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A Brief History of the Department of Communication

Richard J. Jensen

Professor

The history of the Department of Communication at the University of New Mexico can be divided roughly into three periods which reflect the ideas and personalities of the three individuals who have served as Chair of the department. Those periods also reflect the historical evolution of the status of the communication discipline nationally. Dr. Wayne C. Eubank served as Chair from the inception of the department in 1949 until his retirement in 1972. Under his leadership the department was firmly grounded in practical courses which focused on public speaking, debate, and speech and hearing sciences. Under Dr. Eubank's leadership the department worked actively to create connections with the community and public schools by offering programs which improved the lives of individuals and which allowed students to participate in speech activities on the university campus. His successor, Dr. R. Wayne Pace (1982-1978), dramatically altered the emphasis of the department from practical, performance courses to those emphasizing more theoretical study of human communication, the current focus of the department. The present chair, Dr. Kenneth D. Frandsen, has refined and built on the structure he inherited from Dr. Pace. He has attempted to enhance the graduate program, sought to improve the image of the department in the university, attempted to increase ties to organizations in the community, encouraged the development of a group agenda for faculty members, and has sought to maintain the quality of the department in an era of declining resources in the state of New Mexico.

Although there were different focuses during each period in

the department's history there have been common problems faced by the department from 1949 to the present:

1. Enrollment in classes has been consistently high, indicating strong interest in the department's offerings as well as creating problems in meeting the demand. In virtually every annual report the Chair has discussed the need for additional faculty and resources to meet increased enrollment and teaching demands.

2. There has been a significant turnover of faculty throughout the history of the department. Many of the faculty have left for positions at more prestigious universities. For example James McBath went to the University of Southern California where he served as department chair for many years; Robert Dick is currently chair at Indiana University-Purdue University, Indianapolis; Tom D. Daniels has served as Director of the School of Interpersonal Communication at Ohio University; and Gerald M. Goldhaber has served as Chair at the State University of New York at Buffalo. Other faculty who have moved include Marilyn Van Graber (Indiana University), Timothy G. Plax (Long Beach State), Lawrence E. Rosenfeld (University of North Carolina), Paul Feingold (USC), Robert L. Heath (University of Houston), Vincent Bevilacqua, and Keith St. Onge. That turnover is thus a reflection of the department's ability to attract highly qualified young faculty--unfortunately the department has not been able to retain many of those individuals. Even though there has been a large turnover, the department has consistently had a dedicated faculty which has taken pride in teaching.

3. The faculty has also been extremely active in professional organizations. Dr. Eubank served as National President of Delta Sigma Rho-Tau Kappa Alpha and President of the Western Speech Communication Association (WSCA); Dr. Pace was President of WSCA; Dr. Frandsen served as Second Vice-President of WSCA; Dr. Janice E. Schuetz also was Second Vice-President of WSCA; Lawrence B. Rosefeld edited the Western Journal of Speech Communication; and numerous other faculty members have held offices in state, regional, and national associations. At the same time the faculty has published a significant number of books and articles--a partial list of those publications is attached to the end of this document.

4. Throughout its history the department has hosted significant events. For example, in April of 1955 the department entertained a debate team from the University of London. Five Hundred people attended an evening debate between debaters from UNM and the team from London. In June of 1966 the department hosted the National Forensics League Tournament. Three hundred and twenty high school debate students from forty states participated in this national event.

In 1973 the department hosted the annual convention of the Western Speech Communication Association at the Four Seasons Hotel. The event was so successful that the department was again asked to host the convention in 1983. Plans are underway to host the convention again in 1993.

5. All department chairs have expressed concern about the lack of adequate financial resources in the department. This

lack of funding has reduced the ability of the department to adequately serve its students.

6. All chairs have attempted to call attention to the inadequate physical facilities in which the department has been housed. In the early years the department was located in a temporary structure (T1) just west of Bandelier Hall. The inadequacy of that structure created particular problems for proper training in radio and impeded research in voice science and speech correction. The annual report for 1953-1954 summarized the concern about facilities: "It has been difficult for the Department of Speech to understand why a university feels that it is unnecessary to take advantage of one of the most important mediums of communication [radio]."

In recent years the same theme can be found in discussions of the inadequate facilities. In 1980 Dr. Frandsen wrote: "The Department continues to operate at a handicap because of the lack of adequate and usable space for faculty meetings and colloquia, graduate seminars, and laboratory research. . . .the roof at 1801 Roma leaks during heavy rains and the leakage has damaged and impeded work undertaken by the secretarial staff. Of particular concern is the lack of an adequate facility to teach telecommunication courses. The studio at 1801 Roma is too small and lacks state-of-the-art equipment necessary to effectively train students to work in industry."

7. Periodically the issue of the creation of a Ph.D. program has surfaced. Dr. Eubank set 1970 as the date for instituting such a program. Unfortunately, the degree was not

approved. The argument for such a degree has focused on the beliefs that the faculty is equal to those in many Ph.D. programs and that demand exists in the state for such a program. Because there is no Ph.D. offered in the state potential students must either leave the state or earn a degree in another department. Each time such a program has been proposed it has quickly become obvious that the department does not possess sufficient resources to expand its offerings and incorporate a new degree. Such a program continues to be a departmental goal.

A final consistency is one vital to the day-to-day functioning of the department. In 1966 May Polivka was hired as Departmental Secretary, a post she fills until the present as Staff Assistant. For over 20 years she has served as advisor, confidant, and, at times, mother to students and faculty of the department. Whenever anyone in the department has a question they are told to "ask May"; if anyone has a problem they are sent to May. It is no exaggeration to say that the department would be a less interesting place to work without her presence. Her value not only to the department but also to the university was recognized in 1988 when she was awarded the Regent's Medal for Meritorious Service.

The evolution of the themes described above and the structure of the department will be discussed in the remainder of this history. The document will roughly be divided into periods corresponding to the eras of the individual chairs.

Birth and Growth, 1949-1972

Courses in Speech have long been an integral part of the offerings of the University of New Mexico. Soon after the end of World War I courses in oral composition and public speaking were added to the curriculum of the English Department. Several sections of each course were taught each term. As the years passed courses in debate and discussion were added. A strong debate team has been an integral part of the department throughout its history. In 1938 a chapter of Tau Kappa Alpha (a national debate honor society) was created on campus.

After World War II the university's administration approved an enhanced program of Speech courses leading to the creation of a Division of Speech within the Department of English. An expanded curriculum was approved and a staff of four hired to teach courses in speech and hearing therapy, radio, and forensics (debate) in addition to the courses in public speaking and discussion. In 1947 a High School Forensics Festival was initiated. That festival brought large numbers of high school students on campus. The faculty believed that such festivals were a means of attracting quality students to UNM as well as providing students with a valuable learning experience.

In 1949 a separate Department of Speech was created. In the Biennial Report of the University, 1949-1951, Thomas C. Donnelly, the Dean of Arts and Sciences, stated: "During the biennium the Division of Speech and the Division of Journalism were elevated to the status of departments, their curriculum expanded, and their faculties strengthened by new appointments."

Dr. Wayne C. Eubank of the University of Florida was named to head the department and Dr. James H. McBath of Northwestern University was appointed as Director of Debate. Dr. Eubank entered the position with a vision of a well-rounded department. As a condition of employment he insisted that the department would eventually have a graduate program. The curriculum was revised and broadened to include courses in Speech Education, Speaking for Business and Professions, a variety of Speech and Hearing courses, and a Seminar in the History and Literature of Rhetoric, Oratory and Debate. All Freshmen and transfer students in the university were required to take speech and hearing tests as a means of discovering individuals who might need therapy. The department also created a student organization called The Speakers Club which sponsored work in debate, extemporaneous and impromptu speaking, oratory, and radio production. This club allowed students to gain valuable experience in speaking in an on-campus setting as well as providing a useful service to the community. Members of the club presented debates, oral reading programs, speeches, and panel discussions before civic clubs and high school audiences as well as their presentations on campus.

During the summer of 1949 a speech institute was begun for high school students in addition to the one held during the school year. The summer institute offered three weeks of intensive training in public speaking, debate, discussion, interpretation, and radio. Similar institutes were part of the department's offerings throughout Dr. Eubank's term as Chair.

By 1951 an M.A. program offering degrees in public address, speech correction, and radio was created. Advanced courses such as Scientific Bases of Speech, Stuttering, Problems in Speech Correction, Advanced Radio Production, Radio Writing, American Public Address, British Public Address, Introduction to Graduate Study, Seminar in Radio, Advanced Speech Pathology, and Classical Rhetoric were created. With the addition of these courses the basic structure of the curriculum for the department was set. In the future the curriculum would be refined and updated, but the basic structure was now in place.

From the beginning, the department's speech clinic established a reputation for offering needed services to university students and the community. In 1950, under the leadership of Dr. Fred Chreist and later Dr. Keith St. Onge, an Out Patient Clinic was founded to augment training facilities in speech correction. The clinic was open to children and adults throughout the state as well as providing speech and hearing therapy, without charge, to any student enrolled at UNM. The clinic constantly sought to make its services available to the citizens of the state. For example, in cooperation with the Elks Lodge a diagnostic service for cerebral palsied children was begun in 1955. That program had a solid impact throughout the state for the next ten years. Its effects were summarized: "The clinic was held for ten years on approximately alternate Saturdays. 121 clinics have been held, 357 cerebral palsied children have been evaluated, plus twenty-one non-palsied children. Each child, when testable, received intelligence,

social maturity, hearing, articulation and vocabulary tests, and dental and ocular evaluations. 3,888 tests have been given, and 381 sets of parents have been counseled on various aspects of rehabilitation as recommended by clinical staff."

As early as 1955 courses were instituted where students studied the new medium of television. Students gained practical experience by working at local television stations under the Cooperative Training Program. The students were able to work two hours every Saturday morning at KOB, KGAT, and KGGM as part of their enrollment in a course entitled, "Television as a Modern Communication Media." As the years have passed, the department has expanded the possibilities for students to receive practical experience through classes and interships where they received credit for working in radio and television stations.

During the 1954-1955 academic year the department instituted an Annual Speech Day which included intramural speech contests. That first event attracted 75 university students. This annual contest expanded over the years to include contests in original oratory, oral interpretation, extemporaneous speaking, and radio newscasting, thus providing a forum for students who could not be members of the debate team but wanted competitive speaking contests. The event also helped create a positive image of the department among students in the university.

At the same time the department's annual high school speech festival (begun in 1947) continued to grow. By the 1957-1958 school year, the festival had 200 participants--by 1961-1962

there were over 400 students. By the 1963-1964 school year the festival was so successful that a district elimination system was begun to limit the number of participants. Eventually, junior high as well as high school students were involved.

Under Dr. Eubank's leadership the forensic (debate) team was an integral part of the department. According to Dr. Eubank, "the aims of forensic training at UNM are manifold: forensics training is educational with regard to thinking and communication skills; forensics is inclusive—all who are interested can participate; forensics is broadening, opens vistas, cultural and social; finally, forensics develops respects for intellectual and scholarly pursuits."

Each year the department's debate team successfully competed in contests throughout the nation. Annual reports detail the tournaments entered and trophies won. In 1960 the department initiated a collegiate debate tournament, "The Duke City Forensics Tournament". That event has continued with brief interruptions to the present. The tournament is presently named in honor of Dr. Eubank.

In the summer of 1957 the department moved from the temporary building west of Bandelier Hall to the North (back) wing of the building at 1801 Roma. KNME-TV occupied the front of the building. In the annual report for 1957-1958 Dr. Eubank stated that the department is "now housed adequately." Dr. Eubank's statement was apparently overly optimistic. Because of growth in faculty and students, over the years the department has occupied additional office and meeting spaces at 1805 Roma,

1717 Roma, and 613 Buena Vista. Beginning in 1971, when KNME moved to new quarters and at the present time the department is housed mainly in the entire building at 1801 Roma, with four offices located on the second floor of 1805 Roma. There are apparently future plans to move the department to newly remodeled quarters in a larger building on campus.

The 1960-61 academic year brought significant change to the department and its course offerings. A combined Television-Radio concentration was created in conjunction with the Dramatic Arts Department and for the first time Speech courses were included in the Arts and Sciences Requirements. These changes brought increased enrollments into departmental courses. As a result, during the decade of the 1960s enrollments in the department rose sharply at both the undergraduate and graduate levels. The Radio-TV courses in particular showed a dramatic increase. These increases led to the creation of a Speech major with an Emphasis in Television-Radio-Journalism in 1966-1967. Edward Wayne Bundy, a professor in the program, was very active as a scholar and in professional organizations.

The excellence of the television program was apparent from the fact that UNM was selected to train Peace Corps volunteers for educational television work in Columbia in 1963-1964 and 1965-1966. Dr. Bundy was Deputy Coordinator of those programs. One of the individuals involved in that training, Dr. Richard Hopkins, is currently a member of the department's faculty.

Television training during this period was conducted in

conjunction with KNME-TV whose studio was also located at 1801 Roma. By the late 1960s plans were completed for KNME to build new facilities at its present location, 1130 University Blvd., N.E. The department began making plans to train students in the studio vacated by KNME. In 1970-1971 the name of the Radio-Television Emphasis was changed to "Telecommunications" to reflect a shift in emphasis from a strictly broadcast industry orientation toward a more broadly-based concept of communication utilizing professional media tools." The studio was completed and courses began during the 1971-1972 academic year. The courses offered were immediately popular with students. It quickly became apparent that the equipment and facilities were inadequate for the student demand so the department requested a new building with expanded facilities and up-to-date equipment. That request has been annually repeated by the Chair of the department.

Although the changes in television and radio course offerings were dramatic, perhaps an even more important evolution during the 1960s was the addition of a Communication Area. With the hiring of Jim Hughey (1966), Gerald M. Goldhaber (1969), John A. Kline (1969), and Lawrence B. Rosenfeld (1970), there was a change from Speech as the faculty emphasis to a combination of Speech and Communication. Reflecting a nationwide trend, courses were created in Theories of Communication, Problems of Interpersonal Communication, and Communication Research. The next year a course in Business and Organizational Communication was added. Plans were made for the

formation of a Communication Research Laboratory. Departmental professors began serving as communication consultants to numerous area businesses and service clubs, a practice which continues to the present.

The Communication Area reflected a nationwide concern for improving communication in society and the workplace. At the same time other courses focused on contemporary social issues such as "The Rhetoric of Black Power" and a course was created in "Controversy in Contemporary Discourse" reflecting an interest in the many agitational and dissent movements occurring in the 1960s. Such an adaptation to current trends has been a consistent theme throughout the history of the department. For example, the department is currently offering courses on Communication and the Aging and Communication and Technology, courses reflecting current concerns in the field.

During the 1970-1971 academic year the name of the department was changed to the Department of Speech Communication. This change again reflected a common trend among departments throughout the nation. In order to illustrate the added emphasis on communication, faculty were hired to create courses in Nonverbal Communication and Intercultural Communication. The change of the name in 1988 to the Department of Communication again is an adaptation to changes in the field nationally.

The academic year 1971-1972 brought dramatic changes to the department. Dr. Eubank stepped down as Chair and the department conducted a national search to find his replacement. At the end

of that search R. Wayne Pace of the University of Montana was chosen as Chair. At the same time, a separate Department of Communication Disorders was created with Lloyd Lamb as Chair. Soon after stepping down as Chair Dr. Eubank unexpectedly retired from the department. His retirement marked the end of a long, productive career.

On assuming the position of Chair Dr. Pace praised Dr. Eubank, saying that his tenure had brought growth and significant achievements to the department: "Dr. Eubank's tenure as chairman was marked by significant achievements; the progress of the department illustrates well the observation that organizations are but the lengthened shadow of a single individual."

During the summer of 1972 a two-day retreat to review departmental policies, procedures, and direction was held. The retreat included all faculty and graduate assistants. At the conclusion of those meetings "it was agreed that a balanced departmental program be developed around the unifying concepts of interpersonal and public communication, with specific focus on information processing, dyadic relations, small group interaction, rhetorical and communication theory, public address, organizational communication and telemediated communication, including both production and process/diffusion tracks." The faculty agreed to organize the department into four areas: Forensics, Rhetoric, Telecommunication, and Interpersonal/Organizational Communication. The entire curriculum "was analyzed and revised to reflect a more accurate and contemporary

direction." Some courses were altered in minor ways while eighteen new courses in Organizational Communication, Telecommunication, Argumentation, Nonverbal Communication, Empirical Research Methods, Communication Education, and Small Group Communication were added. An internship program was designed and implemented. With the addition of these courses, according to Dr. Pace, the University of New Mexico had offerings equal to those of any department in the country. During the 1972-1973 year Dr. Pace helped organize and served as President of the New Mexico Communication Organization, a group composed of communication faculty in New Mexico's colleges and universities.

The 1973-1974 academic year was also a busy one. The department reorganized further into four distinct yet interrelated curriculum lines in Interpersonal Communication, Organizational Communication, Rhetorical Communication, and Telemediated Communication. A series of advising sequences was formulated to aid students in selecting plans of study in each of these areas. These advising sequences have been revised periodically in order to reflect changes in the department and university. The sequences have proven to be useful for students in planning their programs.

All decisions made in this period were not pleasant ones, however. Due to an unexpected decrease in the number of faculty, the department was faced with the prospect of not being able to meet service course obligations and offer strong undergraduate and graduate programs. In order to solve this

dilemma, several of the classes, such as Introduction to Speech Communication, Interpersonal Communication, Public Speaking, and Communication for Teachers, were changed to single-section, large enrollment courses. A program of instructional interns was created to aid in the teaching of these large courses. Advanced undergraduate and graduate students assisted a faculty member in the preparation and conduct of the courses. That internship program continues to the present.

Another innovation in the department was the creation of an external internship program where students were given credit for work "in which they might profitably make application for principles and skills learned in departmental courses." In the program students work in businesses and other organizations as a means of gaining valuable work experience as well as applying skills learned in communication courses. Both the students and the organizations profit from this popular program.

By the 1974-1975 academic year Dr. Pace attempted to define the uniqueness of the department as being based on Human Communication. He stated that many departments claim to study certain skills in communication but "this department alone in fact grounds its entire program on theories of human communication." He also outlined how the department had changed from one emphasizing form (public speaking, debate, and oral reading) to one based on studying and teaching the theories of human communication. Dr. Pace proposed that the name of the department be changed to something which more accurately reflected the concerns and content of the department, that the

department be given more adequate facilities, that lost faculty positions be returned to the department, and that a Communication Research Center be created.

In the Fall of 1974 the department was asked to complete a review of its graduate program. Although the report was accepted, "reactions to it indicated a great deal of uncertainty" about the program and its priorities. As a result of that uncertainty, the faculty met to phrase explicit priorities and develop a departmental mission. The following priority rankings came from faculty discussions:

1. To provide specific instruction in communication studies for undergraduate majors
2. To provide advanced and specialized preparation at the graduate level
3. To provide service courses for other departments
4. To perform research in communication variables and other variables in communication contexts and situations
5. To prepare secondary and college teachers
6. To provide consulting to the general public
7. To provide an all-university undergraduate competitive forensics program
8. To provide continuing education (inservice, career development) in communication strategies and skills for the general public

During the 1976-1977 academic year further changes were made in the curriculum including the creation of a uniform numbering system for courses. All courses in Interpersonal Communication would have numbers in the 20s (such as 221, 321, 421, 521), Rhetorical Communication in the 30s (130, 232, 332, 431, 531), Organizational Communication in the 40s, and Telecommunication in the 60s. This change made sequences of courses easier to follow and added clarity to the advising sequences used by the students.

That same year the department created an Institute for

Organizational Communication. The goals of the institute were to encourage research on Organizational Communication, create workshop proposals, and working with the community. The institute remains an active part of the department's goals of establishing contacts with business and other organizations in the community.

Members of the department also expressed a desire to cooperate with other departments that teach courses which focus on television. A committee consisting of representatives from Speech Communication, Journalism, Theatre Arts, Education, and the College of Arts and Sciences met to discuss relationships and needs of departments involved in teaching courses about media. Similar consultation continues to the present.

At the end of the 1977-1978 academic year Dr. Pace resigned to accept a position at Brigham Young University. Dr. Jean M. Civikli was chosen to serve as Acting Chair for the 1978-1979 academic year.

As part of the process of recruiting a new Chair the faculty met with members of the administration to discuss the goals of the department. The department faculty developed a Statement of Organization and Direction which outlined the uniqueness of the department in the university, its focus, its relationship with the rest of the university, and its future direction. That statement of Organizational Direction again attempted to outline the uniqueness of Speech Communication: "Communication differs from other disciplines in its belief in the centrality of human interaction in the development,

maintenance and evolution of human relationships. . .

.Communication scholars believe that human relationships are of primary concern and that the process of communication functions as the primary agent in this understanding."

The report also stressed the importance of the department to the university. It described how many departmental courses such as Public Speaking, Interpersonal Communication, and Communication in Organizations were required by other departments. Other departmental courses were described as popular electives for students throughout the university. The report also outlined the activities of the faculty on numerous college and university committees including the Arts and Sciences Graduate Committee, Committee on Human Subjects, Scholarships and Awards Committee, and the Senate Minority Recruitment Committee. Faculty members were also extremely active on thesis and dissertation committees in other departments. This high level of activity continues to the present.

The report highlighted the excellence in research and teaching of the faculty. Although the mean age of the faculty at the time was 33, as a group they had produced twelve books, eighty articles, and ninety convention papers. Even with such a high productivity rate the department was still able to maintain excellence in teaching. These two roles (excellence in publishing and teaching) have been stressed throughout the history of the department.

Also during the year a major agreement was reached

concerning the Telecommunication area. Under the agreement courses which focus on instruction and research on the analysis and impact of mediated messages would be housed in Speech Communication while television production classes would be offered in Theatre Arts, and courses in television news will be taught in Journalism. This agreement reduced the duplication of courses and also began the process of creating a unified program in Telecommunication. That process continues to the present.

During the summer of 1979 the department sponsored a Summer Lecture Series. Several individuals with national reputations lectured on campus. The presentations were very well received by large numbers of students. The department hoped to continue the series but money was not available in the university.

Also during the 1978-1979 year a Salary Merit Formula was developed to calculate salary increases for faculty. The formula attempted to quantify faculty accomplishments, thus making it easier for the Chair to assign salary increases. During the 1986-1987 academic year work began on the process of updating and revising that formula.

After a nationwide search Kenneth D. Frandsen of Pennsylvania State University was chosen as Chair. On arrival Dr. Frandsen documented the "Department's continuing need for improved physical facilities, additional graduate teaching assistants and full-time faculty, and increased budget support." He proposed an increase in the size of the faculty to 12 (from 10) so that the department could meet enrollments and to provide flexibility in course offerings. As of yet that goal has not

been met.

Dr. Frandsen was immediately confronted with problems in coordination of the Telecommunication Area. The agreement with other departments was refined so that Speech Communication courses would focus on the history, regulation social effects, management, marketing, and comparative or critical analysis of electronically mediated messages. The department agreed to create an intern program to work with commercial and noncommercial broadcast organizations. Courses were created including an introductory course, "Evolution of Television" (currently called Mass Media and Society) that was to be required for students in Speech Communication, Journalism, and Theatre Arts. At the present times the process of creating a core curriculum in Telecommunication is in process.

He also attempted to improve the course offerings and sequencing in telecommunication courses. The department created two new courses (110 and 262) and enhanced the quality of equipment. Barry Sherman of Western Michigan University met with faculty and students from Journalism, Sociology, Theatre Arts, and Educational Foundations, to discuss methods and materials for teaching courses in the history and criticism of television broadcasting. This workshop aided the development of Speech Communication 110, "Evolution of Television" a course first offered in the Fall of 1980.

After reviewing the quality of the program at UNM, the lack of a Ph.D. in Speech Communication in New Mexico, and the demand for such a degree, Dr. Frandsen called for the creation of such

a program.

In his first annual report Dr. Frandsen detailed the need for increased financial support for the UNM Forensics (debate) program. He argued that Forensics tends to attract students with leadership abilities who are excellent students. He believed that the continuation and enhancement of the program would greatly benefit the university. This concern for Forensics funding continues to the present even though UNM has a national reputation in the activity.

In the 1980-1981 annual report Dr. Frandsen outlined the active publication rates of faculty members. He quoted three national studies comparing publication rates by Departments of Speech Communication. In the most recent study by the Association of Communication Administrators UNM ranked ninth among programs offering a Masters Degree during the past ten years. In the Southwest only the University of Houston and Texas Tech University ranked ahead of UNM. The Department ranked ahead of schools like San Jose State, Arizona State University, Texas Christian University, California State University-Long Beach, Colorado State University, San Francisco State University, and San Diego State University.

At the beginning of Fall Semester 1980 and Spring Semester 1981 the Department held retreats in order to discuss revisions of the Graduate Program. Those retreats set in motion a series of specific changes in requirements for the M.A. degree and formulated plans to provide special orientation for and closer supervision of teaching assistants.

In 1982-1983 the department continued that analysis of its graduate program. New courses were instituted, a core of required courses for all degree candidates begun, and the number of hours required for an M.A. were increased to 36. The department also created two new committees, the Graduate Recruitment and Admissions Committee (GRAC) and Graduate Student Advising Committee (GSAC). The Recruitment and Admission Committee's assignment is to seek potential graduate students, review and make recommendations concerning application for admission, and review and make recommendations concerning applications for Teaching and Research Assistants. The Student Advising Committee seeks to orient new graduate students into the program, provide advising in the selection of courses and departmental requirements, helps students plan their program of studies, and generally provides support for graduate students.

The department also undertook a comprehensive review of graduate course scheduling and created a plan for the orderly rotation of courses over a two-year period. This plan makes it easier for students to plan their program of study.

The undergraduate curriculum has also been altered in recent years. Speech Communication 101 and 102 were combined into one course which served as an overview of the entire undergraduate program. The class is taught in a lecture/lab setting where students are introduced to important concepts then are divided into small groups for discussions led by an undergraduate intern. In these groups students are involved in discussions and exercises to apply the concepts learned in the

lectures. This format has been popular with interns and with students in the class.

In 1982-1983 Dr. Jean M. Civikly developed and directed the Teaching Assistant Resource Center (TARC). This highly successful program was established to provide resources and training for teaching assistants in all departments at UNM for their instructional appointments and responsibilities. The center sponsors training workshops and provides consultative services to the university's teaching assistants. It also maintains reading resources and references pertinent to college teaching and the needs of teaching assistants in its office at 1805 Roma.

There are currently two student associations, the Undergraduate Speech Communication Association and Graduate Speech Communication Association, that operate within the department. These organizations were organized by and for students for social and academic reasons.

Current Status of Department

The basic structure of the Department of Communication implemented during Dr. Pace's years remains stable in the present. The eleven member faculty is identified with four subfields: Interpersonal Communication (4 faculty), Organizational Communication (2), Rhetorical Communication (2), Mass Communication (2), and the Director of Forensics. Although there has been a significant turnover of faculty since 1949 the department has maintained a superior faculty.

In 1986 an external review by three well-known professors from the University of Washington, University of Iowa, and Ohio State University confirmed the high quality of the faculty. Their conclusions cited a 1984 study which ranked UNM's Speech Communication Department as one of the twenty-seven strongest M.A. programs in the United States. The review team also found the undergraduate program to be broad and balanced. They described the faculty as being active in research, professional organizations, and the teaching of the department to be of consistently high quality.

The external review committee recommended that the department create a focus in Intercultural Communication as a means of making this program unique from others in the United States. In 1981 the department was fortunate in being able to hire John C. Condon, an individual with an international reputation in this area. Since 1981 the department has been gradually moving its focus more toward Intercultural Communication. That trend should continue in the future.

National surveys during the past ten years have ranked the research productivity of the department as being very high. UNM has outranked many Ph.D. programs including the Universities of Arizona, Minnesota, Ohio, Ohio State, Oklahoma, and USC. The current faculty has produced over 30 separate volumes, more than a dozen chapters in a variety of books, and over one hundred and fifty articles in refereed journals.

Members of the faculty are extremely active in professional organizations as well college and university committees. The

faculty also attempts to improve contacts in the community through consulting and community service.

Even though the faculty is active in publishing and service the quality of teaching remains high. The faculty has consistently received very high course evaluations from students. Members of the faculty have received awards for teaching excellence including two UNM Outstanding Teacher Awards by Jean Civikly (1983) and John C. Condon (1987).

The department's debate team continues to play a significant role in the department. Under the leadership of Dr. Thomas E. Jewell, the team has achieved a national and international reputation for quality. The following list is an indication of the team's recent accomplishments: the first team to qualify from UNM and the state of New Mexico to the National Debate Tournament (1985); seventh place in the National Individual Events Tournament (1987); second place in the National Cross-Examination Debate Tournament (1987); and second place in the National Lincoln-Douglas Debate Tournament and fourth place in the National Junior Division Debate Tournament (1988). Also in 1988 the team received a high honor by being invited to the World University Debate Tournament in Sydney, Australia.

Department faculty have become increasingly successful in attracting large grants for research. Currently Dr. Paul J. Traudt is a principal investigator on a grant for the Corporation for Public Broadcasting and Dr. W. Bill Woodall is part of a major grant from the U.S. Department of Education.

In the future such grant activity should increase.

With the change of the name to Department of Communication on January 1, 1988, the department looks forward to new growth and to new challenges. The department has a strong faculty, solid enrollments in all of its classes, the number and quality of departmental majors continue to improve, and the number and quality of graduate students continue to improve. The Department of Communication has a proud 40 year past and a bright future, a future where it will continue to effectively meet the needs of graduate and undergraduate students at the University of New Mexico

A Selected List of Faculty Publications

During the past forty years members of the Department of Communication have actively published articles and books. The following list is meant only as a representation of those books and articles.

Wayne C. Eubank, "The University of New Mexico Speech Department," Western Speech Journal (Spring 1961), 80-81.

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