The University of New Mexico
Academic Program Review: Self-Study
Fall 2021
Acknowledgments

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Criterion 1. Introductory Section & Background Information

The section should provide a brief introduction to the Self-Study Report, which includes the following elements:

1A: Summary  An executive summary that provides a one to two-page summary/abstract of the information contained within the Self-Study Report.

The Communication & Journalism Department at UNM offers two Bachelor of Arts (BA) degrees (Communication; Journalism & Mass Communication), the Master of Arts (MA) in Communication, and the Doctor of Philosophy (PhD) in Communication. As of Fall 2020, the department had 420 undergraduate student majors, and 50 graduate students (12 MA and 38 PhD). Between 2016 and 2020, the department awarded 452 BA degrees, 15 MA degrees, and 22 PhD degrees. While our graduate programs’ enrollment and graduation rates have for the most part remained steady, our undergraduate numbers have decreased over the past five years.

At present, the department has 12 regular tenured or tenure-track faculty members, 3 lecturers, and 1 professor of practice, for a total of 16. These numbers are down significantly since the time of our last APR (2012) and even more precipitously since the decade’s peak year of 2013, when we consisted of 19 tenured or tenure-track faculty members and 9 lecturers, for a total of 28. The normal faculty teaching load for tenure-stream faculty is two courses per semester and the normal load for lecturers is four courses per semester; however, five of our faculty members have reduced teaching loads as result of administrative service agreements. As a result of the combination of these factors, we increasingly employ part-time instructors and graduate teaching assistants to cover our teaching needs.

The department strives to maintain a set of high-quality programs. Our faculty routinely earn excellent student teaching evaluations (as do our teaching assistants and part-time instructors) and regularly win major university teaching awards.

As indicated by our department’s name, our undergraduate program is a hybrid, reflecting the fact that prior to the 1990s UNM maintained separate Communication and Journalism departments. Since the merger of those departments, we grant two BA degrees: one in Communication and one in Journalism and Mass Communication. Within each of these degree programs, students have various concentrations from which to choose: Communication majors choose from concentrations in environmental communication, intercultural communication, interpersonal communication, media studies, organizational communication, and public communication; Journalism and Mass Communication students select either a concentration in multimedia journalism or in strategic communication.

Our graduate program emphases are critical intercultural communication, health communication, and media studies. The department has a strong tradition of graduate student mentorship and individualized training, resulting in a noteworthy record of success in terms of graduate applications, graduate admissions (although we often struggle to “land”
the most promising applicants), and PhD placements at research universities and high-quality colleges.

At the same time, the department faces several challenges. The primary challenge is the one noted above: Our faculty numbers have decreased by almost half over the last 8 years, making it increasingly difficult to serve our students while maintaining the high levels of research quality and productivity for which the department has long been known. Other “external” challenges include undergraduate enrollment decreases, particularly in our Journalism and Mass Communication program; staff cuts; and insufficient operating budgets; these challenges, too, affect our ability to meet our research, teaching, and service missions. We also face a number of “internal” challenges or unresolved questions. These include the focus or foci of our graduate program, the structures of our undergraduate curricula, and faculty morale—although we hasten to note that on this last issue we have come a long way over the last five or so years. We face these various internal and external challenges within the larger context of a state and a university under continual economic strain, and a competitive environment characterized primarily by universities in wealthier states and with better-funded departments, serving students from higher-income families and communities and with better preparation for higher education.

At the same time, we embrace the unique challenges and rewards of teaching and producing scholarship at the unique institution that is the University of New Mexico: our state’s flagship university, one that is simultaneously a “very high activity” Carnegie Research I institution, a designated Hispanic-Serving Institution, and a majority-minority university in the largest city of our majority-minority state. We are proud to participate in the education of this student population in this vibrant state and we welcome the input of the APR team to maximize our effectiveness as teachers of undergraduate and graduate students and as scholars dedicated to producing knowledge about the central role of communication in our diverse local, national, and international communities.

1B: History A brief description of the history of each degree/certificate program offered by the unit.

Today’s Communication & Journalism Department is the product of a series of innovations and mergers at UNM as well as the evolution, expansion, and redefinition of Communication, Journalism, Media Studies, and Strategic Communication as disciplines nationwide over the last several decades.

Oral composition and public speaking were originally taught in UNM’s Department of English, until a separate Department of Speech was established in 1949. A new Department of Journalism was also created in the 1940s, under the leadership of Dean Rafferty, one of the nation’s foremost proponents of ethical journalism. Henry (“Hank”) Truitt, who eventually went on to achieve recognition as one of the nation’s leading journalists, was one of the first graduates of this program. Truitt eventually returned to New Mexico and joined the Journalism faculty. The Department of Journalism moved to a new building at Yale and Central in 1949. Built in the neo-Pueblo style, this now-historic building remains a major
University landmark on Route 66 (and houses the current Department of Communication & Journalism).

The Journalism Department started teaching radio courses in 1951 and launched a new Master’s program that same year. The Department’s first television courses were offered in 1955. Meanwhile, the Speech Department developed a strong forensics program under the leadership of Henry Eubank and later began offering Communication courses under the leadership of chairs including Wayne Pace and Kenneth Frandsen.

The Speech Department and Journalism Department were merged in 1991, forming the Department of Communication and Journalism, with Robert Tiemens serving as the new department’s first chair. Internationally-lauded scholar Everett Rogers was recruited to be chair in 1993, in large part to spearhead the development of a doctoral program. The Ph.D. program was launched in 1995 and its first class graduated in 1998. By the end of its first decade, the new doctoral program was recognized by the National Communication Association as the highest ranked program in intercultural communication. (Subsequent chairs were Karen Foss, who served in the late 1990s and again in 2013-2015; Bradford Hall; John Oetzel; Glenda Balas; Janet Shiver; and the co-chair team of Mary Jane Collier,
Judith McIntosh White, and David Weiss. Weiss became sole chair in 2017 and continues to serve in that role.

Beginning in 2007—at the same time that the building underwent a major renovation—emphases in health communication and media studies were added to the Ph.D. program complementing the existing intercultural communication emphasis. Today, even with the growth in graduate education in intercultural communication by many larger and better-funded departments, C&J continues to rank in the top 10 in the country for doctoral training in intercultural communication, according to the National Communication Association, and the strength and reputation of our health and media emphases continue to grow.

In 2011, the undergraduate majors in advertising and public relations were merged to form a new concentration, Strategic Communication, which took its place alongside the renamed Multimedia Journalism concentration to form the two components of the Journalism & Mass Communication major; this concentration’s curriculum was revised in 2017. (Students can also select the Digital Field Media concentration, which is administered by the Department of Cinema Studies in UNM’s College of Fine Arts.) On the Communication side of the department, the undergraduate concentration in Environmental Communication was added (in 2013), joining the existing Interpersonal Communication, Intercultural Communication, Public Communication, Organizational Communication, and Media Studies concentrations. (Students can also select the Critical Media Studies concentration which is administered by the Department of Cinema Studies in UNM’s College of Fine Arts.)

The most recent large-scale addition to C&J’s curriculum is the Accelerated Online Program in Strategic Communication, which was launched in the fall of 2018 and has seen slow but steady enrollment growth each semester since its debut. Additionally, over the last few years, we have developed a number of innovative courses, most of which can be taken by any student on the UNM campus. These include Cannabis & Communication, Outer Space Communication, Entertainment-Education, Food Communication, Advanced Mediation Techniques, Introduction to Interpersonal Health Communication, Alien Invasion Cinema, and Data Tools for Media Professionals.

1C: Organizational Structure  A brief description of the organizational structure and governance of the unit, including a diagram of the organizational structure.

Department Chair: The C&J Department is overseen by the Chair (currently David Weiss), who serves as the administrative and executive head of the department and is responsible for representing the department to the Dean of the College of Arts & Sciences, the University, and the community. The Chair supervises and evaluates all faculty and staff members, acts as the official representative for the Department in matters of public relations and development, transmits official communications for departmental matters, calls and presides over all faculty meetings, oversees the catalog and course offerings, develops and/or oversees the development of curricula and curricular changes, oversees each semester’s course schedule, prepares and manages the departmental budget in coordination with the Department Administrator (see below), acts as hiring officer for the department for both faculty and staff positions, manages department and building facilities (since we have our
own building), oversees tenure and promotion processes, and develops a long term vision for the department.

**Other Principal Officers:** In addition to the Chair, the department’s principal officers are the Associate Chair (currently Tamar Ginossar), the Directors of Graduate Studies (currently Susana Martinez Guillem and Cleophas Muneri), and the Director of Online Curriculum (currently Kathy Isaacson):

- The **Associate Chair**, who is appointed by the Chair, is responsible for certain course scheduling tasks, oversees the department’s web site, works closely with the Directors of Graduate Studies on admission, recruitment, and funding issues, and serves as acting chair when necessary.

- The **Directors of Graduate Studies** manage graduate student recruitment, outreach/promotion, student applications (with support from the Program Coordinator; see below), graduate curricular development and revision, admission selection, scholarships/assistantships, new-student orientation, graduate-student advisement, graduate assessment, liaison with the Office of Graduate Studies and (as necessary, for our many international graduate students) the Global Education Office. Because our graduate programs—MA and Ph.D.—are separate and independent, some Director teams have chosen to divide their responsibilities (meaning that one serves as MA Program Director and the other as Ph.D. Program Director) while other teams have opted to work collaboratively on all graduate-program responsibilities.

- The **Director of Online Curriculum**, an increasingly important position even before the COVID-19 pandemic, oversees all aspects of the Department’s large and continually growing body of online course offerings, in both our Accelerated Online Program (OAP) and across the Department’s curriculum, which has long included online versions of most of our courses. This Director trains faculty and graduate student instructors in online course development, design, and teaching; assists faculty in their course-supervisor roles; and serves as the Department’s day-to-day liaison with the Center for Digital Learning and UNM Online.

Other faculty members serve as chairs and/or members of at least two standing or ad hoc departmental committees, including the following: Social Media/Web Site Committee, Undergraduate Curriculum Committee, Scholarships & Awards Committee, Development & Advisory Board Committee; C&J Ambassadors, C&J STEM Initiative, Colloquium Committee, Online Committee, Assessment Task Force, Visiting Scholars Selection Committee, and Post-Doc Committee. Additionally, the department’s sole Professor of Practice serves as its Director of Student Internships. Faculty members also chair or serve on faculty and staff search committees on an ad hoc basis.

**Staff:** As of this writing, the C&J staff consists of a Department Administrator (Michelle Baca), a Graduate Program Coordinator (Maria Hazel Mendoza Jayme), and a Video/Audiovisual Tech (Robert Howard). For decades, the staff also always included an Administrative Assistant; however, the last person to hold that title resigned in June 2020,
and the College has not provided budgeting to fill that position.

- The **Department Administrator (DA)** supervises the Program Coordinator, Video/AV Tech, and Administrative Assistant (when there is someone in that position) and manages the budget, accounting, purchasing, inventory, building, facilities, space allocation, part-time instructor contracts, and many other tasks.

- The **Program Coordinator** manages all administrative tasks concerning course scheduling and classroom allocation, graduate student admissions and advisement, graduate student milestone logistics (comprehensive exams, defenses, graduations), graduate student contracts, liaison with the Office of Graduate Studies and the Global Education Office, commencement planning, and undergraduate student internships. The Program Coordinator also supports the Chair, DA, faculty, and graduate teaching assistants on special projects as needed.

- The **Video/Audiovisual Tech** holds a variety of essential responsibilities in our Department given the many equipment/technology requirements inherent to our Journalism & Mass Communication program’s concentrations in Multimedia Journalism and Strategic Communication. These responsibilities include regular maintenance and upgrades of the Department’s sizable inventory of AV equipment; training of instructors, staff, and students on the use of this equipment; audio and video production and post-production for departmental programs and events; and record-keeping, budgeting, and inventory control.

The chart on the next page provides the Department’s structure in visual form:
1D: Accreditation

Information regarding specialized/external program accreditation associated with the unit, including a summary of findings from the last review, if applicable.

The C&J Department chose in 2019 to end its voluntary membership in the Accrediting Council for Education in Journalism and Mass Communication (ACEJMC), an organization whose integrity, relevance, operating practices, exorbitant membership costs—and most important, value provided to member departments and their students—have increasingly come under scrutiny by journalism schools, programs, and departments across the country, including our own.¹

C&J’s last ACEJMC re-accreditation site visit took place during the fall of 2013. The accreditation team judged our department to be in compliance with all nine of its accrediting standards (Mission, Governance, & Administration; Curriculum & Instruction; Diversity & Inclusiveness; Faculty Composition; Scholarship; Student Services; Resources, Facilities, & Equipment; Professional & Public Service; and Assessment of Learning Outcomes), an outstanding evaluation more than sufficient to secure re-accreditation. Had we chosen to again renew our membership, we would have gone through a similar re-accreditation site visit in 2020, and we expect that we would have again passed with flying colors, although given our sharp decreases since 2013 in faculty numbers—and, in particular, the department’s decrease in its proportion of permanent faculty members relative to part-time instructors—we might have been judged, deservedly, to be out of compliance with the “Faculty Composition” standard.

We have not found that our decision to discontinue our ACEJMC membership has negatively affected our department or students in any substantive way. Unlike external accreditations in fields such as Engineering, Architecture, Nursing, or Speech & Hearing Sciences, which are mandatory, accreditation in Journalism & Mass Communication is entirely voluntary. Moreover, organizations in the journalism and media industries do not require their employees to have such a credential; in fact, journalism professionals are largely unaware—and strategic communication professionals are completely unaware—that such a credential (or the ACEJMC) even exists.

Still, with that said, we do believe that ACEJMC’s nine standards are well chosen, relevant, and worthy goals for any school, department, or program providing undergraduate education in journalism and mass communication, and we are proud that our department excelled in terms of all nine during our 2013 site visit. Also, in fairness, we note that there are two material benefits to ACEJMC that we do miss: (1) mandatory 20-student enrollment caps in

¹ See “J-Schools Dump Accr...
skills courses and (2) eligibility to enter student work in various contests sponsored by the Hearst Foundation. Those two benefits aside, we cease to be convinced that ACEJMC membership is necessary for a department to meet or exceed that organization’s standards.

1E: Previous APR A brief description of the previous Academic Program Review Process for the unit. The description should:
- note when the last review was conducted;
- provide a summary of the findings from the Review Team Report;
- indicate how the Unit Response Report and Initial Action Plan addressed the findings; and
- provide a summary of actions taken in response to the previous APR.

Timing and Review Team Participants
The previous APR was conducted in April 2012. The review team consisted of Robert Avery (University of Utah), Karen Tracy (University of Colorado), and Sherman Wilcox (University of New Mexico).

Summary of Review Team Report’s Findings and C&J’s Initial Responses
The 2012 Review Team Report was structured as follows:

A. Background
B. Undergraduate Program
C. M.A. Program
D. Ph.D. Program
E. Personnel (Faculty and Staff)
F. Physical Plant and Facilities
G. Advancement
H. Conclusion

The Background and Conclusion sections provided observations only; each of the other six sections included both observations and recommendations for sustaining/strengthening the area under consideration.

For each section below, we provide a summary of the Review Team’s observations and/or recommendations, followed by the Department’s responses in the Unit Response Report and Initial Action Plan.

A. Background

Observations: The reviewers provided an extremely positive introduction to the Department, focusing on C&J’s leadership during the decades leading up to and during the time of the review. The following excerpts from the Background capture the tone of the entire Report

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2 The 2012 Review Team Report is available in full at https://digitalrepository.unm.edu/cgi/viewcontent.cgi?filename=1&article=1020&context=provost_acad_program_review&type=additional. The Department’s self-study can be found at https://digitalrepository.unm.edu/provost_acad_program_review/21/
quite well:

Since the department’s inception, it has been blessed with gifted administrative talent in the role of Department Chair. . . Due largely to this effective leadership and the strong scholarly tradition associated with the C & J Department’s faculty, the University of New Mexico is frequently identified as one of the most outstanding communication and journalism departments in the western region. As a highly respected academic unit within the Communication discipline, it should come as no surprise that the faculty has developed a clearly articulated mission statement that is consistent with the department’s academic goals. The department has also succeeded in extending its reach into the community, and is guided in its decision-making by an active and supportive Community Advisory Board.

The team ends its Background by lauding C&J as “a healthy, engaged, and energetic academic community of scholars and teachers.”

Response: The Department did not respond to the comments in the Background section.

B. Undergraduate Program

Observations: The review team commented favorably on the Department’s:

- decision to streamline the Journalism & Mass Communication program and offer two tracks (multimedia journalism and strategic communication) within the program
- leadership in developing/delivering a wide range of courses online
- “impressive, to-be-emulated” assessment practices
- contributions to the Freshman Learning Communities
- quality of teaching
- innovative ways of giving the department’s strongest students a “signature experience”; namely, allowing them to serve as facilitators in the high-enrollment Introduction to Communication course.

Recommendations to “sustain and strengthen this good undergraduate program”:

1. Develop additional experiences, at the Department and University level, for C&J’s strongest students.

2. Monitor the ratio of online to face-to-face-courses, insuring that the ratio of online offerings “does not exceed the desirable number.”

3. In selected Strategic Communication courses, have students take on the department or its programs as the client so as to “advance the goals of promoting and improving the visibility of the unit in the university, community, and in the larger communication field.”

4. Explore ways to take advantage of the growing convergence movement across all student media, perhaps through a university-wide student media council. In this vein, consider starting a student-operated radio station and/or a Spanish-language newspaper focusing on the Hispanic community.
How the Department addressed the above recommendations in the Unit Response Report and the initial Action Plan:

During the months following the site visit, the Department identified the following items to pursue in response to the above recommendations:

1. Promote and further develop the Department’s Honors Program; develop Honors versions of C&J classes.

2. More closely monitor and assess current online offerings; increase faculty involvement in training, assessment, and course design of online courses; develop a three-year analysis of online activity (student credit hours, revenues earned, ratio of online to face-to-face offerings) and apply findings to future planning for the online program.

   [NOTE: At the time of the 2012 APR, the University and College as a matter of policy automatically diverted a significant portion of online-course revenue to the host Department – a policy that has since been suspended.]

3. Discuss directly with the faculty members teaching the capstone campaigns course (CJ 488) the possibility of using the department as the client in that course.

4. Pilot a radio production course; explore converting one of the larger rooms in its building into a radio production facility for online broadcasting and experiential training for multimedia journalism students; explore the development of an online radio station which would feature Spanish-language content as well as English-language content.

C. M.A. Program

Observations: The review team commented favorably on the Department’s:
- “solid, well-conceived [M.A.] program that is attentive to the diversity of academic and professional goals that motivate students”
- the Department’s decision to encourage more M.A. students to select the thesis option or project option rather than the comprehensive-exams option

Recommendation:

Continue looking for imaginative ways to raise money—including tuition remission and stipends—to support some M.A. students

How the Department addressed the above recommendation in the Unit Response Report and the initial Action Plan:

The Department explored with the Dean of Arts & Sciences the possibility of College funding, via a matching program, for incoming M.A. students. When it became clear that this was not a viable option for the College, the Department began working with its Advisory Board on pursuing private-sector funding to support M.A. students.
**D. Ph.D. Program**

*Observations:* The review team commented favorably on the Department’s:
- decision to restrict the Ph.D. program to three areas of focus (intercultural communication, media studies; health communication) and to recruit students accordingly
- success in building links to other UNM programs with expertise in these three areas
- well-developed assessment measures
- the use of an annual graduate-student review in order to track students’ progress and provide meaningful mentoring
- proactivity and creativity in developing ways to raise money to fund graduate students’ travel.

*Recommendations to “sustain and strengthen this good Ph.D. program”:*

1. Involve newly-hired faculty in the development and re-conceptualization of the graduate program, particularly in the area of intercultural communication.

2. Diversify/increase the number of faculty members who supervise Ph.D. students, including assistant professors on students’ committees.

3. Guarantee funding (including tuition remission) to Ph.D. students for up to four years, rather than three.

4. In order to sustain the visibility of the doctoral program, seek sponsorship of the National Communication Association (NCA) summer doctoral honors conference within the next decade.

*How the Department addressed the above recommendations in the Unit Response Report and the initial Action Plan:*

During the months following the site visit, the Department identified the following items to pursue in response to the above recommendations:

1. The Department committed to scheduling a special retreat in spring 2013 to explore the needs of graduate students, redundancy in curriculum, teaching expertise of faculty, trends in the discipline, and overall departmental vision for the doctoral program.

2. Following the completion of a budget analysis, the Department committed to providing fourth-year funding.

3. The Department promised to explore the possibility (during the above-mentioned retreat) of hosting the NCA doctoral honors conference in future years.

*E (1). Personnel: Faculty*
Observation: The review team noted with concern the “serious loss of faculty” that had occurred during the three years prior to the APR, and commented favorably on the Department’s “creative plan” to use monies from Extended University (as UNM’s online program was then known) in order to leverage new hires. The team observed that while this move “averted a crisis,” there were still serious challenges being faced by the Department as a result of a number of remaining gaps in the faculty line-up.

Recommendations to address the continuing department faculty shortage:

1. Continue to restore faculty strength, including making 5 new hires in 2013.

2. Provide to new faculty “the same kind of thoughtful mentoring” currently being offered to the department’s graduate students, via a “carefully articulated” mentoring system for both assistant and associate professors.

3. Reconceptualize the department’s approach to faculty governance in light of the many changes the department, including both departures of former faculty members as well as arrivals of new members.

4. Re-establish an elected executive committee with representation at all ranks.

5. Find ways to reduce faculty members’ service duties, especially those of newly-hired junior faculty. One specific way to do so: reduce the number of standing committees.

How the Department addressed the above recommendations in the Unit Response Report and the initial Action Plan:

During the months following the site visit, the Department identified the following items to pursue in response to the above recommendations:

1. The Department noted that it was unlikely that it would be able to hire more than the one faculty member that the College had approved but noted that it would pursue additional hires if possible.

2. The Department developed and put into place a faculty mentoring plan, including naming mentors for each of the nine new faculty that joined C&J in fall 2012.

3. The Department elected a four-person executive committee which was put into place in fall 2012.

E (2). Personnel: Staff

Observation: The review team praised the high quality of the C&J office staff, particularly that of the Department Administrator. However, they noted with concern that the staff, as a whole, was “overworked and under-compensated” and exhorted the Department and College to “find ways to support staff so that they can feel appreciated for the exemplary service they provide.
Recommendations to address the burdens facing the staff:

1. Hire either an additional academic advisor or an administrative assistant to support the existing advisor.

2. Redistribute responsibilities and duties among existing staff.

3. Work with College and HR to find a solution to the department’s under-staffing situation.

4. Given the department’s substantial dependence on media technologies, hire a technical support specialist—a full-time staff member, not a work-study student—to support the existing operations manager.

How the Department addressed the above recommendations in the Unit Response Report and the initial Action Plan:

The Department secured a commitment from the College to hire a part-time academic advisor to support the existing advisor.

[No other recommendations were addressed in the Response Report or Action Plan.]

**F. Physical Plant and Facilities**

Observations: The 2012 APR took place a few years after an extensive renovation of the C&J Building, including a substantive upgrading of its instructional facilities and equipment, all of which had been funded by a major facilities-improvement grant. The review team praised the then-new facilities as “extremely impressive,” “truly state-of-the-art,” and “a source of pride for the entire departmental community.”

Recommendations:

1. In light of the many (then-recent) equipment purchases and upgrades, the review team recommended that department administration and the operations manager think in terms of a regular amortization schedule for facilities and equipment, and to build these capital expenditures into budgetary planning on an annual basis.

2. Further, department administration was advised to continue making maintenance and upgrading of technical facilities, hardware, and software a high priority in its strategic planning process.

How the Department addressed the above recommendations in the Unit Response Report and the initial Action Plan:

1. The Department noted that C&J uses its own funds to paint and repair a portion of the building each summer and that it uses course fees to replace and upgrade teaching technology on a regular basis. [It should be noted that the review team was in error when
it stated that C&J does not have a regular amortization schedule in place for existing equipment.]

2. The Department reported that, since the time of the site visit, it had invested in a new 17-seat Mac lab for the Department which serves its writing, editing, production, strategic communication classes, and graduate methods courses.

G. Advancement

[Note: The review team used this section to provide a detailed historical perspective on the Department’s ups and downs from 1991 to 2012. Highlights of this account included C&J’s regaining ACEJMC accreditation in 2008—and restoring its reputation more broadly—after having lost that credential in 2002, along with the team’s take on the reasons for the success of the 2008 re-accreditation attempt, not least of which was the extensive renovation of the C&J Building.]

Observations: The review team praised the Department for the following:
• being “now extremely well-positioned to build upon its regained reputation by creating a long-term development initiative that will not only prove invaluable to the Department but to the entire University”
• “the strong development instincts” of the chair and associate chair and the “creative” use of the Department’s Advisory Board as a means to enlist grassroots community support.

Recommendations:

1. Work with the UNM Foundation to draft a case statement that situates the Department’s development initiatives squarely within the University’s capital campaign, particularly in pursuit of a naming opportunity (to enhance fundraising).

2. Pursue a gift in the $10 million range that could be used exclusively for the creation of an endowment that would fund programmatic projects in perpetuity (such as a new Communication Institute within what would be a new School of Communication and Journalism).

3. Hire a Development Director and staff assistant who would generate new revenue streams for the unit.

4. Use major endowment gifts to support much-needed graduate student fellowships, undergraduate scholarships, and an equipment replacement fund.

How the Department addressed the above recommendations in the Unit Response Report and the initial Action Plan:

1. The Department described the above recommendations as “compelling—and very challenging,” requiring broad faculty involvement and input from the Advisory Board.
2. After faculty discussion and deliberation of these ideas, the Department committed to
inviting Dr. Bob Avery (a member of the review team and the person who serves as
development officer for his own department at the University of Utah) to return to UNM
to discuss and advise C&J on these topics.

H. Conclusion

Observations: The reviewers provided an extremely positive conclusion to their report,
expressing optimism about the C&J’s prospects due to a number of factors, summarized as
follows:

This Academic Program Review of the Department of Communication and
Journalism reveals a healthy and energetic academic unit with a clear sense of
mission and the effective leadership in place to ensure that its goals and objectives
are achieved.

The faculty and staff are dedicated and hard-working and the students are
appreciative of the positive and nurturing environment that has been created for
them. The faculty has created a system of learning assessment at both the
undergraduate and graduate levels that should serve as a model for other
departments, both at the University of New Mexico and other institutions of higher
education.

Effective strategic planning has become central to the culture of the unit, and the
long-term well-being of the unit appears to be in very capable hands.

At the same time, the review time noted that “the infusion of new faculty hires will greatly
enhance the Department’s capacity to provide greater breadth and depth, but it will also
create new challenges for integration within the community of scholars and teachers and
will necessitate new inclusionary practices as suggested in the body of this report.”

The team ended this final section of its report by describing C&J as being “at a most
enviable moment in its evolution” and saying that its “faculty, staff, and students appear
poised to take full advantage of it. In short, the team envisions a bright future for the
Department, marked by growing national recognition and enhanced resources.”

Response: The Department did not respond to the comments in the Conclusion.

Summary of Actions Taken in Response to the Previous APR
As summarized above, in response to the 2012 APR Review Team Report, the Department
identified in its Unit Response Report and its initial Action Plan a number of actions that it
intended to explore and, if possible, to take.

In the nine years since these documents were written, many but not all of the identified
actions were in fact taken; these are noted below. Additionally, quite a few other APR-
inspired actions were taken by the Department; while not explicitly named in either the Review Team’s report or the Department’s 2012 responses, they have served to strengthen the Department in terms of the six major areas named by the Review Team (undergraduate program, M.A. program, Ph.D. program, personnel, physical plant and facilities, and advancement) and thus are also included below.

Undergraduate Program

Online curricula:

As promised, we did the following: closely monitored and assessed online offerings; increased faculty involvement in training, assessment, and course design of online courses; conducted a three-year analysis of online activity and applied findings to future planning for the online program.

Additionally, we did the following: appointed an online director and an online design director; developed a large number of new online class sections, allowing students to complete several of our Communication concentrations entirely online; applied for and received a wide range of awards, both external and UNM-internal, for our online classes; instituted several series of departmental trainings on online course design, redesign, and instruction; worked closely and routinely with CDL on joint trainings; created and led campus-wide workshops on innovative course delivery; required all new instructors (graduate teaching assistants, permanent faculty, part-time faculty) to take and pass the CDL’s successful online-teaching (“boot camp”) training.

Most recently (December 2020), our department’s Director of Online Curriculum and Director of Online Design proposed to UNM’s Center for Teaching and Learning an initiative titled “Teaching & Learning Online in the COVID Era: C&J Ambassadors for Teaching Excellence,” which was approved for implementation. (See Appendix A which provides the proposal.)

A note on the “desirable ratio” of online to face-to-face classes: The 2012 Review Team was clearly concerned that C&J might be incorporating too many online courses into its curricula and therefore advised the department to maintain what it—the Review Team—deemed to be a “desirable” ratio, meaning one that didn’t have an excessive number of online offerings. However, what C&J considered “desirable” nine years ago—and, even more so, what C&J considers “desirable” in 2021—differs considerably from the prior Review Team’s view. Indeed, during the years since 2012 we have created online versions of nearly every course in our undergraduate programs and we have launched an online-only degree completion program—decisions that are far from unusual (or “undesirable”) in the 2020s. And while we could not have foreseen that a global pandemic would force our department—and all departments around the world—to move all of its instruction, at least temporarily, online, the fact that we have developed such breadth and depth in our remote course offerings stood us in good stead. Thus, while we acknowledge the 2012 Review Team’s concern about a (then) “desirable” modality ratio, we must state that we do not share it.
Strategic Communication curriculum:

As promised, we did the following: Discuss directly with the faculty members teaching the capstone campaigns course (CJ 488) the possibility of using the department as the client in that course. Indeed, not only did we “discuss” this but we actually realized this suggestion: in the spring 2021 semester, the client for the capstone course was the department's Accelerated Online Program.

Additionally, we did the following: we overhauled the Strategic Communication curriculum, adding important course offerings to both its core (Strategic Social Media; Strategic Writing) and prerequisites courses (Persuasive Communication; Design & Visual Presentation); we developed and launched an Accelerated Online Program (AOP) in Strategic Communication; we hired a new tenure-track faculty member to teach in the Strategic Communication concentration.

Radio production curriculum:

As promised, we did the following: piloted a radio production course; converted one of the larger rooms in our building into a radio production facility for online broadcasting and experiential training for multimedia journalism students.

Additionally, we did the following: updated the radio production course (and renamed it “Audio Production”) and we created a follow-up course titled “Podcast Production” in recognition of the explosion in the quantity, quality, and importance of podcasts. Each of these courses are now recommended electives within the multimedia journalism concentration.

Other actions taken:

We have also taken the following actions to sustain and strengthen the undergraduate program:

- Created a new concentration with the Communication major: Environmental Communication.

- Overhauled the Multimedia Journalism program, updating old courses and adding several new ones (Data Tools for Media Professionals; Journalism and New Technologies; Social Media for Journalists).

- Created the New Mexico News Port (https://newmexiconewsport.com), a statewide news site based in the C&J Department which offers Multimedia Journalism students the opportunity to publish their articles while in our program.

- Launched an annual Internship Fair to increase the number of C&J students in professional internships and the number and diversity of local organizations offering internships to our students.
- Expanded our social-media outreach targeting current and prospective undergraduate students. (Note: this effort has not been actively undertaken for several years.)

**M.A. Program**

As promised, we did the following: We explored with the Dean of Arts & Sciences the possibility of College funding for incoming M.A. students via tuition remission and teaching stipends. As a result, beginning in 2013, we began guaranteeing funding for all students in the first year of our two-year program—and in almost all cases, we were then able to provide teaching assignments (and the concomitant stipend and tuition remission) for students in their second year as well, although this was not guaranteed. From 2018 to 2020, we guaranteed funding for all admitted M.A. students during both years of the program.

[NOTE: Due to pandemic-related budget cuts, we were able to guarantee two-year funding for only 4 of the 6 M.A. students we admitted in 2021.]

Additionally, we increased our recruitment activities both on-campus and off-campus and expanded our social-media outreach targeting prospective M.A. students.

We will continue to pursue options for private-sector funding to support our M.A. students, using our Advisory Board (which needs to be revived) and other external supporters of the department.

**Ph.D. Program**

As promised, we did the following: held a special retreat in spring 2013 to explore the needs of graduate students, redundancy in curriculum, teaching expertise of faculty, trends in the discipline, and overall departmental vision for the doctoral program; began regularly offering fourth-year funding (in the form of teaching stipends and tuition remission) to all Ph.D. students admitted with teaching assistantships.

Additionally, we did the following: instituted a number of Ph.D. program curriculum revisions including the following: updated and renamed seminars in all three emphasis areas; revised the requirements governing seminars, methods courses, and electives; modified the program-director structure; overhauled the comprehensive-exams process; instituted a more-targeted recruitment effort to attract students with scholarly interests more closely matching the program’s areas of emphasis and strength.

**Personnel: Faculty**

As promised, we did the following: requested funding to hire additional tenure-track faculty and received such funding during several (but not most) of the years since 2012; elected an executive committee to advise the Department chair during the years in which our faculty numbers were at their peak (2013-2015).

Additionally, we did the following: reduced faculty members’ service duties, in part by cutting back on the number of standing committees; requested (and in many cases received)
salary increases for faculty to address disparities and compaction within rank; requested the re-classifications to “term teacher” of several of our top part-time instructors.

**Personnel: Staff**
As promised, we did the following: working with the College, we re-configured the academic advising structure within our department, resulting in two full-times Arts & Sciences advisors being assigned to the Department; re-distributed duties among the Department Administrator, Program Coordinator, and Administrative Assistant.

Additionally, we did the following: because we were not funded to hire additional permanent staff—indeed, our staff was cut even further, as part of sweeping campus-wide staff reductions over several years—we increased the number of part-time work-study students working in both the main office and the audiovisual/technical area.

**Physical Plant and Facilities**
As promised, we have done the following: continued making maintenance, purchase, and upgrading of technical facilities, hardware, and software a high priority each year; invested in a new 17-seat Mac lab for the Department which serves its writing, editing, production, strategic communication classes, and graduate methods courses.

Additionally, we have done the following: made every C&J classroom a “smart classroom,” including computer/AV systems and projectors for instruction; painted all hallways and common areas; purchased new furniture for classrooms, labs, offices, and common areas.

**Advancement**
As promised, we have done the following: worked regularly with faculty and the Advisory Board to identify fundraising opportunities.

Additionally, we have done the following: secured additional funds from community members to support student scholarships and awards; secured grants from various media/journalism foundations and professional associations that have supported the New Mexico News Port and other opportunities for our Multimedia Journalism students.

*A concluding note*
The previous APR took place in 2012, during a far different budget environment than the one in which we currently operate. During the nine years since our Department’s last APR, our Department—along with the College and the University—has suffered significant budget decreases and, as a result, significant decreases in our numbers of both faculty members and staff, each of which is roughly half its 2012 size. Consequently, many of the 2012 Review Team’s recommendations, and many of the Department’s initial responses to and plans based on those recommendations, all written during an era of deeper pockets and larger faculty numbers, have not been realistically achievable in quite some time. Among the recommendations/responses that were never realized: creating Honors versions of existing C&J undergraduate courses; maintaining an active executive committee; using the advisory board on a regular basis; and, paradoxically, developing and maintaining an active fundraising/development committee.
As long as the current campus budget scenario remains in crisis mode, it will be extremely difficult if not impossible to bring the Department’s faculty and staff numbers anywhere close to 2012 levels—and, as a result, it will be difficult if not impossible to realize many of the other improvements recommended at that time.

Another thing was quite different in 2012: department morale. During the nine years since our previous APR, our faculty has been characterized by intermittent periods of interpersonal tension, in some cases covert or passive-aggressive, and in others overt and direct. Some of these tensions have sprung from legitimate and reasonable disagreements about the desired direction for the department. Chief among these are the following:

- Should our scholarly and teaching approaches, particularly in our graduate programs, be exclusively critical/cultural, or is it possible/desirable to continue to make our program also a space for scholarship (and, thus, for faculty members and for graduate students) with a more social-scientific, post-positivist approach?

- On a directly related note, should the Ph.D. program continue to offer emphases in three areas (critical intercultural communication, health communication, and media studies) or should it focus solely on critical intercultural communication\(^3\) (and, possibly, media studies)?

These are legitimate concerns that need to be—and can be—discussed in a civil manner and resolved.

Other tensions, however, have been more personal and have involved overt *ad hominem* attacks, bullying, and even threats directed against colleagues. Open acts of aggression have occurred in one-on-one settings, during faculty meetings, and on social media. As a direct result of the department’s hostile atmosphere, two of our tenured faculty members requested and received transfers to other departments in the College of Arts & Sciences; several full professors retired earlier than they had originally planned; and two of our tenure-track assistant professors resigned from UNM to pursue careers elsewhere. At the department’s lowest point, roughly five years ago, C&J’s reputation as a site of discord had become so bad and so well-known across campus (and, we fear, across our discipline) that when we suddenly found ourselves without a chair—itself a reflection of the department’s climate at the time—no other senior faculty member at UNM would agree to step in, even for one year, to serve as an emergency interim chair. The department did come up with a workable temporary solution which was approved by the faculty and the College: three members of the faculty served together as co-chairs for the 2016-17 academic year.

Fortunately, since C&J’s nadir, in 2016, our department has made significant strides in terms of increased civility and morale. These have been due in part to the departures of several faculty members (including some of those mentioned in the preceding paragraph)

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\(^3\) The explicit emphasis on *critical* approaches to intercultural communication is relatively recent, having been codified in 2016.
and in part to the concerted efforts by the chair and other faculty members to create an environment in which fairness, open communication, and consideration are valued.

Still, certain issues remain and will continue to be part of faculty life in C&J as long as core questions surrounding our identity and mission—chief among them: are we, or should we be, a department (and, especially, a graduate program) devoted solely to critical/cultural approaches to scholarship, teaching, and service?—remain unaddressed or unresolved. We also recognize that as long as there are continuing strains on the department caused by (a) perpetual budget crises at the state, University, College, and department levels and (b) the seemingly never-ending reductions to faculty and staff numbers—and the glaring salary disparities relative to our counterparts in peer institutions and other social-science departments within UNM’s College of Arts & Sciences—that result from these budget shortfalls, we will continue to operate in a state of tension. It is difficult if not impossible for faculty to remain in good spirits when they feel overworked, underpaid, and under-supported in other ways.

**1F: Vision & Mission**

(a) *Provide a brief overview of the vision and mission of the unit.*

**Vision Statement**
The Department of Communication and Journalism at the University of New Mexico is a center that fosters discovery, creativity, dialogue, teamwork, and growth among a diverse community of faculty, staff, and students—a community that will be recognized as a unique and excellent example of communication research, education, and outreach for a better world.

**Mission Statement**
The Department of Communication and Journalism at the University of New Mexico creates excellence in learning through academic scholarship, teaching, and service to the community and the field. We offer undergraduate majors and minors in communication and in journalism and mass communication for liberal arts and career preparation. We also offer electives and courses that serve the general education programs of the entire university.

Communication is the focus of our scholarship and curricula with emphasis on the understanding and appreciation of diverse messages and meanings. Our scholarship and teaching explore the social skills, societal dynamics, and professional environments of communication from a variety of standpoints: intercultural, interpersonal, rhetorical, health, organizational, mediated, strategic, and journalistic.

At the graduate level, the department offers the M.A. and Ph.D. degrees in communication. The complex relationship between communication and culture as interaction, artifact, and text is the distinctive focus of these programs. We offer an emphasis on three core areas of communication: critical intercultural communication, health communication, and media studies.
Our Vision/Mission Statement document also includes the following two elements:

Department Commitments
• To promote and support the mission of the University of New Mexico
• To offer academic programs leading to bachelors, masters, and doctoral degrees
• To demonstrate excellence in all endeavors
• To provide students with the tools needed to succeed in a challenging global work environment
• To value, embrace, and support diversity as an integral component of communication
• To understand, evaluate, and produce scholarship concerning the structure, function, dynamics, and impact of human communication in a variety of contexts
• To use the Southwest and international borderland environment to focus the study of critical intercultural communication

Slogan
Communicating for a Better World

(b) Provide a brief overview of how each degree offered addresses the Department’s vision and mission.

All four of our programs—B.A. in Communication, B.A. in Multimedia Journalism, M.A. in Communication, and Ph.D. in Communication—are characterized and enriched by the department’s commitment to diversity on many levels and its concomitant focus on culture, as variously understood, in teaching and research.

By nature of its very structure, our undergraduate curriculum is a model of content diversity: We offer two quite different degrees (Communication; Multimedia Journalism). Within the Journalism degree program, students can choose either of two concentrations (Multimedia Journalism; Strategic Communication) and can specialize further within their chosen concentration. Within the Communication degree program, students can choose any of six different concentrations, each of which has its own subspecialties. Bringing these diverse curricula to life is a dedicated faculty, each member of which represents a different scholarly specialty and, in many cases, a different country and culture of origin. As a result, the students we attract to our department, too, have a variety of academic interests, personal/cultural backgrounds, career plans, and political/ideological commitments. At the same time, our department’s shared centering of culture as both foundation and object of communication unifies our many approaches to our discipline.

At the graduate level, the centering of culture is even greater, and is made more overt. As we say in the opening paragraph of our Graduate Programs web page,

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4 However, as we note below, we may actually be offering too many different Communication concentrations. As part of our strategic planning going forward, we will be exploring the possibility of streamlining them.
Our Graduate Program has a distinctive focus on communication and culture. We approach communication as central to the social construction and structural production of culture. We define culture broadly as pertaining to emergent identities; discursive practices and norms; performative, artistic, and mediated expression; locations of speaking/acting/producing; organizational systems; and institutional structures.

The focus on culture is particularly pronounced in our Ph.D. program, whose three emphasis areas are defined as follows:

- Critical Intercultural Studies, which we define as “the study of communication, culture, and power in social interactions and discourses, with a focus on the understanding and critique of normative assumptions about communication and cultural practices.”

- Health Communication and Culture, defined as “the communication processes associated with improving health outcomes, with a focus on understanding the cultural contexts and inequities that determine health outcomes.”

- Media Studies, to which our approach, uniquely, is “the study and critique of the discourse, organizational practices, political economy, and sociocultural impact of mass media, digital media, and other emerging, mediated forms of communication.”

As discussed further, below, our recruitment processes—for both graduate students and faculty—consistently emphasize cultural diversity, in keeping with our curricular foci. As a result, C&J’s faculty and graduate cohorts are particularly diverse in terms of national origin, ethnicity, and gender/sexuality self-identification, as well as areas of scholarly specialty and pedagogical approaches.

All of our programs, whether undergraduate or graduate, embody excellence in teaching (as evidenced by teaching awards at various levels and by student acclaim), research and creative activity, including community-engaged scholarship (as evidenced by the quality, quantity, variety, and consistency of our faculty’s output—and by the prodigious production of publications and conference presentations by our graduate students), and service to the University, the local community, and the Communication discipline (as evidenced by the many organizations served by C&J department members), in many cases service that builds directly on our scholarly contributions and applies them to the world beyond the academy. In all these ways, our programs instantiate the Department’s slogan, Communicating for a Better World.

(c) Describe the relationship of the unit’s vision and mission to UNM’s vision and mission. In other words, to assist the university in better showcasing your unit, please explain the importance of its contribution to the wellbeing of the university, including the impact of the unit’s degree programs on relevant disciplines/fields, locally, regionally, nationally, and/or internationally.
At the same time the Department realizes the goals of its own Vision/Mission, it contributes to that of UNM as a whole. The University’s Vision Statement reads as follows:

UNM will build on its strategic resources:
- to offer New Mexicans access to a comprehensive array of high quality educational, research, and service programs,
- to serve as a significant knowledge resource for New Mexico, the nation, and the world; and
- to foster programs of international prominence that will place UNM among America's most distinguished public research universities.

We have addressed, in part (b), above, the Department’s contributions to the first point here; by its very nature C&J offers New Mexicans “access to a comprehensive array of high quality educational, research, and service programs.”

To the second point: In our teaching, in our service, and in our presenting and publishing our scholarly and creative works in local, statewide, national, and international venues—venues that are academic, political, cultural, and artistic, and that are virtual or in-person—we serve as a “knowledge resource for New Mexico, the nation, and the world.”

Finally, our programs—at the graduate and undergraduate levels—in (critical) intercultural communication have for decades held international prominence and, for that reason, consistently attract students and faculty members from around the world. In the last decade, our graduate health communication program has begun to rise to that level of prominence as our faculty members in this area have gained international reputations. Similarly, our media studies program boasts faculty from around the world whose research on the role of the media (and media industries) in political, social, and cultural movements nationally and multi-nationally has captured international attention.

UNM’s Mission Statement reads as follows:

The University will engage students, faculty, and staff in its comprehensive educational, research, and service programs.

- UNM will provide students the values, habits of mind, knowledge, and skills that they need to be enlightened citizens, to contribute to the state and national economies, and to lead satisfying lives.

- Faculty, staff, and students create, apply, and disseminate new knowledge and creative works; they provide services that enhance New Mexicans' quality of life and promote economic development; and they advance our understanding of the world, its peoples, and cultures.

- Building on its educational, research, and creative resources, the University provides services directly to the City and State, including health care, social services, policy studies, commercialization of inventions, and cultural events.
The Department of Communication & Journalism embraces and embodies each element of the above Mission:

Because of the focus on culture that is at the core of all of our curricula, the explicitly critical nature of much of our teaching and scholarship, and the Communication field’s inherent interdisciplinarity—building on and working alongside of scholarship in fields as diverse as gender studies, political science, anthropology, sociology, psychology, linguistics, economics, and computer science, among many others—we provide our students with the “values, habits of mind, [and] knowledge” (emphasized in the first bullet point above) they need to be enlightened citizens; at the same time, our uniquely culture-focused curricula “advance…understanding of the world, its peoples, and cultures” (second bullet point above).

Our undergraduate multimedia journalism and strategic communication curricula are explicitly devoted to imparting the skills our students need in order to be able to “contribute to the state and national economies” (first bullet point above) while at the same time “enhance[s] New Mexicans’ quality of life and promote[ing] economic development” (second bullet point). Our highly productive, influential faculty and graduate students, through their research and teaching, regularly “create, apply, and disseminate new knowledge and creative works” (second bullet point).

Finally, we provide “services directly to the City and State [in terms of] health care” (third bullet point above) through our health communication faculty’s teaching in the University’s BA/MD program and teaching/research affiliations held by our health communication faculty and graduate students with various units of UNM’s Health Sciences Center.
Criterion 2. Teaching & Learning: Curriculum
The unit should demonstrate the relevance and impact of the curriculum associated with each degree/certificate program. (Differentiate for each undergraduate and graduate degree and certificate program offered by the unit.)

2A: Curricula Provide a detailed description of the curricula for each degree/certificate program within the unit.

- Include a description of the general education component required, including any contributions from the unit to general education, and program-specific components for both the undergraduate and graduate programs.
- Discuss the unit’s contributions to and/or collaboration with other internal units within UNM, such as common courses, courses that fulfill pre-requisites of other programs, courses that are electives in other programs, cross-listed courses, etc.

The C&J Department offers two undergraduate degrees (B.A. in Communication; B.A. in Journalism & Mass Communication) and two graduate degrees (M.A. in Communication; Ph.D. in Communication). These four degree programs are described in detail, below, following the brief discussions of our contributions to the General Education curriculum and our contributions to and collaboration with other UNM units.

General Education curriculum
For many years, the Department’s only contribution to the General Education curriculum was Public Speaking (formerly CJ 130; now COMM 1130), which is a component of the curriculum’s Communication area. As of the fall 2021 semester, the Department is also contributing the newly developed course Introduction to Interpersonal Health Communication (COMM 2121), which was created in response to a recent College of Arts & Sciences initiative to increase the number of available undergraduate courses relating to aspects of health. This course also complements our upper-level Health Communication course (CJ 450).

Contributions to and collaborations with other internal UNM units
Several C&J-originated courses are currently or have recently been (indicated with *) cross-listed with other departments:

- COMM 1115: Communication Across Cultures*: cross-listed in Africana Studies, as AFST 115
- COMM 1150: Introduction to Mass Communication: cross-listed in Media Arts, as MA 110
- CJ 313: Ecocultural Communication: cross-listed in Geography & Environmental Studies, as GEOG 499
- CJ 326: Gender & Communication: cross-listed in Women Studies, as WMST 326
- CJ 393: Environmental Journalism*: cross-listed in Geography & Environmental Studies, as GEOG 499
- CJ 393: Science & Health Journalism*: cross-listed in Population Health, as PH 460
- CJ 393: Topics: Conflict & Peace in Africa: cross-listed in International Studies, as INST 499
- CJ 430: American Religious Communication*: cross-listed in Religious Studies, as RELG 430
- CJ 438: Communicating Community, Food, and Change*: cross-listed in Sustainability Studies, as SUST 438
- CJ 464: Multimedia Production*: cross-listed in Film & Digital Arts, as FDMA 464
- CJ 469: Multiculturalism, Gender, and Media: cross-listed in Women Studies, as WMST 469
- HMHV (Health, Medicine, and Human Values) 310: Health and Cultural Diversity. This course is offered as part of UNM’s BA/MD program for New Mexico high school graduates planning on a medical career. (C&J health communication faculty regularly teach in the BA/MD program.)

At the same time, we cross-list in C&J several courses whose “homes” are in other units:

- CJ 319: Language & Culture (home department: Anthropology)
- CJ 393: Topics: Sustainability in Film (home department: Sustainability Studies)
- CJ 393: Topics: Intro to American Popular Culture (home department: American Studies)
- CJ 393: Topics: Cracking Chican@ Communication Codes (home department: Chicana/Chicano Studies)
- CJ 393: Topics: Culture and Chican@ Communication (home department: Chicana/Chicano Studies)
- CJ 502: Graduate Special Topics: Culture & Communication (home department: Chicana/Chicano Studies)
- CJ 502: Graduate Special Topics: Culture & Chican@ Communication (home department: Chicana/Chicano Studies)

**Undergraduate Program: Overview**

The Department of Communication and Journalism at the University of New Mexico offers a Bachelor of Arts degree with a major in Communication and a Bachelor of Arts degree with a major in Journalism & Mass Communication through the College of Arts and Sciences. The department also offers a minor in Communication and a minor in Journalism & Mass Communication to students outside of the department. There are typically 750 undergraduate students working towards completion of a C&J major each academic year.

The B.A. in Communication offers six different concentrations of study: Environmental Communication, Interpersonal Communication, Intercultural Communication, Media Studies, Organizational Communication, and Public Communication.

The B.A. in Journalism & Mass Communication offers two different concentrations of study: Multimedia Journalism and Strategic Communication. In addition, our undergraduate program is partnered with the Interdisciplinary Film & Digital Media (IFDM) program housed in the College of Fine Arts to offer a concentration in Critical Studies in Mass Media to our Communication majors, and a Digital Field Multimedia Journalism concentration to our Journalism & Mass Communication majors.
Faculty and staff in the Communication & Journalism department pride themselves on working with students and partners to provide a comprehensive academic program. Opportunities for students include courses in both theory and application, personalized academic advising, workshops and student organizations, equipment check-out, opportunities for independent study and research, a departmental honors program, scholarships, internships with local and national corporations, and internships in communication education.

A 2.50 grade point average is required for admission to and graduation from the department.

Descriptions of each “COMM” course (1000-level and 2000-level) listed below can be found in the UNM Catalog at http://catalog.unm.edu/catalogs/2020-2021/courses/COMM/index.html. Descriptions of each “CJ” course (300-level and 400-level) listed below can be found in the UNM Catalog at http://catalog.unm.edu/catalogs/2020-2021/courses/CJ/index.html.

**B.A. in Communication**

The Department offers a Bachelor of Arts degree with a major in Communication through the College of Arts and Sciences. Our program helps to prepare students for a variety of careers including positions in organizations emphasizing internal communication, organizational training, management, sales, human resources, etc.; in other words, any career that involves or emphasizes communication). Students who are seeking an advanced degree in communication can also benefit from the B.A. program.

**Concentrations within the major**

Students choose an area of study suitable to their interests and goals. The department offers coursework in the following areas:

- **Critical Studies in Mass Media** - This concentration is offered through the Interdisciplinary Film and Digital Media program in the College of Fine Arts. (Classes in C&J are the same as those offered in the Media Studies concentration described below.)

- **Environmental Communication** - The study of communication as it relates to human perceptions of, and actions toward, nature. Students in this concentration examine ways communication not only reflects but also helps construct particular human relations with/in the environment; how cultural, social, political, and economic contexts and interests help shape environmental communication; and how students might envision and enact sustainable and restorative ways forward.

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5 The issue of retaining this GPA requirement, which is higher than that of the College of Arts & Sciences as a whole, is under discussion, as discussed later in the present document.
**Intercultural Communication** - The study of the relationship between communication and culture. Courses in this concentration focus on understanding the challenges inherent in intercultural communication and resources available for dealing with those challenges in mutually productive ways. Attention is given to both local and international cultures.

**Interpersonal Communication** - The study of the dynamics of interaction and relationships between individuals and in small groups, as well as the study of communication behaviors in dyads and their impact on personal relationships.

**Media Studies** - The study of the principles and theories of mass communication systems in the United States.

**Organizational Communication** - The study of the collective and interactive process of gathering and interpreting messages. The study of organizational communication includes such communicative processes as conflict, leadership, technology, networks, group interaction, and decision-making.

**Public Communication** - The study of principles and frameworks that explain communication options and strategies, such as argumentation and persuasion.

**Major and minor requirements**
A student who declares a major in Communication must complete 36 credit hours in C&J Department courses. These 36 hours must consist of 15 hours of core courses; 9 hours in a concentration (intercultural, interpersonal, organizational, public, media studies); and 12 hours of electives; with a total of 21 hours of upper division (300 and 400 level) coursework. A student must have completed COMM 1115 (Introduction to Communication) and another 3 hours of C&J course work with a C or better before being admitted to the Department. A grade point average of 2.50 is required for admission to and graduation from the Department.

Students who declare a minor in Communication must complete 21 credit hours in C&J Department courses, including COMM 1115 (Introduction to Communication), and 12 credit hours at the 300 and 400 level.

All majors and minors must earn a grade of "C" or better in all C&J Department courses.

**Core requirements for all Communication majors**
- COMM 1115 - Introduction to Communication
- CJ 332 - Business & Professional Speaking or CJ 333 - Professional Communication
- CJ 300 - Theories of Communication
- CJ 301 - Communication Research Methods
- CJ 400 - Senior Seminar: Perspectives in Communication
Coursework for Environmental Communication concentration
Students must take either of the two starred (*) courses and any two other courses in the sequence (including, if desired, the other starred course).
- CJ *313 - Ecocultural Communication or CJ *339 - Rhetoric and the Environment
- CJ 314 - Intercultural Communication
- CJ 317 - International Conflict & Community Building
- CJ 318 - Language, Thought & Behavior
- CJ 327 - Persuasive Communication
- CJ 450 - Health Communication

Coursework for Intercultural Communication concentration
Students must take the starred (*) course and any two others in the sequence.
- CJ *314 - Intercultural Communication
- CJ 318 - Language, Thought and Behavior
- CJ 320 - Mediation
- CJ 323 - Nonverbal Communication
- CJ 469 - Multiculturalism, Gender and the Media

Coursework for Interpersonal Communication concentration
Students must take the starred (*) course and any two others in the sequence.
- COMM *2120 - Interpersonal Communication
- CJ 318 - Language, Thought and Behavior
- CJ 320 - Mediation
- CJ 323 - Nonverbal Communication
- CJ 344 - Interviewing
- CJ 421 - Communication and Relationships

Coursework for Media Studies concentration
Students must take the starred (*) course and any two others in the sequence.
- CJ *461 - Media Criticism
- COMM 2130 - Media Theory and Influence
- COMM 2135 - Media Ethics & Law
- CJ 365 - History of the Media
- CJ 469 - Multiculturalism, Gender and Media

Coursework for Organizational Communication concentration
Students must take the starred (*) course and any two others in the sequence.
- CJ *340 - Communication in Organizations
- COMM 2140 - Small Group Communication
- CJ 314 - Intercultural Communication
- CJ 344 - Interviewing
- CJ 443 - Current Developments in Organizational Communication
- CJ 446 - Organizational Analysis and Training

Coursework for Public Communication concentration
Students must take the starred (*) course and any two others in the sequence.
- CJ *337 - Rhetorical Theory
- CJ 327 - Persuasive Communication
- CJ 331 - Argumentation
- CJ 334 - Political Communication
- CJ 336 - Rhetoric of Dissent
- CJ 435 - Legal Communication

B.A. in Journalism & Mass Communication
The Department offers a Bachelor of Arts degree with a major in Journalism & Mass Communication through the College of Arts and Sciences. Students in the Journalism & Mass Communication major select a concentration in either Multimedia Journalism, Strategic Communication, or Digital Field Multimedia.

Core requirements for all Journalism & Mass Communication majors
- COMM 1140 - Writing for the Mass Media I (formerly C&J 171)
- COMM 2135 - Media Ethics and Law
- COMM 2185 - Multimedia and Visual Communication
- CJ 350 – Data Tools for Media Professionals
- CJ 365 - History of Media
- CJ 478 - Media Theory and Research

Concentration-specific requirements

Multimedia Journalism: This concentration combines print, broadcasting, and online journalism and helps to prepare students for a variety of careers and positions with media companies. In addition to the 18 hours of Journalism & Mass Communication Core courses shown above, students in the Multimedia Journalism concentration are required to take 12 hours of Journalism electives and 18 hours of Multimedia Concentration classes as listed below:

- COMM 1145 – Sex, Lies, & Fake News (Media Literacy)
- COMM 2190 - Writing and Editing for Multimedia Journalism
- CJ 360 - Video Journalism
- CJ 367 – Social Media for Journalists
- CJ 375 - Intermediate Reporting
- CJ 475 - Advanced Multimedia Journalism

Students in this concentration are not required to choose a minor.

Strategic Communication: This concentration helps to prepare students for a variety of careers in the advertising, public relations, and strategic social/digital media fields. In addition to the 15 hours of Journalism & Mass Communication Core courses shown above, students in the Strategic Communication concentration are required to take 9 hours of C&J electives and 21 hours of Strategic Communication courses as listed below:
Students in this concentration are not required to choose a minor.

Since 2018, the Department has also offered an Accelerated Online Program (AOP) in Strategic Communication. Like UNM’s other undergraduate AOPs, ours is a degree-completion program that targets students—especially those over the age of 23 and/or those located outside of New Mexico—who began but never completed their B.A. degrees and provides them the opportunity to do so on an accelerated schedule. The AOP has the same coursework requirements as the on-campus Strategic Communication program described above.

**Digital Field Multimedia:** This concentration allows students to use the tools and technologies of digital media in order to develop their technical and creative skills. Students in the Digital Field Multimedia concentration are required to take 24 specified hours of coursework in Journalism and 29 specified hours of coursework in the Interdisciplinary Field Media (IFDM) core sequence, as follows:

- CS 105L- Intro to Computer Programming: 3 credits
- IFDM 205- Studio 1: Activating Digital Space: 3 credits
- IFDM 210- Introduction to Modeling and Postproduction: 3 credits
- IFDM 300- Critical Intermediations: 3 credits
- IFDM 301- Studio 2: Writing Digital Narrative: 3 credits
- IFDM 400- Ethics, Science, and Technology: 3 credits
- IFDM 410- Business and Law in Film and New Mexico: 3 credits
- IFDM 450- Capstone 1: 4 credits
- IFDM 451- Capstone 2: 4 credits

No minor is necessary for this concentration. This concentration requires application to and acceptance by the IFDM program in the College of Fine Arts.

**The Journalism Minor**

Students who declare a minor in Journalism must take 21 credit hours of C&J department courses, which must include the following:

- COMM 1140 - Intro to Media Writing
- COMM 2130 – Media Theories
  - or COMM 2185 – Multimedia & Visual Communication
- COMM 2135 – Media Ethics & Law
- COMM 2190 – Writing & Editing for Multimedia Journalism
o or CJ 387 – Intro to Strategic Communication

M.A. in Communication
The M.A. in Communication is a general communication degree providing foundational knowledge of theory and research methods, and depth of knowledge in the student’s area(s) of interest within the communication discipline. The program is designed to prepare individuals for a career in professional fields or to continue toward a doctoral degree.

Students are required to complete courses in communication theory and research, as well as two additional courses in research methods. Students are also required to take at least one graduate level seminar in their disciplinary area of interest: critical intercultural studies, media studies, health communication, or some combination of these areas. The student and the major adviser may design a program of studies in which work is done only in the major graduate unit, in the major and a minor graduate unit, or in the major and one or more related graduate units. An M.A. student’s graduate program culminates in the completion of: (1) a Master’s thesis, or (2) an M.A. project, or (3) passing a comprehensive examination.

Requirements for the M.A. Degree
A total of 36 credits are required for the M.A. degree. Under either the thesis or the project option, students complete 30 credits of coursework and 6 thesis or project credits. For the comprehensive exam option, students must complete 36 credits of coursework.

Students coming into the M.A. degree program who do not have a communication background may be required to take CJ 300 (Theories of Communication) and CJ 301 (Communication Research Methods) before taking the required M.A.-level courses CJ 500 (Foundations of Communication Theory) and CJ 501 (Foundations of Communication Research). The M.A. Program Director generally makes this determination after a review of the student’s application materials and/or a meeting with the student. These courses do not fulfill any of the graduate course requirements but are taken in addition to required M.A. credits.

Required Courses (15 credits)
- CJ 500 Foundations of Communication Theory
- CJ 501 Foundations of Communication Research
- CJ 507 Introduction to Quantitative Research Methods

One other research methods course selected from the list below:
- CJ 604 Qualitative Research Methods (research design)
- CJ 605 Qualitative Research Methods (text and data analysis)
- CJ 606 Qualitative Methods Practicum
- CJ 607 Advanced Quantitative Research Methods
- CJ 609 Mixed Methods Research Design

One seminar selected in the student’s main area of interest (3 credits)
Electives (15 credits for thesis or project option; 21 credits for comprehensive exam option)
The remaining 15 hours of coursework are electives. With adviser’s approval, up to 9 hours can be taken outside the C&J Department to count toward the degree. If a student does not have an undergraduate degree in Communication, the adviser usually recommends that the student take only 3 hours outside the Department.

Required Training for Teaching Assistants (1 credit)
All M.A. students with teaching assistantships must take CJ 584 (Teaching Communication for C&J Teaching Assistants) during their first semester in the Department.

Ph.D. in Communication

The focus on communication, culture, and change makes the C&J doctoral program distinctive. We define culture broadly, as a field of interaction that is socially constructed and structurally produced via communication practices. We approach communication and culture as pertaining to emergent individual and group identities; discursive practices and norms; artistic and mediated forms; locations of speaking, acting, performing, and producing; organizational systems and institutional structures; and transformative practices for social change. The doctoral program is designed to prepare individuals for university teaching and research positions or positions in the private and public sectors that require the ability to conduct research in applied contexts.

The program requires 48 credits of coursework: 39 credits of coursework beyond a Master’s degree, plus 9 credits that are transferred from the student’s MA program. In addition, 18 dissertation credit hours are required.

Emphasis Areas
The Ph.D. program features three areas of emphasis. While completing core courses in communication theory and research methodology, students concentrate their studies in one or a combination of these areas:

**Critical Intercultural Studies:** The study of communication and culture, and the role of power, in social interactions and discourses, with a focus on the understanding and critique of normative assumptions about communication and cultural practices. Faculty approaches draw on cultural, critical, race, queer/trans of color, decolonial, border, and transnational studies.

**Media Studies:** The study and critique of the discourse, organizational practices, political economy, and sociocultural impact of mass media, digital media, and other emerging, mediated forms of communication.

**Health Communication and Culture:** The communication processes associated with improving health outcomes, with a focus on understanding the cultural contexts and inequities that determine health outcomes.

Program Requirements
Admission to the program is contingent upon the completion of a Master’s degree. Once accepted to the program, students are required to complete 48 credits of graduate coursework: 39 credits of coursework beyond a Master’s Degree and 9 credits transferred from the student’s MA program or other doctoral program. In addition, 18 credit hours for the dissertation are required. Students who do not qualify for the foreign language competency must take an additional 6 credits of a language or research tool.

Students coming into the C&J Ph.D. degree program who do not have an M.A. in communication may be required to take the M.A.-level Communication Theories and Communication Research Methods courses (CJ 500 and 501, respectively). C&J 500 (theories) and C&J 501 (methods). These courses do not fulfill any of the graduate course requirements but are taken in addition to required Ph.D. credits.

Program of Study
Students in the Ph.D. program take the following courses:

**Required core courses (6 credits)**
- CJ 600 History and Philosophy of Communication
- CJ 602 Theorizing Culture

**Required methods courses (9 credits)**
- CJ 507 Quantitative Data Analysis
- Two of the following courses:
  - CJ 506 Critical and Cultural Studies (can be taken as a theory or methods course)
  - CJ 604 Qualitative Research Methods (fieldwork, design)
  - CJ 605 Qualitative Research Methods (data analysis)
  - CJ 606 Qualitative Methods Practicum (methodologies vary)
  - CJ 607 Advanced Quantitative Research Methods
  - CJ 609 Mixed Methods Research Design

**Required Training for Teaching Assistants (1 credit)**
All Ph.D. students with teaching assistantships must take CJ 584 (Teaching Communication for C&J Teaching Assistants) during their first semester in the Department.

**Seminars (12 credits)**
Students will take 12 credits in their area of emphasis. At least two courses must be in their main area of emphasis (critical intercultural communication, health communication, or media studies). The other one or two seminars may be chosen from any area.

**Electives (12 credits)**
The remaining 12 credits of coursework are electives that can be taken in the C&J Department or outside the department. At least 6 credits must be from outside the C&J Department.

**Language or Research Tool Requirement**
Students must demonstrate competency in either a language or research tool. There are two
options to meet this requirement: They may demonstrate competency (a) in a language other than English, with such competency being demonstrated by proof of fluency in the language or by passing the equivalent of a second-year proficiency level course; or (b) by taking two foreign language courses or two courses in a research tool or methodology.

Following the successful completion of all of the above, students then undertake the following, while being registered for CJ 699 (Dissertation):

Comprehensive Examination
All doctoral students must: (a) write a comprehensive examination that is read and evaluated by a Comprehensive Examination Committee and then (b) participate in an oral defense of this written exam to the satisfaction of the committee. The Comprehensive Examination questions are developed under the guidance and direction of the faculty in the Comprehensive Examination Committee.

The exam involves a set of four questions. These questions address theoretical issues, methodological issues, research in the student’s chosen emphasis area (often linked to the dissertation prospectus), and an additional area of interest and coursework in an area of specialization (e.g., culture) if not already addressed, or a cognate area of interest.

Prospectus and Dissertation
After passing the comprehensive exams, Ph.D. students must then write a dissertation prospectus and present it to the dissertation committee for approval in an oral defense. After the prospectus defense, students engage in the processes of data collection and analysis and writing the dissertation. Upon completion of the dissertation, students undergo an oral exam (defense) of the document.

2B: Mode of Delivery Discuss the unit’s mode(s) of delivery for teaching courses.

The C&J Department has, for years, used a variety of teaching modes for delivering its courses: classroom lecture, lecture supplemented by scheduled discussion sections, lecture supplemented with computer or statistical laboratory, seminars, and fully online (asynchronous) courses. Our courses have also, for years, have been lauded by students and by UNM’s Center for Teaching & Learning for the high quality of instruction they offer. Much of the recognition of the Department’s teaching quality historically has, naturally, pertained to face-to-face instruction. However, even prior to the COVID-19 pandemic, C&J offered online asynchronous versions, as well as face-to-face versions, of almost all of our undergraduate courses; in some cases (most notably in our Strategic Communication concentration), classes have even been offered exclusively online. Our department has been singled out by UNM’s Center for Digital Learning for the depth, breadth, and quality of our online teaching, online course design, and continuous improvements and updates to our courses. Correspondingly, over the past five years, many of our classes have earned UNM Online’s “Golden Paw,” “Silver Paw, or “Master Class” distinctions and/or been awarded the nationwide Quality Matters designation. And because of the high level of interest in, commitment to, and facility with high-quality online teaching across our permanent faculty, term and part-time instructors, and graduate teaching assistants—perhaps not surprising,
given our discipline’s foci—we were able to handle with relative ease and speed the transition to entirely-remote instruction necessitated by the pandemic during the spring 2020 semester, and then the subsequent transition to remote scheduled (synchronous via Zoom) and other hybrid modes of teaching in fall 2020 and spring 2021.

While we are very happy to be able to resume offering many of our classes face-to-face again beginning this semester (fall 2021), we continue to place a great deal of emphasis on maintaining and even improving the quality of our many remote options.
Criterion 3. Teaching & Learning: Assessment

The unit should demonstrate that it assesses student learning and uses assessment to make program improvements. In this section, the unit should reference and provide evidence of the program’s assessment plan(s) and annual program assessment records/reports. (Differentiate for each undergraduate and graduate degree/certificate program and concentration offered by the unit.)

3A: Assessment Plans Provide current assessment plan for each degree program in the unit.

Overviews of current goals, outcomes, and assessment processes are included in Appendix B.

Outcomes and supporting criteria for each of our four degree programs are summarized below. Using these student learning outcomes (SLOs) has allowed us to pinpoint areas for improvement in our curriculum design and delivery and, as a result, in our students’ learning and performance. Note that we do not consider it necessary for students to excel at all criteria within a given SLO in order to show mastery of that SLO; rather, we consider the aggregate results of a given SLO’s criteria in order to determine student success.

B.A. in Communication

The following are the broad student learning outcomes (SLOs) and specific supporting criteria that are assessed for our undergraduate program in Communication:

SLO 1: Write in a clear, coherent, and cogent manner.
Criterion 1a: Student is able to articulate a clear thesis statement.
Criterion 1b: Student demonstrates knowledge of the subject with well-developed arguments in the form of explanations, examples, description, sensory details, and so forth.
Criterion 1c: Student demonstrates competence in the use of grammar, spelling, advanced-level vocabulary, and organization.
Criterion 1d: Student demonstrates the ability to select and appropriately identify credible sources.

SLO 2: Critically analyze communication situations and messages from multiple theoretical perspectives.
Criterion 2a: The student demonstrates an understanding of the particular theory or theories discussed in the paper.
Criterion 2b: The student demonstrates the ability to use the theory or theories to reflect on, explain, or add insight to a communication event or situation.
Criterion 2c: The student demonstrates an ability to appropriately apply the language or terminology of the theory to a communication situation or event.
Criterion 2d: The student demonstrates the ability to use the theory in its appropriate context.

SLO 3: Design and deliver competent and effective public presentations for a variety of
audiences.
Criterion 3a: Student is able to articulate a clear commitment statement/thesis.
Criterion 3b: Student is able to synthesize information in a logical and organized structure.
Criterion 3c: Student is able to utilize ample support to convey information with clarity.
Criterion 3d: Student is able to demonstrate physical behaviors that support the verbal message.

SLO 4: Demonstrate culturally diverse ways of communicating.
Criterion 4a: The student demonstrates respect for differences in others’ views, beliefs, values, codes of conduct, etc.
Criterion 4b: The student demonstrates receptivity to others’ ways of communicating.
Criterion 4c: The student demonstrates an understanding of the value of diversity in understanding and broadening one’s own viewpoint.
Criterion 4d: The student demonstrates understanding of the complexity involved in cultural diversity. The student demonstrates an assumption of complexity rather than making stereotypical assumptions.

SLO 5: Demonstrate the ability to design communication research.
Criterion 5a: The student demonstrates an ability to clearly state a research question that identifies the key concepts or variables of interest.
Criterion 5b: The student demonstrates an ability to synthesize and report published academic research in the communication field.
Criterion 5c: The student demonstrates a basic understanding of the process of sampling and data gathering in communication research.

B.A. in Journalism & Mass Communication

The following are the broad student learning outcomes (SLOs) and specific supporting criteria that are assessed for our undergraduate program in Journalism & Mass Communication:

SLO 1: Write and edit clearly and accurately in forms and styles appropriate to the communication professions and audiences.
Criterion 1a: The student demonstrates ability to write clearly and edit effectively to produce a coherent message.
Criterion 1b: The student demonstrates the ability to critically evaluate information and select appropriate sources.
Criterion 1c: The student demonstrates ability to choose the format and style that is appropriate to the purpose and target audiences of communication.
Criterion 1d: The student demonstrates awareness and application of principles of truth, accuracy, and fairness in their work.
Criterion 1e: The student demonstrates awareness of ethical and legal principles in their writing.
Criterion 1f: The student demonstrates level of skills appropriate for an entry-level professional position.
SLO 2: Apply tools and technologies appropriate to the professional fields of communication.
Criterion 2a: The student chooses technological tools that are appropriate for the goal and target audience of communication.
Criterion 2b: The student demonstrates awareness of legal and ethical principles in the use of tools and technology.
Criterion 2c: The student demonstrates a level of technological competency appropriate for an entry-level professional position.

SLO 3: Evaluate information critically and apply theory in the use of information and images.
Criterion 3a: The student demonstrates the ability to apply appropriate theories in the creation and presentation of images and information.
Criterion 3b: The student demonstrates critical thinking skills in the application of theories to explain the roles of media and media professionals in society.
Criterion 3c: The student is able to apply theories that address the relation between media and national diversity.
Criterion 3d: The student is able to apply theories that address the relation between media and global diversity of peoples and cultures.
Criterion 3e: The student demonstrates the ability to think critically, independently, and creatively.

SLO 4: Develop a basic understanding of research methods and their application.
Criterion 4a: The student demonstrates the ability to access, evaluate, and synthesize information effectively as part of the process of conducting research.
Criterion 4b: The student demonstrates basic competence in the application of a research method appropriate to communication professions.
Criterion 4c: The student demonstrates knowledge of basic statistical concepts related to mass communication research methods.

SLO 5: Gain awareness and apply ethical and legal principles in professional practice.
Criterion 5a: The student demonstrates understanding of the relationship of truth, accuracy, and fairness through analysis of principles and practices in media law and ethics.
Criterion 5b: The student demonstrates understanding of the fundamentals of constitutional interpretive theories related to freedom of speech.
Criterion 5c: The student demonstrates ability to use research and critical thinking skills to articulate an analysis and resolution of an issue in media ethics.
Criterion 5d: The student demonstrates awareness of contemporary legal issues posed by new technologies.

SLO 6: Understanding of media history and roles of professionals in a multicultural society.
Criterion 6a: The student demonstrates knowledge of the historical evolution of First Amendment and freedom of speech and press.
Criterion 6b: The student demonstrates knowledge of the changing roles of media and media professionals in historical perspective.
Criterion 6c: The student demonstrates understanding of gender, race, sexual orientation and other forms of diversity in relation to media history.

M.A. in Communication

The following are the broad student learning outcomes (SLOs) and specific supporting criteria that are assessed for our master’s program in Communication:

SLO 1: The student should be able to write in a clear, coherent manner appropriate to MA-level writing.
Criterion 1a: Student presents well-developed arguments in the form of explanations, examples, description, sensory details, and so forth.
Criterion 1b: Student articulates clear understanding and knowledge of the subject matter.
Criterion 1c: Student demonstrates good command of advanced-level vocabulary.
Criterion 1d: Student demonstrates careful attention to the crafting of the paper (typos, spelling, format, and so forth)

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6 Note that the assessment plan for the MA program is currently undergoing revision. We have included the previous (2015) plan in Appendix B.
Criterion 1e: Student demonstrates ability to organize information in a logical sequence the reader can follow.
Criterion 1f: Student demonstrates the ability to appropriately identify and cite sources.

SLO 2: The student should be able to demonstrate an ability to make an oral presentation that represents the level of professional and academic expertise appropriate to MA students.
Criterion 2a: Student is able to express complex information with clarity.
Criterion 2b: Student is able to synthesize information in a logical and organized structure.
Criterion 2c: Student is able to utilize ample support for his or her arguments.
Criterion 2d: Student is able to present using vocal quality.
Criterion 2e: Student is able to demonstrate physical behaviors that support the verbal message.

SLO 3: The student will be able to demonstrate an ability to conduct research using library and online databases.
Criterion 3a: Student shows ability to find research.
Criterion 3b: Student shows ability to summarize research.
Criterion 3c: Student shows ability to evaluate research.
Criterion 3d: Student shows ability to use/incorporate research to develop analysis.
Criterion 3e: Student shows ability to use citation conventions (e.g., APA, MLA, etc.).

Additionally, all MA students who are graduate teaching assistants are also assessed on the quality of their course-content and the effectiveness of their instruction. (See SLO 4 in the MA assessment plan for details.)

**Ph.D. in Communication**

The following are the broad student learning outcomes (SLOs) and specific supporting criteria that are assessed for our doctoral program in Communication:

**SLO 1:** The student should be able to write in a clear, coherent manner appropriate to Ph.D.-level writing.
Criterion 1a: Student presents well-developed arguments in the form of explanations, examples, description, sensory details, and so forth.
Criterion 1b: Student articulates clear understanding and knowledge of the subject matter.
Criterion 1c: Student demonstrates good command of advanced-level vocabulary.
Criterion 1d: Student demonstrates careful attention to the crafting of the paper (typos, spelling, format, and so forth)
Criterion 1e: Student demonstrates ability to organize information in a logical sequence the reader can follow.
Criterion 1f: Student demonstrates the ability to appropriately identify and cite sources.

**SLO 2:** The student should be able to demonstrate an ability to make an oral presentation that represents the level of professional and academic expertise appropriate to Ph.D. students.
Criterion 2a: Student is able to express complex information with clarity.
Criterion 2b: Student is able to synthesize information in a logical and organized structure.
Criterion 2c: Student is able to utilize ample support for his or her arguments.
Criterion 2d: Student is able to present using vocal quality.
Criterion 2e: Student is able to demonstrate physical behaviors that support the verbal message.

SLO 3: The student will be able to demonstrate an ability to conduct research using library and online databases.
Criterion 3a: Student shows ability to find research.
Criterion 3b: Student shows ability to summarize research.
Criterion 3c: Student shows ability to evaluate research.
Criterion 3d: Student shows ability to use/incorporate research to develop analysis.
Criterion 3e: Student shows ability to use citation conventions (e.g., APA, MLA, etc.).

SLO 4: The student will demonstrate an understanding of research method and design in original research.
Criterion 4a: Student is able to clearly state a research question(s).
Criterion 4b: Student is able to clearly and accurately explain the method used to conduct research.
Criterion 4c: Student is able to justify the method as appropriate for research question(s).
Criterion 4d: Student utilized effective data collection procedures (whether it be qualitative, quantitative, or mixed methods).

SLO 5: Students will demonstrate the ability to analyze and report data in an original research design.
Criterion 5a: Student is able to draw conclusions that fall logically from data.
Criterion 5b: Student is able to recognize and report limitation of research.
Criterion 5c: Student is able to summarize and report the findings of research.
Criterion 5d: Student is able to make significant contribution to the field.
Criterion 5e: Student is able to articulate broader implications of research (the “so what?” factor).

Additionally, all PhD students who are graduate teaching assistants are also assessed on the quality of their course-content and the effectiveness of their instruction. (See SLO 6 in the Ph.D. assessment plan for details.)

3B: Assessment Reports Provide current assessment report for each degree program in the unit. Expand on any initiatives/changes that have resulted from these reports.

Assessment reports for the department’s four degree programs are provided in Appendix B, following the assessment plans. Note that the most recent M.A. program report was written in December 2018; all other reports were written in December 2020.
Additionally, although no complete assessment plan or assessment report was required of
the department for our General Education course (COMM 1130: Public Speaking) during
the prior two years, the department was required in 2019 to complete and submit to the New
Mexico Department of Higher Education a Recertification Proposal for that course. We have
attached the Proposal as Appendix C.

3C: Primary Constituents Describe the unit’s primary constituents and stakeholders.
Include an explanation of how the student learning outcomes for each degree/certificate are
communicated to students, constituents, and other stakeholders.

The C&J Department’s primary constituents relative to assessment are undergraduate and
graduate students, department faculty, and the Graduate Program Coordinator, who is a
member of the Department staff. Statements of student learning outcomes are communicated
by faculty members to students in course syllabi. Outcomes assessment data are not
typically shared with students (although there is information on program learning outcomes
published on our department website), nor are they shared routinely with the entire faculty
although they are available upon request. Rather, faculty responsible for the various
components of the assessment and reporting process, as described in the next paragraph,
share such information with the faculty member who serves as the head of our Assessment
Task Force—traditionally, this is our Director of Public Speaking—who then shares it with
the Department Chair and with College and University assessment personnel.

Our process for collecting and reporting on assessment data works as follows:

- Undergraduate (non-General Education) courses: Each year, the Department Chair
requests that all faculty teaching sections of the undergraduate capstone course in each
concentration—CJ 400: Senior Seminar in Communication; CJ 475: Advanced Multimedia
Reporting; CJ 488: Strategic Planning & Campaign Development—collect, at the end of
each semester, information related to student performance in their courses and forward that
information to the head of the Assessment Task Force. The information is then forwarded to
the two faculty members serving on that Task Force that year as the representatives of the
Communication program (thus, responsible for the CJ 400 data) and the Journalism & Mass
Communication program (thus, responsible for the CJ 475 and CJ 488 data), who analyze
and report on their respective program’s findings and send their reports to the head of the
Assessment Task Force.

- General Education course(s): The head of the Assessment Task Force analyzes and writes
the report on the data regarding our GenEd course COMM 1130: Public Speaking at the end
of each semester. We intend to have this same faculty member also analyze the data on our
new GenEd course COMM 2121: Introduction to Interpersonal Health Communication,
which debuts in Fall 2021, at the end of that semester. (The data themselves will be
collected by that course’s instructor).

- Graduate programs: Assessment data on graduate student outcomes are supposed to be
collected at the completion of each M.A. student’s thesis or project defense and each Ph.D.
student’s dissertation defense. In practice, however, this has not always happened consistently, for a simple reason: whichever faculty member serves as a given student’s thesis, project, or dissertation committee chair is tasked with administering and collecting the data and then forwarding it to the Graduate Program Coordinator (staff member), although some faculty members have been more assiduous than others about doing so. In recent years, in order to address this inconsistency, we have tasked our Graduate Program Director with the responsibility of notifying both the student and the faculty advisor about the need to distribute SLO forms at the conclusion of the defense. We have found this to be successful.

Once each academic year, the Graduate Program Coordinator sends the data to the Directors of the Graduate Programs (faculty members), one of whom analyzes the data and writes the report on M.A. program assessment, and one of whom does the same for Ph.D. program assessment. These two reports are then sent to the head of the Assessment Task Force.

Upon receipt of the two undergraduate reports and the two graduate reports, the Assessment Task Force head sends them, along with his own report on General Education assessment, to the College and/or University assessment offices.
Criterion 4. Students (Undergraduate & Graduate)
The unit should have appropriate structures in place to recruit, and retain undergraduate and graduate students. (If applicable, differentiate for each degree and certificate program offered by the unit). Include specific measures and activities aimed at increasing equity and inclusion.

4A: Recruitment Discuss the unit’s proactive recruitment activities for both undergraduate and graduate programs, including specific efforts focused on recruiting students of color, underserved students, and students from groups that have been traditionally underrepresented in your academic field.

Undergraduate Programs

It used to be the case that students wanting to declare a major or minor in any of C&J’s undergraduate programs had to consult with department’s director of advisement, who would review their transcripts and sign necessary paperwork. However, roughly eight years ago, the admissions process for departments and programs in the College of Arts and Sciences was centralized and taken over by the College Advising Office. Students now consult with a designated professional academic advisor in the College Advising Office and this advisor completes the coursework review and paperwork required to declare a major or minor. Specifically, students declaring one of the majors or minors in C&J are encouraged to consult with the A&S advisor team assigned to our department (Victoria Lobato and Cory Muñoz) for advice on which courses they should take, and in which sequence, depending upon their future career or graduate school plans. This early advising process serves simultaneously as one of our most effective recruitment tools.

The Department’s other highly effective recruitment tools are our lower-level courses, particularly Introduction to Communication (COMM 1115), Public Speaking (COMM 1130; this is also a General Education offering and thus the course that results in the widest exposure to the Department), Writing for the Media (COMM 1140, and Interpersonal Communication (COMM 2120). Of note, our upper-level Intercultural Communication course (CJ 314) also serves an unintended recruitment function. Students who have not yet declared a major or minor often take these courses as part of their Gen Ed programs and/or simply because they are exploring various options and wind up as C&J students. We hope and expect that our newly added General Education course, Introduction to Interpersonal Health Communication (COMM 2121) will similarly serve to bring students into our department.

The department also routinely implements a variety of outreach measures, each of which actively spreads the C&J gospel (as a previous chair liked to say) to UNM’s first- and second-year students as well as to local high school students planning to apply to the University. These include participating, giving presentations, and meeting with prospective students at yearly admissions/recruitment events on campus and in the Albuquerque community; such events involve C&J faculty as well as the advisors assigned to our department. Our advisors also routinely give presentations about the department at new-
student orientations and transfer-student orientations. These efforts are complemented by those of Arts & Sciences Advisement’s new recruiter, Elizabeth Hemphill, who promotes all of the College’s programs at local, regional, and national recruitment/enrollment events.

In recent years, the department launched two additional recruitment-related programs:

- C&J Ambassadors is a group of faculty members, graduate students, and undergraduate students who give presentations about the department on campus (targeting students who haven’t yet declared majors or minors) as well as off campus (targeting high school students, especially those attending schools from C&J students graduated). The Ambassadors have also met with Communication instructors at Central New Mexico Community College (CNM) to discuss barriers and facilitators to recruitment at CNM and to help transition’s CNM students to UNM (and, specifically, to C&J) upon completion of their Associate’s degrees. The group is also exploring the possibility of outreach to New Mexico’s several Diné (Navajo) colleges via C&J faculty member Kathy Isaacson, who works closely with the colleges’ administrators and instructors.

- The C&J STEM Initiative, described elsewhere in this document (including in Appendix D), gives workshops and presentations on various communication issues and skills to 1st-year and 2nd-year students from underserved communities who are majors in STEM departments across campus. While this initiative is not intended to recruit new C&J majors, it does serve to educate STEM students, particularly low-income and otherwise underserved students, about classes in our department that they might wish to take as electives or as General Education courses.

Other activities that are not classified as official recruitment efforts but nonetheless increase the visibility and appeal of our department, and serve to bond our students to C&J, are the various student activities we have offered. These include the student affiliate organizations to the Society for Professional Journalists (SPJ), the Public Relations Student Society of America (PRSSA), and Generation Justice-KUNM Youth Media Project, all of which bring students to C&J. Further, because C&J faculty serve as advisors to these groups, faculty-student relationships can form and be fostered during students’ years with us as majors, which we have seen improves academic performance and time to graduation.

Finally, in several recent years, UNM Enrollment Management provided each department chair with the names and e-mails of students accepted for admission to the university who had indicated an interest in their respective department. Upon receipt of the C&J list, the C&J chair sent individual letters to the 50+ students; this resulted in follow-up conversations and phone calls with a small number of the students and, in one case, an in-person department tour for the student and his father. This tour resulted in the student’s decision to attend UNM—and, ultimately, to become a C&J major—rather than any of the other universities to which he’d been granted admission.

All of the above efforts are intended to make students aware of—and, ideally, bring students into—our many on-campus offerings, without a specific focus on any particular concentration or degree within C&J. In addition to these more-general recruitment
initiatives, we have also developed a variety of promotional efforts targeting our Accelerated Online Program in Strategic Communication, specifically. Prior to the launch of our AOP, and during the first few semesters following the launch, the department developed and ran a multi-platform campaign—online and print advertising; social media; public relations—to create awareness of and encourage inquiries about the program. This campaign was supplemented by a marketing effort by UNM Online, which promoted all of the university’s AOPs. C&J’s Online Committee is currently developing a strategic plan to better support the AOP and attract new students to the program.

**Graduate Programs**

In contrast to the processes of undergraduate recruitment, which are handled primarily by University- and College-level offices and only secondarily by the Department, our graduate recruitment efforts are managed almost entirely by the Department, in ways both formal and informal.

Because our graduate programs (particularly our Ph.D. program) focus on a selected group of emphases—namely, the emphases represented by our graduate faculty—the faculty carry out the bulk of our recruitment activities. These include hosting and participating in graduate school open houses at the annual conferences of the National Communication Association and Western States Communication Association; communicating regularly with our contacts (typically, faculty members at other universities) about prospective applicants to our programs; and using our various professional networks, alumni networks, and, occasionally, our current or former graduate students’ networks to establish connections with prospective students who would represent good fits with our programs’ areas of emphasis. Much of this networking work builds or capitalizes upon our faculty’s scholarly reputations and our (former) grad students’ job placements. In the past two years, the department has targeted recruitment of underrepresented MA students by collaborating with the Ronald E. McNair Scholars Program & Research Opportunity Program, and the National Name Exchange, a database of rising underrepresented undergraduates from across the country who voluntarily provide their contact information and areas of interest for graduate education. These efforts have resulted in the recruitment and admission of several new graduate students to our program—and, at the same time, has pointed out to us just how much more we could do recruit students of color and students from other groups often underrepresented in the Communication discipline. While we have been particularly successful at recruiting members of sexual and gender minorities and International students, we recognize that our graduate cohorts have not proportionally represented New Mexico’s demographics or our nation’s African-American population. At the same time, C&J faculty have, over the years, maintained active mentorship of graduate students from other departments through their participation in the Project for New Mexico’s Graduates of Color (PNMGC); indeed, several C&J faculty members have received awards for their contributions to PNMGC.

Finally, the department has revived its long-dormant BA/MA program, which identifies talented C&J undergraduate students who represent strong prospects for admission to the department’s grad program; students in the BA/MA are allowed to take certain C&J grad
classes while still officially undergraduates, an experience that often leads to successful
grad-program admissions.

In order to aid in our recruitment efforts, we have also in recent years requested and
received funding from the Office of Graduate Studies to help the department bring top
applicants to campus after their receipt of our letter of admission. We have found these
campus visits to be successful in securing applicants’ agreements to accept our offers to join
our programs.

4B: Admissions Discuss the unit’s admissions criteria and decision-making processes
(including transfer articulation(s)) for both undergraduate and graduate programs.
Evaluate the impact of these processes on enrollment.

Undergraduate admissions

We do not take part in a direct way in undergraduate admissions. That is handled outside of
our Department, by the UNM Admissions Office. The department does not require any
additional steps for admission into the undergraduate program (although there are various
pre-requisites, as discussed in the next paragraph). The only other role our department plays
in undergraduate admissions is to review C&J (or equivalent) transfer credits when
applicable. As noted above, however, we do attempt, indirectly and directly, to recruit
majors to the department.

C&J requires students seeking admission to the department to have a GPA of at least 2.5.\footnote{As noted above, this requirement is not currently in line with that of the College of Arts & Sciences as a whole, which requires a GPA of only 2.0 prior to students’ major declarations. As discussed in the Conclusion section of the present self-study, we will be investigating the pros and cons of continuing to require a higher grade-point average than the College.}
Additionally, in accordance with College of Arts & Sciences policy, we ensure that students
seeking admission to C&J have completed various General Education requirements and that
they have completed at least 26 credit hours of coursework. We have found that enforcing
these minimum standards helps students achieve and maintain success as majors (and
minors) in the department.

Graduate admissions

Graduate admission for the MA and the PhD in Communication is completed
once yearly. Applications are accepted through January 15. Applications are submitted
through an online system managed by UNM’s Office of Graduate Studies. Submitted
applications are processed and reviewed by our MA Admissions Committee and Ph.D.
Admissions Committee, respectively; these committees are led by our Graduate Directors
and typically each include three to five other faculty members.

We examine all aspects of an applicant’s file: transcripts and GPA, letters of
recommendation, and the student’s writing sample and letter of intent (personal statement).
We no longer require or consider GRE scores. We do not have an explicit policy on
minimum GPAs for admission to our programs; these data are considered within the context of the application as a whole. (Note, however, that UNM’s Office of Graduate Studies states that, in general, a minimum of 3.0 or its equivalent is expected for graduate admission. See http://grad.unm.edu/prospective-students/domestic.html.) Given the explicit focus on culture in our graduate programs, our state’s and our university’s majority-minority status (at least at the undergraduate level), and UNM’s designation as a leading Hispanic-Serving Institution, we do also consider each applicant’s self-identity in terms of race/ethnicity, gender, sexuality, and/or ability status as one component of the application package, particularly since, in many cases, applicants’ self-defined identity categories are components of their scholarly and teaching interests, and thus may (or may not) represent a fit with those of our graduate faculty.

On a similar note, in the case of our PhD program, we also consider the program emphasis that applicants identify in their letter of intent. Our program offers three different emphases (critical intercultural communication, health communication & culture, media studies) thus, in an ideal world, each year we would admit equal or almost equal numbers of applicants to each emphasis. In practice, however, this does not always happen, in part because we usually, although not always, get more applications from students interested in critical intercultural communication than in either of the other two emphases, and in part because the composition of the admissions committee, which changes from year to year, inevitably plays at least some role in the ranking and/or selection of applicants.

Each year, our goal is to admit up to six MA students and up to six PhD students with funding each year; funding packages typically include tuition remission and a teaching assistantship/stipend—for up to two years for MA students; for up to four years for PhD students—with the expectation that each funded student will teach two classes each semester. Additionally, whenever possible, we admit one or two MA students and one or two PhD students who do not need funding (often, but not always, because they are already full-time UNM employees and therefore are automatically eligible for tuition remission).

Due to University and College budget cuts, we were able to offer admission with funding to only five of the six new PhD students entering our program in fall 2021 and to only four of the six new MA students. However, because we often teach more course sections than we have funded graduate teaching assistants on hand, it is usually the case that we can offer teaching assignments to the graduate students who were admitted without funding/teaching.

4C: Data Provide available data and an analysis of the unit’s 1) enrollment, 2) retention, and 3) graduation (i.e. time to degree, graduation rates, etc.) trends. Please provide data and analysis on enrollment, retention, and graduation rates for students by race/ethnicity and gender. Include an explanation of action steps or initiatives the unit has taken to address any significant challenges or issues highlighted in these trends.

Note: Unless otherwise indicated, all data in this section were (a) provided by UNM’s Office of Institutional Analytics and (b) provide comparisons/trends across the five fall semesters from 2016 to 2020. Note that fall 2021 data were not included here due to OIA reporting deadlines.
We will address all undergraduate items (enrollment, retention, and graduation) first, and then address graduate items (enrollment, degrees awarded). Please proceed to the next page.

**UNDERGRADUATE ENROLLMENT**

**Undergraduate enrollment: cumulative data**

Enrollment has seen a steady decrease since 2016, as shown below

<table>
<thead>
<tr>
<th>Year</th>
<th>Communication &amp; JMC combined</th>
<th>Arts &amp; Sciences undergraduates</th>
<th>UNM undergraduates</th>
<th>C&amp;J undergraduate enrollment decreases, and JMC decreases in particular, since 2017, then,</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2016</td>
<td>726</td>
<td></td>
<td></td>
<td>fall 2020 enrollment is down 41.3% vs. fall 2016, and down 37.1% vs. fall 2017</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>677</td>
<td></td>
<td></td>
<td>fall 2020 enrollment is down 32.7% vs. fall 2016, and down 34.5% vs. fall 2017</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>556</td>
<td></td>
<td></td>
<td>fall 2020 enrollment is down 53.5% vs. fall 2016, and down 41.8% vs. fall 2017</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>478</td>
<td></td>
<td></td>
<td>fall 2020 enrollment is down 19.5% vs. fall 2017</td>
</tr>
<tr>
<td>Fall 2020</td>
<td>426</td>
<td></td>
<td></td>
<td>fall 2020 enrollment is down 18.6% vs. fall 2017</td>
</tr>
</tbody>
</table>
are significantly steeper than those of the College and the University in the aggregate. While we have not yet conducted empirical research on the reasons for these decreases, we believe that they include the (unsupported) belief that the journalism profession has lost its viability and the impacts of the Covid-19 pandemic.

Additionally, we must note that enrollment in our Public Speaking courses (COMM 1130) accounts for a large proportion of total undergraduate enrollment. This is a very popular General Education course. However, students in the state of New Mexico have discovered that they can take most if not all of their General Education courses, including Public Speaking, at institutions such as community colleges that charge lower tuition rates than UNM—and then transfer to UNM once they have completed their General Education requirements and/or earned associate’s degrees. Over the past five to ten years, the vast majority of UNM’s General Education courses have seen aggregate enrollment drops for this reason. While this does create opportunities for us to attract transfer students, it directly affects enrollment in our lower-level courses: primarily our popular Public Speaking course, but also in our offerings such as Introduction to Communication and Interpersonal Communication.

**Undergraduate enrollment by concentration**

We offer seven concentrations in the Communication major and three in the Journalism & Mass Communication major. Enrollments for all semesters 2017-2020 were as follows:

**C&J UNDERGRADUATE ENROLLMENTS BY CONCENTRATION**

First and pre-majors, fall semesters 2017-2020

(Source: College of Arts & Sciences, Dean’s Office)

<table>
<thead>
<tr>
<th>COMMUNICATION</th>
<th>f'17</th>
<th>f'18</th>
<th>f'19</th>
<th>f'20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Studies in Mass Media*</td>
<td>1</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Environmental Comm</td>
<td>11</td>
<td>8</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Intercultural Comm</td>
<td>37</td>
<td>35</td>
<td>34</td>
<td>32</td>
</tr>
<tr>
<td>Interpersonal Comm</td>
<td>111</td>
<td>91</td>
<td>75</td>
<td>63</td>
</tr>
<tr>
<td>Media Studies</td>
<td>32</td>
<td>20</td>
<td>27</td>
<td>20</td>
</tr>
<tr>
<td>Organizational Comm</td>
<td>88</td>
<td>54</td>
<td>51</td>
<td>55</td>
</tr>
<tr>
<td>Public Comm</td>
<td>16</td>
<td>18</td>
<td>11</td>
<td>8</td>
</tr>
<tr>
<td>undecided/undeclared</td>
<td>95</td>
<td>96</td>
<td>63</td>
<td>54</td>
</tr>
<tr>
<td><strong>COMMUNICATION TOTAL</strong></td>
<td>391</td>
<td>327</td>
<td>272</td>
<td>245</td>
</tr>
<tr>
<td>JOURNALISM &amp; MASS COMM</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Digital Field Multimedia*</td>
<td>4</td>
<td>1</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Multimedia Journalism</td>
<td>125</td>
<td>89</td>
<td>81</td>
<td>51</td>
</tr>
<tr>
<td>Strategic Comm</td>
<td>85</td>
<td>61</td>
<td>59</td>
<td>56</td>
</tr>
<tr>
<td>undecided/undeclared</td>
<td>24</td>
<td>33</td>
<td>20</td>
<td>30</td>
</tr>
<tr>
<td><strong>JOURNALISM &amp; MASS COMM TOTAL</strong></td>
<td>238</td>
<td>184</td>
<td>166</td>
<td>142</td>
</tr>
<tr>
<td><strong>GRAND TOTAL</strong></td>
<td>629</td>
<td>511</td>
<td>438</td>
<td>387</td>
</tr>
</tbody>
</table>

*Offered through Dept. of Film & Digital Arts
As will be discussed below, we will be looking to streamline the number of concentrations in our Communication major as part of our strategic planning process.

**Undergraduate enrollment by gender**

For the Communication major, the gender proportions are as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2016</td>
<td>64%</td>
<td>36%</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>64%</td>
<td>36%</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>64%</td>
<td>36%</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>65%</td>
<td>35%</td>
</tr>
<tr>
<td>Fall 2020</td>
<td>65%</td>
<td>35%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>64%</td>
<td>36%</td>
</tr>
</tbody>
</table>

For the Journalism & Mass Communication (JMC) major, the gender proportions are as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2016</td>
<td>60%</td>
<td>40%</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>63%</td>
<td>37%</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>56%</td>
<td>44%</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>53%</td>
<td>47%</td>
</tr>
<tr>
<td>Fall 2020</td>
<td>59%</td>
<td>41%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>59%</td>
<td>41%</td>
</tr>
</tbody>
</table>

On both the Communication side and the JMC side, gender ratios have remained extremely consistent over the past five years. Both programs have greater female than male representation; of the two, the Communication program has the higher female-to-male ratio (64:36 vs. 59:41).

**Undergraduate enrollment by race/ethnicity:**

For the Communication major, the race/ethnicity proportions are as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Native American</th>
<th>Asian</th>
<th>Black or African American</th>
<th>Hispanic</th>
<th>Int’l</th>
<th>Native Hawaiian</th>
<th>Two or More Races</th>
<th>Unknown</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2016</td>
<td>6%</td>
<td>1%</td>
<td>4%</td>
<td>44%</td>
<td>3%</td>
<td>0%</td>
<td>4%</td>
<td>2%</td>
<td>37%</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>3%</td>
<td>1%</td>
<td>3%</td>
<td>49%</td>
<td>2%</td>
<td>0%</td>
<td>5%</td>
<td>2%</td>
<td>34%</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>2%</td>
<td>1%</td>
<td>5%</td>
<td>48%</td>
<td>2%</td>
<td>0%</td>
<td>5%</td>
<td>2%</td>
<td>35%</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>3%</td>
<td>1%</td>
<td>4%</td>
<td>46%</td>
<td>5%</td>
<td>1%</td>
<td>5%</td>
<td>1%</td>
<td>35%</td>
</tr>
<tr>
<td>Fall 2020</td>
<td>2%</td>
<td>2%</td>
<td>6%</td>
<td>47%</td>
<td>5%</td>
<td>0%</td>
<td>5%</td>
<td>2%</td>
<td>31%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>3%</td>
<td>1%</td>
<td>4%</td>
<td>47%</td>
<td>3%</td>
<td>0%</td>
<td>5%</td>
<td>2%</td>
<td>35%</td>
</tr>
</tbody>
</table>
Key findings regarding Communication majors can be summarized as follows:

- Hispanic students remain the largest group within the Communication major, and their proportion has increased over the 5-year period: from 44% to 47% of the major.

- While White students remain the 2nd-largest group, their proportion has decreased: from 37% to 31% of the major.

- Hispanic and White students combined consistently represent roughly 80% of the major; the combined total in any given fall semester has varied from 78% (fall 2020) to 83% (fall 2017 and 2018).

- The percentage of Native American students has dropped, from 6% to 3%. Targeted outreach to Diné (Navajo) students should help us reverse this trend.

- The percentage of Black or African American students has increased, from 4% to 6%, and now surpasses the percentage of Native American students.

- All other groups experienced negligible changes or no percentage changes vs. 2016.

For the Journalism & Mass Communication major, race/ethnicity proportions are as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Native American</th>
<th>Asian</th>
<th>Black or African American</th>
<th>Hispanic</th>
<th>Int'l</th>
<th>Native Hawaiian</th>
<th>Two or More Races</th>
<th>Unknown</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2016</td>
<td>4%</td>
<td>3%</td>
<td>2%</td>
<td>54%</td>
<td>2%</td>
<td>0%</td>
<td>4%</td>
<td>1%</td>
<td>30%</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>4%</td>
<td>3%</td>
<td>3%</td>
<td>52%</td>
<td>2%</td>
<td>0%</td>
<td>4%</td>
<td>0%</td>
<td>31%</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>4%</td>
<td>1%</td>
<td>2%</td>
<td>49%</td>
<td>2%</td>
<td>1%</td>
<td>2%</td>
<td>1%</td>
<td>38%</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>6%</td>
<td>1%</td>
<td>2%</td>
<td>46%</td>
<td>3%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>40%</td>
</tr>
<tr>
<td>Fall 2020</td>
<td>5%</td>
<td>1%</td>
<td>2%</td>
<td>47%</td>
<td>4%</td>
<td>1%</td>
<td>4%</td>
<td>1%</td>
<td>35%</td>
</tr>
<tr>
<td>Total</td>
<td>4%</td>
<td>2%</td>
<td>2%</td>
<td>50%</td>
<td>3%</td>
<td>0%</td>
<td>3%</td>
<td>1%</td>
<td>34%</td>
</tr>
</tbody>
</table>

Key findings regarding JMC majors can be summarized as follows:

- Hispanic students remain the largest group within JMC majors, but their proportion has decreased over the 5-year period: from 54% to 47% of the major.

- White students remain the 2nd-largest group, and their proportion has increased: from 30% to 35% of the major.

- Hispanic and White students combined continue to represent over 80% of the major.

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8 This may be due, at least in part, to New Mexico’s sharp digital divide. Many Native Americans in our state, particularly those living on reservations or pueblos, have poor or no Internet service in their homes. With the growing number of our classes being offered online, some population groups are affected more directly than others.
- All other groups—including Native American students and Black/African American students—experienced negligible or no percentage changes vs. 2016; thus, Native Americans continue to represent roughly twice as many JMC majors as Black/African American students.

UNDERGRADUATE RETENTION

Undergraduate retention: cumulative data

Third-semester retention figures for the Communication major and pre-major follow. Please note that the years correspond to when cohorts entered UNM; thus, for example, 2019 below indicated the 3rd-semester retention rate for students who entered UNM in 2019. Due to this data definition, rates for Fall 2020 cohorts are not yet available:

![3rd-Semester Retention for UG Comm & Pre-Comm Majors](image)

Here we can see that there has been quite a bit of fluctuation over the 8-year period for which these data are available, with retention rates ranging from 70% to 94%. However, the 2019 rate was in line with those of both 2013, 2014, and 2016.

Third-semester retention figures for the Journalism & Mass Communication major and pre-major are as follows:
While the 3-semester retention rate pattern and the 8-year total retention percentage for JMC majors were similar to those of Communication majors, there was an unprecedented drop for students who entered our majors in the fall of 2019 and thus were in their third semester during the fall of 2020. The obvious factor here was the Covid-19 pandemic, as the fall ’20 semester was the first that began (and remained) an almost entirely virtual term. Additionally, as noted elsewhere in the present study, the previous US presidential administration was overtly hostile to journalists and to the very idea of a free press, a hostility that only increased as the 2020 election season neared. Another factor may have been the publication of inaccurate stories during 2019 about the JMC program “losing” [sic] its ACEJMC accreditation.

**Undergraduate retention by gender:**
Note: gender retention information is available only as an 8-year average (2012-2019), and is not broken out by individual years.

<table>
<thead>
<tr>
<th>Communication majors</th>
<th>avg 3-semester retention rate</th>
<th>Journalism &amp; Mass Comm majors</th>
<th>avg 3-semester retention rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>82%</td>
<td>Female</td>
<td>79%</td>
</tr>
<tr>
<td>Male</td>
<td>79%</td>
<td>Male</td>
<td>77%</td>
</tr>
<tr>
<td>Grand Total</td>
<td>81%</td>
<td>Grand Total</td>
<td>78%</td>
</tr>
</tbody>
</table>

For each major, the total retention rate was close to 80%, and for each major, females had a slightly higher retention rate than males.

**Undergraduate retention by race/ethnicity:**
Note: race/ethnicity retention information is available only as an 8-year average (2012-2019), and is not broken out by individual years.
As discussed in the enrollment section, above, Hispanic students and White students are the two largest groups in each major; combined, they account for roughly 80% of each major, while each other race/ethnicity group accounts for between 0% and 6% of each major. Thus, the “grand total” retention rates shown immediately above are almost entirely the reflections of these two largest groups.

Note: While the smaller groups’ retention numbers in the above charts range from as low as 50% to as high as 100%, the raw numbers of students (“N” values) in these smaller groups are so low as to render these percentages—and the differences between them and those of the Hispanic and White students in the majors—practically meaningless. Thus, please consider only the Hispanic and White data to be of practical value here.

### UNDERGRADUATE TIME-TO-GRADUATION

**Explanation of data**

The following charts provide data on time-to-graduation in terms of number of semesters: specifically, those who graduated within 8 semesters (i.e., 4 years) after joining us, within 10 semesters (5 years), and within 12 semesters.

All such data are cumulative; thus, the 10-semester figures include semesters all students who graduated in 10 semesters or fewer and therefore encompass those who finished in 8 semesters (or fewer) as well as those who took 9 or 10 semesters to finish. Similarly, the 12-semester figures encompass all students who finished in 12 semesters or fewer, and therefore include those who graduated in only 8 (or fewer) and those who graduated in only 10 (or fewer) semesters.

The years shown in all charts refer to time of entry, ranging from fall 2012 to fall 2016. Because all calculations were made in fall 2020, there is complete (8-semester, 10-semester, and 12-semester) information only for those students who entered our programs between
2012 and 2014. For students who entered in 2015, only 8-semester and 10-semester numbers are available. For those who entered in 2016, only 8-semester numbers are available.

**Cumulative time-to-graduation data**

For Communication majors and pre-majors, time-to-graduation rates were as follows:

<table>
<thead>
<tr>
<th>Average of Graduation Rates</th>
<th>Semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comm majors and pre-majors</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8</td>
</tr>
<tr>
<td>2012</td>
<td>20%</td>
</tr>
<tr>
<td>2013</td>
<td>53%</td>
</tr>
<tr>
<td>2014</td>
<td>20%</td>
</tr>
<tr>
<td>2015</td>
<td>48%</td>
</tr>
<tr>
<td>2016</td>
<td>31%</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>35%</strong></td>
</tr>
</tbody>
</table>

For Communication majors, on the whole, the four-year (8-semester) graduate rate increased over the period studied (from 20% to 31%), although it fluctuated quite wildly as it did. The five-year (10-semester) graduation rate dropped slightly (from 64% to 56%), while the six-year (12-semester) rate dropped sharply during the three years for which data are available.

For Journalism & Mass Communication majors and pre-majors, rates were as follows:

<table>
<thead>
<tr>
<th>Average of Graduation Rates</th>
<th>Semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journalism &amp; Mass Comm</td>
<td></td>
</tr>
<tr>
<td>majors and pre-majors</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8</td>
</tr>
<tr>
<td>2012</td>
<td>24%</td>
</tr>
<tr>
<td>2013</td>
<td>23%</td>
</tr>
<tr>
<td>2014</td>
<td>34%</td>
</tr>
<tr>
<td>2015</td>
<td>30%</td>
</tr>
<tr>
<td>2016</td>
<td>42%</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>30%</strong></td>
</tr>
</tbody>
</table>

For JMC majors, on the whole, the four-year (8-semester) graduate rate increased even more sharply over the period studied (from 24% to 42%) and with far less fluctuation. The five-year (10-semester) rate dropped slightly (from 42% to 37%), while the six-year (12-semester) rate increased (from 42% to 50%) over the three years for which data are available.

We see, then, some differing patterns when looking at our two majors side-by-side. While both groups improved their four-year graduation rates, Communication majors declined in terms of five-year and six-year completion, while JMC majors improved in six-year completion. This may reflect the explicit professional/career orientation of the concentrations in the JMC program.
**Time-to-graduation data by gender**

The following data show averages for the Communication major and the JMC major, respectively, for students entering the program between 2012 and 2014, broken out by gender.

Note that this visual includes only the 2012, 2013, and 2014 cohorts as 2014 was the last year for which a 6-year graduation rate could be computed. Note, also, that no male members of the 2014 entering Communication cohort have graduated, hence the lack of orange lines among the 2014 data.
While for both of our majors, females have shorter time-to-graduation numbers than males, this disparity is much more striking for our Communication majors.

**Time-to-graduation: data by race/ethnicity**

For the cohorts entering our majors between 2012 and 2014, the graduation rates broken down by race/ethnicity for Hispanic and White students are as follows:
Again, please bear in mind that, as discussed in the enrollment section above, Hispanic students and White students are the two largest groups in each major; combined, they account for roughly 80% of each major, while each other race/ethnicity group accounts for between 0% and 6% of each major. While the smaller groups’ retention numbers in the ranged from as low as 0% to as high as 100%, the raw numbers of students in these smaller groups are so low as to render these graduation-rate percentages practically meaningless, hence their exclusion from the above two visuals.

Still, we can safely observe the following:

- In each major, the large group with the highest 12-semester graduation rate is that of White students: 67% of White Communication majors and 59% of White JMC majors graduated within 6 years.

- Hispanic students, the largest group of students in our majors, have slightly lower 12-semester graduation numbers: 54% of Communication majors who are Hispanic and 47% of JMC majors who are Hispanic graduated within 6 years.
GRADUATE ENROLLMENT DATA

Total program enrollment

C&J graduate enrollment data tend to be more stable from year to year, in large part because the department has a greater degree of control over the number of students granted admission (although not, of course, over the number of students who accept our admission offers or over the number who complete the program each year).

Enrollment by gender

The female/male ratio has also been fairly stable, with women representing between 70% and 76% of our graduate cohorts during the five-year period analyzed:
And by percentage:

These figures are in line with those of UNM’s graduate programs as a whole, as shown in the figure below:

Enrollment by race/ethnicity

The race/ethnicity breakout of C&J’s graduate program is somewhat different from that of the undergraduate program.
The following table, whose numbers generated the above figure, may be slightly easier to digest:

<table>
<thead>
<tr>
<th>Year</th>
<th>Native Amer</th>
<th>Asian</th>
<th>Black</th>
<th>Hispanic</th>
<th>Native Haw.</th>
<th>Int’l</th>
<th>Unknown</th>
<th>2+ Races</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>10</td>
<td>0</td>
<td>17</td>
<td>1</td>
<td>3</td>
<td>24</td>
</tr>
<tr>
<td>2016-17</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>13</td>
<td>0</td>
<td>12</td>
<td>4</td>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td>2017-18</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>16</td>
<td>0</td>
<td>6</td>
<td>4</td>
<td>4</td>
<td>22</td>
</tr>
<tr>
<td>2018-19</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>16</td>
<td>0</td>
<td>5</td>
<td>4</td>
<td>5</td>
<td>21</td>
</tr>
<tr>
<td>2019-20</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>13</td>
<td>1</td>
<td>7</td>
<td>2</td>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>9</td>
<td>7</td>
<td>68</td>
<td>1</td>
<td>47</td>
<td>15</td>
<td>18</td>
<td>107</td>
</tr>
</tbody>
</table>

While White and Hispanic students comprise the two largest groups within our graduate cohorts, the size disparity between the two is greater than it is in our undergrad programs.

At the same time, International students have a greater presence in our graduate program, although their relative size within each cohort dropped precipitously during the Trump Administration, when it became more difficult and, arguably, less desirable, for students from certain countries to enter the United States. (Note our International students tend to be either Asian, Hispanic/native Spanish speakers, or African.)

The following figure shows a percentage breakdown for enrollment across the aggregate 5-year period, separated by degree program (PhD vs. MA):
Here we can see that within each program, again, White students have a plurality, followed by Hispanic students. There are few meaningful differences between the two, although Asian students and students who self-identify as being members of two or more races each have a greater presence in the PhD program than they do in the MA program.

**Degrees conferred**

**Cumulative degree data**

Because the department seeks to admit 12 new graduate students each year—6 in the PhD program, 6 in the MA—the number of degrees conferred each year in a perfect world would be 12. However, due to (a) the fact that on occasion students drop out of the program prior to graduation, (b) some incoming cohorts consists of fewer than 12 students, and (c) some students take more than the expected number of years to complete their degrees (4 for PhD, 2 for MA), it is rare that 12 students earn their degrees in any given year, as shown below:
The following figure breaks the degree completion data by program. As is evident, the greatest fall-off during the analyzed five-year period occurred among MA students. This was due to an atypically high dropout rate during the period:

Graduate degree conferral by gender

Degrees conferred generally reflect the large female-to-male ratio of students in the graduate program—with the exception of 2018-19, when 6 males and only 4 females received their degrees.
Graduate degree conferral by race/ethnicity

The figure below displays degrees conferred by race/ethnicity, with PhD and MA degrees combined:

![Department Graduate Degrees Conferred, 15/16-19/20, by Race/Ethnicity, count](image)

The figures used to generate the above figure are as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Asian</th>
<th>Black</th>
<th>Hispanic</th>
<th>Int’l</th>
<th>Unknown</th>
<th>2+ Races</th>
<th>White</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td></td>
<td>6</td>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016-17</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td></td>
<td>1</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2017-18</td>
<td>1</td>
<td>3</td>
<td></td>
<td></td>
<td>4</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2018-19</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2019-20</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td></td>
<td>8</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1</strong></td>
<td><strong>1</strong></td>
<td><strong>4</strong></td>
<td><strong>13</strong></td>
<td><strong>5</strong></td>
<td><strong>3</strong></td>
<td><strong>22</strong></td>
<td><strong>49</strong></td>
</tr>
</tbody>
</table>

Of note, international students—not Hispanic students—represent the 2nd-largest group in terms of degree conferral during the 5-year period under consideration. However, due to the steep drop in International student enrollment over the past three years, we do not expect this degree conferral trend to continue.

The following figure splits out the above data in terms of degree (PhD vs. MA):
Here we can see that in both the PhD program and in the MA program, White students represented the largest race/ethnicity group in terms of degree completion and International students the second largest. Hispanic students represented a surprisingly low percentage of degree conferral relative to their enrollment in the department. However, as Hispanic enrollment percentages have steadily increased over the last five years, we expect to see the degree-conferral numbers shift over the next five or so.

**Issues and Action Steps/Initiatives**

The issues suggested by the above data include the following:

**Undergraduate enrollment, retention, and/or time to graduation**

- While Hispanic enrollment is roughly proportional to that of the State of New Mexico, White students are over-represented relative to NM as a whole (see table below), while other groups, particularly Native American, Asian, and Black students, are under-represented.
New Mexico population by race/ethnicity
Source: US Census Bureau: "New Mexico Quick Facts 2019"

<table>
<thead>
<tr>
<th>Race/ethnicity category</th>
<th>% of NM population (2019)</th>
<th>note</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic or Latino</td>
<td>49.3</td>
<td>a</td>
</tr>
<tr>
<td>White, not Hispanic or Latino</td>
<td>36.8</td>
<td></td>
</tr>
<tr>
<td>Native American, including Alaska Native</td>
<td>11.0</td>
<td>b</td>
</tr>
<tr>
<td>Black or African American</td>
<td>2.6</td>
<td>b</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>2.6</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>1.8</td>
<td>b</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>0.2</td>
<td>b</td>
</tr>
</tbody>
</table>

notes:
a: Hispanics may be of any race, so are also included in applicable race categories.
b: Includes persons reporting only race.

For these reasons, percentages do not total 100.

Since our University’s undergraduates are overwhelmingly students who graduated from New Mexico high schools—put another way, UNM’s students are lifelong residents of our own state—we would expect, or at least hope, that they would more accurately represent the state population’s demographics. Clearly, they do not.

Regardless of major, but particularly among Journalism & Mass Communication students, males lag substantially behind their female classmates in terms of enrollment, retention, and time to graduation.

We have not yet taken any proactive measures to recruit students from the under-represented ethnic groups or to support male students, specifically, in terms or retention or degree-conferral time. While we recognize that recruitment is, to a large degree, out of the hands of the Department, there are measures we can take to help retain our students and to graduate them in a more timely fashion. We address these concerns in the Conclusion.

As will be discussed in more detail in the Conclusion, we suspect that there are non-demographic barriers to enrollment and retention, particularly for our Journalism and Strategic Communication programs. These include the size and structural complexity of these concentrations and may also include the launch of our Accelerated Online Program, which may be negatively affecting enrollment in our on-campus programs. Additionally, the number of concentrations in our Communication undergraduate program is likely excessive and unsustainable. We will be looking at ways to reduce that number.

We must also point out that there may be other factors affecting enrollment that are not visible in the data but that speak to our department’s strengths. Over the years, we have
created a wide variety of innovative courses on important but arguably specialized topics; these include Cannabis & Communication; Serial Murder Communication; Lobo Gardens; Ecocultural Communication; and Sex, Lies, & Fake News, among others. Such courses attract highly motivated and devoted students not only from C&J but from other majors around the UNM campus—but they cannot be offered as regularly as we might like due to our reduced faculty numbers and the need to cover our majors’ required classes.

**Graduate enrollment**

- UNM’s graduate programs do not have the same mission/obligation as the undergraduate programs to serve and/or represent the State of New Mexico—or, for that matter, the United States of America—demographically. Thus, the fact that C&J’s graduate enrollment does not mirror the state’s or the nation’s race/ethnicity breakout is not problematic in itself.

- Nevertheless, UNM is one of the nation’s leading federally-designated Hispanic-serving institutions, and New Mexico’s Native American population as a proportion of total is one of the largest in the U.S. Further, virtually all C&J graduate students serve as instructors for our university’s and our department’s Hispanic-majority and Native American-minority undergraduates. This suggests that, at the very least, our department should consider ways to increase its outreach to prospective graduate students who are Hispanic and Native American. We need to leverage our existing relationships with UNM departments such as Native American Studies and Chicana/Chicano Studies and reach out to their undergraduate students who are considering going on to graduate school.

- Given the centrality of (inter)cultural studies to our graduate program, our department’s graduate committees and directors have always placed an emphasis on recruiting and enrolling a substantial number of International students. As shown by the above data, this effort has been successful: International students are the second-largest group in both our PhD program and our MA program. As noted above, we can, and should, take similar measures to recruit and enroll a greater number of Hispanic and Native American students to our programs.

- Another a separate issue from enrollment/recruitment, retention of graduate students is a constant concern for our department as it is for all academic departments; in brief, not everyone who enters an MA or Ph.D. program completes it. As our graduate program is relatively small—typically 12 or fewer new students enter each year—we are able to work closely with our graduate students, which allows us to keep an eye on their progress. One way we do this is through our cumulative annual review process, which requires each graduate student to track courses taken, publications and conference papers submitted and

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9 States with the highest percentages of Native Americans (including Alaska Natives): (1) Alaska, 20.3%, (2) Oklahoma, 13.2%, (3) **New Mexico (11.0%)**, (4) South Dakota (10.1%), (5) Montana (8.0%), (6) North Dakota (6.5%), (7) Arizona (5.3%), (8) Wyoming (3.6%), (9) Oregon (3.0%), and Washington (2.3%). (Source: World Population Review, 2019.)
accepted, and involvement with the communication discipline and community, and to meet with their advisor to discuss their progress in these areas.

A different graduate enrollment issue

There is another issue concerning graduate recruitment and enrollment that the above data do not address: our students’ areas of study. For almost two decades, our PhD program has explicitly defined itself as offering emphases in intercultural communication (and, more recently, critical intercultural communication, specifically); health communication; and media studies. These emphases are equally represented in terms of our graduate curriculum, which includes equal numbers of seminars devoted to these three areas.

However, student recruitment and enrollment across the three emphases is not, and has not been, equal. Specifically, students with interests in critical intercultural communication represent roughly one half, not merely one-third, of our PhD cohorts. As a result, there is not always sufficient enrollment in our graduate media studies courses, and especially in our health communication, meaning that courses in these areas are subject to cancellation. This is an issue that the department needs to address and is therefore discussed in the Conclusion of the present document.

4D: Advisement Practices Discuss the unit’s advisement process for students, including an explanation of how the unit has attempted to improve or address issues regarding its advising practices and to ensure inclusiveness and equity in advising.

Undergraduate advisement
Initial academic placement and advisement for undergraduates takes place during Lobo Orientation or special orientation sessions for transfer students at the College Advisement Center. The University and College of Arts & Sciences have developed a framework for advisement that is summarized by the “Advising 101 Syllabus,” attached as Appendix E. The two A&S advisors assigned to C&J, Victoria Lobato and Cory Muñoz, work from this template. In practice, however, the process of student advisement is tailored to each individual student’s specific needs and interests; this is particularly important in our department given how different our two undergraduate degree programs (Communication; Journalism & Mass Communication) are from each other, and how different the various concentrations within each program are.

In addition to overviews of our programs’ and concentrations’ structures, sequences, and course requirements, initial advisement meetings cover topics including General Education requirements, upper- and lower-division course requirements, and other College and University requirements. Our advisors also discuss the various career and graduate-school options available to students who graduate from each of our programs, helping students to tailor their plans of study to their interests and needs.

Over the years in which Ms. Lobato and Mr. Muñoz have been assigned to C&J, they have made a number of improvements and revisions to their advising processes. These include making communication with their advisees as easy and frequent as possible, working more closely with the department chair and program coordinator on scheduling and curricular

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issues, and being in constant contact with each other so as to provide a true team approach to C&J advising. Additionally, our advisors work closely with the faculty members on the department’s Undergraduate Committee on issues such as petitions for exceptions to course-sequencing and pre-requisite policies.

Both of our advisors are also attuned to the crucial importance of personal support during the academic process, particular regarding issues relating to advising. Recognizing that some of our students might prefer to work with a female advisor rather than a male advisor, or vice versa. Victoria and Cory make clear to each advisee that the advisee can choose whichever advisor they would prefer. Additionally, both advisors have participated in a wide range of trainings—for example, Green Zone, Dream Zone, and Pride/LGBTQ -- which better equip them to work effectively and compassionately with all members of the C&J/UNM student community. The advisors also work closely with the various student support offices on campus (see more on this in section 4E, below) in order to provide a cross-campus support system for students.

Graduate advisement
For graduate-student advisement, C&J has a written policy describing the various steps of the advisement process. The policy, which appears in the department’s own graduate handbook (http://cjdept.unm.edu/assets/docs/graduate/grad-student-handbook-2020-21.pdf) in its “Summary of General Policies and Procedures” section, states the following:

**Advising**

**Temporary Advisers.** New students meet with the Directors of the PhD and MA Programs during Orientation. During the first semester, the directors of the PhD and MA graduate programs assign you to an initial temporary adviser or act as your temporary advisers.

**Graduate-Student Buddies.** You will be assigned a buddy who is also an excellent source of information on classes, requirements, and procedures. You should already have heard from your buddy prior to coming to campus, but if not, tell your graduate program directors.

**Permanent Advisers.** The matching of advisers with students is an important process. The time and energy required for a faculty member to become your adviser is not to be taken lightly. You will need to select a faculty member to be your adviser, ideally for the rest of your program (although plans and conditions may change, and rearrangements are possible). This person typically also directs your PhD dissertation or MA thesis, project, or comprehensive exam. Identify a faculty member who has: (a) Graduate Faculty status at UNM, (b) expertise in your area of interest, and preferably (c) had you in at least one class. Set up an appointment to make the request of that faculty member. Be prepared to outline your interests, research, and creative goals and to provide a rationale or reasons for your choice—why that faculty member is a good fit for your interests. Take detailed notes at this and all other meetings with your adviser to refer to as you progress.
**Program of Studies Committee.** By the end of the first year of coursework, MA and PhD students will be expected to have selected their advisers, met with them to agree on a program of study, identified a committee of faculty with whom they will work, and met with the committee for input and approval of the Program of Studies. Before the meeting, the student will fill out the C&J Program of Studies Worksheet available in this handbook (page 26 for the MA form and page 44 for the PhD form) and on the C&J web site. This form is helpful for planning and tracking coursework, preparing for meetings with your adviser, and determining that your courses meet program requirements. The student will fill out the form and send a copy to the members of the committee before the program of studies meeting. During the meeting, committee members review and approve the program. After the meeting, a signed copy will be sent by the student to the Department’s graduate program coordinator.

**Continuing Students.** Every fall, continuing graduate students should meet with their advisers to discuss their plans for coursework and research or creative projects for the coming year.

In addition to the above guidance, we also let our graduate students know that they have the right to reconfigure their committees and/or change their committee chairs after as needed (for example, if a student decides, after completing coursework, that their scholarly interests have changed and that they wish to choose a new advisor whose expertise is better aligned with the direction they now wish to take for their thesis or dissertation). We have found that this system has worked quite well.

**4E: Student Support Services** Discuss any student support services that are maintained by the unit and evaluate the relevance and impact of these services on students’ academic success.

The Department does not provide its own student support services, in large part because the University already provides a network of such services. However, faculty and our department’s (A&S) advisors regularly inform our students about these various services and, when appropriate, recommend that they contact them. In some cases, advisors and/or faculty will initiate such contact and/or escort students to the offices of the support services, such as LoboRespect or the Student Health and Counseling Center, so as to provide a “soft” hand-off and to communicate that we are invested in all aspects of the student’s well-being and success. We then check in with the students to see how they are doing.

As noted above, our advisors (and many of our faculty) have participated in a range of trainings in order to familiarize themselves with the various student support options available on campus. We have found that when students take advantage of these services—whether academic (such as CAPS, the Center for Academic Program Support) or health-oriented or counseling-oriented—their academic performance increase.
4F: Graduate Success Discuss the success of graduates of the program by addressing the following questions:

- How does the unit measure the success of graduates (i.e. employment, community engagement, graduate studies, etc.)?
- What are the results of these measures?
- Discuss the equity of student support and success across demographic categories.

The department does not currently have in place a mechanism for tracking our graduates once they complete our programs, and we recognize the need to put such a mechanism in place. At various times—most recently, in the wake of our Journalism & Mass Communication program’s successful ACEJMC re-accreditation review in 2013-14—we assigned a faculty member the task of tracking down and then contacting the graduates of our programs, working in part with members of the UNM Alumni Office staff, but the effort was hard, inordinately inefficient, and unsuccessful. We would like to revisit such an effort. We must note, though, that our faculty is roughly half the size that it was in 2014 (see more on this in Section 1 of the present document), and that our office staff no longer includes an administrative assistant. In light of the strains on our existing faculty and staff, carrying out the task of tracking our alumni will be exceedingly difficult if not impossible.

Anecdotally, we can report that our department’s internship program regularly results in our students’ landing not only internships but also parlaying those internships into part-time jobs and, upon graduation, full-time jobs in a wide variety of communication professions and organizations, both in the Albuquerque area and around the region. These include the Albuquerque Journal, The Navajo Times, KOB-TV, KUNM (public radio) and KNME (public television), the Sunny505 agency, AgendaGlobal, the Alzheimer’s Association, Heritage Hotels, and Albuquerque’s Convention & Visitors Bureau, Siarza Digital Social, and Santa Ana Casino, among others. Graduates of our BA programs also currently are employed by these and other organizations including KOAT-TV, ABC Live, Sandia National Laboratories, New Mexico Tourism, Searchlight New Mexico, KSFR-FM, the Valencia County News-Bulletin, the Santa Fe Reporter, the Gallup Independent, the Offices of Congresswoman Leger Fernandez, and iHeart Media, among many others.

Students who have graduated from our MA program have gone on to earn PhD degrees at institutions including Northwestern University, the University of Texas, Arizona State University, the University of Colorado, the University of Illinois, the University of Washington, the University of Denver, the University of Utah, and Michigan State University.

Students graduating from our PhD program have landed faculty positions at the University of Kansas, UC-Santa Barbara, San Diego State University, New Mexico State University, the University of Cuenca (Ecuador), Seinan Gakuin University (Japan), the University of Puerto Rico, Dixie State University, Lone Star College, Drake University, Western Oregon University, Western Washington University, Gonzaga University, McDaniel College, Washington State University, and the University of Alabama, among many others. Other newly minted C&J PhDs can be found working at the Centers for Disease Control in
Atlanta, completing a fellowship at a health-interventions firm in Los Angeles, and running their own health-literacy organization in Albuquerque, among other non-academic pursuits.

Our graduate students—current and graduated—have published their scholarly work in a wide variety of venues, including the *Journal of International & Intercultural Communication*, *Popular Communication*, *the Howard Journal of Communications*, *Communication Theory*, *Text & Performance Quarterly*, and *Health Communication*. They regularly present(ed) their work at leading communication conferences, where they often win Top Paper and Top Student Paper awards in a variety of divisions and interest groups—including at the 2021 National Communication Association conference later this month. Recent graduates of our PhD program have published their dissertations as books and have published other monographs and contributed to a wide variety of edited collections.

Finally, we track and encourage our graduate students’ success in various ways as they move through our program: We have put in place a quite effective annual cumulative review process to track progress and measure success in terms of teaching excellence, conference and public presentations, publications, etc. We give annual departmental awards based on student excellence in teaching, research, service, and activism; most notable is Everett Rogers Research Award, presented to each graduate student in the C&J Department whose cumulative record demonstrates professional scholarship according to criteria established by the faculty.
Criterion 5. Faculty

The faculty (i.e., continuing, temporary, and affiliated) should have appropriate qualifications and credentials and be suitable to cover the curricular requirements of each degree/certificate program.

Faculty are described in terms of scholarly rank and various identity categories in section 5A, immediately below. The present section addresses their qualifications and credentials.

Of our 16 permanent faculty members, 15 – including all three of our Lecturers – have earned the Ph.D. degree. The remaining member, Michael Marcotte, is a Professor of Practice. This title requires a terminal degree in Journalism as well as, uniquely, decades of professional journalism experience; Mr. Marcotte, who teaches exclusively in our undergraduate multimedia program, has both of these crucial credentials. Thus, all permanent faculty members have appropriate qualifications and credentials and are suitable to cover the curricular requirements of the programs in which they teach. (See faculty CVs, linked below.)

As shown in Appendix F, the department also employs two term teachers, each of whom teaches exclusively in our undergraduate program and each of whom served for years as a part-time instructor before being named to their current rank. One of these term teachers, Ms. Heidi Ricci, holds an M.A. in Communication and brings decades of professional communication, mediation, and consulting experience—including continuing part-time consulting work—to her position, which requires her to teach classes in interpersonal communication, conflict management and mediation, interviewing, and nonverbal communication. Ms. Ricci was recently accepted to C&J’s PhD program and will be starting her coursework in August 2022. The other term teacher, Ms. Gwyneth Doland Parker, holds a B.A. in Sociology and Anthropology, has completed 18 credits of graduate-level coursework in Creative Nonfiction (Journalism), and will be completing an M.A. degree in Liberal Arts with a Journalism emphasis from Harvard University during the present academic year. Ms. Doland Parker, who teaches primarily in our multimedia journalism program, has over 20 years of professional, award-winning journalism experience and continues to work as a reporter for television, print, and digital news outlets across the state of New Mexico. Thus, our term teachers have appropriate qualifications and credentials and are suitable to cover the curricular requirements of the programs in which they teach.

Finally, as is typical of journalism and strategic programs, which by their very nature are professionally oriented, our department employs a sizable number of part-time instructors, all of whom concurrently hold full-time or part-time positions in the communications industries and who have done so for decades. Sadly, our department’s exceptionally high proportion of PTIs also reflects the fact that as permanent faculty members have retired or resigned over the past decade, we have not been funded to replace them with other permanent faculty. This issue is addressed elsewhere in the present document.

All but one of our PTIs, regardless of the program(s) they serve, hold at least an M.A. or M.S. degree; several also have earned the Ph.D. Our PTIs’ advanced degrees are primarily in journalism, communication, or related fields; see Appendix F. The one PTI whose highest degree is the B.A. (in Communication) was hired as a part-time instructor many years before
the relatively recent institution of the UNM policy stating that all new PTI hires must hold at least a master’s degree, and was thus “grandfathered in.”10 The only class that this instructor (Mr. Matt Carter) teaches for us is our lower-level undergraduate Web Design course; given his full-time position as UNM’s Director of Web Communication, he is more than qualified for his teaching assignment in our department.

5A: Composition After completing the Faculty Credentials Template (Appendix F), discuss the composition of the faculty and their credentials (i.e., proportion of senior versus junior faculty, proportion of women and underrepresented faculty, etc.). Provide a link to the faculty vitae.

The C&J Department’s permanent (non-term, non-adjunct, non-retired/emeritus) faculty currently consists of the following 16 members:

Professors: 1
Tamar Ginossar

Associate Professors: 6
Marco Briziarelli
Shinsuke Eguchi
Susana Martinez Guillem
Ilia Rodriguez
David Weiss
Judith White

Assistant Professors: 5
Jaelyn deMaria
Yangsun Hong
Dave Keating
Michael Lechuga
Mohammad Yousuf

Professor of Practice: 1
Michael Marcotte

Lecturers: 3
Evan Ashworth (Lecturer III)
Kathy Isaacson (Senior Lecturer III)
Cleophas Muneri (Senior Lecturer III)

As discussed elsewhere in this document, this is the smallest our faculty has been in the past decade. Still, our department is exceptionally diverse by almost any standard. Our 16 faculty members can be segmented as follows:

10 This was also the case for term teacher Gwyneth Doland Parker, discussed above.
By seniority: 7 (that is, 44%) have the title Associate Professor or higher; 9 (56%) have the title Assistant Professor or lower.

By tenure-eligibility status: 12 (75%) are eligible (i.e., either tenured or tenure-track); 4 (25%) are not.

By gender identity: Our faculty identify as follows: 7 as women (44%), 9 as men (56%).

By sexual orientation identity: 14 (88%) identify as heterosexual; 2 (12%) do not.

By country of origin: 9 (56%) were born in the US, including Puerto Rico; 7 (44%) are from other countries.

By race/ethnicity: 6 (38%) identify as white and of US origin; 1 (6%) identifies as Hispanic and of US origin (Puerto Rico); 2 (12%) identify as mestiza/mestizo and of US origin; 2 (12%) identify as white and of non-US origin; 5 (31%) identify as non-white and of non-US origin.

We may combine these country-of-origin and race/ethnicity numbers in various ways:

- Whiteness: 8 (50%) identify as white (either from the US or elsewhere), while 8 (50%) do not identify as white.

- White and of US origin: 6 (38%) identify as white and are of US origin, while for 10 (62%) this is not the case.

- Ethnic identity of US-born faculty: Among the 9 faculty members of US origin, 6 (67%) identify as white, while 3 (33%) do not. Of those who do not, 2 identify as mestiza/mestizo, and 1 identifies as Hispanic.

- Place of origin among non-US-born faculty: Of the 7 faculty members born in countries other than the US, 1 is from Africa (Zimbabwe), 2 are from East Asia (Japan; South Korea), 1 is from South Asia (Bangladesh), 1 is from the Middle East (Israel), and 2 are from Europe (Spain; Italy).

- Identities of tenured faculty: Of the 7 members with tenure, 1 is a white (and gay and Jewish) US-born male, 1 is a white US-born woman, 1 is a Hispanic US-born woman, and 4 are originally from outside the US (1 woman from Israel, 1 man from Italy, 1 queer man from Japan, 1 woman from Spain).

We may also combine gender with other identity self-categorizations to yield the following breakdown:

- 4 US white males (of whom 1 identifies as gay)
- 2 US white females
- 1 US mestiza
- 1 US mestizo
- 1 US Hispanic woman
- 1 Black man from Africa
- 2 faculty members from East Asia (1 who identifies as female, 1 who identifies as male and queer)
- 1 man from South Asia
- 1 woman from the Middle East
- 2 white faculty members from Europe (1 woman, 1 man)

Thus, in various ways, and at various ranks, faculty members’ under-represented groups have a strong presence in our department.

The notable exceptions to these overall departmental trends include (a) the low proportion of Hispanic/mestiza/mestizo faculty members relative to that of the UNM student body and New Mexico’s population as a whole and (b) the complete absence of Black US-born faculty members, following the resignation of Associate Professor Myra Washington in spring 2021. Until December 2020 we also employed a Black scholar from Ethiopia who held a three-year, non-renewable Visiting Lecturer position in our department. Our one current Black colleague, a Senior Lecturer III, is originally from Zimbabwe.

All C&J faculty CVs are available in Appendix G, available electronically by clicking on this link.

5B: Course Load. Explain the process that determines and assigns faculty course-load (i.e., how many courses do faculty teach per semester, how does the unit determine faculty assignment to lower division vs. upper division courses, etc.). Describe the faculty-to-student and faculty-to-course ratio, and any impacts this has on unit success.

Teaching loads: fall and spring semesters
The default teaching load for tenure-track and tenured faculty in the C&J Department is 2-2; that is, two courses in spring and two courses in fall. A one-course release per year is provided when a faculty member serves as a Graduate Program Director or as the Associate Chair. A one-course release during a new tenure-track faculty member’s first semester at UNM may also be offered, upon approval from the Dean. Overloads are often available.

The default teaching load for lecturers is 4-4. However, because each of our lecturers serves as the Director of a major program within our department, on top of the already heavy service commitment faced by all lecturers, we have negotiated lower teaching loads for them.

Specifically,

- Dr. Evan Ashworth was hired to serve as the Director of our Public Speaking program (which entails supervising up to 30 sections of that course each semester and training and evaluating all of its instructors) and as the head of our Assessment Task Force. His teaching load is 4 courses in fall (including CJ 584, which is the 1-credit course that trains new instructors) and 3 in spring.
- Dr. Kathy Isaacson is the Director of Online Programs and, as such, also oversees the department’s Accelerated Online Program. Given how extensive C&J’s online offerings are, this was a massively time- and labor-intensive position even before the Covid-19 pandemic, and has become even larger since the move to remote teaching by every instructor in the department. For years, Dr. Isaacson was given a bonus (a “SAC,” or Special Administrative Component, in UNM parlance) as well as a course release each semester. Following recent College budget cuts, however, Dr. Isaacson no longer receives that SAC; instead, she teaches a 2-2 load.

- Dr. Cleophas Muneri is one of our department’s two Graduate Directors. Because, unlike his fellow Graduate Director, he is a Lecturer and not a tenure-stream faculty member, his service load is already quite sizable. As a result, his teaching load for this first year of his Director term is 3-3, although it may go up to 4-3 during his second year in the position.

The initial teaching load for our one professor of practice was 3-3. However, that faculty member requested, and was granted, an FTE reduction to 0.80 during the final two academic years prior to his planned retirement (May 2023). As a result, his current load is 2-2.

Teaching loads for term teachers vary each year depending upon individual instructors’ availabilities. Load options are 4-4, 3-3, and 2-2.

Part-time instructors teach between 1 and 3 courses per semester, depending upon department needs and individual instructors’ abilities.

Given the variable nature of teaching loads from rank to rank and even from year to year, computing a mean faculty-to-course ratio would be impossible and most likely also meaningless. However, we do address the (regular) faculty-to-student ratio at the end of this section.

Course assignment process: fall and spring semesters
Several months before the start of each fall or spring semester—in January-February when planning the fall term; in August-September when planning the spring term—the Department Chair and Program Coordinator put together an initial draft of the planned semester’s teaching schedule, based largely on the actual schedule from the prior fall or spring, respectively. This first draft includes course titles, section numbers, modalities (face-to-face, online, or hybrid), planned class days and times, scheduled classrooms, and enrollment caps, but no instructor names. The chair sends the draft to all permanent and term instructors and asks them for a list of their desired courses as well as several back-up options. Once all such “wish lists” are received, the chair determines which instructors get which courses. Fortunately, because each faculty member has different teaching interests and specializations, it is almost always the case that each person gets all or almost all of their top choices. On the extremely rare occasion when two faculty members request the same class, the chair negotiates a solution with the members (typically, member A gets to teach the class in the upcoming semester, while B will teach it during the following term).
Since all tenure-stream faculty and all lecturers in C&J hold the Ph.D. degree, all are eligible to teach graduate as well as undergraduate courses; consequently, there is no policy in place dictating that only certain instructors will get to teach grad classes. Further, while the number of instructors is roughly twice the number of graduate courses each semester, we have found that our faculty rarely request more than one grad assignment per academic year; this, too, prevents potential conflict.

As to the upper- vs. lower-level undergraduate assignment question: Because every funded C&J graduate student teaches two courses (usually lower-level) during each semester of their graduate program, and because we hire a significant number of part-time instructors each year (which is a problem in most ways), in large part to teach our lower-level classes, the vast majority of our lower-level courses are taught by these grad students and PTIs. As a result, permanent faculty members rarely teach lower-level undergrad classes if they don’t want to—and, of course, if they do want to, they can simply request them on their “wish lists,” and the chair will honor their requests.

The bottom line: while there are many areas of contention among the C&J faculty, or between faculty members and the chair, course scheduling is usually not one of them.

Course assignment process: summer semester
In a typical summer, C&J is budgeted by the College to offer roughly 15 course sections. All of these are undergraduate courses, and all are offered entirely online, a practice the department initiated several years ago (well before the pandemic) when it became clear that UNM undergrads—or, at least, C&J undergrads—had little desire to take classes on campus during the summer, as evidenced by the fact that our online summer classes always met the enrollment minimum (15 students) while face-to-face classes rarely did.

Over the past few years, the department’s summer course-assignment practice has been to provide the proposed summer schedule (almost always including only the most in-demand courses, as evidenced by prior summer enrollments as well as fall and spring numbers) to the permanent faculty and solicit interest. Typically only five to seven faculty members request a summer class, and each is limited to teaching only one. The department chair then contacts the grad students with the most seniority and/or the strongest teaching record to solicit their interest (again, with the proviso that each summer instructor gets only one teaching assignment); this usually fills out the schedule. Recently, however, the faculty have been discussing different ways to approach the process of determining summer teaching assignments. The faculty will be addressing the process prior to the planning period for summer 2022; this period occurs during the preceding fall term, thus around October 2021.

Faculty-to-student ratio
As noted elsewhere in the self-study, C&J instructors include regular (permanent) faculty, graduate students, part-time instructors, and term teachers; these three latter groups, combined, provide the majority of instruction in our department. Thus, rather than considering the ratio of only “regular” (permanent) faculty to students, which would provide a misleading picture, we have calculated the ratio of all instructors to students in standard
classes (not internships, independent studies, or thesis or dissertation hours) in Table 5B.1:

Table 5B.1

<table>
<thead>
<tr>
<th>Term</th>
<th>Ratio of all instructors to students in standard C&amp;J courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2016</td>
<td>1: 25.0</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>1: 26.9</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>1: 28.5</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>1: 25.5</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>1: 24.0</td>
</tr>
<tr>
<td>Spring 2019</td>
<td>1: 25.0</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>1: 23.8</td>
</tr>
<tr>
<td>Spring 2020</td>
<td>1: 23.6</td>
</tr>
<tr>
<td>Fall 2020</td>
<td>1: 24.8</td>
</tr>
<tr>
<td>Spring 2021</td>
<td>1: 24.2</td>
</tr>
</tbody>
</table>

These ratios ranged from a low of 23.6 (spring 2020) to a high of 28.5 (fall 2017) students per instructor.

Note that the above table provides ratios based on the total numbers of students in all regular class sections—that is, undergraduate and graduate—that were taught each semester. This obscures the fact that the College’s minimum enrollment figure for undergraduate classes is 15 and that C&J enrollment caps range from 20 to 40 (depending on the nature and level of the course), while all A&S grad classes have a minimum enrollment of 6 and a cap of 10.

If graduate classes are removed from consideration, the ratios are quite different. Table 5B.2, below, shows the ratios of all instructors to students in standard undergraduate class sections only:

Table 5B.2

<table>
<thead>
<tr>
<th>Term</th>
<th>Ratio of all instructors to students in standard undergraduate courses only</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2016</td>
<td>1: 26.8</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>1: 28.1</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>1: 30.3</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>1: 26.5</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>1: 25.7</td>
</tr>
<tr>
<td>Spring 2019</td>
<td>1: 26.1</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>1: 25.3</td>
</tr>
<tr>
<td>Spring 2020</td>
<td>1: 24.5</td>
</tr>
<tr>
<td>Fall 2020</td>
<td>1: 26.1</td>
</tr>
<tr>
<td>Spring 2021</td>
<td>1: 25.5</td>
</tr>
</tbody>
</table>
Here, then, we see that the ratio in undergraduate courses ranged from a low of 24.5 students per instructor (spring 2020) to a high of 30.3 students per instructor (fall 2017).

There has not been a consistent trend of either increasing or decreasing classroom size over the last five years; indeed, the spring 2021 numbers are nearly identical to those of fall 2016, although there were peaks and valleys in the intervening years, for no identifiable or consistent reason. Most important, we have not found the ratios over the last two or so years to be an impediment to the success of the unit.

We do have a concern, though, about one potential faculty/student ratio issue. As noted above, one of the few tangible benefits of ACEJMC membership was that association’s requirement that journalism and strategic communication “skills” courses be capped at 20 students. We wholeheartedly agreed with the logic behind that requirement, as we ourselves have found over the years that teaching intensive skills-focused classes like most of those in our journalism and strategic communication sequences is exceedingly challenging when student enrollment exceeds 20 and becomes impossible when it exceeds 25. Since opting to leave the ACEJMC in 2019, we have had no such built-in safeguard on our enrollment caps in these areas of our department, although we have, when necessary, raised caps above 20—although rarely above 26 or so—on some journalism and strategic communication skills courses. However, as we no longer belong to an association that forbids its member departments to register more than 20 students in its skills classes, we are now vulnerable to College or University demands that we do so.

5C: Professional Development Describe the professional development activities for faculty within the unit, including how these activities are used to sustain research-related agendas, quality teaching, and students’ academic/professional development at the undergraduate and graduate level. Describe what measures the department takes to ensure appropriate support, mentoring, workload, and outcomes for faculty of color and members of groups that are traditionally under-represented in your field.

The primary mechanism for professional development is the university’s sabbatical policy, which allows a one-semester release from teaching (with full pay) or a full academic year’s release at 2/3 pay after each six years of full-time service. The department is allowed to have no more than 1/7 of its faculty on sabbatical leave at any one time. This had not proven to be a significant obstacle and most faculty members have been able to avail themselves of sabbaticals within a semester or two of reaching eligibility. UNM policy allows faculty to obtain leave without pay to participate in funded research or to participate in professional work and service.

Senior faculty serve as junior faculty mentors, but the process for this is largely informal, covering mainly peer evaluation of teaching.

Professional development for tenured/tenure-track faculty is financially supported by the department and the College. Over the past several years and prior to August 2019, the
department has provided a minimal allotment (typically, between $300 and $500) in travel funds for each tenured/tenure-track faculty to present at conferences and attend continuing education activities. The College has also provided $500 per tenure track faculty. The combined amount of $800-$1000 falls significantly below the actual cost of most continuing education participation but provides some, albeit quite limited, support for continued participation in national and regional conferences. We communicate regularly with faculty about opportunities on campus in which they can develop their pedagogy, and we support faculty who want to attend teaching and learning conferences hosted by the National Communication Association and other international, national, and regional professional associations.

Additionally, various UNM units provide opportunities for professional development. These include courses and workshops offered by ADVANCE at UNM, pilot funding for research projects and travel such as those sponsored by Latin American Studies and Women Studies, collaborations with other departments and colleges, the RAC (Research Allocations Committee) Grant Program, the College of Arts & Sciences Teaching Scholars/Fellows Programs, and most recently, the University’s WeR1 Program. Several C&J faculty members have benefited from such programs over the years. Most recently, for example, C&J assistant professor Jaelyn deMaria received funding from the Transdisciplinary Research, Equity and Engagement (TREE) Center for Advancing Behavioral Health at UNM’s Health Sciences Center. This funding has allowed Dr. deMaria to advance her research while buying out courses.

We do not do anything specific to support faculty from under-represented groups apart from our normal junior faculty mentoring practices. We must note, though, that the Communication discipline as a whole is one in which members of groups that are underserved or even invisible in many other academic fields are both well represented and even prominent, both as rank-and-file faculty members as well as in leadership positions within departments, universities, and national/international associations. This is true of the C&J Department as well. In part, this represents the fact that an increasing number of Communication sub-disciplines—and, thus, an increasing number of conferences, associations, journals, and courses—are expressly devoted to communication issues at the intersection(s) of race, ethnicity, gender, sexuality, (dis)ability, age, and nationality.
Criterion 6. Research, Scholarship, & Service
The unit should have structures in place to promote active engagement in research, scholarly, and creative works among the faculty and students. (If applicable, differentiate for each undergraduate and graduate degree and certificate program.)

6A: Scholarly & Creative Works Describe the scholarly/creative works and accomplishments of the faculty. Explain how these accomplishments support the quality of the unit. What are particular areas of strength?

The scholarly and creative works produced by our faculty members are essential to the department’s strength and reputation; to a very large degree, as scholars, we are what we study and what we produce. Equally important, the scholarly and creative works produced by the faculty contributes directly to the department’s teaching mission and its content: We bring our own research, and our experiences as actively engaged scholars/creators, directly into our classrooms, at the undergraduate level as well as at the graduate level. We assign our articles, where relevant, to our students; this allows us to speak to our students from first-hand experience about the processes of conducting research, writing up our findings, refining our writing, and submitting our work to journals and conferences; that is, we teach our students about not only course content, including knowledge that we ourselves have produced, but also about the very processes of knowledge production.

The department’s particular areas of scholarly/creative strength, not coincidentally, align primarily but not exclusively with the emphases of our graduate program (critical intercultural communication, culture and health communication, and media studies) and/or with foci of our undergraduate curriculum (including strategic communication, environmental communication, persuasion, political communication, photojournalism, digital media, and data journalism). Our faculty’s scholarly/creative works are often located at the various points of intersection among the above specializations, and frequently with a community-engaged orientation. Finally, several C&J faculty members have published studies investigating aspects of communication education.

Below you will find a brief description of each C&J faculty member’s scholarly/creative works and accomplishments.

Evan Ashworth, Lecturer III

Evan Ashworth studies language ideologies, language preservation, service learning, and flipped-classroom pedagogy. He received his PhD in Linguistics from UNM in December 2013, and his dissertation investigates the factors that motivate an acceptance of or resistance to the use of writing to represent endangered indigenous languages, with a focus on the Tewa language spoken in northern New Mexico. Over the last few years, he has worked as a part time instructor and term teacher in the department of Communication and Journalism at UNM, and previous to this, he served as a postdoctoral fellow in the Department of Linguistics at the University of British Columbia and as a director of the writing and language tutoring program at the Center for Academic Program Support at
UNM. Dr. Ashworth is also a prolific scholar on YouTube with, as of the time of this writing, over 100,000 views and over 26,000 subscribers; see https://www.youtube.com/watch?v=mOd3iDQLnKE.

Noteworthy scholarly accomplishments include:


**Marco Briziarelli, Associate Professor**

Marco Briziarelli studies critical approaches to media and communication, especially as these fields intersect with broader issues in political and social theory, intellectual and cultural history. Dr. Briziarelli is currently interested in media and social movements, critical conceptualization of digital labor, and left-wing populism. His research aims to understand how media practices and technology affect society. His work has appeared in *Communication and Critical/Cultural Studies, Critical Studies in Media Communication, Triple C, Continuum: Journal of Media & Cultural Studies, Journalism,* and in many edited volumes. He is the author of several books: *The Red Brigades and the Discourse of Violence: Revolution and Restoration; Gramsci, Communication and Social Change; Spectacle 2.0: Reading Debord in the Context of Informational Capitalism; Podemos and New Political Cycle; Digital Platforms and Algorithmic Subjectivities*; and the soon to be published *Subsuming Subsumption: Theory and Politics.*

Recent and/or noteworthy scholarly accomplishments include:


Jaelyn deMaria, Assistant Professor

Jaelyn deMaría, Ph.D. is a community engaged researcher and photojournalist with social and cultural ties to New Mexico communities. Her research and creative projects aim to uplift community-based stories and indigenous land-based methods as the foundation for understanding. She is the principle investigator on the project titled, “Digital Storytelling through Indigenous Arts: A Community Model for Behavioral Health Action” Transdisciplinary Research, Equity and Engagement Center funded by the National Institute of Health, which engages Indigenous artists with youth from the Native American Community Academy to create digital stories using a decolonial arts-based process. She also recently co-developed and led the Digital Story Policy Lab as part of the Equity in Policy Institute to provide six communities in New Mexico with digital training and all of the tools necessary to create equity-based digital stories that address issues related to: (1) equity in broadband access in rural colonia communities on New Mexico’s southern border with Mexico; (2) Grandparents raising grandchildren in Northern New Mexico related to the heroin epidemic; (3) people living with disabilities in Albuquerque; (4) Tribal Health in All Policies; (5) The Asian Family Center; and (6) Latinx behavioral health (W.K. Kellogg Foundation (P0132450) Transdisciplinary Research, Equity and Engagement Center (NIMHD Grant #U54 MD004811-10).

Recent and/or noteworthy scholarly accomplishments include:


Shinsuke Eguchi, Associate Professor

Shinsuke Eguchi (Ph.D., Howard University) is Associate Professor in the area of Critical Intercultural Studies. Guided by Critical Race Theory, Queer of Color Critique, and Globalization, they are specifically interested in studying the following areas: Intersectional Queer Politics of Race; Gender, Sexuality, and the Body; Desire, Intimacy, and Relationality; Representation, Visibility, and Popular Culture; Transnationalism, Diaspora, and Migration; and Performance and Critical/Cultural Methodologies. The following questions guide their current research direction: What culture-specific and text-specific nuances of “intersectional” knowledge are embedded in the material realities of queer people of color?; How are queer people of color represented and underrepresented in popular media?; How do queer people of color perform their sexual desire, intimacy, and relationality?; How do technologies alter, shape, and/or reinforce queer performances of sex?; In what ways is Western gay imperialism globally and locally circulated through media, culture, and communication?; What is the role of transnationalism, diaspora, and migration in reproducing the Japanese popular media representations of gender/sex, sexuality, and body? What are the salient characteristics of contemporary trans-Asian/American (dis)connections?; and What signifiers represent contemporary trans-Asian (dis)connections to Blackness?

Dr. Eguchi has also won a wide variety of awards for his work including, most recently, the following:

- 2020 Book of the Year Award, National Communication Association (NCA), GLBTQ Communication Studies Division, November 2020.
- Randy Majors Memorial Award, National Communication Association (NCA), The Caucus on Gay, Lesbian, Bisexual, and Transgender Concerns, Baltimore, MD, November 2019. This award recognizes individuals who have made outstanding contributions to lesbian, gay, bisexual, and/or transgender scholarship in communication studies. Each year the Caucus presents the award to one individual at the National Communication Association annual convention.
- 2017 Outstanding Article of the Year, National Communication Association (NCA), International and Intercultural Communication Division, November 2017.
- 2016 Monograph of the Year Award, National Communication Association (NCA), GLBTQ Communication Studies Division, November 2016.

Other recent and/or noteworthy scholarly accomplishments include the following. (* indicates student co-authors.)


Tamar Ginossar, Professor

Tamar Ginossar is a Professor in the Department of Communication and Journalism and in the BA/MD Program, a member at large of the Cancer Center, and an Adjunct Research Professor in the Prevention Research Center at the UNM Cancer Center. Her research focuses on the role of communication in advancing health in diverse contexts, with a focus on creating and sustaining theoretically informed, community-engaged, interdisciplinary collaborations. Dr. Ginossar is particularly interested in generating and disseminating knowledge to guide evidence-based health communication practices that are grounded in communities’ experiences and that seek to reduce disparities in health outcomes. Her research program centers on advancing the science of health communication and its translation to practice in key areas, including improving cancer communication along the cancer care continuum, infectious diseases prevention and care, and environmental health. Her recent projects aim to answer questions such as “how do vaccine-opposing messages spread over social networks?” and “how can participatory science advance communities’ environmental interests?” Her research has been funded by different federal and state funders, and has supported multiple graduate and undergraduate students.

Among recent recognitions/honors are the following:

Faculty, Multi-Level Interventions Training Institute (MLTI). Selected as a faculty member by the National Cancer Institute (NCI) Division of Cancer Control and Population Sciences (DCCPS). 11-07/2021
Fellow, Multi-Level Interventions Training Institute (MLTI). Selected as a fellow by the National Cancer Institute (NCI) Division of Cancer Control and Population Sciences (DCCPS). 05-09/2020


UNM Presidential Teaching Fellow, 2019-20.

Other recent and/or noteworthy accomplishments include the following:


Ginossar, T., Rishel Brakey, H., Sussman, A., Price, B., Kano, M., Davis, S., Blair, C. K. You’re going to have to think a little bit different” Barriers and Facilitators to Using mHealth to Increase Physical Activity among Older, Rural Cancer Survivors. International Journal of Environmental Research and Public Health. Accepted for publication.


Yangsun Hong, Assistant Professor

Yangsun Hong, Ph.D., is an assistant professor who specializes in health communication. With intersectionality as an analytical framework - which highlights how multiple disadvantaged positions mutually construct social experiences - Dr. Hong focuses on understanding socially situated nature of communication and the influence on individual attributes and behavior. She develops two complementary lines of research with emphasis on the roles of communication in health and social-political wellbeing: (a) How does communication influence social and psychosocial determinants of health and social-political wellbeing? (b) How can communication improve health and social-political wellbeing for minority groups? As a social scientist, Dr. Hong utilizes a variety of research methods, including survey, experiment, content analysis, and computational analysis.
Among Dr. Hong’s recent honors and awards are the following:

- Faculty of Color All-Around Award, University of New Mexico, 2021.
- Doris A. Graber Award for Best Public Opinion Paper with cash prize of $300 Midwest Association for Public Opinion Research (MAPOR), 2017.
- Hyde Dissertation Research Award with prize of $1,000
- Center for Research on Gender and Women, University of Wisconsin-Madison, 2016.
- Top Faculty Paper with cash prize of $1,000, Korea Health Communication Association Conference, 2015.

Other recent and/or noteworthy scholarly accomplishments include:


Kathy Isaacson, Senior Lecturer III

Kathy Isaacson, Ph.D., specializes in interpersonal communication and environmental communication. Since 1985 she has taught and written on innovation in conflict management and collaborative communication. Her recent work addresses human-nature interactions, leading to the design of two new courses: Food Communication and Rhetoric of the Environment. Dr. Isaacson has co-authored five books and articles and book chapters that address the management of human differences.

Recent scholarly accomplishments include:

David Keating, Assistant Professor

David Keating, Ph.D., is an assistant professor in the Department of Communication and Journalism at UNM. His primary line of research examines social influence processes and health communication topics. Much of this work focuses on how people process and are affected by persuasive messages, especially strategic campaign messages that seek to influence health-related beliefs and behaviors. The practical goal of this work is to help enhance how persuasive campaigns, in general, and health messaging, in particular, are designed. A secondary line of his research studies the state and practices of scientific communication research. His research utilizes a variety of quantitative methods.

Among Dr. Keating’s honors and awards are the following:

Top Reviewer Award: Recognition from the Health Communication Division of the International Communication Association, Spring 2019

Research and Creative Activity Award: Research Award from the Institute for Sustainability, California State University, Northridge, Spring 2019

Research, Scholarship, and Creative Activity Award: Research Award from the Mike Curb College of Arts, Media, and Communication, California State University, Northridge, Spring 2017

Excellence-In-Teaching Citation: Teacher-Scholar Award from Michigan State University, 2013-2014

Other recent and/or noteworthy scholarly accomplishments include:


**Michael Lechuga, Assistant Professor**

Dr. Michael Lechuga researches and teaches Culture, Settler Colonial Studies, Latina/o/x Studies, and Rhetoric as an Assistant Professor. His latest book project, *Alien Affects*, illuminates the complex relationships between Hollywood alien invasion film industries and the technologies used to securitize the México/U.S. border. The book explores how settler colonial logics persist in border security mechanisms that subject migrant communities to violence, imprisonment, and death. Dr. Lechuga is also a recent recipient of an internal grant to build a Virtual Reality environment to test whether mediated engagement with the natural environment can correlate with greater social connectedness (“Reconnections: Building Shared Embodiment in Virtual Environments”). He is also editing two special issues for leading scholarly journals. In general, his approach to research utilizes myriad methods to study the role that technology, language, and media play in organizing settler colonial logics in the US and how otherness is mapped onto bodies through contemporary media and surveillance practices.

Among Dr. Lechuga’s honors and awards are the following:

Research Allocation Committee Grant for ““Reconnections: Building Shared Embodiment in Virtual Environments”; $9,600 University of New Mexico, July 2021.


Top Student Paper, Philosophy of Communication Interest Group, National Communication Association, November 2014.


Other recent and/or noteworthy scholarly accomplishments include:


Lechuga, M. &. Murphy, J. M. (Forthcoming). The role of the critic: A conversation with Michael Lechuga and John M. Murphy. *Rhetoric & Public Affairs*.


**Michael Marcotte, Professor of Practice**

Michael V. Marcotte, M.A., A.B.J., is a professor of practice in journalism who teaches our capstone journalism course and spearheads many of our professionally-targeted teaching and engagement activities. He founded and supervises the New Mexico News Port, our digital news service, which collaborates with other journalism entities in Albuquerque and around the state. He launched and supervises our New Mexico Local News Fellowship program, which matches recent graduates to local newsrooms for 9-month paid reporting fellowship. Mike also oversees our internship program, placing upper level C&J students in credit-earning work experiences with locally-based employers. Mike serves on the community advisory board and serves as faculty advisor to student clubs. Mike does not carry out a research agenda but is active in linking our journalism faculty and students with the broader journalism ecosystem.

Among Prof. Marcotte’s honors and awards are the following:

Best Independent Online Student Publication for New Mexico News Port, awarded by the National Society of Professional Journalists, 2019

Tow-Knight Disruptive Journalism Educator Fellow, 2017.

Best Independent Online Student News Site (NM News Port), SPJ Region 9, 2017.


**Susana Martínez Guillem, Associate Professor**

Susana Martínez Guillem, PhD, is Associate Professor in Communication, and affiliate faculty with the Latin American and Iberian Institute, also at UNM. She currently serves on the executive board of EDiSO (Association of Studies in Discourse and Society). In her research, she draws on discourse studies and cultural studies to study the ideological dimensions of institutional, mediated, and everyday practices in relation to immigration, place, space, social movements (anti)racism, multilingualism, and their connection to material conditions.

Among Dr. Martínez Guillem’s honors and awards are the following:


Other recent and/or noteworthy scholarly accomplishments include:


**Cleophas Muneri, Senior Lecturer III**

Cleophas Taurai Muneri, Ph.D., is a Senior Lecturer III in the Department of Communication and Journalism. Dr. Muneri’s research interests and areas of expertise center on media, intercultural communication, and democratization. He is mainly interested in how media are central in cultural (re)production and the consequent implications to the constitution and reconstitution of cultural identities. He is also interested in interrogating...
discourses on democracy and how these discourses are appropriated and deployed to advance neoliberalism and undemocratic political outcomes. In studying how various groups have responded to globalization and the resultant disenfranchisement, Dr. Muneri’s research also focuses on how social movements use various media forms including digital media to organize, mobilize and push for political change. His work is informed by critical approaches to understanding media and intercultural communication. He also incorporates the lenses of decolonial theory to understand continuing struggles for democratization, especially in countries that continue to grapple with the historical legacy of colonization.

Recent and/or noteworthy scholarly accomplishments include:


Ilia Rodriguez, Associate Professor

Ilia Rodríguez, Ph.D., is an associate professor of journalism and media studies. Her research centers on journalism as a discursive practice to advance a critique of the historical and contemporary role of news media in shaping public understandings of multiculturalism, racial and ethnic relations, and national identities. Through the lenses of discourse analysis, critical theory, coloniality, and critical race theory, her scholarship complements the study of representation of particular social groups in mainstream media with analysis of 1) broader discourses or frameworks of understanding that cut across groups—i.e., liberal multiculturalism, racial hierarchization, conflict frames, the American Dream narrative; 2) the historical relevance of ethnic and minority media as public fora in which to explore culturally grounded understandings; and 3) discourses on Latino/African-American relations in mainstream, Black, and Latinx media. Her research has bridged her teaching, advising, and professional commitments to journalism education. Among other positions, she has served as: adviser for the Society of Professional Journalism Student Chapter at UNM; board member for the UNM Student Publications Board, KUNM-FM Radio Board, and Generation Justice Youth Media Project; member of the student scholarships and award committees for the National Association of Hispanic Journalists; and Head of the national Minorities & Communication Division of the Association for Education in Journalism & Mass Communication.
Dr. Rodríguez’s recent recognitions and awards include the following:

Invited by News Q-City University of New York to serve as panelist in a series of panels of journalists and scholars on representativeness in online news ecosystems, Tow-Knight Center for Entrepreneurial Journalism, 2021.


Invited Speaker for roundtable in recognition of former division heads’ leadership and service on the occasion of the 50th Anniversary of the Minorities and Communication Division of the Association for Education in Journalism and Mass Communication. AEJMC Southeast Colloquium, virtual session, 2021.

Other recent and/or noteworthy scholarly accomplishments include:


David Weiss, Associate Professor

David Weiss, Ph.D., is an associate professor in and currently serving as Chair of the Department of Communication & Journalism. His research interests include political communication, the role of religious communication in American political rhetoric, media and popular culture (and the industries that produce their artifacts), strategic communication, media and mediatization theory, and the various ways these ostensibly disparate areas intersect. His current projects focus on the expansion of our understanding of “media effects” and on journalistic criticism of leaders of other nations. During the Spring 2020 semester, Dr. Weiss was a Visiting Professor at Charles University in Prague, Czech Republic.

Recent and/or noteworthy scholarly accomplishments include the following:


Judith McIntosh White, Associate Professor

Judith McIntosh White, Ph.D., is an associate professor with research interests in communication of science, technology, and health information. In particular, she is interested in the development of contemporary theories of multiple public spheres comprising science and sustainability (green) communication, as well as research which enhances the practice of communication and journalism within such spheres. Dr. White uses a variety of research methods, including quantitative survey research and content analyses of green media products and qualitative exploration of communitarian approaches to successful aging and of the use of social media to facilitate public engagement with science. Dr. White was awarded the UNM Project for New Mexico Graduates of Color Ally Award, given to a person not identifying as a person of color who has made significant contributions toward the retention, graduation, and professional success of students of color. She has also been nominated for a variety of teaching awards at UNM.

Other recent and/or noteworthy scholarly accomplishments include:
White, J.M., Morales, G.I., Bentley, J., and Weiss, D. Talking to undergraduates about binge drinking: What channels should we use? (Under review)

Lilo, Emily A., and White, J.M. Development and Pilot Testing of an Innovative Theoretical Model Designed to Drive Health Information Social Marketing Campaigns. (Under review)


Mohammad Yousuf, Assistant Professor

Dr. Mohammad Yousuf is an assistant professor in the department of Communication and Journalism at the University of New Mexico. He researches the various impacts of digital technologies on news organizations, media contents, and users, from economic and normative perspectives, using mixed methods. He also has a strong track record in interdisciplinary research on media ecology, misinformation, and fact-checking as a member of teams including scholars in computer science at universities in three different countries. He has received several top paper awards from the AEJMC’s Media Management, Economics & Entrepreneurship Division for his research on media niches, and he is a recent recipient of both a UNM RAC Grant and a UNM WeR1 Research Grant.

Other recent and/or noteworthy scholarly accomplishments include:


https://tinyurl.com/k78at6v

6B: Research Expenditures If applicable, include a summary of the unit’s research-related expenditures, including international, national, local, and private grants/funding. How is faculty-generated revenue utilized to support the goals of the unit?

Roughly one third of C&J’s current faculty members conduct research that requires external funding. These members include Jaelyn deMaria, Tamar Ginossar, Michael Lechuga, Michael Marcotte, and Judith McIntosh White. A list of their recent funded projects is provided in Appendix H. We have also begun in recent years to develop relationships with funding sources both on campus (e.g., Grand Challenges; the Center for Regional Studies; the UNM Foundation) and off (national and regional foundations; local businesses). It is worth noting that one of our recently retired faculty members, Professor Gill Woodall, who had a joint appointment with UNM’s Center for Alcohol, Substance Use, and Addictions (CASAA), regularly conducted grant-funded research which greatly benefited our department.

Still, at this point, the quantity of faculty-generated research revenue is low and therefore has not yet had a major impact on reaching the goals of the department. We recognize that this is a major area of improvement for us. For that reason, as we discuss in the final section of the present document, increasing the quantity and frequency of funded research—and, thus, research-generated revenue—is a major strategic goal of the department.

6C: Research Involvement Give an overview of the unit’s involvement with any research labs, organizations, institutes, or other such centers for scholarly/creative endeavors (i.e. formal partnerships with Sandia Labs, CHTM, community organizations, local media, etc.).

C&J does not currently have any official ongoing department-wide relationships with research institutes, labs, or other organizations. However, a small but growing number of individual C&J faculty members regularly conduct research in collaboration with such organizations, as described below:

Tamar Ginossar, Professor

Dr. Ginossar has ongoing research collaborations with organizations including the UNM Institute for Social Research, a category II research center with budget of over $2,000,000 annually with research on health behavior and criminology. She is also affiliated with
UNM’s Cancer Center; and is an Adjunct Professor at UNM’s Prevention Research Center. Previously, she collaborated with the UNM’s Center for Alcohol, Substance Abuse, and Addictions; and was a fellow at the New Mexico Center for the Advancement of Research, Engagement, & Science on Health Disparities (NM CARES HD) and the National Cancer Institute, among others.

**Yangsun Hong, Assistant Professor**

**DMG Group:**
Dr. Hong is a founder and director of C&J’s health communication research lab, the Digital Media and Communication for Health and Politics Research Group (DMC Group). The DMC research group was founded in 2020 with support from C&J’s chair Dr. Weiss. The DMC research group examines how people communicate and interact with digital media about health and political issues. The research group conducts theory-based, culturally sensitive, and interdisciplinary research using quantitative research methods. The DMC group is currently working on two projects: (a) Exposure to HPV vaccine misinformation on social media and (b) College students’ political use of Instagram. These projects were presented at the 2021 D.C. Health Communication Conference (DCHC) and have been accepted for presentation at the 2021 annual conference of the National Communication Association (NCA). Currently, a total of 7 C&J graduate students, 1 C&J professor, and two UNM research scientists are collaborating in the DMC research.

**People’s Health Institute:**
Dr. Hong is involved in a research project about COVID-19 vaccine being conducted by the People’s Health Institute. This project focuses on socialization, politicization, and policies about development and distribution of COVID-19 vaccine. The research result will be published as a white paper in August 2021.

**Michael Lechuga, Assistant Professor**

As noted above, Dr. Lechuga is a recent recipient of an internal grant to build a Virtual Reality environment to test whether mediated engagement with the natural environment can correlate with greater social connectedness (“Reconnections: Building Shared Embodiment in Virtual Environments”). In developing this project, Dr. Lechuga entered into a partnership with the Extended Reality for Learning (xREAL) Lab at California State University San Bernardino.

**Michael Marcotte, Professor of Practice**

Professor Marcotte created the NM Local News Fellowship program, which spins off approximately $6K per year for C&J journalism activities. The source of this funding is the Santa Fe Community Foundation’s Local News Fund.

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11 We note that three of our current PhD students – Courtney Fitzgerald, Nana Fordjour, and Camille Velarde – also conduct research in conjunction with the Prevention Research Center.
6D: Student Opportunities Describe the opportunities for undergraduate and graduate students to be involved in research/creative works through curricular and extracurricular activities.

The majority of the department’s faculty regularly work with students—primarily but not exclusively graduate students—on their research and creative works.

Some of these associations grow naturally out of projects assigned to students or initiated by students in graduate seminar (thus, curricular activities). For example, a student will write a scholarly paper for a course, after which the faculty member encourages the student to revise or expand the manuscript—with the guidance of the faculty member—into a conference paper, book chapter, or journal article submission; depending on the degree of faculty member involvement, the faculty member might be credited as a co-author. In undergraduate journalism courses, students work closely with faculty on writing and editing content for the New Mexico News Port and other news outlets.

In other cases, the causal arrow points in the opposite direction: a faculty member who is working on, or about to begin, a research or creative project invites interested students—either during a class session, an advising meeting, or some other conversation—to join the faculty member as research assistants and/or co-authors on the project. Such a collaboration could be described as an extracurricular activity as it is not linked to any standard course the faculty member is teaching. Alternatively, as often happens, if the faculty member and student agree that the student’s involvement in the project will be substantive enough to serve as the content of an independent study course (in our department’s case, the course would be CJ 593: Graduate Problems), then the project would be classified as a curricular activity, as the student’s work would be graded and the student would earn course credits that would count toward their graduation requirements.

Regardless of the genesis, such collaborations between C&J faculty members and students have resulted in a large number of co-authored publications and conference presentations. See Appendix I for a list of such collaborative work.

6E: Community Service Describe faculty members’ service to the UNM community and beyond (local, national, global). Examples include community engagement practices, volunteering on committees, professional organization membership/leadership, etc.

As a matter of course, C&J faculty members provide a wide variety of service to UNM (that is, to our department, the College, the University, and various specific constituencies not linked to specific units), to the Communication discipline (including leading professional associations and editorial boards, serving as a manuscript reviewer, etc.), and to the various communities—local, national, and global—of which we are members, separate from our employment. These many service activities are documented in our CVs, which can be found in Appendix G, available electronically by clicking this link.

In addition, however, several members of the C&J faculty are engaged in community service—often contributing to community-engaged scholarship—to an extent that greatly
exceeds the norm. These faculty members and their service contributions include but are not limited to the following:

**Marco Briziarelli, Associate Professor**
Adult Education ABQ Project  
Media Literacy Program  
Immigration, Peace and Justice Center  
Volunteer Instructor for Albuquerque Soaring Association

**Jaelyn deMaria, Assistant Professor, 2018 winner of UNM’s Sarah Belle Brown Community Service Award**

Community-engaged public screenings and multimedia presentations


deMaría, J. (2016, December). *Desenterrando Antiguas Conexiones en la Ciudad de Mexico con los Dreamers/ Unearthing Ancient Connections in Mexico City with the Dreamers.*


Community-engaged creative works: gallery/multimedia installations

https://www.youtube.com/watch?v=SEF4g3HJxJc


**Shinsuke Eguchi, Associate Professor**
- Faculty Advisor, Japanese-American Student Association for Civil Liberties
- Faculty Committee Member, Asian Pacific American Culture Center

**Tamar Ginossar, Professor**
- New Mexico’s Public Health Institute Center for Health Innovations, Presenter: COVID-19, Tailoring Interactions to Positively impact Your Community (presented about Twitter Misinformation about Vaccinations to a group of public health practitioners).
- New Mexico Hepatitis C Task Force.
- University of New Mexico Hospital: Health Literacy Action Group.
- New Mexico Community Planning and Advocacy Action Group (NMCPAG).
- Presenter, Community Health Fair. Represented U. of New Mexico Cancer Center.
- Volunteer Consultant. Designing messages for women with bladder infection who use Emergency Room services. Hadassah School of Medicine, Jerusalem, Israel
- Board Member, Open Door, Israel.

**Yangsun Hong, Assistant Professor**
- UNM APACC (Asian Pacific American Culture Center) Steering Committee
- UNM Graduate Student Team Research Competition Mentoring
- Undergraduate Pipeline Network (UPN) Summer Research Experience Mentoring

**Michael Lechuga, Assistant Professor**
- Advisory Board Member – Institute for Politics, Culture, and Religion, Denver, CO.
- Organizing Committee Member – Sanchez Open Space Community Farm Fun Run, 2021, Albuquerque, NM.

**Michael Marcotte, Professor of Practice**
- Coach, Editorial Integrity and Leadership Initiative, funded by Corporation for Public Broadcastings, based at Cronkite School at Arizona State University, April-December 2020
- Principal Investigator, renewed $135,000 grant funded NM Local News Fellowship Program
- Judge & Speaker, Scholastic Press Association of New Mexico, January 2020
- Editor, EditorCorps launched by Public Media Journalists Association
- Panelist, “Work with Local Media on Census 2020,” Pueblo Cultural Center, ABQ
- Organizer, “George Orwell Today,” panel and reception, UNM Library, February 2020
- Board Member, City of Albuquerque Cable Franchise Board
- Board Member, Rio Grande Chapter of Society of Professional Journalists,
- Advisor, SPJ@UNM Student Chapter of Society of Professional Journalists
Ilia Rodriguez, Associate Professor

- Advisory Board Member for
  - Afro-Mundo (community non-profit)
  - KUNM-FM
  - UNM’s Student Publications Board
  - Generation Justice Youth Media Project
  - Southwest Creations Collaborative

- Faculty Adviser/Mentor
  - Student Chapter of the Society of Professional Journalists
  - Generation Justice Youth Media Project
  - UNM’s Peer Mentoring for Graduate Students of Color

Community engaged, evaluation research of the impact of NM’s Generation Justice Youth Media Project on its members in the program’s first 10 years; click here:

Judith White, Associate Professor

- Volunteer tutor, ESL program, Bernalillo High School
- Executive Producer for documentary film used to spread word about community grassroots environmental activism, Questa, New Mexico
- Judge, State Science Fair, New Mexico Institute of Technology (pro bono community service)
- Executive Producer for documentary film used to spread word about urban renewal and gentrification in a historic Albuquerque Hispanic Neighborhood
- Member, Chronic Disease Prevention Council's Communications Workgroup
- Project Phoenix, National Association of Native American Journalists, coordinator, UNM program component
- Pro-bono Content Consultant, Southwest Curriculum Consortium, creating on-line STEM enrichment materials for high school science and math teachers

Mohammad Yousuf, Assistant Professor

- Newsletter Consultant: Non-profit Sector News: https://nonprofitsectornews.org/contact-us/
- Member, Advisory Board, UNM Asian Pacific American Culture Center (APACC)
- Presenter, Oklahoma Institute for Diversity in Journalism (OIDJ) (annual workshops for students), Norman, Oklahoma
Criterion 7. Peer Comparisons: Analysis

The degree/certificate program(s) within the unit should be of sufficient quality compared to relevant peers. (If applicable, differentiate for each undergraduate and graduate degree and certificate program offered by the unit.) Choose 3 peer departments from the Peer Comparison Template (Appendix J) to contrast with the unit. After completing the Template for these departments, provide an analysis of the comparison. Please describe aspects of your program that are unique compared to these peers.

We have chosen Communication and/or Journalism departments or schools at 4 institutions: Arizona State University (ASU), New Mexico State University (NMSU), the University of Utah (UU), and the University of Washington (UW). The first three of these universities appear on the list of UNM-identified peer institutions; the fourth does not.

**Reasons for selection**
We have selected these departments for a number of reasons:

**Geography**
All four of these institutions are located in the Western United States. Two of them—NMSU and ASU—are less than a day’s drive from UNM. At the same time, these two institutions are extremely different from one another, and one (ASU) is extremely different from UNM, as will be discussed at some length below.

**Undergraduate curricula**
- Like our own, all four of these departments each offer undergraduate curricula in (human) communication studies and journalism studies.

- We compete directly with ASU and NMSU, our nearby neighbors, and indirectly with UU, a most distant neighbor, for prospective students in our undergraduate programs. While we do not see ourselves as competing in any meaningful way with UW for undergraduates, the similarities between our programs’ structures represent an opportunity to use UW’s prestigious department for comparison for our own.

- While each of the four institutions offer undergraduate study in the same two main areas that we do, their structures for doing so differ from our own:

  - We offer two different degrees (BA in Comm; BA in Journalism & Mass Comm) within one department, whose hybrid nature is signaled by its name: Communication and Journalism.

By way of contrast:

- NMSU has two separate departments: Communication Studies; Journalism & Mass Communication.
UU has one department (Communication) and offers degrees in one area (Communication). However, among the concentrations available are both Communication Studies and Journalism. Additionally, regardless of concentration selected, students can choose to earn either a BA in Communication or a BS in Communication, whereas our two degrees are both BA’s.

- Like UU, UW has one department (Communication) and offers degrees in one area (Communication). Students choose either a concentration in communication studies or a concentration in journalism & public interest communication.

- Most unlike us, ASU has two separate, endowed schools: one for (human) communication; one for journalism & mass communication:

  - The Hugh Downs School of Human Communication offers undergraduate degrees in one topic (Communication), although students can choose to earn either a BA in Communication or a BS in that area, as is the case at UU.

  - The Walter Cronkite School of Journalism & Mass Communication offers five different bachelor’s degrees: journalism & mass communication; sports journalism; digital audiences (online only); mass communication & media studies (online only); and digital media literacy (online only).

**Graduate curricula**
- While there are significant differences between our program’s size and resources and those of ASU, UU, and UW (if not NMSU), the curricular foci of all four of these departments’ graduate programs are similar if not identical to ours.

- Because this is the case, it is fair to say that we compete—if not always on a level playing field—with all four departments for prospective students in our MA program, and with all but NMSU (which does not offer a PhD in Communication) for prospective students in our doctoral program.

**Context**
Before delving deeper into the specifics of our peers’ programs, it is essential to first paint a more general picture of UNM/C&J—and the state of New Mexico more broadly—within this competitive frame.

New Mexico is one of the poorest states in the nation and one whose public education system is consistently ranked among the very bottom in the nation. This grim reality directly affects (a) the state’s higher education budget and, thus, UNM’s resources and (b) the degree of preparedness for college among the majority of our undergraduates, the vast majority of whom attended New Mexico high schools. (For example: while the 2020 freshman cohort represented 45 states, Puerto Rico, and the District of Columbia, fully 77 percent of those students were from New Mexico.)

While our peer New Mexico State University operates within the same economic and
educational context as UNM, the same cannot be said for ASU, UU, and UW. These institutions—which, while also state universities, operate in states with larger, wealthier, and better educated populations—sport budgets, endowments, and development programs that vastly outstrip our own (and NMSU’s).

The state of New Mexico is not only quite different from those of Arizona, Utah, and Washington in terms of socioeconomics and education, but also in terms of other demographic variables, including, most notably, race/ethnicity distribution, as shown by the following table displaying 2019 US Census data:

<table>
<thead>
<tr>
<th>Selected states' percentages of population by race/ethnicity</th>
<th>Source: US Census Bureau: &quot;Quick Facts 2019&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Race/ethnicity category</td>
<td>New Mexico</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>Hispanic or Latino (a)</td>
<td>49.3</td>
</tr>
<tr>
<td>White, not Hispanic or Latino</td>
<td>36.8</td>
</tr>
<tr>
<td>Native American or Alaska Native (b)</td>
<td>11.0</td>
</tr>
<tr>
<td>Black or African American (b)</td>
<td>2.6</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>2.6</td>
</tr>
<tr>
<td>Asian (b)</td>
<td>1.8</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander (b)</td>
<td>0.2</td>
</tr>
</tbody>
</table>

Notes:
(a) Hispanics may be of any race, so are also included in applicable race categories.
(b) Includes persons reporting only one race. Therefore, percentages do not always total 100.

Of the four, New Mexico is the only majority-minority state.

The race/ethnicity breakout for the five institutions discussed in this section is as follows:

<table>
<thead>
<tr>
<th>Peers' enrollments: percentages of total, by race/ethnicity</th>
<th>Source: Data USA (fall 2019)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Race/ethnicity category</td>
<td>UNM</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Hispanic or Latino (a)</td>
<td>44.0</td>
</tr>
<tr>
<td>White, not Hispanic or Latino</td>
<td>33.8</td>
</tr>
<tr>
<td>American Indian or Alaska Native (b)</td>
<td>5.2</td>
</tr>
<tr>
<td>Black or African American (b)</td>
<td>2.4</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>3.3</td>
</tr>
<tr>
<td>Asian (b)</td>
<td>4.1</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander (b)</td>
<td>0.2</td>
</tr>
</tbody>
</table>

(a): Hispanics may be of any race, so are also included in applicable race categories.
(b) Includes persons reporting only one race. Thus, percentages do not always total 100.
In line with state demographics, at both UNM and NMSU, the largest race/ethnicity group is Hispanic or Latino, although NMSU’s Hispanic percentage exceeds that of the state’s as a whole, while UNM’s is slightly lower. At ASU, UU, and UW, the largest group is White.

Both UNM and NMSU are also designated as Hispanic-Serving Institutions (HSIs) by the Hispanic Association of Colleges and Universities, as is ASU’s Downtown Phoenix campus, which houses the Walter Cronkite School of Journalism & Mass Communication. ASU’s Tempe Campus (home of the Hugh Downs School of Human Communication), UU, and UW do not have this designation.

**Peer comparison chart**

Appendix J provides an at-a-glance set of comparisons between our own institution/department and those of these selected peers. As you will see, we focus in that Appendix not only on numerical information but also on the curricular foci and offerings of each program, as we believe these are the most meaningful objects of comparison.

Below, we discuss aspects of our program and institution that are unique relative to our peers, and also aspects of our peers’ programs which we would like to incorporate or improve within in our own if our state, our university, and our department were to ever enjoy the depth and variety of resources that these peers currently do.

**Aspects unique to C&J**

**Population**

As discussed above, our department, like almost every other department at UNM, serves a population that is distinct among our peers and even among most of the United States. Our undergraduate students are primarily Hispanic or Latino; while we have a large White cohort, they do not represent the largest group. NMSU has an even larger Hispanic cohort than we do; the three other peers all have much smaller Hispanic populations at their institutions and considerably larger White populations.

**Approaches to (models of) undergraduate curricula:**

As noted above, of the five institutions under consideration, only ours offers two distinct undergraduate degrees (diplomas)—BA in Communication; BA in Journalism & Mass Communication—within one department. By contrast:

- UU and UW each offer journalism as one of several concentrations—but not as a distinct degree program—within a single department.

- NMSU teaches journalism and awards a journalism degree in a separate department from the one that teaches (human) communication studies and awards a communication degree.

- ASU teaches journalism and awards several journalism degrees in a separate school from the one which teaches communication studies and which awards a communication degree.
Because we offer two degrees within one department, our Journalism & Mass Comm students can—and do—easily take Communication courses, and our Communication students can—and do—easily take JMC courses.

Our graduate programs
While the emphasis areas in C&J’s graduate program (particularly our PhD program)—critical intercultural communication, health communication, and media studies—are also available at all four of the peer institutions under discussion, our approach to the program is distinctive in a number of ways:

- By streamlining our program so as to focus on the three emphases, we can serve our students more effectively and more personally. The program has been designed with a great degree of flexibility, allowing students to work across or combine emphases. Thus, for example, many of our students—and graduate faculty members—are interested in both critical intercultural communication and health communication, and their research is situated at the intersection of these areas—a most fitting intersection given the health and healthcare disparities endured by New Mexico’s diverse cultural communities. Other students (and faculty) are interested in both health communication and media studies, an intersection of particular relevance during the current pandemic, which has been characterized, for good and bad, by media discourses surrounding its causes and remedies. Still others work at the intersection of media studies and critical intercultural communication, centering their work on mediated communication about and portrayals of members of the various cultures in New Mexico, the US-Mexico border (a portion of which is New Mexico’s southern boundary), the United States more broadly, and the world.

- Precisely because we are located in, and serve the people of, New Mexico, our graduate faculty and students have close connections to, and work within, the diversity of cultures that define our state. (This is true even of many of our International students.) Ethnographic approaches to (intercultural) communication shaped the graduate program since its inception and continue to be among the more popular used by our faculty and students to this day.

- Not coincidentally, the New Mexico focus within our department and our graduate programs aligns with that of the University as a whole: among UNM’s departments are Native American Studies and Chicana/Chicano Studies. These units serve as draws to students who wish to study communication at the graduate level at a university, and within a College, in which cognate areas are so easily available.

- We offer to our health communication students easy and frequent access to UNM’s many health- and medicine-related units, including the Health Sciences Center; the Center for Prevention Research, the UNM School of Medicine, the UNM Cancer Center, and the Center on Alcohol, Substance Use, and Addictions. Our health communication faculty conduct research in collaboration with scholars and clinicians at these various centers and we create opportunities for our students to do so as well.
- Closely related to the above point: many of our health communication students are already—and remain—employed full-time at one or more of the above UNM health-related centers. Thus, our program offers a unique opportunity for current health professionals to deepen their understanding of their field by earning a PhD in health communication.

- We offer the only Communication PhD program in the state of New Mexico.

- In part because of the economic constraints under which the department works, each of our graduate students admitted with funding support is required to teach two classes each semester—and so we provide our new grad students with rigorous training in teaching Communication courses.

- Students typically teach sections of our Public Speaking course during their first year in the program and then have the opportunity in subsequent years to teach a wide variety of other undergraduate offerings, including courses in health communication, intercultural communication, media theory, persuasive communication, and strategic communication. As a result, our students—including our MA students—graduate from our program as skilled, well-rounded, multi-talented university-level teachers. Moreover, because our undergraduate population, as noted previously, is so distinctive demographically, our graduate students gain extensive experience in teaching diverse populations.

- Because we are a small program—as noted elsewhere, we typically admit only 6 PhD students and only 6 MA students each year—we can, and do, work extremely closely with our graduate students. Our graduate directors and all of us on the graduate faculty put a great deal of time and effort into supporting our students at every step of the way through their programs, from orientation through graduation.

**Aspects of peers’ programs that C&J might seek to emulate**

The C&J Department is extremely proud of the quality of its undergraduate and graduate programs, particularly in light of the limitations on resources and faculty size that have characterized the last five years or so.

At the same time, analyzing the programs offered by larger, better-funded institutions in wealthier states has allowed us to identify aspects of those programs that might benefit students in our own program, should financial resources and/or faculty growth ever be made available to us. These include the following:

**Arizona State University**

- Through its Walter Cronkite School, ASU offers both a master’s program (with four different degrees) and a doctoral program in journalism & mass communication. C&J has, on various occasions, considered the possibility of offering graduate education—more likely at the MA level—in journalism and/or in strategic communication, as we currently provide instruction in these areas only at the undergraduate level. Creating and staffing new graduate degree programs is, of course, possible only with a substantial faculty size increase.
The Walter Cronkite School also offers a much wider variety of undergraduate journalism & mass communication emphases than we do, including sports journalism and digital audiences. Our journalism and mass communication faculty—if it were larger—would certainly like to offer courses in these areas, and our students would undoubtedly benefit from them.

The PhD program in ASU’s Hugh Downs School offers concentrations in organizational communication and in rhetoric & performance. These emphasis areas, we believe, would be of interest to many of the students considering C&J for their doctoral work. Again, though, offering these additional emphases would require additional faculty hires—and might work against the successful streamlined nature of our current set of emphasis areas.

New Mexico State University

While NMSU does not offer a doctoral degree, its MA program in Communication offers several graduate-level courses in political communication. Currently, C&J offers only one course in political communication—at the graduate level—and none in our graduate program. Several of our existing faculty members are qualified to teach and would likely be interested in teaching such courses.

University of Utah

UU’s graduate programs, at both the MA and PhD levels, offer emphases in digital media and in rhetoric. Additionally, UU’s analogue to our graduate health communication emphasis casts an explicitly wider net: its emphasis is titled “Science, Health, Environmental, and Risk Communication.” These various graduate-program components would likely be of interest to some of our graduate students, although additional faculty would be needed to teach some of them.

University of Washington

- UW’s graduate programs offer emphases in communication technology & society, in organizational communication, in rhetoric, and in political communication. These various graduate-program components, like those offered at UU, would likely be of interest to some of our graduate students; again, additional faculty would be needed to teach some of them.

- UW also offers a variety of political communication courses in its undergraduate program. Such courses would be welcome additions for many of our own undergraduates as well as some of our faculty.

All four peers’ undergraduate models

None of the four institutions discussed here do what C&J does: that is, offer both an undergraduate Communication degree program and an undergraduate Journalism & Mass Communication degree program in the same department. Instead, our peers UU and UW offer one degree (Communication, under which journalism and/or strategic communication are among several available concentrations), while our other peers house their two degree programs in separate departments (NMSU) or separate schools (ASU).
While it is not clear if any of our peers’ approaches are more successful or more desirable than our own, they offer much for us to think about—as will be discussed in more detail in the Conclusion of the present document.
Criterion 8. Resources & Planning
The unit should demonstrate effective use of resources and institutional support to carry out its mission and achieve its goals.

8A: Budget Provide an analysis of the unit’s budget, including support received from the institution and from external funding sources. Include a discussion of how alternative avenues (i.e., summer bridge programs, course fees, differential tuition, etc.) have been explored to generate additional revenue to maintain the quality of the unit’s degree program(s) and courses.

C&J operating and travel budget

As shown in the first line of the table immediately below, during each of the last three years the C&J Department received $25,577 in Instructional & General Funding (I&G) from the College of Arts & Sciences for its operating budget. This figure is 10.5% lower than that provided in 2016-17.

<table>
<thead>
<tr>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Operating budget</td>
<td>$28,583</td>
<td>$24,577</td>
<td>$25,577</td>
<td>$25,577</td>
<td>$25,577</td>
</tr>
<tr>
<td>Travel budget</td>
<td>$7,500</td>
<td>$6,500</td>
<td>$6,000</td>
<td>$6,500</td>
<td>$7,000</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$36,083</td>
<td>$31,077</td>
<td>$31,577</td>
<td>$32,077</td>
<td>$32,577</td>
</tr>
<tr>
<td>Change vs. prior year</td>
<td>n/a</td>
<td>-14%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Change from 2016-17 to 2020-21</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>-10%</td>
</tr>
</tbody>
</table>

Note, however, that in each of the academic years 2016-17 and 2017-18, the department suffered a mid-year rescission to its operating budget. These rescissions ($4,006 and $4,767, respectively) effectively brought those years’ total budgets down to $32,077 and $26,310, respectively.

I&G funds finance the purchase of office supplies, computer upgrades for faculty, and general expenses related to the department’s pedagogical, research, and service missions, include expenses related to faculty hiring and to annual events such as the department’s commencement ceremony and its internship fair.

As shown on the second line of the above table, the College has provided additional funding to help cover tenure-stream faculty members’ expenses related to conference travel. While this figure has been as high as $1,000 per faculty member (in 2019-20), it was reduced to $500 during both 2020-21 and the current fiscal year. This has required the Department to provide supplemental funding from its operating budget to tenure-stream faculty members ($300 per person), but even this $800 total per tenure-stream member does not fully cover the costs of attending even one conference. The Department has also provided $500 to each non-tenure-stream faculty member, as each of our lecturers and our professor of practice regularly conduct research and present their findings at scholarly conferences.
Funds provided through UNM Foundation
The department also draws from funds managed by the UNM Foundation. These funds provide awards and scholarships to our students at both the undergraduate and graduate levels. The following chart lists award names and amounts as of summer 2021:

<table>
<thead>
<tr>
<th>Scholarship Name/Donor</th>
<th>Amount Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABQ Press Club</td>
<td>$ 400.00</td>
</tr>
<tr>
<td>Carolyn Hunsley</td>
<td>$ 100.00</td>
</tr>
<tr>
<td>Joanne D. Dowler</td>
<td>$ 750.00</td>
</tr>
<tr>
<td>Eileen C. Durgin</td>
<td>$ 700.00</td>
</tr>
<tr>
<td>Ernie Pyle</td>
<td>$ 1,000.00</td>
</tr>
<tr>
<td>Jeanette King</td>
<td>$ 500.00</td>
</tr>
<tr>
<td>Jim Crow Memorial</td>
<td>$ 600.00</td>
</tr>
<tr>
<td>John J. Aragon</td>
<td>$ 1,000.00</td>
</tr>
<tr>
<td>Kelly Richmond</td>
<td>$ 700.00</td>
</tr>
<tr>
<td>NMPRSA</td>
<td>$ 250.00</td>
</tr>
<tr>
<td>Rocky Mountain PBS</td>
<td>$ 2,000.00</td>
</tr>
<tr>
<td>Sunny505</td>
<td>$ 4,128.00</td>
</tr>
<tr>
<td>W.A. Kelleher</td>
<td>$ 500.00</td>
</tr>
<tr>
<td>Richard Schaefer Communication Scholarship</td>
<td>$ 1,000.00</td>
</tr>
<tr>
<td>Richard Schaefer Student Support Scholarship</td>
<td>$ 1,000.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$ 14,628.00</strong></td>
</tr>
</tbody>
</table>

Endowed Spending
Non-Endowed Spending
Non-recurring funds
In addition to the recurring, if inconsistent, operating and travel budgets provided by the College, the C&J Department also has access to a number of non-recurring funds. These include the following:

<table>
<thead>
<tr>
<th>C&amp;J non-recurring funds in UNM Foundation indexes</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Support for students doing internships in Washington, DC</td>
<td>$ 500.00</td>
</tr>
<tr>
<td>C&amp;J Internship Fund: to support students doing unpaid internships</td>
<td>$ 1,980.00</td>
</tr>
<tr>
<td>Karen Foss Award: to support student conference travel</td>
<td>$ 2,249.04</td>
</tr>
<tr>
<td>Peggy Ann Hutchinson Memorial Award: to support student travel/ expenses</td>
<td>$ 18,552.10</td>
</tr>
<tr>
<td>New Mexico News Port Fund</td>
<td>$ 2,212.45</td>
</tr>
<tr>
<td>David Barbour Media Ethics Prize</td>
<td>$ 4,000.00</td>
</tr>
<tr>
<td>C&amp;J Grad Student Support Fund</td>
<td>$ 249.00</td>
</tr>
<tr>
<td>Fund for Journalism Innovation</td>
<td>$ 14,114.66</td>
</tr>
<tr>
<td>C&amp;J Faculty Resource Fund</td>
<td>$ 3,100.24</td>
</tr>
</tbody>
</table>

Alternative avenues of funding
To date, the C&J Department has not used many external funding sources to supplement its budget (that is, F&A). However, see Criterion 6B, above, which discusses specific examples of externally funded faculty research.

Institutional/internal funding sources that we tap into include the following:

- Course fees. For the most part we use these fees for equipment purchases and upgrades. Most recently, we used course fees to cover a portion of the salary of our newly hired Video/Audiovisual Tech.

- Plant funds. These funds are used to cover repairs to and upkeep of our building.

- Differential tuition. As is now true for all units in the College of Arts & Sciences, we charge a tuition differential on all classes offered in the department.

- Accelerated Online Program. C&J receives a percentage of the tuition revenue generated each time a student takes a class that is offered through our Accelerated Online Program in Strategic Communication. These classes originally included only the 12 strategic communication and/or journalism offerings that are required for that concentration. However, over the last two years, we have created AOP versions of several other classes, including Introduction to Communication (COMM 1115), Intercultural Communication (CJ 314), and Communication in Organizations (CJ 340), which can be taken as electives by our own AOP students as well as students in other units’ AOPs. We have found these to be valuable revenue generators for C&J. Because this has been the case, we recently launched an AOP version of our primary General Education course, Public Speaking (COMM 1130).
These various sources of revenue allow us to supplement our operating budget and thus more easily cover the various expenses described above.

Salary budgets

The table at the top of the next page summarizes salaries for faculty members (including overload pay for regular faculty as well as stipends paid to working faculty retirees), graduate teaching assistants, part-time instructors, office staff members (other than the department administrator), the department administrator, and student employees for each of the last five years:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty (regular/perm)</td>
<td>$1,393,287</td>
<td>$1,227,548</td>
<td>$979,897</td>
<td>$1,186,798</td>
<td>$1,115,455</td>
</tr>
<tr>
<td>Faculty overloads</td>
<td>$24,000</td>
<td>$45,000</td>
<td>$48,000</td>
<td>$53,540</td>
<td>$24,720</td>
</tr>
<tr>
<td>Working faculty retirees</td>
<td>$13,495</td>
<td>$26,990</td>
<td>$26,990</td>
<td>$13,495</td>
<td>$23,009</td>
</tr>
<tr>
<td>Grad teaching assts</td>
<td>$354,338</td>
<td>$331,957</td>
<td>$311,167</td>
<td>$368,217</td>
<td>$407,371</td>
</tr>
<tr>
<td>Part-time instructors</td>
<td>$148,000</td>
<td>$71,200</td>
<td>$100,000</td>
<td>$86,520</td>
<td>$70,040</td>
</tr>
<tr>
<td>Staff members</td>
<td>$114,149</td>
<td>$114,387</td>
<td>$112,395</td>
<td>$107,249</td>
<td>$56,741</td>
</tr>
<tr>
<td>Dept. administrator</td>
<td>$50,550</td>
<td>$50,000</td>
<td>$46,696</td>
<td>$57,680</td>
<td>$39,349</td>
</tr>
<tr>
<td>UG student wokers</td>
<td>$5,977</td>
<td>$3,434</td>
<td>$4,214</td>
<td>$4,269</td>
<td>$3,657</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$2,103,796</td>
<td>$1,870,516</td>
<td>$1,629,359</td>
<td>$1,877,768</td>
<td>$1,740,342</td>
</tr>
</tbody>
</table>

| change vs. prior year                     | n/a       | -11%      | -13%      | 15%       | -7%       |
| change from 2016-17 to 2020-21            | n/a       | n/a       | n/a       | n/a       | -17%      |

Total salary expenditures decreased each year but one (2019-20), and the total decrease from 2016-17 to 2020-21 was 17%.

**Faculty:** The decrease in regular (permanent) faculty salaries, particularly, reflects the steep drop in the number of faculty members (as discussed in the Introduction to the present document) that the department has been experiencing for the last few years, as the majority of faculty lost to retirements and resignations have not been replaced.
Additionally, when looking at expenditures across all instructor types, we see a steady decrease in the percentage of yearly instructional pay spend on regular (permanent) faculty and a corresponding—actually, a steeper—increase in the percentage spent on salaries or stipends for instruction delivered by all other types of teachers, particularly by graduate teaching assistants:

<table>
<thead>
<tr>
<th>Institutional funding for instructional salaries</th>
<th>2016-2017</th>
<th>% of total</th>
<th>2017-2018</th>
<th>% of total</th>
<th>2018-2019</th>
<th>% of total</th>
<th>2019-2020</th>
<th>% of total</th>
<th>2020-2021</th>
<th>% of total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty (regular/perm)</td>
<td>$1,393,287</td>
<td>72%</td>
<td>$1,227,548</td>
<td>72%</td>
<td>$979,897</td>
<td>67%</td>
<td>$1,186,798</td>
<td>69%</td>
<td>$1,115,455</td>
<td>68%</td>
</tr>
<tr>
<td>Faculty overloads</td>
<td>$24,000</td>
<td>1%</td>
<td>$45,000</td>
<td>3%</td>
<td>$48,000</td>
<td>3%</td>
<td>$53,540</td>
<td>3%</td>
<td>$24,720</td>
<td>2%</td>
</tr>
<tr>
<td>Working faculty retirees</td>
<td>$13,495</td>
<td>1%</td>
<td>$26,990</td>
<td>2%</td>
<td>$26,990</td>
<td>2%</td>
<td>$13,495</td>
<td>1%</td>
<td>$23,009</td>
<td>1%</td>
</tr>
<tr>
<td>Grad teaching assts</td>
<td>$354,338</td>
<td>18%</td>
<td>$331,957</td>
<td>19%</td>
<td>$311,167</td>
<td>21%</td>
<td>$368,217</td>
<td>22%</td>
<td>$407,371</td>
<td>25%</td>
</tr>
<tr>
<td>Part-time instructors</td>
<td>$148,000</td>
<td>8%</td>
<td>$71,200</td>
<td>4%</td>
<td>$100,000</td>
<td>7%</td>
<td>$86,520</td>
<td>5%</td>
<td>$70,040</td>
<td>4%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$1,933,120</td>
<td></td>
<td>$1,702,695</td>
<td></td>
<td>$1,466,054</td>
<td></td>
<td>$1,708,570</td>
<td></td>
<td>$1,640,595</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>change vs. prior year</th>
<th>change from 2016-17 to 2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

Staff: Staff salaries are down even more significantly, for the following reasons: (a) the department has not funded to employ an administrative assistant since June 2020; (b) the DA position was vacant from June 2020 to October 2020; and (c) the video/AV tech position was vacant from September 2020 through August 2021:

<table>
<thead>
<tr>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Salaries other than DA</td>
<td>$114,149</td>
<td>$114,387</td>
<td>$112,395</td>
<td>$107,249</td>
<td>$56,741</td>
</tr>
<tr>
<td>DA</td>
<td>$50,550</td>
<td>$50,000</td>
<td>$46,696</td>
<td>$57,680</td>
<td>$39,349</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$164,699</td>
<td>$164,387</td>
<td>$159,091</td>
<td>$164,929</td>
<td>$96,090</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>change vs. prior year</th>
<th>change from 2016-17 to 2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

These and other staff-related issues are discussed in more detail in the next section (8B).

8B: Staff Discuss the unit staff and their responsibilities (including titles and FTE). Include an overall analysis of the adequacy and effectiveness of the staff composition in supporting the mission and vision of the unit.

Overview and historical context
At present, the C&J Department’s staff is quite small—perhaps the smallest in the Department’s history. The current staff consists of only three people: a Department Administrator (DA), a Graduate Programs Coordinator (GPC), and a Video/Audiovisual Tech (VAVT), each at 1.00 FTE. Their responsibilities are described later in this section.
Since the creation of the merged Communication & Journalism Department, in 1991, in addition to these three above positions the staff also included an Administrative Assistant (AA). However, in 2020, when our last Administrative Assistant resigned, the College did not provide funding for her to be replaced; as a result, her duties have been absorbed by the DA and the GPC. We have been given no indication that we will be funded to hire a new AA anytime in the near future, if ever.

For many years, the C&J staff also included a Financial Tech, who oversaw faculty expenses and reimbursements, purchased supplies, handled the financial aspects of faculty travel, and managed other lower-level budget-related tasks. When our last Fiscal Tech resigned, in 2015, she was not replaced; rather, her duties were absorbed by the person who was our AA—meaning that when that AA resigned (in 2020, as noted above), those Fiscal Tech responsibilities were among the many that were re-assigned to the DA and the GPC.

Finally, at the time of the last APR, our staff also included a Program Advisement Coordinator. This position, too, no longer exists. However, two members of the Arts & Sciences advising staff are assigned to C&J and are therefore not considered to be C&J Department staff members. One of these student advisors (Victoria Lobato) spends approximately 90% of her time in our Department, while the other student advisor (Cory Munoz) is split 50/50 between C&J and Political Science. Thus, while the department’s staff is at its smallest size in years, we are at least able to provide a higher level of student advising support than we could in the past.

Current staff members and responsibilities

Department Administrator (DA): Michelle Baca
As DA, Ms. Baca is responsible for managing the daily administrative operations of the department. This includes the coordination and oversight of all fiscal activity; human resources transactions, including those related to instructor hiring, retirements, and resignations; purchasing; property and inventory management; coordination of Department functions including the annual commencement ceremony; administration of scholarship funds; travel administration and reconciliation; coordination of mid-probationary and tenure & promotion faculty reviews; and supervision and evaluation of subordinate employees. Because the Department occupies its own building, Ms. Baca serves as the building manager. She works closely with the Department Chair and faculty, providing guidance on compliance with University policy.

Ms. Baca joined the Department during the fall 2020 semester, meaning that for the majority of her time with C&J she has been working remotely. Prior to becoming a member of our Department, Ms. Baca worked in UNM’s Office of Academic Personnel, a division of the Provost’s Office. Before joining UNM, Ms. Baca held a variety of HR, benefits management, and payroll administrative positions at organizations including Albuquerque Public Schools and Chugach, a contractor to Kirkland U.S. Air Force Base.
Graduate Programs Coordinator (GPC): Maria Hazel Mendoza Jayme

As GPC, Ms. Mendoza Jayme serves primarily but not exclusively as the graduate program assistant, working directly with the faculty graduate directors. She closely interacts with prospective, newly admitted, and continuing graduate students, providing guidance on all administrative aspects of the graduate program from application through graduation, including graduate teaching assistant and graduate research assistant hiring and contracting. The GPC works closely with the Department Chair on duties related to course scheduling; with the Department’s internship director on student internship applications, promotion of available internships, and the Department’s annual internship fair; and with the DA on the hiring and supervision of work-study students. She also assists faculty and the DA with Department events, records management, and many miscellaneous tasks.

Ms. Mendoza Jayme joined the Department during the spring 2020 semester, meaning that for the majority of her time with C&J she has been working remotely. Prior to joining C&J, Ms. Mendoza Jayme worked in UNM’s History Department, where she worked as the department’s administrative assistant and at the Health Sciences Center University Counsel’s office as a legal assistant.

Video/Audiovisual Tech (VAVT): Rob Howard

The Video/Audiovisual Tech manages and coordinates the integrated operational infrastructure related to video, audio, and other AV technology in the department. The VAVT’s duties include overseeing audio and visual equipment usage by department’s students, staff, and faculty; managing all aspects of AV equipment inventory; ensuring care, testing, preventive maintenance, and repairs of department’s existing AV equipment, materials, and supplies; overseeing the Department’s AV equipment budget; and recommending future equipment purchases to department administration. The VAVT also teaches, trains, provides guidance, and/or assists faculty, students, staff, student employees, interns, and/or volunteers in audio-visual principles, methods, and techniques, and in set-up, operation, and trouble-shooting of department’s AV equipment. Finally, the VAVT coordinates and develops special multimedia projects, events, and/or presentations for department, including commencement, new-student orientation, and presentations by guest speakers and prospective faculty hires.

Mr. Howard is our newest staff member, having joined us in August 2021. Prior to his hire, the position was vacant since fall 2020.

[Note: The person who previously performed these AV-related duties was hired at a higher grade in the UNM HR system and therefore in addition to AV tasks also had responsibility for various IT tasks and several building/facilities-related duties.]

Adequacy and Effectiveness of Staffing

As noted above, the current staff is the smallest in the history of the C&J Department. Further, two of our three staff members joined us in 2020, during the pandemic, meaning they have had almost no time to adjust to, let alone master, the many in-person aspects of their positions. Our newest staff person, has been with us only since August 2021. All three are doing excellent work, given how little time they have been members of the C&J
Department and the even shorter time during which they have been working with the Chair, faculty, and students face to face—and given how large their portfolios are, particularly in the absence of an Administrative Assistant and Fiscal Tech.

There is no question, however, that important tasks have been falling through the cracks, particularly during these first few months of the University’s return to in-person operations. These include maintenance of our departmental web site (a task formerly handled by the AA, and in the last year by a work-study student, who is not employed by us during the summer), aspects of the budgeting process, components of the course-scheduling process, and various duties handled by the Video/AV Tech. Work-study students help us fill in some of the gaps, but none of them is, or can be, in the department 40 hours a week; more important, none of our students, as diligent as they are, is truly an office professional.

The Department currently comprises 16 permanent faculty members, 2 term teachers, and between 3 and 6 part-time instructors (depending on the semester). Additionally, between 35 and 45 of our graduate students serve each semester as teaching assistants and/or research assistants. Employing this large number of instructors requires substantial contracting and other administrative labor by our DA and GPC, neither of whom any longer can turn to an Administrative Assistant or Fiscal Tech for assistance. As a result, faculty are frequently required to handle (or mishandle) administrative tasks without support, which distracts from the Department’s teaching and research missions.

While the Department was somewhat better able to function with its severe staff shortages during the pandemic, having now returned primarily to on-campus duty, we are finding that the staffing situation is not sustainable.

8C: Advisory Board If the unit has an advisory board, describe the membership, their charge, and discuss how the board’s recommendations are incorporated into decision-making.

For approximately 15 years, the C&J Department has had an advisory board consisting of professionals in communication, journalism, strategic communication, and the media industries. The board’s size and composition have varied since its founding, as have its functions and its frequency of meeting. In past years, the Board has advised the Department on major curricular changes (among them: combining the undergraduate print and broadcast concentrations into one multimedia journalism emphasis, incorporating digital media reporting; replacing the separate advertising and public relations concentrations with a new integrated strategic communication concentration), fundraising, and upgrading and streamlining the Department’s internship programs. During its most recent reconstitution, in 2019, the Board’s Mission and Approach were defined as follows:

Mission
The C&J Advisory Board (CJAB) is a diverse group of community volunteers who work collaboratively on behalf of the C&J Department. The board strives to assure that the department is successful in meeting the educational, research, and service needs of all stakeholders.
Approach
The CJAB serves three primary needs of the department:

1. Community Engagement: promoting active, informed, and positive relations with department stakeholders including (a) industry professionals in communication, journalism, advertising, public relations, and other media; (b) prospective students; and (c) the general citizenry of Albuquerque and New Mexico.

2. Development: supporting the development efforts of the department in cultivating donors and sponsors so as to bring about gifts, grants, and scholarships; and to provide in-kind services and other tangible benefits as needed.

3. Curriculum/Education: providing advice, feedback, or strategic thinking to help the department solve problems, change directions or otherwise grow in wise and meaningful ways; to aid in professional mentoring; to encourage internships and career opportunities of students.

Further, during the Board’s 2019 meetings, members of the C&J Department’s Development & Advisory Board Committee joined with Board members to form three standing task forces, each focusing on one of the above primary needs. These task forces each met once, separate from full Board meetings, during 2019. Unfortunately, during and since the pandemic, Board and task force meetings were suspended. We intend to resume our work with the Board during the fall 2021 and spring 2022 semesters.
Criterion 9. Facilities

The unit facilities should be adequately utilized to support student learning, as well as scholarly/research activities.

9A: Current Space  Provide an updated listing from UNM’s current space management system of the spaces assigned to your unit (e.g., offices, conference rooms, classrooms, laboratories, computing facilities, research space, etc.).

- Discuss the unit’s ability to meet academic requirements with current facilities.
- Explain the unit’s unmet facility needs.
- Explain if the unit has any spaces that are not documented in UNM’s space management system.
- If applicable, describe the facility issues that were raised or noted in the last APR. What were the results, if any?

Updated listing of C&J space

The updated listing of our department’s space is provided as Appendix K. All spaces assigned to C&J are documented on the listing. Note that all C&J spaces are in the C&J Building.

Ability to meet—or not meet—academic requirements with current facilities

Our previous (2012) APR self-study had the following to say about our facilities:

The C&J Building was completely refurbished in 2007-2008. A $5.8 million project to remodel, the building is now a beautiful workplace, a site of light and energy; this facility, complete with new spaces and a range of high-tech equipment, must be seen as a Departmental strength. The C&J Department not only has high-quality equipment and facilities, but also maintains a long-range plan for technology development capable of sustaining and replacing equipment as needed...

This assessment, made over nine years ago, was offered with great confidence. Fortunately, the department has, for the most part, been able to meet its academic requirements over the last decade with the facilities currently in place.

However, there are several ways in which we could better serve our faculty and students were we to be able to expand or update our facilities. These include the following:

- Darkroom: On the second floor of our building we have a darkroom that is rarely used, at least in part because it has not been upgraded in many years. We would like to upgrade the room and its equipment so as to be able to better accommodate newer photographic technologies.

- Research lab: One of our faculty members recently received a RAC grant that will support his development of a Virtual Reality lab. Fortunately, we have a small office that has not been used in some time, and the grant provided funding to renovate that office and designate it as the lab for the faculty member’s project. While this will be useful, both for this faculty member’s project and for other colleagues’ future projects, the room is quite small, meaning
there is little space to comfortably and safely house the necessary research equipment and participants. Ideally, our department should be able to offer a larger room that would work for a variety of research needs.

- Multimedia journalism training facilities: This is our most pressing need, and the one that will benefit the greatest number of students and faculty. As a 21st-century department offering a Multimedia Journalism major, we need to step up our professional, hands-on training facilities. These include the News Port lab, the radio production studio, and the television production studio. We hope to develop an initiative that promotes community-service journalism via our audio, video, and digital facilities. These initiatives should tie into the course curriculum and be augmented by extracurricular opportunities.

Facility issues raised in last APR
As noted above, in the 2012 self-study, the department was justifiably proud of and confident about our then newly renovated building and new/upgraded equipment. The APR Review Team shared the department’s confidence, noting the following in its Report:

**Physical Plant and Facilities**
… the Department of Communication and Journalism was awarded a major facilities improvement grant from central administration . . . in 2007. While the total restoration of the department’s historic building caused enormous relocation challenges for faculty, staff and students during the lengthy restoration process, the
resulting facilities are truly state-of-the-art and a source of pride for the entire departmental community.

Given the recent major investment in both building restoration and the upgrading of instructional facilities, the existing building and equipment is extremely impressive.

**Recommendation: Physical Plant and Facilities**

Although the team was repeatedly reminded that the University has a systematic equipment upgrade and replacement schedule for the campus, the team recommends that the department administration and the operations manager think in terms of a regular amortization schedule for facilities and equipment, and to build these capital expenditures into budgetary planning on an annual basis. Whereas access to production equipment was once the sole province of media students, the entire Communication and Journalism curriculum has become ever-increasingly equipment dependent, and this trend will most certainly continue. New software contracts are becoming more and more restrictive, and hence pushing new costs onto license holders. Hence, department administration will need to continue making maintenance and upgrading of technical facilities, hardware, and software a high priority in its strategic planning process.

Thus, the only explicitly facilities-related recommendation offered by the 2012 Review Team concerned maintenance and upgrading. The department was then, and still is now, in agreement with this recommendation; indeed, we do regularly upgrade our facilities, hardware, and software as budgets allow. (Note that, as discussed in Criterion 1E: Previous APR, the amortization schedule recommended by the 2012 Review Team was actually already in place at the time their report was issued.)

**9B: Future Space Needs** Discuss any future space management planning efforts related to the teaching, scholarly, and research activities of the unit. Include an explanation of any proposals that will require new or renovated facilities and how they align with UNM’s strategic planning initiatives. Explain the potential funding strategies and timelines for these facility goals.

No such efforts are currently in progress and none have been proposed. As noted in section 9A, immediately above, there are several space-related issues that are on the department’s “wish list,” but again, there are no efforts currently underway to realize these requests.
Conclusion: Strategic Planning

Discuss the unit’s strategic planning efforts going forward to improve, strengthen, and/or sustain the quality of its degree programs. (If applicable, differentiate between undergraduate and graduate.) Address all criteria, including but not limited to: student learning outcomes, curriculum, assessment practices, recruitment, retention, graduation, success of students/faculty, research/scholarly activities, resource allocation, and facility improvement.

The department does not currently have a strategic plan in place. We have long recognized the tremendous value strategic planning serves, and we are leveraging the present APR to reboot our planning process. This Conclusion will address the specific ways we intend, as of this writing, to improve, strengthen, and sustain the quality of our programs. We expect that the APR process itself will bring to light additional recommendations, and we look forward to receiving them.

Current situation
Since the previous APR, in Spring of 2012, the department has gone through many transitions, some brought about by waves of faculty hires, retirements and resignations, still changes in the financial situation and administrative structures of the College and the University, and larger, national shifts in demographics and communication technologies. Even now, as we continue to live through seemingly unceasing waves of a global pandemic and its myriad impacts, we find ourselves transitioning yet again.

As noted at various points above, without question the change that has impacted us most profoundly is the decrease in our faculty numbers. During the Fall 2013 semester—that is, the semester during the last decade when we were at our largest—we employed 28 regular faculty members: 19 tenured or tenure-track, and 9 non-tenure-track. As we write the present self-study, early in the Fall 2021 semester, we are a mere 16: specifically, 12 tenured or tenure-track, and 4 non-tenure-track, as shown below:

<table>
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<tr>
<th>CJ regular faculty numbers</th>
<th>fall '12</th>
<th>fall '13</th>
<th>fall '14</th>
<th>fall '15</th>
<th>fall '16</th>
<th>fall '17</th>
<th>fall '18</th>
<th>fall '19</th>
<th>fall '20</th>
<th>fall '21</th>
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<tbody>
<tr>
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<td>19</td>
<td>18</td>
<td>15</td>
<td>15</td>
<td>12</td>
<td>10</td>
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<td>4</td>
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<td>7</td>
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<td>4</td>
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<tr>
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<td>4</td>
<td>4</td>
<td>3</td>
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<tr>
<td>TOTAL REG FAC</td>
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<td>28</td>
<td>26</td>
<td>24</td>
<td>23</td>
<td>20</td>
<td>17</td>
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<td>19</td>
<td>16</td>
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<td>12%</td>
<td>-7%</td>
<td>-8%</td>
<td>-4%</td>
<td>-13%</td>
<td>-15%</td>
<td>6%</td>
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<td>-16%</td>
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<tr>
<td>chg vs fall '13</td>
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<td>-14%</td>
<td>-18%</td>
<td>-29%</td>
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<td>n/a</td>
<td>-13%</td>
<td>-26%</td>
<td>-22%</td>
<td>-17%</td>
</tr>
</tbody>
</table>
In terms of percentages, since our peak year (2013), we are down 43% overall, 37% in tenured/tenure-track faculty, and 56% in non-tenure-track faculty. Additionally, several of our faculty members have indicated their intention to retire in the near future.

We are also down in terms of staff, having lost our Administrative Assistant to resignation during the Summer 2020 term and having been given no approval to replace her.

As a result, all members of the C&J Department are under pressure to “do more with less.” However, more often, we have discovered that we can only do the same with less—and, since the beginning of the pandemic, we frequently have no choice but to do less with less. What this has meant in practical terms is increasingly shifting the teaching burden to graduate teaching assistants, term teachers, and part-time instructors. It has meant increasing the service responsibilities for each remaining faculty member. It has meant hiring more cheap labor (work-study students) to handle many of the tasks that for decades were managed by an Administrative Assistant but have now shifted upward to our Department Administrator and Graduate Program Coordinator, both of whom were already stretched to their limits.

On a separate but not entirely unrelated note, as discussed in section 1E, since the time of our last APR, our department has been rocked with internal tensions and plummeting morale. While we appear to have emerged from our darkest days, some of the issues causing the tensions still remain to be resolved.

All of the above issues have taken place against a backdrop of decreasing student enrollments: across the University, across the College, and within our department.

Despite this, our faculty continue to do award-winning research, garner excellent teaching evaluations, guide our students through our degree programs, successfully pass milestone reviews, earn promotion and tenure, and take on leadership positions around our campus, across our discipline, and throughout our various communities. Our office staff continues to serve our students and our faculty, manage our building, and address our department’s unique audiovisual/technical needs. All of us continue to serve our otherwise underserved students on our limited budget and with our limited numbers, strategically allocating the financial and human resources we do have.

Inevitably, of course, as is the case when there are far fewer people to manage the same (or even increasing) number of responsibilities, things large and small have fallen through the cracks.

**Open issues**
The present document has identified a number of issues that will the department needs to address in its strategic planning. These include the following:
- Undergraduate enrollment, retention, and time to graduation
- Undergraduate curricula
- Graduate program recruitment
Additionally, there are several other issues that do not fall neatly into the self-study’s criteria that we have identified for inclusion in our strategic planning efforts. These include:
- Faculty mentoring
- Department governance structure
- Development/fundraising
- Awareness/image (“branding”) of our department

**Strategic planning going forward**

In light of the above, we will develop a strategic plan, involving the full faculty, to address the following:

1. **Undergraduate enrollment trends department-wide**
   We will conduct research that will allow us to develop strategies and new initiatives to recruit majors in New Mexico and the region (Texas, Colorado, Arizona, and Utah) for both our Communication and Journalism & Mass Communication programs. These initiatives will likely include but not be limited to reaching out to targeted schools and relevant community organizations. We will also examine the effects of requiring a 2.5 GPA (which is higher than the 2.0 GPA required by the College of Arts & Sciences as a whole, and is an artifact of an earlier time, when we needed to limit the number of majors we admitted) for students planning to declare a major in our department.

2. **Undergraduate retention and time-to-graduation trends department-wide**
   We will encourage more participation—by faculty and students—in departmental student organizations in order to develop leadership and create a climate of support among students and between faculty advisors and students.

3. **Undergraduate Multimedia Journalism and Strategic Communication curricula**
   We will conduct research on current trends in Journalism & Mass Communication education that will inform a curricular reform in the two concentrations of our own JMC major, with the goal of increasing enrollment. This research will also investigate the advantages and disadvantages of our recently launched Accelerated Online Program and its impacts, both positive and negative, on student enrollment across the department.

4. **Undergraduate Communication curricula**
   We will look critically at the number and assortment of concentrations currently available within our Communication major and determine ways to streamline our offerings.

5. **Graduate recruitment**
   We will launch more-targeted recruitment efforts to increase the number of under-represented students in both the MA and PhD programs. We will also explore options for increasing the stipends for teaching assistantships in order to attract more highly-qualified applicants.
6. Graduate team research
Building upon the successful research-team initiatives launched by C&J faculty member Yangsun Hong in this area, the department will formalize and expand such efforts. Doing so will strengthen our graduate students’ research skills and scholarship records and will open up opportunities for students and faculty to apply for grants.

7. Graduate program “brand”
During the years since the prior APR, it has become clear that the members of the graduate faculty hold differing views about what our graduate program should offer and what its brand or position within the discipline should be—and as a result, about how the student cohorts should be composed. To this point, however, the issue has not been addressed in a formal or overt fashion. We will begin an intentional discussion on the topic.

As part of this discussion, we will also explore the pros and cons of moving to a combined MA/PhD program rather than continuing with our separate MA and PhD programs.

8. Department awareness/image
Despite the fact that C&J’s curriculum features a concentration in Strategic Communication, we have, paradoxically, been less active and less successful in creating awareness across the campus about who we are and what we (can) do for the UNM community. While the strain on faculty and staff have made it difficult to create and maintain a devoted strategic communication effort to promote the department, this is an issue we plan to address, at least in part in cooperation with our Strategic Communication faculty and students.

9. Department governance
Several aspects of department governance have fallen by the wayside since the prior APR and, particularly, since the start of the current pandemic. These include

   (a) an executive committee to work with and advise the Chair;
   (b) an active, regularly engaged advisory board;
   (c) an active development/fundraising committee which would work, in part, alongside the advisory board; and
   (d) one or more directors of our undergraduate program, who would serve in roles analogous to our well-established graduate program director roles.

As is the case with item 7, above, these issues have been mentioned sporadically and informally but have not been addressed in a formal or overt fashion. We will begin an intentional discussion on these topics.