October 28, 2010

To: MIU phase III selection committees
From: Greg Downey, Director, School of Journalism & Mass Communication
Re: MIU phase III proposal from SJMC

EXECUTIVE SUMMARY

The School of Journalism & Mass Communication (SJMC) proposes to hire three 100% faculty, one 40% instructor, and four 50% TAs, for a total yearly cost of $300K. We base this request on: (1) the flexible career training we provide to our majors; (2) the critical media fluency education we offer to non-majors; (3) the severe unmet demand for access to our major and our courses; and (4) the demonstrated transformative potential that we offer for undergraduate education.

(1) **Flexible career training for our majors.** For over a century, we have been a leader in training undergraduates for professional media careers — not only in traditional areas like journalism, advertising, public relations, and political campaigns, but in burgeoning fields like search engines, social media, health informatics, and “netroots” activism. Our expertise in media internships led directly to the MIU-funded L&S Internships in the Liberal Arts & Sciences project. And the success and support of our alumni shows that we prepare our majors exceedingly well. **MIU funding will let us reengineer our keystone course for majors, create a course on Digital Media Economics, and develop an online student portfolio program.**

(2) **Critical media fluency education for non-majors.** Today’s media landscape is digitizing and globalizing. Print and broadcast journalists search online for new audiences and revenue; private firms and public officials advertise using Google and Facebook; and both for-profit and non-profit organizations act as information producers in this crowded and contestested communication environment. All students, not just our majors, need to be able to navigate this new media ecology with confidence and competence. For hundreds of non-majors each semester, we teach critical and creative thinking, written and oral communication, and information, media, and technology literacy — all key parts of the Essential Learning Outcomes for UW-Madison students. **MIU funding will let us create a new hybrid online/offline 100-level service course Media Fluency for the Digital Age, field two new 100-level service courses on Media Diversity and Media Globalization, and begin to develop a certificate in mass communication for non-majors.**
(3) **Unmet demand for access.** Both majors and non-majors recognize our value and demand more access to our School than we can deliver. Each semester, nearly twice as many students apply to our major as we have the ability to serve. Our average of 160 Bachelor’s Degrees per year puts us in the top ten of all degree-granting units in L&S. Last year we accomplished this with only 15.5 faculty FTE, producing over 10 Bachelor’s Degrees per faculty FTE per year. And we are eager to bring our expertise to more non-majors in the new MIU-funded Digital Studies Certificate Program — committing both faculty teaching and faculty service to this initiative. **MIU funding will allow us to increase the ceiling on our major by 30% and teach two new technology-intensive courses in the MIU-funded Digital Studies Certificate Program.**

(4) **Transformative educational potential.** Our faculty and instructors are proven innovators in undergraduate education at UW. Our new Center for Journalism Ethics helps us integrate ethical inquiry into all of our courses. Our newly-renovated James L. Hoyt Multimedia Classroom has one of the first lecture-capture systems on campus. Our partnership with the UW Libraries is putting 30 Apple iPads in the hands of SJMC students this year. Our Journalism Reading Room, a pioneering information commons, allows students access to digital cameras and mobile media. Our partnership with the non-profit Wisconsin Center for Investigative Journalism provides paid training to student interns. And our top-ranked doctoral program now includes an annual colloquium on effective undergraduate teaching for TAs. **MIU funding will allow our current faculty and staff the flexibility to expand these educational innovations in the classroom, the laboratory, and the community.**

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<tr>
<th>MIU Request</th>
<th>Cost</th>
<th>Benefits</th>
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<tbody>
<tr>
<td><strong>New 100% faculty hire:</strong> Digital Media Industries</td>
<td>$70,000</td>
<td>Four courses/year, enabling a reengineered keystone lecture/lab course for new majors and a new course on Digital Media Economics (open to non-majors).</td>
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<tr>
<td><strong>New 100% faculty hire:</strong> Digital Media Research</td>
<td>$70,000</td>
<td>Four courses/year, enabling a new hybrid online/ offline 100-level service course Media Fluency for the Digital Age and a new undergraduate service course on Media Diversity (plus honors section).</td>
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<td><strong>New 100% faculty hire:</strong> Digital Media Studies (50% of teaching to Digital Studies Certificate Program)</td>
<td>$70,000</td>
<td>Four courses/year, enabling new lab courses tied to the cross-departmental, MIU-funded Digital Studies Certificate Program and a new undergraduate service course on Media Globalization (plus honors section).</td>
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<td><strong>New 40% instructor hire:</strong> Digital Media Content</td>
<td>$22,000</td>
<td>Two courses/year, enabling reengineered skills courses to increase ceiling on our major admissions.</td>
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<td><strong>Four 50% teaching assistants</strong></td>
<td>$68,000</td>
<td>Help with eight courses/year as specified above.</td>
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<td><strong>TOTAL</strong></td>
<td><strong>$300,000</strong></td>
<td><em>costs do not include fringes or TA tuition surcharge</em></td>
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The rest of this document provides more detail on our needs, requests, and deliverables.
OUR NEEDS AND POTENTIAL

(1) **Flexible career training for our majors.** In 2000, we revamped our curriculum to provide a conceptually broad, technologically nimble, and intellectually diverse education not tied to any single communication medium, skill, or profession. Rather than specializing in narrow and increasingly outmoded categories like “newspaper journalism” or “television advertising,” our students pursue broad, writing- and technology-intensive tracks in either multimedia reporting or strategic campaigns (or both). This allows them the greatest ability to adapt to a technologically changing, globally expanding, and economically restructuring media environment. Our goal is to prepare students for jobs and careers that haven’t even been invented yet.

Our “new curriculum,” now a decade old, has been both popular and effective. While other schools of journalism and mass communication around the country struggle to define their goals and mission, our students continue to find employment. A recent *Wall Street Journal* survey of employers ranked UW-Madison fifth in the US for the quality of our “marketing/advertising” graduates (both SJMC grads and those of the School of Business). And our journalism students regularly win awards from the Milwaukee Press Club and the Wisconsin Broadcasters Association for their work in our courses. In our latest internal survey, 25% of our majors ended up in advertising or public relations, 25% in print or broadcast journalism, 15% in corporate or non-profit communication, and 10% (and rising) in “Internet media.” About 10% of our students go on to graduate, business or law school.

We have not rested on this success, however; we continue to regularly review and revise our entire curriculum. Our alumni Board of Visitors — industry leaders who were publicly active in their support of the Madison Initiative for Undergraduates — meet with us once a semester to assist and advise us, and they are pushing us to bring our expertise to even more undergraduate majors. Hiring additional MIU faculty and staff will help us keep our career training rigorous and relevant in three main ways:

**Reengineer our keystone course for majors.** Our mandatory course for new majors, J202 Mass Communication Practices, is a six-credit “boot camp” involving instruction in research, interviewing, writing, editing, and production for various real-world media scenarios in public-interest journalism and persuasive communication. With more than 100 students, seven TAs, a brand-new multimedia classroom, several computer labs, and an ever-changing menu of media software and hardware, this course is a daunting challenge for instructors and students alike. Although the course has evolved semester-by-semester to remain current with the latest tools and techniques of the media industries, after a decade of experience with J202 we would like to take the time to reengineer it from the bottom up. This will better serve our next cohort of majors, make better use of our instructional and technological resources, and allow us to more easily scale up the number of students that this course can handle.

**Deliver a new capstone course on Digital Media Economics.** One of the clear messages that we hear from our alumni Board of Visitors is that the entire media industry is engaged in an intense search for a competitive and sustainable revenue
model for the production and dissemination of quality content in the new environment of digital convergence. We are well-positioned to explore this question, with our internationally known Center for Journalism Ethics, our partnership with the Wisconsin Center for Investigative Journalism, and our prestigious graduate Mass Communication Research Center. With the addition of new faculty through the MIU, we can bring these resources to bear to create and deliver a new advanced seminar course on *Digital Media Economics*, which would serve as a capstone for majors.

**Develop an online student portfolio program.** Our majors produce a broad and deep body of work during their time with us — from independently researched and reported investigative journalism articles to collaboratively produced social media marketing campaigns. With the addition of new faculty and new courses through the MIU, and given the digital resources for self-promotion through social networks now available to students, we intend to develop an online mechanism for storing and organizing student portfolio work throughout their time as majors in our School, connecting and contextualizing their experiences both in and out of the classroom.

**2) Critical media fluency education for non-majors.** The demand for SJMC courses does not just come from our majors. SJMC is in the top twenty of all L&S units for total course credits delivered. We build a ladder of critical thinking opportunities for non-majors right from the start of our curriculum — from our 350-student, introductory J201 course (a writing-intensive, 4-credit, multimedia experience) through our 125-student survey courses like J565 *Effects of Mass Communication*, and ending with our 25-student advanced seminar courses like J616 *Mass Media and Youth*. L&S demands that for each MIU faculty hire, a department offer one additional large lecture service course. Hiring additional MIU faculty and staff will help us expand our curriculum to a wider population of non-majors in four main ways:

**New hybrid lecture course J101 Media Fluency for the Digital Age.** We see a crucial need around the university for a first-year lecture course on the vast changes in the technology, practice, and business of mass communication that have accompanied the diffusion of digital devices, the development of the World Wide Web, and the rapid extension of education, commerce, politics, and social life to the online realm. Such a course could feed directly into J201 *Introduction to Mass Communication* (intended to orient students to the full range of media industries and careers). It would also complement, but not duplicate, more advanced offerings in other departments such as LIS 201 *The Information Society* or Comm Arts 346 *Critical Internet Studies*.

We propose to create a 125-person, 3-credit lecture course J101 *Media Fluency for the Digital Age* taught to first-year students from across the university. J101 would be delivered as a “hybrid” online/offline course to facilitate student scheduling (much like LIS 201, also taught by an SJMC faculty member). Each week the course would combine a traditional in-person lecture, a focused in-person discussion/lab section, and an innovative online activity, for a flexible but rigorous “high-impact” experience. And as J101 would involve close engagement with digital tools, both in discussion/lab and online, it would fit well with the Digital Studies Certificate Program.
*Media Fluency for the Digital Age* would take seriously the political, social, economic, and cultural ramifications of mediated communication in the online world. It would address the shift from an old paradigm of mass communication, mass audience, and expert communicator to a new paradigm of distributed communication, fragmented audience, and "crowdsourced" communicator. And it would serve an acute student need for both critical media awareness (on the consumption side) and competent media ability (on the production side). This course will be of value to every undergraduate student at UW, regardless major, college, or career path.

**New lecture course J162 Media Diversity.** While we have long taught an advanced J662 Mass Media and Minorities seminar, we have also identified a crucial need for an introductory version of this course. J162 Media Diversity would meet the university Ethnic Studies requirement, emphasizing how all forms of US mass media have adapted to rapidly changing racial and ethnic demographics, especially in the 20th and 21st centuries. It would also be a good stepping-stone to J201 or J662.

**New lecture course J164 Media Globalization.** In a similar way, we have long taught the advanced seminars J620 International Communication and J621 Mass Communication in Developing Nations, but we have recently identified a clear need for such topics at an introductory level. J164 Media Globalization would build on our existing connections with the International Studies major (whose current Director is a member of our faculty) to explore how the transnational media industry both enables and represents significant political, economic, and social connections across regions and cultures. Again, J164 could feed into J201, J620, or J621.

**Begin development of an undergraduate certificate for non-majors.** Many undergraduates who choose not to major in journalism and mass communication could still benefit from a structured path through our curriculum — not only students in other L&S majors, like Political Science, International Studies, or History, but also students in other colleges, such as Business, Engineering, and Education. To better serve these students, providing a coherent map through our course offerings while rewarding the comprehensive accomplishment of building a portfolio of SJMC work, we intend to explore ways to develop an undergraduate certificate in mass communication for non-majors. Our initial thoughts are that this would be a 15-credit certificate program, involving J201 (4-credits) plus a mix of three or four other 100-, 500- or 600-level courses in our curriculum (3–4 credits each). Our certificate students would have access to our J697 internship program and our online career advising resources, where dozens of job and internship opportunities are listed by our faculty and staff each semester.

(3) **Unmet demand for access.** Each semester, over 200 students compete for a coveted 105 slots in our major. Our five-year average of 160 Bachelor's Degrees per year puts us in the top ten of all degree-granting units in L&S. Moreover, in 2009-2010 we accomplished this with only 15.5 faculty FTE, meaning we produce more than 10 Bachelor's Degrees per faculty FTE per year (which puts us in the top three of all L&S units for degrees per FTE). Our majors maintain an average time-to-degree of four years — just what we'd like to see. But we are only able to deliver the courses they need by rejecting qualified candidates for our major every single semester.
**Increase the ceiling on our major.** This Spring we are experimenting with increasing the ceiling on our major by 15 students. Growing our major is not simply a case of adding another TA-led discussion section to a large lecture. Our major courses are all writing-intensive, technologically-demanding courses with a low student/teacher ratio for high impact. Each additional 15 students we admit per semester demands one more 300-level course and one more 400-level course later on in our curriculum. However, with three new 100% faculty hires and one new 40% academic staff hire, we would be able to increase the ceiling on our major by 30 students each semester, while preserving our ability to deliver more service courses and high-impact experiences.

**Partnership with the Digital Studies Certificate Program.** We also want to help increase student access to cross-departmental digital media training. We supported the MIU Phase II proposal for a new Digital Studies Certificate Program, and we were pleased to see it win funding for faculty lines in English, Art, Comm Arts, and SLIS. With three new 100% faculty hires and one new 40% academic staff hire, we could commit to dedicate half of the teaching (and significant committee service) of one SJMC faculty member to this important collaborative project, bringing our School's century of media experience to bear on this high-profile interdisciplinary initiative.

**4) Transformative educational potential.** Our faculty and staff have experience with many recognized “high-impact educational practices” — especially undergraduate research, professional internships, writing-intensive courses, technology-intensive courses, and capstone courses. We have also piloted significant service-learning activities, First-year Interest Groups (FIG), and honors courses for both majors and non-majors. Our strategy is to “layer” these throughout our curriculum — at the introductory 100-level, at the gateway 200-level, at the professional skills 300- and 400-level, at the survey lecture 500-level, and at the advanced seminar 600-level — so that at each point, students can see the next step they might take in building a record of accomplishment and expertise in the domain of mass communication. For example, a J202 lab assignment might grow into an expanded article in the writing-intensive J335, a digital multimedia product in J401, and then a community service project in J676.

L&S demands that for each MIU faculty hire, a department offer one additional “high-impact” course. Hiring additional MIU faculty and staff will allow both new and existing instructors to continue and expand our current efforts to layer such courses all through our curriculum, for both majors and non-majors, in the following areas:

**Undergraduate research.** Both formally, through the senior honors thesis course, and informally, through faculty-led student groups, our students have opportunities to engage in ongoing mass communication research in one of the top-ranked doctoral degree-granting departments in the world (as measured by two recent reports, one from the National Research Council and the other appearing in the *Journal of Communication*). Here are a few recent examples:

- Assistant Professor Young Mie Kim is currently supervising a collaborative team of undergraduate students that is helping with a research project on advocacy groups' technology usage patterns by learning and practicing website content analysis.
• Professor Stephen Vaughn helps his J676 students to construct a research website that deals with the history and social influence of some aspect of new media. This student work has even been used in classes at the University of Minnesota.

**Professional internships.** Almost all of our faculty and staff have supervised student internship projects that link academic work to outside professional experiences — we handle about 20 such students each semester and summer. We are one of a handful of departments in L&S to have a designated one-credit internship course, J697. And this internship course recently became the basis for a new L&S project on “Internships in the Liberal Arts & Sciences” which received phase II MIU funding. (The current SJMC Director is the founding Faculty Director of this project.)

**Writing-intensive courses.** As a program devoted to helping students develop a critical understanding of the field of mass communication, writing is at the core of everything we do. Each semester we run one of the largest writing-intensive, Comm-B courses on campus — J201 Introduction to Mass Communication — serving about 700 students per year. Our TAs regularly win positions as Comm-B teaching fellows with the Writing Center for their superb work in the classroom. And all of our 200-, 300-, and 400-level courses for majors are writing intensive experiences with small class sizes and multiple revisions of student work, serving some 500 students per year.

**Technology-intensive courses.** As a program that must prepare students for careers in an ever-changing media ecology, technology is also at the core of everything we do. For example, both of our 200-level gateway courses — J201 for non-majors (serving 350 students/semester) and J202 for new majors (serving 105 students/semester) — involve intensive experience with digital video technology, online research assignments, and collaborative web-based tools like blogs and wikis. Our faculty and staff consistently win technology support grants — from the DoIT Engage project, the summer sessions innovative course fund, the Technology Enhanced Learning committee, and most recently the UW Libraries (for iPads) — for projects dealing with podcasting, student collaboration, video games, and digital media assignments.

**Capstone courses.** Capstone experiences bringing together all of a student’s professional and academic training for one semester-long project are among the highest-demand courses in our major. Here are two examples:

• **J417 Magazines and Magazine Editing.** In this intensive capstone, faculty associate Katy Culver helps students take on the roles of reporters, editors, production managers, and advertising specialists as they design, produce, and distribute a real magazine, *Curb*. This year’s class has partnered with the UW Libraries and alumni in top publishing firms to use 20 Apple iPads to create an “app” version of their printed product, while studying the implications of mobile technology for the industry.

• **J475 Integrated Communication Campaigns.** Building on the award-winning success of our past participation in the National Student Advertising Competition — including an anti-binge-drinking campaign that has been adopted by University Health Services — faculty associate Deb Pierce is creating a new capstone campaign course where students will have the opportunity for direct contact, communication, and case evaluation from a real client, using both traditional and social media.
Service-learning opportunities. As a department charged with training the next generation of communicators to engage in effective and ethical public-service campaigns and investigative reporting, we have a long tradition of incorporating service-learning and community-based research into the classroom. We have invested in a Center for Journalism Ethics to deal publicly with these issues both in research and teaching. And we house the Madison Commons community-based research project, which has trained almost 150 citizen journalists in the Dane County area, many from minority groups. These resources have helped us pilot some important service-learning projects:

- *J676 Social Implications of New Communication Technologies.* In this course, assistant professor Young Mie Kim has students team up with a local non-profit community group to understand advantages and disadvantages of using emerging technologies in the group’s service mission. Recent cases have included the educational achievement gap, used clothing exchange through a digital media database, the smoking ban, and pet ownership.

- *J676 The Future of News.* In this course, Professor Lew Friedland uses the Madison Commons online neighborhood news platform to both train students as “community-connected” journalists and to help those students provide concrete reporting resources to the local community, especially to Madison’s South and East Side neighborhoods.

First-year Interest Groups (FIGs). This year two of our instructors will deliver innovative Spring FIGs as part of an experiment to extend the first-semester FIG model all year long. For example:

- Professor Emeritus Jack Mitchell is running a Spring 2011 FIG titled *Media Responsibilities and Realities,* examining the ideals and ethics of persuasive, journalistic, and interactive media in theory and in reality by studying media treatment of concepts taught in Political Science 104.

- Assistant Professor Chris Wells will run a Spring 2011 section of J201 as a FIG, in an experiment to see if several lecture courses can be attached through faculty-led discussion sections and still achieve the benefits of a traditional FIG course.

Honors credit. Each year, between one and two dozen students complete a mass communication “honors in the major” sequence, usually by writing a senior honors thesis under the direct supervision of a faculty member. We hope to increase this number, as well as the number of non-majors able to pursue “Honors in the Liberal Arts” through our curriculum. Both in our J201 gateway course and in each of our 500-level survey courses, our faculty have committed to teach an honors section whenever these courses are offered. This will result in at least three honors sections available to both majors and non-majors each semester. In addition, our proposed 100-level courses on *Media Fluency, Media Diversity,* and *Media Globalization* would each offer honors sections, resulting in two more honors sections available to all students each semester. Finally, we intend to open up our graduate seminars at the 800-level to honors students — with consent of instructor — so that they may earn honors credit from these intensive reading and research experiences alongside some of the brightest and most motivated graduate students in the world.
OUR HIRING REQUESTS

**Three new 100% faculty hires ($210K total).** These three 100% searches would break with past procedure — where we targeted searches to either journalism instruction or strategic communication instruction — and be run largely as open searches. Research shows that open searches have a greater likelihood of attracting candidates from underrepresented groups. But all three PVLs would demand digital media expertise in both the classroom and the candidate’s research program.

We would attempt to recruit a diverse pool of candidates by: (1) identifying qualified individuals who would add to the diversity of our application pool and contact them individually to urge them to submit their materials; (2) using our vast alumni network to encourage applications from less visible candidates who fit our search goals; and (3) using specialized recruiting materials, target key divisions and interest groups within major associations (AEJMC, ICA, NCA) that have diverse membership bases.

**One new 40% instructor hire ($22K).** We currently employ half-a-dozen instructional academic staff members — one at 100% time, two at 80% time, and three others at 40% time as needed. These faculty associates are all full participants in department governance and important contributors to our undergraduate curriculum, especially for our majors. They advise us on industry trends, develop innovative new courses, and mentor a wide variety of student groups.

Our academic staff instructors bring the real-world experience and employer connections that our students need to build convincing portfolios, acquire productive internships, and land rewarding jobs upon graduation. And they are among our most creative instructors — in fact, three of them are involved in our current project with the UW Library System to bring cutting-edge Apple iPads to our students in the classroom.

While we recognize that the MIU is focused on increasing the number of tenure-track faculty to whom students have access, we argue that in a School like ours that combines both conceptual/theoretical coursework with professional/skills training, it is important to provide students with exposure to qualified and creative instructional academic staff who maintain close and recent ties to the professional world.

**Four new 50% teaching assistants ($68K total)**

L&S grants a department one new 50% TA line for each MIU faculty hire. Given that we are asking for three faculty hires and one 40% academic staff hire, we feel it is appropriate to request four new 50% TA lines rather than three.
OUR MIU DELIVERABLES

All of these measurable deliverables assume full MIU funding for three new 100% faculty, one 40% instructor, and four 50% TAs.

**Up to 60 new majors admitted each year.** With three new 100% faculty, one 40% instructor, and four 50% TAs, we could commit to raising the ceiling for our major by 30%, to meet the demonstrated demand for our degree and to avoid having to turn away qualified candidates. As we have in the past received over 400 applications each year, SJMC would still be a highly competitive major. And we believe the new 100-level courses we propose would help ensure that our major remains popular.

**More than 500 new non-majors served each year.** With three new 100% faculty, one 40% instructor, and four 50% TAs, we could commit to deliver several new large-lecture service courses for non-majors. The new 100-level hybrid lecture course we propose, *Media Fluency for the Digital Age*, could enroll 125 students/semester. Alternating between our other proposed 100-level courses — *Media Diversity* or *Media Globalization* — would enroll another 125 students per semester. That’s an increase of 500 students each year over the amount of non-majors we’re currently able to serve with our existing large-lecture 200- and 500-level courses, even before adding the new Digital Studies Certificate Program courses that we would be able to deliver.

**Total of 14 new courses delivered each year.** Hiring three new 100% faculty (each with a 2/2 load), one 40% instructor (a 1/1 load), and the four 50% TAs to support them would provide us with 14 new courses each year — four of which would be large-lecture, first-year service courses, and two of which would be earmarked for the collaborative, cross-departmental Digital Studies Certificate Program.

**Several new “high-impact educational practices” delivered each year.** With three new 100% faculty, one 40% instructor, and four 50% TAs, we could commit to a significant increase in “high-impact educational practices” within the 14 new courses that these individuals would teach, as well as within our existing course line-up:

- One FIG per year, either in fall or in spring (open to non-majors)
- One service-learning experience per year (open to non-majors)
- Two new technology-intensive courses per year (linked to Digital Studies)
- Two new writing-intensive courses per year (targeted to our majors)
- Four new honors sections each year (in new 100-level courses, open to non-majors)
- Increased capacity to mentor both undergraduate research projects and internships
- Increased capacity to build an undergraduate certificate and online portfolio system
MEMORANDUM

December 1, 2010

To: Provost Paul DeLuca
From: Gary Sandefur, Dean
Re: MIU Round 3 proposals

We are pleased to submit proposals from the College of Letters and Science for MIU Round 3. We solicited two page pre-proposals and received over 40. We reviewed these pre-proposals in the Academic Planning Council and in Senior Staff. Based on these reviews, we invited 15 submissions of full proposals. These proposals were reviewed by Senior Staff and we decided to forward these 15 to you for consideration. All are worthy of funding and would help meet critical needs in the University.

The proposals are grouped into three tiers in order of their importance in meeting the goals of the MIU, with tier 1 being the most important. Importance is based somewhat on the quality of the proposals but primarily on undergraduate educational needs. We also took into account losses in faculty numbers prior to the MIU and the success or lack thereof of departments in previous rounds of the competition.

Tier 1: Communication Arts, English, French and Italian, School of Journalism and Mass Communications, Philosophy, Political Science

Tier 2: Anthropology, Chemistry, Math, Sociology, Statistics

Tier 3: Communicative Disorders, Religious Studies, Service Learning, Undergraduate Research Scholars

We did not carefully assess the budgets of the proposals since we assumed that this would be done by the office of the Vice Chancellor for Administration and Finance.

xc: Associate Vice Chancellor Aaron Brower
    Associate Dean Nancy Westphal-Johnson
    Academic Associate Deans
    Associate Dean Anne Gunther
    Sheila Voss, Office of the Provost