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John Carroll's Department of Communication: Growth at a Small University

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This article will examine the Department of Communications at John Carroll University during the period of 1984 to 1999 when this author was chair. During this time University undergraduate enrollment increased 40% while department graduates increased 67%, faculty increased 120%, course offerings and programs increased 100%, and the department moved into a new building with upgraded facilities. Department hours, majors, and graduates have remained relatively the same since 1991 despite a change in the University core in 1995 which retained a university public speaking requirement but reduced the number of other communication courses available for the University core. I want to share in this article what lessons we as a department have learned for continued growth and development at a small to medium sized university.

BACKGROUND ON THE UNIVERSITY AND DEPARTMENT

John Carroll is an independent, Catholic, coeducational university founded in 1886 by the Society of Jesus (Jesuits) with which it remains affiliated. It is located in University Heights, a suburb of Cleveland, Ohio. It has a full time faculty of 234, an undergraduate enrollment of 3,485 (3,043 in the College of Arts and Sciences and 442 in the Boler School of Business) and a graduate enrollment of 874. The normal teaching load for faculty is twelve hours a term but 59% of faculty receive a research load reduction of three hours a term. Since 1985 the University has sought to increase faculty research in addition to emphasizing excellence in teaching.

The Department of Communications is located in the Humanities division of the College of Arts and Sciences. Although rhetoric was always a part of the curriculum, the Department of Communications was not formed until 1958. From 1981 to 1984, the department graduated between 51 and 64 students a year, and it had seven full time and three part-time faculty. Today the department graduates between 90 and 100 students a year, has fourteen full time faculty, three full-time adjunct faculty/administrators*, one faculty member on administrative leave as Associate Dean of the College of Arts and Sciences, three graduate assistants, two staff members, and ten part-time faculty. For the last ten

years the department has graduated more majors than any other department in the College of Arts and Sciences (14-20% of Arts and Sciences graduates and 11-15% of all university graduates). Course offerings have increased from thirty-nine undergraduate courses in 1984 to eighty-one undergraduate and ten graduate courses today.

In 1994 the department moved into the ground floor of a new seven million dollar center for Communications and Language Arts which includes faculty and department offices, a 3200 square foot television complex, an electronic newsroom, housing for the Northeast Ohio Media Archives Collection, and an audio booth and screening rooms. The department has received two awards for Program Excellence: the Central States Association Program of Excellence Award (1995) and the Speech Communication Association Program of Excellence Award (1995). In addition to the undergraduate program in Communication, the department has also developed a graduate program in Communication Management (1997) and a concentration in Political Communication (1998). The department also manages the Northeast Ohio Media Archives for radio, television, and print journalism founded in 1988.

We used the following strategies to achieve these goals:

1. Develop a department philosophy.

Critical to our growth has been a clear department philosophy. It commits the department to providing undergraduate majors with an overall view of communications as a broadly based, audience-centered discipline and giving them the breadth to understand and communicate through a variety of media as well as depth in particular sub-areas of the field. This philosophy is central to the entire curriculum from introductory department core courses through the final capstone course. All majors are required to take a course in each of the major sub-areas: interpersonal communication, broadcasting, journalism, speech science, argumentation/debate, and theatre. In addition to these core courses, majors must also take one performance course, one capstone course, and five courses of their choice in the major. While there are upper level courses in each subarea, it is important to note that there are no tracks in the department. The absence of tracks encourages students to think of connecting courses and concepts across the discipline, which reinforces our philosophy. Majors graduate with a degree in communications, not in journalism, television, or any of the other sub-areas.

This philosophy was central to the decisions we made during this period. It led us to expand in all of the sub-areas (with the exception of speech science) equally rather than develop one area to the exclusion of others. We first hired one person in each sub-area across the discipline, then added a second person and are now in the process of adding a third or fourth person to each area. In hiring we looked for qualified candidates in their academic area who also believed in the department's holistic philosophy. The budget was built in much the same way, increasing equipment and facilities across the areas. If we extended in one sub-area one year for a major change, we tried to cover other sub-areas the next.

We used this same philosophy in developing curriculum and cocurriculars activities. Cocurriculars refers to activities done outside the classroom such as campus newspaper, theatre, television, debate, radio, that have strong connections to the curriculum. In addition to developing and requiring courses in all areas, we developed courses that cut across areas. For example, even though we have both theatre and television, we offer only one course in lighting. Hickson (1996) noted this type of interaction as important in departments such as ours. Students are also encouraged to do several cocurriculars to build their portfolios. To promote such participation we developed an Outstanding Senior Award in 1988 to honor the graduating senior who has excelled in two to three areas of the depart-

ment cocurriculars, exemplifying the spirit of the major. This award is given at a University-wide awards program.

This holistic philosophy has reduced possible tension or rivalry for money and students among faculty in the different sub-areas. Faculty know that all areas are valued and treated fairly. The result is that we as a department have been able to present a consistent, united front to the University and have not wasted time or energy in interdepartmental conflict. Having a larger department has also allowed us to share students and money across the sub-areas to help courses or areas that were developing or experiencing difficulty.

An additional advantage of this approach has been that as the department grew, we were able to present a stronger presence as a large unified unit rather than several small units. This also has helped us develop greater university influence in that there are more faculty to get involved in university committees and governance.

2. Develop a department plan and revise frequently.

Starting in 1985, in preparation for a North Central review, the department developed a three-year plan. Planning was particularly critical for our department at this time as we were undergoing a great deal of change. Due to retirements, promotions, and the end of visiting contracts, only two faculty out of the original seven in 1984 remained. As a result, we needed to develop plans not only for future directions, but also for new positions and replacement of current ones. Planning was essential as we experienced growth in majors and conducted 29 academic searches between 1985 and 1994. In 1988 our administration asked departments which wanted to be included in the university's proposal for an Ohio Independent Colleges Challenge Grant to submit applications. Ours was one of only a few departments which decided to apply. We held a full-day planning session. As a result of the planning, we submitted a fourteen-page application that outlined department philosophy, relationship to the university mission and goals, curriculum, department and faculty achievements, and proposed upgrades in facilities. In 1989, we collaborated on an Olin grant proposal for a Communication Language Studies building. We also wrote a grant to the National Endowment for the Humanities for the Northeast Ohio Media Archives Collection. In 1990, we again held a full-day planning session, this time off campus. This session resulted in reassessing our curriculum and goals and identifying needs for a new facility.

Since 1990, we have continued to revise our plans and reevaluate our curriculum every two years. In 1991-93 we had a series of meetings to plan our needs in a new building and in 1992 we worked on an application to fund an electronic newsroom. We did a self-study in 1993-94 in preparation for applying for Central States and Speech Communication Association Program Awards and again in 1996 before proposing our graduate program. When our new university core was passed, we met as a department to discuss the implications it might have on department enrollment and courses. We worked as a group to identify courses that would fit the new core and maintain department options for students.

These planning sessions and the resulting proposals helped us in many ways. First, they gave us an opportunity to share and explain our goals to our administration. Because of these sessions, we were able to highlight where we were going beyond one year and how we planned to get there, which was essential for both hiring and upgrading our facilities. For example, when we were in our old television studio the equipment needed constant updating. By developing a continual three-year plan we could alert the administration to renovations before we needed them. The advance notice helped administrators plan for upcoming budgets and also alerted us to potential problems in reaching our goals. As a result, we had time to gather more data and to answer questions on future budget requests before decisions had to be made. The additional information made our requests

more complete, more responsive to the administration's ideas, and more successful. The plans also helped us determine hiring needs as we often had to fill a visitor position several times before getting a tenured line.

Although our application for the Ohio Independent Colleges Challenge Grant was not selected by our university administrators, it allowed us an opportunity to bring the department to their attention and showcase our achievements, successes, and growth, as well as highlight the type of facilities upgrade that we needed. The result was that the administration became more aware of what we were doing and how we related to the university's overall goals and mission. They worked with and encouraged us to seek other grants such as those for the media archives and the electronic newsroom. We were also included in the university's effort for the Olin grant. Even though these grant proposals were not funded, because we had worked and planned together, the administration became familiar with and committed to our goals. Thus, the university decided to use private funds it had raised to build the O'Malley Center for Communications and Language Arts which we share with the Departments of English and Classical and Modern Languages and Cultures.

Finally, these planning and self-study sessions helped the department maintain its focus, identify problem areas, and prioritize needs. The focus of our goals and planning has changed over time. From 1985 to 1989, we focused more on building department resources, hiring, and promoting the department. From 1989 to 1993, we were still concerned with resources, hiring, and promoting the department, but also with planning our new building. From 1993 to 1995, we were concerned about the new building, but our focus expanded to internal and external recognition of the program and increasing faculty research. From 1995 to 1999, the focus has been on the development of new programs (Communication Management Master's Program, Political Communication Concentration), the new university core, faculty research, and continued promotion of the department. The planning sessions have allowed us to stay aware of all areas and prioritize needs. These sessions helped us to keep focus despite changes in administration. During this time, 1985-1999, we had five university presidents, four academic vice presidents, and three Arts and Science Deans.

Additionally, our planning sessions kept us from missing opportunities or becoming complacent about how things were going. For example, in our session in 1995 we became aware that we needed to do more campus promotion of the major, as the number of sophomores choosing the major had dropped slightly. As a result, we increased campus events and sent special invitations to freshmen and sophomores who were interested in the major. We also started an open house for freshmen to get them involved in the department cocurriculars. Our numbers are now what they had been.

3. Work as a group.

Our governance plan uses the consensus mode, rather than subcommittees. All decisions concerning hiring and curriculum are made by all of the faculty as a group. This means that we have frequent department meetings. This was particularly true from 1985 to 1994, during which time we ran 29 academic searches in addition to our regular business. While this may seem cumbersome to many, it was important for our department. We were experiencing continual growth and there was a series of visiting instructors and new faculty. Because of the growth in faculty, our offices were in three different sections of the building, making daily communication difficult. These department meetings were important to ensure that all faculty knew what was happening, had an opportunity to contribute, and were a part of the process. We developed a spirit of camaraderie in what could have been a disjointed group. Since 1995, the situation has changed in that now we are larger, have fewer visiting positions, all our offices are together, and we have conducted only

seven academic searches. However, we still use the same method for hiring, curriculum, and planning. These group sessions are important as they reinforce faculty commitment to the overall department and increase understanding of the other areas of the major, which is essential to our philosophy.

4. Connect the department's strengths and goals to those of the larger university.

The importance of a department's link to mission is well documented as one of the factors of successful programs (Beadle & Schmidt, 1999). This connection has been critical to our department's growth. We are fortunate that the Jesuits have always recognized the value of "eloquentia" in their institutions. However, even with this awareness of speech, the department was not always a major department at this university. One of the ways we have been able to grow has been to directly connect our department's goals with the larger university's goals.

In developing our program we looked to the university's strengths. For example, John Carroll has a strong commitment to the liberal arts which is tied to seeing the relationships between disciplines. We emphasize that one of the strengths of our holistic philosophy is drawing the relationships across the communication discipline, which is consistent with the liberal arts philosophy (Halperin-Royer, 1998).

Another strong component of the Jesuit tradition is the study of ethics. We have made ethics in communication a component running across the department's core courses. We developed a course in ethics in both our undergraduate and graduate programs and, along with the university's Program of Applied Ethics, are proposing a Center for Media Ethics to be housed in the department.

We have been aware of university planning. When the university began looking toward internationalizing the curriculum, we developed international courses in theatre, interpersonal, journalism, and broadcasting. When new interdisciplinary concentrations were developed that fit our goals we adapted or created courses for them. John Carroll has sixteen interdisciplinary concentrations; we have courses in six of them. The university has two interdisciplinary programs and we work with both of them. When we were ready to develop a graduate program, we surveyed what was available in our market and what would be consistent with the university's strengths and goals. Our institution has an outstanding School of Business and our administration was, at this time, stressing the importance of interdisciplinary course work for students. We built a Masters in Communication Management Program that has 21 communication graduate hours from our department and 12 MBA hours from the Boler School of Business. This program allowed us to build on the reputation of the Boler School of Business as well as our own and was consistent with the interdisciplinary approach to learning promoted by the university. Furthermore, it made the graduate program less expensive for the university.

By knowing our strengths and developing our program using the mission and the strengths of the university, we found it easier to get support and funding for programs. In adding courses and requesting new faculty, it was harder for the administration to turn down proposals when they were, at the same time, advocating these goals and directions.

To connect with university directions, we found it important to be aware of university planning. One of the best ways to develop awareness for us was for department faculty to be on committees, so several of our faculty have gotten on university-wide planning and hearing boards. One department member was on the committee to revise the university core. Others are on faculty governance committees of our Faculty Forum. These memberships not only alerted the department to university directions, but also gave department members a chance to explain our position on issues and to persuade other faculty and administrators.

Maintaining good relationships with administrators was also important. We kept our administration informed about not only what we were planning, but also if there was a problem or even a potential problem. Alerting the administration to potential problems early prevented them from being caught off guard and reduced shock. Furthermore, it allowed them to work with us and become part of the solution.

5. Build external and internal support for the program.

As Engleberg (1996) indicates, a department's growth depends on credibility on and off campus. We built our credibility in several ways. In 1985, we developed an Advisory Board of professionals from the various subareas of the department (radio/TV, journalism, theatre, sales/management, and public relations). This thirteen-member board is composed of both alumni and non-alumni and has local and national representation. The Advisory Board has been helpful to us in both planning and support. In planning, the Board periodically reviews our department courses and offers reactions and suggestions. In support, when we have needed to add new equipment or courses the Advisory Board has provided help or outside verification of our need to our administration. In the development of our new master's program, letters from our Advisory Board members indicating the value of such a degree in their areas and their support of the program were an important part of our proposal. Additionally, these board members talk to their associates about the value of the program, which has increased our department's reputation making it easier to obtain internships and speakers. The board has also identified possible sources of funding.

A second source of external credibility for us has been recognition of the program by outside evaluators. From 1987 to 1992, we were fortunate to be listed in Rugg's National Guide to the Colleges as one of twenty-one "very selective" schools in communications. The Guide (no longer published) identified groups of schools in certain disciplines as "most selective," "very selective," or "selective," based on rankings of faculty and students from other colleges. Additionally, the 1987 *United States News and World Report's* America's Best Colleges issue specifically mentioned the communications program in describing John Carroll. Furthermore, many of our co-curriculars, such as our debate program, *Carroll News*, and WJCU radio have won local and national awards. This outside recognition helped increase our credibility both on campus and to prospective students.

The Northeast Ohio Media Archives also contributed to the department's outside credibility. The Archives has over 200,000 films, audio and video recordings, and still photographs from northeast Ohio. The Archives is used not only by local media, but also by national groups such as CNN, Oprah, Disney, HBO, CNBC, and McNeil Leher. These uses have increased our department's reputation on a national level among media specialists. The Archives also increases the department's credibility on our campus. Dealing with media in an historical context, as the Archives collection does, reduces the "vocational" nature of media and places the field more within the liberal arts and John Carroll's goals.

In the 1990's, as the new university core and our new position in it was being discussed and we began planning for a graduate program, we felt additional outside verification of the program's quality would be persuasive to our administration. We had no money to pay for outside reviewers but recognized the value of peer review. As a result, we applied for awards that were based upon peer review, such as the Central States Speech Association and Speech Communication Association's (now NCA) Program of Excellence Awards. Winning these awards not only gave our administration some outside verification of our quality beyond our own and our Advisory Board's comments, but also resulted in colleagues from other schools visiting our department. Their reactions were shared with our administrators, helping them develop more understanding of the complexities of communication departments. Additionally, the awards helped promote our program beyond the university, as the announcement was carried in the local press.

Another source of support and credibility for our department during this growth has been alumni. Nelson (1995) advises departments to cultivate alumni. While we had done an alumni survey in 1988 in preparation for the Ohio Independent College Challenge grant proposal, our relationship with alumni was fairly indirect and not consistent. By the 1990's, when we had 100 graduates a year, our indirect method was no longer successful. As a result, in 1990 we published an *Alumni Journal* and in 1995 an alumni newsletter, *The Communicator*. This newsletter, published yearly, contains information on all department programs, awards, faculty, cocurriculars, alumni updates and, at times, surveys. The result of this publication has been significantly increased communication with our alumni and the start of an alumni network. The support of our alumni has also been helpful in making a case to administration about the value of the major. We have used the results of their surveys, their success stories, and comments as evidence of the quality of the major and support of the department's goals and philosophy.

Additionally, *The Communicator*, which now runs between 16 and 20 pages, is sent to all Advisory Board members, friends of the department, university admission counselors, administrators, and development officials. This has become a good yearly overview of the department's accomplishments and goals, in addition to being an excellent education and public relations vehicle.

We have built department credibility internally by demonstrating to faculty and administration our program's quality. For example, by having courses in interdisciplinary concentrations and programs of the university we can not only show our support for other department's proposals, but also give the faculty or administrator directing the concentration an opportunity to observe firsthand the content and quality of our courses. We also participate in programs which involve our faculty and students working with other departments. Several department members are active in interdisciplinary programs through the Boler School of Business, student affairs, or continuing education. Additionally, we have worked with other programs and departments to create joint events such as O.J. Simpson Fair Press: Fair Trial symposium which had faculty from our department and others along with local media. We are currently working with the Applied Ethics program to host a conference on Media, Politics, and Ethics. Several faculty are working with faculty in other departments on joint research projects. We have also entered our student papers in inter-university research contests.

This approach allows department faculty and students the opportunity to directly demonstrate the quality of the department and their work to other faculty and administrators. Academic image has always been a problem for the communication field in small liberal arts schools (Adler, 1998); this direct involvement has been an effective way for us to improve our image. Attitudes are especially important at small to medium sized schools where decisions affecting the department are often made by faculty from all areas.

One of the areas we are currently working to build is faculty research. As John Carroll shifted in the mid-1980's from primarily a teaching institution to one that emphasized both excellence in teaching and research, this has become one of the ways to increase credibility. Since 1995, we have made it one of our major goals and are starting to see results.

6. Promote the department externally and internally.

Promotion of the department has been one of the keys to our department's growth. Starting in 1978, the department developed a Communications Career Day in cooperation with a local radio station (WMMS), a television station (WKYC-TV3 NBC), and *The Plain Dealer* newspaper. Department faculty along with representatives from the media spoke at sessions throughout the day to over 1000 high school juniors and seniors. The event held on our campus accomplished several goals. First, it generated visibility for

both the department and the university as the television and radio stations ran spots promoting the day and the newspaper carried several half-page ads for three weeks prior to the event. Second, it gave local high school students an opportunity to visit our campus and associated in their minds our faculty with local media professionals. This association enhanced the department's credibility with both the teachers and students who attended. This particular audience was important as a large part of our freshman class comes from the Northeast Ohio area. Third, the association led to a closer relationship between the department and the media. As a result, it became easier to get speakers to talk to our classes and increased departmental internships. Fourth, this event increased the department's and discipline's visibility on our campus. Our administrators spoke at the welcoming session and were featured in ads. The feedback from the ads, as well as seeing 1000 prospective college students in attendance, reinforced the importance of the communication field to our administration. One of our university presidents said he got more feedback from his Communication Day TV ad than he had from any other university promotion. After twenty-one years, this event has become well known and identifies our department with media in the area.

We have used this same approach to develop other events that promote the department externally and internally. Since 1986, our theatre area has sponsored special high school matinees of our main stage productions. We provide participating schools in advance with study guides that provide background on the play and playwright and suggest classroom activities. We also have had both faculty and majors serve on panels or give pre-show talks to the audiences. In 1995, we started to collaborate with the local chapter of the Association of Black Professional Journalists to bring the Urban Journalism Program to our campus. This program brings outstanding minority students interested in media to campus for eight Saturdays. Our faculty work directly with local media professionals in instruction. In 1996, the debate area began sponsoring a round robin for the top ten to twelve high school teams in the state at the beginning of the season. In 1997, we initiated a high school debate tournament in addition to round robin and the college tournament we already sponsored. Currently, the debate program is investigating the possibility of developing an urban debate league for high school students. These events, like Communication Day, promote the department with high school teachers and communication professionals, prospective students, and our administration and faculty. Additionally, both the urban journalism and the urban debate league not only help promote the department but also help fulfill a university goal to increase minority enrollment.

Critical in the promotion of events has been having them at John Carroll and the direct involvement of department faculty and university administration. Having the event on campus encourages outside audiences to visit the university and, at the same time, makes our administration and faculty aware of it. Furthermore, our events are not just "at John Carroll" but are "with John Carroll and the Department of Communications," which means our faculty, students, and administrators are visible and involved. University administrators have spoken at Communications Day, the Urban Journalism Program, and at other department events. One university president even co-starred in our Centennial Production of *Inherit the Wind* with alum and actor, Jack Riley. The direct involvement of administrators lets them know the quality of the events and the impact they generate. It makes them and the university a part of the event.

The above events have promoted the department most directly to outside audiences. To further increase the visibility of the department internally, we try to have at least one major speaker on campus a year and one major event (symposium/panel) every two to three years that is directed primarily to our immediate campus audience. Several of these speakers we have drawn from our alumni, Advisory Board members, or their contacts. We have also co-sponsored speakers with other university departments or programs. Some of

the major events have been the world premiere of the original four-act version of *The Importance of Being Earnest*, a symposium on O.J. Simpson, and a Celebration of 50 Years of Cleveland Television for the Cleveland Bicentennial. All of these events have been covered in the local press and the world premiere of *Earnest* was covered in the *New York Times*, *Playbill*, *The Christian Science Monitor*, and *USA Today*.

We do not normally have a budget line for these speakers or events but have been able to connect our speakers to other events happening in Cleveland. For example, we were able to get Charles Kuralt for our Centennial by working with an alum and local media to piggyback on his visit to the CBS affiliate in Cleveland. We were able to arrange Pulitzer playwright Horton Foote's visit by working with The Great Lakes Theatre Festival in Cleveland which was sponsoring a week of events honoring him. We maximized the event by arranging to do one of his one act plays during the week. The result was that we got coverage in The Great Lakes brochure, local press, and university press.

It is surprising what can be accomplished by simply asking, writing, and networking with contacts. Several of our best events have come from this approach. The idea for Communications Day came from a student doing an internship who mentioned how much he would have liked to have had this experience in high school. The Northeast Ohio Media Archives came from the suggestion of an alum and part-time instructor. The world premiere of *Earnest* came from a faculty discussion with a faculty member from another university department about research interests. Horton Foote's connection came from reading the advance production schedule of the Theatre Festival. In all of these situations we followed up and made contacts. One of our university presidents, in his annual talk to the University, complimented the department on our initiative in developing these events.

We have also tried to develop events that celebrate the department and our students (Nelson, 1995). We have a department awards party at the end of the year. This party celebrates our seniors and outstanding juniors. During the year these awards are prominently displayed for students, faculty, other members of the university, and visitors. We ask our administrators to participate in our Lambda initiation. We established a Program of Excellence speaker series to celebrate the awards we have won. This event serves two purposes. It brings an outstanding speaker to campus to discuss issues in communication and it reminds the larger university of our awards.

7. Develop opportunities and awards for students.

Building strong opportunities for students is critical. Our cocurriculars in theatre, radio (WJCU), television (JCU-TV), newspaper (*The Carroll News*), and public relations (PRSSA) have been helpful for our department. While these activities are open to both majors and non-majors they are supervised by faculty or adjunct faculty administrators from our department. Before 1985, faculty who supervised co-curriculars were dependent for funding on other areas of the university, such as student affairs or student government. Because these organizations were only concerned with funding one-year in advance, the result was no continued development of facilities or planning. In 1986, we brought the theatre into the department budget, followed by debate in 1987, and WJCU in 1989. The television and public relations sections were added in the 1990's. This consolidation has allowed the department to be more consistent in hiring, planning, and supervising cocurriculars. The result has been improved facilities, expanded programs, and more student opportunities.

Our cocurriculars have been important for us in generating and maintaining interest in the major. This has been particularly true for freshmen since, other than public speaking, most department courses are not available to them. Transfer students also have difficulty as courses are often closed by the time they register. However, getting them involved quickly with cocurriculars allows them to meet faculty and majors and they feel less

frustrated about not getting courses. They start to feel a part of the department. Students can also get practicum credit for participation in cocurriculars.

We have developed a strong internship program for our students which we also use as an assessment tool for the department. Although internships are not required in the major, many students opt to do one. We have developed arrangements with over 100 firms for internships and fit the internship to the student's needs. The result is more opportunities for students, plus more connections for the department. We have used these connections for speakers, Advisory Board members, and financial support. We have also used supervisor evaluations about the quality of our students in supporting the department's quality to the administration.

Student awards have been a way to gain recognition for the department, attract students to the major, and highlight the quality of our students to the University. Prior to 1985, our department gave only two awards for debate. Over the last fifteen years, we have added 14 awards. Following our philosophy we have added awards in all the areas of the department. We generated scholarships and awards from several sources. We found our alumni were a good source of support for awards. We also used the retirements of outstanding professors and alumni to generate funds for scholarships. Additionally, our Advisory Board members were instrumental in helping us find agencies or programs that might give scholarships. For example, from one member we found out about helping an organization with a national contest that resulted in the company establishing a scholarship.

CONCLUSIONS

The seven strategies discussed previously have been critical to our growth at John Carroll. While we have had some setbacks, using these principles, we have been able to adapt and continue to grow. These seven strategies are interrelated and departments need to be aware and constantly assess efforts in all of these areas. While some may be more important at times, all need to be done. One of the keys to our successes has been our ability to fulfill several of these objectives at one time. Furthermore, we did not build to our current levels in one year, but have continued to retain what worked and build upon it. Going slowly and planning effectively helps ensure the quality of the plan and avoids faculty burnout.

Essential for our growth has been a clear holistic philosophy that we have been able to implement in hiring, budget, curriculum, and cocurricular decisions. Using this philosophy we were able to plan and work as a cohesive unit and avoid wasting time fighting within the department. Building our program in line with the strengths and directions of the larger university, and involving our administration in our planning, has allowed us to increase faculty, courses, and facilities. We have followed up and created opportunities to highlight our department to our audiences. Furthermore, promoting not only the department, but also the university has made our events part of the larger university culture. Promotion also raised our visibility beyond the campus. We have and continue to work to provide several bases upon which to demonstrate our credibility to our administration, university colleagues, and students. Additionally, we have not forgotten our goal to enhance opportunities for students and majors.

One final thought, particularly for departments at smaller schools. Do not feel hampered by the lack of budget or facilities. We have found by networking, planning, and working with the administration, alumni, other departments, and organizations we were able to work beyond these limitations to find ways to reach our goals. In some cases, we even found our lack of facilities or budget a persuasive argument in getting support.

REFERENCES AND NOTES

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* Adjunct faculty/administrators are full-time within our department. They teach 6 hours a term and receive six hours credit for directing cocurriculars and department programs. One directs *The Carroll News*, one WJCU radio, and one constructs the sets and oversees the theatre facilities. They are not responsible for programs outside the department.

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