graduate Office if English is not the native language. A minimum TOEFL score of 540-553 (Paper) or 207-220 (Computer) is required for admission into the program.

• Send a completed Certification of Finance form to the Graduate Office to demonstrate that there is adequate financial support available during the planned period of study. Forms will be issued upon request by the Graduate Studies Office or are available on-line at: www.uww.edu/gradstudies/certiform.html.

• Have a former professor send a letter of recommendation directly to the Graduate Office attesting to the student’s ability to pursue graduate study in the United States.

STUDENTS APPLYING TO THE COMMUNICATION PROGRAM SHOULD:

1) Submit all required forms to the Graduate School and Communication Department as outlined earlier.

2) Meet the deadlines for submission of materials as found on-line at: http://www.uww.edu/gradstudies/programapps.html. We cannot guarantee the review of completed applications after deadlines in the graduate bulletin have passed.

3) Information on assistantships is available in the Graduate Studies Office or on-line at: http://www.uww.edu/gradstudies/fiopp.html.
Benefits are offered for those who qualify, but be advised that assistantships are contingent on available funding.

ENROLLING IN COURSEWORK

After a letter has been received from the Graduate Studies Office confirming a student’s admission status, the student will be encouraged to meet with the Program Coordinator who will act as the student’s initial advisor. **It is the student’s responsibility to meet with their advisor each semester prior to enrollment in classes.** Regular meetings with an advisor will insure that a student is completing requirements in a timely manner. **Meeting with an advisor is required before a student is “cleared” to register for courses each semester.** Advisement is also important because not all graduate courses are offered every semester. A student should plan to take a required course when it is offered, as that course may not be offered for two or three semesters. Thus, when choosing courses, improper selections will result in the delay of completion of coursework, and course substitutions of required courses are generally not allowed.

Graduate students should complete undergraduate foundation courses before taking graduate credits. Prior to registration, classes being offered can be found on the WINS system and in the University timetable which is available in Baker Hall and at other locations on campus.

PROGRESS TOWARD THE DEGREE

The Master’s of Science in Communication Degree is designed to take *approximately* two years to complete. Up to nine credits may be transferred into one’s program from other accredited institutions. Be sure to check policies and procedures regarding the transfer of credits which are detailed in the current Graduate Catalogue (2002-2004) which is available on line: [www.uww.edu/gradstudies/gradcat2002.html](http://www.uww.edu/gradstudies/gradcat2002.html). The following excerpts from the Graduate Catalogue also provide important information for graduate students:

**Course Repeats.** Graduate students are allowed to repeat a maximum of *two* courses in their degree programs. Courses may be repeated only once. When a course is repeated, the original course and grade remain on the transcript; however, the last grade and credits earned replace the originals and are the only ones used in computing the grade point average in the degree. Students who have been dropped from a degree program may not use the course repeat process to gain readmission into that degree program.
**Course Retakes.** A course taken for undergraduate credit may not later be changed to graduate credit. Courses taken for undergraduate credit may not be retaken for graduate credit.

**Academic Probation.** Students who fail to maintain at least a 3.00 overall grade point average for all graduate work completed at UW-Whitewater are placed on academic probation. A student on academic probation must attain at least a 3.00 overall grade point average within the next 12 graduate credits attempted at UW-Whitewater (including courses that are repeated) in order to be returned to good standing status. Failure to accomplish this will result in the student being dropped from the degree program with ineligibility to take further graduate work in that degree program.

**Appeals and Grievances.** Graduate students are responsible for meeting the terms and conditions of the School of Graduate Studies and the individual program requirements. In cases where exception to graduate school policies or other regulations seems justified, a student may petition. Requests for specific exceptions to graduate school policies should be presented by students in writing and should include clearly stated compelling reasons that may justify an exception. Such requests should be addressed to the Dean of Graduate Studies and submitted to the Graduate Studies Office at least thirty days prior to the term for which the request would be effective. The Dean will forward each request, accompanied by a recommendation from the Program Coordinator of the student’s major or emphasis, to the Committee on Exceptions to Graduate Policy for its consideration. Students are notified of the action on their requests. Actions by the Committee on Exceptions to Graduate Policy may be appealed to the Graduate Dean. Appeals of actions/decisions must be made in writing within thirty days of students being notified of actions/decisions.

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**DECIDING ON A “CAPSTONE” EXPERIENCE**

The Master of Science in Communication degree requires thirty hours of graduate coursework with at least half of the degree coursework in the emphasis chosen completed in courses numbered 700 or higher. In addition, students must complete a “capstone” experience; capstone options include the writing of a thesis, taking a comprehensive examination, or development and implementation of an applied communication project (this option is currently in the planning phase). All options are valid; the option that is best for a student may not be the same option that is best for other classmates. Students should begin considering their preference for the exams or the thesis after the completion of fifteen hours of coursework. However, serious consideration should begin after the completion of twenty-one hours of coursework.

In deciding on a **THESIS** as a “capstone” experience, the following items should be considered:

1) Interest in an area of communication study that an individual would like to explore in-depth and independently;
2) Consideration of further study in communication (e.g., a Ph.D. degree);
3) Self-motivation and self-discipline;
4) Excellence in writing skills;
5) Importance of forming a mentoring relationship with professors who have mutual interest in a similar topic;
6) Flexibility of time in completing the degree.

It is important to note that graduate students are not guaranteed that the thesis option will be available to them. Pursuing the thesis option is contingent upon graduate faculty members’ interest in the project and availability.

In deciding on the written COMPREHENSIVE EXAMINATION as a “capstone” experience, students should consider the following:

1) Sufficiency of knowledge and training for present and future career goals;
2) Likelihood of the M.S. degree as the final formal course of study;
3) Ability to synthesize and apply information from several courses or perspectives, as evidenced by coursework in the program;
4) Importance of completing the degree within a specified time frame.

Remember—no single “capstone” experience is best for everyone. Thus, students are encouraged to discuss options with an advisor or the Graduate Program Coordinator prior to the completion of coursework.

WRITING THE THESIS

If a student wishes to pursue this option, the following steps should be taken:

1) Select a general topic or project focus. This should be a topic of interest to the student, one the student would like to explore more fully.

2) Select a Thesis Director from the graduate faculty of the Department. The Thesis Director should have expertise in the topic. If a student wishes, one may consult with the Graduate Coordinator, or discuss their interests with individual faculty members. It is the student’s responsibility to secure the agreement of a faculty member to act as their Thesis Director.

3) Select two additional faculty members to be on the Thesis Committee, upon consultation with the Thesis Director. Normally, the Committee members will be other Department graduate faculty members, but in special circumstances, one member may be from outside the Department, as long as s/he has graduate faculty status. It is the student’s responsibility to secure the agreement of these persons to be Committee members.
4) Write a thesis proposal/prospectus. A student may use either qualitative or quantitative methods, as long as the thesis involves original research. The thesis proposal or prospectus should conform to the format discussed in the Research Methods course, and should be approved by the Thesis Director. Many students enroll in Individual Studies (JOURNL/SPEECH-798) for the purpose of developing the thesis proposal. Once the Thesis Director has approved the proposal, a copy should be given to Committee members for their review. Once a student has incorporated the suggestions of the Thesis Director and Committee, s/he may begin their research. Students who do not complete a thesis proposal/prospectus as part of a continuous process may be asked to renegotiate the thesis proposal.

5) Register for 1-3 Thesis credits (JOURNL/SPEECH-799); this is optional depending on elective credits needed to complete program.

6) Check with the Graduate Studies Office for any deadlines that must be met, and set up a schedule for submission of thesis chapters to the Thesis Director. A schedule will assist students in making progress towards a degree. The student must also submit an Application for Graduation to the Graduate Studies Office early in the semester that the student plans to defend the thesis.

7) Submit thesis chapters to the Committee members after the student has incorporated the suggestions made by the Thesis Director. Chapter revisions are an important component of this process, so students should expect to write and rewrite chapters until the chapters conform to the Committee’s satisfaction.

8) Submit a final version of the thesis to the Committee. This version should have been proofread several times, and should be in a form suitable for submission to the Graduate Studies Office. Thus, students should check with Graduate Studies for the format of the Thesis, including signature page, title page, abstract, typeface, pagination, margin requirements, etc. It is the student’s responsibility to have met all Graduate Studies’ requirements for the format of the Thesis. The Committee should have a minimum of two weeks to review this draft.

9) Schedule an oral defense of the Thesis with the Committee. Normally, the defense takes one to two hours. Students should be prepared to explain their rationale, methods, and conclusions to the Committee and to answer questions that Committee members raise. At the conclusion of the defense, students will be asked to leave the room while the Committee discusses the defense. The Committee will issue one of three decisions: “Pass;” “Pass with Revisions;” or “No Pass.” At the conclusion of the defense, a student will also be asked to complete program assessment forms.
a) If the Committee’s decision is “Pass,” a student should secure all necessary signatures from Committee members and submit the original and one copy of the Thesis to the Graduate Studies Office. Students should also check with Graduate Studies to make certain that all required reporting forms have been submitted.

b) If the Committee’s decision is “Pass with Revisions,” a student should make all revisions to the Thesis before submitting the copies to the Graduate Studies Office. The Thesis Director will work with a student to make sure that all necessary changes have been made.

c) If the Committee’s decision is “No Pass,” a student should check with the Thesis Director and Committee members to determine the next step. If time has been extended, a student may have to renegotiate the prospectus with the thesis committee.

9) Submit all copies to the Graduate Studies Office by the deadline.

**WRITING THE COMPREHENSIVE EXAMINATION**

If a student chooses this option, the following steps should be taken:

1) At least one semester before a student plans to write his/her comprehensive exam, s/he should select a Chairperson for the Examination Committee. The Chairperson should be a Department graduate faculty member from whom a student has taken at least one course. The Chairperson will coordinate the gathering of exam questions from Committee members, and will write an examination question as well. It is the responsibility of the student to secure the agreement from the faculty member to act as Chairperson of the Examination Committee.

2) Contact the Graduate Studies Office to determine the date of the examination. The examination is administered by Graduate Studies, not the Department, and is normally scheduled for one Saturday in each of the Fall and Spring semesters. Although the Graduate Studies Office may schedule an exam date during the Summer semester, the Department does not schedule comprehensive exams during this time.

3) In consultation with the Chairperson, select two other Department graduate faculty members who will be on the Examination Committee. These graduate faculty members will also write examination questions. It is the student’s responsibility to contact these faculty members and secure their agreement to be on the Examination Committee.
4) Register for the examination by completing an Application for Graduation form with the Graduate Studies Office early in the semester in which the examination will be written. When registering, ask Graduate Studies personnel for information on special arrangements (e.g., word processing facilities, room assignments, etc.). Registration for the examination should be completed before the end of the first week of the semester in which the student plans to take the exam.

5) Study for the examination. In preparation for the examination, a student should consider the following:

a) The written examination is six (6) hours in length. This time will be divided among questions submitted by all of the Examination Committee members. Exams are taken in the last semester after all incompletes have been satisfied.

b) Students will generally be asked questions regarding the following:
   1) communication theory, 2) research methods, and 3) the student’s specific area of expertise. The division of questions and time for answering them, however, will be at the discretion of each Committee. Students should ask the Chairperson for clarification if necessary. Students should also expect questions that not only ask for specific content, but which also allow for demonstration of ability to synthesize information from various classes and to apply theoretical constructs to practical situations.

c) Students may meet with members of the Examination Committee to determine possible areas for questions. Committee members may chose to give students questions that are in a take-home format and do not require a written response on the day that the campus-wide Comprehensive Examinations are administered.

6) On the day of the examination, students should arrive early so that they can begin the examination when scheduled. Students should make certain that they have all required materials for writing answers and that they comply with all Graduate Studies’ instructions. Exams may be hand written or word-processed. Check with the Chairperson of the Exam Committee.

7) Approximately two weeks after the examination has been completed, the student’s Chairperson will set up a time for the oral examination. This oral examination normally takes 1 to 2 hours. During this examination, students may be asked to clarify or expand on answers they have written to examination questions. Students may also be asked related questions based on their coursework. At the end of this examination, students will be asked to leave the room while the Committee discusses overall performance on both the written and oral exams. The decision will be a “Pass” or “No pass.” The Committee may decide to pass on all portions of the Comprehensive Exam or only a partial passing on particular sections. If a student does not pass on a section(s), s/he will need to arrange with the appropriate faculty
member(s) for a rewrite question(s) for the failed section(s). This will be arranged at the discretion of Committee members.

a) If the Committee’s decision is “Pass,” signatures are secured from the Examination Committee. The Program Coordinator delivers the signed form to the Graduate Studies Office by the specified deadline.

b) If the Committee’s decision is “Partial Pass” or “No Pass,” students need to discuss the next step with the Examination Committee.

c) At the conclusion of the meeting, the student will be asked to complete program assessment forms.

**APPLIED COMMUNICATION PROJECT**

At the time of printing this Handbook, plans are not yet finalized regarding the addition of a third capstone experience option, the Applied Communication Project, although the guidelines for this capstone option are currently being developed. For additional information on the Applied Communication Project, see Barbara Penington, the Graduate Program Coordinator.
CLOSING REMARKS

The Department of Communication graduate faculty believes that this Handbook has provided important information for students as they apply for admission and pursue the M.S. degree in Communication. The appendices located on the following pages should also be useful. If students have additional questions or would like further information, they are encouraged to contact the Graduate Studies Office (262-472-1006) or the Department of Communication’s Graduate Program Coordinator, who is currently Dr. Barbara Penington (262-472-1983).

Once again, welcome to the Department of Communication and its graduate program! We wish you much success as you pursue your graduate degree at the University of Wisconsin-Whitewater!
Appendix A

Contacting the Graduate Studies Office...

On-Line:

- Graduate Studies Application: www.uww.edu/gradstudies/onlineaps.htm
- Graduate Catalog: www.uww.edu/gradstudies/gradcat2002.html
- Certificate of Finances: www.uww.edu/gradstudies/certiform.html
- Graduate Assistantship: http://www.uww.edu/gradstudies/fiopp.html
- Non-Resident Fee Remission: http://www.uww.edu/gradstudies/fiopp.html

E-Mail:

gradschl@uww.edu

Address:

University of Wisconsin-Whitewater
Graduate Studies Office
800 W. Main Street
Roseman 2015
Whitewater, WI 53190

Telephone:

(262) 472-1006
(800) 628-4559

Fax:

(262) 472-5027
## Appendix B

### Contacting the Graduate Faculty and Communication Dept. Office . . .

<table>
<thead>
<tr>
<th>C. Name</th>
<th>Office #</th>
<th>Ext. #</th>
<th>E-mail</th>
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</thead>
<tbody>
<tr>
<td>John Stone (Interim Dean School of Graduate Studies)</td>
<td>ROS 2013</td>
<td>1100</td>
<td>stonej</td>
</tr>
<tr>
<td>Sally Vogl-Bauer (Department Chairperson)</td>
<td>HE 464</td>
<td>1034</td>
<td>voglbau</td>
</tr>
<tr>
<td>Barbara Penington (Graduate Program Coordinator)</td>
<td>HE 460</td>
<td>1983</td>
<td>peningtb</td>
</tr>
<tr>
<td>Bill Weiss (Assistant Chair)</td>
<td>HE 461</td>
<td>1069</td>
<td>weissb</td>
</tr>
<tr>
<td>Ray Baus</td>
<td>HE 457</td>
<td>1062</td>
<td>bausr</td>
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<td>Peter Conover</td>
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<td>5659</td>
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<td>Norma Coates</td>
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<td>1607</td>
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<td>Deborah Dysart-Gale</td>
<td>HE 458</td>
<td>5721</td>
<td>dysartgd</td>
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<td>Barbara Monfils</td>
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<td>Peter Smudde</td>
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<td>Wilfred Tremblay</td>
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<td>Susan Wildermuth</td>
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<td>S-A Welch</td>
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| Julie Ridgeman (Department Office)            | HE 465   | 1034   | ridgemaj    |

**DEPARTMENT FAX: 262-472-1419**

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Appendix C
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<th>Professor</th>
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<tbody>
<tr>
<td>Sally Vogl-Bauer</td>
<td>Instructional Communication; Family Communication; Interpersonal Com; selected areas of Org. Com. Tends to be quantitative methods—survey, experimental, content analysis.</td>
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<td>Barbara Penington</td>
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<td>Peter Conover</td>
<td>Mass Communication; Media Effects.</td>
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<td>Mass Media. Qualitative methods.</td>
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<tr>
<td>Deborah Dysart-Gale</td>
<td>Health Communication; Interpersonal Communication. Qualitative methods.</td>
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<tr>
<td>Kim Hixson</td>
<td>Advertising--entertainment promotion and creative advertising. Survey methodology, focus groups, and content analysis.</td>
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<tr>
<td>Barbara Monfils</td>
<td>Cross Cultural Communication; Information Technology. Quantitative and qualitative methods.</td>
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<td>Peter Smudde</td>
<td>Public Relations: Rhetorical Theory/Criticism; Business/Technical Writing.</td>
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<tr>
<td>Wilfred Tremblay</td>
<td>Legal and regulatory considerations regarding freedom of expression; Managerial decision-making in electronic media institutions; Diffusion of new communication technology.</td>
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<tr>
<td>Lynn Wellman</td>
<td>Communication and Aging; Family Communication; Nonverbal Communication Gender Communication; Interpersonal Communication.</td>
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<td>Susan Wildermuth</td>
<td>Intercultural, Interpersonal, Computer-Mediated and Instructional Communication. Quantitative and qualitative methods.</td>
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<td>S-A Welch</td>
<td>Interpersonal Constructs in Organizations. Quantitative methods.</td>
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Appendix D

M.S. Communication-Corporate Communication
30 credits

CHECKSHEET

Name _____________________    ID # ___________________
Advisor ____________________    Bulletin 2002-2004

Courses required of all M.S. Communication candidates 9 cr.

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Courses required in corporate communication emphasis 6 cr.

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Additional coursework (includes Thesis 799) 12 cr.
(you may register for up to 3 credits of thesis hours)

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Capstone experience:

[ ] Thesis    [ ] Comprehensive exam    [ ] Applied Communication Project
**M.S. Communication-Mass Communication**

**30 credits**

**CHECKSHEET**

Name _____________________    ID # ___________________
Advisor ____________________    Bulletin 2002-2004

**Courses required of all M.S. Communication candidates** 9 cr.

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**Courses required in mass communication emphasis** 6 cr.

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**Additional coursework (includes Thesis 799)** 9 cr.
(you may register for up to 3 credits of thesis hours)

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**Capstone experience:**

[ ] Thesis    [ ] Comprehensive exam    [ ] Applied Communication Project
Appendix F

**TENTATIVE GRADUATE COURSE TIMETABLE:**

The following **TENTATIVE** timetable is provided for the offering of graduate-only (700-level) courses in the Department of Communication at UW-Whitewater. It replaces previous versions of the suggested rotation of classes. Dual-listed (300/500-level or 400/600-level) courses are printed in the University's timetable.

**Fall 2003**
- Speech 701  Introduction to Communication Studies
- Speech 731  Effects of Mass Communication
- Speech 785  Communication Research Methods

**Spring 2004**
- Speech 702  Seminar in Applied Public Communication
- Speech 722  Issues in Human Communication Theory
- Speech 794  Seminar in Mass Communication

**Fall 2004**
- Speech 701  Introduction to Communication Studies
- Speech 703  Seminar in Corporate Communication
- Speech 785  Communication Research Methods

**Spring 2005**
- Speech 702  Seminar in Applied Public Communication
- Speech 722  Issues in Human Communication Theory
- Speech 731  Effects of Mass Communication

**Fall 2005**
- Speech 701  Introduction to Communication Studies
- Speech 785  Communication Research Methods
- Speech 794  Seminar in Mass Communication

**Spring 2006**
- Speech 703  Seminar in Corporate Communication
- Speech 722  Issues in Human Communication Theory
- Speech 731  Effects of Mass Communication

**Fall 2006**
- Speech 701  Introduction to Communication Studies
- Speech 702  Seminar in Applied Public Communication
- Speech 785  Communication Research Methods

**Spring 2007**
- Speech 703  Seminar in Corporate Communication
- Speech 722  Issues in Human Communication Theory
- Speech 794  Seminar in Mass Communication
Appendix C

M.S. Communication-Corporate Communication
30 credits

CHECKSHEET
Name _____________________    ID # ___________________
Advisor ____________________    Bulletin 2002-2004

Courses required of all M.S. Communication candidates   9 cr.

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<th>Course Title</th>
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Courses required in corporate communication emphasis   6 cr.

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One of: 3 cr.

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Additional coursework (includes Thesis 799)   12 cr.
(you may register for up to 6 credits of thesis hours)

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Capstone experience:

[ ] Thesis      [ ] Comprehensive exam      [ ] Applied Communication Project
M.S. Communication-Mass Communication  
30 credits

CHECKSHEET

Name _____________________    ID # ___________________  
Advisor ____________________    Bulletin 2002-2004

Courses required of all M.S. Communication candidates  9 cr.  

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Courses required in mass communication emphasis  6 cr.

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Two of:  6 cr.

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Additional coursework (includes Thesis 799)  9 cr.  
(you may register for up to 6 credits of thesis hours)

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Capstone experience:

[ ] Thesis   [ ] Comprehensive exam   [ ] Applied Communication Project
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<th>Assessment Objective</th>
<th>Course Contributing to Achievement of Objective</th>
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</table>
| Students completing a Masters of Science degree in Communication will be able to list and describe communicative proficiencies inherent to their academic emphasis (e.g., Corporate or Mass Communication). | SPEECH-520       Advanced Audio Techniques  
SPEECH-530       Corporate and Industrial Video Production  
*SPEECH-560       Media Operations and Management  
SPEECH-535       Advertising Video Production  
*SPEECH-538       Remote Television Production  
*JOURNLS-606       Reporting Public Affairs  
*SPEECH-634       Broadcast Operations and Procedures  
SPEECH-640       New Communication Technologies  
*SPEECH-521       Nonverbal Communication  
SPEECH-528       Communication Conflict Resolution  
*SPEECH-540       Speech Writing  
*SPEECH-620       Listening Behavior  
SPEECH-624       Cross-Cultural Communication  
SPEECH-627       Communication Training in Organizations  
*SPEECH-659       Communication Criticism  
SPEECH-701       Introduction to Communication Studies  
*(Formerly: Readings in Com. Research)  
SPEECH-702       Seminar in Applied Public Communication  
*(Formerly: Seminar in Rhetoric and Public Address)  
SPEECH-703       Seminar in Corporate Communication  
*(Formerly: Seminar in Corporate/Public Communication)  
SPEECH-722       Issues in Human Communication Theory  
SPEECH-731       Effects of Mass Communication  
SPEECH-785       Methods of Communication Research  
SP/JOURN-794       Seminar in Mass Communication |
| Students completing a Master's of Science degree in Communication will be able to list and describe processes relevant to the quantitative and qualitative research methods used in communication research. | JOURNLSM-630       Communication and Public Opinion  
*SPEECH-521       Nonverbal Communication  
*SPEECH-528       Communication Conflict Resolution  
*SPEECH-540       Speech Writing  
*SPEECH-559       Rhetoric of the Western World  
SPEECH-629       Organizational Communication Needs Analysis  
*SPEECH-659       Communication Criticism  
SPEECH-701       Readings in Communication Research  
*(Introduction to Communication Studies)  
SPEECH 702       Seminar in Rhetoric and Public Address  
SPEECH 703       Seminar in Corporate Communication  
SPEECH-722       Issues in Human Communication Theory  
SPEECH-731       Effects of Mass Communication  
SPEECH-785       Methods of Communication Research  
SP/JOURN-794       Seminar in Mass Communication |

Involvement in Thesis or Comprehensive Examinations
| Students completing a Master's of Science degree in Communication will be able to generalize about and evaluate paradigmatic theories inherent in their academic emphasis (e.g., Corporate or Mass Communication). | JOURNLSM-620 Law of Mass Communication  
SPEECH-631 Mass Communication and Society  
SPEECH-640 New Communication Technologies  
*SPEECH-521 Nonverbal Communication  
SPEECH-526 Communication and Gender  
*SPEECH-528 Communication Conflict Resolution  
*SPEECH-559 Rhetoric of the Western World  
SPEECH-624 Cross-Cultural Communication  
*SPEECH-559 Communication Criticism  
SPEECH-701 Introduction to Communication Studies  
SPEECH-702 Seminar in Applied Public Communication  
SPEECH-703 Seminar in Corporate Communication  
SPEECH-722 Issues in Human Communication Theory  
SPEECH-731 Effects of Mass Communication  
SPEECH SPEECH-785 Methods of Communication Research  
SP/JOURN-794 Seminar in Mass Communication  

Involvement in Thesis or Comprehensive Examinations |
|---|---|
| Students completing a Master’s of Science degree in Communication will be able to use scholarly evidence in supporting an argumentative premise. | JOURNLSM-505 History of Mass Communication  
*JOURNLSM-538 Media Operations and Management  
JOURNLSM-539 History of Cinema  
SPEECH-631 Mass Communication in Society  
JOURNLSM-630 Communication and Public Opinion  
SPEECH-526 Communication and Gender  
*SPEECH-559 Rhetoric of the Western World  
SPEECH-624 Cross-Cultural Communication  
SPEECH-629 Organizational Communication Needs Analysis  
*SPEECH-559 Communication Criticism  
SPEECH-701 Introduction to Communication Studies  
SPEECH-702 Seminar in Applied Public Communication  
SPEECH-703 Seminar in Corporate Communication  
SPEECH-722 Issues in Human Communication Theory  
SPEECH-731 Effects of Mass Communication  
SPEECH-785 Methods of Communication Research  
SP/JOURN-794 Seminar in Mass Communication  

Involvement in Thesis or Comprehensive Examinations |
| Students completing a Master’s of Science degree in Communication will be able to effectively present the findings of an independent research project that s/he has conducted. | SPEECH-620 Communication and Public Opinion  
*SPEECH-526 Communication Conflict Resolution  
*SPEECH-559 Rhetoric of the Western World  
*SPEECH-620 Listening Behavior  
SPEECH-624 Cross-Cultural Communication  
SPEECH-629 Organizational Communication Needs Analysis  
*SPEECH-559 Communication Criticism  
SPEECH-701 Introduction to Communication Studies  

Involvement in Thesis or Comprehensive Examinations |
<table>
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<th>Course Code</th>
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<td>SPEECH-702</td>
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<tr>
<td>SPEECH-722</td>
<td>Issues in Human Communication Theory</td>
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<td>SPEECH-731</td>
<td>Effects of Mass Communication</td>
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<td>SPEECH-785</td>
<td>Methods of Communication Research</td>
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<tr>
<td>SP/JOURN-794</td>
<td>Seminar in Mass Communication</td>
</tr>
<tr>
<td></td>
<td>Involvement in Thesis or Comprehensive Examinations</td>
</tr>
</tbody>
</table>

*Indicates courses that are no longer dual listed as graduate level courses. The dropping of the dual listing occurred within the review period.
Dual-Listed Classes and Graduate Expectations

Mass Communication
JOURNLSM-505  History of Mass Communication
SPEECH-520  Advanced Audio Techniques
SPEECH-530  Corporate and Industrial Video Production
*JOURNLSM-560  Media Operations and Management
SPEECH-535  Advertising Video Production
*SPEECH-538  Remote Television Production
SPEECH-539  History of Cinema
*JOURNLSM-606  Reporting Public Affairs
JOURNLSM-620  Law of Mass Communication
JOURNLSM-630  Communication and Public Opinion
SPEECH-631  Mass Communication in Society
*SPEECH-634  Broadcast Station Operations and Procedures
SPEECH-640  New Communication Technologies

Corporate Communication
*SPEECH-520  Nonverbal Communication
SPEECH-526  Communication and Gender
SPEECH-528  Communication Conflict Resolution
*SPEECH-538  Speech Writing
*SPEECH-559  Rhetoric of the Western World
*SPEECH-602  Publicity Media and Campaigns
*SPEECH-620  Listening Behavior
SPEECH-624  Cross-Cultural Communication
SPEECH-627  Communication Training in Organizations
SPEECH-629  Organizational Communication Needs Analysis
SPEECH-645  Rhetoric of Campaign and Social Movements
*SPEECH-649  Communication Criticism
SPEECH-691  Travel Study

*Indicates courses no longer available at the graduate level after Spring, 2002.

EXPECTATIONS OF GRADUATE STUDENTS IN DUAL-LISTED CLASSES

One of the challenges associated with teaching dual-listed courses is that the learning experience of the graduate student may not be much different than the learning experience of the undergraduate student. Thus, the goal is to ensure that there are significant differences between the graduate and undergraduate experience to ensure a significant, meaningful learning experience for our graduate students. Listed below is a set of guidelines that should assist faculty teaching dual-listed classes.
1. Graduate students should be required to write (usually exclusively) essay exams requiring synthesis, analysis and or argumentative positions (assuming exams are part of the course’s assessment measures).

2. Graduate students should have a separate research paper, requiring primary source material.
   a. This paper may be the longer version of an undergraduate assignment (e.g., 20 instead of 10 pages)

3. Graduate students should have a different grading scale /heightened expectations for student achievement.
   a. This may include
      i. additional outside reading assignments,
      ii. classroom leadership activities,
      iii. additional assignments/papers,
      iv. separate meetings with graduate students outside of class,
      v. other assignments as deemed appropriate by the faculty member.

The more faculty can distinguish the graduate from the undergraduate experience in a dual-listed course – the better.

The above dual listed courses are taught using options that are chosen by professors. Generally, the length of course papers are longer, students are often required to do a scholarly journal article analysis, essay tests are often given in lieu of objective exams that are given to undergraduates in the class, and finally, graduate students are often assigned a lengthy class presentation or the actual instructing of a segment of the professor’s class. As these options are modified on a semester statement, and several of the above courses are taught by multiple faculty who may have different requirements, it is difficult to definitely describe what each class does regarding the graduate component.

EXAMPLE 1: SPEECH 530: Corporate Video Production
Excerpt from syllabus for course:

Comparison between the undergraduate and graduate requirements:

Projects and Grading

(Undergraduate)
2 Examinations @ 15% 30%
1 Training/Professional Development Video 20%
1 Client Designed Production (long term project) 40%
Production Exercises 10%
100%
Graduate students will complete an additional client based video project reflecting graduate level skills and knowledge. This project should be approved by the class instructor. This will include a portfolio that demonstrates the ability of the graduate student to analyze a client’s communication problem or need, the ability to design a video based solution for the problem or need and the ability to use advanced level production skills to create the client video. Graduate students will also be asked to create an assessment tool to judge the effectiveness of the communication strategy and video project. Lastly, this portfolio should reflect understanding of appropriate Communication and Mass Communication Theory in order to effectively design and complete the project. Graduate students will also take separate exams reflecting their readings.

In addition, the syllabus indicates the graduate students have additional reading assignments.
**TREND DATA FROM UNIVERSITY FACT BOOK**

Table 1: Number of Students Enrolled each Fall during Review Period

<table>
<thead>
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<tbody>
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<td>23</td>
<td>16</td>
<td>19</td>
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Table 2: Number of Degrees Granted during Review Period

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</thead>
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<td>2002-2003</td>
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<td>6</td>
<td>15</td>
<td>3</td>
<td>8</td>
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</table>
## Appendix F

### FACULTY AND CONTRIBUTIONS IN
TEACHING, RESEARCH, AND SERVICE

#### GRADUATE FACULTY CHARACTERISTICS

<table>
<thead>
<tr>
<th>Name</th>
<th>Degree</th>
<th>Institution</th>
<th>Year Conferred</th>
<th>Hire Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baus, Ray</td>
<td>Ph.D</td>
<td>University of Southern Illinois</td>
<td>1991</td>
<td>1988</td>
</tr>
<tr>
<td>Coates, Norma</td>
<td>Ph.D</td>
<td>University of Wisconsin-Madison</td>
<td>2002</td>
<td>2002</td>
</tr>
<tr>
<td>Conover, Peter</td>
<td>Ph.D</td>
<td>University of Wisconsin-Madison</td>
<td>1980</td>
<td>1972</td>
</tr>
<tr>
<td>Dysart-Gale, Deborah</td>
<td>Ph.D</td>
<td>University of Pittsburg</td>
<td>1999</td>
<td>2003</td>
</tr>
<tr>
<td>Haven, Richard</td>
<td>Ph.D</td>
<td>University of Wisconsin-Madison</td>
<td>1980</td>
<td>1972</td>
</tr>
<tr>
<td>Herriot, Jeff</td>
<td>Ph.D</td>
<td>State University of NY at Buffalo</td>
<td>2003</td>
<td>2003</td>
</tr>
<tr>
<td>Hixson, T. Kim</td>
<td>Ph.D</td>
<td>University of Southern Illinois</td>
<td>2000</td>
<td>1996</td>
</tr>
<tr>
<td>Monfils, Barbara</td>
<td>Ph.D</td>
<td>Indiana University-Bloomington</td>
<td>1974</td>
<td>1992</td>
</tr>
<tr>
<td>Penington, Barbara</td>
<td>Ph.D</td>
<td>Marquette University</td>
<td>2001</td>
<td>2000</td>
</tr>
<tr>
<td>Smudde, Peter</td>
<td>Ph.D</td>
<td>Wayne State</td>
<td>2000</td>
<td>2002</td>
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<tr>
<td>Stone, John</td>
<td>Ph.D</td>
<td>University of Minnesota</td>
<td>1990</td>
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<tr>
<td>Vogl-Bauer, Sally</td>
<td>Ph.D</td>
<td>University of Kentucky</td>
<td>1994</td>
<td>1996</td>
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<tr>
<td>Welch, S.A.</td>
<td>Ph.D</td>
<td>Kent State</td>
<td>1996</td>
<td>2002</td>
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<tr>
<td>Wellman, Lynn</td>
<td>Ph.D</td>
<td>Louisiana State University</td>
<td>1994</td>
<td>2001</td>
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<tr>
<td>Weiss, William</td>
<td>Ph.D</td>
<td>University of Wisconsin-Madison</td>
<td>1985</td>
<td>1980</td>
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<tr>
<td>Wildermuth, Susan</td>
<td>Ph.D</td>
<td>University of Minnesota</td>
<td>2000</td>
<td>2000</td>
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</table>
Teaching Highlights of Faculty During Review Period
(please see faculty vitae for additional details)

Baus: Department and College nominee for Excellence in Teaching Award, 1999

Coates: 2 Academic Scholarships and Fellowship, 1999-2001

Conover: Dept. nominee for the Roseman Teaching Award, 2000

Dysart-Gale:
- Applied Language Institute, taught a medical interpreter course
- Affiliated with the University of Missouri School of Medicine
- Faculty Honor Roll, Student Government Board Award for Teaching
- Excellence at the University of Pittsburg, 2003
- Office of Student Affairs Commendation for Teaching Excellence, 1998

Monfils:
- College nominee for Roseman Teaching Award, 1998
- Dept. nominee for Excellence in Teaching Award, 2000
- Blue Key Nominee (3 nominations)

Penington:
- Helped design travel study course (Ireland Practicum), 2002-2003
- Participant in Teacher Scholars program—one of ten faculty selected, 2001-2002
- Golden Key Honorary Inductee, 2002
- Mentored two students who presented at the national NCUR conventions, 2002, 2003
- Nominee for Academic Staff Excellence Award for Instructional Staff, 1999.
- Participant in diversity reading group; received grant of $1550.00, Spring, 2003

Vogl-Bauer:
- Excellence in Teaching Award Nominee, Department of Communication, 2000, 2002
- University of WI Systems teaching Fellows Program, UWW rep. 2000-2001
- Participant in Teacher Scholars program, 2000-2001
- Outstanding Teaching Award-Student Organizations, 2000
- Undergraduate Teaching Improvement Council (UTIC) Faculty Fellows Representative 2000-2001
- Blue Key Nominee, 1998, 1999

Welch: Presentations including Effective Study Skills, Transitions, Effective test-taking strategies at Hanover College, Indiana

Wellman:
- Participant in UWW First-Year Program
- Selected to Who’s Who Among America’s Teachers, 2002

Wildermuth:
- UW-System Faculty College, Spring, 2002
  - UW-Whitewater Teaching Scholars Program, 2001-2002. Selected as one of 10 participants.
  - Cross-Cultural Communication Practicum: Ireland, Spring, 2003
  - Finland Student Exchange Program Developer, Spring, 2002
  - International Speaker’s Bureau Program, Implemented in 2001
  - Study Abroad Student Handbook Project, 2001-present
- Communication Department Nominee for the College Excellence Award in Teaching Award, Fall, 2002, 2003
- Was selected by College for the Excellence Award in Teaching, 2004
- Nominee for the Central States Communication Association Outstanding New Teacher Award, Spring, 2003
- Speech Communication Undergraduate Association Outstanding Teaching Assistant Award, 1998. Received recognition from the department's undergraduate association for outstanding teaching and advising.
- Thesis Advising (3 students)
- National Conference for Undergraduate Research (1 student), 2002
Faculty Research Overview During Review Period  
(please see faculty vitae for additional details)

<table>
<thead>
<tr>
<th>Faculty</th>
<th># Refereed Publications</th>
<th>#Invited Publications</th>
<th>#Convention Papers/Presentations</th>
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<tr>
<td>Baus</td>
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<td>Coates</td>
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<tr>
<td>Dysart-Gale</td>
<td>10</td>
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<td>Haven</td>
<td></td>
<td>2</td>
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<tr>
<td>Herriott</td>
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<tr>
<td>Hixson</td>
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<td>1</td>
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<tr>
<td>Monfils</td>
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<td>Pennington</td>
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<tr>
<td>Smudde</td>
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<td>1</td>
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<tr>
<td>Tremblay</td>
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<tr>
<td>Wildermuth</td>
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</table>

In addition, faculty members Sally Vogl-Bauer and Wilfred Tremblay won the College Excellence in Research Awards in 2003 and 2002 respectively.

Faculty Service & Grant Activity Highlights During Review Period  
(please see faculty vitae for additional details)

**Baus:**
- Search and Screen Committee Chairs

**Coates:**
- Departmental Committee work
- Chair, Program Committee, International Association for the Study of Pop Music, 1999, 2000, 2003
- Article Referee: *Journal of Popular Music Studies, Feminist Media Studies*

**Conover:**
- Member, Board of Directors of the National Association of Higher Education Cable Administrators, 1998-2000
- Member of the Board of Directors of the Madison Chapter of the International Television Association, 2000-2002

**Dysart-Gale:**
- University of Pittsburgh, Center for International Studies, 2003 (Grant for organization and supervision of undergraduate student field research of home healthy program and youth services on St. Kitts.

**Haven:**
- Member Whitewater Unified School Board though 1998
- Guest speaker on Wisconsin Public Radio’s Ideas Network, numerous times throughout this review period

**Herriott:**
- Music Festival Coordinator, SuperCollider Workshop and Ethnomusicology/Composition Conference, 2002
- Festival Coordinator, New Music Miami Festivals, 1999

**Hixson:**
- Board of Directors, Walworth County Democrats, 2003-2004
- Executive Committee Member, Faculty Senate, UWW, 2003-2004
- Vice Chair, City of Whitewater Architectural Review and Planning Commission, 2003-2004
- Chair, Membership Committee, Advertising Division, AEJMC, 2001-2003
- Chair, City of Whitewater, Cable TV Commission, 2000-2002
  - Vice Chair, 1999-2000
-Member, Committee to Study Forms of Government for City of Whitewater, 2000-2001

**Monfils:**

- Editorial Consultants:

- President, World Communication Association (elected), 2003-2008
- General Secretary, World Communication Association (appointed), 2000-2004
- Chair, International & Intercultural Division, Central States Communication Association (elected), 1999-2000

- Search Committee for Assistant Professor of Advertising, 2003
- Search Committee, Director of International Programs and Education (appointed), 2003
- College of Arts & Communication representative to Strategic Planning & Budget Committee (elected), 2001-2002
- Faculty Senate (elected) 1997-2001
- UW System Committee on Race and Ethnicity (appointed), 1997-1999
- Latino Programs Advisory Committee (appointed), 1997-present
- International Education Committee (appointed), 1997-present

**Penington:**

- Graduate Program Coordinator, 2002-present
  - Developed Graduate Program in Communication Handbook, 2002-2003
  - Wrote Graduate Audit and Review Report for Communication Program, 2003-2004
- Member Graduate Council, 2001-present
- Faculty Advisor, Zeta Phi Eta Professional Fraternity, 2001-present
- Co-planner, Research Colloquium event for Communication Dept, 2003
- Book Discussion Leader, UWW Leadership Center, Nov., 2003
- Department Committees: Public Speaking Rubric, Public Communication Emphasis Revision, Search and Screen, Basic Course Committees
  - Chair, Basic Course Committee, 2001-2002.
  - Developer Basic Course Instructor Handbook
  - Paper reader: Family Communication Division of NCA, 2000, 2002
  - Paper reader: Basic Course Division, CSCA, 2003
  - Volunteer: Host Family Program for International Students at UWW, 2002-present
  - Volunteer judge for Regional WI Academic Decathalon, 1998-present
  - Communication Chairperson, Building Fund Appeal, First English Lu. Church, 2002

**Smudde:**

- Strategic Planning & Budgeting Committee representative from the College of Arts and Communication (2002-2003 academic year).
- Department of Communication search committee for the position of assistant professor of advertising (2002-2003 academic year).
- Faculty advisor for the UW-Whitewater chapter of the Public Relations Student Society of America (PRSSA), beginning in the 2003-2004 academic year.
- GIFTS program reviewer for the Central States Communication’s 2003 Annual Conference
- Safe Tables Our Priority (STOP) volunteer public relations counselor on local and national issues and activities on safe food production, processing, packaging and preparation (2002-present)

**Tremblay:**

- Serve on education committee of the Wisconsin Broadcasters Association.
- Vice Chair-Elect: Planned Communication in the Future Commission program, for Atlanta, 2001 convention.
- Awards committee of the Commission on Communication in the Future of the National Communication Association.
- Paper selection committee, Freedom of Expression Commission, National
- University and College Curriculum committees (UWW).
- Graduate Council (UWW).
- Graduate Audio and Review Committee (UWW).
- Elected to Faculty Senate, 1999 (UW-W).
- Various standing and ad hoc committee appointments at UWW.
- Public speaking to community groups, Whitewater, WI.
- Youth soccer coach.
- Public speaking at civic and church organizations in northwest Iowa and the significance of new communication technologies to society.

Vogl-Bauer:
- College Excellence in Service Award, 2004
- Instructional Consultant, National Science Foundation Grant, (in Biology Department at UW-Whitewater) Fall 2003 – Fall 2004.
- UW-Whitewater Faculty Development Grant, “Uncovering the Positives of Adolescence” $2500.00, Fall 1998. Competitively Selected.
- Past Chair, Instructional Development Division, National Communication Association (NCA), Fall 1999 to Fall 2003.
- Chair, Family Communication Division, National Communication Association (NCA), Fall 2000 to present.
- Special Editor, Communication Yearbook 27, January 2002.
- Secretary, Instructional Development Division of ECA, Spring 2000 – Spring 2002.
- Panel Reader, Instructional Development Division of NCA, 2000 paper submissions.
- Paper Reader, Instructional Communication Division of ECA, 1999 paper submissions.
- Presenter, “The Key Sentence Method,” UW-Whitewater Fall Orientation Workshop, 2003
- Faculty Mentor, LEARN Center Scholar/Mentor Pilot Program, UW-Whitewater, 2003.
- Member, Master Thesis Comprehensive Exams, Dan Davis, Spring 2003.
- Chair, Public Communication Curriculum Committee, Spring 2002 – present.
- Graduate Coordinator, Department of Communication, UW-Whitewater, 2001 – 2002.
- Peer Coach, LEARN Center (Faculty Development Center), University of Wisconsin – Whitewater, 2001 – 2002 Academic Year; 2000 – 2001 Academic Year.
- University Curriculum Committee Member, University of Wisconsin – Whitewater, Department of Communication Representative, Spring 2000 – Spring 2001.
- Member, Institution Review Board, University of Wisconsin - Whitewater, Fall 1996 – Fall 2000.
- Co-Leader, Semester Readings on Student Motivation, LEARN Center, University of
- Co-Presenter, Semester Series on Grant Writing, LEARN Center, University of Wisconsin – Whitewater, Fall 1999.
- Chair, Organizational Communication Curriculum Committee, Fall 1998 – Spring 2000.
- Faculty Advisor, Zeta Phi Eta, Professional Communication Fraternity, Alpha Phi Chapter, UW - Whitewater, Fall 1998 – Spring 2001.
- Member, Academic Advising Committee, Department of Communication, UW – Whitewater, Spring 1999 – Fall 1999.

Member, Enrollment Management Committee, Department of Communication, UW – Whitewater, Fall 1998 – Fall 1999.
- Member of multiple Graduate Thesis and Comprehensive Exam Committees

Weiss:
- College Excellence in Service Award, 2001
- Department and College Excellence in Advising Award, 2003
- Part-time member of Whitewater Regional Ministry, United Methodist Church, 1998–present

Welch:
- Committees 2003: Basic Course Development Committee, Organizational Division Search Committee
- Forensics Debate Judge, Fall 2002, UW-Whitewater
- Manuscript Debate Judge, Central States Communication Association’s GIFTS Program
- Member, Curriculum Committee, 2001-2002.
- 2003 Reviewer, Journal of Behavioral and Applied Management (JBM)
- Reviewer, Journal of Business Administration Online (JBAO)
- 2001 Senior Editor, Academic Exchange Quarterly
- 2002 Promoted from Assistant Editor
- 2000 Contributing Editor, Sound Instruction: Ready to Use Classroom Practice. (Linda Serra Hagedorn, Chief Editor)
- 2000 Assistant Editor, Academic Exchange Quarterly (July) Promoted from Contributing Editor
- 2000 Contributing Editor, Academic Exchange Quarterly (March) (blind critique of article submissions for a peer-reviewed journal)
- 1999 Member, Editorial Advisory Board Collegiate Press, Essentials of Public Speaking (blind critique of a potential textbook)
  • Supervised 27 Research and Methodology students to conduct interviews of former (1940-96) employees of JPG, a now decommissioned military/air-force practice range. Oral History interviews archived in JPG museum, Madison IN.
  • Co-coordinator for The Hanover Experience: Perspectives on the Liberal Arts.
  • Sponsored by the Center For Free Inquiry’s Perspectives, Hanover College, a High School Teacher Workshop.

Wellman:
- Chair, Communication Dept. Basic Course Committee, 2002 to present; Member, 2001-2002.
- Chair, Media Subcommittee, Alcohol and Other Drug Abuse Prevention Coalition, 2002-2003; Member, 2003 to present (a University- and community-based group).
- Member, University Admissions and Academic Standards Committee, 2003 to present.
- Judge, Commencement Student Speaker Committee, Spring 2002.
- Awarded and administered $132,129 grant from the University of Louisiana System Board of Regents Support Fund, 2000-2001. Served as Project Director and was the sole grant writer.
- Awarded $500 grant from the SLU College of Arts and Sciences for incorporation of
service learning, Fall 2000.
-Awarded $10,000 grant from the A. H. Belo Corporation Foundation, Dallas, TX., Dec. 1999. Belo Corp. is the owner of WWL-TV, Channel 4, New Orleans. This grant helped support the DVLE project.
-Awarded $5,000 grant from The Manship Fund of the Baton Rouge Area Foundation, Nov. 1999.
-Awarded $1,500 Teaching Enhancement Grant from SLU Center for Faculty Excellence, Nov. 1999

Wildereth:

-International Communication Association:
  ICA, Chair Communication and Technology Division, Moderator/Chair of Competitive Panel, July, 2002. Served as a moderator for a Communication and Technology panel at the ICA annual convention in Seoul, South Korea.
-National Communication Association:
  Intercultural and International Communication Division Reviewer, 2003
  Served as a reviewer of papers and panels for presentation at the 2004 convention of the NCA.
-SERVICE Learning Resource Development Committee Member, 2001-2002
Conference Panel Chairperson, 1999. Served as a panel chairperson for the "SERVICE Learning and Technology" panel sponsored by the Human Communication and Technology Commission at NCA in Chicago, IL.
-Central States Communication Association:
  Interpersonal and Small Group Division Submission Reviewer, 2002
  Served as a reviewer of papers and panels for presentation at the 2003 convention of the CSCA.
  Intercultural Division Submission Reviewer, Fall 2001
  Reviewed five panels and five papers for presentation at the 2002 convention of the CSCA.

-Departmental Service:
-Communication Department Scholarship Committee, 2002-ongoing
-Course Evaluation Revising Committee, 2002-ongoing
-Graduate Faculty Committee, Fall, 2002-ongoing
-Multi-Media Curriculum Development Committee, 2002
-Public Communication Curriculum Revising Committee, 2002

College Service:
-Multimedia/Audio Search and Screen Committee, Spring 2003

University Service:
-International Search and Screen, Spring & Summer, 2003
-Chair of the Rubric Committee, Spring, 2003-Ongoing
-Faculty Senate, Fall 2002-2003
Was elected to serve on the Faculty Senate to represent assistant professors through the 2003-2004 academic year.

-HOBBITS Advisor, Spring 2002-present
-Roger Axtell Presentation, Fall 2001

Grants:
-African Child Foundation Service Learning Grant, Spring, 2003 ($300.00)
-Received a service-learning grant in order to implement service-learning into my Cross-Curriculum Diversity Infusion Training and Development Grant, Spring, 2003 ($3,660.00).
-UW-Whitewater Chancellor’s Excellence Grant, 2001. ($4,000.00).
-United States Department of Education, 2002 ($459,282.00), applicant finalist

Fund for the Improvement of Postsecondary Education
FACULTY VITAE DURING REVIEW PERIOD  
1998-2003

BAUS

Research

Publications

Papers


Baus, R., Williams, S., & Johnson, A. (2000). The best group there ever was: Upward communication as “face saving” in students’ self-assessments. Poster session presented at the annual convention of the National Communication Association, Seattle.

COATES

Research

Publications
Rocking the Wasteland: Popular Music on Television from Elvis to MTV (tentative title), Duke University Press, under contract.


Popular Publications:

"Whose Reality?” (analysis of television reality programming), Popmatters website, 6/01.


Papers and Presentations:
“Everybody's Victim But Her Own: Marianne Faithfull as Cautionary Tale” (extended version), Symposium on 1960 Girl Singers, Bucknell University, September 27, 2003.


**Teaching and Scholarships**

Committee member for graduate student Robin Farrell, 2002-2003.


Elizabeth Warner Risser Fellowship for outstanding woman graduate student in Communication Arts, University of Wisconsin-Madison, 1999.

McCarty Dissertation Scholarship, Department of Communication Arts, University of Wisconsin-Madison, 1999.

**Service**

Member, Search Committee for tenure-track Professor of Advertising, 2003-2004.

Member, Graduate Committee

Chair, Program Committee, International Association for the Study of Popular Music, US Branch 2003 Annual Meeting

Graduate Student Paper Award Committee, International Association for the Study of Popular Music, US Branch 2002 Annual Meeting


Article Referee, Feminist Media Studies, peer-reviewed Routledge Journal.


1999 - present: Invited member, Advisory Board, CULTSTUD-L international website and discussion group about cultural studies

**CONOVER**

**Research:**

Wrote and presented numerous professional papers at the National Association of Higher Education Administration National Conferences, professional Cable Television Association meetings, Residence Life Association meetings and other organizations. Topics have included the role of cable television in enhancing educational opportunities, designing educational cable television systems, developing a revenue base for supporting cable television, dealing with controversial programs and a variety of other topics.

**Teaching:**
Communication Department Nominee for the Roseman Award (2000)

Service:

Member of the Board of Directors of the National Association of Higher Education Cable Television Administrators (1992-2000)

Member of the Board of Directors of the Madison Chapter of the International Television Association (2000-2002)

DYSART-GALE

Research:

Publications:

“Falungong: Recent Developments in Chinese Notions of Healing.” With Weiming Yao
Journal of Cultural Diversity (December, 2003).

"Communication Models, Professionalization and the Work of Medical Interpreters."

Client Narratives: A Theoretical Perspective.”
Deborah Dysart-Gale, Ann Mitchell, Susan Wesner.


“Meeting Transcultural Challenges in End-of-Life Clinical Nursing Practice.”

"Multicultural Health Care in America: A Community Health Perspective."

"Narratives and Values: The Rhetoric of the Physician Assisted Suicide Debate."


“Ethical Care and Health Professional Involvement in Physician-Assisted Suicide.”


“Narrative identity among family health care providers on St. Kitts.” Under submission,
Journal of Applied Communication

“Equipment for living with HIV/AIDS: Art and prevention on St. Kitts.” Under submission,
Queen: A Journal of Rhetoric

Grant-funded projects:
University of Pittsburgh, Center for International Studies
Organization and supervision of undergraduate student field research of home health program and youth services on St. Kitts, W.I., May-June, 2003

Presentations:

**ALS Association, Western PA Chapter**, Pittsburgh, PA.
*Communication and Caregiving*, 2003 Educational Symposium, April 12, 2003

**University of Pittsburgh School of Nursing**, Pittsburgh, PA.
*Intercultural Communication Skills Workshop*, April 6, 2003

**Western Psychiatric Institute and Clinic**, Pittsburgh, PA.
*Writing Skills Workshop*, Continuing Education Seminar, April 6 & 13, 2002

**Penn Valley Community College**, Kansas City, Mo.
*Cultural Competency in Health Care*, Continuing Education Seminar, September 2001

**Applied Language Institute**, University of Missouri, Kansas City, Mo.
Instructional Development Grant
  * developing and implementing teaching interventions to improve international students' access to health and wellness facilities
  * development of computer-based health and wellness teaching materials for non-native speakers of English

**Penn Valley Community College**, Kansas City, Mo.
Development and implementation of *Community Health Interpreters* training program.
Grant funded through 2001
  * adapting interpersonal, intercultural and health communication scholarship to preparing students with low English language skills and limited formal education for work in clinical settings

**Samuel U. Rodgers Community Health Clinic**, Kansas City, Mo.
Development of direct teaching methods and materials for care of recently immigrated clients with low literacy and English skills
  * identifying relevant interpersonal, intercultural and health communication scholarship
  * applying intercultural communication theory to assessment of client needs

**Truman Medical Center**, Kansas City, Mo.
"*Intercultural Communication in Oncology*” Inservice for Oncology Unit nursing staff, March, 2000
  * adapting relevant communication theory to educated audiences
  * helping healthcare professionals to utilize communication theory in client care

**Western Psychiatric Institute and Clinics**, Pittsburgh, Pa.
Researcher on pilot project — *Discourse Analysis of Survivors of Suicide Bereavement Group*
Presenter, *STAR Community Mental Health Group Leaders, Communication Training Workshop*, November, 1998
  * utilizing literary and communication theory to develop crisis and chronic grief interventions
  * designing instruction for informed lay persons

"Communication Models and the Professionalization of Medical Interpreting."
National Communication Association, New Orleans, November, 2002

"Postvention Group Support for Survivors of Suicide: A Communication-Based Analysis."
National Communication Association, New Orleans, November, 2002
"Institutional Voices: Development of the Medical Interpreting Profession"
National Communication Association, Atlanta, November, 2001

"Traditional Progress: Oral Culture and Western Medicine"
National Communication Association, Seattle, November, 2000
“Between Patient and Doctor: Discussing End-of-Life Treatment Choices”
National Communication Association, Chicago, November, 1999

“Medical Responses to Kevorkian's Critique”
National Communication Association, Chicago, November, 1999

“Ethics and Care in Medical Treatment at the End of Life”
California University of Pennsylvania, April 23, 1999

Teaching

Department of Communication - University of Wisconsin, Whitewater
Assistant Professor, Communication Division - 2003 - present

Department of Communication - University of Pittsburgh
Visiting Instructor, Communication Division - 2002 - present
* Development and teaching of core courses in Interpersonal Communication
* Development and teaching of upper division Health Communication; course offered as special elective to communication majors and allied health science students

Applied Language Institute - University of Missouri, Kansas City
Teaching pre-academic and developmental English to speakers of other languages.
* Development and teaching of Medical Interpreter Training course
* Instructional development grant proposal to design culturally sensitive teaching interventions to increase health literacy among recently-arrived international students
* Development and teaching of pre-academic skills course and academic English courses for international freshman students

School of Medicine - University of Missouri, Kansas City 2001
* The Language of Medicine - Fundamentals and philosophy of medical language to first year medical students.

School of Education - University of Missouri, Kansas City 2001
* Literacy Development - Graduate seminar in first and second language literacy

University of Missouri, Kansas City, Department of English Language
Adjunct Faculty, 2000-2001
*Teaching Lower and Upper Division composition courses

Teaching Awards

2003 Faculty Honor Roll -- Student Government Board Award for Teaching Excellence
University of Pittsburgh
1998 - Office of Student Affairs Commendation for Teaching Excellence
HAVEN

Publications and Presentations:

“Executive Speechwriting,” Chapter of book entitled Presidential Assistants in Higher Education, due to be printed this spring or summer. With Kevin Boatright.

One of 137 scholars from across the nation chosen to select the 100 greatest American speeches of the 20th century. The results of this vote have been featured in USA Today, Milwaukee Journal/Sentinel and other publications throughout the nation. I have appeared on Wisconsin Public Radio and other radio stations to discuss the great speeches.


Presidential Election analysis for Wisconsin Public Radio’s Wisconsin Ideas Network, Fall, 2000. (Included vice presidential debate analysis, presidential debate analysis and analysis the night of the election).

Service

Member, Whitewater Unified School Board, 1986-1998 (President for two years and vice president for eight years).

HERRIOTT

(Shared with Music Department)

Research and Performance Activities

Select compositions and performance history:

New work - for mixed chamber ensemble and electronics (in progress)
  • Toronto, ON, Canada • premiere TBA
    Commission for the ARRAYMUSIC ensemble

Design for bass clarinet and electronics (2003)
  • New York City, NY • premiere May 7, 2003
    Commission for clarinettist Michael Lowenstern through the MATA Festival

Instances for clarinet and electronics (2003)
  • Calgary, AB, Canada • premiere March 5, 2003
    performance by clarinettist Guido Arbonelli

laddonnatudina IV - 2-channel tape (2002)
  • 12th Annual Florida Electroacoustic Music Festival • April 3-5, 2003

laddonnatudina IV (cont.)
  • Electro-Acoustic Sound Gallery at Big Orbit Gallery, Buffalo, NY • December 14, 2002
  • SEAMUS Music Week Concert, Buffalo, NY • November 4, 2002

laddonnatudina III - for viola with percussion and live electronics (2002)
  • Computer Music Concert, Buffalo, NY • April 14, 2003
performance by violist Carter Williams and percussionist Will Redman

**(sc)rap(e)ture** - 2-channel tape (2001)
- Baird Point Tape Music, Buffalo, NY • September 26, 2001

*ladonnatudina II* - for amplified contrabass and 2-channel tape (2001)
- Computer Music Concert, Buffalo, NY • March 6, 2002
  performance by contrabassist Greg Piontek
- Contrabassist Rafael Velez graduation recital, Miami, FL • December 6, 2001
  performance by contrabassist Rafael Velez

*Velvet Sink* - for prepared piano and electronics (2001)
- Bowling Green MACCM, Bowling Green, OH • October 18-20, 2003
  performance by pianist TBA
- New Music Miami Festival, Miami, FL • April 20, 2002
- Florida Electroacoustic Music Festival, Gainesville, FL • March 21, 2002
- Computer Music Concert, Buffalo, NY • April 11, 2001
  performances by pianist Adolfo Vidal

*ladonnatudina* - 2-channel tape (2000)
- Broadcast on radio wORM #35, http://wormweb.nl • February 28, 2003
  included on radio wORM #35 CD
- SEAMUS Electronic Music Concert, Buffalo, NY • November 15, 2000

*stick figures* - for flute, clarinet, percussion, piano, violin, viola, and cello (2000)
- SCI National Conference, Syracuse, NY • March 30, 2001
  performance by the Syracuse Society for New Music
- Graduate Composers' Concert, Buffalo, NY • October 23, 2000
  performance by the Belgian ensemble Champ d’Action

*Lock: 2x2(+1)* - for 2 pianos and 2 vibraphones (plus glockenspiel) (2000)
- Graduate Composers' Concert, Buffalo, NY • March 28, 2001
  performance by ad hoc UB student performers

*indecision* - for orchestra (1999)

*Instance* - for glass instruments (four players) and contrabass (1998, revised 1999)
- Subtropics Music Festival, Miami, FL • May 8, 1999
- Salvador Dali Museum Concert, St. Petersburg, FL • May 6, 1999
  performances by The Glass Orchestra and contrabassist Rafael Velez
- Glass Orchestra concert, Toronto, ON, Canada • November 5, 1998
  performance by The Glass Orchestra

*IMAGE* - for mixed chorus, percussion, and string orchestra (1998)
- reading session by FIU Concert Choir and FIU String Orchestra • January 1999

*Green is passing* - for solo piano (1998)
- Graduate Composers' Concert, Buffalo, NY • November 30, 1999
  performance by pianist Helena Bugallo
- Master's Recital Part I (“Huh?”), Miami, FL • April 17, 1999
- New Music Miami Festival, Miami, FL • January 13, 1999
  performances by pianist Drew Krause

- SEAMUS Electronic Music Concert, Buffalo, NY • November 6, 1999
- Master's Recital Part I (“Huh?”), Miami, FL • April 17, 1999
• Subtropics Music Festival, Miami, FL • April 10, 1999
• "An Electronic Fair," Miami, FL • November 12, 1998

impatience in the machine age - for four interactive swinging pipes (1998)
• "An Electronic Fair," Miami, FL • November 12, 1998

a canopy - for violin, viola, piano, and percussion (1998)
• Master's Recital Part II ("Not again!"), Miami, FL • April 19, 1999
  performance by ad hoc FIU student performers
• SCI student National Conference, Austin, TX • February 28, 1999
  performance by the University of Texas New Music Ensemble
• Music 98 Festival, Cincinnati, OH • June 22, 1998
  performance by College - Conservatory of Music (CCM) student performers
• SCI Student Concert, Miami, FL • April 15, 1998
  performance by ad hoc FIU student performers

Absolute - 2-channel tape (1997)
• Master's Recital Part I ("Huh?"), Miami, FL • April 17, 1999
• SCI Student Concert, Miami, FL • April 15, 1998
• Subtropics Music Festival, Miami, FL • March 14, 1998

Awards, honors, and commissions
Commission by Music at the Anthology (MATA) for a new work for bass clarinetist Michael Lowenstein ($2500) • performance May 7, 2003
New York City, NY

Djerassi Resident Artists' Program Residency • June 2003 (declined)
San Francisco, CA

Mark Diamond Research Fund Dissertation Grant ($1191) • November 2002 - April 2003
UB, Buffalo, NY

Commission of a new work for the ARRAYMUSIC ensemble • performance in 2003-4 season
Toronto, ON, Canada

Teaching Assistantship, Department of Music • Fall 1999 - Fall 2001
UB, Buffalo, NY

Honorable Mention, Excellence in Teaching Award • April 1999
FIU, Miami, FL

Poster Session Winner: "A Temporal Analysis of John Cage's Sonata No.1 from 'Sonatas and Interludes'",
FIU Graduate Forum • April 1999
FIU, Miami, FL

Publications and paper presentations:


"A Temporal Analysis of John Cage's Sonata No.1 from 'Sonatas and Interludes.'" FIU Graduate Forum Poster Presentation, FIU, Miami, FL, April 1999.

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**Teaching and Related Experience:**

**Audio engineering and recording experience:**

August 2002 - present  
Freelance Audio Engineer/ Engineer's Assistant  
Ins & Outs Sound, New Paltz, NY

August 2002  
Producer, Galvanizer 4-song demo  
recorded at Black Dragon Studios, New York City, NY

Summer - Winter 2001  
Producer, Recording Engineer, Composer, and Performer  
(Guitars, Bass, Vocals), Wombatt "Basement Metal"  
recorded in basement home studio, Buffalo, NY  
CD available through Worm Gear Distribution

November 15, 2000  
Engineer/ Coordinator, SEAMUS Electronic Music Concert  
UB, Buffalo, NY

Fall 1997 - Spring 1999  
Recording Engineer, Departmental Student Recitals  
FIU, Miami, FL

**Other experience:**

Spring 2003 - present  
Webmaster, Snakepit Magazine  
http://truemetal.org/snakepit

Fall 2001 - Spring 2003  
Staff Writer, The Graduate Quill  
UB, Buffalo, NY

March 28, 2001  
Coordinator, Graduate Composer's Concert  
UB, Buffalo, NY

Spring 2000 - Spring 2001  
Associate Editor (Arts), The Graduate Quill  
UB, Buffalo, NY

Fall 1998 - Spring 1999  
Secretary, FIU Graduate Students Association  
FIU, Miami, FL

**Music festival coordination**

Spring 2002  
Administrator, SuperCollider Workshop and  
Ethnomusicology/ Composition Conference "Beyond Noise"  
University of California Santa Barbara, Goleta, CA  
Wrote grants, assisted Conference Director with conference planning, and performed other administrative duties necessary for the organization of a $25,000 conference.

October 1997, January 1999  
Festival Coordinator, New Music Miami Festivals  
FIU, Miami, FL  
Worked closely with invited performers and composers, wrote grants, assisted Festival Director with conference planning, and performed other administrative duties for two separate $10,000 festivals.
HIXSON

Research

Publications


Presentations:


Service
Board of Directors, Walworth County Democrats, 2003-2004
Executive Committee Member, Faculty Senate UW-Whitewater, 2003-2004
Vice Chair, City of Whitewater Architectural Review and Planning Commission 2003-2004
Member, City of Whitewater Architectural Review and Planning Commission, 2001-2002
Delegate, (Walworth Co.) Democratic Party of Wisconsin,
Chair, Membership Committee, Advertising Division, AEJMC, 2001-2003
Chair, City of Whitewater Cable TV Commission, 2000-2002
Vice Chair, City of Whitewater Cable TV Commission, 1999-2000
Member, Committee to Study Forms of Government for City of Whitewater, 2000-2001
MONFILS
Research

Publications:

“The Zapatista Way: Social Movement, Technology, and Negotiation.” (The Spanish version of this article is under consideration for publication by the Iowa Council on Foreign Languages). Coauthor: Rino Avellaneda.


Editorial Consultant:

*Communication Quarterly, 2003-present.

Conference Presentations:


2003 Discussant, “Public Holidays as as Cross-Cultural Communication: an Analysis of the Fiesta del Sol in Peru.” Roundtable Discussion CSCA [Central States Communication Association, Omaha, Nebraska

2002 Discussant, “The Development of Intercultural Communication from our own perspectives: CSCA] and Beyond.” Roundtable Discussion, Central States Communication Association, Milwaukee, WI.


2001 “Are Eastern and Western Values Clashing, Submerging, or Integrating?” Roundtable Discussion, World Communication Association Conference, Santander, Spain.


Awards and Honors

*2000 Communication Department nominee, College of Arts & Communication Research Award, UW-Whitewater
*1999 Communication Department nominee, College of Arts & Communication Research Award, UW-Whitewater
*1998 Communication Department nominee, College of Arts & Communication Roseman Award nominee, UW-Whitewater

Education

Blue Key Nominee (nominated by 3 students) UW-W

Service

2004-2008 President, World Communication Association (elected)

2000-2004 General Secretary, World Communication Association (appointed)

2003 Search Committee for Assistant Professor of Advertising, Department of Communication for Advertising

2003 Search Committee, Director of International Programs and Education (appointed)

2001-2002 College of Arts & Communication representative to Strategic Planning &Budget Committee (elected)

1999-2000 Chair, International & Intercultural Division, Central States Communication Association (elected)
As Vice-Chair of the Division in 1999, I planned the programs for the Intercultural Division for the 2000 Central States Communication Association conference in Detroit, Michigan. I conducted the Division’s 2000 business meeting at the Detroit conference.

1989-1998 Board of Governors, World Communication Association, at-Large Member (appointed)
1997-2001 Faculty Senate (elected)
1997-1999 UW System Committee on Race and Ethnicity (appointed)
1997-present Latino Programs Advisory Committee (appointed)
1997-present International Education Committee (appointed)

**PENINGTON**

**Research**

**Publications:**


**Convention Involvement:**


Penington, B.A. (2000). Chaired panel entitled “Marital Satisfaction” for the Family Communication Division at the National Communication Association annual convention in Seattle, WA.


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**Teaching**

*Member, Public Communication emphasis revision committee, 2002-present.

*Curriculum development and faculty co-leader, Ireland Practicum Travel Study course, Jan.-June, 2003.

*Received grant in the amount of $1250 for work on designing Presentational Speaking Skills Rubric, Spring, 2003.

Participant in the LEARN Center workshop with Sally Vogl-Bauer and Writing Using the Key Sentence Method, August, 2003.

*Participated in Communication Department Curriculum Diversity Infusion Workshop for the April 18, 2003 and received $200 for materials on diversity/cross cultural communication.

*Participant in the workshop: “Help, I’m Struggling with College English,” for faculty and international students, April-May, 2003. Received $100 honorarium.

*Attended “Sharing, Exploring, Venting and Solving: Blackboard Faculty Panel Session,” April, 2003.

*Awarded professional development diversity grant of $1550.00, March 2003, for attending international conventions in Stockholm, Sweden for paper presentations. Based on attending a bi-weekly faculty reading group from Jan. – May, 2003, which focused on diversity and inserting diversity activities into our classrooms.

*Mentored student, Gwen Kast, whose research paper was selected for presentation at the 2003 NCUR conference in Salt Lake City, Utah, March, 2003.


*Participant in the LEARN Center workshop with Matthew Oulette on campus diversity issues, Jan., 2003.

*Participant, LEARN Center activities, Lion Gardner presentation and Grant Writing, Fall, 2002.

*Participant, Book Discussion Group, *Publish or Perish*, UW-Whitewater Learn Center Activity, Spring, 2002.


*Participant, Training in the use of Blackboard, UW-Whitewater, Fall, 2001.

*Selected for participation in the UW-W Teachers-Scholars Program, Fall, 2001 through Spring, 2002.


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Nominee, Communication Department and College of Arts and Communication for the Academic Staff Excellence Award for Instructional Staff, April, 1999.

Service


*Committee Member, University Audit and Review Committee, UWW, Jan. 2004, ongoing.

*Research Colloquium event presented by the Communication Department, UWW, co-chaired with Susan Wildermuth, Nov., 2003.

*Book discussion leader, We need to talk about Kevin, sponsored by the UWW Leadership Center, Nov., 2003.


*Graduate Council Member, 2002 to present.

*Public Speaking Rubric Grant Committee. Spring, 2003 to present.

*Member, Public Communication Emphasis Committee, Spring, 2002 to present.

*Faculty Advisor, Zeta Phi Eta, Professional Communication Fraternity, Fall, 2001 to present.

*Arranging exchange partnership for the Communication Department at UW-Whitewater with Sungkyungkwan University in Seoul, South Korea, Summer 2003 to present.

*Paper reader for Basic Course interest group for Central States Communication Association annual meeting, Omaha, Nebraska, in April, 2003 (Jan., 2003).

*Interim Graduate Program Coordinator, Dept. of Communication, UW-Whitewater (Interim) 2002-2003 Academic Year

*Ireland Practicum Course: developing curriculum and teaching course with Dr. Susan Wildermuth (overload course) which culminated in a 3 week travel abroad experience for students who completed the Cross Cultural Communication course.

*Search and Screen Committee for Generalist position in the Communication Department, Fall, 2002 to Spring 2002.

*Chair, Basic Course Committee, Dept. of Communication, UW-Whitewater, Fall, 2001 to Fall, 2002.

*Faculty Advisor, Parents On Campus, Fall 2002 to Spring, 2003.

*Developer, Basic Course instructor handbook, Aug, 2002.

*Member, Basic Course Committee, Dept. of Communication, UW-Whitewater, Fall, 1997 to Fall, 2002.

*Member, Consulting Committee, Dept. of Communication, UW-Whitewater, 2001-present.
*Member 2 Search and Screen Committees, Dept. of Communication, UW-Whitewater, Fall 2000-Spring 2001; Fall, 2001-Spring, 2002.


*Volunteer, Host Family Program, UW-Whitewater, Fall, 2002 to present.

*Article written for World Communication Association Newsletter, Fall, 2002.


*Advisor, to Fanta Toure, communication major, who had her paper accepted for presentation at the Organization for the Study of Communication, Language and Gender’s national convention.

*Member, College of Arts and Communication selection committee: College Research Award, Spring, 2001.

*Presenter, “Qualitative Research Perspectives,” program presented to College of Communication, Marquette University, graduate research seminar course, March, 2000.


*Co-producer and director of a video commemorating the ministry of Pastor Jerald Wendt of First English Lutheran Church, Whitewater, June, 2003.

*Guest presenter at the retirement gathering for Pastor Wendt with over 400 people in attendance, June, 2003.

*Communication Chairperson for Building Fund Appeal, First English Lutheran Church, Whitewater, WI, March-May 2002.


**SMUDDE**

**Research**

**Published Articles, Conference Papers & Panels**


“Issue or Crisis: A Rose By Any Other Name…” in Public Relations Quarterly (Winter 2001).


“Manufacturing Matchmaker: The National Center for Manufacturing Sciences Helps Marry Ideas and Resources” in Technology Century (Spring 1999).


Service

University of Wisconsin–Whitewater:

− Strategic Planning & Budgeting Committee representative from the College of Arts and Communication (2002-2003 academic year).

− Department of Communication search committee for the position of assistant professor of advertising (2002-2003 academic year).

− Department of Communication’s Graduate Committee. Included a work group on applied communication project as one of three graduate “capstone” options.

− Faculty advisor for the UW-Whitewater chapter of the Public Relations Student Society of America (PRSSA), beginning in the 2003-2004 academic year.

− GIFTS program reviewer for the Central States Communication’s 2003 Annual Conference

− Safe Tables Our Priority (STOP) volunteer public relations counselor on local and national issues and activities on safe food production, processing, packaging and preparation (2002-present)

− Ann Arbor IT Zone, Washtenaw County Development Council (2000-2002)
  − Corporate Membership Development
  − Marketing Committee

− Safe Tables Our Priority (STOP)
  − Volunteer public relations counselor (2002-present)

Awards/other Experience:


Independent Consultant & Writer — Stoughton, Wisconsin, & Ann Arbor, Michigan
**TREMBLAY**

**Research**

**Publications:**


**Papers and Presentations:**


Tremblay, W. (April 2000). “Using an E-mail Role Playing Simulation to Study Electronic Media Futures.” Presented at The Broadcast Education Association annual convention, Las Vegas, NV. First Place, debut category, Courses, Curriculum and Administration Division.


Tremblay, W. et al. (July 15, 1999). “Broadcast Educator Panel.” Wisconsin Broadcasters Association Summer Convention, Wisconsin Dells, WI.


Grants:


UW-Whitewater Lab Modernization Grant. (2002). $33,000 for new audio and radio equipment.


Professional Activities:

ACADEMY OF TELEVISION ARTS AND SCIENCES FOUNDATION FACULTY SEMINAR. Los Angeles, CA. Competitive selection process.

CERTIFICATE, BROADCAST MANAGEMENT INSTITUTE, Executive Education, College of Business, University of Wisconsin, Madison. Completed three-year cycle. (2000, 2001, 2002). Received full scholarship from WBA Foundation for all three years.


MANUSCRIPT REVIEWER: Review textbook drafts, manuscript proposals and new text editions for Butterworth-Heinemann, Stoneham, MA and Houghton Mifflin, Boston.

Honors and Awards:
• UW-W College of Arts and Communication Research Award (2001-2002).
• Nominated as departmental representative to UW-W College of Arts and

Service

Professional
• Serve on education committee of the Wisconsin Broadcasters Association.
• Chair of the Commission on Communication in the Future, National Communication Association (2001-2002).
• Vice Chair-Elect: Planned Communication in the Future Commission program, for Atlanta, 2001 convention.
• Awards committee of the Commission on Communication in the Future of the National Communication Association.

Institutional
• University and College Curriculum committees (UWW).
• Graduate Council (UWW).
• Graduate Audio and Review Committee (UWW).
• Elected to Faculty Senate, 1999 (UW-W).
• Elected to Academic Staff Assembly (UW-W).
• Advisory committee, McNair Scholars program (UW-W).
• Various standing and ad hoc committee appointments at UWW.

Community
• Public speaking to community groups, Whitewater, WI.
• Youth soccer coach.
• Public speaking at civic and church organizations in northwest Iowa and the significance of new communication technologies to society.
• Appointed by mayor to Cable Television Advisory Committee, Greencastle, Indiana.
• Public speaking to market radio programming and services at Whitewater.

VOGL-BAUER

Research

Publications:


Conference Presentations:


Vogl-Bauer, S. (2003, November). Respondent, “Public speaking pedagogy, apprehension, skills, and implications for online learning with virtual teams.” Responded at the meeting of the National Communication Association, Miami Beach, FL.


Vogl-Bauer, S. (2000, November). Chair, “Family communication and the construction of gender.” Chairperson at the meeting of the National Communication Association, Seattle, WA.


Grants:

Instructional Consultant, National Science Foundation Grant, (in Biology Department at UW-Whitewater) Fall 2003 – Fall 2004. Competitively Selected.


UW-Whitewater Faculty Development Grant, “Uncovering the Positives of Adolescence” $2500.00, Fall 1998. Competitively Selected.

Honors and Awards:

Excellence in Service Award Nominee, Department of Communication, University of Wisconsin – Whitewater, Spring 2004.
Excellence in Research Award, College of Arts and Communication, University of Wisconsin – Whitewater, Spring 2003.

Excellence in Research Award Nominee, Department of Communication, University of Wisconsin – Whitewater, Spring 2003.

Excellence in Teaching Award Nominee, Department of Communication, University of Wisconsin – Whitewater, Spring 2002; Spring 2000.


Teaching Scholars Program Participant, University of Wisconsin – Whitewater, 2000 – 2001 Academic Year.

Outstanding Teaching Award – Student Organizations, Student Involvement Awards, University of Wisconsin – Whitewater, Spring 2000.

Undergraduate Teaching Improvement Council (UTIC) Faculty Fellows Representative, University of Wisconsin – Whitewater, 2000 – 2001 Academic Year.

Faculty Recognition Award, National Blue Key Chapter of UW-Whitewater Students, 1998, 1999.

UW-Whitewater Faculty Representative, Faculty College, UW-Marinette Campus, May 1997.

Service

Professional Service


Past Chair, Instructional Development Division, National Communication Association (NCA), Fall 1999 to Fall 2003.

Chair, Family Communication Division, National Communication Association (NCA), Fall 2000 to present.


Editorial Board, Communication Teacher, December 2002 – present.

Editorial Board, Communication Research Reports, Summer 2000 – Fall 2003.


Special Editor, Communication Yearbook 27, January 2002.

Secretary, Instructional Development Division of ECA, Spring 2000 – Spring 2002.

Panel Reader, Instructional Development Division of NCA, 2000 paper submissions.
Paper Reader, Instructional Communication Division of ECA, 1999 paper submissions.

**University Service and Committee Work**


**Faculty Mentor**, LEARN Center Scholar/Mentor Pilot Program, UW-Whitewater, Spring 2003.


**Member**, Master Thesis Comprehensive Exams, Dan Davis, Spring 2003.


**Chair**, Public Communication Curriculum Committee, Spring 2002 – present.


**Peer Coach**, LEARN Center (Faculty Development Center), University of Wisconsin – Whitewater, 2001 – 2002 Academic Year; 2000 – 2001 Academic Year.

**University Curriculum Committee Member**, University of Wisconsin – Whitewater, Department of Communication Representative, Spring 2000 – Spring 2001.


**Member**, Institution Review Board, University of Wisconsin - Whitewater, Fall 1996 – Fall 2000.

**Co-Leader**, Semester Readings on Student Motivation, LEARN Center, University of Wisconsin – Whitewater, Spring 2000.

**Co-Presenter**, Semester Series on Grant Writing, LEARN Center, University of Wisconsin – Whitewater, Fall 1999.


**Chair**, Organizational Communication Curriculum Committee, Fall 1998 – Spring 2000.

**Faculty Advisor**, Zeta Phi Eta, Professional Communication Fraternity, Alpha Phi Chapter, UW - Whitewater, Fall 1998 – Spring 2001.

**Member**, Academic Advising Committee, Department of Communication, UW - Whitewater, Spring 1999 – Fall 1999.

**Member**, Enrollment Management Committee, Department of Communication, UW - Whitewater, Fall 1998 – Fall 1999.


**Member**, Master Thesis Comprehensive Exams, Karen Buller, Fall 2001.


Member, Master Thesis Comprehensive Exams, Michael Betker, Spring 2001.

Member, Master Thesis Comprehensive Exams, Connie Schulze, Fall 2000.


Member, Master Thesis Comprehensive Exams, Jessica Roslof, Spring 1999.

Member, Master Thesis Comprehensive Exams, Tracy Maxwell, Spring 1999.

Chair, Master Thesis Comprehensive Exams, Charles Quince, Fall 1998.

Member, College Student Recognition Awards, College of Arts and Communication, University of Wisconsin - Whitewater, Fall 1996 - Spring 1999.

WEISS

Scholarly Interests:
My interests lie in two related areas. First, I am interested in the visual component of communication, particularly mass communication. Secondly, I am interested in non-linear communication (an example of which is the World Wide Web). Beginning with HyperText in the mid 1980s, I have followed this field of communication and its application long before the World Wide Web was introduced.

My research has not generated any publications.

Extracurricular Pursuits:
I am a part-time member of the clergy staff of the Whitewater Area Regional Ministry of the United Methodist Church (1998-present).
I am an avid domestic traveler, having spent time in 49 of the 50 United States.
I also freelance as an inspirational and motivational speaker.

WELCH

Research

PUBLICATIONS: BOOK CHAPTERS:


PUBLICATIONS: JOURNAL ARTICLES:


CONFERENCE PAPERS:

Welch, S.A., & Higgins, M.A. (2001, November) 'The Heart is a Lonely Hunter’ in interpersonal or intercultural communication courses. Paper presented at the meeting of the National Communication Association, Atlanta, GA.


OTHER PRESENTATIONS:


Welch, S.A. (1999, August) *Effective feedback in the corporation*. Presentation made to the Madison, Indiana Chamber of Commerce Human Resource Division, Madison, IN.

**Service**

2002+ Committees 2003: Basic Course Development Committee, Organizational Division Search Committee
Forensics Debate Judge, Fall 2002, UW-Whitewater Manuscript Reviewer, for Central States Communication Association’s GIFTS Program

Supervised 17 Independent Studies to date.
Supervisor and Academic Advisor, the Communication
Department Internship Program.
Member, Curriculum Committee, 2001-2002.
Faculty Evaluation Committee, 1998-2000,
Sub-Chair of Student Evaluation Critique.
Advisor, Lambda Pi Eta, National Communication Association
Honors Society for Communication Majors.
Coordinator and Supervisor, of focus-group sessions for the
Hanover College Retention Committee and Outreach Program.
Member, Merit Scholarship Committee.
Member, Judge Panel, Hanover College Annual Stanley Wheater
Speech Contest.
Member, Judge Panel, Annual Madison Consolidated High School
Speech Contest.

Editorials Position:

2003 Reviewer, Journal of Behavioral and Applied Management (JBAM)
Reviewer, Journal of Business Administration Online (JBAO)

2001- Senior Editor, Academic Exchange Quarterly
2002 •Promoted from Assistant Editor

2000 Contributing Editor, Sound Instruction: Ready to Use
(Sept.) Classroom Practice. (Linda Serra Hagedorn, Chief Editor)

2000 Assistant Editor, Academic Exchange Quarterly
(July) •Promoted from Contributing Editor

2002- Senior Editor, Academic Exchange Quarterly
2002 •Promoted from Assistant Editor

2001 Contributing Editor, Sound Instruction: Ready to Use
(Sept.) Classroom Practice. (Linda Serra Hagedorn, Chief Editor)

2000 Assistant Editor, Academic Exchange Quarterly
(July) •Promoted from Contributing Editor

2000 Contributing Editor, Academic Exchange Quarterly
(March) •blind critique of article submissions for a peer-reviewed journal

1999 Member, Editorial Advisory Board
Collegiate Press, Essentials of Public Speaking
•blind critique of a potential textbook

Community Service:
•Supervised 27 Research and Methodology students to conduct interviews of former
(1940-96) employees of JPG, a now decommissioned military/air-force practice range.
Oral History interviews archived in JPG museum, Madison IN.

Co-coordinator for The Hanover Experience: Perspectives on the Liberal Arts.
•Sponsored by the Center For Free Inquiry’s Perspectives, Hanover College, a High
School Teacher Workshop.
Grants:

Awarded and administered $132,129 grant from the University of Louisiana System Board of Regents Support Fund, 2000-2001. Served as Project Director and was the sole grant writer. The Digital Video Laboratory Enhancement (DVLE) project was to purchase eight complete digital video camera and editor packages, training, travel, computer furniture, lab renovations, etc. Included an institutional match of $30,000 and a private sector match of $1,000 from the SLU Foundation.

Awarded $500 grant from the SLU College of Arts and Sciences for incorporation of service learning, Fall 2000. Funds were used for videotapes and microphones for the Advanced Video course, in which students produced a video project for Options, a community organization that helps people with disabilities.

Awarded $10,000 grant from the A. H. Belo Corporation Foundation, Dallas, TX., Dec. 1999. Belo Corp. is the owner of WWL-TV, Channel 4, New Orleans. This grant helped support the DVLE project.

Awarded $5,000 grant from The Manship Fund of the Baton Rouge Area Foundation, Nov. 1999. The Manship family owns WBRZ-TV, Channel 2, Baton Rouge. This grant helped support the DVLE project.

Awarded $1,500 Teaching Enhancement Grant from SLU Center for Faculty Excellence, Nov. 1999. A total of three $500 awards to Drs. Scott Elliott, John Wellman, and Project Director Lynn Wellman was used to fund an on-campus contractor for additional training on the Avid digital editor.

Scholarly Presentations:


Publications:


**Teaching**

Attended Title III Technology Workshop, UWW, July 8-19, 2002.

Attended introduction and intermediate Power Point workshops, UWW, Spring 2002.


Attended workshop on Active Learning, UWW, Fall 2001.

Attended intermediate level workshop on Microsoft Word, UWW, Fall 2001.

Attended basic and advanced workshops on Final Cut Pro, Irvine, CA, Spring 2001.

Attended advanced workshop for Avid, SLU, Fall 1999.

Attended the Sixth American Association for Higher Education (AAHE) Conference on faculty roles and rewards, January 1998, Orlando, FL. As a team member representing SLU, attended meetings on service learning, technology and the classroom, and faculty governance.

Selected to *Who’s Who Among America’s Teachers*, 2002.

**Service**

Chair, Communication Dept. Basic Course Committee, 2002 to present; Member, 2001-2002.

Chair, Media Subcommittee, Alcohol and Other Drug Abuse Prevention Coalition, 2002-2003; Member, 2003 to present (a University- and community-based group).

Member, University Admissions and Academic Standards Committee, 2003 to present.

Member, Communication Dept. Rubric/Assessment Committee, 2003 to present.

Member, Communication Dept. Graduate Faculty, 2001 to present.

Member, Public/Interpersonal Communication Curriculum Committee, 2002 to present.


Judge, Commencement Student Speaker Committee, Spring 2002.


Chair, Faculty Senate Academic Committee, 2000-2001.

Officer, Faculty Senate Executive Council, 1995-1998.

Member, University Calendar Committee, 1996-2001.


Chapter Secretary of Phi Kappa Phi, National Honor Society, SLU Chapter.

Member, University Compressed Video Committee, 1998 to 2001.


WILDERMUTH

Research

Publications:


Publications Under Review:


Wildermuth, S. M. (under review). The Effects of Stigmatizing Discourse on the Quality of On-line Relationships. CyberPsychology and Behavior. (They received my submission in June, 2003 and expect the review process to take approximately five months).

Wildermuth, S.M., & Rivera, J. (under review). Social Exchange and Close Relationships: Is it best to have the ideal partner or to be the ideal partner? Communication Studies. (Submission was mailed in September, 2003).

Kinney, T.A., & Wildermuth, S.M. (under review). Testing the Etiological Structure of Aggressiveness. Aggressive Behavior. (They received the submission in June, 2003 and expect the review process to take approximately three months).

Conference Presentations:


Wildermuth, S. M., & Rivera, J. (April, 2002). Social Exchange and Close Relationships: Is it best to have the ideal partner or to be the ideal partner? Paper presented at the Central States Communication Association’s annual conference in Milwaukee, WI. Selected as “Top Paper” in the Communication Theory Division. (Peer Reviewed).


Wildermuth, S. M. (May, 1999). Social Exchange in Cyber Space: An Interactive Discussion. Poster presentation at the ICA convention in San Francisco, CA. Selected as the "Most Outstanding Interactive Display" ($150.00 Award) in the Communication and Technology Division. (Refereed).


Association's annual conference in Chicago, IL. Selected as a "Top Three Paper" in the Commission on Communication in the Future division. (Refereed).


Invited Presentations to Departments and Groups:


Teaching Development Activities:

UW Institute on Race and Ethnicity Reading Groups, (Spring 2002)
*Communicating with Muslims Reading Group*
Participated in a reading group sponsored by the UW Institute on Race and Ethnicity. The group read three books, *Understanding Arabs*, *American Muslims*, and *Covering Islam*.

UW-System Faculty College, (Spring, 2002)
Participated in a system-wide program designed to provide faculty in the UW-System with an opportunity for pedagogical development. I attended two three-day seminars, one in teaching in a multicultural environment, and one on teaching writing skills and designing writing assignments in non-writing courses.

LEARN Center Scholarly Writing Workshop, (Spring, 2002)
Participated in a workshop sponsored by the UW-Whitewater LEARN Center on how to improve the quality and quantity of scholarly writing.

UW-Whitewater Teaching Scholars Program, (Academic Year 2001-2002). Began partaking in a year-long program that involves participation in a group seminar, attendance at a variety of relevant workshops and conferences on teaching, participation in a peer partnership, and the development, implementation, and dissemination of a teaching improvement project. Selected as one of 10 participants.

UW-System Institute of Global Studies Conference, (2001), *Weaving the Fabric of Global Studies: Interdisciplinary Approaches*. Participated in a system-wide conference designed to assist faculty in establishing new global studies curricula to prepare students to think and act in an increasingly interconnected world.

UW-Whitewater Title III Faculty Technology Workshop,
(2001). Participated in a two-week workshop designed to instruct faculty in the use of Blackboard, web page development, video and sound editing, and multi-media instructional design. Was selected as one of 20 workshop participants.

UW-Whitewater LEARN Center Lunch Hour Discussion Group, (2000). Making Our Students Better Thinkers. Participated in six one-hour discussion sessions that focused on how to improve the critical thinking and analysis skills of undergraduate students.

Curriculum Development Activities:

Cross-Cultural Communication Practicum: Ireland, Spring, 2003
Taught a class on Irish Culture and lead a three-week short-term study abroad trip to Ireland at the end of the course. I designed the course, drafted the curriculum proposal for the course, planned the travel study portion of the course, and served one of two co-instructors.

Finland Student Exchange Program, Spring, 2002
I initiated and coordinated the establishment of a new exchange program between the Communication Department at UW-Whitewater and the Communication Department at the University of Jyvaskyla-Finland. Four undergraduate students per year will participate in this exchange. I will serve as faculty coordinator for this student exchange program.

International Speaker’s Bureau Program, Implemented in 2001
Wrote and obtained a $4,000 grant proposal to the UW-Whitewater Chancellor’s Excellence Fund to support the establishment of an International Speaker’s Bureau Program. The program was designed to provide quality professional speakers for the Cross-Cultural Communication course. The long-term goal of the program was to establish a database of professional speakers who will visit the classroom and speak on various topics related to international policy and intercultural communication.

Study Abroad Student Handbook Project, 2001-present
Initiated a partnership program between my Cross-Cultural Communication classes and the Office of International Programs at UW-Whitewater. As a semester-long group project, students in the Cross-Cultural class designed, wrote, and produced country-specific handbooks to be used by students interested in studying abroad on UW-Whitewater exchange programs. These handbooks provide information on the target country--its history, politics, religion, music, art, cultural norms, values, beliefs, and practices. At the end of the semester, electronic versions of the handbooks are provided to the Office of International Programs. The handbooks are then reproduced and distributed as a resource to students who sign-up for study abroad programs in the relevant countries.

Teaching Recognition:

Communication Department Nominee for the College Excellence Award in Teaching Award, Fall, 2002
Was selected by my department as the nominee for the College Excellence Award in Teaching.

Nominee for the Central States Communication Association Outstanding New Teacher Award, Spring, 2003
Was selected as a nominee for the Outstanding New Teacher Award from CSCA.
CLA Teacher Appreciation Dinner, 1999. Was invited by my Persuasion Theory students to attend the “CLA Teacher Appreciation Dinner.” This dinner is organized by CLA students in order to recognize outstanding instructors and faculty.

Student Evaluation Awards, 1996-1999. Received recognition from the Chair of the department for Outstanding Student Evaluations.

Speech Communication Undergraduate Association Outstanding Teaching Assistant Award, 1998. Received recognition from the department's undergraduate association for outstanding teaching and advising.

Advising Experience:

Thesis Advising

Sara Sobroski, Spring, 2003-present, Thesis Advisor
Title: Trust Building in Virtual, Intercultural Teams

Julimar Rivera, Spring 2001-present, M.A. thesis advisor
Title: Seeking to have the ideal partner versus seeking to be the ideal partner: The proposal and verification of a new mate selection strategy.

Vicki Ortiz, Spring 2001-present, M.A. thesis advisor
Title: American views of Cuba: An exploration of the correlation between media portrayals and individual’s stereotypes of other cultures.

Undergraduate Research Projects

Cari Holmes, Spring 2001-Fall 2001, faculty advisor
Research project title: With a little help from our friends—and family: Examining the correlation between perceived social support and reported life satisfaction of the elderly.

Nancy Beal, Summer, 2001, faculty advisor
Research project title: With a little help from our friends—and family: Examining the correlation between perceived social support and reported life satisfaction in the elderly.

National Conference for Undergraduate Research

Sarah Franceschi, Spring 2001, faculty advisor
Research project title: Culturing the College Student: The impact of learning style and speaker effectiveness on student learning in the Cross-Cultural Communication classroom.

Service

International Communication Association:

ICA, Chair Communication and Technology Division, Moderator/Chair of Competitive Panel, July, 2002
Served as a moderator for a Communication and Technology panel at the ICA annual convention in Seoul, South Korea.

National Communication Association:
Intercultural and International Communication Division Reviewer, 2003
Served as a reviewer of papers and panels for presentation at the 2004 convention of the NCA.

Service Learning Resource Development Committee Member, 2001-2002
Serve as part of an NCA-sponsored committee developing local sources of funds to support service learning in the communication discipline.

Conference Panel Chairperson, 1999. Served as a panel chairperson for the "Service Learning and Technology" panel sponsored by the Human Communication and Technology Commission at NCA in Chicago, IL.

Central States Communication Association:

Interpersonal and Small Group Division Submission Reviewer, 2002
Served as a reviewer of papers and panels for presentation at the 2003 convention of the CSCA.

Intercultural Division Submission Reviewer, Fall 2001
Reviewed five panels and five papers for presentation at the 2002 convention of the CSCA.

Departmental Service:

UW-Whitewater Committees

Communication Department Scholarship Committee, 2002-ongoing

Course Evaluation Revising Committee, 2002-Ongoing
This committee’s goal is to revise the student evaluations that are currently being used by the department. Last year we made revisions and pilot tested those revisions on the spring evaluations.

Graduate Faculty Committee, Fall, 2002-ongoing
The role of this committee is to evaluate incoming graduate student applications, and work together to improve the graduate program. We participated in a graduate faculty retreat last winter and have made significant strides in increasing the number of graduate students enrolled in our program.

Multi-Media Curriculum Development Committee, 2002
In the past year I have been an active member of the Multi-media curriculum committee. This committee is responsible for designing a new major and minor in multi-media that will be located in the College of Arts and Communications. Students will be able to obtain the major or minor with either a focus in art and design or a focus in communication and effects.

Public Communication Curriculum Revising Committee, 2002
Serve on a committee that is working to revise and update the department’s current Public Communication Curriculum. The committee has worked to devise new courses, modify existing courses, and restructure the curriculum to better reflect the current state of the field.

Communication Consortium Committee, 2001-ongoing
Participated in the formation of a faculty-run communication consulting group. The UW-Whitewater Communication Consortium will provide training, research and consulting to individuals and organizations seeking to improve their communication with others.

**College Service:**

**Multimedia/Audio Search and Screen Committee, Spring 2003**
Served as a communication department representative on the College’s search and screen committee for a tenure-track position in Multi-media.

**University Service:**

**International Search and Screen, Spring & Summer, 2003**
Served as member of the Search and Screen Committee for the Director of International Education and Programs at UWW. Reviewed over 80 applicants and interviewed three before recommending Adrian Sherman.

**Chair of the Rubric Committee, Spring, 2003-Ongoing**
Agreed to chair a committee to devise, pilot test, and implement an oral presentation rubric to be used to assess student’s oral presentation skills early and late in their college careers. The data collected based on this rubric will be used to inform North Central Accreditation on UWW progress toward general education goals.

**Faculty Senate, Fall 2002-2003**
Was elected to serve on the Faculty Senate to represent assistant professors through the 2003-2004 academic year.

**HOBBITS Advisor, Spring 2002-present**
Serve as faculty advisor to the HOBBITS club at UW-Whitewater. The club has an active membership of 35-40 students and coordinates hiking, biking, skiing, and other outdoor activities for interested students.

**Forensics Judge, Spring 2001**
Acted as collegiate forensics judge for the UW-Whitewater Forensics Team’s annual tournament.

**Roger Axtell Presentation, Fall 2001**
Invited Roger Axtell, experienced businessman, professional speaker, and best-selling author, to speak on campus about his work in international marketing. Over 200 undergraduate students in the communications, marketing, international studies, and arts management majors attended Axtell’s presentation.

**Arle & Billy Haeberle Graduate Award in Media, 1999. ($2,850.00).**

**Grants:**

**African Child Foundation Service Learning Grant, Spring, 2003 ($300.00)**
Received a service-learning grant in order to implement service-learning into my Cross-Cultural Communication course. As a result of the grant, students in my Spring, 2003 Cross-Cultural courses collected clothes, school supplies, and toys for children in Uganda through the African Child Foundation.

**Curriculum Diversity Infusion Training and Development Grant, Spring, 2003 ($3,660.00).** Received a curriculum development grant in order to support a day-long...
training session for communication faculty on infusing multiculturalism into the communication curriculum.

**UW-Whitewater Chancellor’s Excellence Grant, 2001.** ($4,000.00).
Received a small grant to implement an experiential learning project into the cross-cultural classroom.

**Foresburg Corporation Grant for Research and Study in Sweden, 1999.** ($15,000.00). Received a $15,000.00 grant for research for three months of research in Sweden.

**United States Department of Education, 2002 ($459,282.00)**

*Fund for the Improvement of Postsecondary Education*

FIPSE grants are extremely competitive and the proposal process occurs in two stages. First, you craft a preliminary proposal, and then, if that proposal is accepted, you are invited to submit a full-proposal. In April 2002, I was notified that out of 1,324 preliminary applicants, I was one of 190 applicants invited to submit a full proposal. I sent the full version of the proposal to FIPSE in June 2002, and I am currently awaiting notification. The FIPSE project that I proposed was the development of a new interdisciplinary, intercampus, “Emphasis in Intercultural Competency” minor. The minor would seek to provide students with skills in intercultural interaction through three innovative strategies: coursework in Intercultural Competency, a required intercultural practicum experience, and a sharing of resources across participating campuses.