Internal Self-Study Report

Appendices

Department of Communication

University of Maryland

December 2013
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- Brooke Fisher Liu
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- Xiaoli Nan
- Shawn J. Parry-Giles
- Trevor Parry-Giles
- Anita Atwell Seate
- Erich Sommerfeldt
- Elizabeth L. Toth
- Amber Westcott-Baker
- Andrew Wolvin
- Michelle Murray Yang

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1. Registered Majors

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<td>Full-time</td>
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<td>770</td>
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<td>42</td>
<td>46</td>
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<td>New first-time</td>
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<td>New transfer/others</td>
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2. Graduate Students

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<td>Full-time</td>
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<td>63</td>
<td>58</td>
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Appendix I.2.—Degrees Awarded

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<td>280</td>
<td>277</td>
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<td>Mean TTD</td>
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<td># Started as First-Year</td>
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<td>182</td>
<td>176</td>
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<td>Mean TTD-First Year</td>
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<td>3.7</td>
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<td># Started as Transfer</td>
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<td>94</td>
<td>94</td>
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<td>118</td>
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<td>Mean TTD-Transfer</td>
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<td>2.7</td>
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<td>Average Credits Transferred</td>
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<td>41.7</td>
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<td>41.1</td>
<td>41.3</td>
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Appendix I.4-5.—Number of Faculty and Staff/Graduate Assistants

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<td>Professor</td>
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<td>Associate Professor</td>
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<td>4</td>
<td>3</td>
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<td>4</td>
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<td>Assistant Professor</td>
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<td>Other Faculty</td>
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<td>Instructors/Lecturers</td>
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<td>5.5</td>
<td>6.25</td>
<td>10.75</td>
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<td>7</td>
<td>6</td>
<td>8</td>
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<tr>
<td>Teaching Assistants</td>
<td>26.25</td>
<td>27.5</td>
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<td>19</td>
<td>16.5</td>
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<td><strong>Total</strong></td>
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<td>56</td>
<td>51</td>
<td>48.75</td>
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Appendix I.6.—Credit Hours Taught to Majors and Non-Majors

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<td><strong>Undergraduate</strong></td>
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<td>20,459</td>
<td>21,336</td>
<td>20,705</td>
<td>20,674</td>
<td>24,777</td>
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<td><strong>% to UG Majors</strong></td>
<td>43.40%</td>
<td>46.40%</td>
<td>47.40%</td>
<td>49.20%</td>
<td>48.90%</td>
<td>42.60%</td>
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<tr>
<td><strong>% to Non-Majors</strong></td>
<td>56.60%</td>
<td>53.60%</td>
<td>52.60%</td>
<td>50.80%</td>
<td>51.10%</td>
<td>57.40%</td>
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## Appendix I.7.—SAT Scores, Average GPAs of Majors

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<td>Critical—75%</td>
<td>650</td>
<td>670</td>
<td>673</td>
<td>648</td>
<td>650</td>
<td>650</td>
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<tr>
<td>Reading—25%</td>
<td>530</td>
<td>565</td>
<td>578</td>
<td>570</td>
<td>570</td>
<td>520</td>
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<tr>
<td>Math—75%</td>
<td>640</td>
<td>690</td>
<td>650</td>
<td>675</td>
<td>650</td>
<td>650</td>
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<tr>
<td>Math—25%</td>
<td>510</td>
<td>595</td>
<td>568</td>
<td>543</td>
<td>550</td>
<td>525</td>
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<tr>
<td>Combined—75%</td>
<td>1290</td>
<td>1330</td>
<td>1293</td>
<td>1308</td>
<td>1270</td>
<td>1255</td>
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<tr>
<td>Combined—25%</td>
<td>1040</td>
<td>1200</td>
<td>1150</td>
<td>1120</td>
<td>1143</td>
<td>1090</td>
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<td># of Test Scores</td>
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<td>44</td>
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<td>35</td>
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<tr>
<td># of Students</td>
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<td>49</td>
<td>50</td>
<td>45</td>
<td>45</td>
<td>38</td>
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<tr>
<td>Average GPAs</td>
<td>3.788</td>
<td>3.654</td>
<td>3.843</td>
<td>3.909</td>
<td>3.849</td>
<td>3.892</td>
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Appendix I.8.—GRE Scores and Undergraduate GPAs of Graduate Students

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<tr>
<td>GRE Verbal</td>
<td>570</td>
<td>580</td>
<td>583</td>
<td>649</td>
<td>85%</td>
<td>81%</td>
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<tr>
<td>GRE Quantitative</td>
<td>671</td>
<td>651</td>
<td>675</td>
<td>714.5</td>
<td>62%</td>
<td>62%</td>
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<tr>
<td>GRE Analytical</td>
<td>48</td>
<td>51</td>
<td>52</td>
<td>46</td>
<td>63% (45)</td>
<td>67% (45)</td>
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<tr>
<td>Undergraduate GPA</td>
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<td>3.64</td>
<td>3.90</td>
<td>3.68</td>
<td>3.61</td>
<td>3.66</td>
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<tr>
<td>PI or Co-PI</td>
<td>Title</td>
<td>Sponsor</td>
<td>Amount</td>
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<tr>
<td>Brooke Fisher Liu</td>
<td>Center for the Study of Terrorism and Behavior</td>
<td>DHS</td>
<td>$17,681</td>
<td>01/01/12-12/31/16</td>
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<td>Brooke Fisher Liu</td>
<td>Center for the Study of Terrorism and Behavior</td>
<td>DHS</td>
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<td>01/01/12-12/31/16</td>
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<td>Brooke Fisher Liu</td>
<td>E-VERIFY: Comprehensive Testing of Imminent Threat Public Messages for Mobile Devices</td>
<td>DHS</td>
<td>$222,382</td>
<td>06/27/12-12/26/12</td>
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<td>Brooke Fisher Liu</td>
<td>E-VERIFY: Comprehensive Testing of Imminent Threat Public Messages for Mobile Devices</td>
<td>DHS</td>
<td>$499,017</td>
<td>06/27/13-06/24/14</td>
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<td>Xiaoli Nan</td>
<td>ADVANCE: Creating a Culture of Investment</td>
<td>NSF</td>
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<td>10/01/10-09/30/15</td>
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<td>Xiaoli Nan</td>
<td>Societal Ripple Effects from Terrorist Attacks and Risk Communication Strategies</td>
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<td>01/01/11-09/30/11</td>
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<td>Xiaoli Nan</td>
<td>Message Framing and HPV Vaccination Acceptance among African-Americans</td>
<td>NIH-NCI</td>
<td>$150,000</td>
<td>09/01/11-08/31/13</td>
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<td>Xiaoli Nan</td>
<td>Cooperative Agreement to Support JIFSAN</td>
<td>FDA</td>
<td>$74,939</td>
<td>09/15/12-08/31/13</td>
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Appendix I.10.—Faculty Salary Comparisons

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<th>Rank</th>
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<td>Edward L. Fink</td>
<td>Professor</td>
<td>1975</td>
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<td>Robert Gaines**</td>
<td>Professor</td>
<td>1982</td>
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<td>James F. Klump*</td>
<td>Professor</td>
<td>1973</td>
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<td>Shawn J. Parry-Giles</td>
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<td>1992</td>
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<td>Trevor Parry-Giles***</td>
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<td>1992</td>
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<tr>
<td>Elizabeth L. Toth</td>
<td>Professor &amp; Chair</td>
<td>1975</td>
<td>$164,565.30</td>
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<td>Andrew Wolvin</td>
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<td>1968</td>
<td>$117,212.18</td>
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<td>Dale Hample</td>
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<td>1975</td>
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<td>Brooke Fisher Liu</td>
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<td>2006</td>
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<td>Kristy Maddux*</td>
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<td>Xiaoli Nan</td>
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<td>Sahar Khamis</td>
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<td>Anita Atwell Seate</td>
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<td>Erich Sommerfeldt</td>
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<td>Michelle Murray Yang</td>
<td>Assistant Professor</td>
<td>2011</td>
<td>$66,000.00</td>
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* On Sabbatical Leave
** On Leave—Associate Dean for Undergraduate Studies
*** On 1/8th Leave—Associate Director for Academic & Professional Affairs, National Communication Association

Note: Salaries do not reflect merit raises that are effective April 1, 2014, or 3% COLA, effective January 1, 2014.
Appendix I.11.—Expenditures of Non-Restricted Funds—Budgeted/[Actual]

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<td>Itemized Position:</td>
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<td>Faculty &amp; Staff</td>
<td>1,624,715</td>
<td>[2,035,343]</td>
<td>1,900,589</td>
<td>[1,897,967]</td>
<td>1,933,341</td>
<td>[1,969,182]</td>
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<td>Labor &amp; Assistants</td>
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<td>[192,876]</td>
<td>32,210</td>
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<td>Operating</td>
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<td>Other</td>
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Appendix II.1, 3.—Graduate Program Admission Information/Acceptances

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<td>202</td>
<td>14.9%</td>
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<td>2009</td>
<td>194</td>
<td>10.3%</td>
<td>85%</td>
</tr>
<tr>
<td>2010</td>
<td>232</td>
<td>3%</td>
<td>100%</td>
</tr>
<tr>
<td>2011</td>
<td>215</td>
<td>9.3%</td>
<td>55%</td>
</tr>
<tr>
<td>2012</td>
<td>131</td>
<td>11.5%</td>
<td>55%</td>
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<tr>
<td>2013</td>
<td>135</td>
<td>34.8%</td>
<td>87.2%</td>
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Appendix II.2.—Alma Maters of Current Graduate Students

**U.S. Institutions (37)**

Bradley University  
California Polytechnic State University—San Luis Obispo  
College of New Jersey  
DePaul University  
DePauw University  
Florida State University  
George Washington University  
Henderson State University  
Houghton College  
Lake Erie College  
Liberty University  
Macalester University  
Mary Washington University  
Miami University—Oxford, Ohio  
Michigan State University  
Northern Arizona University  
Northern Illinois University  
Pennsylvania State University  
Radford University  
Roberts Wesleyan College  
San Diego State University  
Stanford University  
Syracuse University  
Truman State University  
University of Houston  
University of California, Santa Cruz  
University of Illinois  
University of Maryland  
University of Richmond  
University of Pittsburgh  
University of San Diego  
Vanderbilt University  
Villanova University  
Wake Forest University  
Wayne State University  
Willamette University  
Wittenberg University

**International Institutions (20)**

Babes-Bolyai University (Romania)  
Beihang University (China)  
Beijing Sport University (China)
Calcutta University (India)
Communication University of China
Dalian University (China)
Fudan University (China)
Hebei University (China)
Kyung Hee University (Korea)
National Taiwan University
Sungkyun Kwan University (Korea)
Shanghai International Studies University
Southwest Jiaotong University (China)
University of International Relations (China)
University of Zagreb (Croatia)
Westfälische-Wilhelms (Germany)
Xian University (China)
Yonsei University (Korea)
Zhejiang University (China)
Appendix II.4.—Graduate Program Specializations and Number of Students

<table>
<thead>
<tr>
<th>Areas of Study</th>
<th>Graduations (2008-2013)</th>
<th>Current Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Education</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Intercultural Communication</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>Health &amp; Risk Communication</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>Media Studies</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Persuasion &amp; Social Influence</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Public Relations</td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td>Rhetoric &amp; Political Culture</td>
<td>11</td>
<td>27</td>
</tr>
</tbody>
</table>
Appendix II.5.—Assessment Materials, Graduate Program

GOA Report – Fall 2012

Reporting Period: Spring Semester of 2012; August-October of 2012

Dissertation and Final Oral Exam Report (3 Reports)

Scale for Report:
Pass With Distinction (4); Pass (3); Pass with Development Needed (2); Conditional Pass (1); Failure (0)

Dissertation Project

- Significant Contribution to Research  (3)
- Mastery of Methods  (3)
- Focused and Significant Claims/Hypotheses  (2.8)
- Sufficient Support for Claims  (3)
- Careful Preparation of Manuscript for Graduate School  (3)

Oral Defense

- Defends Significance of Project  (3.7)
- Demonstrates Mastery of Literature for Dissertation Research  (3.7)
- Defends Choices of Procedure for Guiding Research  (3.7)
- Offers Relevant and Compelling Evidence for Claims  (2.8)

Scale for Remainder of Reports:
Exemplary (4); Met Expectations (3); Concentrated Attention Required (2); Unacceptable for this Stage of Program (1); No Evidence to Judge (0)

Dissertation Prospectus Report (1 Report)

- Original Research Problem/Defines Contribution of Research Project  (4)
- Distills Dissertation Research  (4)
- Identifies and defines key concepts  (4)
- Vision of Remaining Steps for Dissertation and Plan to Fulfill Study  (3)
- Produced a Comprehensive and Thorough Bibliography of Sources  (4)
- Proper Concern for Human Subjects  (N/A)

Comprehensive Exam Report (2 Reports)

- Identifies Major Questions/Issues  (2.5)
- Formulates Claims/Evidence for Claims  (3.0)
- Recalls Literature/Understands Major Issues  (3.5)
- Exhibits Basic Issues/Area Exam  (2.5)
- Exhibit Understanding of Methodology  (3.0)
- Exhibits Depth of Knowledge of Specific Area  (3.0)
### Report to Advisor on Seminar Experience (27 Reports)

<table>
<thead>
<tr>
<th></th>
<th>Mean Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifies Major Questions/Issues in Readings</td>
<td>(3.2)</td>
</tr>
<tr>
<td>Brings Scholarship to Original Research Projects</td>
<td>(3.0)</td>
</tr>
<tr>
<td>Demonstrates Command of Method</td>
<td>(2.9)</td>
</tr>
<tr>
<td>Writes Clear and Cogent Papers</td>
<td>(2.9)</td>
</tr>
<tr>
<td>Engages Actively in Scholarly Discussion</td>
<td>(3.3)</td>
</tr>
<tr>
<td>Supports Original Claims (written form)</td>
<td>(3.2)</td>
</tr>
<tr>
<td>Supports Original Claims (Oral Form)</td>
<td>(3.1)</td>
</tr>
</tbody>
</table>
Appendix II.6.—GSIT Information

Masters of Professional Studies; Graduate Certificates of Professional Studies

<table>
<thead>
<tr>
<th>Graduate Applications</th>
<th>Total Applications</th>
<th>Admitted Students</th>
<th>Acceptances of Those Admitted</th>
<th>Students Who Deferred</th>
<th>Average Undergraduate GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>36</td>
<td>26</td>
<td>24</td>
<td>5</td>
<td>3.42</td>
</tr>
</tbody>
</table>

Demographic Data for Admissions

<table>
<thead>
<tr>
<th>Gender</th>
<th>FY2014</th>
<th>Percentage of Racial Minorities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>5 (21%)</td>
<td></td>
</tr>
<tr>
<td>Women</td>
<td>19 (79%)</td>
<td>20 (83%) (58% Domestic Minorities)</td>
</tr>
</tbody>
</table>

UNDERGRADUATE SCHOOLS—Current GSIT Students

U.S. Institutions

American University
CUNY—Hunter College
Howard University
Johns Hopkins University
New York University
Tufts University
University of California—Berkeley
University of Maryland
University of Texas—Arlington
University of Texas—Austin

International Institutions

Catholic University of Lyon (France)
Fudan University (China)
Huazhong UST (China)
Richmond American International University of London
Shanghai Jiao Tong (China)
Tianjin University (China)
University of Ottawa (Canada)
Universidad Pontificia Comillas (Spain)
Universidad de los Andes (Columbia)
RU/VH, RU/H, DRU: 90 percent
RU/VH: 60 percent
RU/H: 20 percent
DPU: 10 percent
RU/VH = Research Universities (Very High Research Activity)
RU/H = Research Universities (High Research Activity)
DPU = Doctoral/Research Universities

Advisor: Director of GSIT
Ratio of Graduate Students/Advisor: 24:1
Appendix III.1.—Positions Accepted by Recent Ph.D. Graduates

California State University—Fullerton
Coe College
College of Charleston
Concordia University
CUNY-Baruch College
Elon University
Emerson College
Indiana University-Purdue University, Fort Wayne
Lewis & Clark College
Marshall University
Messiah College
Montclair State University
Purdue University
Richard Stockton College of New Jersey
St. Louis University
Southern New Hampshire University
Syracuse University
Towson University
University of Baltimore
University of Georgia
University of Houston
University of Massachusetts—Boston
University of Oklahoma
University of Richmond
University of South Carolina—Aiken
University of Tennessee
University of Toronto Medical Center
Virginia Commonwealth University
Zayed University (Dubai, U.A.E.)

Based on Existing Positions—
Percentage of Graduates in Tenure-Track by Carnegie Classification:

Research University (Very High):  19%
Research University (High):  7%
Master’s Large, Medium, Small:  33%
Baccalaureate College:  9%
Appendix III.2.—Awards and Honors Received by Recent Graduate/Graduate Students

Awards and Honors to Graduate Students

2013

Julia Daisy Fraustino, Stephanie Madden and Brooke Liu, Top Paper Award (Second Place), Public Relations Division, Association for Education in Journalism and Mass Communication, Washington, D.C., Aug. 2013.

Kim Hannah, Ronald E. McNair Graduate Fellowship, University of Maryland, 2012-2013.

Irina Iles, International Teaching Fellowship, University of Maryland, 2012-2013.

Amanda Kennedy, Top Student Paper Award, Public Relations Division, annual convention of the National Communication Association, Washington, D.C., Nov. 2013.

Kelly Madden, Distinguished Teaching Assistant, Center for Teaching Excellence, University of Maryland, April 2013.

Kelly Madden, Arts and Humanities Student Travel Grant, $500, University of Maryland, 2013.

Kelly Madden, Jacob K. Goldhaber Student Travel Grant, $400, University of Maryland, 2013.

Stephanie Madden, Terrorism Research Award, $5000, National Consortium for the Study of Terrorism and Responses to Terrorism (START), July 2013.


Thomas McCloskey, Graduate Writing Fellow, The Graduate School, University of Maryland, 2012-2013.

Annie Laurie Nichols, Most Valuable Professor, University of Maryland Men’s Soccer Team, 2012-2013.

Jade Olson, Lilly Graduate Teaching Fellowship Recipient, Center for Teaching Excellence, University of Maryland, 2013-2014.

Jade Olson, Distinguished Teaching Assistant, Center for Teaching Excellence, University of Maryland, April 2013.

Jade Olson, Outstanding Service Award, Department of Communication, University of Maryland, May 2013.


Yvonne Slosarski, Participant (competitively selected), Summer Doctoral Seminar, “Affect, the Public Sphere, and Social Movements,” Wayne State University, 2013.

Michael Steudeman, Outstanding Research Paper Award, Department of Communication, University of Maryland, May 2013.

Michael Steudeman, Outstanding Teaching Award, Department of Communication, University of Maryland, May 2013.


2012

Steven Cohen, Golden Key International Honour Society Graduate Scholar Award, $10,000, 2012.

Steven Cohen, Distinguished Teaching Assistant Award, Center for Teaching Excellence, University of Maryland, 2012.

Steven Cohen, Omicron Delta Kappa Inductee, University of Maryland, Spring 2012.

Theresa A. Donofrio, First Place in Section at Graduate Research Interaction Day, University of Maryland, College Park, Md., April 2012.

Theresa A. Donofrio, University Teaching and Learning Program Certification, Center for Teaching Excellence, University of Maryland, College Park, Md., 2012.

Ahnlee Jang, Second Place Paper Award, Graduate Research Interaction Day, University of Maryland, April 2012.

Melissa Janoske, Arts and Humanities Student Travel Grant, $500, University of Maryland, May 2012.
Melissa Janoske, Jacob K. Goldhaber Student Travel Award, $400, University of Maryland, April 2012.

Tiffany Lewis, Ann G. Wylie Dissertation Fellowship, $10,000, The Graduate School, University of Maryland, Fall 2012.

Tiffany Lewis, Arts and Humanities Student Travel Grant, $500, University of Maryland, Fall 2012.

Annie Laurie Nichols, “Preparing for Controversy in the Classroom,” competitively selected learning community with accompanying fellowship, $500, Fall 2012.


Adam Richards, Graduate Certificate, University Teaching and Learning Program, Center for Teaching Excellence, University of Maryland, 2012.

Adam Richards, Top Student Paper Award, Kentucky Conference on Health Communication, 2012.


2011

Rowena Briones, Second Place for Visual Presentation, Association for Education in Journalism and Mass Communication Poster Competition, Public Relations Division, St. Louis, Mo., August 2011.

Steven Cohen, Honors Humanities Doctoral Teaching Apprentice Fellowship, Fall 2011, $2,250.

Theresa A. Donofrio, Ph.D. Centennial Scholarship Recipient, Eastern Communication Association, April 2011.

Theresa A. Donofrio, Runner-Up in Section at Graduate Research Interaction Day, University of Maryland, College Park, Md., April 2011.

Leysan Khakimova, First Place Presentation, Public Policy Division, $500, Graduate Research Interaction Day, University of Maryland, College Park, Md., April 2011.

Leysan Khakimova, Jacob K. Goldhaber Travel Grant, $400, Graduate School at the University of Maryland, August 2011.

Leysan Khakimova, Top Student Paper Award, Public Relations Division, National Communication Association Convention, New Orleans, La., Nov. 2011.

Leysan Khakimova, Top Student Paper Award, Public Relations Division, Association for Education in Journalism and Mass Communication, St. Louis, Mo., 2011.

Jarim Kim, ARHU Graduate Student Travel Award, College of Arts and Humanities, University of Maryland, 2011, $500.

Jarim Kim, Jacob K. Goldhaber Travel Grant, The Graduate School, University of Maryland, 2011, $400.

Jarim Kim, Top Five Papers of the Student Section, National Communication Association, 2011.

Tiffany Lewis, Graduate Student Summer Research Fellowship, $5000, The Graduate School, University of Maryland, 2011.

Tiffany Lewis, Participant (competitively selected) National Communication Association Doctoral Honors Seminar, North Dakota State University, Fargo, N.D., July 2011.


Jade Olson, First Place Research Presentation, “Culture, Literature and Society” Panel, $600 Graduate Research Interaction Day, University of Maryland, College Park, Md., April 2011.

Adam Richards, Top Four Paper Award, Interpersonal Communication Division, National Communication Association, Nov. 2011.

Alyssa Samek, Outstanding Research Paper Award, “Queer Conversations: Confronting Power, Identity, and Voice” (co-authored with Theresa A. Donofrio), Department of Communication, University of Maryland, May 2011.
Alyssa Samek, Jacob K. Goldhaber Travel Award, The Graduate School, University of Maryland, 2011.

Alyssa Samek, First Place Presentation Award, “Expressing Identities and Popular Culture Panel,” Graduate Research Interaction Day, University of Maryland, April 2011.

Alyssa Samek, Phil Zwickler Memorial Research Grant, Human Sexuality Collection, Cornell University Library, Cornell University, 2011.

2010

Timothy Barney, Recipient, 2010 Civic Engagement Stimulus Grant from the Center for Teaching Excellence / Coalition for Civic Engagement (for COMM200 Service Learning Project), University of Maryland, College Park, Md., 2010.

Rowena Briones, Betsy Plank Graduate Research Competition Award, $1000, Public Relations Society of America Educators Academy, PRSA International Conference, Washington, D.C., 2010.


Theresa A. Donofrio, Lilly Graduate Teaching Fellowship Recipient, Center for Teaching Excellence, University of Maryland, 2010-2011.

Elizabeth Gardner, Jacob K. Goldhaber Travel Grant, $400, Graduate School at the University of Maryland, Aug. 2010.

Leysan Khakimova, Early Career Graduate Student Travel Award, $700, College of Arts and Humanities, University of Maryland, May 2010.

Leysan Khakimova, Graduate Student Service Award, $1000, College of Arts and Humanities, University of Maryland, College Park, Md., Sept. 2010.


Sean Luechtelfeld, Jacob K. Goldhaber Graduate Student Travel Grant, $400, University of Maryland Graduate School, College Park, Md., Sept. 2010.

Sean Luechtelfeld, Robert Gunderson Award, Top Student Paper, Public Address Division, annual convention of the National Communication Association, San Francisco, Calif., Nov. 2010.


2009

Susan Allen, First Place in “Globalization” Panel, Graduate Research Interaction Day, University of Maryland, College Park, Md., 2009.

Lucinda Austin, Outstanding Teaching Award, Department of Communication, University of Maryland, College Park, Md., May 2009.

Timothy J. Barney, Rhetoric, Nationalism, and Post-Nationalism Workshop Rhetoric Society of America Summer Institute, State College, Pa., June 2009.


Timothy J. Barney, Outstanding Research Paper Award, Department of Communication, University of Maryland, College Park, Md., May 2009.


Rowena Briones, First Place in “Culture, Literature, and Society 1” Panel. Graduate Research Interaction Day, University of Maryland, College Park, Md., 2009.

Rowena Briones, Third Place in the Communication School Category for the Corporate Communication Case Study Competition, Arthur W. Page Society and the Institute for Public Relations, March 2009.

Rowena Briones, Outstanding Teaching Award, Department of Communication, University of Maryland, College Park, Md., May 2009.


Theresa A. Donofrio, Rhetoric, Public Memory, and Forgetting Workshop, Rhetoric Society of America Summer Institute, State College, Pa., June 2009.

Theresa A. Donofrio, Travel Grant Award Recipient, Rhetoric Society of America Summer Institute, State College, Pa., June 2009.


Theresa A. Donofrio, Distinguished Teaching Assistant, Center for Teaching Excellence, University of Maryland, College Park, Md., May 2009.

Theresa A. Donofrio, Outstanding Service Award, Department of Communication, University of Maryland, College Park, Md., May 2009.

Elizabeth Gardner, Raymond Ehrensberger Award (Most Outstanding M.A. Student), Department of Communication, University of Maryland, College Park, Md., May 2009.


Hua Jiang, Center for Teaching Excellence Travel Grant (to Lilly-East Conference, University of Maryland, College Park, Md., April 2009.

Leysan Khakimova, Betsy Plank Award, Public Relations Society of America, Nov. 2009.

Benjamin C. Krueger, Queering Rhetorical Studies Workshop, Rhetoric Society of America Summer Institute, State College, Pa, June 2009.

Krueger, Ben Krueger, Outstanding Teaching Award, Department of Communication, University of Maryland, College Park, Md., May 2009.

Katie Place, Distinguished Teaching Assistant, Center for Teaching Excellence, University of Maryland, College Park, Md., May 2009.


Alyssa Samek, Queering Rhetorical Studies Workshop, Rhetoric Society of America Summer Institute, State College, Pa., June 2009.

Christine Skubisz, Travel Award, College of Arts and Humanities, University of Maryland, College Park, Md., Nov. 2009.

Brian Smith, The Charles Richardson Award (Most Outstanding Ph.D. Student), Department of Communication, University of Maryland, College Park, Md., May 2009.


Ai Zhang, Center for Teaching Excellence Travel Grant (to Lilly-East Conference, University of Maryland, College Park, Md., April 2009.


2008


Theresa A. Donofrio, Center for Teaching Excellence Travel Grant (to Lilly-East Conference, University of Maryland, College Park, Md., April 2008.

Benjamin Krueger, Center for Teaching Excellence Travel Grant (to Lilly-East Conference, University of Maryland, College Park, Md., April 2008.

Sejal Patel, Graduate Student Service Award, College of Arts and Humanities, University of Maryland, Sept. 2008.

Katie Place, Betsy Plank Graduate Research Competition Winner, Public Relations Society of America, Oct. 2008.


Jennifer Vardeman, Mary Gardner Award for Graduate Student Research, Association for Education in Journalism and Mass Communication, Chicago, Ill., Aug. 2008.

Ai Zhang, Travel Grant Award Recipient, College of Arts and Humanities, Fall 2008.

Awards and Honors to Recent Graduates:

Lucinda Austin, Page Legacy Educator Award, Arthur W. Page Center, Pennsylvania State University, 2012-2013. Awarded a $2,500 grant to develop a teaching module: Examining Principles for Ethical Public Relations through Use of Social Media.

Lucinda Austin, PRIDE Award, National Communication Association, Public Relations Division, November 2012. Presented national award for Outstanding Contribution to Public Relations Education for article published in the 2011 Special Issue on Pedagogy in Public Relations Review.

Lucinda Austin, Plank Center for Leadership in Public Relations Educator Fellowship, Summer 2014. Selected as a two-week faculty fellow in residence at a public relations agency. $3,000 in funding from host agency for residency and travel expenses.


Timothy Barney, Wrage-Baskerville Award, Public Address Division, National Communication Association, 2011.

Elena Bessarabova, Senior Researcher, project: “Credibility Assessment and Intelligence Analysis Training in a Serious Game” funded by Intelligence Advanced Research Projects Activity (IARPA); Norah E. Dunbar, PI – $5,385,783 (2011-2013).

Kelly Carr, Thomas Jacklin Distinguished Teaching Award Recipient, 2011-2012 Academic Year. Yale Gordon College of Arts and Sciences, University of Baltimore.


Hua Jiang, O. Kulemeka, and Yi Luo, “From Shanghai to New York: How Social Media are Influencing Public Relations Leaders in China and the United States.” Won the Plank Center for Leadership in Public Relations at the University of Alabama ($3,500).

Yi Luo, “The Impact of Employee Communication on Person-Organization Fit, Sensemaking, Organizational Identification, and Employee-Organization Relationship Outcomes.” Won the Montclair State University Student-Faculty Research Award ($2,000).


Alyssa A. Samek, GLBTQ Division and Caucus Dissertation of the Year Award, GLBTQ Division and Caucus, National Communication Association, 2013.

Belinda Stillion Southard, 2012 Marie Hochmuth Nichols Award for Outstanding Book:

Belinda Stillion Southard, Teaching Fellow, UGA Center for Teaching and Learning, University of Georgia, 2011.


Appendix III.3, 4.—Time to Degree for Ph.D. Graduates; Entry Level Salaries of Ph.D. Graduates

<table>
<thead>
<tr>
<th>Time to Degree</th>
<th>Median</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2008</td>
<td>5.0 years</td>
<td>5.0 years</td>
</tr>
<tr>
<td>FY 2009</td>
<td>6.0 years</td>
<td>5.8 years</td>
</tr>
<tr>
<td>FY 2010</td>
<td>5.0 years</td>
<td>4.7 years</td>
</tr>
<tr>
<td>FY 2011</td>
<td>6.7 years</td>
<td>6.2 years</td>
</tr>
<tr>
<td>FY 2012</td>
<td>4.0 years</td>
<td>4.4 years</td>
</tr>
</tbody>
</table>

Average Starting Salary for First Tenure-Track Position: $57,088 (Based on 17 responses to request for this data)

Salary Range: $46,000 to $71,000.
Ling Na  2013

This project was inspired by Durkheim’s (1897, 1951) pioneering theory of social integration and its health benefits, as well as the relatively more contemporary work on contact hypothesis by Allport (1951) and intercultural communication theory by Kim (2001). Durkheim proposed that the underlying cause of suicide was lack of social integration. More recent research also suggested that social integration had health benefits, such as reduced mortality and morbidity, better mental health and wellbeing. What is often missing from this picture is the role of network homophily and possible psychological pathways in the relationship between social integration and health. This study explored social integration, health outcomes, and psychological wellbeing of different groups in Canada using the Canadian General Social Survey 2008, tested the potential predictors of ethnic homophily with multilevel modeling and regression analysis based on Allport’s contact hypothesis, examined how ethnic homophily and racial diversity in the neighborhood affected individuals psychologically, and how social integration affected health outcomes (physical health, mental health, and psychological wellbeing) via psychological pathways (personal control, sense of belonging and generalized trust) for each group of Canadians using structural equation modeling. The study found that visible minority immigrants were least socially integrated, and their health outcomes remained at a comparable level as the native-born whites. The Aboriginal Peoples reported poorest physical health, mental health, and psychological wellbeing and lowest level of income and education achievement. They were however integrated at a comparable level as the native-born Whites. Compared to visible minorities, whether they were immigrants or not, Aboriginal Peoples had more ethnically and linguistically homophilous social networks. Living in diverse neighborhoods decreased the sense of belonging felt by the native-born Whites, whereas having less homophilous networks increased the generalized trust of white immigrant and increased the sense of belonging felt by visible minority immigrants. The study also showed social integration had positive impacts on health outcomes across five groups, even though not all effects were significant. When a total effect of a social integration variable on a health outcome variable was significant, it was very likely to be mediated by a psychological pathway. Limitations of the study were discussed as well as its theoretical and policy implications.

Terri Donofrio  2013

Genocide is a notoriously difficult problem to define, represent, resolve, and remember. Popular cultural texts addressing genocide often showcase considerable inconsistency in their attempts to engage each of these four arenas. In part, the textual vacillations contained within such popular cultural treatments of genocide reflect extent tensions in scholarly discussions of atrocity. Both popular and scholarly discourses on genocide demonstrate a substantive ambivalence over the relationships among state authority, public agency, and genocidal violence. Genocide Rhetorics in U.S. Popular Culture departs from existing work on atrocity concerned with the unstable relationships among state power, public power, and violence. Instead, this study centers on the competing ways popular cultural texts constitute state authority and public agency within their attempts to define, represent, resolve, and remember genocide. Because these texts commonly contain contradictory messages about each of these four topics, this study also looks at how these texts manage the palpable anxiety that arises from such textual incongruences. In the process, it spotlights genocidal discourse contained in two museums (the Los Angeles-based Museum of Tolerance and the United States Holocaust Memorial Museum in Washington, D.C.) and one documentary (Daniel
Goldhagen’s *Worse Than War*), and is informed by the literature in rhetoric, cultural studies, media studies, memory studies, as well as Holocaust and genocide studies. These texts distinctively manage the anxiety created by inconsistent assessments of state authority and public agency, working to sublimate, exacerbate, or recognize these tensions. Ultimately, the texts converge in validating state power on matters of genocide. Despite paying lip service to popular power, all three of the cases centralize the nation-state or empowered political actors as critical to genocide intervention or prevention. In spite of such shortcomings, this study concludes that the anxiety residing within these texts is productive because it aids in imparting messages about audience accountability and prompts critical reflection on issues of state power, public agency, and genocidal violence.

| Rowena Briones | 2013 | The purpose of this study is to explore young adults’ meaning construction of sexual health, sexual health campaigns, and online sexual health information through the lens of the GYT: Get Yourself Tested Campaign. A secondary purpose is to develop theory in the area of e-health. Finally, this study will offer practical recommendations to the CDC's Division of STD Prevention, one of the developers of the GYT Campaign, on how to better disseminate sexual health information to young adults via the online space. The theoretical frameworks chosen for this study are the health belief model (HBM) and the situational theory of problem solving (STOPs). Additionally, literature pertaining to campaigns, e-health and sexual health contributed to this study. The integration of these theories within this scholarly body of knowledge demonstrated the potential for merging communication theory and health behavior theory for future scholarship and practice. A qualitative research methodology was used to collect and analyze data. Specifically, 50 in-depth interviews and five focus group sessions with young adults provided insight on how they made meaning of sexual health, online information seeking, and the GYT campaign. Analytical techniques from the grounded theory approach were used to analyze these data. A constructionist/interpretive research perspective was the guiding epistemology to situate this audience-centered study. Themes emerged regarding sexual health perceptions, online information seeking, HBM/STOPs, and campaign development. Findings suggested that young adults were aware of the issue of poor sexual health, but faced a number of constraints that prevented them from reaching their optimal health potential. These were alleviated by the benefits of searching for information online. This study contributes to the scholarly body of knowledge by integrating theories and applying it to an online context. Furthermore, this study demonstrates the utility of an integrated HBM/STOPs framework in campaign planning, which was explicated through the development of the E-Health Information Management Model (E-HIMM). The findings revealed that the integrated constructs from both theories were readily present in the knowledge, attitudes, and behavioral intentions of the participants, which could provide useful evidence for campaign developers when constructing messages for the young adult audience. |

<p>| Steven Cohen | 2013 | This exploratory case study examines undergraduate student perceptions of the basic communication course. Given that past studies of U.S. basic communication courses rely largely on data from faculty members and administrators, we know relatively little about how students perceive their course-related experiences. The present study helps address this gap in the literature by exploring what students perceive to be the strengths of the course, the shortcomings of the course, and the changes that ought to be made to the course. Through an analysis of student perspectives, this study adds a critical “voice” to the conversation about the state of the basic communication course. |</p>
<table>
<thead>
<tr>
<th>Author</th>
<th>Year</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lindsay Hayes</td>
<td>2013</td>
<td>This study focuses on the summer 2012 sections of &quot;Oral Communication: Principles and Practices,&quot; the basic communication course at the University of Maryland. As part of the study, I conducted 21 semi-structured interviews with students in three different sections. I then used the constant comparison approach within grounded theory to analyze how students made meaning of their course-related experiences. The data analysis process led to the emergence of several important themes. The data revealed five key strengths of the course: small class size; guided practice opportunities; real-world applicability; opportunities for self-reflection; and a focus on the public speaking process. Additionally, the data revealed five key shortcomings of the course: unclear link among course components; lack of differentiated section offerings; insufficient focus on public speaking; unclear assignment expectations; and the design of the interview unit. Finally, the data revealed five key changes that ought to be made to the course: allocate class time to most important topics; offer additional speaking opportunities; integrate technology into course components; enhance opportunities for presentation feedback; and expand the focus on group dynamics. This study makes numerous scholarly and practical contributions. On a macro level, it suggests that interviewing may help administrators form a more complete understanding of students' course-related experiences. Moreover, the study discusses the potential of two alternate course formats: the blended approach and the modular approach. On a micro level, this study captures a variety of student perspectives on how best to handle specific elements of the course.</td>
</tr>
<tr>
<td>Leysan Khakimova</td>
<td>2013</td>
<td>More than fifty women have ascended to elective office through a matrimonial connection; the current study is a rhetorical history of these ties to office. Specifically, this study explores the rhetorical leadership of six female candidates who assumed office via one of two matrimonial paths—gubernatorial surrogacy and congressional widowhood—between 1920 and 1968, a period often referred to as the “doldrums” of the women’s rights movement. By examining the public discourse created by and about these female candidates and officeholders, the study explores how these women used the rhetorical resources available within their historical context to expand their capacity to act publicly. Drawing upon and stretching the cultural constructions of maternal authority and spousal duty, these leaders rhetorically established, employed, and expanded matrimonial paths to office. Their public discourse not only served to justify their candidacy, it also had important implications for women’s history, female equality, and gender ideology. To that end, this study explores the ways in which these rhetorical performances helped advance the cause of female equality and opportunity during the doldrums. It accounts for the ways in which they helped women make progress electorally and moved the nation closer to the ideals of representative democracy. It also explores the contributions these female leaders made to our “public vocabulary” regarding women and institutional power. To that end, this project emphasizes the ways that, through the exercise of their rhetorical agency, these women helped create powerful justifications for female campaigning and office holding while helping to shape notions of femininity in ways that facilitated greater female agency, opportunity, and public activity.</td>
</tr>
<tr>
<td>Leysan Khakimova</td>
<td>2013</td>
<td>The purpose of this study was to explore public diplomacy from a network approach. Whereas traditionally public diplomacy was conceptualized as a communication function belonging exclusively to governments, the network approach suggested that public diplomacy is a multilateral communication process that includes nongovernmental organizations, governments, publics, corporations, and other possible actors (e.g., Fisher 2008; 2010; Zaharna, 2010). Network approach to public diplomacy accounts for the technological...</td>
</tr>
</tbody>
</table>
advances, suggesting that digital media is an integral part of public diplomacy networks. This study used the qualitative research methodology to answer three research questions that sought to explore public diplomacy definitions, public diplomacy networks, and the use of digital media in public diplomacy. This research used the network approach as a conceptual framework and not as a methodology. In addition, this dissertation explored relationship cultivation processes in public diplomacy networks. Fitzpatrick (2007; 2009) argued that relational framework provided a holistic approach to public diplomacy, emphasizing interpersonal relationships as well as long-term plans. This study explored relationship cultivation processes in public diplomacy practice.

Data included 32 in-depth semi-structured interviews with employees in governmental and nongovernmental organizations that were tasked with international communication. Findings confirmed the two approaches to public diplomacy evident in the literature: traditional approach and network approach. Results revealed that some actors viewed public diplomacy as networks, although such view was not common and links between actors were limited. Data suggested that public diplomacy networks were formed around issues of global concerns. Publics were conceptualized in terms of demographics and interests instead of geographical locations. Findings also suggested two new goals for public diplomacy: to explain global issues to audiences inside the country, and to empower publics. Convening, or network-making power, and expert power emerged as valuable sources of influence. Results showed that competition was a predominant relationship cultivation strategy. Trust emerged as a relationship cultivation strategy as well as an outcome. Last, findings suggested several advantages of digital media use, including its ability to reach many various publics simultaneously. However, results also showed digital media was used as a “bull horn” rather than a two-way communication tool.

Tiffany Lewis 2013

This project examines how white women negotiated the mythic and gendered meanings of the American West between 1885 and 1935. Focusing on arguments made by women who were active in the public life of the Pacific Northwest and Rocky Mountain States, these analyses illustrate the ways the mythic West shaped the U.S. woman suffrage movement and how Western women simultaneously contributed to the meaning of the West. Through four case studies, I examine the ways Western women drew on Western myths as they advocated for woman suffrage, participated in place-making the West, and navigated the gender ideals of their time. The first two case studies attend to the advocacy discourse of woman suffragists in the Pacific Northwest. Suffragist Abigail Scott Duniway of Oregon championed woman suffrage by appropriating the American frontier myth to show that by surviving the mythic trek West, Western women had proven their status as frontier heroines and earned their right to vote. Mountaineer suffragists in Washington climbed Mount Rainier for woman suffrage in 1909. By taking a “Votes for Women” pennant to the mountain summit, they made a political pilgrimage that appropriated the frontier myth and the turn-of-the-century meanings of mountain climbing and the wilderness for woman suffrage. The last two case studies examine the place-making discourse of women who lived in Rocky Mountain states that had already adopted woman suffrage. Grace Raymond Hebard, a Wyoming historian and community leader, participated in the pioneer reminiscing practices of marking historic sites. Hebard’s commemorations drew on the agrarian myth to domesticate Wyoming’s “Wild West” image and place-make Wyoming as settled, civilized, and progressive. When Jeannette Rankin was elected as Montana’s U.S. Representative, she introduced herself to the nation by enacting her femininity, boosting Montana’s exceptionalism, and drawing on the frontier myth to explain...
Sej Patel 2013

The purpose of this dissertation was to reexamine the effects of psychological determinants, specifically risk perceptions and self-efficacy beliefs as predicted by the Risk Perception Attitude Framework (RPA) (Rimal & Real, 2003) on anxiety, information seeking behavior, and knowledge acquisition. Additional goals of this dissertation were to test anxiety as a mediating variable between RPA group membership and information seeking, as well as between RPA group membership and knowledge acquisition; to begin to understand what types of information each of the RPA groups seek; and to test the RPA framework as a model. Furthermore, this dissertation extended the RPA framework by incorporating the effects of cognitive processing, namely thinking style (Nisbett, Peng, Choi, & Norenzayan, 2001) and locus of control (Rotter, 1954) on anxiety to increase the predictive power of the RPA framework model. After conducting a pilot test, it was determined that the context of the experimental messages would be about human papillomavirus (HPV). The data supported the hypotheses that those in the anxious group (individuals with high risk perceptions and low self-efficacy beliefs) experienced higher levels of anxiety than the other groups, that the RPA framework was a viable model for predicting information seeking and knowledge acquisition, and finally, that cognitive processing (i.e. thinking style and locus of control) increased the predictive power of the RPA framework. However, the data indicated that that the relationship between RPA group membership (based on an interaction between perceived risk and self-efficacy beliefs) and HPV information seeking, as well as knowledge acquisition was not mediated by anxiety. Participants who engaged in HPV information seeking were predominantly interested in finding out general information regarding the virus, rather than specific to risk or efficacy information. Limitations, implications, practical application and future directions are discussed.

Paula Weissman 2013

This longitudinal study explored how health and medical organizations used public relations techniques to influence news content about postmenopausal hormone therapy (HT) from 1995 to 2011. A theoretical framework that combined agenda building, information subsidies, and framing guided the study (Zoch & Molleda, 2006). Quantitative content analyses were conducted on 675 press releases about HT distributed through PR Newswire and EurekAlert!, and 429 news stories about HT in the Associated Press Newswire (AP), The New York Times, The Washington Post, Los Angeles Times, and The Wall Street Journal. Supplemental qualitative content analyses of organizational websites, annual reports, and scientific publications explored financial relationships and potential collaborations between ten organizations that emerged as the most successful agenda builders. Six types of health and medical organizations produced press releases about HT: pharmaceutical companies, academic/medical institutions, nonprofit health advocacy organizations, medical/scientific journal publishers, U.S. government agencies, and other for-profit organizations. A positive, statistically significant relationship was found between the quantity of press releases and news stories over time (r = .55, p<.001). Findings also supported the transference of specific objects, such as brand-name HT products, and attributes, such as risks and benefits, from the public relations to the news media agenda. Academic/medical institutions and nonprofit health advocacy organizations
were significantly more likely than pharmaceutical companies to identify non-FDA approved, "off-label" benefits. Wyeth Pharmaceuticals, manufacturer of leading HT brands Premarin and Prempro, financially subsidized most of the top-ten, agenda-building organizations, including four academic/medical institutions and two non-profit health advocacy organizations that were frequently cited in news stories. Additionally, a substantial degree of synergy was found between these organizations in terms of how they framed menopause and HT over the study period. This study supported and extended the theoretical framework used by offering insights into how organizations may collaborate through funding arrangements and third-party communication techniques to influence news content in a health and medical context. The findings also contributed a new and important dimension to scholarship on pharmaceutical promotion of prescription drugs, which has neglected the role of public relations and focused almost exclusively on more overt, paid-promotional efforts like direct-to-consumer advertising.

| Vanessa Boudewyns | 2012 | This study used meta-analytic procedures to test for interaction effects among the components of the theory of planned behavior (TPB). The central hypothesis examined was that attitudes and subjective norms should perform less well in explaining intentions when perceptions of behavioral control are low. A traditional meta-analysis of nine studies that directly examined perceived behavioral control (PBC) interactions was conducted. A second meta-analysis--the main focus of this dissertation--was conducted that tested for two- and three-way interactions in which the presence of PBC interactions was investigated in 121 studies, which provided 154 data sets with 44,424 participants. In addition to testing for two-way PBC interactions, this meta-analysis also examined whether the presence of PBC interactions depended on other variables. Specifically, three-way interactions with type of behavior classification (i.e., public versus private, familiar versus unfamiliar) and type of PBC operationalization (e.g., self-efficacy, perceived difficulty, perceived control, or some combination of the three) were explored. Results indicated that attitude by PBC interactions exist but that the effects vary depending on the type of PBC operationalization and behavior context. In addition, meta-analytic structural equation modeling was used to examine whether the association between PBC and intention is mediated by attitude and subjective norms; however, no evidence for this relationship was found. Finally, results from an auxiliary analysis revealed that the attitude by PBC interaction on intention had statistically significant nonlinear effects in addition to a linear effect. In contrast, the norm by PBC interaction did not have statistically significant linear or nonlinear effects. The discussion highlights the effects of different meta-analytic techniques, the need for future investigation using experimental designs, the implications of these findings for further theory development, and practical implications for health communication researchers. In sum, through the use of a multi-faceted approach to quantitatively review attitude by perceived control and norm by perceived control interactions in the TPB, this study helped to address inconclusive results with regard to the existence and type of PBC interactions. |

| Sabine Chai | 2012 | The focus of this dissertation is on communication processes in negotiations with unequal power distribution between parties. A model is tested proposing that culturally influenced power-distance values and power differences based on resource distribution both influence negotiators' perceptions of the difference in power between parties. This perception influences the choice of negotiation tactics. If the power gap is perceived to be small, both parties will employ more power tactics than if the gap is perceived to be large. An experiment was conducted to test the model. Participants (294) were randomly... |
assigned to one of two roles (manager versus subordinate) and one of two conditions (high resource-power-difference versus low resource-power-difference). Participants formed 147 dyads, completed questionnaires and role-played negotiations, which were recorded and coded for the use of power tactics. The analysis used a structural equation model to test the study's hypotheses; the model had acceptable fit. Power distance and resource distribution were found to influence negotiators' perception of reward power and overall power difference between the parties. Negotiators varied their behavior depending on condition, lending support to power distance reduction theory (Mulder, 1973). However, perception of overall power difference did not directly predict use of power tactics. Limitations and directions for future research are discussed.

| Ioana Cionea | 2012 | Relational transgressions are important events that affect romantic relationships. The current research analyzed the cognitive and communicative processes people use to frame a transgression. A structural equation model was proposed to test fifteen hypotheses and to examine five research questions. Several factors were hypothesized to influence the attributions partners make about the transgression and the perceived importance of three types of goals, which, in turn, affect one's orientation toward a particular dialogue type, which affects the perceived resolvability of the transgression and partners' satisfaction with its management. Two experiments were conducted. Undergraduate students (N = 437) in dating relationships participated in the first experiment, and older adults in married relationships (N = 276) participated in the second experiment. Participants were randomly assigned to hypothetical scenarios in which one's role in the transgression, the frequency of the transgression, and the type of transgression (only in the first experiment) were manipulated. All participants provided information about themselves and their romantic relationships, read a hypothetical scenario, and provided answers using magnitude scales to items assessing the dependent measures. Results indicated that the proposed model for the management of relational transgressions fit the data acceptably. One's role in the transgression and one's sample type (i.e., dating undergraduates vs. older, married adults) were important factors that differentiated how people manage relational transgressions. Dialogue types were predicted well by attributions and goals. Resolvability was predicted by positive dialogue types. The negotiation dialogue orientation was the only one that made people satisfied with the management of the transgression. The study's limitations and directions for future research are discussed.

| Alyssa Samek | 2012 | This study examines how lesbian-feminists navigated the competing pressures of identity politics and coalition politics and confronted compounding frustrations, divisions, and exclusionary practices throughout the 1970s. Specifically, the study attends to the ways lesbian-feminists rhetorically recalibrated their identities in and through coalitional relationships with such social movement communities as women's liberation, gay liberation, and anti-war activism. In the process, they were able to build coalitional relationships with activists from other movements while retaining a space for articulating and bolstering their lesbian-feminist identities. This study accordingly examines lesbian-feminist published writings and speeches given during conferences, marches, demonstrations, and political rallies between 1970 and 1980 to reveal how they crafted a space for lesbian-feminist politics, identity, and liberation from within coalitional relationships that also marginalized them. The project intersects the theories of public address, social movement rhetoric, intersectionality, identity politics, and coalition politics to examine the strategic interaction between coalition politics and identity politics in lesbian-feminist activism. In particular, recalibration allowed lesbian-feminists to strategically capitalize on intersectionality in order to negotiate the tension...
between identity creation and coalition formation. Using the rhetorical strategy of pivoting to feature certain aspects of their identities with the various coalitions in mind, lesbian-feminists increased their visibility. They did so not only for the sake of promoting shared political goals and legitimizing lesbian-feminism, but also to confront social movement members on issues of exclusion, homophobia, and sexism. As a result, lesbian-feminism came to hold a variety of meanings for women working in the second-wave women's liberation, gay liberation, and anti-war movements. At times, lesbian feminists upheld a separatist, vanguard ethic, which was defined in opposition to other identities and movements. Though empowering and celebrated by some as more ideologically pure, separatist identity formations remained highly contested at the margins of lesbian-feminist identity politics. With those margins clearly defined, lesbian-feminists strategically pivoted to enact political ideologies and preserve identity from within coalitional relationships. In the process, their discourse revealed a great deal about the relationship between identity politics and coalition politics in the context of U.S. social protest in the post-1960s era.

Stephen Underhill 2012

This project examines J. Edgar Hoover's rhetorical leadership of the Federal Bureau of Investigation during the Franklin D. Roosevelt and Harry S Truman administrations (1933-1953). Hoover launched and sustained a concerted domestic propaganda program that helped enhance his own political power and invented the FBI as a central force in domestic and international matters. In the process, he re-envisioned conceptions of U.S. citizenship by promoting notions of idealized citizenship. Hoover entered law enforcement and U.S. politics during the early decades of the twentieth century—a time of increased use of public campaigns sponsored by the U.S. government and presidential administrations to alter public opinion on important policy matters. This period witnessed, for example, the country's experimentation with domestic propaganda during World War I. While the Soviet Union and Germany used disease, vermin, parasite, and body metaphors to organize their own domestic propaganda campaigns in the following decades, Hoover used these same metaphors to advance the need to purify America and exterminate its social pariah. Through his public campaigns against vermin (1933-1939), the Fifth Column (1939-1945), and Red Fascism (1945-1953), Hoover constructed a reality in which corruption and subversion were immutable elements of democratic life. Increasingly, Hoover's tactics of threat and intimidation began to mimic the tactics of threat practiced by America's enemies, moving the country closer to what many at the time called a police state. Hoover's coupling of propaganda and coercive tactics ultimately helped him to rapidly expand the FBI and undermine his superiors and counterparts in the executive, legislative, and judicial branches of government. Whereas Roosevelt benefited politically from building up a secret police force, Truman inherited a cunning FBI director eager to use his power to expand and exploit the rhetorical presidency during the Red Scare.

Jill Underhill 2012

The potential of hope appeals as persuasive messages relative to other types of emotional appeals is unclear. Hope has been theorized to influence motivation, attitudes, and behaviors in meaningful ways; it is also believed to bias cognition toward goal achievement. Based on appraisal theories and the dual processing paradigm, a conceptual framework for how hope appeals could influence message processing, relative to fear appeals, was proffered. It was predicted that hope appeals would bias recipients, such that they would not pay close attention to the emotional appeal or recommendations that accompanied the appeal in order to maintain their positive mood. Fear appeal recipients were expected to counterargue the emotional appeal, but overestimate the quality of...
the accompanying recommendations. Emotional appeal type and recommendation quality were expected to interact to influence thought generation. Research questions addressing the influence of emotional appeals on recall were also investigated. A 3(Appeal: hope, fear, or rational) x 2(Recommendation Quality: low or high) x 2 (Source Quality: low or high) independent groups experiment was conducted. Overall, some support for the predictions was found. First, processing of the emotional appeal was examined. Hope appeal recipients generated more supportive thoughts and fewer counterarguments than fear appeal recipients. Processing of recommendations was then examined. Fear appeal recipients generated more supportive thoughts about recommendations than hope appeal recipients. Recommendation quality exerted a strong influence on thought generation. Recall of the recommendations and source was also examined. Hope appeal recipients recalled more recommendations than fear or rational appeal recipients. No interactions between emotional appeal type and recommendation quality emerged for the thought generation or recall measures. Theoretical and applied implications, as well as recommendations for future research, are discussed.

Abbey Levenshus 2012

The contemporary communication context includes heightened risk, increasing the need for dialogic or relational risk communication with key stakeholders. Scholars have identified social media's potential to improve dialogic communication, yet governments may face challenges when using social media, particularly in a risk communication context. This study explored social media use in "the complex communication context of risk communication" (Sellnow et al., 2009, p. 53) within the under-studied U.S. public sector and applied a complexity and relational theoretical framework to explore the intersection of government public relations, risk communication, and social media. Questions focused on how government communicators in high-risk environments perceived the public sector context influences their risk communication and social media communication; how they viewed social media's role in risk communication; the extent to which they engaged in social-mediated relational risk communication; and, how they planned and executed social media communication. An ethnographic case study of the U.S. Coast Guard's social media program was conducted, including analysis of 205.25 participant observation hours at the headquarters social media office, 10 interviews, and 49 documents. Findings suggest that organizations with risk-related missions or responsibilities may have a "risk communication mindset" that spurs and constrains social media communication and integrates social-mediated risk communication into ongoing public affairs. Intersecting, overlapping influences within public sector contexts also influenced social media strategies and tactics. Data suggest a continuum exists between organizations participating in and hosting social media engagement. Findings suggest moving toward a multivocal conversational relational communication model that encompasses the distributed public relations model (Kelleher, 2009). The dissertation adds depth to the human conversational voice construct (e.g., Bruning, et al., 2004; Kelleher, 2009; Sweetser & Metzgar, 2007) and online relational maintenance strategies by offering a behind-the-scenes understanding of why and how government organizations can be engaging and conversational hosts via social media by inviting audiences to engage without organizations having to maintain conversations. The study offers practical recommendations such as reducing blog content to increase efforts using more engaging platforms like Facebook; increasing use of visually-rich and engaging content; cultivating internal relationships to improve personnel compliance and participation; and, improving strategic integration and evaluation.
| Ahnlee Jang | 2012 | The purpose of this study was to examine qualitatively how members of the Korean diaspora in the Washington, DC, area make meaning of ethnic community, social capital, and civic and political engagement. More specifically, the study examined how communicative social capital influences civic and political engagement as well as other factors that influence or inhibit civic and political engagement of the Korean diaspora. Previous communication scholarship has under-examined social capital of ethnically diverse publics in relation to these aspects. Literature regarding the diaspora, ethnic identity, social capital, and civic and political engagement contributed to this study. From the literature, four research questions were posed: How do members of the Korean diaspora make meaning of the Korean community? How do members of the Korean diaspora make meaning of social capital and create opportunities for social capital? How do members of the Korean diaspora make meaning of civic and political engagement? and, How does social capital influence civic and political engagement? To best illustrate and describe how members of the Korean diaspora experience the phenomena of the diasporic community, social capital, and civic and political engagement, I chose a qualitative research method, which utilized 42 in-depth, semi-structured, face-to-face interviews with members of the Korean diaspora in the Washington, DC, area, guided by an interview protocol. I utilized a grounded theory approach to data analysis. From the data, several themes arouse regarding ethnic community, social capital and civic and political engagement. Results suggested that members of the Korean diaspora made meaning of ethnic community in relation to ethnic identity, and there were varying perceptions of the Korean community, drawbacks as well as reasons to keep the community, which varied depending on the generations. Social capital was found to be plentiful in the churches, but not so much in the community at large, and church capital was not equally available or accessible to all members. Some participants were more concerned about social capital, hoping to contribute or give back to the community rather than receiving the community social capital. Results suggested that weak consciousness and lack of ownership, language and cultural barrier, lack of resources and motivation discourage civic engagement while church activities and parental status encourages civic engagement. In terms of the political engagement, misunderstanding and the operationalization of the term political engagement, lack of strong ownership, misperception on politics across generations, gender, language and cultural barrier as well as the tension between church and politics discouraged members of the Korean diaspora from engaging in political activities. Results also suggested that religious social capital and community social capital have a strong influence on civic and political engagement of the Korean diaspora. The data extend our understanding of ethnic community, communicative social capital and civic and political engagement. Evidence suggests that ethnic community, social capital, and civic and political engagement intersect in the meaning-making of the members of the Korean diaspora and that future research must focus on examining these aspects to better understand communicative social capital to empower ethnic communities and strengthen democracy. |

| Lin Zhu | 2012 | The person-environment fit hypothesis argues that the match or fit between an individual and the environment predicts positive adaptation outcomes for the person. Unfortunately, the person-environment fit hypothesis has not received consistent empirical support in the context of cross-cultural adaptation due to lack of a clear conceptualization of fit and an appropriate measure of fit. This dissertation proposes to use the convergence of mental models, a dynamic constructivist approach, to conceptualize person-culture fit, and to use it as a |
viable mechanism for understanding cross-cultural adaptation processes. A cross-lagged structural equation model was developed to examine how cultural adaptability and host language proficiency lead to positive adaptation outcomes through the mediating roles of mental model convergence and mental model change. Participants were 126 sojourning Chinese students studying in the U.S. and 30 American students and professors who were friends of the Chinese participants. Data were collected from the Chinese participants at two points in time: shortly after they arrived in the U.S. and three months after the first round of data collection. Based on results from a pilot study, participants were asked to rate the dissimilarities between 10 concepts relevant to cross-cultural adaptation. An index of person-culture fit was generated by comparing each Chinese sojourner's mental space with the aggregated mental space of domestic American participants. In addition, the Chinese participants reported their level of cultural adaptability, English proficiency, amount of intercultural communication with host nationals, and psychological wellbeing. Results from the study showed that Chinese sojourners' psychological wellbeing declined about three months after their arrival, which is consistent with the U-curve model of culture shock. Results indicated that cultural adaptability affected cultural adjustment. Specifically, cultural adaptability affected the development of host identification and was positively related to the degree of mental model change. English proficiency affected cultural adjustment through its direct positive effect on the amount of intercultural communication and psychological wellbeing. Finally, person-culture cognitive fit had a positive influence on host identification and psychological wellbeing. The interpretations and implications of the results, the contributions and limitations of the study, and directions for future research, were discussed.

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<th>Deepa Anagondahalli</th>
<th>2012</th>
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| In the event of an incidence of workplace violence, organizational post-crisis communication and media coverage of the incident typically provide details about the identity of the perpetrator and possible motivations for the act in an effort to facilitate the sense-making process for message receivers and to mitigate the organization's role in the crisis. In an increasingly globalized world, these messages are read by stakeholders of different nationalities with different cultural orientations. This dissertation examined the interacting influence of crisis message attributes such as the group membership (in-group, out-group) of the perpetrator, attributions of blame in the message (personal dispositional, situational) and message receiver attributes such as nationality (American, Indian) and cultural cognitive style (analytical, holistic) on psychological ripple effects in stakeholders and therefore on implications for an organization in crisis. Results indicated that Indian message receivers measured more holistic than American message receivers. Outcomes for an organization that had experienced a crisis depended on crisis type with the more negative implications being associated with the more preventable crisis according to stakeholders. Further, group membership of the perpetrator did not appear to affect organizational blame. However, contrary to predictions, it was the American message receivers who made a clearer distinction between in-group and out-group perpetrators and this evaluation was tied to the type of crisis. As hypothesized, holistic thinkers blamed the organization more when situational attributions were used in the crisis message; analytical thinkers blamed the organization more when personal dispositional attributions were used in the crisis message. Finally, the psychological ripple effects model showed that organizational blame decreased organizational trust, and increased anger in stakeholders. Angry stakeholders expressed a higher intention to engage in negative word-of-mouth and lowered purchase intention. Overall, the results point to a more complex phenomenon of crisis communication.
comprehension than is currently understood. Implications for theory and practice are discussed as well as directions for future research.

Beth Sundstrom 2012

Women's health serves as a marker for societal health and wellness. Women champion access to health care services for their children and families. The mother-child dyad provides a unique view of the duality of women's reproductive health. Particularly in the time period following the birth of a child, the health of mother and baby remain inextricably linked. This study focused on biological mothers of newborns. The purpose of this study was to explore how biological mothers of newborns made meaning of health. A secondary purpose of this study was to explore how women made meaning of current social marketing campaigns targeting their health. The theoretical goal of this study was to elaborate conceptual opportunities for the integration of diffusion of innovations theory within a social marketing framework.

Literature regarding social marketing, diffusion of innovations theory, and women's health contributed to this study. The literature review suggested the potential to apply diffusion of innovations theory to a social marketing framework in order to better understand women's health and the health of their families. A qualitative research methodology was used to collect and analyze data. Specifically, 44 in-depth interviews with mothers of newborns provided insight into how these women made meaning of their health. Analytical techniques from the grounded theory approach were used to analyze these data. A feminist research perspective situated this study as praxis-oriented audience research to uncover new mother's health needs within a social marketing framework. Themes emerged regarding social marketing, diffusion of innovations theory, and women's health. Findings suggested that these mothers of newborns embody and challenge the mother-child dyad in various ways, resist the biomedical paradigm, and envision new ways to interact in their social networks. This study contributes to the social marketing scholarly body of knowledge by developing the application of diffusion of innovations as a particularly relevant and useful theory. Results indicate that diffusion of innovations theory offers an audience segmentation opportunity based on innovativeness and adopter categories. Findings suggest opportunities to apply diffusion of innovations theory within a social marketing framework to better understand women's health and the health of their families.

Mara Hobler 2012

This dissertation studied discourse produced by development organizations for and about the global maternal health problem (GMH). Discourse analysis was conducted to answer two research questions: How did distinctive organizations engage in the Women Deliver and Global Maternal Health conferences; and how did the organizations represent the problem of GMH at the conferences (Carvalho, 2008). This analytic inductive study considered distinctions between GMH organizations and examined how organizations exhibited constitutive (reified) understandings. The global development community has sharpened its focus on GMH due to the lack of progress toward the Millennium Development Goals. Goal five (reduction of maternal mortality), is the farthest behind. Estimates suggest that 1,000 women currently die during pregnancy and childbirth daily (WHO, 2011). Correspondingly, organizations have publically expressed renewed commitments. Organizational (Ashcraft & Mumby, 2004), postmodern scholars (Holtzhausen & Voto, 2002), and critical global public relations scholars (Curtin & Gaither, 2007; L'Etang, 2005, 2010) claim that meaning production occurs through hegemonic public relations. The purpose of this dissertation was to extend the field's understanding of manifestations of organizational power and discursive meanings. In total, 72 units of data were analyzed from a purposive sample of six organizations. Codes were assigned 1603 times and reduced using Charmaz's (2006)
emergent coding scheme. For validity, member check discussions were conducted with eight individuals. Findings revealed that advocacy was woven into meanings at the conferences; seen through organizational identity, speaker identity, and conceptual identities. Organizations sought recognition and legitimacy, and agreement with other organizations. Power and hierarchy undermined messages of accountability, integrity, and rights. Significantly, development discourse was univocal, as suggested by symbolic representations of organizational roles and identity constructions. Discursive themes of policy, progress, health, and measurement regulated representations. However, divergent meanings did create contradictions between understandings. Consistent with theory, meanings were fluid and unfixed, but had historical and political significance. This dissertation met the need for public relations theorists to embrace the circuit of culture as a means of capturing discrete meanings. The study also offers a three-dimensional model to accommodate interactions by multiple consumers of communication patterns and articulations.

| Lucinda Austin | 2011 | This research study explores how empowerment can be incorporated as an element of health communication campaigns to positively affect rural women's everyday health activities. This study questions how rural women make meaning of empowerment and health, the factors that affect rural women's empowerment, and how health communication campaigns may bolster individual and community empowerment. Building from multiple theoretical--including empowerment theory, the situational theory of publics, the theory of planned behavior, the social cognitive theory, and a socio-ecological perspective--this study explores empowerment as a critical link in health communication and public relations theory. Dimensions of individual empowerment such as self-efficacy and perceived behavioral control were explored in more depth, as were other factors that affected empowerment, including social support, religiosity, and involvement as a construct of the situational theory of publics. This study employed a qualitative research method to explore empowerment through these rural women's lived experiences. Research was conducted through 41 qualitative, in-depth interviews with women residing in a small rural community; 15 of these women also participated in photovoice as a research method. Findings from this research demonstrate the importance of multi-level and multi-faceted socio-ecological approaches to health communication campaigns, involving communication at many levels such as the individual, organizational, and community levels. As findings from this research highlight, rural women's notions of empowerment may be impacted by their community and social interactions, their religious involvement, and their experiences with personal and family health problems. Physical and structural factors in women's lives also left them with feelings of powerlessness in certain health situations, suggesting the need for health communication campaigns to also address larger changes in structure and policy. Based upon the research findings and the prior literature, a model is proposed to aid in understanding of the factors that influence women's feelings of empowerment. |

| Timothy Barney | 2011 | The United States emerged from World War II as an undeniably global power, and as the Cold War unfolded, America faced decisions about where to place and display its power on the globe. The Cold War was a battle between two ideologies and competing world systems, both of which were vying for space and had the tools and technologies to control those spaces. Maps became a central vehicle for the testing of these new boundaries. Mapping projects and programs emerged from a variety of popular cartographers, foreign policy strategists, defense leaders, Congressional representatives, scientists,
oppositional movements, labor unions, educational publishers, even everyday citizens. As each of these sources confirms, the scope of American commitments had expanded considerably; to account for this expansion, a cartographic impulse underwrote the continually evolving Cold War, and the tensions of art and science, realism and idealism, and space and place inherent in this impulse helped form the fault lines of the conflict. (Re)Placing America looks largely at the ways that cartography adapted to such changes and tensions in the second half of the twentieth century, and how the United States marshaled the practice of mapping in a variety of ways to account for the shift to internationalism. This dissertation explores how cartography mediated visions of space, and particularly, how it defined America's place within those spaces. Treating cartography as a complex rhetorical process of production, display, and circulation, the five chapters cover major geopolitical thematics, and the responding evolution of maps, from World War II until the Cold War's end in the early 1990s. Some of these driving themes include the "air-age" expansion of visual perspectives and strategic potential in journalistic maps; the appropriation of cartography as a medium for intelligence and national security objectives; the marshaling of maps as evidential weapons against the Soviet Union in diplomatic exchanges, Congressional reports, and government-sponsored propaganda; the shifts from East/West antagonisms to North/South ones as cartography was drafted into the modernization efforts of the U.S. in mapping the Third World; and the Defense Department's use of maps to argue for nuclear deterrence, while protest groups made radical cartographic challenges to these practices of state power. (Re)Placing America reads closely the maps of the forty-years-plus conflict and considers the complexity of their internal codes (in colors, shapes, icons, etc.), while also reaching out externally to the intersecting interests and visions of the cartographic producers and the Cold War contexts in which they emerged. The project seeks out and explores particular nodal points and thematics where maps consolidated and shaped changing shifts in perception, where cartographic fragments cohered around the defining moments, but also sometimes in the everyday politics of the Cold War. Ultimately, this project offers four conclusions about and conduct and operation of American mapping during the complex, ideologically charged time of the Cold War. First, the function of the map to both "fix" and "unfix" particular perceptions of the world is relevant to assessing how America sought to stabilize its place in a rapidly changing world. Second, the internationalism of the Cold War was bound up in the capacities for cartography to document and adapt to it. Third, the humanistic notion of a geographical imagination is central to understanding why particular Cold War agents and institutions continually drew on cartography to represent their interests. Finally, combining an ideological approach to reading maps as articulators of contextual tensions and historical ideas with an instrumental approach to maps as material, strategic documents can best help to situate cartography as an ongoing process of production, circulation, and display.

Heather Epkins 2011

This research investigates a critical tier in the global flow of information about terrorism. This qualitative study employs 35 in-depth interviews with national security journalists in the Washington, D.C. prestige press (Stempel, 1961) to explore their perceptions surrounding the collection, interpretation and dissemination process of terrorism news content. This study includes a review of the recent rhetorical shift from the Bush Administration "War on Terrorism" to "Overseas Contingency Operation" attempted by the Obama Administration. Rarely studied, but extremely influential, these particular "front line" reporters offer substantial insider knowledge on evolving trends in the news media production process on terrorism and national security. Their unique
geographical position allowing for daily interaction among American governmental leadership, combined with their responsibility to cover what could be argued as one of the most influential topics of our time - terrorism - offers readers an inside view of the daily constraints, strategies and perceptions of this elite group. Data analysis adhered to grounded theory methods. Findings include evidence of new and evolving journalist routines with implications for public policy and the evolving integrity of journalist practices. Moreover, extending the published literature in the mass communication theory and national security realms, this research offers value by analyzing and describing the news production processes and perceptions - for the first time - of the D.C. national security prestige press. Reported results should also offer practitioners new insight into best practices and an opportunity for information users to better understand and evaluate what they are receiving.

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<td>Sarah Evans</td>
<td>2011</td>
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The purpose of this dissertation was to critically examine differences in risk perceptions among experts and lay people. In particular, this project aimed to address inconsistent definitions of "expert" found in the existing literature and to test the predictions of the psychometric paradigm in the context of communication. To examine the effect of message features and expertise on risk perceptions and evaluations of risk characteristics, this dissertation employed a 2 (emotional appeal: fear, anger) x 2 (message topic: nuclear energy, traffic accidents) x 4 (expertise: general risk assessors, traffic safety experts, nuclear energy experts, lay people) between-participants design. The results replicated some findings of the existing research. First, in the main, experts reported lower risk perceptions than lay people. Second, expressed fear led to increased risk perceptions compared to expressed anger. This study also advanced theory regarding risk perception and risk communication in two critical ways. First, differences were found not only between experts and lay people but also among the various expert groups, and, even in the expert groups, these differences were influenced in meaningful ways by the messages viewed. Second, this study demonstrated the potential for messages to affect not only risk perceptions but also the evaluation of risk characteristics, a possibility not previously tested. Specifically, the findings indicated that emotional appeals and message topic can affect evaluations of risk characteristics for risks both related to the message and unrelated to the message. The messages' effects on evaluations of risk characteristics were, in fact, more pronounced than the effects of the messages on general risk perceptions. The results suggest the factors argued to be predictive of risk perception (dread risk and knowledge risk), presented previously as inherent characteristics of risks rather than as targets for influence, can be altered through strategic communication. Both theoretical and applied implications of these results are discussed, and recommendations for future research are provided.

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<td>Art Herbig</td>
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This project is a critical examination of the ways in which the life and death of Pat Tillman were shaped into a discursive Pat Tillman. This is not a project that examines the life led by the person Pat Tillman. The discursive Pat Tillman can be found in the pages of magazines, on television, invoked by politicians, and even memorialized in song. It is Pat Tillman, the discursive creation, that is my focus. In this project I take for granted that Pat Tillman only existed in places like the pages of books or on film. What is not lost on me and should not be lost on the reader of this project is my own participation in this process. With this project I have entered into the very discourses that I seek to critique. This is an analysis of the existence of a Pat Tillman that many people still know and the ideas that help shape how that existence is communicated. My critique focuses on the existence of a discursive Pat Tillman as a rhetorical phenomenon, drawing upon scholarship that can inform
an understanding of how the life of Pat Tillman became the material for public discourse. My analysis interconnects Michel Foucault's (1972) work on knowledge and discourse with Michael Calvin McGee (1990) referred to as rhetorical fragments, in order to provide a foundation for understanding the discursive existence of Pat Tillman. Using how discourse producer connected various facts, stories, and images with conceptions of heroism, masculinity, and the American Dream, I reveal how the life and death of Pat Tillman was used as the material to represent political and cultural positions that exist external to that life. Through an analysis of the various news reports, books, documentaries, blogs, and other mediated texts that were produced in response to the life and death of Pat Tillman, this study presents a clearer picture of what is meant by "fragmentation" in critical analysis.

Christine Skubisz 2011

This project examined the variables that mediate the relationship between the exogenous variables numerical presentation and numeracy and the endogenous variables risk perception and risk related decisions. Previous research suggested that numerical format and numeracy influence outcomes. The question that remained unanswered was why? The goal of this project was to peer into the proverbial black box to critically examine information processing at work. To examine possible mediating variables, two theoretical models that have emerged in the risk perception literature were tested. The first is an evolutionary theory proposing that over time, individuals have developed an augmented ability to process frequency information. Thus, frequency information should be clearer and people should be faster at forming risk perceptions with information in this format. According to this model, processing speed and evidence clarity mediate the relationship between evidence format and risk perception. A second framework, the affective processing theory, argues that frequency information is more vivid and people derive more affect from information in this format. Therefore, according to this model, affect and vividness mediate the relationship between presentation format and risk perception. In addition to these two perspectives, a third theory was proposed and tested. The integrated theory of risk information processing predicted that reaction time, clarity, affect, and vividness would all influence risk perception. Two experiments were conducted to test the predictions of these three theories. Overall, some support for an integrated model was found. Results indicated that the mediating variables reaction time, clarity, affect, and vividness had direct effects on risk perception. In addition, risk perception had a strong influence on risk related decisions. In Study 2, objective numeracy had a direct effect on reaction time, such that people with high numeracy spent more time forming risk evaluations. Furthermore, people with a preference for numerical information evaluated numerical evidence as clearer and more vivid than people who preferred to receive evidence in nonnumerical formats. Both theoretical and applied implications of these results are discussed and recommendations for future research are provided.

Martha Kelly Carr 2010

In Regents of the University of California v. Bakke (1978), the Supreme Court issued a landmark decision addressing the constitutionality of university affirmative action policies. Justice Lewis F. Powell Jr. concluded that universities could consider race as a factor to achieve the goal of a diverse student body. This study situates Bakke within its broader rhetorical environment of public discourses about race, law, and education, examining the selection process by which Powell found to be the most justifiable answer to the question of affirmative action's permissibility. Using materials retrieved from Powell's archives at Washington and Lee University, including memoranda, personal notes, and draft opinions, the project makes three interrelated arguments. First, this study asserts that the Supreme Court is a
rhetorical institution, dependent upon rhetoric for its invention needs and its credibility while simultaneously cloaking its reliance on rhetorical invention in a rhetoric of formalistic inevitability. As such, it attends to how the legal invention process, explicated by classical rhetorical theorists and manifest in contemporary legal practice, enhances understanding of Powell's decision. Second, the project examines how Powell pulled from far-reaching rhetorical and ideological environments for his rationale. Here, the study traces public discourses about race and examines Bakke's legal briefs, outlining the appeals to multiculturalism, colorblindness, race consciousness, and individualism that comprised Powell's inventionary program. A critical scrutiny of Powell's opinion-writing process reveals an inventionary program guided by an ideological negotiation of these competing and compelling rhetorics of race and education in the United States. Third, this project argues that Powell's opinion-writing process is a corporate, rather than individual, process. Examining the negotiations between Powell, his law clerks, and fellow justices further illuminates the rhetorical nature of the Court, as well as the ideological influences upon individual Court opinions. The study concludes by explicating how Bakke reflects the ways that the Supreme Court works as part of a broader rhetorical culture, constructing its decisions from the materials of public arguments and the architecture of jurisprudential norms. Finally, the study explores the ideological circulation of Powell's decision: divorcing the goal of diversity from the justification of past discrimination.

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<th>Katie Reynolds</th>
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| Gender and power shape the practice of public relations. Gender contributes to power differences which may, in turn, influence an individual's strategic decisions and communication styles. Because male and female public relations practitioners make meaning of their roles as public relations practitioners differently (Grunig, Toth & Hon, 2001; Krider & Ross, 1997), looking at the profession from the viewpoint of women - and women only - provides unique insight into these differences. The purpose of this study was to examine qualitatively how women public relations practitioners make meaning of gender and power. Additionally, the study examined the overlap of gender and power and the implications they hold for professional practice. Whereas previous public relations scholarship has examined the concepts of gender and power separately, the secondary purpose of the study sought to examine these phenomena together. Literature regarding gender, gender theory of public relations, power, power-control theory contributed to this study. From the literature, three research questions were posed: How do women public relations practitioners make meaning of gender? How do public relations practitioners make meaning of power? and What are the intersections of gender and power in public relations? To best illustrate and describe how women public relations practitioners experience the phenomena of gender and power, I chose a qualitative research method which utilized 45 in-depth, semi-structured, face-to-face interviews with women public relations practitioners guided by an interview protocol. I utilized a grounded theory approach to data analysis. From the data, arose several themes regarding gender, power and their nexus. Results suggested that women practitioners made meaning of gender through contrasting definitions, as a function of a feminized public relations industry, as a function of pregnancy, childbirth and family responsibilities, through expectations and discrimination, and as an intersectional phenomenon involving one's race, age and geography. Participants made meaning of power as a function of influence, a function of relationships, knowledge and information, access, results-based credibility, negative force and empowerment. Women practitioners communicated that gender and power intersected through use of gendered appearances, management style, women's bonding together for power, the queen bee
syndrome, leadership, women's self-realization and confidence in their choices, and education of others. The data extend our understanding of gender theory of relations and power-control theory of public relations. Results suggest that gender, for public relations practitioners, exists as a socialized and learned phenomenon. Power in public relations exists in a system and empowerment serves as an alternative meaning making model of power. Evidence suggests that gender and power do intersect in the meaning making of practitioners and that future research must focus on examining this overlap and educating students and professionals about gender and gender discrimination.

| Elena Bessarabova | 2009 | This dissertation examined the effects of freedom-limiting communication on attitude structures at three points in time. A 2 (Threat to freedom: low threat vs. high threat) x 2 (Restoration postscript: present vs. filler postscript) x 3 (Time: immediate-time measurement vs. one-minute delay vs. two-minute delay) plus 3 (control groups for each time point: immediate-time measurement vs. one-minute delay vs. two-minute delay) between-participants design was employed. The results replicated the findings of existing research on reactance by showing that when threat to freedom was high, a boomerang effect emerged, leading to change in attitude and behavioral intention in the direction opposite to the one advocated in the message. This study also advanced the theory of reactance by documenting how threat to freedom affects both the focal attitude concept targeted by the message (here, recycling) as well as a concept related to the target concept (here, energy conservation). In addition, the effects of pairing different levels of threat to freedom with a restoration postscript were examined: The findings indicated that adding a restoration postscript (defined as the suggestion that an individual still has freedom to make a decision) to low threat to freedom messages might be detrimental to persuasion as compared to adding a restoration component when threat to freedom is high. Finally, the effects of threat to freedom and restoration over time were considered: The results of the experiment suggest that reactance effects may not be persistent over time. |

| Hua Jiang | 2009 | Good relationship management between organizations and their strategic employee publics contributes to organizational effectiveness. This dissertation built and tested a new model of employee-organization relationships by introducing time-based and strain-based work-life conflict as variables leading to employee-organization relationship outcomes, and by investigating the possible effects of transformational leadership, organizational procedural justice, and family-supportive workplace initiatives upon employees' perceived work-life conflict and relationships with their employers. This dissertation is an example of multilevel research in which all the theoretical constructs were conceptualized at the individual level, but data were gathered by conducting a survey of 396 employees in 44 U.S. organizations. The multilevel structure of collected data was addressed by using hierarchical linear modeling (HLM) as the major analytical method. The findings suggested that the amount of time-based work-life conflict employees perceived significantly predicted their perceived quality of relationships with their employers. The lower the level of time-based work-life conflict that employees perceived, the better the quality of employee-organization relationships they had. When immediate supervisors respected their subordinates as individuals with unique characters and needs and treated them differently but fairly, employees perceived high levels of trust, commitment, satisfaction, and control mutuality. In addition, employees who perceived that they were treated fairly by their organizations developed quality relationships with their employers. This dissertation also identified fair formal procedures used to make work-life policies and decisions as a significant antecedent leading to high trust, commitment, satisfaction, and |
control mutuality that employees perceived. Moreover, the extent to which organizations administered fair procedures for work-life conflict-related policies and decisions greatly affected employees' perceptions of the time-based and strain-based interferences between work and nonwork. Lastly, it was revealed that time-based work-life conflict partially mediated the association between quality of employee-organization relationships and procedural justice referencing work-life policies, decisions, and procedures. Interpretations and implications of the findings, the limitations of the dissertation, and directions for future research were discussed.

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<tr>
<td>Erica Lamm</td>
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<td>Yi Luo</td>
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This study examines the thoughts about civic engagement of six unique undergraduate communication students as they take an upper-level argumentation and debate course. Although some scholars (Putnam, 2000) lament the drop in civic engagement in the United States, Jacoby (2009) and others argue that the 1990s "saw a dramatic increase in efforts to bring college and university resources to bear on both broad social issues and local problems" and that campus-community engagement has become increasingly important in recent years (p. 13). As communication scholars, one of our missions is, or should be, to enhance the communication skills that students need to be engaged citizens (Hogan, Andrews, Andrews, and Williams, 2008).

To understand the role communication courses may play in the enhancement or creation of a sense of civic engagement in students, this case study followed six undergraduates through the course of their upper-level argumentation and debate course. Through interviews and journals, thick descriptions were written of these students' experiences, and themes were discovered. Several key themes emerged from the interviews. Students mentioned the importance of listening, though they did not explore the ethics of listening. Whether or not Americans are more or less civically engaged today met with mixed views. Definitions of civic engagement led students to the importance of local community. Interestingly, national or global efforts were not identified, even though President Obama was mentioned as the most prominent proponent of civic engagement. Attributes of civic engagement extended beyond listening to confidence and to media/technology literacy. Finally, audience, an important component of public speaking, was recognized as a critical skill necessary for civic engagement. Surprisingly, the students in this study were unable to articulate how to translate their considerable skills into the public arena, to actually become civically engaged.

This study explored the role public relations plays in the sensemaking process during planned organizational change within multinational organizations in China. Three areas were examined. First, this study examined the sensemaking process during change within the participating multinationals. Second, this study explored how the multinationals used public relations to communicate about change with their employees. Third, the influence of uncertainty avoidance upon sensemaking during change within the multinationals was probed. Weick's (1995) sensemaking framework was used to explain the individual differences in the way events are understood and how those differences are translated into sensible collective behaviors. A total of 60 face-to-face interviews were conducted with managerial and non-managerial employees from nine multinational corporations. Several significant findings emerged from the study. First, change management can be viewed as management of meanings. This view helped explain why some change programs are accepted over others. The acceptance of change is both facilitated and constrained by the extent to which management is able to impose a plausible sense of change on events. Second, power plays a major role in creating an environment ready for change as well as resolving disparities of
meanings. Top management sort out information and highlight it to employees so that their mental frameworks are framed to see the environment in certain ways. Third, negative expressions or behaviors by employees need not be perceived as acts of rebellion against change. Rather, these negative expressions reflect the difficulty that organizational members have while switching rapidly their sense of the organization during change. This study also found that the public relations function can facilitate sensemaking during change. Poorly planned communication programs during change can result in confusions from employees regarding change as well as distrust of management. Findings also suggested that cultivating dialogic communication with employees during change can help managers develop a shared understanding with front-line employees about change. Findings also showed that when employees could not reduce their uncertainties, they stopped processing information from the organizations. This study demonstrated the value of public relations to change management. It illustrated how public relations can help members of an organization understand the meaning of change.

| Brian Smith | 2009 | There is a gap in public relations and marketing communication literature. In spite of increasing professional use of integrated communication—a process by which organizations coordinate the communication functions and activities for stakeholder impact—public relations roles have been under-developed in scholarship. In fact, most insights on public relations and integration appear to be opinion-based and normative. Hallahan (2007) has argued that the literature is "fragmentary and hardly conclusive" (p. 308), and other scholars claim that integrated communication research is still in its pre-paradigmatic stages of development (Kerr, et al., 2008) as research emphasizes definitions and perceptions (Kliatchko, 2008, p. 133). This research—a multi-case study of three organizations that carry out varying levels of integration—addresses the need to outline and evaluate public relations and integrated communication from a theoretical perspective. This study considers public relations a strategic relationship management function, consistent with Grunig (2006a), Ledingham (2006) and other public relations scholars. This perspective is in contrast with that of marketing communication scholars, who consider public relations a marketing support function (Keh, Nguyen, Ng, 2007; Debreceny & Cochrane, 2004; Hendrix, 2004). This study demonstrates that concerns that integrating public relations and marketing may lead to marketing imperialism and "an inferior technical role" for public relations, as Hallahan's (2007) review of the literature discovered (p. 305), may be based in opinion only, and may not represent professional practice. In fact, higher levels of integration yield a greater emphasis on public relations as a strategic relationship management function. This research also demonstrates that integration occurs naturally, regardless of organizational structure. In spite of varying levels of integration evident at each organization (based on the structure outlined by Duncan and Caywood [1996] and Caywood [1997]) integration is a natural process based on internal relationships and connections—a process I refer to as "organic integration." This multi-case study fulfills three challenges facing public relations and integrated communication proposed by Hallahan (2007). It provides a research-based definition of integrated communication, considers the theoretical convergence of public relations and integrated communication, and it conceptualizes organizational communication and department structures (p. 309-313). |

| Bjorn Stillion Southard | 2009 | From the introduction of slavery to British North America, the concurrent presence of freedom and slavery fostered much tension. Still, in the early 1800s, slavery was not yet the intransigent issue that would lead to civil war. |
Amidst mounting tensions and declining, yet still viable, possibility for resolution, a nationwide effort to colonize free blacks to Africa began. Positioned as neither immediate emancipation, nor the continuation of the status quo, colonizationists framed their scheme as a solution to the problem of slavery. With the discourse generated at a germinial meeting on December 21, 1816, the American Society for Colonizing the Free People of Colour of the United States (later called the American Colonization Society) was created and motivations for African colonization were set forth. This project explores the rhetorical development of the national African colonization movement in the United States. To begin, this project traces the discursive tensions between discourses of security and morality to which colonizationists would need to attend to advance their scheme. Driving this tension was an emerging antagonism between instrumental and pathetic dimensions of rhetoric. The project then illuminates the potential to overcome such tensions that had been cultivated in political economic (i.e., legislative) discourse about slavery. This potential resolution was defined by the development of moderate rhetorical strategies to address the problem of slavery. Turning to the initial meeting of the Colonization Society, this project attends to how colonizationists negotiated the discursive tensions and used the rhetorical resources of the moment to motivate colonization. Ultimately, this project argues that the motivations offered by colonizationists in support of African colonization failed in their attempt to use moderate rhetorical strategies and thus, failed to overcome the discursive tensions of slavery.

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Public relations entered China in the 1980s. Formal education in public relations started in the 1980s. The field has experienced evolutionary changes over the past 2 decades. However, not much scholarly attention has been paid to this area of research. The most notable article that examines Chinese public relations education was published in 1994. After more than 10 years, it is disheartening to note that no published works have updated the status quo of Chinese public relations education. Within this context, the present study undertakes the initiative to offer a rich account of and a critical and cultural analysis of Chinese public relations education. Specially, the purpose of this dissertation was to understand how Chinese public relations educators, students, and practitioners make meaning of Chinese public relations education through the theoretical lens of the circuit of culture model and within the context of Confucianism. The present study adopts qualitative methodology as the means to explore the study's research questions. It employs two concrete qualitative methods--in-depth interview and focus groups. Participants were selected from three major cities in China: Beijing, Shanghai, and Hang Zhou, which host the major of universities and colleges that offer public relations programs, majors, or concentrations. Forty-nine people took part in the present study, including 34 in-depth interviews--20 interviews with public relations educators, 7 with practitioners, and 7 with students--and two focus groups with 7 students and 8 students in each group. Specifically, the study aims to answer two research questions: 1) How does the circuit of culture model help explore and understand the tensions, complexities, and contradictions implicit in Chinese public relations educators', practitioners', and students' meaning making of Chinese public relations education? How does the model help understand the interplay of culture, power, and identity, within which context participants negotiate and construct meanings and identities for Chinese public relations education? 2) What is the role of Confucianism in Chinese public relations education? To what extent and in what aspects have Confucian values influenced participants' understanding of Chinese public relations education? Research findings offer insights into the above research questions. Most interestingly, the findings help identify a hybrid identity for Chinese public
relations education, which is neither purely Chinese nor American but a combination of values from both countries. This finding calls for a changed mindset to approach the relationship between Chinese and U.S. public relations scholarly communities from a dichotomous either-or to an embracing both-and mindset. The findings also help update and enrich the existing literature on Chinese public relations education, respond to the timely call for diversifying public relations scholarship in the U.S., and complicate and modify the existing circuit of culture model. The culmination of the study also helps identify possible avenues in which Confucianism can serve as a potential philosophy guiding public relations education and practice.

| Michael Chambers | 2008 | In the decade following the Civil War, Illinois Farmers suffered from a variety of economic problems such as deflated currency, increased agricultural production, international competition, high tariffs, expensive farm implements, high transportation rates, high taxes, and the occasional natural disaster. Scattered, powerless, and dependent, Illinois farmers were especially vulnerable to a political and economic system controlled by corporate monopolies, corrupt and unresponsive government, and an endless procession of middlemen waiting to take their share of the farmers' hard-earned profits. Farmers responded by forming the Granger movement, the first large-scale farmers' movement in the United States and the initial episode of a broader farmers' movement in the late nineteenth century. Granger movement rhetoric constituted Illinois farmers as powerful agents of change by transforming them from individual actors into the agricultural class, a powerful collective identity motivated for political and economic action. Movement rhetoric did so by drawing upon the motivational power of three strands of American public discourse--the agrarian myth, the rhetoric of class, and the legacy of the American Revolution--to create a narrative that empowered Midwestern farmers to see the dire consequences of their agrarian individualism and to constitute themselves as a class that could adequately respond to their material conditions in the late nineteenth century. |
| Bing Han | 2008 | This dissertation research examined how cultures differ in the use of the distributive justice principles of need and equity. Empathy was proposed as a possible mechanism to explain cultural differences in the conflict between the ethics of care and justice as reflected in the use of the need and equity principles. Four experiments were conducted to investigate the role of empathy in three distinct distribution situations across two cultural groups, Chinese nationals and U.S. Americans. In all four studies, participants were asked to assume the role of a high-status person and make a distribution decision in a questionnaire. The first and second studies examined how empathy affected the equity principle in a bonus distribution situation in a company; the third study explored how empathy influenced the need principle in an assistance-fund distribution situation in a charity organization; and the fourth study investigated how empathy affected the choice between merit and need in a scholarship distribution situation in a university. Data were collected in both China and the U.S. for each of the four studies (total N = 1,022). Results indicated a significant moderating effect of culture such that empathy had different effects on the principles of equity and need in the two cultural groups. Empathy narrowed the money gap between low- and high-competence employees for Chinese, but maintained the gap for U.S. Americans; it also equalized the amount of money given to low- and high-need applicants for Chinese, but preserved the difference for U.S. Americans. Interpretations and implications of the results are provided, and the methodological and theoretical significance of the research along with future directions are discussed. |
| Michele Mason 2008 | Although frequently praised for her rhetorical abilities and widely recognized as an influential leader in the African-American community, Nannie Helen Burroughs' speeches and writings have been the subject of little scholarly treatment. The quest for freedom and equality in America, Burroughs believed, would be satisfied through individual and collective struggle, and while she never advocated directly the use of physical force, she often evoked martial themes--using terms such as battles, enemies, crusades, weapons, and sacrifice--along with ideas related to movement and progress, to motivate action among African-Americans. These ideas, complemented by her stylistic tendencies, inspired continued action during a time when basic citizenship rights seemed out of reach for many African-Americans. This rhetorical tendency seemed most strategic during the 1920s and 1930s, a time when African-Americans experienced a renewed and seemingly coordinated assault on their identity as American citizens. They found their constitutional right to vote threatened, their social and economic status weakened, and their identity as American citizens undermined. Burroughs would skillfully combine various styles of discourse to match her rhetorical goals and the demands of the audiences she addressed. More specifically, she employed a clear, vivid, energetic style to awaken and enlist African-American audiences, to empower politically, provide vision, and to rehabilitate identity during the period between the two world wars. |
| Nance McCown 2008 | Through a qualitative case study, this dissertation's purpose was to explore the confluence of internal public relations, leadership styles, and organizational culture--specifically in a spiritually based workplace--in order to better understand their influence on leader-employee relationship management. The organization researched was a bank with approximately 110 employees including several branch locations. Data collection triangulation included in-depth interviews, participant observation, and document analysis of relevant internal publications and communications. Analysis employed grounded theory strategies using the constant comparison method. Results indicated that this confluence, driven by the founder/top leader's faith and vision, enacted authentic/transformational/principle-centered/servant leadership style, spiritually based organizational culture, and open, two-way symmetrical communication to foster intentional, positive, people-driven cultural maintenance, interpersonal communication, and employee empowerment/growth strategies. In turn, this hybrid environment fostered strong relationship building between employees and organizational leaders as well as between employees across the organization. The confluence also promoted organizational unity as well as intentional leadership development among employees through both specific career goal planning and opportunities for honing individual employees' leadership skills. These outcomes feed back into the leadership, culture, and communication processes to perpetuate a cycle of organizational success. This study extended previous research in internal public relations, leadership styles, and organizational culture by examining their confluence and resulting outcomes to produce a model for internal public relationship building. Ultimately, this model and the understanding enhanced by it offers value to organizational leaders and public relations practitioners as they seek to build more successful leader-employee relationships as well as relationships between employees across the organization through heightened trust, control mutuality, job satisfaction, and commitment. The research also offers value by describing a model that encourages greater empowerment and leadership development among employees at various organizational levels, potentially serving to increase productivity and reach organizational goals. |
| Belinda Stillion 2008 | This project attends to ways in which the National Woman's Party's (NWP) |
militant woman suffrage campaign empowered U.S. women to assert their political agency and help earn women's fully-enfranchised citizenship rights through rhetorical acts of political mimesis. Specifically, this study examines how the NWP mimicked political rituals and rhetorics to simultaneously earn political legitimacy and expand women's citizenship roles in the nation-state. To this end, this project examines the NWP's suffrage discourse between 1913 and 1920 to demonstrate the ways in which the group's mimetic strategies both reified and challenged progressive and wartime notions of U.S. nationalism promoted by President Woodrow Wilson and members of Congress. These chapters trace the trajectory of the NWP's campaign as it mimicked inaugural parades, third-party strategies, and congressional and presidential politicking to empower NWP members with the political authority that rivaled the nation's political leaders. The NWP's mimetic strategies allowed NWP members to constitute their national citizenship identities as they accessed reserved political spaces, demanded the attention of President Wilson and members of Congress, engaged the U.S. citizenry as political actors, and suffered severe backlash against their militant acts. In so doing, the NWP helped normalize women's presence in the political sphere, nationalize the suffrage movement, attract national media attention, and ultimately, earn widespread recognition and political legitimacy. Finally, this study looks at the empowering and disempowering potential of political mimesis as a strategy for social and political change, particularly as the NWP formed alliances and divisions among women in national and international communities. In the process, the project looks at how the NWP's rhetoric of political mimesis shaped and was shaped by the democratizing exigencies of President Wilson's nationalist vision; in turn, the NWP's militant campaign helped re-envision the gendered nation.

The purpose of this study was to understand how teen girls and parents of teen girls make meaning of an HPV/cervical cancer vaccine communication campaign. Factors that were considered in investigating meaning-making were personal, familial, educational, sociopolitical, and technological and media factors. Other cultural concepts explored were identity, difference, communication preferences, and medicalization. Using a cultural study approach and feminist, qualitative methods, 40 teens between the ages of 13- and 18-years old and 14 parents of teen girls were interviewed using focus groups, dyad interviews, and individual interviews. The study employed the grounded theory approach to data analysis. Overall, parents and teens hold resolute beliefs about the Gardasil vaccine and media about it, and participants are divided as to their favorability toward the vaccine and its promotion to them. More specifically, the data suggest that teen girls largely make meaning of the HPV/cervical cancer vaccine campaign through the sociopolitical and mediated relationships in their lives, and in particular, how the girls perceive and act around difference in their lives largely contribute to the ways they view communication about sexual health topics like HPV, cervical cancer, and the vaccine. Differently, parents largely make meaning of the campaign through the personal, familial, and educational aspects of their lives, for how they understand their roles as parents reflects a contradiction between their sexual lives growing up compared to their perceptions of how the media represent sexuality and health threats to their daughters. Overall, the data suggest that this campaign provides some empowering ideas and opportunities for teen girls and parents. However, the data also largely suggest that campaigns as such complicate not only decisions teen girls and parents must make about teen girls' health, but such campaigns also obscure how teen girls and parents know themselves individually, in relationship to one another, and in relationship with social and authoritative bodies outside their comfort zones. These data confirm
previous studies findings in public relations, feminist media, and cervical cancer intervention research. The data also extend and combine extant research about culture, women's health topics, and communication campaigns in ways that suggest a feminist, cultural-centered health communication critique that encourages communicators to wholly reconsider traditional approaches to the origination, development, deployment, and involvement of communication campaigns involving women and teen girls and important health topics to them. Implications for health communication practice as well as feminist methodology are considered for similar future projects.

Xiaoying Xie 2008

This dissertation addresses how, in a conflict situation, individuals enact different roles and how their responses to the other party's role enactment affect the strategies they choose to handle the conflict. A model is proposed to delineate the cognitive and emotional process through which the focal individual and the other party's role enactment affect the focal individual's conflict strategies. The model was first examined using the data based on participants' recall of a past conflict and their answers to questions that assessed behaviors (N = 265). Next, a laboratory experiment was used to test a model in which a conflict was induced and each participant interacted with a confederate to complete a decision making task (N = 261). The focal person's obligation to his or her general role and the other party's expectation violations were manipulated. Participants' embracement of their situated roles, perceived goal importance, emotion, and the use of four types of conflict strategies were measured. Results indicated that obligation predicted the use of relational-protective strategies through the mediating effect of relational goal importance. Embracement of the situated role was found to directly predict the use of a relational-protective confronting strategy but indirectly predict the use of a relational-disruptive confronting strategy through situated goal importance. The other's expectation violation changed the perceived goal importance and the emotion of the focal individual, which predicted the use of relational-disruptive strategies. However, the main reason for the effect of expectation violation on relational-disruptive strategies was individuals' direct reaction to the other's behavior rather than anger. Interpretations and implications of the results, the limitations of the study, theoretical and methodological contributions of the study, and future directions were discussed.
# Appendix V.1.—Summary of Faculty, Graduate Student Research Activity

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<td>2002-2007</td>
<td>17</td>
<td>48</td>
<td>44</td>
<td>173</td>
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<tr>
<td>% increase</td>
<td>-23%</td>
<td>62%</td>
<td>34%</td>
<td>15%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Journal (number of UM articles, 2008-2013)</th>
<th>ISI Five-Year Impact Factor</th>
<th>SCImago Quartile Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Research (2)</td>
<td>2.486</td>
<td>Q1 (Communication; n = 157)</td>
</tr>
<tr>
<td>Communication Monographs (5)</td>
<td>2.476</td>
<td>Q1 (Communication; n = 157)</td>
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<tr>
<td>Human Communication Research (7)</td>
<td>2.461</td>
<td>Q1 (Communication; n = 157)</td>
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<tr>
<td>Journal of Health Communication (4)</td>
<td>2.307</td>
<td>Q1 (Public Health; n = 348)</td>
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<tr>
<td>Psychology &amp; Marketing (1)</td>
<td>2.124</td>
<td>Q1 (Psychology; n = 359)</td>
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<tr>
<td>Communication Theory (1)</td>
<td>2.063</td>
<td>Q1 (Communication; n = 157)</td>
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<tr>
<td>Journal of Cross-Cultural Psychology (1)</td>
<td>2.056</td>
<td>Q1 (Psychology; n = 359)</td>
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<tr>
<td>Journal of Advertising (1)</td>
<td>1.859</td>
<td>Q1 (Communication; n = 157)</td>
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<tr>
<td>Health Communication (8)</td>
<td>1.744</td>
<td>Q2 (Public Health; n = 348)</td>
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<tr>
<td>Journal of Public Relations Research (5)</td>
<td>1.723</td>
<td>Q1 (Sociology &amp; Political Science; n = 552)</td>
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<tr>
<td>International Journal of Press/Politics (1)</td>
<td>1.670</td>
<td>Q1 (Communication; n = 157)</td>
</tr>
<tr>
<td>Mass Communication &amp; Society (1)</td>
<td>1.192</td>
<td>Q1 (Communication; n = 157)</td>
</tr>
<tr>
<td>Public Relations Review (11)</td>
<td>1.098</td>
<td>Q2 (Marketing; n = 101)</td>
</tr>
<tr>
<td>American Behavioral Scientist (1)</td>
<td>0.946</td>
<td>Q2 (Social Sciences; n = 409)</td>
</tr>
<tr>
<td>International Journal of Communication (4)</td>
<td>0.928</td>
<td>Q3 (Communication; n = 157)</td>
</tr>
<tr>
<td>Journal of Applied Communication Research (4)</td>
<td>0.927</td>
<td>Q2 (Communication; n = 157)</td>
</tr>
<tr>
<td>Journalism &amp; Mass Communication Quarterly (2)</td>
<td>0.691</td>
<td>Q1 (Communication; n = 157)</td>
</tr>
<tr>
<td>Critical Studies in Media Communication (1)</td>
<td>0.677</td>
<td>Q2 (Communication; n = 157)</td>
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<tr>
<td>Argumentation (1)</td>
<td>0.664</td>
<td>Q2 (Social Sciences; n = 409)</td>
</tr>
<tr>
<td>Journal of Language &amp; Politics (1)</td>
<td>0.395</td>
<td>Q1 (Linguistics &amp; Language; n = 70)</td>
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<tr>
<td>Chinese Journal of Communication (1)</td>
<td>0.353</td>
<td>N/A</td>
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<tr>
<td>Journal of African Media Studies (1)</td>
<td>0.154</td>
<td>Q4 (Communication; n = 157)</td>
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<tr>
<td>American Communication Journal (1)</td>
<td>N/A</td>
<td>Q4 (Communication; n = 157)</td>
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<tr>
<td>Arab Media &amp; Society (3)</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td>Argumentation &amp; Advocacy (1)</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Celebrity Studies (1)</td>
<td>N/A</td>
<td>Q1 (Cultural Studies; n = 466)</td>
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<td>Communication Methods &amp; Measures (1)</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td>Communication Research Reports (1)</td>
<td>N/A</td>
<td>Q2 (Communication; n = 157)</td>
</tr>
<tr>
<td>Communication Studies (4)</td>
<td>N/A</td>
<td>Q2 (Communication; n = 157)</td>
</tr>
</tbody>
</table>
Graduate Student Research Activity:

Books

2011


2008

Journal Articles

2013 and forthcoming


2012


2011


2010


Michael Pfau, Shane Semmler, Leslie Deatrick, Alicia Mason, Gwen Nisbett, Lindsay Lane, Elizabeth Craig, Jill Underhill, and John Banas, “Nuances about the Role and Impact of Affect in Inoculation,” Communication Monographs 76 (2009): 73-98.


2008


**Book Chapters**

2013


2012


2011


2010


2009


2008


Published Book Reviews

2011


2010


2009


2008


**Other Publications**

2013


Conference Papers and Panel Presentations


Lauren Harris, “Party Unity, My Ass: The Rhetorical Strategies of Republican Advertisements to Gain Clinton Voters' Support,” a paper presented at University of Maryland Graduate Research Interaction Day, College Park, Md., April 2013.


Yvonne Slosarski, “Hearing the Public: (Re)Constructing The People of Wisconsin,” a paper presentation at University of Maryland Graduate Research Interaction Day, College Park, Md., April 2013.

Yvonne Slosarski, “We are WI: The Three-Dimensional Rhetoric of the Wisconsin State Capitol Occupation,” a paper presentation at Penn State's Camp Rhetoric, State College, Pa., 2013.


Kelly Madden, “Victim or Villain: Media Representations of Joe Paterno Following the Penn State Sex Abuse Scandal,” a paper presented at the annual convention of the National Communication Association, Orlando, Fla., Nov. 2012.


Jade Olson, panelist, “Transitioning from the Popular to the Political and Back Again: Reading the Relationship between Popular Culture and Politics,” a panel presentation at the annual convention of the Eastern Communication Association, Cambridge, Mass., April 2012.


2011


Theresa A. Donofrio, “Models for Active Learning: A Survey of UMD Instructors’ Approaches to Civic Engagement and Service Learning” (co-authored as one of the University of Maryland’s Lilly Graduate Teaching Fellows), a research presentation at Graduate Research Interaction Day, College Park, Md., April 2011.

Theresa A. Donofrio, “Civic Engagement, Service Learning and Scholarship in Practice: A Case Study in Defining, Valuing and Evaluating Pedagogies for Active Learning” (co-authored as one of the University of Maryland’s Lilly Graduate Teaching Fellows), a paper presentation at the annual convention of the Lilly Conference on College and University Teaching, Washington, D.C., June 2011.

Theresa A. Donofrio, “An Exploration of Faculty Perception on Civic Engagement and Service Learning” (co-authored as one of the University of Maryland’s Lilly Graduate Teaching Fellows), a paper presentation at the Innovations in Teaching and Learning Conference, College Park, Md., April 2011.


Xiaoli Nan, X. Zhao and Rowena Briones, “Parental Attitudes Toward Adolescent Vaccination Against the Human Papillomavirus,” a paper presented at the annual meeting and scientific sessions of the Society of Behavioral Medicine, Washington, D.C., April 2011.


Beth Sundstrom, Rowena Briones and Melissa Janoske, “Expecting the Unexpected: Nonprofit Media Responses to Anti-Abortion Terrorism,” a second-place poster presented at the annual convention of the Association for Education in Journalism and Mass Communication, St. Louis, Mo., August 2011.


2010


Tiffany Lewis, “Peace is a Woman’s Job: Jeannette Rankin’s Pacifist Rhetoric in the Interwar Years,” an award-winning paper presented at the annual convention for the Eastern Communication Association, Baltimore, Md., April 2010. (Top Student Papers in Rhetoric and Public Address)


2009


Susan Allen, “Fighting Negative Identity,” an award-winning paper presented at Graduate Research Interaction Day, University of Maryland, College Park, Md., April 2009. (First Place)


Lucinda L. Austin, “Framing Diversity: A Qualitative Content Analysis of Public Relations Industry Publications,” a paper presented to the Public Relations Society of America International Conference, San Diego, Calif., Nov. 2009. (runner up for the Betsy Plank Award)


Rowena Briones, “Effective Emergency Preparedness: A Qualitative Study of Applying Agenda-Building and Framing to the American Red Cross Communication Practice,” an award-winning paper presented at Graduate Research Interaction Day, University of Maryland, College Park, Md., April 2009. (First Place)


Tiffany Lewis, “Abigail Scott Duniway’s Frontier Myth: Connecting Progress in the West to Woman’s Suffrage,” a paper presented at the annual convention of the National Communication Association, Chicago, Ill., Nov. 2009.

Tiffany Lewis, “Abigail Scott Duniway’s Frontier Myth: Connecting Progress in the West to Woman’s Suffrage,” a paper presented at Graduate Research Interaction Day, University of Maryland, College Park, Md., April 2009.


Jennifer E. Vardeman and Natalie Tindall, “‘If It’s a Woman’s Issue, I Pay Attention to It’: Identity in the Heart Truth Campaign,” a paper presented to the Association for Education in Journalism and Mass Communication, Chicago, Ill., Aug. 2008.


CURRICULUM VITAE

EDWARD L. FINK

13002 Middlevale Lane
Silver Spring, MD  20906-3345
Professor,
Department of
Communication
2102 Skinner Building
University of Maryland
College Park, MD 20742-7635
ELF@UMD.EDU
301-962-0068 (home)
301-405-6523 (office)
240-462-0507 (cell)
301-314-9471 (fax)

EDUCATION

Ph.D.  1975  University of Wisconsin-Madison
Sociology, with a cognate in Educational Psychology

M.S.  1969  University of Wisconsin-Madison
Sociology

B.A.  1966  Columbia College of Columbia University (New York)
Sociology

ACADEMIC HONORS/SCHOLARSHIPS/GRANTS/AWARDS

Visiting scholar, 39th Annual Undergraduate Honors Conference, DePauw University, 2013.

Co-author, Top Four paper in the Peace and Conflict Communication Division of the National Communication Association, November, 2013, Washington, DC.

Co-author, Top Four paper in the Association for Chinese Communication Studies of the National Communication Association, November, 2011, New Orleans, LA.


Eighteenth Annual Wayne N. Thompson Guest Lecturer, Western Illinois University, March-April, 2008, Macomb. (Interview with Richard G. Egger regarding the lecture was broadcast March 31, 2008 on Tri States Public Radio WIUM at 7:30 a.m. and 4:30 p.m.)

Co-author, Top Four paper in the Communication and Social Cognition Division of the National Communication Association, November, 2007, Chicago, IL.

Visiting scholar, 33rd Annual Undergraduate Honors Conference, DePauw University, 2007.
CURRICULUM VITAE

EDWARD L. FINK


Awarded Lady Davis Visiting Professorship, for spring, 1998, to Hebrew University of Jerusalem by the Lady Davis Fellowship Trust, in consultation with the Faculty of Hebrew University

Full member, Sigma Xi, The Scientific Research Society, University of Maryland Chapter, 1997.

Faculty and Staff Award, “First Year Book” Writing Competition, on Alan Lightman’s Einstein’s Dreams, University of Maryland, 1997.


Commencement Speaker, University of Maryland College of Arts and Humanities Commencement, May, 1991, and December, 1993.

Co-author, Top Three paper for the Commission on Health Communication of the National [then Speech] Communication Association, November, 1991, Atlanta, GA.


University of Maryland Distinguished Scholar-Teacher, 1988-1989.
CURRICULUM VITAE

EDWARD L. FINK

Elected to membership in Sigma Circle (University of Maryland) of Omicron Delta Kappa National Leadership Society, 1988.

University of Maryland Division of Arts and Humanities Special Research Assignment, for full-time research during spring semester, 1986.

Research grant: "The Relationship of Message Discrepancy and Message Disconfirmation to Attitude and Belief Change" (S. A. Kaplowitz & E. L. Fink). Proposal submitted to the National Institute of Mental Health for $22,975, December, 1985; approval was recommended by the peer review committee, but the research was unfunded.

University of Maryland General Research Board Semester Research Grant, for full time research during spring semester, 1983.


*The measurement of communication processes* nominated for the National [then Speech] Communication Association Golden Anniversary Fund Awards Book Award, 1981.


Methodology Traineeship (Public Health Service), University of Wisconsin-Madison, 1970-71.

Participant, Mathematical Social Science Board Summer Seminar in Mathematics and Sociology, Cornell University, 1966. Sponsored by the Center for Advanced Study in the Behavioral Sciences.

CURRICULUM VITAE

EDWARD L. FINK

ACADEMIC APPOINTMENTS

<table>
<thead>
<tr>
<th>Position</th>
<th>Years</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>2007-present</td>
<td>University of Maryland at College Park</td>
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<tr>
<td>Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professor and Chair</td>
<td>1998-2007</td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professor and Chair</td>
<td>1997-1998</td>
<td></td>
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<tr>
<td>Speech Communication</td>
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<tr>
<td>Professor</td>
<td>1989-1997</td>
<td></td>
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<tr>
<td>Speech Communication</td>
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<tr>
<td>Professor</td>
<td>1987-1989</td>
<td></td>
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<tr>
<td>Communication Arts and Theatre</td>
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<tr>
<td>Affiliate Professor</td>
<td>2007-present</td>
<td>Ph.D. Program in Second Language Acquisition</td>
</tr>
<tr>
<td>College of Business and Management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Affiliate Professor</td>
<td>1996-2000</td>
<td>College of Business and Management</td>
</tr>
<tr>
<td>Department of Sociology</td>
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<tr>
<td>Affiliate Professor</td>
<td>1987-present</td>
<td>Department of Sociology</td>
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<tr>
<td>Department of Psychology</td>
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<tr>
<td>Associate Dean, Graduate Studies and Research (Acting)</td>
<td>1993-1995</td>
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<tr>
<td>Regular Member</td>
<td>1981-present</td>
<td>Graduate Faculty</td>
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<tr>
<td>Associate Professor</td>
<td>1981-1987</td>
<td>Communication Arts and Theatre</td>
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<tr>
<td>Professor of Communication</td>
<td>1973-1981</td>
<td>Michigan State University</td>
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<tr>
<td>Member of Department of Sociology</td>
<td>1979-1981</td>
<td>Michigan State University</td>
</tr>
<tr>
<td>Affiliated Faculty</td>
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**CURRICULUM VITAE**

**EDWARD L. FINK**

<table>
<thead>
<tr>
<th>Position</th>
<th>Dates</th>
<th>Institution</th>
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<tbody>
<tr>
<td>Assistant Professor</td>
<td>1971-1973</td>
<td>University of Notre Dame</td>
</tr>
<tr>
<td>Department of Sociology and Anthropology</td>
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<tr>
<td>Lecturer, Department of Sociology</td>
<td>Fall, 1970</td>
<td>University of Wisconsin-Madison</td>
</tr>
<tr>
<td>Teaching Assistant</td>
<td>1969-1970</td>
<td>University of Wisconsin-Madison</td>
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<tr>
<td>Department of Sociology</td>
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<tr>
<td>Research Assistant</td>
<td>Spring, 1969</td>
<td>University of Wisconsin-Madison</td>
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<tr>
<td>Department of Sociology</td>
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<tr>
<td>Department of Educational Policy Studies</td>
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<tr>
<td>Research Assistant</td>
<td>1966-1968</td>
<td>University of Wisconsin-Madison</td>
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<tr>
<td>Department of Rural Sociology</td>
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**VISITING AND OTHER APPOINTMENTS**

Visiting appointments, colloquia, and/or workshops at Pennsylvania State University (October, 2007), Cornell University (February, 2008), the University of Oklahoma (February, 2008), the State University of New York at Buffalo (March, 2008), Michigan State University (March, 2008), Western Illinois University (March-April, 2008), Purdue University (April, 2008), University of Southern California (April, 2008), University of California, Santa Barbara (April, 2008), and University of Arizona (April, 2008).

- **Mentor Faculty** 2005-2006 Antioch University Ph.D. Program in Leadership & Change Program
- **Lady Davis Visiting Professor** March-June, 1998 Hebrew University of Jerusalem
- **Visiting Scholar** December, 1995 State University of New York at Buffalo
- **Visiting Professor** November, 1995 University of Arizona
- **Academic Specialist** October-November, 1995 University of Connecticut
- **Visiting Professor** September-October, 1995 Michigan State University
CURRICULUM VITAE

EDWARD L. FINK

Department of Communication

Visiting Scholar   January, 1990  Purdue University
Visiting Professor Summer, 1984  University of Tennessee
College of Communication

COURSES TAUGHT

University of Maryland (approximate enrollment in parentheses)

Seminar: Models of Persuasion     (COMM498P/698C & COMM779; 4-25)
Communication Theory              (COMM602; 18)
Advanced Quantitative Data Analysis in Communication Research: Structural Equation Models (COMM703; 5)
Intermediate Quantitative Data Analysis in Communication Research: The General Linear Model (COMM702; 6)
Seminar in Persuasion and Attitude Change (COMM775; 8)
Intercultural Communication Theory (COMM683; 9)
Seminar in Theory Construction    COMM698T; 7)
Persuasion                         (COMM475; 35)
Communication Theory and Process  (COMM402; 60)
Seminar: Humor, Cognition, and Interaction (COMM498C; 32)
Theories of Group Discussion       (COMM420; 25)
Research Methods in Communication  (COMM400; 120)
Small Group Discussion             (COMM220; 25)
Humor, Cognition, and Communication (HONR148B; 16)
Independent study, thesis supervision, dissertation supervision, internship (COMM; 5)

Michigan State University

Seminar in Interpersonal Communication Strategies and Styles
Communication Research Design (three-course graduate methods sequence)
Methods of Inquiry
Interpersonal Communication Interaction Processes
Seminar in Social Attitudes
Seminar in Humor
Humor and Embarrassment
Seminar: Special Topics in Data Analysis
Models of Attitude Change

University of Notre Dame
CURRICULUM VITAE

EDWARD L. FINK

Sociology of Poverty
Social Psychology
Social Stratification
Research Methods
Character and Social Structure
Data Analysis

University of Wisconsin-Madison
Methodology
Marriage and the Family

COURSE DEVELOPMENT AND TEACHING RECOGNITION

Responsible for the doctoral sequence in quantitative research methods within the Ph.D. program in Communication. Developed the present COMM702-COMM703 sequence.

Developed the graduate Seminar in Attitude Change and Persuasion and the graduate Seminar in Models of Persuasion.


Nominated for Distinguished Scholar-Teacher: University of Maryland, 1982; Michigan State University, 1977.

ADVISEES (date of degree)

Ph.D.

X. Zhao          (In progress)
S. Das           (In progress)
S. M. Sipek      (In progress)
D. A. Payne      (In progress)
S. Chai          (2013)
V. Boudewyns     (2013)
I. A. Cionea     (2013)
E. Bessarabova   (2010)
S. Yao           (2009)
S. Chung         (2004)
L. D. Dinauer    (2003)
H. A. Massett    (1999)
M. A. Trasciatti (1999)
S. E. McGreevy   (1996)
CURRICULUM VITAE

EDWARD L. FINK

S.-S. Chen    (1993)
S. L. Hammond (1990)
W. B. Bishop (1990)
S. W. Maase  (1986)
T. Marron    (1985)
N. J. Stoyanoff (1981)
J. R. Jara   (1978)

Master's

M.C. Philipp   (2002)
S. Chung    (1998)
N. Stevens  (1995)
P. Sabourin  (1993)
S. E. McGreevy (1992)
J. L. Monahan (1988)
D. Sandhaus (1987)
N. J. Stoyanoff (1978)
M. Pacanowsky (1977)
N. E. Edison (1976)
B. A. Walker (1975)
R. E. Griffin (1974)
K. Spener    (1973)
S. R. Mysliwiec (1972)

Jennifer Monahan, while an undergraduate advisee of mine, won an undergraduate research apprenticeship to conduct research under my direction. She received a two-year Graduate School Fellowship for graduate work at the University of Maryland. In 1988, she received a fellowship for doctoral study at the University of Wisconsin and the University of Southern California; she chose to attend USC. She is currently a professor at the University of Georgia and was awarded (2007) the University of Georgia Creative Research Medal.

Nicky Stoyanoff's dissertation, which I directed, received the Gerald R. Miller Outstanding Doctoral Dissertation Award from the National [then Speech] Communication Association in 1981.

Laurie Cameron, an undergraduate student, won an undergraduate apprenticeship (at the University of Maryland, 1987-1988) to conduct research under my direction.

Sungeun Chung, my advisee, was awarded the Wayne Thompson Professorship at Western Illinois University for the 2007-2008 academic year. He is currently an associate professor in the Department of Mass Communication and Journalism, Sungkyunkwan University, Republic of Korea.
Qi Wang, my co-advisee, won the 2007 Outstanding Dissertation Award from the International Association for Conflict Management for a dissertation defended in 2005 or 2006. She is currently on the faculty of the Department of Communication, Villanova University, PA.

ACADEMIC MEMBERSHIPS

American Psychological Association (Life Status member as of January 1, 2012)
International Communication Association
National Communication Association
Sigma Xi, The Scientific Research Society
Society for Personality and Social Psychology

RESEARCH IN PROGRESS

Modeling compliance dynamics in networks, cognition and attitude change, guilt and reactance induced by messages, enculturation of sojourners, and the effect of adverbs on persuasion.

PUBLICATIONS

Books


Articles and Chapters in Refereed Serial Publications


CURRICULUM VITAE

EDWARD L. FINK


**Chapters and Entries in Books**


Book Review


Reports, Monographs, and Other Works


**PAPERS AND PRESENTATIONS**

**INVITED PAPERS AND PRESENTATIONS**


CURRICULUM VITAE

EDWARD L. FINK


Fink, E. L. (2008, November). *A funny thing happened on the way to the conference: A seminar on humor and communication*. Panel participant at the annual meeting of the National Communication Association, San Diego, CA.


A version of Chung, S., Fink, E. L., & Kaplowitz, S. A. (2008), *The comparative statics and dynamics of beliefs: The effect of message discrepancy and source credibility*, *Communication Monographs*, 75, 139-170, was presented at the following universities: the University of Oklahoma (February, 2008), the State University of New York at Buffalo (March, 2008), Michigan State University (March, 2008), Purdue University (April, 2008), University of Southern California (April, 2008), University of California, Santa Barbara (April, 2008), and University of Arizona (April, 2008).


A version of Cai, D. A., Fink, E. L., & Xie, X. (2007, November), *Obligations and costs in direct and indirect relationships: A cross-cultural analysis*, presented at the annual meeting of the National Communication Association, Chicago, IL, was presented at Cornell University (February, 2008).


Fink, E. L. (2004, May). *The role of communication departments and programs in the National Research Council Survey*. Presented as part of a panel sponsored by the Council of Communication
CURRICULUM VITAE

EDWARD L. FINK

Associations at the annual meeting of the International Communication Association, New Orleans, LA.

Fink, E. L. (2004, May). Contributor to B. Dervin & M. Song (Eds.), Communication as a field—historical origins, diversity as strength/weakness, orientation toward research in the public interest: 54 ruminations from field grandparents, parents, and a few feisty grandchildren. Background paper for the "Strength of our methodological divides: Five navigators, their struggles and successes" plenary and post-plenary dialogue. Presented at the International Communication Association annual meeting, New Orleans, LA. Available at http://communication.sbs.ohio-state.edu/sense-making/art/artabsdervinsong04ica.html


Fink, E. L. (1996, April). Oscillation in belief. Presentation at the Symposium on Societal Stratification and Social Behavior (a Symposium to honor Archibald O. Haller) at University of Wisconsin, Madison, WI.


Fink, E. L. (1994, April). *Nonlinear dynamics and chaos theory for communication; Discrepancy and disconfirmation in attitude change; Multidimensional scaling and cognitive processes in humor*. Invited guest lecturer for the Departments of Communication, Sociology, and Psychology, Michigan State University, East Lansing, MI.


Fink, E. L. (1993, April). Invited guest lecturer to Department of Speech Communication and Theatre Arts, University of Richmond, Richmond, VA.

Fink, E. L. (1993, August). Invited guest lecturer at the following universities: World Journalism College (Taiwan); National Chengchi University (Taiwan); Fu-Jen Catholic University (Taiwan); Chinese University of Hong Kong (Hong Kong).


CURRICULUM VITAE

EDWARD L. FINK


Fink, E. L. (1990, January). *A spatial model of humor and Measurement in the social sciences*. Lectures delivered as Visiting Scholar at Purdue University, West Lafayette, IN.

Fink, E. L. (1989, November). *Persuading the public—Health & medical information campaigns*. Discussant at the annual conference of the Midwest Association for Public Opinion Research, Chicago, IL.


Fink, E. L. (1988, November). *Theoretical issues in communication research*. Discussant at the annual conference of the Midwest Association for Public Opinion Research, Chicago, IL.


Fink, E. L. (1977, April). Invited participant, panel discussion with Dr. Lionel Tiger concerning his research, North Central College, Naperville, IL.


Fink, E. L. (1976, April). *The sociology of methodology.* Panel participant at the Southwestern Sociological Association convention, Dallas, TX.


Fink, E. L. (1974, November). *Embarrassment, humor, and ingratiation as types of interpersonal communication.* Presentation at the colloquium sponsored by the Center for Sociological Research, Department of Sociology, Western Michigan University, Kalamazoo.

**REFEREED CONFERENCE PAPERS AND PRESENTATIONS**


CURRICULUM VITAE

EDWARD L. FINK

presented at the annual conference of the National Communication Association, San Francisco, CA.


CURRICULUM VITAE

EDWARD L. FINK


**BIOGRAPHICAL CITATIONS**


**SERVICE**

**GENERAL PROFESSIONAL**
CURRICULUM VITAE

EDWARD L. FINK
31

Wandering Scholar in the Scholar to Scholar Program at the annual meeting of the National Communication Association, Chicago, IL, November, 2009.

Member, Doctoral Education Committee, National Communication Association, 2009-2011; chair, 2011.


Grant Evaluator, Social Sciences and Humanities Research Council of Canada, 2006.


Member, Council of Communication Associations Task Force on the National Research Council Survey of Doctoral Programs, 2003-.


Vice President, Sigma Xi, The Scientific Research Society, University of Maryland Chapter, 1998-1999.


Department Reviewer:

Florida State University, Department of Communication, 2009.
Cleveland State University, Department of Communication, 1990.

Faculty Reviewer (Department of Communication unless otherwise stated):

University of California, Santa Barbara, 2013.
Ithaca College, 2013.
Cornell University, 2013.
Cornell University, 2012.
State University of New York at Buffalo, 2012.
Ohio State University, 2012.
University of Massachusetts, Lowell (Undergraduate Education), 2012.
University of California, Davis, 2011.
State University of New York at Buffalo, 2009.
Emerson College, 2008.
CURRICULUM VITAE

EDWARD L. FINK
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Rutgers University, 2007.
Ohio State University, 2006.
University of Delaware, 2005.
University of California, Santa Barbara, 2004.
Ben-Gurion University of the Negev, 2004.
University of Southern California, 1996.
University of Oklahoma, 1996.
Emerson College, 1990.
University of Wisconsin—Madison, Department of Sociology, 1989.
Johns Hopkins University, School of Hygiene and Public Health, 1988.
University of Alaska-Fairbanks, College of Liberal Arts, 1985.
Montana State University, Department of Sociology, 1984.
Northeastern University, 1981.
Simon Fraser University, 1977.


Secretary-Treasurer, Michigan State University Faculty Associates, 1979-1980.

PAID CONSULTANCIES


Member, Advisory Committee for the National Endowment for the Arts Survey on Public Participation in the Arts, June, 1986.


Consultant, Career Choice Theories Project of the Center for Vocational Education, Ohio State University, 1977-1978.


Vice-President, and Member of Board of Directors, Communication Research Services, Inc., 1976-1977.

Consultant to Network for Innovative Schools, a non-profit educational service corporation, Merrimac, MA 1976.

Staff member, Agency for International Development Communication Seminars, Battle Creek, MI, 1974.

SERVICE TO THE INTERNATIONAL COMMUNICATION ASSOCIATION (other than editorial)

Chair, Ad Hoc Committee on Award Policies, Information Systems Division, 2012-2013.

Chair, B. Aubrey Fisher Mentorship Award Committee, 2005-2006; member, 2006-2007.

Member, Special Task Force on ICA Headquarters, 1996.

Member, Nominating Committee, 1995-1996.


Coordinator for Professional Workshops for the 1989 Convention.

Member-at-large, Board of Directors, 1988-1991; ex officio member, ICA Mentorship Award Committee. (Committee Chair, 1991.)

Member, ICA Committee on Structure, 1985-1987.

Member, ICA Finance Committee, 1984-1987.
CURRICULUM VITAE

EDWARD L. FINK
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Chair, Nominating Committee, Information Systems Division, 1984.

Theme Program Liaison for the ICA 1985 convention, Honolulu.

ICA Vice President and Chairperson, Information Systems Division, 1981-1983.

Vice-Chairperson, ICA Information Systems Division, 1979-1981.

Evaluator for papers submitted to ICA’s Information Systems Division for the 1979 Convention, Philadelphia.

EDITORIAL SERVICE


Referee, Simulation and Gaming, 2013.


Member, Editorial Board, Journal of Communication Studies, 2007-.

Member, Scientific Review Board, Population Review, 2007-.


Member, Editorial Advisory Board, Communication Methods and Measures, 2006-2010.


CURRICULUM VITAE

EDWARD L. FINK


CURRICULUM VITAE

EDWARD L. FINK


SERVICE AT THE UNIVERSITY OF MARYLAND

UNIVERSITY-WIDE

Member, Advisory Committee on Course Enrollment Statistics and Strategies (ACCESS), 2003-2004.

Chair, Graduate Council Committee on Student Affairs, 2004-2005.

Member, Graduate Council Committee on Academic Standards, 1999-2000.

Chair, Pelczar Graduate Award for Excellence, 1996, 1997; committee member, 1992.

Member, University of Maryland System Inter-Institutional Graduate Council, 1996-1998.

Chair, Arts and Humanities Resource Group on Graduate Education for the University Middle States Accreditation Self-Study, 1996.

Member, University Honors Council, 1993-1996.

Acting Associate Dean, Graduate Studies and Research, 1993-1995. *Ex officio* member of Graduate Council; Graduate Council Committee on Programs, Curricula, and Courses; Senate General Committee on Programs, Curricula and Courses; Senate Adjunct Committee on Academic Procedures and Standards; Vice President's Advisory Committee on Curricula and Courses; Graduate Subcommittee of Campus Enrollment Management Committee. Attendance at Council of Graduate School's 26th Annual Summer Workshop, July, 1993, Boston. Attendance at Council of Graduate School's 33rd Annual Meeting, December, 1993, Washington, DC; 34th Annual Meeting, December, 1994, Seattle, WA. Discussion participant on graduate education and immigration, U.S. Commission on Immigration Reform, April 20, 1995, Washington, DC.


Member, Senate General Committee on Governmental Affairs, University of Maryland College Park Campus Senate, 1993-1994.


CURRICULUM VITAE

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Chair, University Appeals Committee, 1990-1991.


Speaker, University orientation welcome session, for students and parents, 1991.

Member, Promotion Committee for Institute of Criminal Justice and Criminology, 1990.


Invited to Ad Hoc Faculty Advisory Group for the Orientation Office, 1990.

Mentor to junior faculty member as part of University Lilly Foundation Grant program, 1989-1990.


Member, Francis Scott Key Scholar Selection Committee, 1989-1990.

Member, Adjunct Committee on Student Conduct, University of Maryland College Park Campus Senate, 1988-1989.

Member, University of Maryland College Park Graduate Council Committee on Student Life, 1986-1987.

Chair, University General Committee on Faculty Affairs, 1985-1986.

Faculty Senator, University of Maryland College Park Campus, 1982-1985.

Member, Campus Statistics Committee, 1981-1983.

COLLEGE LEVEL

Chair, Search Committee for Chair of the Department of Art, 2011.

Member, Latin American Cluster Search Committee, 2009-2010.

Member, Search Committee for Coordinator, 2005.

Chair, Search Committee for the Chair of the Department of Dance, 2005-2006, 2006-2007.

Member, College of Arts and Humanities Academic Planning Advisory Committee, 1999-2002; 2004-2005.
Member, Budget Task Force, 2003.

Member, Shirley Scholarship Committee, 2001-2003, 2005.

Chair, Search Committee for Director of the Joseph and Rebecca Meyerhoff Center for Jewish Studies, 2002-2003.

Chair, Committee for Review of the Chair of Department of American Studies, 2000.

Chair, Search Committee for the Chair of Art History and Archaeology Department, 1999.

Member, College of Behavioral and Social Sciences Internal Review Committee for the Department of Sociology, and the Review Committee for the Chair of the Department of Sociology, 1993-1994.

Member, College Committee on Teaching Evaluation, 1992-1993.

Member, Internal Review Committee for the Department of Speech Communication, 1992-1993.


Commencement Speaker, College Graduation, May, 1991.

Chair, Committee for Review of the Chair of the Department of Linguistics, 1991.

Chair, Department of Linguistics Internal Review Committee, 1990-1991.

Member, College Appointment, Promotion, and Tenure Committee, 1988-1990.

Member, Search Committee for the Dean of the College of Arts and Humanities, 1988-1989.

Member, Arts and Humanities Computer Committee, 1985-1987.

DEPARTMENT (OR JOINT WITH THE COLLEGE OF JOURNALISM)

Chair, Grade Appeals Committee, 2012-.

Chair, Faculty Search Committee (Health and Risk Communication), 2012-2013.


Member, Faculty Advisory Committee, 2009-2010, 2012-2013.
CURRICULUM VITAE

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Member, Faculty Search Committee (Intercultural Communication), 2010-2011.

Chair, Search Committee for Department Business Manager, 2010-2011.

Chair, Salary Advisory Committee, 1994, 2010-2011.

Member, Grade Appeals Committee, 2011-2012.

Member, Undergraduate Studies Committee, 2008-2009, 2010-2011.

Chair of Department, 1997-2007.


Chair, Department Search Committee, 1995-1996.


Member, Committee on Quantitative Methods, 1990-1992.


Member, Graduate Committee, Speech Communication Division, 1988-1989.

Member, Committee to Draft Proposal to Create Three Departments from the Department of Communication Arts and Theatre, 1987.

Director of Graduate Studies, Speech Communication Division, 1987.


Chair, Center for Research in Public Communication Executive Committee, 1984-1986.

Director, Communication Research Center, 1982-1986.

Chair, Speech Communication Division Faculty Search Committee, 1982-1984.

Member, Ad Hoc Committee to Write the Plan of Organization of the Center for Research in Public Communication, 1983.

Member, Ad Hoc Committee to Establish a Joint Program with University College, 1983.
CURRICULUM VITAE

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Member, Ad Hoc Committee on Appointment, Promotion, and Tenure Policies of the Department of Communication Arts and Theatre, 1983. This committee was responsible for creating the primary document for departmental procedures on appointment, promotion, and tenure.

Chair, Ad Hoc Subcommittee on Required Courses for Public Communication Doctoral Program, 1981-1983. This committee was responsible for establishing requirements and procedures of the doctoral program in Public Communication.

COMMUNITY

Co-Vice President for Youth Programs, Tifereth Israel Congregation, Washington, DC, 1989-1990.

_Jewish Wit_. Presentation to Congregation Kehillat Israel, Lansing, MI, April, 1988.


Member, Board of Directors of the Lansing Branch of the American Civil Liberties Union, 1978-1981.


--Member, Nominating Committee, 1977.
--Member, Executive Committee, 1977-1979.
--Member, Committee to Assist Executive Director in selecting Health Center Administrator, 1977.
--Member, Ad Hoc Committee on Medical Records Policy, 1977.
--Member, Executive Director Evaluation Committee, 1978.

Coordinator, Conference on the Politics of Abortion, May, 1979, East Lansing, MI. Conference sponsored by the ACLU of Michigan, Planned Parenthood of Michigan, the Michigan Abortion Rights Action League, and several local groups.

Member, Board of Directors, Health Central Research and Education Foundation, 1978-1979.

Member, Board of Directors, Indiana Civil Liberties Union, 1972.

Deputy Registration Officer for voter registration, St. Joseph County, IN, 1972.
CURRICULUM VITAE
Robert N. Gaines
23 August 2013

Office of Undergraduate Studies, 2110 Marie Mount Hall
University of Maryland, College Park, MD 20742
gaines@umd.edu • 301-314-8282

1. Personal Information

Name: Robert N. Gaines
Department: Communication
Rank: Professor
Year of University Appointment to Current Rank: 2007

Educational Background


B.A., Philosophy and Rhetoric, U. of California, Davis, 1972

Employment Background

Associate Dean for Undergraduate Studies, U of MD, College Park, 2011-present
Professor, Communication, U of MD, College Park, 2007-present
Associate Professor, Communication, U of MD, College Park, 1986–2007
Assistant Professor, Speech Communication, U of WA, 1982–1986
Acting Assistant Professor, Speech Communication, U of WA, 1981–82
Acting Assistant Professor, Speech Communication, U of VA, 1979–81

2. Research, Scholarly, and Creative Activities


i. Books Edited.


ii. Chapters in Books.


b. Articles in Referenced Journals.


c. Book Reviews, Other Articles, and Notes.


d. Talks, Abstracts, and Other Professional Papers Presented

i. Invited Lectures.


Gaines, Robert N. “Knowing and Doing in Humanities and Arts.” Lecture, Symposium on the Humanities, Sponsored by the Humanities Development Fund, Furman University, Greenville, SC, 9 May 2005.

ii. Refereed Conference Papers.


Gaines, Robert N. 2010. “Was the Art of Speaking Really Invented by Plato (and Aristotle)?” Paper presented to the biennial meeting of the Rhetoric Society of America, Minneapolis, MN.


iii. Unrefereed Conference Papers.


e. Webpages.


f. Contracts and Grants.

Principal Investigator (March-August 2012), Asian American and Native American Pacific Islander-Serving Institutions Grant, U. S. Department of Education (P382B080008), 2008-2012, $1,166,216.00.


f. Fellowships, Prizes, and Awards.


g. Editorships, Editorial Boards, and Reviewing Activities for Journals and Other Learned Publications.

**Editorships**


**Associate Editorships**

*Communication Reports*, 1987–1990
*Voices of Democracy*, 2005–2008 (online beginning 2008)

**Editorial Board**


**Referee for Learned Journals**

*Western Journal of Speech Communication, 1987*

**Referee for Scholarly Presses**


3. Teaching, Mentoring, and Advising

a. Course or Curriculum Development.

**Courses**

COMM602 Communication Theory (newly created 1999–2000)
COMM604 Argumentation Theory (newly created 2004–2005)
COMM687 Professional Development in the Communication Discipline (newly created 1996–1997)
COMM698 Special Problems in Communication: Isocrates (developed 1991–1992)
COMM758 Seminar in Rhetorical Theory: Cicero’s Rhetorical Works (developed 1994–1995)
COMM758 Seminar in Rhetorical Theory: Quintilian (developed 1993–1994)
COMM768 Seminar in Public Address: Textual Criticism (developed 2001–2002)

Curricula

Revised Undergraduate COMM major requirements, 1989–1990 (as Undergraduate Director; revision included establishment of COMM250 Introduction to Communication Inquiry as gateway course, reorganization of prerequisites for upper-level major courses, and reconfiguration of supporting courses)
Established COMM Departmental Honors Program, 1990
Revised Undergraduate COMM major requirements, 1998–1999 (as special assignment; revision included establishment of four tracks with separate track requirements, track options, and track supporting courses).
Established Rhetoric Citation as collaboration of COMM and ENGL, 2001 (this program has continued as the Rhetoric Minor since 2005)
Revised Honors Humanities Certificate requirements, 2003–2004 (revision included establishment of ARHU205 Honors Humanities Second Year Seminar as a survey of research practices in humanities and arts, as well as a four-semester research-creative project for all Honors Humanities program participants).

b. Teaching Awards and Other Special Recognition.

“Knowing and Doing in the Humanities,” Selected for presentation in Seminars for Teachers, University of Maryland, a national professional development program administered by the Woodrow Wilson National Fellowship Foundation (11 and 25 April 2007).
2002–2003 Instructional Improvement Grant, Office of the Associate Provost for Academic Affairs and Dean of Undergraduate Studies 2002, U. of Maryland, College Park ($2,500).
Honorary Member, Golden Key National Honor Society, U. of Maryland Chapter, 5 December 1998.
Recognition for Outstanding Contributions to Seniors, The Office of the Vice President for Student Affairs and the Senior Council, U. of Maryland, College Park, 27 November 1995.

c. Advising: Other Than Research Direction.

i. Undergraduate.

Adviser (representing COMM), Rhetoric Citation, 2001–2003 (approximately 10 students per year)

ii. Graduate.

Non-Thesis M.A. Degrees

Harry Pritchett, 1991; Mary Wozney, 1993; Scott Bolesta, 1995; Ann Boyle, 2001; Tiffany Thompson, 2006

iii. Other advising & mentoring activities

Faculty Mentor: Assistant Professor Shannon A. Bowen, COMM 2005-2006; Assistant Professor Torsten Reimer, COMM 2006-2007; Assistant Professor Nneka Ifeoma Ofulue, 2009-2010.
d. Advising: Research Direction.

i. Undergraduate.

Completed Honors Theses


ii. Master's.

Completed M.A. Theses/Projects


iii. Doctoral.

Completed Ph.D. Dissertations


Anders Lunt, 1991–1998. Placement: (Continued as) Senior Pastor, Glen Mar United Methodist Church, Ellicott City, MD.


Lisa Perry, 1993–1998. Placement: Assistant Professor, Speech Communication Department, Minnesota State University, Mankato.


Cynthia King, 1999–2002. Placement: Assistant Professor, School of Communication, American University.

Camilla Kari, 1999-2002. Placement: Assistant Professor, Department of Speech Communication, Pennsylvania State University, Schuylkill Campus.


Arthur W. Herbig, 2009-2011. Placement: Assistant Professor, Department of Communication, Indiana University-Purdue University, Fort Wayne.

4. Service
a. Professional.
   i. Offices and committee memberships held in professional organizations.

   **Offices**

   Vice-President, American Society for the History of Rhetoric, 1985–1986
   President, American Society for the History of Rhetoric, 1986–1987
   Secretary-General, International Society for the History of Rhetoric, 2011–2012

   **Committee Memberships**

   Member, Dissertation Awards Committee, National Communication Association, 1986–1988
   Chair, Constitution Drafting Committee, American Society for the History of Rhetoric, 1987–1988
   Chair, Convention Awards Committee, American Society for the History of Rhetoric, 1993–1994
   Member, Publications Committee, Rhetoric Society of America, 1999
Co-Chair (with Professor Jeanne Fahnestock), Local Arrangements Committee, 2000 Biennial Conference, Rhetoric Society of America, 1999–2000.

Contribution: Negotiated conference hotel contract; secured out-of-hotel panel venues, managed conference entertainment events, collected and managed conference income, created conference web site, constructed and updated preliminary conference program for publication.


Member, Board of Directors, Rhetoric Society of America, 1999–2003
Member, Nominating Committee, Rhetoric Society of America, 2001
Member, Nominating Committee, International Society for the History of Rhetoric, 2001–2003
Member, Doctoral Education Committee, National Communication Association, 2001–2004
Member, Conference Site Committee, Rhetoric Society of America, 2002–2003
Member, International Treasurer Selection Committee, International Society for the History of Rhetoric, 2005
Delegate, Alliance of Rhetorical Societies (representing ISHR), 2005–2009
Chair, Grants Committee, International Society for the History of Rhetoric, 2006–2011

ii. Reviewing Activities for Academic Agencies and Organizations.

Reviewer, Standard Research Grants Program, Communication, Cultural Studies and Women’s Studies, Social Sciences and Humanities Research Council, Canada, 2007-2008
Reviewer for the Mellon/ACLS Dissertation Completion Fellowship, American Council of Learned Societies, USA, 2011-2012, 2012-2013

b. Campus.

i. Departmental.

Department of Communication

Administrative Positions
Chair (Acting), March-June 1998
Director of Undergraduate Studies, 1989–1991
Director of Departmental Honors, 1991–1994
Coordinator, Communication Colloquium Series, 1993–1995

Committees
Appointment, Tenure, and Promotion Committee 1986–2009; Spokesperson (Tenure and Promotion of Assistant Professor), 2004–2005 and 2006-2007; Spokesperson (Promotion of Associate Professor), 2010
Ad Hoc Committee on COMM Learning Outcomes Assessment Plan, 2005–2006 (Chair)
Ad Hoc Committee on COMM Learning Outcomes Assessment Rubrics, 2007–2008 (Chair)
Ad Hoc Committee on Reputation, 2001–2002 (Chair)

Department of Communication Arts and Theatre

Executive Committee, 1987–1989

This departmental separation initiative successfully divided the Department of Communication Arts and Theatre into three distinct departments in the College Arts and Humanities, namely, Department of Radio, Television, and Film; Department of Speech Communication; and Department of Theatre.

*Speech Communication Division*
Faculty Review Committee, 1987–1988 (Chair)
Graduate Studies Committee, 1987–1988
Undergraduate Curriculum Committee, 1986–1987

ii. College

*College of Arts and Humanities*

Director, Honors Humanities Program, 2002–2005

*Advisory Committees*
Faculty Advisory Board, Honors Humanities Program, 2006–2007
Faculty Advisory Board, Center for Renaissance & Baroque Studies, 1993–1999
Advisory Council, Research Center for the Arts and Humanities, 1987–1988

*Program Committee*
Rhetoric Minor Committee (formerly Rhetoric Citation Committee), 2001–2011; Convener 2010–2011
Classics Program Sub-Committee, 2009–2010

*Review Committees*
Academic Unit Review Committee for the Department of English, 2001–2002
Chair, Subcommittee on Undergraduate Studies, Review Committee for the Department of English, 2001–2002
Academic Unit Review Committee for the Writing Center, 1994–1995
NEH Dissertation Grant Application Review Committee, 1994

*Search Committees*
Chair, CLAS-COMM-PHIL Business Manager Search Committee, 2007
Member, Director of Honors Humanities Search Committee, 2007
Member, Chair of Classics Search Committee, 1991, 2005
Member, Computer Network Administrator Search Committee, 1998–1999

*Appointment, Promotion, and Tenure Committees (outside COMM)*
Member (ad hoc), Classics APT Committee, 2008–2009, 2012–2013

*Graduate School*

Fellowship Committee, 2002–2003
Member, Council of University System Faculty, Representing College Park, 1999–2000
Member, Provost’s Advisory Committee on Admissions and Advising, 2002–2004
Member, Provost’s Committee on Living-Learning and Other Special Programs, 2011-present
Member, Honors Faculty Council, 2004–2005
Member, Associate Provost’s Instructional Capacity Study Workgroup, 2007-2008
Member, Middle States Periodic Review Subcommittee on Educational Offerings and Support, 2011-2012
Member, Provost’s Commission on Learning Outcomes Assessment, 2011-present
Member, Equity Council, Office of the President, 2011-present

Office of Undergraduate Studies
Interim Director, Asian American Studies Program, March-August 2012
Equity Administrator, Office of Undergraduate Studies, 2011-present
Chair, Undergraduate Studies Programs, Curricula, and Courses Committee, 2011-present
Chair, Natural Sciences Faculty Board, General Education Program, 2011-present
Chair, History and Social Sciences Faculty Board, General Education Program, 2011-present
Chair, Diversity Faculty Board, General Education Program, 2011-present
Chair, Global Studies Minor Program Advisory Committee, 2011-present
Member, Individual Studies Review Committee, 2011-present
Member, Director of Asian American Studies Selection Committee, 2011-2012
Member, Asian American Studies Scholarship Committee, 2011-2013

Campus Senate
President’s Advisory Committee, 1992, 1993–1994
Provost’s Committee on Policies for Review of Deans, Chairs, and Units, 1995
Chair, General Committee on Faculty Affairs, 1993–1994
Chair, Adjunct Committee on Academic Procedures and Standards, 1990–1991
General Committee on Elections, Representation, and Governance, 1997–1999
Merit Policy Review Committee, 1994
Sub-Committee on Faculty Workload, Council of Deans, 1993
General Committee on Educational Affairs, 1990–1991
General Committee on Programs, Curricula, and Courses, 1987–1988, 2011-present (representing Dean for Undergraduate Studies)

Focus Groups
Plan for Continuous Improvement, President’s Office, 1991
Proposal for Creation of Senior Experience Office, Undergraduate Studies, 1995
Web Page Construction, Office of Information Technology, 1998

c. Community, State, National.

CURRICULUM VITAE
Dale Hample
2 November 2012

Notarization. I have read the following and certify that this curriculum vitae is a current and accurate statement of my professional record.

Signature________________________________ Date___________________________

1. Personal Information

Ph.D., Speech Communication, University of Illinois at Urbana-Champaign, 1975
A.M., Speech, University of Illinois at Urbana-Champaign, 1972
B.S., Economics, The Ohio State University, 1971

Associate Professor of Communication, University of Maryland, College Park, 2007-present
Professor (1987), Associate Professor (1981), Assistant Professor (1975) of Communication, Western Illinois University, 1975-2007
Teaching Assistant in Speech Communication, Assistant Debate Coach, University of Illinois at Urbana-Champaign, 1971-1975

2. Research, Scholarly, and Creative Activities

In general, the first-listed author did 60% of the work, with remaining co-authors sharing equally. The main exception is the co-edited book, where the co-editors shared the work equally and assigned authorship in order of joining the project.

In the discipline of Communication, the first author is always the lead, corresponding, and senior author.

In what follows, I have boldfaced students’ names.

A Publish or Perish search (27 May 2011) of Google Scholar had 730 citations to my work; 24 articles or books had 10 or more citations.

a. Books

i. Books authored

ii. Books edited


iii. Chapters in books


(Eds.), *Interpersonal communication research: Advances through meta-analysis* (pp. 187-209). Mahwah, NJ: Erlbaum.


**b. Articles in Refereed Journals**


endorsement and suppression. *Communication Reports, 7*, 43-49.


c. **Book Reviews, Other Articles, and Notes**


d. **Talks, Abstracts, and Other Professional Papers Presented.**

i. **Convention papers**
In the Communication discipline, convention papers are full papers that are refereed. Acceptance rates vary, but are probably about 50% for most conferences.


biannual conference of the Ontario Society for the Study of Argumentation, Windsor, ON.


organization packets for date requests. Paper presented to the National Communication Association, New York City, NY.


Communication Association, Washington, DC.


ii. Refereed conference proceedings.

In the Communication discipline, only a few conferences publish proceedings. In each case, the papers are first refereed for inclusion on the conference program, and then there is another round of reviewing for inclusion in the proceedings. These are all full papers, rather than abstracts.


e. Fellowships, Prizes, and Awards.

Keynote Speaker, Ontario Society for the Study of Argumentation, Windsor, ON, 2007


Recipient, inaugural Scholarly Activity Award, College of Fine Arts and Communication, Western Illinois University, 2005.


Recipient, *Presidential Merit Award*, Western Illinois University, 1981.


f. Editorships, Editorial Boards, and Reviewing Activities for Journals and Other Learned Publications.

I have engaged in more than 200 journal reviews in the last 15 years. This omits reviewing activity connected with my editorships.

i. Editorships

Editor, *Argumentation and Advocacy*, 2007-2010
Editor, History of Discipline section, *Communication Studies*, 2000-2003

ii. Member, Editorial Boards

*Communication Research Reports*, 2011-2014
*Journal of Intercultural Communication Research*, 2011-2013
*Western Journal of Communication*, 2011
*Human Communication Research*, 2000-2006
*Argumentation*, 2000-2003
*Communication Research Reports*, 1999-2010
*Communication Education*, 1996-1999
*Communication Quarterly*, 1994-1997
*Central States Speech Journal*, 1986-1989
*Journal of the American Forensic Association*, 1983-1986

iii. Occasional Reviewing

3. **Teaching, Mentoring, and Advising**

a. **Courses taught in the last five years.**

Communication 602, Communication Theory  
Communication 402, Communication Theory and Process  
Communication 435, Theories of Interpersonal Communication  
Communication 478, Communication Colloquium  
Communication 776, Interpersonal Communication  
Communication 398, Interpersonal Arguing  
Communication 489, Topical Research  
Communication 498, Dialectic, Dialogue and Argument  
Communication 779A, Seminar: Special Topics in Persuasion and Attitude Change  
(Interpersonal Arguing)

b. **Course or Curriculum Development.**

Created a graduate course, Communication 605: Interpersonal Arguing.  
Created an undergraduate course, Interpersonal Arguing, which is still in the approval process.

c. **Advising**

i. **Undergraduate**

Honors Thesis Committees: Christine Shapiro, Aleksandr Yufest

ii. **Graduate**

Comprehensives, Prospectus, Thesis and/or Dissertation Committees:

Christina Skubisz (graduated, Ph.D., 2011), Ioana Cionea, Susan Allen, Lin (Julie) Zhu, Jill Underhill, Sej Patel, Sarah Evans, Yoav Magid (graduated, MA, 2011), Rowie Kirby-Straker, Vanessa Boudewyns-Paquin, Jarim Kim

d. **Advising: Research Direction.**

i. **Undergraduate.**

ii. Master's.


iii. Doctoral.

I have two advisees, Adam Richards and Ling Na, who are both scheduled to take comprehensive exams in Fall 2011. I co-advice Ioana Cionea who has passed her prospectus exam and is presently working on her dissertation. My previous institution did not offer the Ph.D.

4. Service

a. Professional.

i. Offices and committee memberships held in professional organizations.


National Communication Association [formerly Speech Communication Association]

- Member, Cushman Award Committee, 2009-2011
- Member, Miller and Knower Awards Committee, Interpersonal Division, 2008
- Liaison to Argumentation Conference at Alta, 2006-2007
- Member, Professional Service Award Committee, 2006
- Member, Golden Anniversary Monograph Award Committee, 1999 -2001
- Nominating Committee Member, 1981, 1991, 1996
- Rhetorical and Communication Theory division Chair, 1996; Vice-Chair, 1995
- Member, Resolutions Committee, 1996
- Referee, Rhetorical and Communication Theory division, 1992, 1993
Forensics Division Vice-Chair, 1989; Chair, 1990
Forensics Division Publications Chair, 1981-1985
Forensics Division Liaison with SCA Research Board, 1979-1983
Forensics Division Chair of ad hoc Committee on Convention Programming, 1981-1982

International Communication Association
Member, Publications Committee, 2008-2011
Member, Nominating Committee, 1996
Member, Hunter Meta-Analysis Award Committee, 1994-1997
Member, Information Systems Division Nominating Committee, 1982

American Forensic Association
Member, Nominating Committee, 1998-1999
Member, Publications Committee, 1997-1999
Member, Research Committee, 1979-1994; Chair, 1993-1994
Member, District V National Debate Tournament Committee, 1976-1977
Member, District V Subcommittee on Two Year Colleges, 1976-1977

Central States Speech Association
Member at Large, Executive Committee, 1995-1997
Chair, Argumentation/Forensics Division, 1988-1989; Vice-chair, 1987-1988
Paper Reader, Argumentation/Forensics Division, 1987, 1988
Paper Reader, Communication Theory Division, 1982, 1983
State Membership Chair (Illinois), 1983-1984

ii. Other non-University committees, commissions, panels, etc.

External Reviewer, Tenure and Promotion Cases [Identities and dates omitted to protect confidentiality]:

Indiana University (2), University of Cincinnati, Idaho State University, Old Dominion University, Arizona State University West, The Ohio State University, University of Miami (Florida), University of Puget Sound, Iowa State University, University of South Carolina, Kent State University, University of Oklahoma (2), University of Georgia (2), Bryant University

b. Campus.

This omits a considerable amount of departmental, college, and university service at my previous institution, Western Illinois University. I was member or chair of many of the important faculty committees at each level. I served several terms on the Faculty Senate (elected either college- or university-wide), and was Senate Parliamentarian for 5 years.

i. Departmental.

IRB Liaison, 2008-present [I have reviewed about 175 departmental IRB applications]
Member, APT Committee, 2007-present
iii. University.

Senator, University Senate. Interim replacement, Spring 2011; full term 2011-2014

c. Community, State, National.

State of Illinois
   Member, Illinois Board of Higher Education Articulation Initiative, General Education Field Panel (Communications), 1993-2007
   Member, Council of Faculties [system-wide senate], 1983-1984
CURRICULUM VITAE
Sahar Mohamed Khamis

I certify that this curriculum vitae is a current and accurate statement of my professional record.

Signature: [Signature]

Date: June 15th, 2013

1. Personal Information

Sahar Mohamed Khamis
Assistant Professor
Year of University Appointment to Current Rank: 2007

Education

Ph.D., Mass Media and Cultural Studies, University of Manchester, United Kingdom, 2000.
  • Dissertation title: “Egyptian Rural Women and Television’s Public Awareness’ Programmes.”

  • Thesis title: “A Comparative Study of the News Credibility of Egyptian Television and Daily Newspapers.”


Employment

Assistant Professor, Department of Communication, University of Maryland, College Park, 2007-present.

  • Affiliated Faculty, the Herschel S. Horowitz Center for Health Literacy in the School of Public Health, 2012-present
  • Affiliated Faculty, Center for Health and Risk Communication, Department of Communication, 2012-present
  • Faculty Affiliate, Consortium on Race, Gender and Ethnicity, 2009-present
  • Affiliated Faculty, Department of Women’s Studies, 2008-present

Assistant Professor, Department of Mass Communication, Qatar University, Doha, Qatar, 2004-2007.
  • Head of the Department of Mass Communication and Information Science, Qatar University, Doha, Qatar, 2005-2006.

Adjunct Faculty, Department of Mass Communication, The American University in Cairo, Egypt, 2002-2004.
Assistant Professor, Department of Mass Communication, Ain Shams University, Cairo, Egypt, 2001-2004.

Postgraduate Tutor, Department of Sociology, University of Manchester, United Kingdom, 2000.

Lecturer, Department of Mass Communication, Ain Shams University, Cairo, Egypt, 1997-2000.

Adjunct Faculty, Department of Mass Communication, The American University in Cairo, Egypt, 1990-1996.

News Assistant, Japan Broadcasting Corporation (NHK), Cairo Bureau, Egypt, 1990-1995.


2. Research, Scholarly, and Creative Activities

a. Books

i. Books authored

El-Nawawy, M., & Khamis, S. (2013). Egyptian revolution 2.0: Political blogging, civic engagement, and citizen journalism. New York: Palgrave Macmillan. (Both authors contributed equally)


Cited 20 times:
7-Dorthe, P. H. (2010). A politics of place: How young Muslims frame global and local events in online communication. (Doctoral dissertation, University of Copenhagen, Denmark)
11-Lenz, L. (2012). Between Facebook and Islam: Indonesian Muslims in Austria. (Master’s Thesis, University of


Khamis, S. (2013). Reflections on Arab women’s leadership and activism in the Arab citizens’
revolt. In M. El Ahmadi & S. Schaar (Eds.), The rise of the Arab citizen and change in the Middle East. Northampton, MA: Interlink Publishers. (forthcoming)


Cited 6 times:


Cited 3 times:
iii. Booklet (German language)


Cited 1 time:

b. Articles in Refereed Journals

i. Refereed Articles in Peer-Reviewed journals


Cited 2 times:

El-Nawawy, M. & Khamis, S. (2012). Political activism 2.0: Comparing the role of social media in Egypt’s ‘Facebook revolution’ and Iran’s ‘Twitter uprising.’ *CyberOrient*, 6(1). Available at: [http://www.cyberorient.net/article.do?articleId=7439](http://www.cyberorient.net/article.do?articleId=7439) (Second author contributed 40%)


El-Nawawy M. & Khamis, S. (2012). Cyberactivists paving the way for the Arab spring: Voices from Egypt, Tunisia and Libya. *CyberOrient*, 6(2). Available at:

Cited 11 times:


Cited 30 times:
3- Bengtsson, R. (2013). ‘Even if it is not your fault, it is your responsibility’: Livestreaming as means of civic engagement. A case study of citizen journalism in Egypt and Syria. (Master’s Thesis, Malmo University, Malmo, Sweden).
4- Boyter, J. M. (2012). Revolutionary images: The role of citizen photojournalism, the citizenship of photography and social media in the Iran green revolution and Arab Spring. (Master’s Thesis, Department of International Development Studies, Dalhousie University, Halifax, Nova Scotia, Canada)
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11- Gleason, B. (2013, March 15). #Occupy Wall Street: Exploring informal learning about a social movement on twitter. American Behavioral Scientist, 1-17. Available at:
AccessKeyId=AKIAI9FSIMDFXPEERSA&Expires=1371279983&Signature=ZA5W3HBBZ95%2B3U4tAYQFt2X
5PDtv%3D&response-content-disposition=inline


16- Jacob, D. (2012). Welchen Einfluss haben die sozialen netzwerke des Internets auf Protestverhalten. Germany: Grin Verlag. (German)


http://nms.sagepub.com/content/early/2013/03/146144813479593.full


Khamis, S. & Vaughn, K. (2011). ‘We are all Khaled Said’: The potentials and limitations of cyberactivism in triggering public mobilization and promoting political change. Journal of Arab & Muslim Media Research, 4(2&3), 139-157. (First author contributed 65%)

Cited 2 times:
Khamis-#7Curriculum Vitae-June 2013


El-Nawawy, M., & Khamis, S. (2011). Political blogging and (re)envisioning the virtual public sphere: Muslim-Christian discourses in two Egyptian blogs. *International Journal of Press/Politics*, 16(2), 234-253. (Both authors contributed equally)

Cited 2 times:


Cited 1 time:

Khamis, S., & Sisler, V. (2010). The new Arab ‘Cyberscape’: Redefining boundaries and reconstructing public spheres. *Communication Yearbook*, 34, 277-316. (First author contributed 75%)

Cited 3 times:
3-Zelizer, B. (2011). On media accountability as a portal on the limits of conceptualization. In M. Pinto & H. Sousa (Eds.), *Communication and citizenship: Rethinking crisis and change* (pp.63-70). Lisbon, Portugal: Centro de Estudos de Communicacao e Sociedade.


Cited 5 times:

Cited 2 times:


Cited 7 times:
6-Tobin, J. (2012). Egypt in January 2011: Social media as a tool and not a cause of the revolution. 3690 First year students’ research writing, course: Honors 199C: Media and the Middle East, St. John Fisher College. Available at: http://home.sjfc.edu/3690/tobin.html


ii. Invited Articles in Peer-Reviewed journals


Cited 1 time:


c. Book Reviews, Other Articles, and Notes

i. Book Reviews


ii. Other Articles


Khamis, S. (2002-2004). Authored a series of journal articles covering public affairs issues and providing an overview of international media coverage of these issues in The Middle East Affairs Journal, The Middle East Research Center, Ain Shams University, Cairo, Egypt. (Arabic).

Khamis, S. (1987). Authored a series of weekly articles commenting on international political events, in general, and political events in the Middle East region, in particular, in *Al Wafd*, the leading daily opposition newspaper in Egypt. (Arabic).


d. **Talks, Abstracts, and Other Professional Papers Presented**

   i. Invited talks


Presentation on the book: “*Islam Dot Com: Contemporary Islamic Discourses in Cyberspace*” at the Muslim Community Center (MCC), Silver Spring, MD, 2013.

Presentation on “Youth and Women’s Activism in the Arab Spring,” as part of the “Empowerment through Activism” series of events organized by the Muslim Students Association (MSA), University of Maryland, College Park, MD, 2013.

Presentation on “Youth and Women’s Leadership, Cyberactivism and the Arab Spring” at the University of Wisconsin-Eau Claire, 2013.

Presentation on “Arab Women’s Leadership, New Media and the Arab Spring,” as part of the “Arab-American Heritage Month” series of events organized by the Arab-American community in Maryland, Rockville, MD, 2013.

Participant in the working group on “Politics and Media in the Post Arab Spring Middle East” at the Center for International and Regional Studies (CIRS) at the Georgetown University School of Foreign Service, Doha, Qatar, 2013.

Participant in the conference on “The Role of Media in the Arab Spring and its Aftermath: The Special Case of Egypt”, McGill University, Montreal, Canada, 2013.


Presentation on “Youth Leadership, New Media and the Arab Spring” in the International Education Program at the College of Education, University of Maryland, College Park, MD, 2012.
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Presentation on “Egypt Revisited: Changes and Challenges One Year Post-Mubarak” in the Development Circle of the School of Public Policy in the University of Maryland, College Park, MD, 2012.

Presentation on “The Role of New Media in the Arab Spring” in the conference “Arab Revolutions: Historical and Contemporary Perspectives from the Humanities” in the University of Maryland, College Park, MD, 2012.

Presentation on “Youth and Women’s Leadership, New media and the Arab Spring” in the “Arab-American Heritage Month” series of events, Montgomery College, Rockville, MD, 2012.

Presentation on “Egyptian Rural Women, Television and Social Change”, as part of the panel: “Qualitative Research Methods across the Disciplines”, which was organized by the Qualitative Research Interest Group (QRIG) in the University of Maryland, College Park, MD, 2011.

Participant in the panel: “The Egyptian Uprising and its Consequences”, which was organized by the Gildenhorn Institute for Israel Studies and the Anwar Sadat Chair for Peace and Development in the University of Maryland, College Park, MD, 2011.

Presentation on “The Egyptian Uprising: Causes, Implications and Communication Strategies” in the Development Circle of the School of Public Policy in the University of Maryland, College Park, MD, 2011.

Presentation on “Leadership and Technology in the Egyptian Revolution” in the Leadership Scholars Network in in the University of Maryland, College Park, MD, 2011.


Panelist in the opening night of the “Muslim Film Festival” of the American Islamic Congress (AIC), Washington D.C., 2011.

Presentation on “The Changes and Challenges in Post-Revolutionary Egypt” as part of the conference “Towards a Democratic Middle East” organized by the Solidarity Committee to Protect the Iranian People’s Will in Washington D.C., 2011.


Presentation on “Youth, New Media and the Arab Spring” in Project Nur’s leaders’ conference organized by the American Islamic Congress (AIC) in Washington, D.C., 2011.

Participant in a workshop on social media and international press freedom organized by Amnesty International in Washington, D.C., 2011.
Participant in a panel in the “Future of Information Alliance” conference at the University of Maryland, College Park, 2011.

Presentation on “Contemporary Islamic Discourses in Cyberspace,” Colloquium Series, Department of Communication, University of Maryland, College Park, MD, 2010.


Presentation on “New Media and Intercultural Dialogue between the West and the Arab World” as part of the Honors Humanities Faculty Fellows Talk Series, University of Maryland, College Park, MD, 2010.


Participant in the panel: “International Public Relations”, which was organized by the Public Relations Student Society of America (PRSSA) chapter of the University of Maryland, College Park, MD, 2010.

Presentation on “Modern Egyptian Media: An Overview,” Middle East Studies’ Colloquium, College of Arts and Humanities, University of Maryland, College Park, MD, 2008.

Presentation on “Arab Media and War Coverage in the Middle East,” as part of the Colloquium Series in the Department of Communication, and part of the activities of the “Semester on War and Representations of War,” College of Arts & Humanities, University of Maryland, College Park, MD, 2008.


Presentation on “The Role of Mass Media and Universities in Public Service,” Faculty of Arts, Ain Shams University, Cairo, Egypt, 2003.

Presentation on “The Role of Youth in the Protection of the Environment,” The Middle East Research Center, Ain Shams University, Cairo, Egypt, 2003.
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Presentation on “The Role of Mass Media in Spreading Health Awareness,” Environmental Awareness Week, Faculty of Arts, Ain Shams University, Cairo, Egypt, 2002.


ii. Refereed conference papers and presentations


Cited 1 time:


Khamis, S. (2005). Bridges and barriers: The challenges facing 'new media' in the Arab world in constructing an effective dialogue with the 'other'. Paper presented to the 10th international conference of the Arab-U.S. Association for Communication Educators (AUSACE), Kuwait.


iii. Unreferred conference papers and presentations


Participant in the panel: “Cyberactivism and political change in the Arab world” in NCA’s (National Communication Association) 98th annual convention in Orlando, Florida, 2012.

Participant in the panel: “Social media and revolution in the Muslim world” in NCA’s (National Communication Association) 97th annual convention in New Orleans, 2011.

Participant in the panel: “The many faces of Muslim and Arab women: Building bridges between mediated representations and lived experiences” in NCA’s (National Communication Association) 96th annual convention in San Francisco, California, 2010.


e. **Fellowships, Prizes, and Awards**

Mellon Islamic Studies Initiative Award, Department of Cinema and Media Studies, University of Chicago. Visiting Professor appointment to teach a course, organize a workshop and give a public lecture related to Islamic Studies in spring 2014. ($40,000 salary)

United States Institute of Peace (USIP) and the Institute of International Education (IIE) award, through the USIP Public Education for Peacebuilding Support initiative, 2013, to organize a workshop, jointly with Dr. Jing Lin from the College of Education, promoting leadership skills in peace education among Jewish and Muslim female students. ($2,000 from USIP with a matching $2,000 from the College of Education at the University of Maryland)

Center for Teaching Excellence (CTE)-Lilly Faculty Fellowship for the academic year 2011-2012. ($4,000)

Honorable Mention Award in the 16th International annual AUSACE (Arab U.S. Association for Communication Educators) conference in Beirut, Lebanon, 2011.

International Travel Grant, Office of International Programs, University of Maryland, College Park, summer 2011. ($1,500)

Distinguished Faculty Fellowship in Honors Humanities, University of Maryland, College Park, academic year 2010-2011. ($5,000 stipend and a course buyout from home department in spring 2011)
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Second-Place Faculty Research Paper Award in the 15th international annual AUSACE (Arab U.S. Association for Communication Educators) conference in Kuwait University, Kuwait, 2010.

Summer Research and Scholarship Award (RASA), the Graduate School, University of Maryland, College Park, summer 2010. ($9,000)

Interdisciplinary Graduate Seminars Initiative Award, College of Arts and Humanities, University of Maryland, College Park, 2010. ($1,000)

First-Place Faculty Research Paper Award in the 14th international annual AUSACE (Arab U.S. Association for Communication Educators) conference, Cairo, Egypt, 2009.

International Travel Grant, Office of International Programs, University of Maryland, College Park, summer 2009. ($1,500)

Faculty Seed Grant Award, Qualitative Research Interest Group (QRIG) of the Consortium on Race, Gender, and Ethnicity (CRGE) and the Maryland Population Research Center (MPRC) of the University of Maryland, College Park, 2009, jointly with Dr. Meina Liu from the Department of Communication, in support of the project: “When Symbolic Boundaries of Gender, Race, and Ethnicity Intersect: Identity (Re)Construction as a Contested Space for Second-generation Asian and Arab Female Immigrants.” ($4,000)

Faculty Seed Grant Award, Qualitative Research Interest Group (QRIG) of the Consortium on Race, Gender, and Ethnicity (CRGE) and the Maryland Population Research Center (MPRC) of the University of Maryland, College Park, 2008, in support of the project: “New Meanings, New Identities: Egyptian Rural Women, Television and Social Change.” ($4,500)

First-Place Faculty Research Paper Award in the 13th international annual AUSACE (Arab U.S. Association for Communication Educators) conference, Richmond, Virginia, 2008.

Honorary Research Fellow and Visiting Academic, Department of Sociology, University of Manchester, United Kingdom, 2000-2001.


Post-Masters Graduate Fellowship Award in Mass Communication, Mass Communication Department, The American University in Cairo, 1989-1990.


Mostafa Amin Journalism Award, The American University in Cairo, 1986.

Mohamed El-Beliedy Academic Achievement Award, The American University in Cairo, 1986. ($350)
The President's Cup, awarded to the highest-ranking student in the graduating class, The American University in Cairo, 1986.

Academic Honor Award for Outstanding Achievement, The American University in Cairo, 1985.


Editorships, Editorial Boards, and Reviewing Activities

Guest Editor for the following:
- Special issue on Arab women in the journal CyberOrient, 2014

Editorial Board Member for the following:
- Digest of Middle East Studies (DOMES), 2013
- Arab Media & Society, 2012-present
- CyberOrient, 2012-present
- Advances in the History of Rhetoric, 2009-present
- Journal of Arab and Muslim Media Research (JAMMR), 2008-present
- Journal of Middle East Media (JMEM), 2008-present
- Media, War, & Conflict, 2007-present

Manuscript Reviewer for the following journals:
- New Media and Society, 2013
- Sage Open, 2013, 2012
- Journalism and Mass Communication Quarterly, 2012
- British Journal of Sociology, 2011
- Communication Quarterly, 2009

Book Manuscript Reviewer for the following publishers:
- Palgrave Macmillan, New York, 2013
- Routledge: Taylor & Francis, 2013

Paper/Panel Reviewer for the following:
- The International Symposium: Communication in the Millennium, Anadolu University and Istanbul University (Turkey) and the University of Texas at Austin, 2009-present.
- Graduate Education Interest Group (GEIG), Association for Education in Journalism and Mass Communication (AEJMC), 2008-present.
- AUSACE (Arab-U.S. Association for Communication Educators) annual
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conferences, 2001-present.

Advisory Board Membership:

- The Center for International Relations (CIR) (http://www.centerforinternationalrelations.org/), 2013.

- AUSACE (Arab-U.S. Association for Communication Educators) elected board member, (http://www.ausace.org/about/board-members-new-wip/), 2012-present.


- “Islamopedia” online project (http://www.islamopediaonline.org) of the Islam in the West Program at Harvard University, 2009-present.

Other Academic Reviewing Activities


3. Teaching, Mentoring, and Advising

a. Courses taught in the last five years

University of Maryland, College Park:
Advanced Qualitative Research Methods (COMM 715) Spring 2013 and Spring 2012
Gender, Media and Culture (COMM 738G) Spring 2012
Seminar on Mediated Communication: Arab Media (COMM 468) Fall 2012, Fall 2011, Fall 2009, Fall 2008

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Honors Humanities: Theory and Practice (HHUM 106) Spring 2011
Global Public Relations (COMM 633) Spring 2010 and Fall 2008
Mediated Communication (COMM 370) Fall 2009 and Spring 2008

b. **Course & Curriculum Development**

Designed and implemented a new interdisciplinary graduate seminar (COMM 738G) in spring 2012 titled: “Gender, Media and Culture,” after receiving an award from the Interdisciplinary Graduate Seminars Initiative, College of Arts and Humanities at the University of Maryland.

Designed and implemented a new Honors Humanities course (HHUM 106) in spring 2011 titled: “New Media and Intercultural Dialogue between the West and the Arab World”, after receiving an award from the Honors Humanities Program, College of Arts and Humanities at the University of Maryland.

Participated in a CTE (Center for Teaching Excellence) workshop on: “Teaching with New(er) Technologies” in summer 2009. This resulted in implementing a project that involved integrating the use of mobile devices in teaching in COMM 370 (Mediated Communication) class in fall 2009 to compare and contrast students’ recording of their media diaries and their media usage patterns cross-culturally.

Designed and implemented a new course in the Communication Department at the University of Maryland in fall 2008 titled: “Seminar on Mediated Communication: Arab Media” (COMM 468). The course offers an overview of the history, developments, changes, and challenges in modern Arab media. It was offered again in fall 2009, fall 2011 and fall 2012.

c. **Advising: Other than Research Direction**

i. **Undergraduate**

Undergraduate academic advisor, Department of Mass Communication, Qatar University, Doha, Qatar, 2004-2007.

ii. **Graduate.**

M.A. Plan of Study, Examination, and/or Thesis Committees

Stephanie Madden (graduated May, 2011)
Ryan Merkel (graduated May, 2010)
Michael Patterson (graduated December 2009)
Jennifer Bly (in progress)

Fraus Masri (Capstone project advisor-George Washington University, Institute of Middle East Studies, graduated May, 2012)
Kaylan Geiger (Capstone project advisor-George Washington University, Institute of Middle East Studies, graduated May, 2012)
Ph.D. Plan of Study, Examination, and/or Dissertation Committees

Leysan Khakimova (graduated, May 2013)
Mara Hobler (graduated, May, 2012)
Ahnlee Jang (graduated May, 2012)
Lucinda Austin (graduated May, 2011)
Katie Place (graduated May, 2010)
Brian Smith (graduated September, 2009)
Jennifer Vardeman (graduated December, 2008)

Hyunhee Kim (in progress)
Susan Allen (in progress)
Timothy Penn (in progress)
Annie Laurie Nichols (in progress)
Meridith Styer (in progress)

Sachi Lambert (in progress-College of Education)
Stine Eckert (in progress-College of Journalism)
Klive Oh (in progress-College of Journalism)
Jillet Sarah Sam (in progress-Department of Sociology)
Lester Andrist (in progress-Department of Sociology)
Sarah Wanenchak (in progress-Department of Sociology)

Tomeka Scales (external examiner-Department of Communication-Howard University, graduated May, 2013)

iii. Other advising activities (advising student groups, special assignments, recruiting, faculty mentorship, etc.)

Expert commentator on Ph.D. candidate Diane Derr’s proposed research project titled: “Reforming the Arab Spring’s Narrative Matrix through Networked Systems of Communication,” Plymouth University, United Kingdom, 2013

Second reader on M.A. candidate Kathryn Vaughn’s research project titled: “Constraints for Women Entrepreneurs in Morocco: A Qualitative Study” in the International Development Project Course at the School of Public Policy, University of Maryland, 2013

Capstone research project faculty advisor for graduating senior Ziyad El Baz, Middle East Studies, University of Maryland, 2012-2013

Honors thesis’ committee member for the undergraduate student Malka Goldberg, 2011-2012
Khamis-#7Curriculum Vitae-June 2013

Honors thesis’ advisor for the undergraduate student Jennifer Young, 2010

Honors thesis’ committee member for the undergraduate student Christine Shapiro, 2009

Advisor for Project Nur Student Group at the University of Maryland, 2008-present

Advisor for the Muslim Women of Maryland Group at the University of Maryland, 2008-present

d. Advising: Research Direction

i. Master’s

Renata Faye Schloss. Department of Communication, University of Maryland, College Park.


Soha Abdel Rahman. Department of Communication, Faculty of Arts, Ain Shams University, Cairo, Egypt.


Doaa El Alfy. Department of Communication in the Postgraduate Institute for Childhood Studies, Ain Shams University, Cairo, Egypt.


Belqees Elwan. Department of Communication, Faculty of Arts, Ain Shams University, Cairo, Egypt.


Yasser Ismail. Department of Communication in the Postgraduate Institute for Childhood Studies, Ain Shams University, Cairo, Egypt.

-Thesis: “The Uses of Educational Television Programs by Fifth Grade Students and the Gratifications Achieved from them.” (graduated June, 2004)
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ii. Doctoral.

Rachel Elrom, Department of Communication, University of Maryland, College Park.


Hsin-Yi Chien. Department of Communication, University of Maryland, College Park.

-Dissertation area: “The Intersection of Race, Gender and Sexuality in the LGBT Movement in Taiwan.” (to be completed in Spring, 2017)

Doohee Lee. Department of Communication, University of Maryland, College Park.


Shaimaa’ Salem. Department of Communication, Faculty of Arts, Ain Shams University, Cairo, Egypt.


4. Service

a. Professional.

i. Offices and committee memberships held in professional organizations.

Elected board member of the Arab-U.S. Association for Communication Educators (AUSACE), 2012-present.

ii. International Activities.

Coordinator of the Global Communication (GlobCom) Project at UMD in spring 2010. Introduced this project for the first time in the University of Maryland, College Park, through integrating it in the Global Public Relations (COMM 633) class in spring 2010. The project engages students from eleven universities around the world in tackling a real international public relations issue involving a real client.

Coordinator of the International Soliya Connect Program, which engages students from the Middle East in live cross-cultural dialogue with fellow students in American and European universities via the Internet. Introduced this program for the first time in the University of Maryland, College Park, through integrating it in my Arab Media (COMM 468) class from fall
2008 till present. (Previously supervised this program in Qatar University from 2004 to 2007).

Supervised Qatar University students who took part in “Al-Maktoum Institute for Arabic and Islamic Studies” summer training program, which was held under the theme "Multiculturalism and Leadership" in Dundee, Scotland, June 25th-July 13th 2005.

Researcher in the Public Opinion Division of the “Middle East Research Center,” Ain Shams University, Cairo, Egypt, 2001-2004.

Visiting international scholar in the Department of Sociology at the University of Manchester, United Kingdom, 2000-2001.

iii. Paid Consultancies


Speaker on the state of the media in the Arab world in the United States Department of State’s Foreign Service Institute (FSI), George P. Shultz National Foreign Affairs Training Center, Arlington, Virginia, 2010.


Consultant and trainer in several workshops and seminars organized by the Women's Committee in the National Democratic Party (NDP), Cairo, Egypt, to enhance women's active participation in public life, in general, and in political life, in particular, 2003-2004.

Consultant and trainer in several workshops and seminars organized by the State Information Agency, Cairo, Egypt, to enhance the communication and persuasion skills of the Agency’s personnel, as well as opinion leaders, media professionals, and NGO members, who are working in the area of family planning awareness in Egypt, 2001-2004.

Consultant and trainer in several workshops and seminars organized by Cairo Governorate, Cairo, Egypt, to improve the personal communication and professional skills of female workers in various governmental administrative posts and to enhance their understanding of their public roles and their media images and representations, 2001-2004.
b. Campus

i. Departmental

Member of rhetoric faculty search committee, 2012-2013

Member of the Director of Graduate Studies in Interpretation and Translation search committee, 2012-2013

Member of the salary advisory committee, 2012-2013

Departmental colloquium series coordinator, 2011-2012

Member of intercultural/international faculty search committee, 2010-2011.

Member of the undergraduate studies committee, 2009-2012.

Elected member of the faculty advisory committee, 2008-2009.

Social fund coordinator, 2008–present.

Member of public relations faculty search committees, 2007-2011.

ii. College

One of the organizers of a conference on “Arab Revolutions: Historical and Contemporary Perspectives from the Humanities,” 2012.

iii. University

Center for Teaching Excellence (CTE)-Lilly faculty fellow for the academic year 2011-2012.

Participant in the “Future of Information Alliance” initiative at the University of Maryland, 2011.

Campus advisor for Project Nur, which promotes interfaith dialogue between Muslims and non-Muslims and sponsors various intercultural activities, under the supervision of the American Islamic Congress (AIC), 2008-present.

Campus advisor for the Muslim Women of Maryland group, which promotes the values of religious tolerance, coexistence, and spreading correct religious awareness, 2008-present.
c. Other

Media Interviews and Guest Appearances:


- Interviewed in The Spectator, the campus newspaper of the University of Wisconsin-Eau Claire, March 7th, 2013 (http://www.spectatornews.com/currents/2013/03/07/tweeting-for-change-in-the-arab-world/)


- Interviewed on the “Arab Feminist Spring” in the “Off the Hour” program on CKUT (McGill campus community radio), Montreal, Canada, February 7th, 2013.
• Interviewed on “Women in Islam” in the “Off the Hour” program on CKUT (McGill campus community radio), Montreal, Canada, February 19th, 2013.

• Interviewed in Al Jazeera Arabic satellite channel on the occasion of the U.S. presidential election’s night, November 6th, 2012.


• Interviewed in Orient (private Syrian satellite channel) on the occasion of the U.S. presidential election’s night, November 6th, 2012. (Arabic)


• Guest in Al Jazeera Arabic satellite channel’s “From Washington” (Min Washington) television talk show several times in 2011 and 2012.

• Interviewed twice by FOX 5 television, Washington, D.C. Fox affiliate (WTTG), on February 10th and 11th, 2011.

• Interviewed by CTV (Prince George's Community Television), February 11th, 2011.

• Guest twice in the “News and Views” television program in Voice of America’s (VOA) Chinese services in February and April 2011.

• Interviewed three times by Baltimore's news talk radio station (WBAL) on February, 9th, 10th, and 11th, 2011.

• Interviewed four times by Voice of America’s (VOA) Chinese services radio station in 2011.
VITA

JAMES F. KLUMPP

Personal Data

Birthdate: September 19, 1946

Addresses: Department of Communication 1457 Casino Circle
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Education:

Adviser: Robert L. Scott

Adviser: Robert L. Scott

Bachelor of Arts in Economics and Speech, Communication and Human Relations, University of Kansas, 1968.
Adviser: David Berg

Teaching

Teaching Experience:

Professor, University of Maryland, 2006-Present; Associate Professor, 1986-2006. Acting Chair, Department of Speech Communication, 1994-95. Director, Public Communication Program, 1988-1992. Director of Graduate Studies, Department of Speech Communication,
James F. Klumpp

Teaching Experience (cont’d)


Course responsibilities: Voices of Leadership in Twentieth Century Discourse (upper level undergraduate and graduate lecture/discussion course), Public Discourse in American Communities (upper level undergraduate and graduate lecture concentrating on a history of the place of discourse in various historical American communities), Interpreting Strategic Discourse (upper level undergraduate course), The Discourse of Social Movements: Civil Rights (upper level undergraduate course on the civil rights movement of the 1950s and 1960s), Seminar in the National Conversation (graduate seminar in conjunction with the Smithsonian Institution), Twentieth Century Public Address (undergraduate/graduate lecture/discussion course), Public Speaking (special undergraduate performance course for first-year students), Advanced Historical/Critical Methods (graduate seminar), Historical/Critical Methods (graduate lecture/discussion course), History of Public Address (graduate seminar), Contemporary Rhetorical Theory (graduate seminar), Rhetorical Foundations of American Socio-Political Life (undergraduate/graduate lecture/discussion course), Communication Theory and Process (undergraduate/graduate lecture/discussion course), Textual Approaches to Communication and Social Change (graduate seminar), Introduction to Research in Public Communication (graduate seminar), Seminar in Political Communication (graduate seminar), History of American Public Address, 1635-1900 (undergraduate/graduate lecture/discussion course), Special Topic: Postmodernism -- Structural and Textual Approaches (graduate seminar team-taught with Richard Brown, Department of Sociology), Special Topic: A Critic’s Workshop (graduate seminar team-taught with Martha Solomon), Special Topic: Kenneth Burke (graduate seminar), Rhetoric of the Internet (undergraduate/graduate lecture/discussion), Special Topic: Eight Leaders, Eight Speeches (undergraduate research seminar), Special Topic: Barack Obama, Speaker (undergraduate/graduate lecture/discussion).

Associate Professor and Chair, University of Nebraska-Lincoln, 1982-1986; Associate Professor and Director of Graduate Studies, 1979-1982; Assistant Professor and Director of Forensics, 1975-1979.

Course responsibilities: Contemporary Rhetoric (graduate seminar), Rhetorical Criticism (graduate seminar in methods and schools of rhetorical criticism), Special Problems in Socio-Political Influence (graduate seminar), Political Communication (graduate/undergraduate course), Communication and Gender (graduate course on women’s rhetoric), Social Influence of Language (graduate seminar), Communication in Social Hierarchy (graduate seminar), Social Movements (graduate seminar), Practicum in Political Communication: Lobbying (undergraduate practicum), Legal Communication (graduate course), Argumentation (graduate course), Historical and Critical Methods (graduate/undergraduate course) Social Influences of Language (graduate/undergraduate course), The Dramatism of Language (graduate/undergraduate course), The Dramatism of Kenneth Burke (Interdisciplinary graduate seminar), The Rhetoric of the Nuclear Freeze Movement (graduate seminar), Introduction to Speech Communication Theory (graduate/undergraduate course).

Assistant Professor and Director of Forensics, Wayne State University, 1973-1975.

Course responsibilities: Theory of Argument and Controversy (graduate seminar on argumentation), Communicative Influences in Decision-Making (graduate course in decision-making), Man and Language (graduate course in contemporary rhetorical theory including study of Burke, the symbolic interactionists, and the sociological school of rhetorical theorists), Introduction to Graduate Study of Speech.
Teaching Experience (cont’d)  

James F. Klumpp

Teaching Associate, Assistant Director of Forensics, and Acting Director of Forensics, 1968-1973, University of Minnesota.

Course responsibilities: Rhetoric of Political Campaigns (upper division course in campaign rhetoric during 1970 mid-term election), Argumentation (undergraduate course in argumentation theory).

Teaching Accomplishments:


IFC-PHC Teacher of the Year, University of Maryland College Park, 1994.

Danforth Associate Program, Teaching Fellow, 1978-84. Selected with 538 others from faculty throughout American colleges and universities.


Theses and Dissertations Directed:


Course Development:


Lecture courses developed include: Voices of Leadership in Twentieth Century Discourse; Public Discourse in American Communities, 1635-1900; Political Communication; Man and Language Communication Processes in Decision Making; Social Influences of Language; Introduction to Speech Communication Theory; Rhetorical Foundations of American Socio-Political Life; Communication Theory and Process; History of American Public Address, 1635-1900; Twentieth Century American Public Address.
James F. Klumpp

Undergraduate courses developed include: Argumentation, Debate, Practicum in Political Communication: Lobbying, Communication and the Sexes, Rhetoric of Social Movements: Civil Rights; Interpreting Strategic Discourse; Eight Leaders, Eight Speeches; Barack Obama, Speaker.

Curriculum development work has included service on committee revising both graduate and undergraduate curriculums in Speech Communication at University of Nebraska-Lincoln and Wayne State University.

Research

Books


Selected/Edited Research Articles


Refereed Journal Articles


**Invited Essays and Serial Publications**


Research: Invited Essays and Serial Publications (cont’d)  James F. Klumpp


Book Reviews


**Research Honors and Awards**


Senior Scholar Award for Lifetime Achievement in Argumentation, NCA/AFA Summer Conference on Argumentation, 2013.


Keynote Speaker, Thirteenth Biennial NCA/AFA Summer Conference on Argumentation, 2005.


Convention and Symposium Programs


Short Course. “Have Content...Need Publisher: Perspectives on the Confusing Confluence that Joins a Manuscript with Its Ideal Publisher.” Eastern Communication Association, Pittsburgh, PA, April 2013.


“Transcendence in the Barnyard: Thoughts on Strategic Approaches to the Political Art.”


“There are People Working in Those Fields: Identifying the Genome, assessing the Harvest.” NCA/AFA Summer Conference on Argumentation, Alta UT, August 2007.


15


"War and Memory: Arguments in a Global Age." Coauthored with Patricia Riley and Thomas...
Hollihan. Read by Patricia Riley. NCA/AFA Summer Conference on Argumentation, Alta UT, August 2003.


“Kenneth Burke’s Four Master Tropes: Illuminating Contemporary Political Discourse.”

“Transcending Differences in Race, Religion, and Politics: Identity, Identification, and the
African American Audience.” Response to Four Studies. Speech Communication
Association, San Diego, November 1996.

“The Declaration of Independence as Rhetorical Enactment.” Biennial Public Address
Conference, Champaign-Urbana IL, September 1996.

“Theory and Criticism in an Era of Change: Toward a Revitalized Rhetoric of Transformation at
the Century’s End.” Rhetoric Society of America Biennial Conference, Tucson AZ, May
1996.

“Raymie McKerrow: Work in Progress.” Response to the Author. Eastern Communication
Association, New York, April 1996.

“Statist Rhetoric: The Reduction of Civic Discourse.” Speech Communication Association
National Convention, San Antonio TX, November 1995.

“Back at Square One: Reexamining Ivie on the Critic’s Voice.” Speech Communication

“Democratizing the Lifeworld in the 21st Century: Evaluating New Democratic Sites for
Argument.” Ninth SCA/AFA Summer Conference on Argumentation. Alta UT, August


X.” Eastern Communication Association Convention, Pittsburgh, April 1995.

“Putting the Public back in Public Speaking.” Eastern Communication Association Convention.
Pittsburgh, April 1995.

Respondent. “Argumentation Studies and Critical Theory.” Western Communication
Association Convention, Portland OR, February 1995.


Research: Convention and Symposia Presentations (cont’d)  

James F. Klumpp


Research: Major Research Groups (cont’d)  

James F. Klumpp

Major Research Groups

Faculty Member, Center for Political Communication and Civic Leadership, University of Maryland, 2001-Present.


Reading Group in the Writings of Kenneth Burke. University of Nebraska-Lincoln. 1983-85.


Research Lectures


Willamette University, Salem, OR, 2010.

Keynote Speaker. NCA/AFA Summer Conference on Argumentation, Alta UT, 2005.


University of Southern California, Los Angeles, 1985.

University of Minnesota, Minneapolis, 1981.

Major Unpublished Research

The Demise of the Rhetorical Civis. Book manuscript.


Forensics

Forensics Experience:


Forensics (cont'd) James F. Klumpp

Forensics Accomplishments:

Directed a large and successful forensics program at University of Nebraska-Lincoln serving 70 students per year. The multiple goal program provided: advanced intercollegiate competition for exceptional students; beginning training for students seeking forensic training as part of pre-law, pre-business, or liberal arts training; teacher preparation training for students preparing to coach high school forensics; and developmental services for high school forensics programs. The program developed workshops for high school students and coaches and worked closely with Nebraska School Activities Association directing and hosting NSAA championship tournament.

Provided apprenticeship training for professional forensic educators. Graduate students apprenticing in the program are now directing forensics programs at other institutions including one of the largest broad-based programs in the country.

Served the national forensics community in various capacities in connection with National Debate Tournament, National Individual Events Tournament, American Forensics Association, and Bicentennial Youth Debates.

Service

Professional Service:


International Conference on the Rhetoric of Social Science: Steering Committee, 1988-89.
Service: Professional Service (cont’d)  

James F. Klumpp


Rhetorical Theory and Criticism Interest Group, Central States Speech Association: Chair and Chief Program Planner, 1985-86; Vice Chair, 1984-85.

Central States Speech Association: Federation Prize Selection Committee, 1985-86; Executive Committee, 1977-79; Outstanding Young Teacher Awards Committee, Member 1976-77, Chair, 1977-78.


Midwest Forensics Association: President, 1980-84.

Tenure/Promotion Review: Florida Atlantic University, 2012; Bowling Green State University, 2012; Wayne State University, 2012; Northeastern University, 2011; Georgia State University, 2009; North Carolina State University, 2008; University of New Mexico, 2007; Florida Atlantic University, 2006; University of Missouri-Columbia, 2004; Villanova University, 2003; Ohio University, 2002, 2005; University of Denver, 2000; University of Pittsburgh, 2000; Arizona State University, 1999; University of New Hampshire, 1995; University of North Texas, 1995; University of South Carolina, 1995; George Mason University, 1994; University of North Carolina, Chapel Hill, 1994; University of North Texas, 1993; University of Missouri, St. Louis, 1993; University of Minnesota-Duluth, 1992; University of Kansas, 1992; University of Utah, 1992; University of Nebraska-Lincoln, 1991, 1993; Boston College, 1990; University of Richmond, 1989; University of New Mexico, 1988; Syracuse University, 1988; University of Southern California, 1985, 1986, 1987, 1995; Oakland University, 1986, 1993; University of Oklahoma, 1987; West Virginia University, 1986; California State University, Los Angeles, 1986.
Service: Professional Service (cont’d)  

James F. Klumpp

Departmental Academic Program Reviews: Department of Political and Organizational Communication, Emerson College, Boston, MA, 2004; Humanities Departments, Graduate School of Arts and Sciences, Howard University, 1999; Department of Communication, Rhetoric, and Journalism, Oakland University, Rochester MI, 1991; Department of Sociology, University of Nebraska-Lincoln, 1984.


Nebraska State High School Debate Tournament: Director, 1976-79.

National University Extension Association: Nebraska Representative, National Convention, Houston, 1975.

Nebraska Speech Communication Association: Newsletter Editor, 1975-78.

Department and University Service:


Department of Speech Communication, University of Nebraska-Lincoln: Chair, 1982-86; Acting Chair, 1981-82; Graduate Committee, 1975-86; Director of Graduate Studies, 1979-82; Audio-Visual Coordinator, 1976-82; Ad Hoc Committee on Teacher Evaluation, 1977-80; Undergraduate Curriculum Committee, 1976-79; Graduate Student Selection Committee, 1975-86; Library Liaison, 1975-78.

College of Arts and Sciences, University of Nebraska-Lincoln: Arts and Sciences Council, 1982-86; Long Range Planning Committee, 1984-86; Ad Hoc Committee on American Studies, 1976.

University of Nebraska-Lincoln: University Research Council, 1981-84, Chair, 1983-84.
Interdepartmental Program in Speech and Dramatic Art, University of Nebraska-Lincoln: Director of Graduate Studies, 1979-82.

Department of Speech, Wayne State University: Graduate Committee, 1974-75.


Department of Speech-Communication, University of Minnesota: Steering Committee, 1970-72.

Convention and Symposium Program Chairing:

Recent Developments in Pragma-dialectics. NCA/AFA Summer Conference on Argumentation, Alta, UT, July 2011.


“Kenneth Burke Across the Disciplines -- A Panel Discussion.” Third Triennial Conference of

“The First Step in Performance Studies: Working with the Text.” Eastern Communication

Pittsburgh, April 1991.

“Kenneth Burke and the Philosophy/Rhetoric of Science.” Eastern Communication Association

“Papers in Forensics: Issues and Emerging Answers.” Eastern Communication Association

“Supporting Materials in Presidential Debates: Political Practice and Evidence Theory.” Speech

“Russell Conwell’s Acres of Diamonds: A Seminar in Burkean Method.” Speech Communication


“Innovative Approaches to Contemporary Rhetoric: Selected Papers in Rhetorical Criticism.”

“Selected Papers in Rhetorical Criticism.” Central States Speech Association. Indianapolis, April
1985.

Chicago, November 1984.


Lake City, August 1983.

“Where Have All the Ethics Gone?: Ethics in Political Discourse.” International Communication


Community Service:


Sponsored “National Health Insurance Issues” program for University of Nebraska Medical Center Community Health Program, 1978.


Sponsor, International Debate Programs featuring debaters from New Zealand, Australia, Great Britain, Poland, and Japan, 1973-79.

Bicentennial Youth Debates Program, District Coordinator, Sectional Director, and Regional Tournament Staff, 1976.


Guest Critic-Judge for Oratory Contest sponsored by VFW, American Legion, Nebraska Jaycees, Optimist Club, Toastmasters.


Guest Critic-Judge for various High School Speech and Debate Events.

**Editorial Boards and Reviews:**

Guest Editor: *Southern Communication Journal*, special issue on Kenneth Burke, 1994-95; *Argumentation and Advocacy*, special issue on Lincoln Douglas debates (co-edited with David Zarefsky), 2008-10.


CURRICULUM VITAE
Brooke Fisher Liu, Ph.D.

1. Personal Information
Department: Communication
Rank: Associate Professor
Year of University Appointment to Current Rank: 2012

Education
Ph.D., Mass Communication, University of North Carolina at Chapel Hill, 2006
Dissertation: Playing Politics in the Development and Provision of Disaster Information for Hispanics

M.A., Journalism, University of Missouri – Columbia, 2003
Thesis: Analyzing the Bilingual Media Audience

B.A., Anthropology and Spanish (Majors), Creative Writing (Minor), Washington University in St. Louis, 2001

Employment
Associate Professor, Department of Communication, University of Maryland, August 2012
Assistant Professor, Department of Communication, University of Maryland, August 2009-July 2012
Assistant Professor, College of Communication, DePaul University, August 2007-June 2009
Assistant Professor, School of Communication, American University, August 2006-May 2007

2. Research, Scholarly, and Creative Activities
* = co-authored with current or former University of Maryland Department of Communication graduate students

a. Chapters in Refereed Books


communicators. In M. Lee & K. Barker (Eds.), The practice of government public relations (pp. 101-124). London, UK: Taylor & Francis. (Authors contributed equally)


b. Invited Chapters in Books


c. Articles in Refereed Journals


the American Red Cross uses social media to build relationships. *Public Relations Review, 37*, 37-43. (Third author contributed 25% to article)


d. Book Reviews, Other Articles, and Notes


e. Talks, Abstracts, and Other Professional Papers Presented

*Note: B. A. Fisher is B. F. Liu.

i. Invited talks


Liu, B. F. (2011, August). *Let's talk about vaccines: Expert thoughts on reframing the debate*. Panel to be presented at the annual convention of the Association for Education in Journalism and Mass Communication, St. Louis, MO.


Liu, B. F. (2006, April). *Effective crisis communication for special needs populations*. University of North Carolina Workshop on Effective Crisis Communication,
Chapel Hill, NC.


**ii. Refereed conference papers**


Liu, B. F. (2007, August). *From aspiring presidential candidate to accidental racist? An analysis of Senator George Allen’s damage control during his 2006 re-election*
campaign. Paper presented at the annual convention of the Association for Education in Journalism and Mass Communication, Washington, DC.


f. **Contracts and Grants**

**Principal Investigator**, “Social Media Use during Disasters.” Grant from the U.S. Department of Homeland Security (DHS) through the National Consortium for the Study of Terrorism and Responses to Terrorism (START): $165,000, July 2012-July 2013.


Lead Investigator, “Terrorist Countermeasures” portion of “Integrating U.S. Security Databases” (IUSSD) project. Contract from the U.S. Department of Homeland Security (DHS) through the National Consortium for the Study of Terrorism and Responses to Terrorism (START): $1,341,651 [overall grant is approximately $6,200,000], November 2009-August 2012. Additional information available at: http://www.start.umd.edu/start/research/projects/project.asp?id=80

Principal Investigator, “Managing Racially charged Crises: Perspectives from the Trenches.” Grant from the University of Maryland’s Qualitative Research Interest Groups: $4,000, December 2009-May 2011. Additional information available at: http://www.crge.umd.edu/seedgrants.html


g. Fellowships, Prizes, and Awards

2013 First Place Outstanding Poster Award for the PR Division, Association for Education in Journalism and Mass Communication conference

2013 Second Place Top Teaching Paper Award for PR Division, Association for Education in Journalism and Mass Communication conference

2010 Third Place Faculty Paper for the PR Division, Association for Education in Journalism and Mass Communication conference

2007 Third Place Poster for the PR Division, Association for Education in Journalism and Mass Communication conference
2006 Top Graduate Student Paper, Natural Hazards Center’s Annual Natural Hazards and Disasters Student Paper Competition

2006 Minnie S. and Eli A. Rubenstein Research Award from the University of North Carolina School of Journalism and Mass Communication: $800 for dissertation research

2006 Presidential Management Fellows Finalist: One of 500 U.S. graduate students chosen for a two-year fellowship working for the federal government

2005 Top Paper Award for the Open Division at Association for Education in Journalism and Mass Communication Southeast Colloquium

2003 Roy H. Park Ph.D. Fellow: Full tuition, $19,000 annual living stipend, and $6,000 research and travel stipend for three years of doctoral study at UNC-Chapel Hill

**h. Editorial Boards and Reviewing Activities for Journals**

**Editorial Boards of Refereed Journals**

*Communication Quarterly*, May 2010-present

*Communication Yearbook*, February 2012-present

*Journal of Public Relations Research*, November 2009-present

*Public Relations Review*, August 2009-present

**Refereed Journals Reviewing**

*Communication Theory*, August 2009-present

*Journal of Applied Communication Research*, May 2009-present

*Journal of Health Communication*, October 2010

*PRism*, September 2009

**Refereed Conference Reviewing**

PR Division, Association for Education in Journalism and Mass Communication, 2007-present

PR Division, International Communication Association, 2008-present
3. Teaching, Mentoring, and Advising

a. Courses Taught

University of Maryland

Advanced Qualitative Methods in Communication Research, COMM 715: Spring 2010
Communication Colloquium, COMM 478: Fall 2009

Crisis Communication, COMM 739C: Fall 2012; Spring 2011

Introduction to Graduate Study in Communication, COMM 700: Fall 2013

Introduction to Qualitative Methods in Communication Research, COMM 714: Fall 2011

Media and Terrorism, BSST 288T: Fall 2011

Public Relations Theory, COMM 350: Fall 2009: Spring 2010, Fall 2011

DePaul University


Crisis Communication Management, CMN 540: Spring 2008


Political Communication, PRAD 380: Fall 2008

Public Relations, CMN 255: Fall 2007

Public Relations Theory, PRAD 520: Winter 2009

American University

Communication Theory, COMM 735: Fall 2006

Communication and Society, COMM 209: Fall 2006

Crisis Communication, COMM 541: Spring 2007

Public Relations Case Studies, COMM 346: Spring 2007
b. **Advising: Other than Research Direction**

Faculty Adviser for Gamma Mu chapter of the Kappa Alpha Theta sorority at the University of Maryland, Fall 2009-present

c. **Advising: Research Direction**

i. **Master's Students** (graduation dates in parentheses)

University of Maryland Department of Communication Chaired Committees


Andrea Narvaez (non-thesis, May 2011, Paul & Partners, a Fleishman Hillard public relations agency)

Michael Paquette (in progress)

University of Maryland Department of Communication Other Committees

David Connor (thesis, December 2011)


Stephanie Madden (thesis, May 2011)

Janna Raudenbush (thesis, May 2011)

ii. **Ph.D. Students** (graduation dates in parentheses)

University of Maryland Department of Communication Chaired Committees

* = co-chaired committees

*Deepa Anagondahalli (May 2012, instructor at the University of Maryland))

Abbey Levenshus (May 2012, assistant professor at the University of Tennessee)

Jiankun (Sylvia) Guo (in progress)

Julio Bermejo (in progress)

Julia Fraustino (in progress)

Melissa Janoske (in progress)
Stephanie Madden (in progress)

University of Maryland Department of Communication Other Committees

Leysan Khakimova (August 2013)

Rowena Briones (May 2013)

Beth Sundstrom (May 2012)

Sarah Evans (December 2011)

Lucinda Austin (May 2011)

Christine Skubisz (May 2011)

Mara Hobler (May 2012)

Rowena Kirby-Straker, (in progress)

Kelly Madden (in progress)

Timothy Penn (in progress)

Jenny Shi (in progress)

Bo Yang (in progress)

Ning Xie (in progress)

4. Service

a. Professional

i. Offices and committee memberships held in professional organizations

Vice Head-Elect, PR Division, Association for Education in Journalism and Mass Communication: August 2010-August 2011

Secretary/Treasurer, PR Division, Association for Education in Journalism and Mass Communication: August 2009-August 2010

Co-Chair Professional Liaison/Social Committee, PR Division, Association for Education in Journalism and Mass Communication, August 2007-August 2008
b. University of Maryland Campus

i. Departmental

Faculty Mentor for Assistant Professor Erich Sommerfeldt, Fall 2012-present

Appointment, Promotion, and Tenure Committee, Fall 2012-present
  Initial Review Committee Member for the Tenure Review of Assistant Professor Kristjana Maddux (Fall 2012)

  Initial Review Committee Member for the Tenure Review of Assistant Professor Sahar Khamis, Fall 2013

Faculty Advisory Committee, Secretary, Fall 2012-August 2013

Faculty Expert in Center for Health & Risk Communication, Fall 2009-present
  Brownbag presentation: “Being on the job market” (Oct. 27, 2009)
  Brownbag presentation: “Crisis communication research: The next frontier” (Nov. 17, 2009)

Member of Graduate Studies Committee, Fall 2010-present
  Contributed to: deciding on admissions, determining research awards, re-envisioning the graduate curriculum and degree requirements, and resolving emergent graduate student issues

Member of Colloquia Committee, Fall 2009-Spring 2010
  Helped plan and organize Spring 2010 colloquia; taught COMM 478 (Communication Colloquium) in Fall 2009

Department of Communication Secretary, Spring 2010
  Took notes and prepared official minutes for monthly Department Assembly Meetings

ii. College

Extra-Departmental member for Art Department Internal Self Study Committee for their Unit Review, Fall 2012

iii. University

Affiliated Faculty Member for the National Consortium for the Study of Terrorism and Responses to Terrorism (START) and Faculty Communications Advisor, Spring 2010-Spring 2012

  Provided strategic communication advice for digital and social media initiatives, including Twitter feed and Fall 2010 launch of new Web site
Assisted in recruiting and hiring communications employees; served on search committee for executive director, Summer-Fall 2010, and search committee for Assistant Director of External Relations, Fall 2011  
Chaired search committee to hire counterterrorism senior researchers in Spring and Summer 2010

_Honor Review Board Member_, Fall 2010-Spring 2012
Volunteer as a faculty board member for Student Honor Council hearings

_Faculty Advisor_, Gamma Mu chapter of Kappa Alpha Theta Sorority, Fall 2009-present
Kristy Maddux
Department of Communication
University of Maryland
2130 Skinner Building
College Park, MD 20742-7635
301-405-6533
klmaddux@umd.edu

Education

Ph.D. 2007
Department of Speech Communication, University of Georgia
Dissertation: “Passionate publics: Christian media and civic engagement”

M.A. 2003
Department of Speech Communication, University of Georgia
Thesis: “Sa(l)vaging the Woman’s Bible: Reading interpretive communities across contexts”

B.A. 2001
Department of Communication and Theater Arts (with minor in Women Studies), University of Puget Sound

Employment History

Associate Professor, Department of Communication, University of Maryland, August 2013-present

Assistant Professor, Department of Communication, University of Maryland, August 2007-present

Graduate Teaching Assistant, Department of Speech Communication, University of Georgia, August 2001-July 2007

Book

The Faithful Citizen: Popular Christian Media and Gendered Civic Identities (Baylor University Press, 2010)
*Winner of the 2011 Outstanding Book Award from the Organization for the Study of Communication, Language, and Gender and the 2011 Book of the Year Award from the Religious Communication Association

**Journal Articles**


**Invited Essays, Review Essays and Book Reviews** (non-refereed)


**Honors and Awards**

Research and Scholarship Award, University of Maryland Graduate School, awarded for Spring 2014

Top Four Papers Panel, Public Address Division, National Communication Association, Chicago, Illinois, 2009

Participant (competitively selected), 2009 Rhetoric Society of America Institute on “Women, Social Activism, and Religious Persuasion, 1780-1940”

Top Paper, Public Address Division, Eastern Communication Association, 2009

University of Georgia Dissertation Completion Fellowship, 2006-2007

Top Student Paper, Organization for Research on Women and Communication, Western States Communication Association, February 2006

University of Georgia Excellence in Teaching Award, February 2006

University of Georgia Outstanding Teacher Award, February 2006

National Doctoral Honors Seminar, Norman, Oklahoma, sponsored by National Communication Association, August 2005

Teaching Portfolio Completion Certificate, University of Georgia, Spring 2005
Outstanding Thesis Award, Organization for the Study of Communication, Language, and Gender, 2004

University-wide Fellowship, University of Georgia, 2001-2003

W.H. Baisinger Outstanding Graduate Award in Communication, University of Puget Sound, 2001

Mortar Board, inducted 2000

Phi Kappa Phi, inducted 2000

E. Ann Neel Award in Women Studies, University of Puget Sound, 2000

Grants and Funding

Kluge Fellowship, Library of Congress ($4200/month stipend, application pending)

Louisville Institute Sabbatical Grant for Researchers ($36,428.60, unfunded, fall 2009)

Organization for Research on Women and Communication Research Development Grant ($1000, unfunded, summer 2009)

Maryland Women's Forum Faculty Research Award ($1000, unfunded, summer 2009)

University of Maryland General Research Board Summer Research funding, summer 2008, ($8,750)

Conference Papers


Conference Panel Service


Invited Presentations


Courses Taught

At the University of Maryland:
COMM 401 Interpreting Strategic Discourse
COMM 458C Seminar in Political Communication: Civic Communication
COMM 469 Discourse of Social Movements: Woman’s Rights in the United States
COMM 469Y Communication & Religion
COMM 700 Introduction to Graduate Studies in Communication
COMM 661 Communication and Social Change
COMM 698F Special Problems in Communication: Feminist, Gender, and Queer Theories in Communication
COMM 711 Historical/Critical Methods in Communication Research

At the University of Georgia:
SPCM 1100 Introduction to Public Speaking
SPCM 2510 Small Group Communication
SPCM 3300 Rhetorical Criticism
SPCM 3310 Topics in Rhetoric: Christian Discourse and U.S. Public Policy

Pedagogical Development

Participant, Summer Technology Institute sponsored by the University of Maryland Center for Teaching Excellence, May 2011

Professional Service

Guest Reviewer, *Western Journal of Communication*, 2012
Reviewer, Religious Communication Association, National Communication Association, 2011
Editorial Board Member, *Rhetoric Society Quarterly*, 2012-2015
Secretary, Public Address Division, National Communication Association, 2010-2012
Guest Reviewer, *Politics & Religion*, 2009
Guest Reviewer, *Journal of Media and Religion*, 2009
Editorial Board Member, *Voices of Democracy*, 2009-present
Reviewer, American Society for the History of Rhetoric Outstanding Student Paper Award, 2008
Member, Nominating Committee, Public Address Division, National Communication Association, 2008
Editorial Board Member, *Women’s Studies in Communication*, 2007-2010
Reviewer, Southern Communication Association Undergraduate Conference, Spring 2007

**Department and University Service**

**At the University of Maryland:**

Chair, Task Force to Redesign the Undergraduate Major in Communication, 2012-3
Member, Salary Advisory Committee, Department of Communication, 2011-2012
Member, Collegiate Council, College of Arts and Humanities, 2010-2014
Member, Senate Programs, Curricula, and Courses Committee, 2009-2011
Member (elected), Faculty Advisory Committee, Department of Communication, 2009-2010
Member, Colloquium Committee, Department of Communication, 2009-2011
Judge, Graduate Research Interaction Day, April 2009
Recording Secretary, Department Assembly, Department of Communication, Spring 2009
Presenter, “Inventing Rhetoric,” panel with faculty members from Departments of English and Communication, October 2008
Presenter, “Meet the Faculty” panel sponsored by Undergraduate Communication Association, October 2008
Ad Hoc Committee on Learning Outcomes Assessment measures, Department of Communication, 2008
Undergraduate Curriculum Committee, Department of Communication, 2007-2009, 2011-2012
Presenter, “Negotiating the Academic Job Market,” panel for graduate students in the Department of Communication, September 2007

**At the University of Georgia:**

TA Mentor Program, 2006-2007
Presentation to Speech Communication GTAs, “Incorporating Civic Engagement in the Classroom, March 2007
Presentation to Speech Communication GTAs, “Creating a Teaching Portfolio,” October 2006
Presentation to GTA orientation, “Serving as an Instructor of Record,” August 2006
Commencement Speaker Judge, Lambda Pi Eta SPCM Student Association, April 2006
Presentation to Speech Communication GTA orientation, “Managing plagiarism and cheating in the classroom,” August 2005
Presentation to Speech Communication GTA orientation, “Getting through the first day,” August 2004
Mentor to new GTAs in Speech Communication, 2004-2006
Vice-president and liaison to the faculty, Speech Communication Grad Forum, 2003-2004
Graduate Student Advising

Tiffany Lewis (PhD, 2013)
Lindsey Fox (PhD, 2014); co-advisor with Robert Gaines
Yvonne Slosarski (PhD, 2016)
Meridith Styer (PhD, 2016)
Katie Irwin (MA, 2011)

Graduate Student Committee Service

Erica Lamm (PhD, 2009; dissertation committee only)
Art Herbig (PhD, 2010; dissertation committee only)
Kelly Carr (PhD, 2010; dissertation committee only)
Timothy Barney (PhD, 2011)
Beth Sundstrom (PhD, 2012; dissertation committee only)
Ben Krueger (PhD, 2012; dissertation committee only)
Alyssa Samek (PhD, 2012)
James Gilmore (PhD, 2012)
Theresa Donofrio (PhD, 2013)
Elizabeth Gardner (PhD, 2013)
Sean Luechtelfeld (PhD, 2013)
Artesha Taylor (PhD, 2013)
Julio Bermejo (PhD, 2015)
Jessica Lu (PhD, 2016)
Thomas McCloskey (PhD, 2016)
Michael Studeman (PhD, 2016)
Kim Hannah (PhD, 2016)
Jennifer Bly (MA, 2012)
Jade Olson (MA, 2011; PhD, 2014)

Undergraduate Independent Studies Supervised

Joshua Basile (Fall 2008)
Janeé Banks, Sarah Brown, Meghan Connell, Jeffrey De Tora, Cole Donovan, Jenny Hollrah, Jeffrey Oguamanam, and Brett Schenkel (Spring 2011)

Graduate Independent Studies Supervised

Lindsay Dunne, PhD student, Department of English (Spring 2009)

I certify that this curriculum vitae is a current and accurate statement of my professional record.

Signature ___________________________ Date ___________________________
CURRICULUM VITAE
XIAOLI NAN

Notarization. I have read the following and certify that this curriculum vitae is a current and accurate statement of my professional record.

Signature_________________________ Date_________________________

1. Personal Information

Xiaoli Nan, Ph.D.
Associate Professor
Department of Communication
Year of University Appointment to Current Rank: 2012

Education

Ph.D., 2005
University of Minnesota-Twin Cities
Major: Mass Communication
Minor: Psychology
Dissertation title: “The impact of consumer skepticism and issue involvement on the goal framing effect: A persuasion knowledge perspective”

M.A., 2003
University of Minnesota-Twin Cities
Major: Mass Communication
Thesis title: “The effects of attitude toward the extension ad and perceived fit on brand extension evaluations”

B.A., 2000
Beijing University, P. R. China
Major: Advertising

Academic Positions

Associate Professor, 2012-present
Department of Communication, University of Maryland-College Park

Director, 2011-present
University of Maryland Center for Health and Risk Communication

Assistant Professor, 2008-2012
Department of Communication, University of Maryland-College Park
Assistant Professor, 2005-2008
Department of Life Sciences Communication, University of Wisconsin-Madison

Teaching/Research Assistant, 2000-2005
School of Journalism and Mass Communication, University of Minnesota-Twin Cities

2. Research, Scholarly, and Creative Activities

*Denotes undergraduate/graduate student supervised by Professor Nan at time research was conducted; first author is the senior author unless otherwise specified.

a. Chapters in Books


b. Articles in Refereed Journals

_ISI Web of Science 5-year (2006-2010) impact factor in parenthesis_

1. **Nan, X., & *Madden, K.** (in press). The role of cultural worldviews and message framing in shaping public opinions toward the HPV vaccination mandate. _Human Communication Research_. [2.37]


4. **Nan, X., & *Kim, J.** (in press). Predicting H1N1 vaccine uptake and H1N1-related health beliefs: The role of individual difference in consideration of future consequences. _Journal of Health Communication_. [2.56]


**c. Talks, Abstracts, and Other Professional Papers Presented**

**Invited talks and presentations**


“Communicating health issues through social media,” University of Maryland, School of Public Health, April 19, 2011

“The influence of liking for anti-smoking PSAs on adolescents’ smoking-related behavioral intentions,” Centers for Disease Control and Prevention/Office on Smoking and Health media network webcast, December 16, 2010

“Communicating to young adults about HPV vaccination: Consideration of message framing, motivation, and gender,” University of Maryland, College of Journalism, November 12, 2010

“Influence of self-affirmation on biased processing of health messages,” University of Maryland, Department of Communication Colloquium Series, April 2, 2010

“Risk and health communication research agenda” University of Maryland, Center for Risk Communication Research, March 27, 2009

“Influence of incidental affect and message framing on persuasion: The case of promoting sun protection behaviors,” University of Maryland, School of Public Health, November 10, 2008

“The influence of message-induced and incidental emotions on persuasion,” University of Wisconsin-Madison, Department of Communication Arts Colloquium Series, November 29, 2007

“Social distance, framing, and judgment: A construal level perspective,” University of Wisconsin-Madison, Department of Life Sciences Communication Colloquium Series, February 22, 2005

“The effects of temporal construal and message framing on persuasion,” University of Minnesota, School of Journalism and Mass Communication, November 10, 2004

“Audience analysis and communication goals,” University of Minnesota, School of Journalism and Mass Communication, September 22, 2004

“Conducting communication research using quantitative methods,” University of Minnesota, School of Journalism and Mass Communication, May 4, 2004

“Message strategies for advertising,” University of Minnesota, School of Journalism and Mass Communication, March 24, 2004

Articles in refereed conference proceedings


Abstracts in refereed conference proceedings


Refereed conference papers


*Kim, J., & Nan, X. (2013, November). How and why individual difference in consideration of future consequences predicts acceptance of the HPV vaccine among college students. Paper accepted for presentation at the annual conference of the National Communication Association (Health Communication Division), Washington, DC.


Nan, X., *Madden, K., & *Richards, A. (2013, November). The role of trust in health information from medical authorities in accepting the HPV vaccine among African American parents. Paper accepted for presentation at the annual conference of the National Communication Association (Health Communication Division), Washington, DC.


Nan, X., & *Madden, K. (2013, June). Biased assimilation and need for closure: Examining the effects of mixed blogs on vaccine-related beliefs. Paper accepted for
presentation at the annual conference of the International Communication Association (Health Communication Division), London, UK.


Nan, X., & *Madden, K. (2013, June). The role of cultural worldviews and message framing in shaping public opinions toward the HPV vaccination mandate. Paper accepted for presentation at the annual conference of the International Communication Association (Mass Communication Division), London, UK.


*Oh, S., & Nan, X. (2012, August). The reader’s willingness to comment on online news articles: A study of the individual’s behavioral responses in light of media effects theories and online news. Paper accepted for presentation at the annual conference of the Association for Education in Journalism and Mass Communication (Communication Theory and Methodology Division), Chicago, IL.

Nan, X., & *Kim, J. (2012, May). Predicting H1N1 vaccine uptake and H1N1-related health beliefs: The role of individual difference in consideration of future consequences. Paper accepted for presentation at the annual conference of the International Communication Association (Health Communication Division), Phoenix, AZ.


Nan, X., Xie, B., & Madden, K. (2011, August). Acceptability of the H1N1 vaccine among older adults: The interplay of message framing and perceived vaccine safety and efficacy. Paper presented at the annual conference of the Association for Education in Journalism and Mass Communication (Communication of Science, Health, Environment, and Risk Division), St. Louis, MO.


Nan, X. (2003, July). Perceptual antecedents of attitude toward Internet advertising in general. Paper presented at the annual conference of the Association for Education in Journalism and Mass Communication (Advertising Division), Kansas City, MO.


d. Contracts and Grants

Current

Project title: “Sources of food safety information for American consumers”
Role: Principal Investigator
Period of funding: 2013-2015
Total cost: $131,007.36
Agency: Food and Drug Administration through the Joint Institute for Food Safety and Applied Nutrition

Project title: “Message framing and HPV vaccination acceptance among African Americans”
Role: Principal Investigator
Period of funding: 2011-2013
Total cost: $150,000
Agency: National Institutes of Health/National Cancer Institute

Completed/Awarded

Project title: “Developing effective H1N1 influenza vaccine risk communication messages to improve vaccine uptake among older adults”
Role: Principal Investigator
Period of funding: 2011-2012
Total cost: $20,000
Agency: National Science Foundation through the University of Maryland ADVANCE Program for Inclusive Excellence

Project title: “Societal ripple effects from terrorist attacks and risk communication strategies”
Role: Principal Investigator
Period of funding: 2011-2012
Total cost: $20,000
Agency: Department of Homeland Security through the National Center for Risk and Economic Analysis of Terrorism Events (CREATE)

Project title: “Experiment to evaluate risk perceptions of produce growers, food retailers and consumers after a food borne illness outbreak or food recall”
Period of funding: 2008-2012
Total cost: $200,000
Agency: Food and Drug Administration through the Joint Institute for Food Safety and Applied Nutrition

Project title: “The influence of message framing and discrete emotions on health-related risk perceptions and persuasiveness of health promotion messages”
Role: Principal Investigator
Period of funding: 2008-2011 (declined this award due to the move to UMD)
Total cost: $90,627
Agency: US Department of Agriculture Federal Formula Funds
Project title: “The advantages of compliance or the disadvantages of noncompliance? An investigation of the message framing effect in health communication”
Role: Principal Investigator
Period of funding: 2007-2008
Total cost: $29,734
Agency: University of Wisconsin Graduate School Research Committee

Project title: “The importance of brand/cause fit in cause-related food marketing”
Role: Principal Investigator
Period of funding: 2005-2007
Total cost: $52,622
Agency: US Department of Agriculture Federal Formula Funds

d. Fellowships, Prizes, and Awards

Research and Scholarship Award (semester research leave), University of Maryland, 2012-2013

General Research Board Award ($8,750), University of Maryland, 2009-2010

Top Paper Award (sole author), International Communication Association, Information Systems Division, 2009

Full member of Sigma Xi Scientific Research Society, 2009-present

Top Paper Award (sole author), International Communication Association, Information Systems Division, 2007

Top Faculty Paper Award (sole author), Association for Education in Journalism and Mass Communication, Communication Theory and Methodology Division, 2006

Outstanding Graduate Research Award, School of Journalism and Mass Communication, University of Minnesota, 2005

Ralph Casey Dissertation Research Award ($3,000), School of Journalism and Mass Communication, University of Minnesota, 2005

Haeberle Fellowship, University of Minnesota, 2005

William D. Wells Scholarship, School of Journalism and Mass Communication, University of Minnesota, 2005

Member of Kappa Tau Alpha National Journalism Honor Society, 2004-present

F. Gerald Kline Memorial Scholarship, University of Minnesota, 2004
Mark Kriss Research Award ($500), School of Journalism and Mass Communication, University of Minnesota, 2003

Graduate School Block Grant Scholarship, University of Minnesota, 2003

f. Editorships, Editorial Boards, and Reviewing Activities

Editorial board

Communication Quarterly, 2009-present  
Communication Studies, 2013-2015  
Health Communication, 2011-present  
Human Communication Research, 2012-present  
Journal of Advertising, 2010-present  
Journal of Current Issues and Research in Advertising, 2009-2012

Invited reviewing for journals

Asian Journal of Communication  
Behavior & Information Technology  
Communication Monographs  
Communication Quarterly  
Communication Research  
Health Communication  
Health, Risk, and Society  
Howard Journal of Communications  
Human Communication Research  
International Journal of Hospitality Management  
International Marketing Review  
Journalism and Mass Communication Quarterly  
Journal of Advertising  
Journal of Applied Social Psychology  
Journal of Business Ethics  
Journal of Communication  
Journal of Current Issues and Research in Advertising  
Journal of Experimental Social Psychology  
Journal of Health Communication  
Journal of Health Psychology  
Journal of Women’s Health, Issues & Care  
Mass Communication and Society  
Preventing Chronic Disease (a CDC publication)  
Psychological Reports  
Vaccine  
Women and Health
Invited reviewing for book chapters

*Sage Handbook of Risk Communication*

### 3. Teaching, Mentoring, and Advising

#### a. Courses Taught

**University of Maryland**

- **Fall 2013**  
  COMM777: Persuasive Message Strategies
- **Spring 2013**  
  COMM730: Health Communication
- **Fall 2011**  
  COMM475: Persuasion
- **Spring 2011**  
  COMM738E: Media Effects
- **Spring 2011**  
  COMM398E: Health Communication
- **Fall 2010**  
  COMM398E: Health Communication
- **Fall 2010**  
  COMM475: Persuasion
- **Spring 2010**  
  COMM475: Persuasion
- **Spring 2010**  
  COMM600: Empirical Research in Communication
- **Fall 2009**  
  COMM398E: Health Communication
- **Fall 2009**  
  COMM475: Persuasion
- **Spring 2009**  
  COMM398E: Health Communication
- **Spring 2009**  
  COMM475: Persuasion
- **Fall 2008**  
  COMM398E: Health Communication

**University of Wisconsin**

- **Spring 2008**  
  LSC515: Public Information Campaigns and Programs
- **Spring 2008**  
  LSC875: Advertising Theory and Research
- **Fall 2007**  
  LSC515: Public Information Campaigns and Programs
- **Spring 2007**  
  LSC515: Public Information Campaigns and Programs
- **Spring 2007**  
  LSC875: Persuasion in Social Marketing Communication
- **Fall 2006**  
  LSC515: Public Information Campaigns and Programs
- **Spring 2006**  
  LSC515: Public Information Campaigns and Programs
- **Fall 2005**  
  LSC515: Public Information Campaigns and Programs

#### b. Independent Studies/Honors Requirements/Communication Practicum Supervised

**University of Maryland**

*Undergraduate*

- Baker, Samantha, completed, fall 2011
- Beards, Candice, completed, spring 2013
- Bolin, Sam, completed, fall 2011
Chwastyk, Ashley, completed, fall 2011
Cutchis, Alysia, completed, fall 2012/spring 2013
Fallon, Courtney, completed, spring 2009
Jackson, Cory, completed, spring 2010
Lasner, Meredith, completed, spring 2011
Mundie, Smantha, completed, spring 2012
Newton, Liana, in progress, spring 2013
Rahmaan, Yasmine, completed, spring/fall 2012
Rahmaan, Yasmine, completed, spring 2013
Rayford, Lindsay, completed, fall 2012/spring 2013
Yufest, Aleksandr, completed, spring 2009
Yufest, Aleksandr, completed, spring 2009

Graduate

Oh, Soo-Kwang, completed, 2011-2012
Yang, Bo, in progress, spring 2013
Yu, Jingwei, completed, spring 2010
Zhao, Xinyan, completed, 2011-2012

University of Wisconsin

Undergraduate

Kasnett, Ruthie, completed, spring 2008

Graduate

Binder, Andrew, completed, spring 2007
Heo, Kwangjun, completed, 2007-2008
Renner, Christine, completed, 2006-2007

c. Course or Curriculum Development

University of Maryland

Developed a special seminar on health communication (COMM730), spring 2013
Developed a special seminar on media effects (COMM738E), spring 2011
Revised curriculum for the empirical research methods course (COMM600), spring 2010
Revised curriculum for the persuasion course (COMM475), spring 2009
Revised curriculum for the health communication course (COMM398E), fall 2008
University of Wisconsin

Developed a special seminar on advertising theory and research (LSC875), spring 2008

Developed a special seminar on persuasion in social marketing communication (LSC875), spring 2007

Revised curriculum for the public information campaigns and programs course (LSC515), fall 2005

d. Advising: Other than Research Direction

University of Maryland

Graduate

Faculty panelist on a workshop organized to provide training to graduate students on attending academic conferences, as part of the department colloquium series, fall 2010

Faculty panelist on a workshop organized to introduce graduate students to the media studies research area, as part of the department colloquium series, spring 2010

Faculty panelist on a workshop organized to introduce graduate students to the health communication research area, as part of the department colloquium series, spring 2010

University of Wisconsin

Undergraduate

Faculty consultant, National Agricultural Marketing Association (NAMA) Wisconsin chapter, 2005-2008

Graduate

Faculty advisor, Biotalk Research Group (BTRG), 2005-2008

e. Advising: Research Direction

University of Maryland

Undergraduate (honors thesis advisor)

McCarthy, Darcy, completed, 2010-2011
Butler-Peres, Kamilia, completed, 2009-2010

Graduate (comprehensive exam, prospectus, and/or dissertation/thesis committee)
Anagondahalli, Deepa, Ph.D. committee (member), completed, 2012
Boudewyns-Paquin, Vanessa, Ph.D. committee (member), completed, 2012
Evans, Sarah, Ph.D. committee (member), completed, 2011
Guo, Jing (journalism), Ph.D. committee (member), completed, 2013
Jang, Ahnlee, Ph.D. committee (member), completed, 2012
Kim, Jarim, Ph.D. committee (chair), in progress
Kirby, Rowie, Ph.D. committee (member), in progress
Madden, Kelly, Ph.D. committee (chair), in progress
Na, Ling, Ph.D. committee (member), in progress
Oh, Soo-Kwang (journalism), Ph.D. committee (member), in progress
Patel, Sejal, Ph.D. committee (member), completed, 2012
Richards, Adam, Ph.D. committee (member), in progress
Shen, Hongmei, Ph.D. committee (member), completed, 2009
Skubisz, Christine, Ph.D. committee (member), completed, 2011
Underhill, Jill, Ph.D. committee (member), completed, 2012
Weissman, Paula, Ph.D. committee (member), completed, 2013
Yang, Bo, Ph.D. committee (chair), in progress
Yu, Jingwei, M.A. committee (chair), completed, 2010
Zhao, Xinyan, Ph.D. committee (member), in progress
Zimmerling, Amy, M.A. committee (member), completed, 2012

University of Wisconsin

Graduate

Eliason, Trisha, M.S. committee (member), completed, 2007
Hansen, Sara, Ph.D. committee (member), completed, 2009
Lystra, Bradford, M.S. committee (member), completed, 2006
Nevar, Pamela, Ph.D. committee (member), completed, 2012
Renner, Christine, M.S. committee (chair), completed, 2007

4. Service

a. Professional

Offices and committee memberships held in professional organizations

Professional freedom & responsibilities chair and member of the executive committee, Communication Theory and Methodology Division, Association for Education in Journalism and Mass Communication, 2009-2010

Teaching standards chair and member of the executive committee, Communication Theory and Methodology Division, Association for Education in Journalism and Mass Communication, 2008-2009
Barrow Minority Scholarship chair, Communication Theory and Methodology Division, Association for Education in Journalism and Mass Communication, 2007-2008

Member of the Research Committee, American Academy of Advertising, 2005-2012

Other service to professional organizations

International Communication Association (ICA):

Chair (paper session on “From micro to meso to macro: Physician-patient interactions, media campaigns, health policies”), Health Communication Division, 2011 conference

Chair (paper session on “News coverage of cancer and science: Content and effects”), Mass Communication Division, 2008 conference

Paper reviewer (Health Communication Division), 2008-2011 conferences

Paper reviewer (Information Systems Division), 2008-2011 conferences

Paper reviewer (Mass Communication Division), 2007-2008, 2010-2011 conferences

National Communication Association (NCA):

Paper reviewer (Communication and Social Cognition Division), 2009 conference

Paper reviewer (Health Communication Division), 2009 conference

Association for Education in Journalism and Mass Communication (AEJMC):

Barrow Minority Scholarship judge (Communication Theory and Methodology Division), 2007

Discussant (Top Papers session), Communication Theory and Methodology Division, 2010 conference

Discussant (paper session on “Cause-related marketing, social responsibility and corporate reputation”), Advertising Division, 2008 conference

Discussant (paper session on “Who’s responsibility is it anyway? Public policy, PSAs, and socially responsible advertising”), Advertising Division, 2007 conference

Discussant (paper session on “Fame, believability, and advertising”), Advertising Division, 2006 conference

Paper reviewer (Advertising Division), 2006-2008 conferences
Paper reviewer (Communication Theory and Methodology Division), 2008 mid-winter conference

Paper reviewer (Communication Theory and Methodology Division), 2006-2011 conferences

American Academy of Advertising (AAA):

Judge, AAA doctoral dissertation competition, 2011

Judge, AAA research fellowship competition, 2007-2010

Paper reviewer, 2007 Asia-Pacific conference

Paper reviewer, 2006 conference

American Marketing Association (AMA):

Paper reviewer (Integrated Marketing Communication Track), 2004 Winter Educator’s conference

Midwest Association for Public Opinion Research (MAPOR):

Moderator (paper session on “Attitudes about science and technology”), 2006 conference

b. Campus

University of Maryland

Faculty mentor (for Anita Seate), 2012-2013

Member, Faculty Search Committee (health communication), 2012-2013

Director, Center for Health and Risk Communication, 2011-present

Faculty Supervisor, Department of Communication Online Participant Pool & Survey System, 2011-present

Member, Chair Review Committee, Fall 2011

Member, Faculty Advisory Committee, 2011-2012

Member, Faculty Search Committee (intercultural), 2011-2012
Member, Salary Advisory Committee, 2010-2011, 2012-2013

Member, Graduate Studies Committee, 2009-2010, 2010-2011, 2012-2013

Coordinator of department colloquium series, 2009-2010, 2010-2011

Member, Search Committee (undergraduate program coordinator), Spring 2010

Faculty senate alternate, Spring 2010

Member, Undergraduate Studies Committee, 2008-2009

Core faculty member, Center for Risk Communication Research, 2008-2011

University of Wisconsin

Co-Chair of Branding Committee (centennial planning), 2007-2008

Faculty senate, 2007-2008

Faculty senate alternate, 2006-2007

Member, Search Committee (environmental communication faculty), 2006-2007

Chair of Assessment Committee, member of Undergraduate Studies Committee, member of Graduate Studies Committee, and member of Research Committee for the 10-year external review, 2006-2007

Faculty representative to new student orientation (SOAR program), 2007

Faculty representative to new student orientation (Undergraduate Programs and Services), 2006

Member of Graduate Studies Committee, 2005-2008

University of Minnesota

Member of the Midwest Communication Conference Organization Committee, 2004-2005

Founding member of the Strategic Communication Research Group, 2004-2005

Reviewer and discussant for the Graduate Student Organization Conference, 2003

Graduate student mentor, 2002, 2004
SHAWN J. PARRY-GILES
Professor, Department of Communication
Director, Center for Political Communication and Civic Leadership
Affiliate Professor, Women's Studies
Affiliate Professor, African American Studies
University of Maryland

Office Address:
Department of Communication
University of Maryland
2130 Skinner Building
College Park, MD 20742-7635
(301) 405-6527
spg@umd.edu

Education:
Ph.D., 1992, Department of Speech Communication, Indiana University, Bloomington, IN.
M.A., 1987, Department of Speech Communication, University of New Mexico, Albuquerque, NM.
B.F.A., 1984, Communication and Theater Arts, Emporia State University, Emporia, KS.

Academic Experience:
Director, Graduate Studies, University of Maryland, College Park, MD, 2007-2010, 2012-present.
Associate Director, Graduate Studies Program in Interpreting and Translation, Department of Communication, University of Maryland, College Park, MD, February 2013-Present; Interim Director, August 2012-February 2013.
Professor, Department of Communication, University of Maryland, College Park, MD, 2007-present.
Associate Professor, Department of Communication, University of Maryland, College Park, MD, effective August 2003-2007.
Assistant Professor, Department of Communication, University of Maryland, College Park, MD, 1998–2003.

Associate Professor, Department of Speech Communication and Theater, Monmouth College, Monmouth, IL, 1997-1998.

Assistant Professor, Department of Speech Communication and Theater, Monmouth College, Monmouth, IL, 1992-1997.


Lecturer, Department of Speech Communication, Indiana University, Bloomington, IN, 1990-1991.

Associate Instructor, Department of Speech Communication, Indiana University, Bloomington, IN, 1987-1990.

Teaching Assistant, Department of Speech Communication, University of New Mexico, Albuquerque, NM, 1984-1987.

**Research Interests:**

Political, Rhetorical, Media, and Feminist Criticism, centering on Presidential and First Lady Discourse.

**Books:**


**Journal Publications:**


**Book Chapters:**


Critical Reviews, Book Reviews, and Encyclopedia Entries


Reprinted Articles and Book Chapters:


White Paper Reports:


**Invited Presentations:**


Parry-Giles, Shawn J. "Mediating Hillary Clinton." Oasis, Bethesda, Maryland, MD, 2012.


Parry-Giles, Shawn J.  "Gendered Nationalism and The West Wing." Consortium on Race, Gender, and Ethnicity, University of Maryland, College Park, MD, 2002.


Parry-Giles, Shawn J. "The Truman and Eisenhower Administrations' Militarization of Cold War Propaganda: Expanding the Rhetorical Presidency." Center for Presidential Studies--George Bush Presidential Library, Texas A&M University, College Station, TX, 1998.


**Conference Presentations/Panel Participation:**


Parry-Giles, Shawn J. Faculty Participant, "Scholars Office Hours." National Communication Association Convention, Chicago, IL, 2009.

Parry-Giles, Shawn J. Faculty Participant, NEH Seminar, National Communication Association Convention, Chicago, IL, 2009.


Parry-Giles, Shawn J. "'All the President's Women': The National Mother and the Clinton Impeachment Drama." National Communication Association Convention, Chicago, IL, 2007.


Panel Responses:


Grants and Financial Awards:

Center for Political Communication and Civic Leadership and Shawn J. Parry-Giles, Voices of Democracy: The U.S. Oratory Project, Recipient of the National Communication Association Initiative Funds Program ($5,000), Washington, DC.

Center for Political Communication and Civic Leadership—Recipient of the NEH Teaching and Learning Resources and Curriculum Development Grant—Materials Development Grant ($195,023), United States Government, 2005 (Shawn Parry-Giles—Principal Investigator; Co-Principal Investigators: J. Michael Hogan (PSU), Robert Gaines (UMD), Rosa Eberly (PSU), and Martin J. Medhurst (Baylor).

Center for Political Communication and Civic Leadership—Recipient of Special Recognition in relation to the Departmental Award for Excellent and Innovation in Undergraduate Teaching ($1,000), University of Maryland, 2004.

Graduate Record Board Summer Research Award ($12,000), University of Maryland, College Park, MD, 2001.

Graduate Record Board Research Award ($3,500), University of Maryland, College Park, MD, 1998.

Faculty and Instructional Development Grant, Monmouth College, Monmouth, IL, 1993, 1995, 1997 ($400 each year).

Grant-in-Aid of Research, Indiana University, Bloomington, IN, 1990 ($500).

Honors and Awards:

Research and Scholarship Award (RASA)—Semester Leave, Graduate School, University of Maryland, 2010 (taken in Fall of 2011).


Robert G. Gunderson Achievement Award, Department of Speech Communication, Indiana University, Bloomington, IN, 1991.

Virginia Gunderson Outstanding Research Paper Award, Department of Speech Communication, Indiana University, Bloomington, IN, 1990.

Graduate School Fellowship, Indiana University, Bloomington, IN, 1987-1988.

Outstanding Graduate Student Teaching Award, International Communication Association, 1985.

**Editorial Boards and Reviewing Activities:**

Editorial Board Member, Michigan State University Press, Series in Public Affairs, 2003-present.


Guest Reviewer, Texas A&M University Press, 2011.


Guest Reviewer, Special Issue on Presidential Debates, Argumentation and Advocacy, 2005.

Editorial Board Member, Argumentation & Advocacy, 2001-2003.

Associate Editor, Women's Studies in Communication, 1997-2000.


Courses Taught at the University of Maryland:
COMM 798: Intensive Writing in English: An graduate course is designed to strengthen writing skills targeting the professional translator. (Fall 2013: Enrollment – 3)

COMM768/498 (The 2000 Presidential Campaign): This combined graduate and undergraduate seminar in public address contextualizes the 2000 presidential campaign in the history of such campaigns, centering on presidential campaign discourse (e.g., speeches, advertisements, campaign films, debates, television news coverage) in the televisual presidential age. (Fall 2000; Enrollment - 38)

COMM768 (Seminar: Special Topics in Public Address - The Discourse of the President and First Lady): This seminar examines speeches, letters, and other discourse of Presidents and First Ladies from 1776-2000. (Spring 2000; Enrollment - 6) (Fall 2003; Enrollment 12) (Fall 2008; Enrollment 12)

COMM768 (Seminar: Voices in Public Leadership in the Twentieth Century: The Discourse of War, Civil Rights, and Citizenship): This course provides an general overview of U.S. public address in the twentieth century, with a focus on the discourse of war, civil rights, and citizenship. (Spring 2009; Enrollment 6)

COMM760 (Political Communication): This course emphasizes the blending of theory and practice in the analysis of politics and the media, utilizing rhetorical-critical perspectives. (Fall 1998; Enrollment - 6) (Spring 2004; Enrollment 8) (Fall 2006; Enrollment 10)

COMM748 (The Rhetoric of the Presidency—The Cold War): This course offers a study of presidential rhetoric from a public address perspective that intersects the examination of rhetoric and history during the Cold War. (Fall 2005; Enrollment – 11)

COMM748 (The Rhetoric of the Presidency—U.S. Nationalism, Citizenship, and War): This course offers a study of presidential and first lady discourse from the nation's beginning through the mid-twentieth century, with a focus on theories of nationalism and the discourse of citizenship and war (Fall 2008; Enrollment—11; Fall 2013 – 14)

COMM738 (Seminar in Mediated Communication: Visuality and the Media): This course examines visual theories and criticism pertaining to historical and contemporary media forms, including news coverage, documentaries, photography, television, and visual performance rhetorics. (Fall 2009; Enrollment – 11) (Spring 2012; Enrollment – 4).

COMM738 (Seminar in Mediated Communication: Media and Politics): This course situates the 2004 election in the theories of media and politics, focusing on such issues of political advertising, news coverage, and the role of visual discourse as well as the Internet on contemporary politics. (Fall 2004; Enrollment – 14)
COMM738 (Seminar in Mediated Communication: Women and Mediated Communication): This course applies qualitative and critical methodologies to the study of women and media (e.g., film, primetime television, advertising, news), emphasizing the examination of cultural studies and feminist approaches in relation to identity, health, politics, and reproduction. This course was team taught with Dr. Linda Aldoory. (Spring 2002; Enrollment – 9)

COMM712 (Advanced Historical/Critical Methods in Communication Research): This course examines a wide range of rhetorical perspectives and simultaneously serves to elevate students' abilities to write publishable essays in rhetorical criticism. (Spring 1999; Enrollment - 5) (Spring 2001; Enrollment - 6) (Spring 2007; Enrollment – 6) (Fall 2010; Enrollment - 9)

COMM711 (Historical/Critical Methods in Communication Research): This course introduces students to various rhetorical perspectives and the process of writing criticism. (Fall 1999; Enrollment - 4) (Fall 2000; Enrollment - 6) (Fall 2002; Enrollment – 10)

COMM652 (Contemporary Rhetorical Theory): This course studies various twentieth-century rhetorical theories and requires students to ask and answer research questions relevant to a theoretical examination of contemporary rhetoric. (Fall 1999; Enrollment - 5)

COMM461 (Voices of Public Leadership in the Twentieth Century): This course is a survey of U.S. public address, featuring the use of speaking and writing in the power struggles of the twentieth century. (Spring 2000; Enrollment 55) (Spring 2001; Enrollment 45) (Spring 2002; Enrollment 46) (Spring 2003; Enrollment 35) (Spring 2004; Enrollment 30) (Spring 2006; Enrollment 32) (Spring 2007; Enrollment 33) (Spring 2010; Enrollment 45)

COMM458 (Seminar in Political Communication: Presidential Campaign Discourse): This course situates contemporary presidential elections in the history of such campaigns, centering especially on presidential primaries. (Spring 2003; Enrollment 35) (Fall 2004; Enrollment 40) (Fall 2007; Enrollment 34)

COMM453 (The Power of Discourse in American Society—Media and Politics): This course assesses the power of discourse in U.S. political culture by examining media theories and mediated messages pertaining to historical and contemporary political rhetorics. (Fall 2005; Enrollment 35)

COMM401 (Strategic Discourse Analysis): This course is designed to enhance students' ability to analyze strategic discourse. Students are exposed to various perspectives of rhetorical criticism that are developed to interpret public texts. (Fall 1998; Enrollment - 60) (Spring 1999; Enrollment - 60) (Summer 1999; Enrollment - 11) (Summer 2000; Enrollment - 12) (Fall 2002; Enrollment - 42) (Fall 2003; Enrollment 40) (Spring 2006; Enrollment 37)
COMM200 (Advanced Public Speaking): This course offers students a forum in which to hone their public speaking skills in persuasive, ceremonial, and informative speaking contexts. (Summer 1999; Enrollment - 11)

Additional Courses Taught:
- Senior Seminar: Presidential Campaign Rhetoric
- Senior Seminar: Rhetorical Theory
- Communication Criticism
- Senior Seminar: Media Criticism
- Senior Seminar: Freedom of Expression/Communication Ethics
- Cultural Studies (Interdisciplinary/Team-Taught Course)
- Fundamentals of Communication
- Freshman Seminar
- Interpersonal Communication
- Advanced Public Speaking
- Methods of Teaching Speech Communication and Theater Arts
- Survey of African-American Rhetoric (Independent Study)
- Film Studies (Independent Study)
- Public Speaking
- Business and Professional Communication
- Persuasive Speaking

Research Direction:

Dissertations Directed:

♦ Lindsay Hayes, "Congressional Widowhood and Gubernatorial Surrogacy: A Rhetorical History of Women's Distinct Paths to Public Office," Department of Communication, University of Maryland, 2013.


M.A. Seminar Papers Directed:


Heather Brooke Adams. "Eleanor Roosevelt's Address to the Chicago Civil Liberties Committee," Department of Communication, University of Maryland, 2008.


**Undergraduate Faculty Mentor:**

- 1 undergraduate student, co-advisor, Honors Humanities Program, College of Arts and Humanities, University of Maryland, 2013.

- 4 undergraduate students completed an Independent Study on the Rhetoric of the First Women Secretaries of State, Department of Communication, University of Maryland, 2010.


- 1 undergraduate student completed an Independent Study on the Voices of Democracy: The U.S. Oratory Project, Center for Political Communication and
Civic Leadership, Textual Authentication and Presidential Research, University of Maryland, 2007.


- 1 undergraduate student completed an Independent Study on Writing, University of Maryland, 2006.


- 8 undergraduate students completed an Independent Study in archival research methods (Library of Congress) and the discourse of first ladies, Department of Communication, University of Maryland, 2000.

Advisor, 6 Ph.D. Students, Department of Communication, University of Maryland, College Park, MD.

Committee Member, 6 Ph.D. Students (Communication, English, Women's Studies), University of Maryland, College Park, MD.

**Public/Community Service:**


**Professional Service:**

Co-Editor with J. Michael Hogan, *Voices of Democracy* (on-line academic journal)—www.voicesofdemocracy.com, 2006-.

Seminar Co-Leader (with Dr. Vanessa Beasley), "The 2012 Presidential Campaign," Rhetorical Society of America Institute, Lawrence, Kansas, 2013.

Member, Benson-Campbell Dissertation Award Committee, Public Address Division, National Communication Association, 2013.

Search Committee, Executive Director, Rhetoric Society of America, 2011.

Interviewee, NCA Video on Grant Seeking—*Funding 101*, National Communication Association, 2010.

Co-convener with David S. Kaufer, Rhetoric Society of America—Summer Institute, Pennsylvania State University, University Park, PA, 2009.


Member, Research Board, National Communication Association, 2007-2010.

Editorial Board Member, Carrie Chapman Catt Center Speech Archive, Iowa State University, Ames, Iowa, 2007-.


Chair, Nominating Committee, Political Communication Division, National Communication Association, 2006.

Faculty Mentor, Doctoral Honor's Conference, University of Oklahoma, Norman, OK, 2005.

Chair, Gerald R. Miller Outstanding Doctoral Dissertation Award Committee, National Communication Association, 2005.

Chair, Marie Hochmuth Nichols Award Committee, National Communication Association, 2005.


Tenure Review and Promotion Letters (17):

- Iowa State University (2013)
- University of Wisconsin—Milwaukee (2013)
- University of Pittsburgh (2011)
- Pennsylvania State University (2010)
- Boston College (2009)
- Texas Tech University (2009)
- University of New Hampshire (2009)
- George Mason University (2008)
- Purdue University (2008)
- University of Colorado (2008)
- Wabash College (2007)
- Old Dominion University (2006)
- Colorado State University (2005, 2013)
- Southern Methodist University (2004)

Immediate Past Chair, National Communication Association, 2004-2005.


Member, Legislative Assembly, National Communication Association, 2004-2006.

Chair, Public Address Division, National Communication Association, 2004.

Member, Nominating Committee, Political Communication Division, National Communication Association, 2004.

Vice-Chair, Public Address Division, National Communication Association, 2003.
Member, Marie Hochmuth Nichols Award Committee, Public Address Division, National Communication Association, 1999-2000, 2010.


Chair/Program Planner, Rhetorical Theory & Criticism Interest Group, Central States Communication Association, 1994-1995.

**Departmental Service:**

Member, Self-Study Committee, Department of Communication, University of Maryland, 2013.

Member, Initial Review Committee, APT Committee, Department of Communication, University of Maryland, 2013.

Chair, Assistant to the Director Search, Graduate Studies in Interpreting and Translation, Department of Communication, University of Maryland, 2013.

Co-Chair, Instructor Search, Graduate Studies in Interpreting and Translation, Department of Communication, University of Maryland, 2012-present.

Chair, Director Search, Graduate Studies in Interpreting and Translation, Department of Communication, University of Maryland, 2012-present.

Chair, Rhetoric and Political Culture Search Committee, Department of Communication, University of Maryland, 2012.

Member, Organizing Committee, Professional M.A. in Translation and Interpretation, Department of Communication/College of Arts and Humanities, University of Maryland, 2011-2012.

Member, Strategic Planning Committee, Department of Communication, University of Maryland, 2008-2010.

Member, Self-Study Committee, Department of Communication, University of Maryland, 2007-2008.

Director, Graduate Studies, Department of Communication, University of Maryland, 2007-2012.
Member, Administrative Committee, Department of Communication, University of Maryland, 2007-2012.

Member, Senior Appointment, Promotion, and Tenure Committee, Department of Communication, University of Maryland, 2007-.

Member, Appointment, Promotion, and Tenure Committee, Department of Communication, University of Maryland, 2003-.

Mentor, Assistant Professor (Kristy Maddox), Department of Communication, University of Maryland, 2007-2010.

Chair, Rhetoric and Political Culture Search Committee, Department of Communication, University of Maryland, 2006.

Member, Grades Appeal Committee, Department of Communication, University of Maryland, 2005-2006, 2006-2007.

Co-Director with Trevor Parry-Giles, Political Advertising Resource Center (PARC), Center for Political Communication and Civic Leadership, University of Maryland, College, Park, MD, 2004-present.

Director, Center for Political Communication and Civic Leadership, Department of Communication, University of Maryland, College Park, MD, 2001-.


Chair, Public Relations Search Committee, Department of Communication, University of Maryland, 2003.

Member, Faculty Advisory Committee, Department of Communication, University of Maryland, 1999-2000, 2000-2001.

Coordinator, DebateWatch 2000, Department of Communication, University of Maryland, College Park, MD, 2000.

Member, Graduate Studies Committee, Department of Communication, University of Maryland, College Park, MD, 1998-1999.

Member, Media Committee, Department of Communication, University of Maryland, College Park, MD, 1999.

Course Director, COMM 360—Rhetoric of Black America, Department of Communication, University of Maryland, 1999-2001.
Course Director, COMM 200—Advanced Public Speaking, Department of Communication, University of Maryland, 2000-2001.

Colloquium Coordinator, Department of Communication, University of Maryland, College Park, MD, 1998-1999.

Member/Recorder of Minutes, Public Relations Search Committee, Department of Communication, University of Maryland, College Park, MD, 1999.

Member/Recorder of Minutes, Associate Staff Search Committee, Department of Communication, University of Maryland, College Park, MD, 1998.

Member, Foundations Exam Committee, Department of Communication, University of Maryland, College Park, MD, 1998.

Member, Salary Committee, Department of Communication, University of Maryland, College Park, MD, 1999, 2004.

Recorder of Minutes, Departmental Assembly, Department of Communication, University of Maryland, College Park, MD, 1998-1999.

Coordinator, NCA Reception Committee, Department of Communication, University of Maryland, College Park, MD, 1998.

**University Service:**

Member, East Asian Studies Committee, University of Maryland, 2012-2013.

Member, Search Committee, Associate Dean for Academic Affairs and Associate Dean for Research and Development, College of Arts and Humanities, University of Maryland, 2012.

Member, McNair Fellowship Committee, Graduate School, University of Maryland, College Park, MD, 2012, 2013.

Member, Search Committee—Dean for the College of Arts and Humanities, University of Maryland, College Park, MD, 2010-2011.

Member, Graduate Council, Graduate School, University of Maryland, College Park, MD, 2010-2013.

Member, Committee to Review Dr. Charles Caramello, Associate Provost for Academic Affairs and Dean of the Graduate School, University of Maryland, College Park, MD, 2010.
Member, Academic Standards Committee, Graduate School, University of Maryland, College Park, MD, 2010-2011.


Member, Fellowship Review Committee, College of Arts and Humanities, University of Maryland, College Park, MD, 2010.

Member, Focus Group on Graduate Program Assessment, Graduate School, University of Maryland, College Park, MD, 2010.

Member, Appointment, Promotion, and Tenure Committee (APT), College of Arts and Humanities, University of Maryland, College Park, MD, 2008-2010.

Evaluator, Dr. Mabel S. Spencer Award Committee, Graduate School, University of Maryland, College Park, MD, 2008, 2009, 2010.


External Member, Linguistic Departmental Review, College of Arts and Humanities, University of Maryland, College Park, MD, 2006.

Member, Task Force on Faculty Life and Professional Success, Office of the Senior Vice President for Academic Affairs and Provost, University of Maryland, College Park, MD, 2005-2008.

Member, Faculty Advisory Committee, Democracy Studies and Civic Practice Program of the Democracy Collaborative, University of Maryland, College Park, MD, 2004.

Member, Committee on Programs, Courses, and Curricula (PCC), College of Arts and Humanities, University of Maryland, College Park, MD, 2003-2004.

Member, Committee to Review Dr. Thomas Kunkel, Dean of the College of Journalism, University of Maryland, College Park, MD, 2003.

Senator, University Senate, University of Maryland, College Park, MD, 1999-2002.

Member, Nominations Committee, University Senate, University of Maryland, College Park, MD, 2002.

Member, ERG Committee, University of Maryland, College Park, MD, 2000-2002.
Member, Internal Review Committee for the Department of Communication, College of Arts and Humanities, University of Maryland, College Park, MD, 2000.

Member, Senate Executive Committee, College Park Senate, University of Maryland, College Park, MD, 1999-2000.

Senate Representative, Terrapin Day, Annapolis, MD, 2000.

**Expert Political Commentator/Editorial Reviews:**


*Sirius Left*—Channel 146—*Make it Plain With Mark Thompson*, 2008.


*News 24* (South Africa), 2008.


*Nightline BC*, CKNW News Talk 980, Vancouver, Canada, 2007

*ABC News.com*—*Be Seen, Be Heard*, 2006.


*Sacramental Bee*, 2006.


St. Petersburg Times, 2005.
Le Devoir, 2005.
UPI (story also reprinted in the Washington Times), 2003.
Review Atlas (Monmouth, IL), 1996.

________________________________________  ____________
Signature (Shawn J. Parry-Giles)               Date
TREVOR PARRY-GILES

National Communication Association
1765 N Street, NW
Washington, DC 20036
202-534-1116
tparrygiles@natcom.org

Department of Communication
University of Maryland
2130 Skinner Building
College Park, MD 20742-7635
301-405-8947
tpg@umd.edu

Education:

Ph.D., Communication, Indiana University, Bloomington, Ind., 1992.


Employment:


Responsibilities include:

• Develop and implement initiatives designed to support communication scholarship;
• Maintain opportunities for productive discussion among researchers;
• Enhance educational programming for communication scholars;
• Maintain appropriate outlets for sharing communication research with scholars;
• Develop and implement initiatives designed to support NCA members’ broader academic and professional pursuits;
• Enhance career support for communication professionals;
• Increase support for communication administrators;
• Collaborate with relevant Boards in the interest of supporting the full range of academic and professional pursuits of people in the communication discipline;
• Provide timely and relevant information to the Boards to facilitate their agenda development including trends in higher education and national policy;
• Support Board projects as appropriate;
• Collaborate with relevant committees and other volunteer leadership groups in the interest of supporting the full range of academic and professional pursuits of people in the communication discipline;
• Develop content ideas and write materials for NCA’s internal communications;
• Develop external relationships for the purpose of disciplinary advocacy including advocacy for disciplinary research support;
• Foster external representation of the discipline to improve public understanding of communication scholarship and increase the translation of communication research for policy-
making purposes;
- Respond to a variety of relevant requests for assistance from NCA members;
- Foster and model civil discourse and open and ethical communication;
- Serve as a member of the association’s senior leadership team and manage additional related responsibilities as assigned by the Executive Director

Professor, Department of Communication, University of Maryland, College Park, Md., 2010-2012 (on leave, 2012-present).
  - Affiliated Scholar, Center for American Politics & Citizenship
  - Affiliated Faculty Member, Center for Political Communication & Civic Leadership
  - Affiliated Faculty, Department of African American Studies
  - Affiliated Faculty Member, Graduate Field Committee in Film Studies

Associate Professor, Department of Communication, University of Maryland, College Park, Md., 2005-2010.

Assistant Professor, Department of Communication, University of Maryland, College Park, Md., 2001-2005.

Visiting Assistant Professor, Department of Communication, University of Maryland, College Park Md., 1999-2001.

  - Served as a member of the Executive Staff of this full-service political consulting firm specializing in persuasion mail communications/advertising. Responsible for concept design, plan and copywriting, and creative leadership of the advertising strategy for clients in political, corporate, and association markets.

Assistant Professor, Department of Communication, Western Illinois University, Macomb Ill., 1997-1998.

Assistant Professor, Department of Speech, Theater, and Mass Communication, St. Ambrose University, Davenport, Iowa, 1991-1997.

Publications:

Books:


**Articles:**


Book Chapters & Encyclopedia Entries:


Parry-Giles, Trevor. “Speechwriting.” In The Manship School Guide to Political


Commissioned Essays, Forum Articles, Book Reviews, and Blog Postings:


**Competitively Selected Convention and Public Presentations:**


Parry-Giles, Trevor. “‘TR’s Last Triumph/Bryan’s Last Stand: The 1908 Presidential


Parry-Giles, Trevor. “Censorship at the BBC: The 1985 Case of Real Lives—At the Edge of the Union.” A paper presentation at the joint convention of the Central States


Panel Chair, Respondent, or Roundtable Participant:


Panelist, “Short Course #5: Engaging the Student as Citizen: Teaching the Political Communication Course in a Presidential Campaign Season.” A panel discussion at the annual convention of the Central States Communication Association, Cleveland, Ohio, March, 2012.


Panelist, “Professional Development Workshop: Conference Participation.” A panel presentation to the Department of Communication, University of Maryland, College Park, Md., October 2010.


Participant, “Honors Lecture Series: Panel on the Roberts Confirmation Hearings.” A panel discussion sponsored by the University Honors Program, University of Maryland, College Park, Md., September, 2005.

Participant, “Spotlight Panel: Building a Center for Political Communication from the Ground Up: Discussion by Directors of University and College Centers of Institutes for Political Communication.” A panel presentation at the annual convention of the Eastern
Communication Association, Pittsburgh, Penn., April, 2005.


Participant, “Film and Pedagogy: An Interdisciplinary Discussion on Using Film for Critical Engagement in Undergraduate Courses.” A panel presentation to the Consortium on Race, Gender, and Ethnicity Graduate Colloquium Series, College Park, Md., October 16, 2003.


Public Presentations—Invited:


Parry-Giles, Trevor. “Popular Culture Politics in Campaign ’08.” A presentation for the
Portz Scholars Summer Program, University Honors Program, University of Maryland, College Park, Md., June 24, 2009.


Parry-Giles, Shawn J. and Trevor Parry-Giles. “Critical Conversations on Civic Issues—Faculty & Film Series.” A presentation for the Beyond the Classroom: Living & Learning Program at the University of Maryland, College Park, Md., November 6, 2006.

Parry-Giles, Trevor and Shawn J. Parry-Giles. “Speaking of Books...Conversations with Campus Authors.” A presentation for the University of Maryland Libraries, College Park, Md., November 2, 2006.


Parry-Giles, Trevor. “Succeeding in Graduate School: Professional Involvement and Development from a Faculty Perspective.” A presentation to a Career Center Symposium entitled “Professional Activity as a Graduate Student: Succeeding in Graduate School,” University of Maryland, College Park, Md., September 20, 2002.


Teaching & Advising:

Courses Taught:

- Political Campaign Communication Management (School of Public Affairs)
- The Rhetoric of the Presidency—Pivotal Election Campaigns (undergraduate & graduate)
- Introduction to Graduate Study in Communication (graduate)
- Seminar in Mediated Communication—Image & Authenticity (graduate)
- The Rhetoric of Political Institutions—Popular Culture and U.S. Politics (graduate)
- The Rhetoric of Political Institutions—The Supreme Court (graduate)
- Seminar in Rhetorical Theory: The Political Image (graduate)
- Historical/Critical Methods in Communication Research (graduate)
- Advanced Historical/Critical Methods in Communication Research (graduate)
- Seminar in Political Communication (undergraduate & graduate)
- Political Campaign Communication Seminar
- Seminar in Public Address: The Rhetoric of Law and Constitutions (graduate)
- Communication Colloquium
- The Power of Discourse in American Life
- Senior Seminar – The Mass Media and American Politics
- Interpreting Strategic Discourse
- Senior Seminar – Political Communication
- Rhetorical History and Theory (graduate)
- Classical and Medieval Rhetorical Theory
- Rhetorical Criticism
- Public Speaking
- Speechwriting
- Gender and Communication
- Fundamentals of Communication
- Interpersonal Communication
- Business and Professional Communication
- Organizational Communication
- Freedom of Speech
- Argumentation and Debate
- Advanced Public Speaking
- Parliamentary Procedure

M.A. Plan of Study and Examination Committees (bold face=completed degree):

Advisor/Chair:
Timothy Barney (chair)

Erica Lamm (chair)

James Marconi (chair)

Elizabeth Marvin (chair) [did not graduate]

Meghan O’Shaughnessy (chair)

Marisa Pauly (chair)

Committee Member:

Anne Boyle
Jill Cornelius
Lisa Corrigan
Abbe Depretis
Terri Donofrio
Christine Hanson
Lindsay Hayes
Leslie Holoweiko
Katie Irwin
Amber Joiner
Margaret Kane
Benjamin Krueger
Adam McDaniel
Jade Olson
Richard Winston

Ph.D. Plan of Study, Examination, and/or Dissertation Committees:

Advisor/Chair:

Timothy Barney
  o Recipient, Lynda Lee Kaid Outstanding Dissertation Award, Political

- Assistant Professor, Department of Rhetoric and Communication Studies, University of Richmond, Richmond, Virg.

Jaclyn Bissell

**Martha Kelly Carr**
- Assistant Professor, School of Communications Design, University of Baltimore, Baltimore, Md.

James G. Gilmore

N. Winnie Okafor

Michael Steudeman

**Jill Cornelius Underhill**
- Assistant Professor, Department of Communication Studies, Marshall University, Huntington, WV.

Committee Member:

Julio Bermejo

**Jason Black**

Lisa Burns

**Lisa Corrigan**

Abbe Depretis

Terri Donofrio

Lindsey Fox

Elizabeth Gardner

**Lindsay Hayes**

Sean Luechtelfeld

**Tiffany Lewis**

Jade Olson

**Alyssa Samek**

Yvonne Slosarski

**Belinda Stillion Southard**

Artesha Taylor

**Stephen Underhill**

Richard Winston
Dean’s Representative on Ph.D. Dissertation Committees:

- **Wendy Clupper** (Theatre & Performance Studies)
- Melissa Anne Ebbers (Philosophy)
- Ashley Glacel (American Studies)
- **Karen Koner** (Music Education)
- **Allison Brovey Warner** (English)

Curriculum Development:

- Participant, Online Course Development Project, College of Arts & Humanities, University of Maryland, 2011.
- Participant, Summer Institute on Teaching with New(er) Technologies, Center for Teaching Excellence, University of Maryland, 2010.
- Participant, Chesapeake Project, Office of Sustainability, University of Maryland, 2009.

**Departmental, College, and University Service:**

**University Service:**

- Member, Search Committee, Dean of the Philip Merrill College of Journalism, University of Maryland, 2011-2012.
- Member, Academic Planning Advisory Committee, University of Maryland, 2010-2012.
- Member, University Medal Selection Committee, University of Maryland, 2009.
- Member, Technology Facilities Committee, University of Maryland, 2003-2004.
- Member, College of Human Services Curriculum Committee, St. Ambrose University, 1993-1997.
- Chair, Board of Student Publications, St. Ambrose University, 1993-1996.
Member, Academic Support Committee, St. Ambrose University, 1993-1995.

Parliamentarian, Faculty Assembly, St. Ambrose University, 1992-1993.

College Service:

Member, Dean’s Task Force on Diversity, College of Arts & Humanities, University of Maryland, 2011-2012.

Faculty Representative, Department of Communication Chair’s Review Committee, College of Arts & Humanities, University of Maryland, 2011.

Member, MITH (Maryland Institute for Technology in the Humanities) Director Search Committee, College of Arts & Humanities, University of Maryland, 2005.

Member, Committee on New Technologies, College of Arts & Humanities, University of Maryland, 2004-2006.

Member, Collegiate Council, College of Arts & Humanities, University of Maryland, 2002-2006. Vice-Chair, 2004-2005; Chair, 2005-2006; Council Representative to the Academic Planning and Advisory Committee, 2005-2006; Council Representative to the Administrative Council, 2005-2006.

Departmental Service:


Member, Appointment, Promotion, and Tenure Committee, 2005-present. Senior Appointment, Promotion, & Tenure Committee, 2010-present. Chair, 2013-2014.


Member, Strategic Plan Committee, Department of Communication, University of Maryland, 2008-2009.

Member, Self-Study Committee, Department of Communication, University of Maryland, 2007.

Web Site Content Manager, Department of Communication, University of Maryland, 2003-2005; 2007-present.

Co-Director and Webmaster, Political Advertising Resource Center, Center for Political Communication and Civic Leadership, University of Maryland, 2004-present.

Director of Departmental Advancement, Department of Communication, University of Maryland, 2003-2005.

Member, Steering Committee, Center for Political Communication and Civic Leadership, Department of Communication, University of Maryland, 2001-present.

Webmaster, Center for Political Communication and Civic Leadership, Department of Communication, University of Maryland, 2001-present.


Member, Salary Committee, Department of Communication, University of Maryland, 2001, 2006.

Library Liaison, Department of Communication, University of Maryland, 2001-2003.

Chair, Colloquium Committee, Department of Communication, University of Maryland, 2001-2003.

Awards Committee, Department of Communication, University of Maryland, 2001.

Member, Centennial Committee, Department of Communication, University of Maryland, 2000-2001.

Divisional Representative, Curriculum Committee, Department of Communication, Western Illinois University, 1997-1998.

Member, Testing and Outreach Graduate Committees, Department of Communication, Western Illinois University, 1997-1998.

Secretary, Division of Public Communication and Human Resources, Department of Communication, Western Illinois University, 1997-1998.

**Editorial Service—Journals:**


Editorial Board Member for the following:

- *Argumentation & Advocacy*, 2001-2003 (Dale Herbeck, ed.)
- *Critical Studies in Media Communication*, 2001-2010 (Celeste Michelle Condit/Bonnie Dow; Linda Steiner; Eric King Watts, eds.)
- *Qualitative Research Reports in Communication*, 2012-2014 (Janie Harden Fritz, ed.)
- *Southern Communication Journal*, 2008-present (Mary Stuckey; J.D. Ragsdale, eds.)
- *Western Journal of Communication*, 2012 (William Eadie, ed.)

Manuscript Reviewer for the following:

- *Communication Yearbook*, 2006
- *Journal of Sociolinguistics*, 2005

**Editorial Service—Books:**


**Professional Service:**


Chair, James A. Winans - Herbert A. Wichelns Memorial Award for Distinguished Scholarship in Rhetoric and Public Address Committee, National Communication Association, 2010.


Faculty Promotion/Tenure Reviewer, University of Alabama-Huntsville, 2006; University of Rhode Island, 2007, 2013; Colorado State University, 2008, 2013; Ohio University, 2008; Texas Tech University, 2009; SUNY-New Paltz, 2011; Indiana University-Kokomo, 2011; The Pennsylvania State University, 2011; University of Missouri, 2013.

Chair, Dissertation Award Committee, Political Communication Division, National Communication Association, 2007.

Webspinner, Public Address Division, National Communication Association, 2003-present.

Officer, Rhetoric & Public Address Interest Group, Eastern Communication Association (Vice Chair, 2004-2005; Chair, 2005-2006).

Chair, Nominating Committee, Political Communication Division, National Communication Association, 2001-2002.

Chair, Nominating Committee, Public Address Division, National Communication Association, 1998.

Nominating Committee Member, Public Address Division, National Communication Association, 1997.

Officer, Freedom & Responsibilities of Speech Interest Group, Central States Communication Association (Vice-Chair, 1994-1995; Chair, 1995-1996).

Paper/Panel Reviewer for the following:
- Latino/a Communication Studies Division/La Raza Caucus, 2007
- Rhetorical and Communication Theory Division, National Communication Association, 1999

Grants and Fellowships:

Research and Scholarship Award, University of Maryland, 2011-2012.
- A semester’s teaching release in support of a research project entitled “Peitho’s President: Rhetoric, Deliberation, and Power during the Clinton Presidency.”
General Research Board Award, University of Maryland, 2004.
• $10,250 in support of a research project entitled “A Return to Relevance: Bill Clinton’s Response to the Oklahoma City Bombing.”

General Research Board Award, University of Maryland, 2001.
• $2,250 in support of a research project entitled “The Rhetorical Presidency of Bill Clinton.” The Department of Communication added $250 to the GRB Award for a total grant of $2,500.

Summer Stipend, Western Illinois University, 1998.
• $2,000 in support of a research project entitled “Trapped in Hyperreality: The Clintons and Postmodern Presidential Politics.” (I was awarded the stipend in January 1998. I relinquished the stipend upon resignation of my contract.)

Faculty Development Grant, St. Ambrose University, 1995.
• $1,500 in support of research investigating presidential image construction in the 1992 campaign.


Faculty Development Grant, St. Ambrose University, 1993.
• $1,500 in support of research investigating the ideological influence of the Supreme Court nomination and appointment process on American jurisprudence and politics.

Grant-in-Aid of Research, Indiana University, 1990.
• $750 in support of dissertation research.

Graduate Minority Fellowship, Indiana University, 1989.
• $1,500 award given by the Indiana University Graduate School to deserving minority graduate students.

Honors and Awards:


Bruce E. Gronbeck Political Communication Research Award, Carl Couch Center, 2008.
As contributor to *The Rhetoric of the New Political Documentary*, edited by Thomas W. Benson and Brian J. Snee.


Past Presidents/Officers Club Award, Eastern Communication Association, 2007. Awarded to “an outstanding ECA member” who “has contributed a significant body of research to the communication discipline and...[who] possesses a significant record of continuing service to ECA.”


Nominee, Parents’ Association Outstanding Faculty Member of the Year Award, University of Maryland, 2001, 2002.


Pollie Awards (12), American Association of Political Consultants, Washington, DC, 1999-2005. Presented for advertising conceptualized and/or written primarily by me as senior writer or freelance creative consultant.


Robert G. Gunderson Achievement Award (Outstanding Graduate Student), Department of Speech Communication, Indiana University, 1989.

Indiana Tradition Award for Excellence in Teaching Public Speaking, Department of Speech Communication, Indiana University, 1988.


Community Service:

Treasurer, Blair Band and Orchestra Parents Association, Montgomery Blair High School, Silver Spring, Md., 2012-present.

Volunteer Coordinator, Blair Band and Orchestra Parents Association, Montgomery Blair High School, Silver Spring, Md., 2010-present.
Board of Directors, Mabuhay, Inc., Prince Georges’ County, Md., 2012.


Treasurer, Center for Young Children, Parent-Teacher Association, University of Maryland, College Park, Md., 1999-2002.
Vice-President, Center for Young Children, Parent-Teacher Association, University of Maryland, College Park, Md., 1998-1999.

Discussion Leader, Money+Politics Phase II, Illinois 17th Congressional District, Macomb, Ill., 1997. Moderated and led a series of focus group discussions about the relationship between money and politics and the possibility of campaign finance reform with citizens and the local member of Congress. This project was sponsored by a partnership of the League of Women Voters Education Fund and The Harwood Group.


**Media Consultation, Commentary & Analysis**

Interviewed by/Quoted In:

Newspapers, Magazines, Web Sites

*Albuquerque Journal*
*Atlanta Journal-Constitution*
*Baltimore Sun*
*Boston Herald*
*Buffalo News*
*Carroll County Times* (Westminster, Md.)
*Christian Science Monitor*
*CNN Radio*
*Corridor, Inc.*
*Dagsavisen* (Norway)
*The Daily Oklahoman*
*The Daily Record* (Annapolis, Md.)
*Detroit News*
*The Diamondback* (College Park, Md.)
*El Mercurio* (Chile)
*The Examiner* (Washington, D.C.)
*Foxnews.com*
*The Gazette* (Maryland)
*Helsingborgs Dagblad* (Sweden)
*The Hill*
*Howard County* (Md.) *Gazette*
La Presse (Montreal/Quebec, Canada)
Men’s Health
National Post/Ottawa Citizen (Canada)
The New York Times
The News Journal (Wilmington, Dela.)
The News-Observer (Raleigh, N.C.)
Newsday
The Observer (U.K.)
Politico
Potomac Almanac
Quad-City Times
Rock Island Argus-Dispatch
San Diego Union-Tribune
The San Francisco Chronicle
The Times (London, U.K.)
The Times Colonist (Victoria, British Columbia, Canada)
USA Today
U.S. News & World Report
View Magazine (Canada)
The Wall Street Journal
The Washington Post
The Washington Times
Wisconsin Daily Cardinal

Wire Services, Radio, Television & Film

Agence France-Presse (AFP)
Al Jazeera (English)
Associated Press (AP)
EFE (Spain)
Ether Films—Mile High: What It Take to Win...and Lose...the White House
Gannett News Service
Ispot.com
Japan Broadcasting
Kyodo News Service (Japan)
Les Films d’Ici—Mr President
McClatchy News Service
NBC Nightly News
Newhouse News Service
Reuters
The Swedish Press News Service
United Press International (UPI)
Bloomberg Radio Network—Simply Put
BBC—Four Corners
China Central Television (CCTV—China)
CJOB NewsRadio (Winnipeg, Canada)
C-SPAN—Washington Journal
Federal News Radio (Washington, D.C.)—The Daily Debrief Show
KPCC (Pasadena, CA—NPR Affiliate)—The Patt Morrison Show
Maryland Public Television—Direct Connections
New Hampshire Public Radio—The Exchange
Nippon Hoso Kyokai—Japan Broadcasting Association—World’s Largest Election: U.S. Presidential Election
Spiegel TV (Germany)
UMTV (College Park, Md.)
Utah Public Radio—Midday Utah
Voice of America
WAMU (Washington, D.C.—NPR Affiliate)—The Kojo Nnamdi Show
WJLA (Washington, D.C.—ABC Affiliate)
WMDT (Salisbury, Md.—ABC Affiliate)
WNYC (New York, N.Y.—NPR Affiliate)—The Leonard Lopate Show
WQAD—Newchannel 8 (Moline, Ill.—ABC Affiliate)
WQPT (Rock Island, Ill.—PBS Affiliate)
WRC (Washington, D.C.—NBC Affiliate)
WTOP (Washington, D.C.)
WTTG (Washington, D.C.—Fox Affiliate)
WUSA (Washington, D.C.—CBS Affiliate)
WYPR (Baltimore, Md.—NPR Affiliate)—The Marc Steiner Show, Midday with Dan Rodricks, Maryland Morning with Sheilah Kast
XM Satellite Radio—POTUS ‘08
Community Television of Prince George’s Channels 76 & 70
Curriculum Vitae
Anita Atwell Seate, Ph.D.

Notarization: I have read the following and certify that this curriculum vitae is current and an accurate statement of my professional record.

Signature: _________________________________________

Date: ______________________________________________

1. Personal Information
   Department: Communication
   Rank: Assistant Professor
   Year of University Appointment to Current Rank: 2012

   Education
   Ph.D., Communication, University of Arizona, Tucson, AZ, 2012
   Dissertation Title: “Understanding the Role of Emotions in Mediated Intergroup Threat: A Cultivation and Appraisal Theory Approach”

   M.A., Communication, Georgia State University, Atlanta, GA, 2009
   Thesis Title: “The Effect of Gay Visual Exemplars on Issue Perception in Newspaper Reports”

   B.A., Speech (Major) and Psychology (Minor), Georgia State University, 2004

   Employment
   Assistant Professor, Department of Communication, University of Maryland, August 2012-present

2. Research, Scholarly, and Creative Activities

   a. Chapters in Referred Books

   b. Invited Chapters in Books


   c. Articles in Refereed Journals


   Atwell Seate, A., Cohen, E., Fujioka, Y., & Hoffner, C. (2012). Exploring gun ownership as a social identity to understanding the perceived influence of the Virginia Tech news coverage on
attitudes toward gun policy. *Communication Research Reports, 29*, 130-139. doi: 10.1080/08824096.2012.667773 (First author contributed 65% to the article)


d. **Book Reviews, Other Articles, and Notes**

e. **Talks, Abstracts, and Other Professional Papers Presented**

i. **Invited Talks**

ii. **Refereed Conference Papers**


Atwell Seate, A. & Hill Zugenelli, D. (2012). Neighborhood diversity, interpersonal contact, and intergroup emotions: Understanding the factors of prejudice towards Latinos. Presented at the National Communication Association’s annual meeting, Orlando, FL, USA.


Atwell Seate, A. (2010, November). The role of social identity in interpersonal perception formation. Presented at the National Communication Association’s annual meeting, San Francisco, CA, USA.

Atwell Seate, A. (2009, November). The effect of gay visual exemplars on social estimate perceptions. Presented at the National Communication Association’s annual meeting, Chicago, IL, USA.


f. Contracts and Grants

Graduate and Professional Student Association Travel Grant, $500.00, August 2011

Graduate and Professional Student Association Travel Grant, $500.00, May 2011

g. Fellowships, Prizes, and Awards

University of Arizona, Dept. of Communication, Dissertation Award, $1,100.00, August 2011

Communication Graduate Teaching Associate of the Year, $750.00, August 2010

Black Graduate Student Member of the Year, May 2010

Communication Graduate Teaching Associate of the Year, $750.00, August 2009

University of Arizona Graduate Student Fellowship, $1,000.00, August 2008

h. Editorial Boards and Reviewing Activities for Journals

Editorial Boards of Refereed Journals

Refereed Journals Reviewing
Cyberpsychology, Behavior, and Social Networking, April 2011

Media Psychology, April 2011

Mass Communication and Society, October 2012-present


**Refereed Conference Reviewing**

Mass Communication Division, National Communication Association, 2009-present

Political Communication Division, National Communication Association, 2010 and 2011

Mass Communication Division, International Communication Association, 2010

**j. Professional Development**

Attended Workshop: Writing Successful Grants: University of Maryland (November 8, 2012)

**3. Teaching, Mentoring, and Advising**

**University of Maryland**

Research Methods in Communication, COMM 400: Fall 2012 ($N \approx 135$), Spring 2013 ($N \approx 130$)

Communication Colloquium, COMM 478: Fall 2012 ($N \approx 7$), Spring 2013 ($N \approx 5$)

Seminar in Mediated Communication: Marginalized Social Groups in the Media, COMM 468M, Spring 2013 ($N \approx 35$)

**University of Arizona**

Mass Communication Theory, COMM 409: Fall 2011 ($N \approx 20$), Spring 2012 ($N \approx 20$)

Introduction to Communication Theory, COMM 300: Summer 2011 ($N \approx 25$), Summer 12 ($N \approx 30$)

Med ia, Race, and Communication, COMM 339: Winter 2008 ($N \approx 35$), Fall 2009 ($N \approx 25$), Spring 2010 ($N \approx 25$), Fall 2010 ($N \approx 25$), Spring 2011 ($N \approx 25$)

Introduction to Research Methods and Statistics, COMM 228: Fall 2008 T.A. (Under the Direction of Dr. Joseph Bonito, $N \approx 80$), Standalone: Spring 2009 ($N \approx 25$), Summer 2009 ($N \approx 35$), Summer 2009 ($N \approx 35$), Summer 2010 ($N \approx 35$)

Communication and New Technology, COMM 209. Winter 2009, T. A. (Under the Direction of Dr. Steven Rains, $N \approx 120$)

**Northern Arizona University**
Business and Professional Speaking: CST 315, Spring 2012 ($N \approx 8$)

Organization and Professional Communication: SPCH 416, Spring 2011 ($N \approx 8$)

Gender and Communication, SPCH 424: Fall 2010 ($N \approx 20$)

Georgia State University

Media, Culture, and Society, COMM 2050: T.A. (Under the Direction of Dr. Joe Bellon $N \approx 150$) Fall 2007 (two sections), Spring 2008 T.A. (two sections)

b. Advising: Other than Research Direction

c. Advising: Research Direction

i. Ph.D. Students

University of Maryland Department of Communication Chaired Committees

University of Maryland of Communication Other Committees

Kelly Madden (in progress, Comprehensive Exam Committee).

Rachel Elrom (in progress)

d. Professional Development: Teaching

Attended Workshop: The Center for Teaching Excellence, University of Maryland: Infusing a Multicultural Perspective in Every Class

Attended Workshop: National Communication Association Annual Conference (Orlando, FL): Teaching Interracial Communication

4. Service

a. Professional

b. University of Maryland Campus

i. Departmental

Faculty Expert in the Center for Health and Risk Communication: Fall 2012 – present

Member of the Undergraduate Advisory Committee: Fall 2012- present

Member of the Colloquia Committee: Fall 2012-present

Member of the Assistant Professor (tenure-track) Search Committee: Fall 2012-Spring 2013
Member of the Academic Advisor Search Committee: Fall 2012-Spring 2013

Member of the Graduate Student Recruitment Subcommittee Fall 2012-present

ii. University

c. University of Arizona

i. Departmental

Association for Graduate Students in Communication (AGSC), Secretary/Treasurer: Fall 2008- Spring 2012

ii. University

Travel Grant Reviewer: Graduate and Professional Student Association: Fall 2011-Spring 2012

Sankofa Committee Member: Black Graduate Student Association: Fall 2010- Spring 2011
Curriculum Vitae

ERICH J. SOMMERFELDT, Ph.D.

Notarization. I have read the following and certify that this curriculum vitae is a current and accurate statement of my professional record.

Signature_____________________________________ Date______________________

1. Personal Information

    Department: Communication

    Rank: Assistant Professor

    Year of University Appointment to Current Rank: 2012

Education

    Ph.D. in Mass Communication, University of Oklahoma, August 2011
        Dissertation: Social capital networks of media NGOs in Peru: A public relations approach to explicating relationships in civil society

    M.A. in Communication, Western Michigan University, August 2007
        Thesis: Activism, public relations, and the Internet: A case study of MoveOn.org

    B.F.A. in Musical Theatre Performance, Western Michigan University, May 2003

Employment

    Assistant Professor, Department of Communication, University of Maryland, August 2012

    Assistant Professor, Department of Mass Communication and Communication Studies, Towson University, August 2011–August 2012

2. Research, Scholarly, and Creative Activities

* = co-authored with University of Maryland Department of Communication graduate students

a. Articles in Refereed Journals

    Buehner, T., & Sommerfeldt, E. J. (accepted, forthcoming). Visual communication in the public sphere. American Communication Journal. (Second author contributed 10% to article)


b. Other Articles, Encyclopedia Entries


c. Talks, Abstracts, and Other Professional Papers Presented

i. Invited talks


“Applications of social network analysis for international development programs” (2011, December). QED Group, Washington, D.C.


ii. Refereed conference proceedings


Sommerfeldt, E. J. (2011, March). *What do we really know about building relationships through the Web and social media?* Presented at the Mid-Winter Conference of the Association for Education in Journalism and Mass Communication (AEJMC), Norman, OK.


e. **Contracts and Grants**

**Co-Investigator**, “Training the Teacher: Diversity & Inclusion Training for the Oral Communication Program (OCP).” Grant from the University of Maryland’s Office of Diversity and Inclusion, $15,000, September 2013–January 2014.

f. **Fellowships, Prizes, and Awards**

2012: James E. Grunig and Larissa A. Grunig Outstanding Doctoral Dissertation Award, public relations division of the International Communication Association

2012: Top five faculty paper panel, public relations division, ICA conference

2011: NCA Public Relations Division PRIDE Award for Best Article of the Year

2011: Robberson Research & Creative Endeavors Grant, University of Oklahoma, $800

2010: First place for visual presentation in a refereed poster session, AEJMC public relations division

2009–11: Foundation Fellow, University of Oklahoma
2010: Top student papers, public relations (top three) and rhetoric and communication theory (top four) divisions, NCA conference

2010: Gaylord Family Scholarship. Gaylord College of Journalism and Mass Communication, $500

2010: Recipient of the T. H. Lee Williams International Travel Scholarship, University of Oklahoma, $1,500

2007: Recipient of the Western Michigan University-All University Graduate Research and Creative Scholar Award

2007: Recipient of the Western Michigan University-School of Communication Graduate Research and Creative Scholar Award

g. Editorial Boards and Reviewing Activities for Journals

Referred Journals Reviewing (Ad hoc)

Public Relations Review: 11 manuscripts since June 2011

Human Communication Research: 2 manuscripts since January 2011

International Journal of Strategic Communication: 2 manuscripts since January 2011

Journal of Applied Communication Research: 1 manuscript since November 2012

New Media & Society: 1 manuscript since August 2012

Asian Journal of Communication: 1 manuscript since June 2012

Referred Conference Reviewing

Public Relations Division, Association for Education in Journalism and Mass Communication, 2013

Public Relations Division, International Communication Association 2009–present

Public Relations Division, National Communication Association, 2009–present

3. Teaching, Mentoring, and Advising

a. Courses taught

University of Maryland

Public Relations Theory (COMM 350): Spring 2013

Seminar in Global Public Relations (COMM 633): Spring 2013

Public Relations Techniques (COMM 351): Fall 2012, Fall 2013

Seminar in Public Relations Publics (COMM 631): Fall 2013
**Towson University**

Public Relations Writing (MCOM 357): Fall 2011, Spring 2012  
Practice of Public Relations and Organizational Communication (MCOM 606): Spring 2012  

**University of Oklahoma**

Public Relations Publications (JMC 3433): Fall 2009, Spring 2010, Fall 2010  
Public Relations Writing (JMC 3423): Spring 2010, Fall 2010  
Typography & Design (JMC 3813): Mini-semester 2010  
Advertising Copy & Layout (JMC 3353): Fall 2010

**b. Advising: Research Direction**

**i. Ph.D. Students**

University of Maryland Department of Communication Committees

Ling Na (in progress)  
Melissa Janoske (in progress)  
Amanda Kennedy (in progress)  
Timothy Penn (in progress)  
Julia Fraustino (in progress)

**c. Textbooks, Manuals, Notes, Software Web Pages and Other Contributions to Teaching**


**4. Service**

**a. Professional**

**i. Offices and committee memberships held in professional organization**

NCA public relations division PRIDE committee member, 2011–2012  
NCA public relations division subcommittee on reviewing guidelines, 2011

**b. University of Maryland Campus**
i. Departmental

Chair, Department of Communication Colloquium Committee, August 2012–present

Undergraduate curriculum revision task force, August 2012–present

Graduate Studies Recruitment Subcommittee, January 2013–present

Faculty Senate Representative, May 2013–present

Department IRB Coordinator, May 2013–present
Curriculum Vitae
Elizabeth Lance Toth, Ph.D.
Professor and Chair, Department of Communication
Affiliate Professor, Women's Studies
University of Maryland

1. Personal Information

Department of Communication
The University of Maryland, College Park
2130 Skinner Building
College Park, Maryland 20742-7635
301-405-8077   eltoth@umd.edu

Education

Ph.D. in Communication, Purdue University, West Lafayette, Indiana, 1975
M.A. in Communication, Purdue University, West Lafayette, Indiana, 1969
B.S. in Speech, Northwestern University, Evanston, Illinois, 1966

Employment Background

2007 to present  Professor and Chair, Department of Communication
University of Maryland, College Park

2004 to 2007  Full Professor, Department of Communication
The University of Maryland, College Park

1990 to 2004  Associate Dean for Academic Affairs and
Full Professor of Public Relations, PR Department Chair
S.I. Newhouse School of Public Communications
Syracuse University, Tenured, 1990; Promoted, 1995

1984 to 1990  Assistant Professor of Public Relations
Center for Communication Arts
Southern Methodist University

1981 to 1984  Assistant Professor
Department of Speech Communication
Southern Illinois University at Carbondale

1977 to 1981  Information and Communication Specialist III
Office of Coastal Management
State of North Carolina Department of Natural Resources and Community
Development, Raleigh, North Carolina

1973 to 1977  Administrative Officer
Charlotte-Mecklenburg Community Relations Committee  
City of Charlotte, North Carolina  

1970 to 1973  
\textit{Research Consultant}  
State of North Carolina Department of Youth Development and the University of North Carolina at Charlotte, Charlotte, North Carolina

1969 to 1981  
\textit{College Instructor, part-time}  

2. \textbf{Research, Scholarly, and Creative Activities}

a. \textbf{Books.}

i. \textbf{Books Authored.}


ii. \textbf{Books Edited.}


Toth, E. L. and Aldoory, L. (Eds.) (2001). \textit{The gender challenge to media: Voices from the


ii. **Chapters in Books (Not Refereed)**


### iii. Chapters in Books (refereed)


### b. Articles in Refereed Journals


c. **Monographs, Reports, and Extension Publications.**


d. Book Reviews, Other Articles, and Notes.

Book Reviews


Other Articles


Notes


e. Talks, Abstracts, and Other Professional Papers Presented.

Conference Papers


Lance, E. P. (1984). Recruiting women and minorities into public relations faculty


Invited Talks, etc.

2011
Our history is our strength. Presentation to the U. S. Department of Veterans Affairs, March 17. Washington, D.C.

2009
Diversity and public relations practice. Keynote Presentation, 3rd Brazilian Scientific Congress on Organizational Communications and Public Relations. Sao Paulo, Brazil.

2008.

2006
Emerging trends: 24/7 PR mixes work and life. Presentation to the Public Relations Society of America, Salt Lake City, Nov. 14.

Public relations students' perceptions of gender and their future careers. Presentation to the Public Relations Student Society of America, Salt Lake City, 2006, Nov. 12.

Operating in the buffer zone: Community relations through the lens of interpersonal communication. Presentation to the University of International Relations, Beijing, China, July 14.

Operating in the buffer zone: Community relations through the lens of interpersonal communication. Presentation to the Hong Kong Police Academy, Hong Kong. July 12.


1999
Career tracks in public relations. IABC-Austin Chapter, Austin, Texas, 1999.

The relationship between public relations and communication theories.
  University of Maryland, Department of Communication Lecture Series.
  College Park.

1993
The challenging role of women in public relations. PRSA Seattle Chapter Speaker, 1993.

1992
The future of public relations: Gender and rhetorical issues: On the occasion of the celebration of Edward L. Bernay's 100th birthday. Association for Education in Journalism and Mass Communication, Montreal.

1989.
Beyond the velvet ghetto. IABC Chapter Program Speaker, Columbus, Ohio and School of Journalism Program Speaker, Ohio State University.

Relationships between public relations and communication research. Colloquium speaker, University of Maryland, 1999.

1987
The Response to the velvet ghetto. IABC National Convention, Kansas City.
  Seminar on Teaching PR management. AEJMC Mid-Winter Meeting, San Antonio.

Internships. International Association for Business Communicators, Ft. Worth Chapter Career Day.

TPRA survey results. Texas Public Relations Association Summer Conference, Houston.


Research. North Texas PRSA Chapter Professional Development Seminar, Dallas.
1983
The public relations curriculum in higher education. Visiting Lecturer.
    Universitat des Saarlandes and Erziehungswissenschaftliche
    Hochschule, Reinland-Pfatz, Germany.

Selected Panels
2013
Crisis and Strategic Management Perspectives: Contributions of Excellence
    Theory, Relationship Cultivation, Contingency Theory, and Complexity and
    Chaos Theories to Crisis Communication. Invited Paper to be presented at
    the National Communication Association conference, Washington, DC.

Learning to Teach and Why? Panel for the PRSA Mid-Atlantic District Chesapeake
    Conference, Columbia, MD

2012
Commission on Public Relations Education Report: Educating for Complexity:
    Standards for Graduate Education in Public Relations invited panel. National
    Communication Association conference, Orlando, FL.

2010
Policy advisory or chief communication officer? Deciding PR’s fate.
    Association for Education in Journalism and Mass Communication
    National conference, Denver.

2006
The future of excellence in public relations and communication
    management; Challenges for the next generation. Panelist for
    International Communication Association conference, Dresden.

2002
Interpreting a changed world of work: How to lead your organization's work-life
    programs. PRSA International Conference, San Francisco.

2001
Postmodernism for modernist public relations: The cash value and application for
    critical research in public relations. Invited paper for AEJMC - Washington,
    D.C. national conference.

1991
What is the best house for our public relations programs: Pure and hybrid

1989-92
Gender issues in public relations. Working paper seminar for Association for
    Education in Journalism and Mass Communication National Convention.

1988
Women, men, media breakthroughs and backlash.University of Southern California
    national conference.
1987

1986
Vision of the 90's. IABC District 5 Regional Conference, Dallas.
The feminization of Professional Communication: What Will It Mean? Association for Education in Journalism and Mass Communication, Norman, OK.
White paper: Developing relationships between public relations departments and schools of business. Public Relations Society of America, Washington, D.C.


iii. Un-refereed Conference Proceedings.


f. Films, Tapes, Photographs, etc.

g. Exhibits, Performances, Demonstrations, and Other Creative Activities

h. Original Designs, Plans, Inventions, Software, and/or Patents.

i. Contracts and Grants.

Principal Investigator: Public Relations Society of American Foundation $21,000 Analysis of Graduate Public Relations/Communication Management Education, 2010

Principal Investigator: Public Relations Society of America $20,000 Analysis of Global Educational Institutions, 2009

Senior Field Researcher: South Korean Government $60,000 National Reputation Study. 2006

Principal Investigator: PRSA Foundation $10,000 Work, Life, and Gender Issues, 2005

Principal Investigator: PRSA Foundation $2,500 PR Leader Perceptions of Trends and Education, 2005

Principal Investigator: PRSA $3,000 to conduct PRSSA survey of gender perceptions, 2002

Principal Investigator: PRSA $10,000 to conduct membership audit, 2000.
Principal Investigator: PRSA Foundation $6,000 to conduct membership audit, 1994.

Research Team member: PRSA Foundation $10,000 to conduct membership audit, 1990.

Research Team member: IABC Foundation $3,000 grant for “Beyond the Velvet Ghetto,” 1988.

Research Team member: IABC Foundation $1,500 grant for “The Velvet Ghetto,” 1985.

j. Fellowships, Prizes, and Awards.

2007 PRSA National Capital Chapter Diversity Champion Award

2000 $1,000 Jackson, Jackson, & Wagner Behavioral Science Prize, Public Relations Society of America

1998 $2,000 Pathfinder Award, Institute for Public Relations

k. Editorships, Editorial Boards, and Reviewing Activities for Journals and Other Learned Publications.

Associate Editor, *Journalism Studies*, 2000 to 2011

Responsible for editorial content of academic journal published four times a year. Work with a 50-person editorial review board. Lawrence Erlbaum Associates, Publisher.

Editorial board member, *Journal of Communication*, 2006 to present

Editorial board member, *Public Relations Journal*, 2007 to present


Editorial board member, *Teaching Public Relations Series*, 1988 to present

Editorial board member, *Journalism Studies*, 2011 to present

Invited Reviewer, *Communication Studies*, 2007 to present


l. Other.
2010 Named to the College of Fellows, Public Relations Society of America


1986 APR, successful completion of the Public Relations Society of America accreditation examination

3. **Teaching, Mentoring, and Advising**
   
a. **Courses taught in the last five years.**

   i. **General.**

   **Courses Taught**

   **1999**
   
PRL 605 Organizational Public Relations 17 students
   ISDP PRL 605 Organizational Public Relations (distance format) 22 students
   PRL 315 Public Relations Research 17 students

   **2000**
   
   COM 107 Communication and Society 62 students
   PRL 605 Organizational Public Relations 14 students
   ISDP PRL 605 Organizational Public Relations 19 students

   **2001**
   
PRL 315 Public Relations Research 12 students
   PRL 605 Organizational Public Relations 20 students
   ISDP PRL 605 Organizational Public Relations (distance format) 15 students

   **2002**
   
PRL 345/600 The Ethics of Advocacy 12 students
   PRL 605 Organizational Public Relations 20 students
   ISDP PRL 605 Organizational Public Relations (distance format) 25 students

   **2003**
   
PRL 605 Organizational Public Relations 22 students
ISDP PRL 605 Organizational Public Relations (distance format) 24 students
PRL 345/600 Ethics of Advocacy 32 students
ISDP PRL 600 Capstone/Thesis Preparation Course 12 students

2004
PRL 345 The Ethics of Advocacy 22 students
ISDP PRL 605 Organizational Public Relations 23 students
COMM 350 Public Relations Theory - 28 students
COMM 370 Mediated Communication 38 students

2005
COMM 350 Public Relations Theory 37 students
COMM 631 Publics 2 students
COMM 633 Global Public Relations 4 students
COMM 370 Mediated Communication 43 students

2006
COMM 631 Seminar Public Relations Publics 8 students
COMM 715 Advanced Qualitative Methods 8 students
COMM 483 Senior Seminar in Public Relations 6 students
COMM 630 Seminar in Public Relations Management 6 students

2007
COMM 630 Seminar in Public Relations Management 8 students

2008
COMM 631 Seminar in Public Relations Publics 10 students
COMM 630 Seminar in Public Relations Management 11 students

2009
COMM 631 Seminar in Public Relations Publics 12 students
COMM 630 Seminar in Public Relations Management 8 students

2010
COMM 631 Seminar in Public Relations Publics 6 students
COMM 714 Qualitative Research Methods 18 students

2011
COMM 354 Public Relations Programs 25 students
COMM 630 Seminar in Public Relations Management 6 students

2012
COMM 631 Seminar in Public Relations Publics 5 students
COMM 714 Qualitative Research Methods
ii. Specialized.

iii. University Honors, and other special programs.


b. Course or Curriculum Development.

c. Manuals, Notes, Software, Web pages, and Other Contributions to Teaching.

d. Teaching Awards and Other Special Recognition.

1994 Public Relations Society of America (national) Outstanding Educator Award.

1993 Golden Key National Honor Society, Honorary Member.

1991 PRSA Certificate of Recognition for Educator's Section Leadership.

1983 Public Relations Student Society of America (national) Outstanding Faculty Advisor.

1981, 82, 83 Southern Illinois University PRSSA Outstanding Faculty Member.

e. Advising: Other than Research Direction.

i. Undergraduate.
Syracuse University, 1990 - 2004, approximately 65 undergraduate advisees each year. Advisor for Three COM 100 groups of 15 entering Newhouse first-year students.

ii. Graduate.
Syracuse University, 1990 -2004, on average, 15 new master's students each year. University of Maryland: 2004 to present: Advisor for

Susan Allen, Ph.D. Student,
Liang Ma, Ph.D. Student
Hyunhee Lee, ABD
Ning Xie, Ph.D. Student
Timothy Penn, Ph.D. Student
Lauren Wint, Ph.D. Student
Amanda Kennedy, Ph.D. Student

ii. Other advising activities
2009, Rowena Briones, Arthur Page Society Case Study Competition 3rd Place
   $300 Prize Winner

2012, Liang Ma, Arthur Page Society Case Study Competititon, 2nd Place:
   I'd like my life back; PR's response to its 2012 oil spill disaster.

Debbie Searcy, School of Business Dissertation Advisory Committee
Xiaoyan Pan, Merrill School of Journalism Dissertation Advisory Committee

f. **Advising: Research Direction.**

i. **Undergraduate.**

ii. **Master's.**

1996

Mara Hynes Huberlie, Syracuse University
   *Women in public relations: A study of career paths*

Risa Sherman, Syracuse University
   *Advancing the professionalism of public relations; CEO perceptions of their organization's communicators*

1997

Anant Prichavudhi, Syracuse University
   *A communication audit of twelve schools of Saint Gabriel's Foundation, Thailand*

Fran Gregory, Syracuse University
   *Managers as communicators: Some assembly required*

1998

Patricia Swann, Associate Professor, Utica College
   *Correlates of role specialization in the New York School Public Relations Association (NYSPRA)*

Christiane M. Page
   Understanding corporate reputation: A public relations perspective

1999

Ruth Ann Edgett, Syracuse University
   *Toward an ethic of advocacy in public relations: An exploratory study*

Peter Alan Eschbach, Syracuse University
   *Nested internal communication with a singular public*
2000

Richard David Waters, Assistant Professor, North Carolina State University
   *Social distance and the third-person effect’s impact on the perception of fund-raising communication*

2001

Heather Black, Syracuse University
   *Delightful or dysfunctional? Perceptions of actional legitimacy and effect on relationship outcomes: A quantitative case study of two managed care organizations' long-term relationships with physicians*

Patti Jordan, Syracuse University
   *The role of the public relations professional in change management*

2003

Hsiang-Hui Wang, Syracuse University
   *The role of symmetrical and asymmetrical communication in organization-public relationships: From the perspective of the public*

2006

Hongmei Shen, University of Maryland
   *Public relations and MNCs' corporate social responsibility: From a developing country’s perspective*

2007

Lindsay E. Becker, University of Maryland
   *There is nothing so practical as a good theory, or is there? Public relations practitioners’ perspectives on public relations scholarship and its usefulness*

Eric Halvorson, University of Maryland
   *How active publics understand the effects of the internet*

2009

Michael Patterson, University of Maryland
   *Public meetings and communication excellence: Exploring the intersection of public affairs and public involvement.*

2011

Stephanie L. Madden, University of Maryland
   *Utilizing narrative to understand activism: A case study of Invisible Children*
Janna Raudenbush, University of Maryland
An exploration of publics understanding of corporate social responsibility, Shared values, and the Pepsi refresh campaign

David J. Connor, University of Maryland

iii. Doctoral.

1998

Linda Aldoory, Endowed Director, Herschel S. Horowitz Center for Health Literacy and Associate Professor, Department of Behavioral & Community Health, School of Public Health, University of Maryland, College Park
The need for meaningful health communications: Female audience interpretation analysis of mass media health messages

1999

Carol Eaton, Public Relations Director, School Direct, Littleton, Colorado
The structure of social science revolutions: The unrealized potential of feminist scholarship in the field of mass communications

1999

Brenda Wrigley, Associate Professor, Emerson College
The ceiling’s made of structural steel, not glass: Barriers to advancement of women in public relations and communications management

2004

Terry Flynn, Assistant Professor, McMasters University, Canada
Moving beyond the "how to" in crisis management and testing a theory of organizational crisis public relations management: A survey of public relations practitioners in Canada and the United States

2009

Yi Luo, Assistant Professor, Montclair State University,
Public relations and sensemaking during organizational change in Multinational organizations in China

Hongmei Shen, Associate Professor, San Diego State University
Organization-employee relationships model: A two-sided story

Brian Smith, Assistant Professor, Purdue University
Integrating strategic relationship management: Evaluating public relations as relationship management in integrated communication

Ai Zhang, Assistant Professor, John Stockton College of New Jersey
Understanding Chinese public relations education: A critical and cultural perspective

2010

Katie Place, Assistant Professor, St. Louis University
A qualitative examination of gender and power in public relations

2012

Ahnlee Jang
Exploration of communicative social capital, civic and political engagement of Korean diaspora

2013

Leysan Khakimova, Assistant Professor, Zayed University, U.A. E.
Cultivating relationships in public diplomacy networks: An exploratory study

g. Extension Activities.

4. Service

a. Professional.

i. Offices and committee memberships held in professional organizations.
Arthur W. Page Society (elected member, 2005)
Association for Education in Journalism and Mass Communication:
   1982 to present.
National Vice President, 2012-13
National Board member, 2004-5
National Publications Committee Chair.
Council of Division Advisory Board Member, 1986-8.
Standing Committee on Research, two terms, chair (2004-5).
PR Division Delegate-at-Large, 1984-5 (Women and Minorities Task Force).
PR Division Delegate-at-Large, 1985-6 (Newsletter Editor).
PR Division Vice-Head, 1986-7 (National Convention Program Chair).
PR Division Head, 1987-8 (Chair, 360-member division).
PR Division Nominating Committee, 1989-90.
PR Division Status of Women Commission delegate, 1990-91.
Commission on Public Relations Education, member, 2010 to present

Council of Communication Associations, vice-chair, 2013-14

Institute for Public Relations Research and Education
Board of Trustees Member, 1991-93.
Educators’ Advisory Committee 1985 to 1990
Advisory Committee Chair-Elect, 1989-91; Chair, 1990.
Pathfinder Award judge, 1990.

Public Relations Division and Feminist Division members, 1988 to present.
Public Relations Division: nominating committee member and chair, 1992-94.  1988
B. Aubrey Fisher Mentorship Award Committee, 2006-7

National Communication Association, 1968 to present
NCA Task Force on Public Affairs, Marketing and Promotion, 2006-7

Public Relations Society of America: 1981 to present.
St. Louis Chapter: Education Committee member.
North Texas Chapter: Board member responsible for professional development
   seminars and accreditation examination, 1987-9; Board Secretary, 1988;
   Assembly Delegate, 1989-90.
National Officer: Educators Section Board Member 1986-87; Sec/Treasurer 1988;
   Chair-Elect, 1989; Chair, 1990; Past-Chair, 1991.
National Body of Knowledge Task Force member, 1987-8, 1993 to 1996 Chair,
National Academic Advisor, 1985-7, Public Relations Student Society of America.
National Honors and Awards Committee, 1992.
National Continuing Education Board Member, 1988-90.
National Convention Professional Development Seminar Leader and Speaker,
   1989-91.
National Women in Public Relations Committee, (New Committee on Work, Life,
   and Gender Issues) 1990 to 2006, Chair,

ii. Reviewing activities for agencies.
Utah State University, 2006
University of Georgia, 2006
Colorado State University, 2006
University of Southern California, 2007
Boston University, 2009
Louisiana State University, 2010
iii. **Other unpaid services to local, state, and federal agencies.**

iv. **Other non-University committees, commissions, panels, etc.**

v. **International activities not listed above.**


Accreditation Site Team Member, 2005, Hong Kong Baptist University, Hong Kong

vi. **Paid consultancies.**

Manning, Selvage and Lee Southwest Public Relations, Netherlands account research consultant, 1985.


Department of Communication, SUNY-Fredonia, curriculum review, 1994.


U.S. Forest Service Seminar Presentation, St. Louis, 1997.

Outside Reviewer, State Required Re-accreditation, Department of Communication, University of Maryland, College Park, 2001.

Accreditation Team Member, 2005, Hong Kong Baptist University

The Management School of London, 2005, 2006

Educational Accreditation Consultant, Abu Dhabi University, UAE, 2006

Educational Accreditation Consultant, University of Wollongong, Dubai, UAE 2010

External Reviewer for Department of Public Relations, Quinnipiac University

b. **Campus.**

i. **Departmental.**

Public Relations Department Chair, 1992-94, 2001-3. Syracuse University
Department of Communication, Chair, 2007-12, University of Maryland

Department of Communication, University of Maryland

2004-5 Assembly Secretary; Faculty Advisory Committee, 2004-5, 2006-7; Search Committees, 2004,
2005, 2006; Senior APT Committee, 2004 and to present;
Salary Advisory Committee, 2004-5, 2007; Graduate Program

ii. College.

Syracuse University, S. I. Newhouse School of Public Communications

1993 Freedom Forum Leadership Institute, Columbia University, June.
1993-1997 Faculty Teaching Mentors Seminar, Minnowbrook Conference Center,
Syracuse Chair, Newhouse Curriculum Committee, 1991-1994, Ex-Officio, 1996-
2004.
Member, Newhouse Tenure Committee, 1991-95, 2003-5.
Member, Teaching Standards, 1994-5.
Member, Executive Committee, 1992-94.
Elected to Promotions Committee, 1996-98.

University of Maryland, College Park, College of Arts and Humanities

Member, Philosophy Department Chair Review Committee, 2005
Member, ARHU APT Committee, 2005-7
Member, Department of Communication Chair Review Committee, 2006
Member, ARHU Communication Director Search Committee, 2008
Chair, History Department Chair Review Committee, 2009
Member, Digital Humanities Search Committee
Member, College VPAC

iii. University.

Syracuse University
1996-97 SU Undergraduate Students' Experience Study Group for the University's
Decennial Self Study, Chancellor's Self-Study Committee.
1997-2004 University Curriculum Committee.
1998-1999 All University Assessment Committee.
2000-2004 University Faculty Senate, Elected Member.
2002-4 University Senate Curriculum Committee Chair.

University of Maryland
2005-7 University of Maryland, College Park Faculty Senator
Senate APAS Committee
iv. Special administrative assignments.
v. Other.

c. Community, State, National

Secretary/Vice President, Summerwoods Condo Association

d. Service Awards and Honors.

1990 Service to the Meadows School of the Arts, Southern Methodist University award.

2012 Bruce Berger Educator Mentor Award, Plank Center for Leadership

2012 Lifetime Achievement Award, Public Relations Division of the Association for Education in Journalism and Mass Communication

June, 2013
Amber Westcott-Baker
Curriculum Vitae

Department of Communication
2130 Skinner Building
University of Maryland
College Park, MD 20742-7635

E-mail: amber.westcott@gmail.com
Mobile: 949-683-3275
http://www.amberwb.com

Notarization. I have read the following and certify that this *curriculum vitae* is a current and accurate statement of my professional record.

Signature ___________________________ Date 9/18/2013

Academic Appointments

Assistant Professor of Health Communication: University of Maryland, College Park, 2013 – Present.
Instructor, Teaching Assistant of Communication: University of California Santa Barbara, 2008 – 2012.

Education

University of California Santa Barbara, Sept 2007 – Nov 2012.


**Dissertation**: *Dynamics of Persuasion in Response to Public Service Announcements*. This dissertation examines the effects of anti-drug public service announcements over time on a micro-scale, during message receipt, by modeling data at multiple levels of analysis. Defended Nov 9, 2012.

**Committee**: René Weber (Chair), Daniel Linz, Robin Nabi, and F. Gregory Ashby (outside member, Psychology & Brain Sciences).


**MA**, Cinema Studies.


**BA**, Psychology; **BA**, Film Studies; **BFA**, Film Production.

Publications

Journal Articles


Book Chapter


Conference Presentations


*Westcott-Baker, A. (April, 2013). Content analysis over time: benefits and considerations. Presented at the 2013 Broadcast Education Association Convention, Las Vegas, NV.*


*Westcott-Baker, A. & Pure, R. (August, 2010). Copyright in the context of user-generated content and social media. Presented at the Law & Policy Division of the Association for Education in Journalism and Mass Communication’s 94th annual conference, Denver, CO.*


(* presenting author)
Grants and Fellowships

**Humanities & Social Sciences Research Grant** (2011-2012): awarded on a competitive basis from the University of California Santa Barbara Graduate Division, funding promising research to be conducted during PhD Candidates' dissertation year. $1500.

**Regents Special Fellowship** (2007-2012): awarded to select incoming UCSB graduate students; includes full funding for 5 years (2 stipend years and 3 employment years, with full fee remission for all 5 years).

**NYU Cinema Studies Department MA Fellowship** (2006): a tuition-remission fellowship awarded to competitive continuing students in the Cinema Studies MA program.

Teaching Experience

**Instructor**
- Business Communication & Writing (UCSB Extension, Spring 2011).

**Teaching Assistant**
- Introductory Statistics (UCSB Psych & Brain Sciences, Fall 2012; UCSB Comm, Winter 2013).
- Research Methods in Communication (UCSB Comm, Fall 2011).
- Diffusion of Innovations (UCSB Comm, Spring 2009).
- Communication Theory (UCSB Comm, Winter 2008).
- Health Communication (UCSB Comm, Fall 2008).

**Grader**
- Video Game Research (UCSB Comm, Winter 2007).
- The First Amendment and Communication of Sexuality (UCSB Comm, Fall 2007).


**Invited Lectures**
- **Georgetown University**, Mixed Methods in Cross-Cultural Communication (Fall 2011): “Validity and Intercoder Reliability in Content Analysis.”
- **UCSB**, Health Communication (Fall 2008): "Inoculation"; "The Boomerang Effect."
- **UCSB**, Diffusion of Innovations (Spring 2009): "Diffusion Case Studies."
Relevant Work Experience


Television Video Editor, Car Crazy, Coast Media Teleproductions: Feb – Sept 2004. Edited and animated; researched; wrote; coordinated aspects of pre-production.

Service

Panel Chair, Studies of Health Messages Utilizing Sensation Seeking and the EPPM, Health Communication Division, 97th Annual National Communication Association Convention, New Orleans, LA.

Graduate Student Representative (2010-2012), UCSB Cognitive Science PhD Emphasis Steering Committee.

ABD Representative (2010-2011), Graduate Student Advisory Committee to the Chair (GSACC), UCSB Communication Department.

Graduate Student Representative to Faculty (2008-2010), GSACC, UCSB Comm Department.


Reviewer, 2011 Conference of the International Communication Association, Boston, MA.

Reviewer, 95th Annual National Communication Association Convention, Chicago, IL.

Committee Chair, NYU Cinema Studies Student Conference 2007 Planning Committee. Position involved grant applications and budget management, event planning, and web design.

Committee Co-chair, NYU Cinema Studies Student Conference 2007 Planning Committee.

Founding President, Cinema Appreciation and Scholarship Club at NYU (2006 – 2007). Position involved organizing students of all levels and disciplines, budget management, conference planning, professional enrichment events, and applying to become a school-wide club.
Appendix V.2.--Wolvin

CURRICULUM VITAE

Andrew D. Wolvin
Professor and Executive Director
Oral Communication Program
Department of Communication
University of Maryland
College Park, Maryland 20742
(awolvin@umd.edu) Office Phone: 301-405-6521
(www.wam.umd.edu/~awolvin/)

Academic Background

Ph.D. Communication, Purdue University, 1968
M.A. Speech and Dramatic Art, University of Nebraska, 1963
B.S. Speech and Dramatic Art, University of Nebraska, 1962

Experience in Higher Education

Professor
Department of Communication
University of Maryland 1978 - Present

Senior Fellow
James MacGregor Burns Academy of Leadership
University of Maryland 2001 - Present

Fellow
University of Maryland
Academy of Excellence in Teaching and Learning

Affiliate Professor
University of Maryland
Center on Aging

Adjunct Professor
Georgetown University Law Center 1999 - Present

Adjunct Professor
School of Communication
American University 1976 - Present
Visiting Scholar
Department of Managerial Communication
Cornell University 1994 (Jan-Jun)

Founding Chair
Department of Speech Communication
University of Maryland 1989 - 1994

Acting Chair
Department of Communication Arts and Theatre
University of Maryland 1987 (Jan-Jun)

Acting Assistant Provost
Division of Arts and Humanities
University of Maryland 1980 - 1982

Visiting Professor
Department of Speech
Pittsburg (Kansas) State University 1981 (July)

Director of Speech Communication Division, Professor
Department of Communication Arts and Theatre
University of Maryland 1978 - 1982

Acting Chair
Department of Communication Arts and Theatre.
University of Maryland 1980 (Jan-Jul)

Director of Speech Communication Division, Associate Professor
Department of Speech and Dramatic Art
University of Maryland 1973 - 1978

Director of Speech Communication Division, Assistant Professor
Department of Speech and Dramatic Art
University of Maryland 1971 - 1973

Director of Speech Education, Assistant Professor
Department of Secondary Education
University of Maryland 1968 - 1971

Graduate Instructor
Department of Communication
Purdue University 1965 - 1968
Instructor  
Department of Speech and Theatre  
Doane College (Nebraska)  
1964 - 1965

Graduate Assistant  
Department of Speech Communication  
University of Nebraska  
1962 - 1963

Experience Other Than in Higher Education

Instructor, Speech and Theatre, Beveridge Senior High School  
Omaha Public Schools  
1963 - 1964

Publications

Books:  
Wolvin, Andrew D. (Ed.)  

Brownell, Judi and Wolvin, Andrew.  

Wolvin, Andrew D. and Chernin, Lynne Bennett.  

Aitken, Joan E.; Berko, Roy M.; Wolvin, Andrew D.  

Berko, Roy M.; Wolvin, Andrew D.; Wolvin, Darlyn R.  

Wolvin, Andrew D.; Berko, Roy M.; Wolvin, Darlyn R.  

Berko, Roy M.; Wolvin, Andrew D.; and Ray, Rebecca.  
Wolvin, Andrew D. and Coakley, Carolyn Gwynn (Editors)

Wolvin, Andrew D.; Berko, Roy M.; Wolvin, Darlyn R.

Wolvin, Andrew D. and Coakley, Carolyn Gwynn.

Berko, Roy M.; Wolvin, Andrew D; Curtis, Ray.

Wolvin, Andrew D.

**Manuals:**
Wolvin, Andrew D. and Coakley, Carolyn Gwynn.

Wolvin, Andrew D. and Coakley, Carolyn Gwynn.

Berko, Roy M., and Wolvin, Andrew D.

Wolvin, Andrew D. and Coakley Carolyn Gwynn.

Berko, Roy M., Wolvin, Andrew D. and Wolvin, Darlyn R.

Wolvin, Andrew D.
Wolvin, Andrew D.

Chapters in Books:


Articles:


Wolvin, Andrew D. "Meeting the Communication Needs of Today's Adult Learners, "Communication Education (July, 1984).


Wolvin, Andrew D. "Listening Education: A Mandate from Industry," The Listening Post
(November, 1983).

Wolvin, Andrew D. "Saving the Speech Communication Department," Association for Communication Administration Bulletin (October, 1983).

Wolvin, Andrew D. "The Status of Speech Communication Education in Eastern States," Communication Quarterly (Fall, 1982)


Monographs:


Essays:
"Listening Leadership," (with Carolyn G. Coakley), The Listening Post (Fall 1999).

"Faulty Perceptions of MBA Business Communication Needs," The Listening Post (Summer 1997).
Videos:

Reviews:

Wolvin, Andrew D. Review of In Our Own Words, The Listening Post (Winter, 2000).


Wolvin, Andrew D. Review of Processing Communication, Communication Education (July, 1982).


Wolvin, Andrew D. Review of Interpersonal Communication Texts, Speech Teacher (Summer, 1973).

Wolvin, Andrew D. Review of On Teaching Speech in Elementary and Junior High Schools, Today’s Speech (Spring, 1972).


Bibliographies:
Columns:
Essays have appeared in:
The Listening Post
APCOM
ECA Newsletter
Spectra
The Ithaca Journal
Potomac Almanac
Montgomery Journal
The Omaha World-Herald
Outlook
The Washington Post

Papers and Presentations:


“Listening Tests as Instruction in the Basic Communication Course” (with Joan Aitken and Roy Berko), National Communication Association, 2012.


“Time Spent Listening” (with Laura Janusik), International Listening Association, 2006.


“The Communication Research Team as Learning Community” (with Laura Janusik), Central States Communication Association, 2005.


"Listening Competency" (with Carolyn Coakley), Speech Communication Association, 1993.


"Future Conceptualizations of Listening" (with Carolyn Coakley), Speech Communication Association, 1991.


Lectures and Speeches:


"Effective Listening," Meet the Professor Series, Senior University, 2000.


"Listening and Study Skills," Indiana State University, 1983.


"Listening for the Lay Minister," United Methodist Church, 1982.


**Television/Radio:**


On-Air Interview, “Listening to Teenagers,” Newsnight Maryland, Maryland Public Television.

On-Air Interview, “Effective Listening,” Mark Steiner Show, WJHU Radio.

On-Air Interview, "Listening in Interpersonal Communication," Mind University series on Interpersonal Communication.

**Professional Experience**

**Editorial Boards:**


*Communication Quarterly*, 2001-2010.

*Qualitative Research Reports*, 2000-2006.


*Education Book Index*, 1970.

**Membership in Professional Organizations:**

National Communication Association

International Listening Association (Founding Member)

Association for Business Communication

Eastern Communication Association

International Communication Association

American Society of Training and Development

The Rhetoric Society of America

Metropolitan Washington Communication Association

Maryland Communication Association
National Association of Government Communicators

Association for Communication Administration

Washington Speechwriters Roundtable

**Professional Offices Held:**


Coordinator, Washington Listening Summit, 2001


Nominating Committee, National Communication Association, 2000


Planning Committee and Conference Coordinator, Maryland Communication Association, 1997.

Chair, International Listening Association Committee on Curriculum and Assessment, 1995-97.

Co-Chair, Speech Communication Association Short Courses, 1994.

Past Officers Club, Eastern Communication Association, 1982-present.

International Listening Association Research Committee, 1980-present.


Co-Chair, Speech Communication Association Teachers on Teaching Series, 1986.

Director, Eastern Communication Association Basic Course Conference, 1986.

Association for Supervision and Curriculum Development Collaborative on Thinking Skills, 1985-87.

Chair, Speechwriting Committee, National Association of Government Communicators, 1984-86.


President, International Listening Association, 1984-85.

Co-Chair, International Listening Association First Annual Summer Conference, 1984.

First Vice President, International Listening Association, 1983-84.

Eastern Communication Association Basic Course Committee, 1983-84.

Eastern Communication Association Diamond Anniversary Committee, 1982-84.


Consultant, American Society of Training and Development.

Speech Communication Association Legislative Council, 1976-78.


**Honors and Awards**

Most Valued Professor, University of Maryland Athletic Department, 2013.

Outstanding Analytic Tradecraft Instruction, The Sherman Kent School, 2006

Telly Award, “Researching Maryland,” 2003 and 2005


International Listening Association Outstanding Teacher of Listening

National Communication Association Teaching and Learning Scholar

Identified on 1999 list of 100 “Top-Ranked Active Researchers in Communication Studies”

Identified on 1999 list of “Top 40 Book Authors in Communication Studies”

University of Maryland Academy for Excellence in Teaching and Learning Fellow

University of Maryland Lilly Teaching Fellow

Eastern Communication Association Distinguished Teaching Fellow.

International Listening Association Hall of Fame

James MacGregor Burns Academy of Leadership Senior Fellow


University of Maryland University College Drazek Outstanding Teaching Award Nominee, several times.


International Listening Association Special Recognition Award (for research contributions of Perspectives on Listening), 1994.

International Listening Association Research Award; 1985, 1987, 1988, 1992

Phi Kappa Phi
Mu Epsilon Nu


Maryland Association for Higher Education Award for Speech Communication Career Preparation and Placement, 1981.

Visiting Scholar, Rockhurst University, 1997.


Grants:

University of Maryland Instructional Technology Grant, Media Center

University of Maryland System General Education Grant, Conference on the Expert Communicator’s Communication Competencies

University of Maryland Undergraduate Studies Teaching Assistant Development Grant

Montgomery County PEG Grant for development of cable television show, “The Cutting Edge.”

University of Maryland Undergraduate Studies Instructional Improvement Grant for basic course outcomes longitudinal study.

University of Maryland Hewlett Foundation grant for World Course, “Communication in the Information Age.”

Aristech Foundation Grant for development of Experiential Listening (with Carolyn Coakley) 1988.

University of Maryland Undergraduate Studies Instructional Improvement Grant for analysis of graduates of Technical Speech Communication curriculum, 1982.

**Consulting and Training Services**

Editorial reviewer for several major publishing houses. Have provided professional consulting and training services in communication (listening, presentation skills, interviewing, public speaking, press conferences, television interviews, management communication, executive communication) for the following organizations:

- Allegany County Public Schools
- American Bankers Association
- American Council on Education
- American Home Economics Association
- American Savings and Loan Institute
- American Society of Association Executives
- Anne Arundel County Public Schools
- Annie B. Casey Foundation
- Booz-Allen, Hamilton, Inc.
- Capital Speakers
- Catonsville Community College
- Center for the Family
- Central Intelligence Agency
- City of Takoma Park
- Clayton State College
- Com-Pro, Inc.
- Concord
- Defense Communication Agency
- Defense Intelligence Agency
- Deloitte Touche
- EnSCO, Inc.
- Federal Emergency Management Agency
- Federal Home Loan Mortgage Corporation
- Federal National Mortgage Association
- Florida Atlantic University
- Food Preservation Systems
- Ford Aerospace
- Frederick Public Schools
- General Motors
- Hertz/Meek International
- Heifetz International Music Institute
- Internal Revenue Service
- International Laborers' Union
- Ithaca Public Schools
- L.E.A.P. Agency
The Management Company
March of Dimes
Maryland National Capital Parks and Planning Commission
Maryland Reading Council
McKinsey Consulting
William M. Mercer
Mid-Atlantic Health Leadership Institute
The Mortgage Corporation
MRC Corporation
John Motley Associates
National Aeronautics and Space Administration
National Association of Counties
National Teachers Exam
National Technical Institute for the Deaf
National War College
Office of U.S. Senator Russell Long
Piper and Marbury
Prince George's Community College
Project Signals
Scientific Applications International Corporation
Shepherd College
Social Compact
Speech Communication Association
State Employees Credit Union
Summit Connections, Inc.
Syntax
Toastmistresses International
Transemantics, Inc.
Tribal Executive Council
United Methodist Church
U.S. Agency for International Development
U.S. Department of Commerce
U.S. Department of Defense
U.S. Department of Education
U.S. Environmental Protection Agency
U.S. Information Agency
U.S. Department of State
U.S. Department of Justice
U.S. Department of Treasury
U.S. Naval Oceanographic Office
U.S. Office of Personnel Management
Ven den Berg Holland Associates
Vigo County School Corporation
Vitro Corporation
Volunteers in Technical Assistance
Public Service

University Service:

General Education Oral Communication Committee, 2010-Present

Lecturer, Preparing Future Faculty, College of Engineering, 2011, 2012, 2013

Communication Seminar, Consortium on Race, Gender, and Ethnicity, 2009

Communication Seminar, Historic Preservation, School of Architecture, 2005-2009

StampTalk, 2008

Appointment, Promotion, Tenure Campus Appeal Committee, 2007

President’s Promise Initiative Steering Committee, 2005

Burns Academy of Leadership, Leadership Network

Speech Coach, University Health Center

Lecturer, Summer Scholars


College of Arts and Humanities Shirley Scholarship Selection Committee, 2002.


Continuing Education Advisory Council, 1998-Present.


College of Arts and Humanities Deans Scholar Selection Committee, 1999-2001.

Presidential Inaugural Committee, 1999.


Chair, Campus Committee to Study the Part-Time Student, 1998.

Facilitator, ACCESS Committee Retreat and Library Instructional Communication Workshop, 1997.

McNair Program Faculty Mentor, 1996-2000.

Leader, Continuous Quality Improvement Senior Year Experience Implementation Team, 1994-95.

Provost's Advisory Committee on Advising and Admission, 1994-95.

Chair, President's Awards Committee, 1992-94.

Campus Speaker's Bureau, 1991-1996.

Campus Continuous Quality Improvement Council, 1993-96.

Campus ACCESS Committee, 1992-95.

Campus Committee on Faculty Workload (Chair, Public Relations Subcommittee), 1992-93.

Campus Senate Elections, Regulations and Governance Committee, 1992-93.

Campus CORE Committee, Humanities Review Subcommittee, 1992-94.

Campus Continuous Improvement Facilitators Group, 1992-93.

Chair, Campus Senate Task Force on Faculty Governance, 1990-91.

Campus Course Access Committee (Chair, Needs Assessment Subcommittee) 1990.
College Park Committee on Associate/Assistant Deans, 1989-1990.

University of Maryland System Task Force on Faculty Council and Interim Faculty Council, 1988.

College Park Enhancement Plan Steering Committee, 1988-89.

College Park Budget Priorities Committee, 1987-89.

College Park Senate Legislative Affairs Committee, 1988.

Chair, College Park Campus Senate, 1987-88.

Chair-Elect, College Park Campus Senate, 1986-87.

University of Maryland Task Force on Arts and Humanities, 1985-86.

Chair, College Park Senate Ad Hoc Committee on Academic Reorganization, 1985.

College Park Senate, 1985-87.

College Park Senate Ad Hoc Committee on Undergraduate Education, 1986-87.

College Park Senate Committee on Elections and Governance, 1985-86.

Chairperson, Arts and Humanities Division Council, 1984-86.

Math, Physical Science, Engineering Divisional Committee on Department of Statistics, 1986-87.

Arts and Humanities, Equity Review Committee, 1986.

Chairperson, The Graduate School Committee on Publications and Publicity, 1983-84.

Chairperson, Arts and Humanities Academic Affairs Committee, 1982-1983.

Arts and Humanities Division Council, 1984-87.


Arts and Humanities Management Committee, 1979-1982.

Chairperson, Arts and Humanities Programs, Courses, and Curricula (PCC) Committee, 1979-1980.


Arts and Humanities Educational Affairs Committee, 1976-1978

Chairperson, College Park Senate Programs and Administrative Review Committee (Department of Early Childhood-Elementary Education). 1976-1977.

Arts and Humanities Library Committee, 1976-1977.

Arts and Humanities Membership Governance, and Elections Committee, 1976-1977.

University Library Representative, 1968-1978.

Arts and Humanities Programs, Courses and Curricula Committee, 1973-1974.


Service To Department:

Department of Communication Basic Course Director, continuing.

Department of Communication Media Center Director, 1990-2012.


Chair, Department of Communication Faculty Advisory Committee, 2003-2005.

Chair, Department of Communication Centennial Committee, 1999-2001.

Department of Communication Appointments, Promotion, and Tenure Committee, continuing.


Undergraduate Director, Department of Speech Communication, 1993-1998.
Founding Chair, Department of Speech Communication, 1989-94.

Communication Arts and Theatre Graduate Committee, 1968-1989.

Speech Communication Division Faculty Committee, 1968-1989.

Public Communication Ph.D. Faculty Committee, 1979-1989.


Chair, Speech Communication Rhetoric Search Committee, 1984-86.

Speech Communication Division Curriculum Coordinator, 1982-84.


Service To Community:

Chair, Review Panel, National Institute for Deafness and Other Communication Disorders, Hearing Hygiene Public Communication Grants Project.

Panelist, "The Play's the Thing," Montgomery County Commission on the Humanities.


Board of Advisors, The Washington Academy, Washington, D.C.

Maryland State Department of Education Task Force on Listening Curriculum.

Board of Advisors, Washington Educational Development Institute.

Middle States Evaluation Committee, The Norwood School.

Public Speaking Critic/Consultant to various civic groups.

Therapeutic Listening Consultant to various "Hot Line," Crisis Intervention Centers, and religious groups in the Washington Metropolitan area.

Director, The Sanctuary Players, Geneva Presbyterian Church, Potomac, Maryland.
Director, The Chancel Players, Bradley Hills Presbyterian Church, Bethesda, Maryland.

Instructional Communication Consultant to schools in the Washington-Maryland area.

Freelance Professional Speechwriter and Speech Coach for executives, diplomats, and political officials

Courses Taught at UMCP:

SPCH 100  Basic Principles of Speech Communication
COMM 107  Oral Communication: Principles and Practice
SPCH 125  Interpersonal Communication
SPCH 200  Public Speaking
COMM 250  Introduction to Communication Theory
SPCH 420  Advanced Group Discussion
SPCH 450  Classical and Medieval Rhetorical Theory
SPCH 451  Renaissance and Modern Rhetorical Theory
COMM 398A Communication Issues in the 21st Century
COMM 455  Speechwriting
COMM 470  Listening
SPCH 478  Professional Issues in Speech Communication
SPCH 482  Intercultural Communication
SPCH 488  Speech Communication Internship
COMM 422  Communication Management
COMM 655  Seminar in Speechwriting
COMM 670  Seminar in Listening Behavior
SPCH 680  Speech Communication Programs in Education and Training
SPCH 681  Communication Issues in Training Development
SPCH 682  Seminar in Intercultural Communication
COMM 686  Teaching Communication
EDSE 354  Curriculum, Instruction and Observation in Speech
EDSE 377  Student Teaching in the Secondary School Curriculum
EDSE 753  Theory and Research in Secondary Education-Speech
PCOM 700  Doctoral Study in the Public Communication Arts
EDCP 108-O  The Student in the University
UNIV 158A  Communication in the Information Age
COMM 388  Communication Practicum
Education

Doctor of Philosophy, Communication Arts (Rhetoric), University of Wisconsin-Madison, May 2011.


Advisor: Professor Robert Glenn Howard; Committee: Susan Zaeske, Robert Asen, Zhongdang Pan, Melanie Manion.

Master of Arts, Communication (Rhetoric), University of Wisconsin-Madison, 2007.

Thesis: “Bridging the Rhetorical Divide Between East and West: Richard Nixon’s Speeches During His Journey to China.”

Advisor: Professor Stephen E. Lucas; Committee: Susan Zaeske, Christine Garlough.

Bachelor of Arts, Communication Arts & Sciences (Mass Media), Mount Union College, 2004, summa cum laude.

Academic Positions

Assistant Professor, Department of Communication, University of Maryland, 2013 to present.

Assistant Professor, Department of Communication Studies, Belmont University, 2012 to 2013.

Instructor, Department of Communication Studies, Belmont University, 2011 to 2012.

Course Director for Fundamentals of Speech Communication, Belmont University, 2011 to 2013.
Publications

Refereed Journal Articles


Invited Works

“Soong May-ling’s ‘Hollywood Bowl Address,’” *Vibrant Voices of Public Address*, 1, no. 7 (2012).

Awards and Honors


Recipient of the College of Arts and Sciences Faculty Development Grant, Belmont University, March 2012.


Helen K. Herman Memorial Fund Scholarship, University of Wisconsin, Madison, 2008-2009.

University Housing’s Honored Instructor Award, University of Wisconsin, Madison, December 2008.
Research Appointments

Project Assistant for REDD, Research in Education Deliberation and Decision-making, University of Wisconsin, Madison, Fall 2009—August 2010.

REDD is funded by the William T. Grant foundation, which is interested in how academic research can be used to promote and further youth-oriented programs. The purpose of REDD is to discern how school boards use research to deliberate and make decisions on questions of education policy. As part of the grant’s research, I attended the school board meetings of the West Bend school district. I recorded and transcribed meetings, compiled field notes, organized field materials, and helped code and analyze discourse.

Research Assistant for Professor Christine Garlough, University of Wisconsin, Madison, Summer 2007.

Under the direction of Professor Christine Garlough, I compiled and evaluated research materials regarding 19th century anti-immigration organizations and legislation for a book project. In particular, I focused on the rhetoric of the Anti-Asiatic Exclusion League and explored how the organization conceptualized the role of Asian immigrants in the United States. My duties included locating and rhetorically analyzing texts as well as documenting and summarizing analytical findings.

Conference Presentations


“Opening the Rhetorical Gateway to President Nixon’s 1972 Trip to China,” Xiamen University’s International Communication Conference in Xiamen, China, January, 2006.

**Professional Service**


Reviewer, Public Address Division, National Communication Association, 2011 and 2012.


Panel Chair, Visual Communication Division, National Communication Association, 2011.


ESL Conversation Leader at Calvary Lutheran Chapel’s International Friendship Center, Spring 2005 to August 2011.

Guest lecturer for the Humanities Undergraduate Research Scholars Program, University of Wisconsin, Madison, Spring 2006.

**Departmental and University Service**

Rhetoric Minor Advisor, University of Maryland, 2013 to present.

**Service to Community**

Speech Workshop for Golden Triangle Fellowship Summer Scholars Program, July 2012.
Appendix VI.1.—Courses Offered

Undergraduate Courses:

**COMM 100 Foundations of Communication (3)**
Not open to students who have completed COMM 107. Credit will be granted for only one of the following: COMM 100 or COMM 107. Prerequisite for advanced speech courses. A study of oral communication principles, including verbal and nonverbal language, listening, group dynamics, and public speaking. Emphasis in this course is upon the application of these principles to contemporary problems and upon the preparation of different types of oral discourse.

**COMM 107 Communication: Principles and Practice (3)**
Credit will be granted for only one of the following: COMM 100, COMM 107, COMM200, ENES143, INAG110, JOUR130 or THET285. A study of and practice in oral communication including principles of interviewing, group discussion, listening, informative briefings, and persuasive speeches.

**COMM 125 Introduction to Interpersonal Communication (3)**
Concepts of interpersonal communication including perception, language and meaning, nonverbal communication, listening and feedback.

**COMM 170 Foundations of Listening (3)**
Role, process, and levels of listening behavior and the development of listening skills.

**COMM 200 Critical Thinking and Speaking (3)**
Theory and practice of persuasive discourse analysis and composition. Research techniques, logical and rhetorical conceptions of argument, and technical principles for persuading in public venues.

**COMM 220 Small Group Discussion (3)**
Principles, methods and types of interaction occurring in small groups with an emphasis on group discussion and decision-making.

**COMM 222 Interviewing (3)**
Prerequisite: permission of department. Speech principles and practices basic to recognized types of interviews, giving special attention to behavioral objectives and communication variables involved in the process of interviewing.

**COMM 230 Argumentation and Debate (3)**
A study of the fundamental principles of reasoning, analysis, and evidence preparation of debate briefs and presentation of standard academic debate.

**COMM 231 News Writing and Reporting for Public Relations (3)**
Two hours of lecture and two hours of laboratory per week. Prerequisite: Grammar competency demonstrated by a score of 52 or higher on the TSWE and permission of the department. Limited to COMM majors. Credit will be granted for only one of the following: JOUR201, JOUR201P, JOUR231,
or COMM231. Introduction to writing and researching news and information media for public relations; laboratory in news-gathering tools and writing techniques for public relations.

COMM 232 News Editing for Public Relations (3)
Two hours of lecture and two hours of laboratory per week. Prerequisite: Grade of C- or better in COMM231 or equivalent and permission of the department. Limited to COMM majors. Credit will be granted for only one of the following: JOUR202, JOUR202P, JOUR232, or COMM232. Copy editing, graphic principles and processes, news and information technologies for public relations.

COMM 250 Introduction to Communication Inquiry (3)
An introduction to the field of communication. Definitions, models, and contexts of communication; rhetorical theory and rhetorical criticism of discourse.

COMM 288 Communication Internship (1-6)
Prerequisite: permission of the department. Repeatable to 6 credits if content differs. An individual experience arranged by the student with the instructor. Does not satisfy communication major requirements. 45 hours of supervised internship per credit hour with communication professional. Not a substitute for COMM386.

COMM 298 Selected Topics in Communication (3)
Repeatable to 6 credits if content differs. Special topical study of contemporary issues in communication.

COMM 324 Communication and Gender (3)
The creation of images of male and female, and masculine and feminine, through communication, the differences in male and female communication behaviors and styles, and the implications of those images and styles for male-female transactions.

COMM 330 Argumentation and Public Policy (3)
Contemporary theories of argumentation with special emphasis on methods of formulating and critiquing public policy argument.

COMM 340 Communicating the Narrative (3)
The role of narratives in communicating messages and development of strategies to effectively communicate the narrative form through storytelling, oral reading, and anecdotes.

COMM 350 Public Relations Theory (3)
Prerequisite: Grade C- or better in JOUR 201 or COMM 250; or permission of department. Not open to students who have completed JOUR 330. Credit will be granted for only one of the following: COMM 350 or COMM 430 or JOUR 330 or JOUR 530. The historical development and contemporary status of public relations in business, government, associations and other organizations. Application of communication theory and social science methods to the research, planning, communication and evaluation aspects of the public relations process.

COMM 351 Public Relations Techniques (3)
Prerequisite: COMM 350 and grade C- or better in JOUR 202. The techniques of public relations
including news releases, publications and printed materials, audio/visual techniques, speeches and special events. Application of these techniques in laboratory and field projects.

COMM 352 Specialized Writing in Public Relations (3)
Prerequisite: COMM 351. Public Relations writing for science, technology, health, medicine, corporate finance, educational policy, law and government in broadcast and technical media, as well as newspapers and magazines and also including proposals, speeches and correspondence.

COMM 354 Public Relations Programs (3)
Prerequisite: COMM 350.
Analysis of eight major programs typically carried out by public relations professionals: employee relations, media relations, financial relations, member relations, governmental relations, community relations, fundraising and dealing with activist publics.

COMM 360 The Rhetoric of Black America (3)
An historical-critical survey of the rhetoric of Black Americans from the colonial period to the present.

COMM 370 Mediated Communication (3)
Prerequisite: COMM 250. Junior standing Analysis and critique of structure, performance, content, effects, and future of mediated communication.

COMM 383 Urban Communication (3)
A study of communication variations in the urban setting with emphasis on communication problems encountered in ethnic relations. Strategies for improving communication.

COMM 386 Supervised Internship (3-6)
Prerequisite: Permission of department. For communication majors only. Supervised internship experience with communication professionals. Relation of academic training to professional experience.

COMM 388 Communication Practicum (1-3)

COMM 398 Selected Topics in Communication (3)
Repeatable to 6 credits if content differs. Topical study of contemporary issues in speech communication.

COMM 399 Honors Thesis (3)
Nine hours of laboratory per week. Prerequisite: permission of department. For communication majors only. Repeatable to 6 credits if content differs.

COMM 400 Research Methods in Communication (3 credits)
Prerequisite: COMM250 and an introductory course in statistics. For COMM majors only. Philosophy of scientific method; role of theory; research ethics; empirical research methods (measurement, sampling, design, analysis).
COMM 401 Interpreting Strategic Discourse (3 credits)
Prerequisite: COMM250. For COMM majors only. Principles and approaches for practical analysis of discourse designed to shape audience opinion.

COMM 402 Communication Theory and Process (3 credits)
Prerequisite: COMM250. For COMM majors only. Philosophical and conceptual analysis of communication theories.

COMM 420 Theories of Group Discussion (3 credits)
Current theory, research and techniques regarding small group process, group dynamics, leadership and decision-making.

COMM 421 Communicating Leadership (3)
Not open to students who have completed COMM498L. Examines the nature of leadership, theories of leadership from a communication perspective, relationships between leadership, authority, power, and ethics. Explores leadership responsibilities, commitments, and actions.

COMM 422 Communication Management (3 credits)
Communication policies, plans, channels, and practices in the management of the communication function in organizations.

COMM 423 Communication Processes in Conferences (3 credits)
Group participation in conferences, methods of problem solving, semantic aspects of language, and the function of conferences in business, industry and government settings.

COMM 424 Communication in Complex Organizations (3 credits)
Structure and function of communication within organizations: organizational climate and culture, information flow, networks and role relationships.

COMM 425 Negotiation and Conflict Management (3 credits)
Role of communication in shaping negotiation and conflict processes and outcomes.

COMM 426 Conflict Management (3 credits)

COMM 430 Public Relations Theory and Techniques (3 credits)
Prerequisite: JOUR201 or equivalent; and permission of department. Not open to students who have completed COMM350. Credit will be granted for only one of the following: COMM350, COMM430, COMM630, JOUR530 and JOUR630. Formerly JOUR 530.

Theories relevant to the strategic management of public relations and techniques used in programs to communicate with publics of organizations.
COMM 435 Theories of Interpersonal Communication (3 credits)
Prerequisite: COMM400 or permission of department. Major theoretical approaches and research trends in the study of interpersonal communication.

COMM 450 Ancient and Medieval Rhetorical Theory (3 credits)
Prerequisite: COMM250. For COMM majors only. Credit will be granted for only one of the following: COMM450, or COMM650. A survey of rhetorical theory in the ancient and medieval periods. Emphasis is placed on the theoretical problems that gave rise to its development within both periods. Authors include Isocrates, Plato, Aristotle, Cicero, Quintilian, Hermogenes, Martianus Capella, Aurelius Augustine, Alberic of Monte Cassino, Geoffrey of Vinsauf and Robert of Basevorn.

COMM 451 Renaissance & Modern Rhetoric Theory (3 credits)
Formerly: SPCH451/COMM651. A survey of rhetorical theory in the renaissance and modern periods. Emphasis is placed on the theoretical trends that dominate rhetorical thinking during both periods--especially in Great Britain. Authors include Wilson, Sherry, Rainolde, Day, Hyperius, Cox, Ramus, Talon, Bacon, Pascal, Fenelon, Sheridan, Campbell, Blair, and Whately.

COMM 453 The Power of Discourse in American Life (3 credits)
The potential of language forms and strategic discourse to create, perpetuate, and alter patterns of political and cultural behavior. The influence of contemporary political and cultural discourse on public understanding, public policy, and day-to-day life.

COMM 454 Rhetoric of the 1960s (3)
Prerequisite: COMM401 or permission of department. Not open to students who have completed COMM453 (Spring 2003). Study of key rhetoric of the 1960s. Treats rhetoric of relevant Presidents and several protest movements including civil rights, anti-war, and women's liberation. Contrasts traditional modes of argument with alternative rhetorical forms.

COMM 455 Speechwriting (3 credits)
The study of message strategies in order to research and develop effective speech texts appropriate to speakers and their audiences in various public contexts.

COMM 458 Seminar in Political Communication (3 credits)
Prerequisite: COMM250. Repeatable to 06 credits if content differs. The examination of special topics for and theories of political communication.

COMM 460 Public Life in American Communities, 1634-1900 (3 credits)
Ways that Americans have used their voice to create public life. Focus is on the diverse social communities that have characterized American life and the place and characteristics of oral discourse in each.

COMM 461 Voices of Public Leadership in the Twentieth Century (3 credits)
Study of the use of speaking in the power struggles of the twentieth century. Focus is on important speakers of the century, their social and policy influence, and the struggle to expand the diversity of voices with power in the public sphere.
COMM 468 Seminar in Mediated Communication (3 credits)
Prerequisites: COMM/JOUR350 or COMM402 or COMM450. Junior standing. Repeatable to 06 credits if content differs. The examination of special topics related to the study of mediated communication.

COMM 469 The Discourse of Social Movements (3 credits)
Recommended: COMM401. Junior standing. Repeatable to 06 credits if content differs. Study of key social movements that have influenced American social and political life. In alternate years the Civil Rights Movement and the Rhetoric of Women's Suffrage and Abolitionism. Consideration of how groups excluded from or marginalized in American political life affect social change.

COMM 470 Listening (3 credits)
The principles of listening behavior.

COMM 471 Public Communication Campaigns (3 credits)
Prerequisite: COMM200 or permission of department. Diffusion theory and its implications for public communication campaigns.

COMM 472 Nonverbal Communication (3 credits)
Nonverbal communication in human interaction theory and research on proxemics, kinesics and paralanguage as expression of relationship, affect and orientation within and across cultures.

COMM 475 Persuasion (3 credits)
Bases of persuasion, with emphasis on recent experimental developments in persuasion.

COMM 476 Language, Communication, and Action (3 credits)
The nature of communication as symbolic action. Topics include language, meaning, intention, understanding, and consequences of communication.

COMM 477 Discourse Analysis (3 credits)
Concepts of textual and discourse analysis applied to speech situations.

COMM 478 Communication Colloquium (1 credits)
Repeatable to 04 credits if content differs. Current trends and issues in the field of communication, stressing recent research methods. Recommended for senior and graduate student majors and minors in communication.

COMM 482 Intercultural Communication (3 credits)
The major variables of communication in an intercultural context: cultural, racial and national differences; stereotypes; values; cultural assumptions; and verbal and nonverbal channels.

COMM 483 Senior Seminar in Public Relations (3 credits)
Prerequisite: COMM351 and COMM400. Not open to students who have completed JOUR483. Credit will be granted for only one of the following: COMM483 or JOUR483. Formerly JOUR 483. Integration
of theory, techniques and research methods into the planning and execution of public relations campaigns for specific organizations. Analysis of research on the case studies of public relations.

COMM 488 Communication Portfolio Project (1 credits)
Senior standing. For COMM majors only. Repeatable to 03 credits if content differs. Preparation of the professional communication portfolio.

COMM 489 Topical Research (1-3 credits)
Prerequisite: permission of department. Repeatable to 06 credits if content differs. Individualized research projects conducted with a faculty sponsor.

COMM 498 Seminar (3 credits)
Prerequisite: permission of instructor. Senior standing. Present-day communication research.

Graduate Courses:

COMM 600 Empirical Research in Communication (3 credits)
Formerly SPCH 600.

COMM 601 Historical-Critical Research in Communication (3 credits)
Formerly SPCH 601. Intense study in critical and historical methodology as applicable to research in communication. Emphasis will be placed on the composition and the evaluation of historical-critical studies of significance in the field of rhetorical communication scholarship.

COMM 602 Communication Theory (3 credits)
For COMM majors only. Fundamental concepts, approaches, and problems in communication theory.

COMM 604 Argumentation Theory (3 credits)
Fundamental concepts, approaches, and problems in argumentation theory.

COMM 605 Interpersonal Arguing (3 credits)
Examination of interpersonal arguing. Topics include invention, form, and editing of argumentative content, presentation of such content in face-to-face conversation, and reaction to the content. Cognitive and other psychological approaches predominate, but some attention is given to rhetorical and philosophical traditions.

COMM 625 Negotiation (3 credits)
Role of communication in shaping negotiation processes and outcomes.

COMM 626 Conflict Management (3 credits)
Formerly SPCH 626. Role of communication in managing conflict processes.

COMM 628 Organization Communication: Research and Intervention (3 credits)
Prerequisite: COMM 424 or permission of instructor. Repeatable to 6 credits if content differs. Formerly
SPCH 628. The role of the internal and external communication consultant as an organizational change-agent. Emphasis upon data gathered to facilitate the communication development of the organization.

COMM 630 Seminar in Public Relations Management (3 credits)
Not open to students who have completed JOUR 630. Credit will be granted for only one of the following: COMM 630 or JOUR 630. Formerly JOUR 630. Relationship of public relations management to organizational structure and communication functions. Objectives, planning, staffing, budgeting, administering, and evaluation of public relations programs.

COMM 631 Seminar in Public Relations Publics (3 credits)
Not open to students who have completed JOUR 631. Credit will be granted for only one of the following: COMM 631 or JOUR 631. Formerly JOUR 631. Analysis of public relations programs aimed at organizational publics. Media, issue-related, community, employee, governmental, consumer, financial, and student/educator publics. Theories of the nature of publics, communication behavior of publics, and effects of public relations programs aimed at different publics.

COMM 633 Global Public Relations (3 credits)
Not open to students who have completed JOUR 633. Credit will be granted for only one of the following: COMM 633 or JOUR 633. Formerly JOUR 633. Application of principles of public relations to countries or regions with different cultures, political systems, economic systems, levels of development, media systems, and levels of activism.

COMM 634 Seminar in Ethics and Philosophy of Public Relations (3 credits)
Not open to students who have completed JOUR 634. Credit will be granted for only one of the following: COMM 634 or JOUR 634. Formerly JOUR 634. Exploration of the emergent philosophy of public relations; ethical issues including accountability, social responsibility, philanthropy, multicultural and gender issues, fee structure, professionalism, divided loyalties, and confidentiality.

COMM 652 Contemporary Rhetorical Theory (3 credits)
Formerly SPCH 652. A study of twentieth century theories of rhetoric. Special attention will be devoted to Richard Weaver, Kenneth Burke, Lloyd Bitzer, Ernest Bormann, Walter Fisher, and the continental theorists of communication such as Chaim Perelman and Jürgen Habermas.

COMM 655 Seminar in Speechwriting (3 credits)
Formerly SPCH 655. Theoretical and practical aspects of speechwriting at an advanced level.

COMM 661 Communication and Social Change (3 credits)
Place of rhetoric as the union of the moral and historical in moments of social definition. Reviews theories of discourse in social change including political change, social movements, consciousness change, and more global change. Application to contemporary change.

COMM 670 Seminar in Listening Behavior (3 credits)
Prerequisite: COMM 470 or permission of instructor. Formerly SPCH 670. A study of research in and measurement of listening behavior.
COMM 680 Communication Programs in Education and Training (3 credits)
Formerly SPCH 680. An analysis of instructional development in communication. Instructional objectives, strategies and evaluation are applied to educational, corporate and industrial training programs.

COMM 681 Communication Issues in Human Resource Development (3 credits)
Formerly SPCH 681. Research in and theory of contemporary communication issues in the human resource development of governmental, corporate, business organizations.

COMM 683 Intercultural Communication Theory (3 credits)
An in-depth coverage of the essential theories of intercultural communication is provided.

COMM 686 Teaching Communication (1 credit)
Formerly SPCH 686. Principles of effective teaching--content and process--in the college communication classroom.

COMM 687 Professional Development in the Communication Discipline (1 credit)
Knowledge and skills required for advancement as an academic professional in the communication discipline. Topics include types of academic institutions and posts, elements of academic performance, documentation of professional qualifications, how academic posts are secured, processes associated with tenure and promotion, processes of academic publication and history of the discipline.

COMM 688 Communication Field Experience (1-6 credits)
Prerequisite: permission of instructor. Formerly SPCH 688. Applications of communication principles and research in professional communication settings.

COMM 698 Special Problems in Communication (1-3 credits)
Formerly SPCH 698.

COMM 700 Introduction to Graduate Study in Communication (3 credits)
Prerequisite: admission to the Ph.D. program in COMM. Formerly SPCH 700. Basic skills in communication research.

COMM 701 Quantitative Methods in Communication Research (3 credits)
Prerequisite: COMM 700. Formerly SPCH 701. Logic and methods of quantitative data collection and statistical analysis as applied to communication studies. Research strategies for communications: experimentation, survey research, field research, and content analysis.

COMM 702 Intermediate Quantitative Data Analysis in Communication Research: The General Linear Model (3 credits)
Prerequisite: COMM 700 or permission of instructor. Formerly SPCH 702. Data analysis in current communication research. Techniques include regression, correlation, factor analysis, matrix algebra, covariance structure, and path diagrams. Students will be expected to have completed a methods course and a statistics course or tested equivalent competencies.
COMM 703 Advanced Quantitative Data Analysis in Communication Research: Structural Equation Models (3 credits)
Prerequisites: COMM 702 and permission of instructor. Formerly SPCH 703. Model evaluation and theory construction in communication research. Causal systems in current communication research: recursive, nonrecursive, and unobserved variable models. Students must have a dissertation research project requiring quantitative methods.

COMM 711 Historical/Critical Methods in Communication Research (3 credits)
Prerequisite: COMM 700 or permission of instructor. Formerly SPCH 711. Methods for historical and critical research in communication. Formulation of significant research questions, systematic collection of bibliographic and phenomenal information, formulating substantial claims, organizing and writing research for disciplinary outlets.

COMM 712 Advanced Historical/Critical Methods in Communication Research (3 credits)
Prerequisites: COMM 711 and permission of instructor. Formerly SPCH 712. Critical assessment of qualitative approaches to communication. Introduction to significant schools of historical and critical research. Advanced techniques for inquiry and manuscript preparation. Students must have dissertation research project requiring historical or critical method.

COMM 714 Introduction to Qualitative Methods in Communication Research (3 credits)
Prerequisite: permission of instructor. Methods for field research in communication including interviewing, ethnographic and participant intervention, focus groups, and content analysis. Formulation of significant research questions, systematic collection of field data, formulating substantial claims from the research, organizing and writing research from disciplinary outlets.

COMM 715 Advanced Qualitative Methods in Communication Research (3 credits)
Prerequisite: COMM 714. Advanced data analysis of qualitative data in Communication research. In-field research and techniques for analysis of data from in-field work.

COMM 718 Practicum in Research Proposal and Design (3 credits)
Three hours of laboratory per week. Prerequisite: Completion of Method Sequence for Communication Degree. Repeatable to 6 credits. Not open to students who have completed JOUR 632. Credit will be granted for only one of the following: COMM 718 or JOUR 632. Formerly JOUR 632. Development of research proposal through research team interaction. In different semester the course focuses on different subdisciplines of communication.

COMM 720 Seminar in Small Group Communication (3 credits)
Formerly SPCH 720. Small group communication theory, research, and applications.

COMM 724 Seminar in Organizational Communication (3 credits)
Prerequisite: permission of instructor. Formerly SPCH 724. Theories and problems of human communication within, between, and/or among formal organizations will be emphasized.

COMM 730 Seminar in Health Communication (3 credits)
Formerly SPCH 730. Communication processes in health care and promotion.
COMM 738 Seminar in Mediated Communication (3-12 credits)
Prerequisite: permission of the instructor. Repeatable to 12 credits if content differs. The examination of special topics related to the study of mediated communication.

COMM 739 Topics in Public Relations (3 credits)
Repeatable to 6 credits if content differs. Formerly JOUR 739. Seminar on specialized areas of scholarly research in public relations or on the practice of public relations in specialized organizational settings.

COMM 748 The Rhetoric of the Presidency (3 credits)
Repeatable to 9 credits if content differs. Credit will be granted for only one of the following: COMM 748 or COMM 768. Formerly COMM 768. The study of the historical and contemporary rhetoric of the presidency in appropriate historical and political contexts. Scholarship related to public address studies and theories of the presidency will be featured.

COMM 758 Seminar in Rhetorical Theory (3 credits)
Prerequisite: COMM 460, COMM 461, or COMM 450. Repeatable to 12 credits if content differs. Formerly SPCH 758. Examination of selected theories of style drawn from the fields of rhetoric and literature, and analysis of model speeches.

COMM 760 Seminar in Political Communication (3 credits)
Formerly SPCH 760. A blend of theory and practice to integrate rhetorical-critical theory and empirical methods with politics. Practitioners in political communication will be drawn in as resource persons. Students will map the communication strategy for candidates and analyze actual campaign strategies.

COMM 762 The Rhetoric of Political Institutions (3 credits)
The role of discourse in major political institutions is examined. The specific institutional focus may change from instructor to instructor. Examples include Congress, the courts, or the state legislatures.

COMM 768 Seminar in Public Address (3 credits)
Repeatable to 12 credits if content differs. Formerly SPCH 768. An in-depth study of national and international speakers and issues throughout the history of the spoken word. Emphasis will be placed upon the application of rhetorical principles to the analysis of world speakers and their speeches.

COMM 775 Seminar in Persuasion and Attitude Change (3 credits)
Prerequisite: permission of department. Formerly SPCH 775. This seminar will concentrate on the problem of making message strategy decisions. Course content will consist of study of both theoretical and empirical research on attitude and attitude change in persuasive communication.

COMM 776 Seminar in Interpersonal Communication (3 credits)
Formerly SPCH 776. Interpersonal communication theory, research, and practice.

COMM 777 Persuasive Message Strategies (3 credits)
Credit will be granted for only one of the following: COMM 698P or COMM 777. Formerly COMM 698P. Examines which persuasive messages are effective to change attitudes and behavior at what times and with what people.
COMM 779 Seminar: Special Topics in Persuasion and Attitude Change (3 credits)
Recommended: COMM 775. Repeatable to 9 credits if content differs. This seminar explores special
topic areas with the study of persuasion and attitude change, such as social cognition, humor, message
production, and cognitive oscillation.

COMM 783 Seminar in Intercultural Communication (3 credits)
Prerequisite: COMM 683 or equivalent. Not open to students who have completed COMM 682. Credit
will be granted for only one of the following: COMM 682 or COMM 783. Formerly COMM 682.
Concentrates on theoretical and methodological issues in intercultural communication research.

COMM 789 Seminar: Special Topics in Intercultural Communication (3 credits)
Recommended: COMM 683. Repeatable to 9 credits if content differs. Explores special topic areas within
the study of intercultural communication, such as culture and conflict, intercultural negotiation, cross-
cultural relationships.

COMM 798 Independent Study (1-3 credits)
Prerequisite: permission of instructor. Formerly SPCH 798. An individual course designed for intensive
study or research of problems in communication.

COMM 799 Master's Thesis Research (1-6 credits)
Formerly SPCH 799.

COMM 879 Special Research Problems in Persuasion and Attitude Change (1-4 credits)
Prerequisite: permission of department. Repeatable to 9 credits if content differs. Directed team and
individual research projects.

COMM 888 Doctoral Practicum in Communication (3-9 credits)
Repeatable to 9 credits if content differs. Formerly SPCH 888. Analysis of professional activity through
personal observation. Evaluation of the purpose, process, effectiveness, and efficiency of professional
activity. Recommendations for training and further research.

COMM 889 Doctoral Tutorial in Communication (3-9 credits)
Repeatable to 9 credits if content differs. Formerly SPCH 889. Individual research in communication.

COMM 898 Pre-Candidacy Research (1-8 credits)

COMM 899 Doctoral Dissertation Research (1-8 credits)
Formerly SPCH 899.
Appendix VII.1.—Undergraduate Curriculum and Requirements for Admission

The Communication major requirements are designed to provide multiple levels of knowledge of communication. The Department of Communication offers students four tracks of study: Communication Studies, Public Relations, Rhetoric & Political Culture, and Social Influence. The course requirements for the different tracks vary and the key to a successful completion of the COMM major requirements is based on planning the appropriate course sequence for your track of choice. Each track is composed of six parts: performance requirement, Communication research requirements, track requirements, track electives, intellectual skills, and cognate.

A grade of 'C-' or better is required in all courses used to satisfy major requirements.

Admissions:

All first-time freshmen who designate communication as a major prior to the end of the final exam period of their first semester will be admitted directly into the program. They must sign a Memorandum of Understanding that states that they understand that by the semester in which they attain 45 University of Maryland credits (excluding AP), they must meet the following Gateway requirements:

Complete 50% of the CORE or Gen. Ed. requirements, including Fundamental Studies requirements in Mathematics and English.

Complete one of the following courses with a grade of C- or better:

BMGT 230; CCJS 200; EDMS 451; PSYC 200; SOCY 201, or STAT 100.

Complete COMM 107, COMM 200, or COMM 230 with a grade of C- or better.

Complete COMM 250 with a grade of C- or better.

A GPA of 2.0 or better

Students may only repeat one of the Gateway requirements one time in an attempt to meet admission requirements, and students who fail to complete all of the gateway requirements by the semester in which they attain 45 credits will be dismissed from the program and cannot reapply.

Transfer Students

Internal and external transfer students who meet the Gateway requirements specified above must also have a minimum cumulative grade point average of 2.7 in all college level coursework to apply to the program.

Applying

To apply to the Communication major, please complete the online application found here. Application deadline for fall admission is in late July to early August. The deadline for spring admission is the 5th business day in January (January 8, 2014).
Appendix VIII—Advising, Undergraduate and Graduate

Undergraduate Advising:

The Communication Undergraduate Advising Office includes a staff of three as follows: one full-time academic advisor, the Assistant to the Director of Undergraduate Studies who oversees the advising and administration of the office in addition to advising duties, and the Outreach Coordinator who manages the experiential learning program. They report to the Director of Undergraduate Studies Program, who, in consultation with the advising staff is responsible for making final decisions on policy exceptions, course equivalencies and handling other administrative issues in the advising office. The advising staff works closely with the outreach coordinator who oversees the experiential learning component of the department. The advisor and the Assistant to the Director of Undergraduate Studies are hired based on a recommendation made by a search committee to the Chair of the department. The search committee consists of departmental and ARHU staff. Both, the Assistant to the Director of Undergraduate Studies and the advisor are trained and informed about departmental, college and university policies and procedures as they relate to advising students regarding their academic progress towards degree. During training, the advisor also meets with ARHU advisors to learn about advising at the college level. Advisors receive training on computer systems including SIS, ADVISE on the Web, and Degree Navigator.

The communication major at the University of Maryland is a Limited Enrollment Program (LEP). First time incoming freshmen who select Communication as their major are directly admitted into the major, yet must meet the LEP admission requirements by the time they reach 45 credits. Those who are not directly admitted into the major (internal or external transfers) must complete the LEP admissions requirements and must have earned a 2.7 GPA and above prior to being admitted to the major. The LEP gateway requirements include three courses as follows: one oral communication performance course, one introductory course in statistics, and the introduction to communication inquiry course. Students must earn the grade of C- and above in each of these courses in order to qualify for admission.

Students in the communication major at the University of Maryland are required to follow a dual advising system, one with the Department of Communication and the other with College of Arts and Humanities. The department advising staff advises students in matters that relate to the Communication major requirements, admission requirements for the LEP, academic planning and progress, and graduation requirements for the major. ARHU advisors advise students on the Gen Ed./CORE requirements, college and other university requirements, including graduation.

The Undergraduate Advising Office sees approximately 800 Communication majors a year at the College Park campus. An additional 100 or so COMM majors at the Shady Grove campus are seen by a separate advisor at the Universities at Shady Grove campus. The departmental undergraduate advising office also meets with students who are interested in transferring into the major (both from within the University and from outside institutions) to provide them with information about the gateway requirements, and major requirements of all 4 tracks within the communication major. The office is also responsible for advising Freshman Connection participants who have indicated an interest in the communication major.

Students are encouraged to schedule a 30 minute advising appointment to discuss their course planning, their academic progress, and/or to inquire about opportunities for extra-curricular activities. They may
also be advised through 10 minute meetings during walk-in advising if they have quick questions. Mandatory advising for COMM majors occurs three times during their academic careers as follows: during their first semester on campus in order to complete a four year academic plan; when they are between 45-55 credits; and when they are between 90-100 credits. The office also sees students who need departmental approval for study abroad courses or transfer courses (for students wishing to take courses at another institution), those majors wishing to switch tracks within the major, or those with general questions or concerns about their schedule or other concerns.

To improve the retention of students at academic risk, the department meets with all students on academic probation and those with a GPA between 2.0 and 2.3 to assess their progress and discuss a plan for improving their GPA and completing their major requirements in a timely fashion. In this meeting, the advisor may refer students to resources on campus to assist them (i.e., the Learning Assistance Service, tutoring, and/or counseling).

During the schedule adjustment period at the beginning of each semester, the advisor reviews the academic files of all communication majors who have not yet completed the LEP gateway requirements to verify that each is making satisfactory progress towards the completion of these requirements. The advisor then sends an email to students who are approaching the 45 credit limit to notify them of any missing requirements. Students who are unable to meet these requirements by the semester in which they reach 45 credits are required to meet with an advisor and may be given a one semester extension in which to complete any remaining requirements.

In addition to regular advising duties, the academic advisor serves as the staff advisor for the Undergraduate Communication Association, the department’s undergraduate student organization which is open to all communication majors. The advisor helps plan and implement a variety of events throughout the year. The Assistant to the Director of Undergraduate Studies, along with the Director of Undergraduate Studies, assists in advising Lambda Pi Eta- the national honor society for the National Communication Association. The Assistant to the Director of Undergraduate Studies teaches a section of the University’s freshmen orientation course, UNIV101, for communication majors.

**Graduate Advising:**

(1) Number of Advisors and FTE. Graduate advising in the Department of Communication is widely distributed among graduate faculty and staff. There are currently 14.5 graduate faculty, each of whom provides about 10 percent of his or her time as a graduate student advisor (total= 1.45 FTE). Three administrative staff positions also perform functions related to advising. The Graduate Director serves in that capacity at .15 FTE, and the Department's Graduate Coordinator serves the graduate program the equivalent of .75 FTE; each spends about one-third of their administrative time on advising. The Business Manager spends about 5 percent of his or her time on advising.

(2) General Advising. All graduate students are assigned a faculty contact as soon as they are admitted to the program. M.A. to Ph.D. students select their advisor in consultation with that faculty member in their first semester of study; B.A. to Ph.D. students select their advisor in their second semester in the program. Faculty contacts and advisors assist students in selecting their initial coursework; identifying and selecting advisory committee members; establishing a plan of study; preparing for and undertaking degree examinations; identifying and selecting thesis or dissertation committee members; preparing
dissertations, theses, or degree-related seminar papers; and searching for and selecting academic or professional employment. The Graduate Director assists faculty contacts and advisors and intervenes in technical problems associated with departmental and Graduate School policies and procedures. The Graduate Coordinator assists graduate students in preparing departmental and Graduate School forms, retrieving administrative information from graduate student files, and complying with Graduate School regulations and procedures. The Budget Manager advises Graduate Teaching Assistants and Fellows about benefits and compensation.

Graduate Advising Data

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<td>221.1</td>
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</table>

![Graph showing credit hours per FTE for different job categories over the years]
University-wide Course Evaluation Items

Items answered on the following scale, unless otherwise noted:

(Not Applicable)  Strongly Disagree  Disagree  Neutral  Agree  Strongly Agree

Student Items (Results from these items are seen only by students and instructors.)
1. The instructor was effective in communicating the content of the course.
2. Course guidelines were clearly described in the syllabus.
3. The instructor was responsive to student concerns.
4. The instructor helped create an atmosphere that kept me engaged in course content.
5. Based on the quality of my work in this course, the grades I earned were...
   (Too Low, Appropriate, Too High)
6. Given the course level and number of credits, the workload was...
   (Too Low, Appropriate, Too High)
7. How much effort did you put into the course?
   (Little, Moderate, Considerable)

Administrator Items (Results from these items are seen only by administrators and instructors.)
8. The instructor treated students with respect.
9. The instructor was well-prepared for class.
10. The course was intellectually challenging.
11. The standards the instructor set for students were... (Too Low, Appropriate, Too High)
12. I learned a lot from this course.
13. Overall, this instructor was an effective teacher.
14. How does this course fit into your academic plan or course of study?
   (CORE or General Education Requirement, Major/Certificate/Minor/Program Requirement, Elective)
15. Additional comments (e.g., about course content/materials, teaching style, etc.)

TA-Specific Items Included When a TA is Evaluated (Results from these items are seen by administrators, faculty teaching the course with the TA, and by the TA being evaluated.)
16. The teaching assistant (TA) treated students with respect.
17. The teaching assistant (TA) was well-prepared for class.
18. Overall, this teaching assistant (TA) was an effective teacher.
19. Additional comments (e.g., about the discussion/lab/studio section, TA's teaching style, etc.)

Questions, Comments or Suggestions?

11/15/2013 5:21 PM
## Satisfactory with Instruction by Faculty Within the Department

<table>
<thead>
<tr>
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<th>Frequency</th>
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<tr>
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<td>185</td>
<td>94.9</td>
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<tr>
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<td>Percent</td>
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### Satisfaction with Degree to Which Instructors Work to Create an Inclusive, Supportive Environment

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**SATISFACTION WITH ACADEMIC ADVICE OFFERED BY THE UNDERGRADUATE ADVISORS**

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## Satisfactory with Career Advising

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### Satisfaction with Availability of Courses Offered by the Department

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SATISFACTION WITH COORDINATION AMONG COURSES WITHIN THE DEPARTMENT

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<tr>
<td>Satisfied</td>
<td>155</td>
<td>79.5</td>
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### SATISFACTION WITH CONTENT OF COURSES

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### Satisfaction with Co-ordination Among Courses in This and Other Departments

The pie chart shows the distribution of satisfaction levels among participants.

<table>
<thead>
<tr>
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<tr>
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<td>79.0</td>
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SATISFACTION WITH PROGRAM OF STUDY LEADING TO DEGREE

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<tr>
<td></td>
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<td>24</td>
<td>12.3</td>
<td>12.3</td>
<td>12.3</td>
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<tr>
<td>Satisfied</td>
<td>171</td>
<td>87.7</td>
<td>87.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>195</td>
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### SATISFACTION WITH ABILITY TO REGISTER FOR COURSES IN THE CORRECT ORDER

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<td><strong>100.0</strong></td>
<td><strong>100.0</strong></td>
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SATISFACTION WITH DEGREE TO WHICH CURRICULUM INCLUDES RELEVANT SUBJECT MATTER ABOUT MINORITIES AND WOMEN

<table>
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<td>21.0</td>
<td>21.0</td>
</tr>
<tr>
<td>Satisfied</td>
<td>154</td>
<td>79.0</td>
<td>79.0</td>
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<tr>
<td>Total</td>
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</table>
# Satisfaction with Physical Facilities

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<tr>
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<tr>
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SATISFACTION WITH INSTRUCTIONAL EQUIPMENT AND TEACHING AIDS

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<tbody>
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<td>25</td>
<td>12.8</td>
<td>12.8</td>
<td>12.8</td>
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<tr>
<td>Satisfied</td>
<td>170</td>
<td>87.2</td>
<td>87.2</td>
<td>100.0</td>
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<tr>
<td>Total</td>
<td>195</td>
<td>100.0</td>
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SATISFACTION WITH ACADEMIC CLIMATE IN DEPARTMENT FOR UNDERGRADUATES, IN GENERAL

<table>
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<td>183</td>
<td>93.8</td>
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</tr>
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<td>Total</td>
<td>195</td>
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SATISFACTION WITH DEGREE TO WHICH CLIMATE CONTRIBUTES TO INTELLECTUAL GROWTH

<table>
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<td>12.3</td>
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<tr>
<td>Satisfied</td>
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<td>87.7</td>
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<td>Total</td>
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<td>100.0</td>
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<td>180</td>
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### Satisfaction with Attitude of Staff Toward Undergraduates

<table>
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<tr>
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</table>

The pie chart shows that 88.72% of the respondents were satisfied, while 11.28% were not satisfied.
## Satisfaction with Attitude of Graduate Students and Teaching Assistants toward Undergraduates

![Pie Chart](image)

<table>
<thead>
<tr>
<th></th>
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<th>Percent</th>
<th>Cumulative Percent</th>
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<td>5.1</td>
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<tr>
<td>Satisfied</td>
<td>185</td>
<td>94.9</td>
<td>94.9</td>
<td>100.0</td>
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<td>Total</td>
<td>195</td>
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## Satisfaction with Degree to Which Department is an Intellectually Stimulating and Exciting Place for Learning

### Frequency Distribution

<table>
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<th>Cumulative Percent</th>
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<tr>
<td>Total</td>
<td>195</td>
<td>100.0</td>
<td>100.0</td>
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</table>

### Pie Chart

- **Not satisfied**: 12.31%
- **Satisfied**: 87.69%
SATISFACTION WITH DEGREE TO WHICH THERE EXISTS A WELCOMING AND INCLUSIVE CLIMATE FOR ALL STUDENTS, PARTICULARLY WOMEN AND THOSE FROM DIVERSE RACIAL, ECONOMIC, AND CULTURAL BACKGROUNDS

<table>
<thead>
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<th>Percent</th>
<th>Cumulative Percent</th>
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<tr>
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<td>174</td>
<td>89.2</td>
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<td>Total</td>
<td>195</td>
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<td>100.0</td>
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</tbody>
</table>
Student Responses from Open-Ended Questions

University of Maryland

- Increase number, quality of advisors
- Want Shady Grove classes available at UMD
- Want lounge/study area for Comm students
- Want one building for Comm classes
- Want a newer building for Comm students
- Want a Comm building in a central location
- Want more career advising
- Want a greater variety of classes
- Want more sections offered
- Want more applied classes
- Want more classes focused on digital comm, visual comm, and technology
Appendix XI.2.--Results of Graduate Student Survey

**Q1 Sex:**

Answered: 41  Skipped: 0

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
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</thead>
<tbody>
<tr>
<td>Female</td>
<td>80.49%</td>
</tr>
<tr>
<td>Male</td>
<td>19.51%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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</tbody>
</table>
Q2 Are you of Hispanic or Latino origin?

Answered: 41  Skipped: 0

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<thead>
<tr>
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<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>2.44%</td>
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<tr>
<td>No</td>
<td>97.56%</td>
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<td>Total</td>
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Q3 Race/Ethnicity (optional):

Answered: 38  Skipped: 3

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<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaskan Native</td>
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</tr>
<tr>
<td>Asian</td>
<td>23.68%</td>
</tr>
<tr>
<td>Black or African-American</td>
<td>10.53%</td>
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<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
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<tr>
<td>White</td>
<td>65.79%</td>
</tr>
<tr>
<td>Two or more races/ethnicities</td>
<td>0%</td>
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</table>

Total Respondents: 38
Q4 Degree Program in which you are/were recently enrolled:

Answered: 41  Skipped: 0

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
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Total Responses: 41
Q5 Are you currently a graduate student in this program?

Answered: 41  Skipped: 0

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Q6 Have you applied/are you planning to apply for entry into a graduate certificate program?

Answered: 35  Skipped: 6

Answer Choices

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<td>Yes - Measurements, Statistics &amp; Evaluation</td>
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Total Respondents: 35

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Q7 Did you attend UMCP as an undergraduate?

Answered: 41  Skipped: 0

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**Q8 How many semesters have you been in graduate studies in your department?**

Answered: 39    Skipped: 2

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**Q9 Have you ever been a T.A.?**

Answered: 41  
Skipped: 0

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Q10 Do you work to support your graduate studies financially?

Answered: 41  Skipped: 0

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Q11 If yes, indicate the number of hours per week that you work during the academic year as a:

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Q12 What are your professional interests? Check as many as you'd like.

Answered: 41  Skipped: 0

### Answer Choices

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<td>Private industry research</td>
<td>19.51%</td>
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<td>Academic research</td>
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<td>Government or public services</td>
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<td>Other professional (attorney, doctor, artist)</td>
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Total Respondents: 41

### Additional Information

There are no responses.
Q13 **Instruction:**

Answered: 39  Skipped: 2

Graduate instruction by faculty...

- Not at all satisfied: 0%
- Moderately satisfied: 15.38%
- Highly satisfied: 84.62%
- Not applicable: 0%

Undergraduate instruction...

- Not at all satisfied: 0%
- Moderately satisfied: 20%
- Highly satisfied: 40%
- Not applicable: 0%

Faculty assistance in preparing...

- Not at all satisfied: 0%
- Moderately satisfied: 6%
- Highly satisfied: 33%
- Not applicable: 0%

The degree to which instructors...

- Not at all satisfied: 0%
- Moderately satisfied: 0%
- Highly satisfied: 6%
- Not applicable: 0%

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<th>Highly satisfied</th>
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<td>15.38%</td>
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<td>Faculty assistance in preparing you to meet your responsibilities as a T.A.</td>
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<td>41.03%</td>
<td>56.41%</td>
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<td>The degree to which instructors work to create an environment that supports all students, regardless of race, ethnicity or sexual orientation</td>
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<td>12.82%</td>
<td>84.62%</td>
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Q14 Research of Creative Activities:

Answered: 39   Skipped: 2

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Total: 39
Q15 Advising:

Answered: 39  Skipped: 2

- Assistance in planning your course...
- Communication of...
- Academic advice offered by...
- Departmental assistance in career...
- Opportunity for contact with...
### Department Of Communication Graduate Survey

#### Chance to Interact in and out of the Classroom with Other Students, Particularly Those from Diverse Racial, Social, Cultural, and Economic Backgrounds

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<td>Communication of departmental and university rules and policies for graduate students</td>
<td>0% 0</td>
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<td>56.41% 22</td>
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<td>20.51% 8</td>
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</tr>
<tr>
<td>Opportunity for contact with faculty, especially mentoring, other than in the classroom and during formal office and advising hours</td>
<td>2.56% 1</td>
<td>17.95% 7</td>
<td>74.36% 29</td>
<td>5.13% 2</td>
<td>39</td>
</tr>
<tr>
<td>Chance to interact in and out of the classroom with other students, particularly those from diverse racial, social, cultural, and economic backgrounds</td>
<td>0% 0</td>
<td>20.51% 8</td>
<td>79.49% 31</td>
<td>0% 0</td>
<td>39</td>
</tr>
</tbody>
</table>
Q16 Curriculum:
Answered: 39  Skipped: 2

Availability of opportunities...

Diversity of courses offered by...

Degree to which the curriculum...

Availability of courses offered by...

Coordination between courses...
Not at all satisfied | Moderately satisfied | Highly satisfied | Not applicable | Total
--- | --- | --- | --- | ---
Availability of opportunities for working with faculty in creative areas | 5.13% | 23.08% | 51.28% | 20.51% | 39
Diversity of courses offered by the department | 7.69% | 61.54% | 30.77% | 0% | 39
<table>
<thead>
<tr>
<th>Topic</th>
<th>2.56%</th>
<th>28.21%</th>
<th>61.54%</th>
<th>7.69%</th>
<th>39</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree to which the curriculum includes relevant subject matter about women and minorities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Availability of courses offered by the department</td>
<td>15.38%</td>
<td>48.72%</td>
<td>35.90%</td>
<td>0%</td>
<td>39</td>
</tr>
<tr>
<td>Coordination between courses within the department</td>
<td>10.53%</td>
<td>42.11%</td>
<td>39.47%</td>
<td>7.89%</td>
<td>38</td>
</tr>
<tr>
<td>Program of study leading to the degree</td>
<td>2.56%</td>
<td>33.33%</td>
<td>64.10%</td>
<td>0%</td>
<td>39</td>
</tr>
<tr>
<td>Departmental requirements for earning the degree</td>
<td>5.13%</td>
<td>23.08%</td>
<td>71.79%</td>
<td>0%</td>
<td>39</td>
</tr>
<tr>
<td>Content of courses offered by the department</td>
<td>0%</td>
<td>35.90%</td>
<td>64.10%</td>
<td>0%</td>
<td>39</td>
</tr>
<tr>
<td>Career preparation</td>
<td>5.13%</td>
<td>17.95%</td>
<td>58.97%</td>
<td>17.95%</td>
<td>39</td>
</tr>
</tbody>
</table>
Q17 Facilities and Equipment:

Answered: 38  Skipped: 3

<table>
<thead>
<tr>
<th>Facilities and Equipment</th>
<th>Not at all satisfied</th>
<th>Moderately satisfied</th>
<th>Highly satisfied</th>
<th>Not applicable</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access to office space and space for creative activities (labs, studios, etc.)</td>
<td>10.53%</td>
<td>44.74%</td>
<td>39.47%</td>
<td>5.26%</td>
<td>38</td>
</tr>
<tr>
<td>Equipment and facilities that support instruction</td>
<td>7.89%</td>
<td>44.74%</td>
<td>47.37%</td>
<td>0%</td>
<td>38</td>
</tr>
<tr>
<td>Equipment and facilities that support creative activities</td>
<td>5.26%</td>
<td>47.37%</td>
<td>42.11%</td>
<td>5.26%</td>
<td>38</td>
</tr>
</tbody>
</table>
Q18 **Financial Assistance:**

Answered: 39   Skipped: 2

<table>
<thead>
<tr>
<th>Area</th>
<th>Not at all satisfied</th>
<th>Moderately satisfied</th>
<th>Highly satisfied</th>
<th>Not applicable</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>The department's procedure for allocation of teaching assistantships and other forms of financial assistance</td>
<td>5.13%</td>
<td>48.72%</td>
<td>46.15%</td>
<td>0%</td>
<td>39</td>
</tr>
<tr>
<td>T.A./research/graduate assistantship availability</td>
<td>2.56%</td>
<td>25.64%</td>
<td>69.23%</td>
<td>2.56%</td>
<td>39</td>
</tr>
<tr>
<td>Support for travel (conferences, research, etc.)</td>
<td>10.26%</td>
<td>35.90%</td>
<td>51.28%</td>
<td>2.56%</td>
<td>39</td>
</tr>
</tbody>
</table>
Q19 Departmental Academic Climate:

Answered: 39  Skipped: 2

- The department's consistency...
- The department as an...
- Attitude of faculty toward...
- Attitude of staff toward students
- Degree to which there exists a...
<table>
<thead>
<tr>
<th></th>
<th>Not at all satisfied</th>
<th>Moderately satisfied</th>
<th>Highly satisfied</th>
<th>Not applicable</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>The department's consistency in application of rules and policies</td>
<td>5.13%</td>
<td>25.64%</td>
<td>58.97%</td>
<td>10.26%</td>
<td>39</td>
</tr>
<tr>
<td>The department as an intellectually stimulating and exciting place for learning</td>
<td>5.13%</td>
<td>15.38%</td>
<td>79.49%</td>
<td>0%</td>
<td>39</td>
</tr>
<tr>
<td>Attitude of faculty toward teaching</td>
<td>2.56%</td>
<td>15.38%</td>
<td>82.05%</td>
<td>0%</td>
<td>39</td>
</tr>
<tr>
<td>Attitude of staff toward students</td>
<td>10.26%</td>
<td>25.64%</td>
<td>64.10%</td>
<td>0%</td>
<td>39</td>
</tr>
<tr>
<td>Degree to which there exists a welcoming and inclusive climate for all students, especially women and those from diverse racial, economic, and cultural backgrounds</td>
<td>2.63%</td>
<td>18.42%</td>
<td>78.95%</td>
<td>0%</td>
<td>38</td>
</tr>
</tbody>
</table>
Q20 Overall, the morale of graduate students in the department/program is:

Answered: 39  Skipped: 2

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>46.15%</td>
</tr>
<tr>
<td>Good</td>
<td>33.33%</td>
</tr>
<tr>
<td>Fair</td>
<td>17.95%</td>
</tr>
<tr>
<td>Poor</td>
<td>0%</td>
</tr>
<tr>
<td>Don't Know</td>
<td>2.56%</td>
</tr>
</tbody>
</table>

Total: 39
Q21 How would you characterize the general academic quality of the following groups within your department?

Answered: 39   Skipped: 2
### Department Of Communication Graduate Survey

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Don't Know</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduates</td>
<td>23.08%</td>
<td>28.21%</td>
<td>7.69%</td>
<td>5.13%</td>
<td>35.90%</td>
<td>39</td>
</tr>
<tr>
<td>Graduate students</td>
<td>79.49%</td>
<td>17.95%</td>
<td>2.56%</td>
<td>0%</td>
<td>0%</td>
<td>39</td>
</tr>
<tr>
<td>Lecturers</td>
<td>30.77%</td>
<td>23.08%</td>
<td>10.26%</td>
<td>0%</td>
<td>35.90%</td>
<td>39</td>
</tr>
<tr>
<td>Faculty</td>
<td>84.62%</td>
<td>15.38%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>39</td>
</tr>
</tbody>
</table>
Q22 What specific program are you enrolled in?

Answered: 36  Skipped: 5

<table>
<thead>
<tr>
<th>#</th>
<th>Responses</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Communication</td>
<td>10/13/2013 4:11 PM</td>
</tr>
<tr>
<td>2</td>
<td>health communication</td>
<td>10/13/2013 1:04 AM</td>
</tr>
<tr>
<td>3</td>
<td>Communication</td>
<td>10/12/2013 10:24 PM</td>
</tr>
<tr>
<td>4</td>
<td>Communication PhD program</td>
<td>10/12/2013 7:08 PM</td>
</tr>
<tr>
<td>5</td>
<td>Rhetoric</td>
<td>10/12/2013 5:57 PM</td>
</tr>
<tr>
<td>6</td>
<td>Communication Ph.D.</td>
<td>10/12/2013 5:30 PM</td>
</tr>
<tr>
<td>7</td>
<td>Rhetoric &amp; Political Culture</td>
<td>10/6/2013 9:44 PM</td>
</tr>
<tr>
<td>8</td>
<td>Rhetoric &amp; Political Culture</td>
<td>10/5/2013 6:50 PM</td>
</tr>
<tr>
<td>9</td>
<td>Communication</td>
<td>10/5/2013 12:52 PM</td>
</tr>
<tr>
<td>10</td>
<td>Communication Studies</td>
<td>9/25/2013 3:56 PM</td>
</tr>
<tr>
<td>11</td>
<td>PhD in Communication</td>
<td>9/18/2013 8:46 PM</td>
</tr>
<tr>
<td>12</td>
<td>Rhetoric and political culture</td>
<td>9/18/2013 6:52 PM</td>
</tr>
<tr>
<td>13</td>
<td>Rhetoric and Political Culture</td>
<td>9/18/2013 2:51 PM</td>
</tr>
<tr>
<td>14</td>
<td>rhetoric</td>
<td>9/18/2013 2:38 PM</td>
</tr>
<tr>
<td>15</td>
<td>Intercultural Communication</td>
<td>9/18/2013 2:03 PM</td>
</tr>
<tr>
<td>16</td>
<td>Communication</td>
<td>9/17/2013 2:17 AM</td>
</tr>
<tr>
<td>17</td>
<td>PhD program of Communication</td>
<td>9/16/2013 7:15 PM</td>
</tr>
<tr>
<td>18</td>
<td>rhetoric studies</td>
<td>9/15/2013 11:21 PM</td>
</tr>
<tr>
<td>19</td>
<td>Ph.D. in communication</td>
<td>9/15/2013 12:58 AM</td>
</tr>
<tr>
<td>20</td>
<td>Rhetoric and political culture</td>
<td>9/13/2013 2:00 PM</td>
</tr>
<tr>
<td>21</td>
<td>BA to PhD, Rhetoric and Political Culture</td>
<td>9/13/2013 9:08 AM</td>
</tr>
<tr>
<td>22</td>
<td>Rhetoric</td>
<td>9/13/2013 8:20 AM</td>
</tr>
<tr>
<td>23</td>
<td>Rhetoric and Political Culture</td>
<td>9/12/2013 10:53 PM</td>
</tr>
<tr>
<td>24</td>
<td>Communication: Rhetoric and Political Culture</td>
<td>9/12/2013 10:13 AM</td>
</tr>
<tr>
<td>25</td>
<td>PR</td>
<td>9/12/2013 1:26 AM</td>
</tr>
<tr>
<td>26</td>
<td>Communication, doctoral program</td>
<td>9/11/2013 9:11 PM</td>
</tr>
<tr>
<td>27</td>
<td>Rhetoric &amp; Political Culture</td>
<td>9/11/2013 5:09 PM</td>
</tr>
<tr>
<td>28</td>
<td>Rhetoric PhD</td>
<td>9/11/2013 4:51 PM</td>
</tr>
<tr>
<td>29</td>
<td>Communication–public relations</td>
<td>9/11/2013 4:50 PM</td>
</tr>
<tr>
<td>30</td>
<td>Rhetoric and Political Culture</td>
<td>9/11/2013 4:36 PM</td>
</tr>
<tr>
<td>31</td>
<td>Communication</td>
<td>9/11/2013 4:17 PM</td>
</tr>
<tr>
<td>32</td>
<td>PhD, Rhetoric</td>
<td>9/11/2013 4:00 PM</td>
</tr>
<tr>
<td>33</td>
<td>Rhetoric and Political Culture</td>
<td>9/11/2013 3:59 PM</td>
</tr>
<tr>
<td>34</td>
<td>doctoral program in communication</td>
<td>9/11/2013 3:20 PM</td>
</tr>
<tr>
<td>35</td>
<td>Health Communication</td>
<td>9/11/2013 2:50 PM</td>
</tr>
<tr>
<td>36</td>
<td>Communication Ph.D. - Rhetoric Focus</td>
<td>9/11/2013 2:50 PM</td>
</tr>
</tbody>
</table>
Q23 Many factors may influence an individual's selection of a particular graduate program. Using the following scale, please indicate which of the following items dictated your decision.

Answered: 39  Skipped: 2
Department Of Communication Graduate Survey

<table>
<thead>
<tr>
<th>Category</th>
<th>Extremely important</th>
<th>Moderately important</th>
<th>Somewhat important</th>
<th>Not at all important</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reputation of program's faculty</td>
<td>79.49%</td>
<td>17.95%</td>
<td>2.56%</td>
<td>0%</td>
<td>39</td>
</tr>
<tr>
<td>Reputation of the institution</td>
<td>64.10%</td>
<td>28.21%</td>
<td>2.56%</td>
<td>5.13%</td>
<td>39</td>
</tr>
<tr>
<td>Financial considerations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geographical considerations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial considerations</td>
<td>64.10%</td>
<td>25.64%</td>
<td>7.69%</td>
<td>2.56%</td>
<td>39</td>
</tr>
<tr>
<td>--------------------------</td>
<td>--------</td>
<td>--------</td>
<td>-------</td>
<td>-------</td>
<td>----</td>
</tr>
<tr>
<td>Geographical considerations</td>
<td>33.33%</td>
<td>41.03%</td>
<td>20.51%</td>
<td>5.13%</td>
<td>39</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#</th>
<th>Other (please describe)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Program duration (time to degree)</td>
<td>10/12/2013 5:30 PM</td>
</tr>
<tr>
<td>2</td>
<td>Graduate Student Relations</td>
<td>10/6/2013 9:44 PM</td>
</tr>
<tr>
<td>3</td>
<td>Availability of faculty and courses for my specific research interests</td>
<td>9/18/2013 2:03 PM</td>
</tr>
<tr>
<td>4</td>
<td>Having faculty whose areas of interest could enhance my own work</td>
<td>9/13/2013 9:08 AM</td>
</tr>
<tr>
<td>5</td>
<td>Job placement after graduation.</td>
<td>9/11/2013 4:51 PM</td>
</tr>
<tr>
<td>6</td>
<td>atmosphere in the department</td>
<td>9/11/2013 3:59 PM</td>
</tr>
<tr>
<td>7</td>
<td>program curriculum</td>
<td>9/11/2013 3:20 PM</td>
</tr>
</tbody>
</table>
Q24 Is the graduate program accurately described in the UMCP catalog and in other University or departmental publications?

Answered: 37   Skipped: 4

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>70.27%</td>
</tr>
<tr>
<td>No</td>
<td>2.70%</td>
</tr>
<tr>
<td>Don't Know</td>
<td>27.03%</td>
</tr>
</tbody>
</table>

Total 37
### Q25 If no, what is inaccurate or misrepresented?

Answered: 6   Skipped: 35

<table>
<thead>
<tr>
<th>#</th>
<th>Responses</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I wouldn’t go so far as to say the program is misrepresented. However, some representations are rarer than readers might assume based on coverage in publications. For example, faculty areas of expertise include areas where there is only one faculty member who only partially studies something, which can be misleading. For another example, documents indicate that students entering with a master's degree can complete coursework in three semesters, but this appears to me to be true only technically rather than realistically (i.e., despite knowing several students motivated to finish coursework in three semesters, I do not know of any in the 2012 or 2013 entering cohorts who will be able to do so).</td>
<td>10/12/2013 5:54 PM</td>
</tr>
<tr>
<td>2</td>
<td>It is inaccurate that you can complete an MA to PhD is three semesters of coursework when the methods courses are offered on a third semester rotating basis. The ability to be exempt from courses similar to your MA studies is “sold” more than it really translates to the program, which seems unethical.</td>
<td>9/25/2013 4:00 PM</td>
</tr>
<tr>
<td>3</td>
<td>It's described accurately on the COMM Dept website, but not sure about other locations.</td>
<td>9/18/2013 2:20 PM</td>
</tr>
<tr>
<td>4</td>
<td>N/A</td>
<td>9/15/2013 1:04 AM</td>
</tr>
<tr>
<td>5</td>
<td>N/A</td>
<td>9/11/2013 5:00 PM</td>
</tr>
<tr>
<td>6</td>
<td>The Department of Communication website and other publication fairly represents the available programs and courses, as well as faculty and graduate student accomplishment.</td>
<td>9/11/2013 4:04 PM</td>
</tr>
</tbody>
</table>
Q26 If there are facilities or resources important for your work that are unavailable or inadequate in your department/program, please identify them and suggest how they might be improved.

Answered: 13  Skipped: 28

<table>
<thead>
<tr>
<th>#</th>
<th>Responses</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I would like my own office space/graduate desk. I don’t mind sharing but it’s not much to ask either to have something I can call my own in the department.</td>
<td>9/23/2013 10:15 PM</td>
</tr>
<tr>
<td>2</td>
<td>I hope we have more offices for teaching assistants/PhD students, so we don’t have to crowd into two rooms altogether. It is impossible to work/study quietly. We need more space!</td>
<td>9/18/2013 8:51 PM</td>
</tr>
<tr>
<td>3</td>
<td>Having adequate office space, including a desk for each person, would be helpful.</td>
<td>9/18/2013 2:58 PM</td>
</tr>
<tr>
<td>4</td>
<td>It would be nice to have more than one printer and more than two copy machines, one of which sometimes doesn’t work. It’s not super important, it would just make life easier as the department keeps growing.</td>
<td>9/18/2013 2:20 PM</td>
</tr>
<tr>
<td>5</td>
<td>Not providing paper for graduate students is a problem. Especially those that are teaching. Yes, we can use copiers but the initial print we must bring our own paper which is very inconvenient.</td>
<td>9/17/2013 2:19 AM</td>
</tr>
<tr>
<td>6</td>
<td>Ergonomic computer desks in the computer lab would be a great improvement. We spend great amounts of time working at computers, and ergonomic furniture would help to ease the physical strain— which might help to ease the mental and spiritual strain.</td>
<td>9/15/2013 1:04 AM</td>
</tr>
<tr>
<td>7</td>
<td>More independent workspace would be great</td>
<td>9/13/2013 2:02 PM</td>
</tr>
<tr>
<td>8</td>
<td>A different set up for offices would enhance productivity, but may not be a realistic goal. Also, you shouldn’t have to provide our own printer paper just to print something for, say, the class we have to teach.</td>
<td>9/13/2013 9:12 AM</td>
</tr>
<tr>
<td>9</td>
<td>na</td>
<td>9/12/2013 10:14 AM</td>
</tr>
<tr>
<td>10</td>
<td>Literally 100% of travel for the purposes of conferences and things that better our education and improve our chances of finding a job should be covered by the department. $550 isn’t enough, and I shouldn’t have to go hunting around for other sources of funding—this should be easy.</td>
<td>9/11/2013 5:00 PM</td>
</tr>
<tr>
<td>11</td>
<td>while all of the facilities are adequate, none of them are excellent, and it is starting to get a bit crowded.</td>
<td>9/11/2013 4:39 PM</td>
</tr>
<tr>
<td>12</td>
<td>There are so many Graduate Teaching Assistants that not all of us have our own desk. It would be helpful if the Communication Department was given more office space so that all COMM 107 TAs can have his or her own desk.</td>
<td>9/11/2013 4:19 PM</td>
</tr>
<tr>
<td>13</td>
<td>The biggest resource problem when I was still in residence in College Park was the lack of available physical workspace. This is to a large extent beyond the Department of Communication’s control, and it is my understanding that the department has made several improvements intended to address this issue.</td>
<td>9/11/2013 4:04 PM</td>
</tr>
</tbody>
</table>
Q27 What is your assessment of the climate for graduate study that the department/program fosters (a) in general, (b) for women, and (c) for historically underrepresented students?

Answered: 30  Skipped: 11

<table>
<thead>
<tr>
<th>#</th>
<th>Responses</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>All Excellent</td>
<td>10/13/2013 1:06 AM</td>
</tr>
<tr>
<td>2</td>
<td>(1) good (2) good (2) good</td>
<td>10/12/2013 10:24 PM</td>
</tr>
<tr>
<td>3</td>
<td>Very good. The Department of Communication is super friendly with students from diverse ethnic backgrounds and faculty and students with different sexual orientations.</td>
<td>10/12/2013 7:13 PM</td>
</tr>
<tr>
<td>4</td>
<td>The department should work to be more inclusive of diversity and reflect this in course content.</td>
<td>10/12/2013 6:01 PM</td>
</tr>
<tr>
<td>5</td>
<td>In general, from what I have observed, the climate for graduate study seems to vary across subdisciplines. The indiscipline of which I am dominantly a part, however, is quite supportive. I would say the climate as intense and demanding. From what I can determine from personal experience and conversations with friends/colleagues at other schools, my program is the most demanding of any other similar top-tier communication program. However, at least in my subdiscipline, students and faculty are extremely supportive and helpful. I find the program in general very accepting and respectful of women, and although I am not an historically underrepresented student, from what I can tell, the program has an open and inclusive climate for them as well.</td>
<td>10/12/2013 5:54 PM</td>
</tr>
<tr>
<td>6</td>
<td>I think that the department does an excellent job of creating an open discursive space, and of recruiting people from a wide variety of backgrounds to join the program.</td>
<td>10/6/2013 9:46 PM</td>
</tr>
<tr>
<td>7</td>
<td>I'm not sure what is meant by &quot;climate&quot; here, and don't want to mispeak. If the concern is for a welcoming environment, then I believe the department manages this well in terms of both content (which I feel, at least in rhetorical studies, more than adequately accounts for historically underrepresented populations) and in support for those students (who seem to be assisted by their advisors very well). I would like for there to be better representation of traditionally underrepresented populations on faculty, however I also understand that this problem is not isolated to our department--but is also to some extent systemic.</td>
<td>10/5/2013 6:53 PM</td>
</tr>
<tr>
<td>8</td>
<td>The climate for all students is good.</td>
<td>9/25/2013 4:00 PM</td>
</tr>
<tr>
<td>9</td>
<td>from what I know as of now the climate is satisfactory for all three points</td>
<td>9/23/2013 10:15 PM</td>
</tr>
<tr>
<td>10</td>
<td>(a) excellent (b) we have more women in the department and I (as a woman) feel supported (c) we also have many International students and I (as a Chinese student) feel supported as well</td>
<td>9/18/2013 8:51 PM</td>
</tr>
<tr>
<td>11</td>
<td>I believe that the climate for graduate study is great for the graduate students in general. Women make up the majority of students and professors, so there is not a gender issue. However, historically underrepresented students make up a small fraction of the overall graduate student population. They seem to be excluded from unofficial social events and are often treated rudely in graduate seminars and in group meetings.</td>
<td>9/18/2013 7:02 PM</td>
</tr>
<tr>
<td>12</td>
<td>(a) Everyone is collegial and supportive. (b) In our department, there is a great deal of discussion around feminist theory and perspective, which is unique in my experience. The general climate for women seems to be a positive one. (c) There seems to be an under-representation of underrepresented students in the graduate COMM department. However, there has been a great deal of exposure at this point to issues of diversity and inclusion in the classroom.</td>
<td>9/18/2013 2:58 PM</td>
</tr>
<tr>
<td>13</td>
<td>a) The program is extremely tough. It's definitely not sink or swim, though it feels that way sometimes. It's definitely not an environment for the weak, and those that admit to having difficulty or to not wanting to pursue academic careers are looked down upon by some faculty and sometimes teased by fellow students. That said, there are many professors and students that are very supportive and willing to help you out in anything. b) The Department is made up mostly of female professors and students, so the climate is positive. There are no gender issues that I'm aware of in the Department. c) There are a lot of foreign students, particularly from China. There are only 1 Hispanic student and 2 black students. There are no climate issues with this, though the Chinese students tend to purposely separate themselves from the rest of the student body in general, at least socially. In class or meetings, there are no issues at all.</td>
<td>9/18/2013 2:20 PM</td>
</tr>
</tbody>
</table>
I would say all three are equally conducive to learning through a positive and supportive environment.  

Excellent  

The department can do more to increase the number of minority students who are admitted to the various programs.  

The department is as welcoming to female students and students from historically underrepresented groups as it is to students from historically dominant groups.  

It seems excellent  

Seems to be quite good, although I hesitate to weigh in definitively since I’m not a member of those groups. I would say that I would like to see more domestic diversity. Academia needs more professors from historically underrepresented communities of color, and our department isn’t making much of a dent in that regard.  

I think all three categories receive attention from the department, which makes a great effort to establish a welcoming and supportive environment. The climate between graduate students, however, has been a little less supportive.  

As a white woman, I think the representation and climate are excellent across all categories.  

It seems that the Department is effective at recruiting minority students only in particular areas of study, and only from particular regions of the world. For example, while a number of Asian students come to study quantitative methods, there are very few students of color in areas like Rhetoric or PR.  

The program creates an excellent climate in general and for underrepresented students and women specifically. A few people leaving the program should be an indictment of those folks’ inability to handle graduate school than of the entire department and all grad students. Some people aren’t cut out for grad school, and that doesn’t mean grad school is bad.  

We have a really good climate, and most faculty and other graduate students are willing to help you or provide assistance in any way they can. There is often a focus on including international students, which is great. There doesn’t seem to be much specifically aimed at including women (aside from some worklife balance discussions), but that doesn’t seem like a loss or like it’s missing.  

(a) when the grad director isn’t having a vendetta it’s lovely here (b) I feel that women are quite well supported and represented in our department (c) there don’t seem to be very many of them...  

I think that the department fosters a very supportive environment for all people.  

In general I would say that the department/program puts a lot of weight on collegiality and not only competition. Since we are mostly women in my cohort, I feel that there isn’t any specific climate fostered or addressed because there is no underrepresentation happening. In terms of historically underrepresented groups the department puts a lot of stress on paying attention to diversity and inclusion. The climate that results from that stresses acceptance, tolerance, and open-mindedness.  

(A) I last served as a GTA in 2011, and consequently do not have a good sense of what the current climate is like. In 2011, there were several systemic issues that resulted in an unpleasant organizational climate, to the extent that I held office hours at McKeldin Library during my final semester on assistantship. I know that other doctoral students at the time chose to live far outside of College Park (and in at least two cases commuted multiple hours each way, twice per week) in part because they felt the department was unwelcoming and hostile to them. It is my understanding that the department has subsequently attempted to address at least some of the issues that contributed to discontent. I cannot comment on the extent to which such interventions have or have not achieved success. (B) I believe the department takes issues of gender equality seriously, both in terms of curriculum and day-to-day operations. Several doctoral students have enrolled in and/or completed Women’s and Gender Studies certificate program in recent years. The current department chair and graduate director both consider issues of gender as part of their research agendas and have encouraged students to pursue similar lines of inquiry. (C) The department environment has previously been problematic for both students of color and international students from outside of the United States (especially students from the People’s Republic of China or South Korea). I believe these problems reflected systemic issues within the Department of Communication as an organizational unit, and NOT a conscious decision by any individual to engage in discrimination. I believe the faculty of the department have experienced a greater awareness of these problems in recent years, and have made efforts to remedy them. Again, I cannot comment on the extent to which such interventions have or have not been successful.
<table>
<thead>
<tr>
<th>Number</th>
<th>Comment</th>
<th>Date/Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>29</td>
<td>In my short time here it has been excellent. The climate that I was</td>
<td>9/11/2013 4:03 PM</td>
</tr>
<tr>
<td></td>
<td>looking for (congenial, open, faculty accessibility) was met in the</td>
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<tr>
<td></td>
<td>UMDCP Communications program and so far that has held true to my</td>
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<tr>
<td></td>
<td>expectations. Personally, I have never had much problem as a woman in</td>
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<tr>
<td></td>
<td>any particular situation; but I have come to understand that different</td>
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<tr>
<td></td>
<td>people have different experiences. Thus far, I would have to say that</td>
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<tr>
<td></td>
<td>the department is careful to foster a sense of equality, not of</td>
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<tr>
<td></td>
<td>superiority. I also would have to say that the deliberate way in which</td>
<td></td>
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<td></td>
<td>diversity concerns have been treated since orientation is refreshing.</td>
<td></td>
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<td></td>
<td>It isn't this &quot;thing&quot; we say we have and do... it is something we</td>
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<tr>
<td></td>
<td>encourage each other to talk about and name in healthy constructive</td>
<td></td>
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<tr>
<td></td>
<td>ways. It has been truly rewarding so far.</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>I think is excellent. I just love my department so much!</td>
<td>9/11/2013 2:51 PM</td>
</tr>
</tbody>
</table>
Q28 Please use the space below to make any additional comments about the strengths and weaknesses of the department/program.

Answered: 15  Skipped: 26

<table>
<thead>
<tr>
<th>#</th>
<th>Responses</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I think that methods courses should be offered more frequently. As a first year PhD I'm still figuring out what exactly I want to study but I feel constrained in one area because of the lack of method courses available.</td>
<td>10/13/2013 4:12 PM</td>
</tr>
<tr>
<td>2</td>
<td>Strengths: Excellent graduate students to work with. Faculty members are demanding but very supportive in the meantime. Director of Graduate Study Prof. Parry-Giles shows care to graduate students in the program. People are collegiate and care each other. Here we have an extremely friendly and collegiate atmosphere.</td>
<td>10/12/2013 7:13 PM</td>
</tr>
<tr>
<td>3</td>
<td>I have a great advisor who has helped me navigate this program.</td>
<td>10/12/2013 6:01 PM</td>
</tr>
<tr>
<td>4</td>
<td>Strengths: program reputation, faculty reputation, faculty willingness to work with graduate students, opportunities to work with centers and/or on funded research, mutual support among grad students, excellent training in both research and teaching and preparation for the academic job market. Weaknesses: varying quality of graduate students (some seem to be the top in the country and others seem unprepared for graduate study in general); expectations so high in every arena that at times they might be unattainable; unlivable wages; extreme slowness of business office in processing payments (students very often wait weeks and months before starting to receive overload pay for a given semester); classes are not offered often enough (rotating area classes or special topics classes is fine and to be expected; however, offering the required sequences of methods classes on a sparse rotation is unacceptable).</td>
<td>10/12/2013 5:54 PM</td>
</tr>
<tr>
<td>5</td>
<td>It took longer than I think is appropriate to receive fellowship and teaching money this year. Expediting this process would be greatly appreciated!</td>
<td>10/6/2013 9:46 PM</td>
</tr>
<tr>
<td>6</td>
<td>I'm happy here.</td>
<td>10/5/2013 6:53 PM</td>
</tr>
<tr>
<td>7</td>
<td>Way more work than other departments. It is inhumane.</td>
<td>10/5/2013 12:53 PM</td>
</tr>
<tr>
<td>8</td>
<td>The financial compensation is too low to sustain life in this area. Students with overload's don't get compensated right away-this is a serious problem for working students that are struggling financially. Courses that are essential to the degree need to be offered at least once a year, like quantitative and qualitative methods.</td>
<td>9/25/2013 4:00 PM</td>
</tr>
<tr>
<td>9</td>
<td>The department needs to work harder to foster positive relationships between white, Asian, and other minority graduate students.</td>
<td>9/18/2013 7:02 PM</td>
</tr>
<tr>
<td>10</td>
<td>Having taken courses in other departments, the Comm Dept is clearly on academically strong. The program is a lot of work, but it creates strong scholars. The faculty are very friendly and helpful and clearly enjoy what they do and want to instill that love of research into their students. However, the department clearly wants to bread academicians, and talk of working anywhere else is downplayed and frowned upon. The biggest issue is that the department has research tracks, but no faculty or courses for some of those tracks, specifically intercultural and organizational comm. Or, a track has only one professor. And, there are only 2 qualitative research scholars. It is extremely unfair to admit students that study these areas and not have instructors to teach them or courses for them to take.</td>
<td>9/18/2013 2:20 PM</td>
</tr>
<tr>
<td>11</td>
<td>N/A</td>
<td>9/15/2013 1:04 AM</td>
</tr>
<tr>
<td>12</td>
<td>Strong recruitment with strong continued support.</td>
<td>9/13/2013 2:02 PM</td>
</tr>
<tr>
<td>13</td>
<td>Graduate students should make way more money than they do and faculty should stop acting like getting a PhD is some kind of elaborate hazing ritual. If there are problems in the department culture, I believe they start at the faculty level. People are &quot;protective&quot; of their advisees—which is fine—but then are dismissive of other students who aren't their advisees, when the goal should be to make every student graduating from the program better.</td>
<td>9/11/2013 5:00 PM</td>
</tr>
<tr>
<td></td>
<td>I think the biggest strength of the department is the attitude towards collegiality vs. competition. I visited during the Open House in March in order to get an impression of how competitive this program will be and decided to come because of the inclusive atmosphere. Encouraging students to work together instead of &quot;against&quot; each other is something that not all graduate level institutions do, but for me it is essential since I believe that we will all do better because of it.</td>
<td></td>
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<tr>
<td></td>
<td>For being a Department of Communication, the department surprisingly struggles with communication at times. I encourage the department as a whole to think more carefully about the image that it projects, not just to graduate students, but to all internal constituencies (including graduate faculty, lecturers/adjuncts, undergraduates, and other departments within the university). Several of the problems experienced in later years could have been avoided if there had been a greater willingness to listen to diverse perspectives and to be transparent about decisions, both of which are essential communication skills emphasized in multiple research areas within the department.</td>
<td></td>
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</tbody>
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## SATISFACTION WITH INSTRUCTION BY FACULTY WITHIN THE DEPARTMENT

(At Shady Grove)

<table>
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<th>Percent</th>
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<td>27</td>
<td>96.4</td>
<td>96.4</td>
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<tr>
<td>Total</td>
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SATISFACTION WITH INSTRUCTION BY TAs WITHIN THE DEPARTMENT (AT SHADY GROVE)

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<tr>
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<td>71.4</td>
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<td>Total</td>
<td>28</td>
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Satisfaction with degree to which instructors work to create an inclusive, supportive environment (at Shady Grove)

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<td>96.4</td>
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<tr>
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<td>14.3</td>
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<tr>
<td>Satisfied</td>
<td>24</td>
<td>85.7</td>
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<td>Total</td>
<td>28</td>
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### Satisfaction with Career Advising (At Shady Grove)

#### Pie Chart:
- **Not satisfied**: 28.57%
- **Satisfied**: 71.43%

#### Table:

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<th>Percent</th>
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<th>Cumulative Percent</th>
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SATISFACTION WITH DEGREE TO WHICH MAJOR MEETS EDUCATIONAL GOALS (AT SHADY GROVE)

<table>
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</tbody>
</table>
### Satisfaction with Availability of Courses Offered by the Department (At Shady Grove)

The pie chart shows the distribution of satisfaction levels among respondents. The chart is divided into two sections: Not satisfied and Satisfied. The Satisfied section represents 89.29% of the total, while the Not satisfied section represents 10.71%.

<table>
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<th>Percent</th>
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<td>10.7%</td>
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<td>Satisfied</td>
<td>25</td>
<td>89.3%</td>
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<td>Total</td>
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<td>89.3</td>
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**SATISFACTION WITH CONTENT OF COURSES (AT SHADY GROVE)**

- Not satisfied: 2 (7.1%)
- Satisfied: 26 (92.9%)
- Total: 28 (100.0%)

- Overall satisfaction: 92.86%
- Not satisfied: 7.14%
SATISFACTION WITH COORDINATION AMONG COURSES IN THIS AND OTHER DEPARTMENTS (AT SHADY GROVE)

<table>
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SATISFACTION WITH PROGRAM OF STUDY LEADING TO DEGREE (AT SHADY GROVE)

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SATISFACTION WITH DEPARTMENTAL REQUIREMENTS FOR EARNING A DEGREE (AT SHADY GROVE)

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**Satisfaction with Ability to Register for Courses in the Correct Order (At Shady Grove)**

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SATISFACTION WITH DEGREE TO WHICH CURRICULUM INCLUDES RELEVANT SUBJECT MATTER ABOUT MINORITIES AND WOMEN (AT SHADY GROVE)

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### Satisfaction with Physical Facilities (At Shady Grove)

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SATISFACTION WITH ACADEMIC CLIMATE IN DEPARTMENT FOR UNDERGRADUATES, IN GENERAL (AT SHADY GROVE)

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SATISFACTION WITH DEGREE TO WHICH CLIMATE CONTRIBUTES TO INTELLECTUAL GROWTH (AT SHADY GROVE)
Satisfaction with attitude of faculty toward teaching undergraduates (at Shady Grove)

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100.00%
### Satisfaction with Attitude of Staff Toward Undergraduates (At Shady Grove)

#### Pie Chart
- **Not satisfied**: 3.57%
- **Satisfied**: 96.43%

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SATISFACTION WITH DEGREE TO WHICH DEPARTMENT IS AN INTELLECTUALLY STIMULATING AND EXCITING PLACE FOR LEARNING (AT SHADY GROVE)

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SATISFACTION WITH DEGREE TO WHICH THERE EXISTS A WELCOMING AND INCLUSIVE CLIMATE FOR ALL STUDENTS, PARTICULARLY WOMEN AND THOSE FROM DIVERSE RACIAL, ECONOMIC, AND CULTURAL BACKGROUNDS (AT SHADY GROVE)

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University of Maryland
Department of Communication

Policies & Procedures
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<td>APPOINTMENT, PROMOTION, &amp; TENURE PROCEDURES</td>
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Article I. Administrative Officers

Section 1.01 Department Chair

(a) Selection: Appointed by the Dean of the College of Arts and Humanities, consistent with College policies and procedures for selection of department chairs.

(b) Duties

1. Act as the chief advocate of the department.
2. Plan and administer the budget.
3. Maintain an advising system for students.
4. Facilitate programs, including promoting development of academic programs, scheduling academic offerings in consultation with the Administrative Committee, and administering departmental facilities in consultation with the Faculty Advisory Committee.
5. Recommend all Departmental personnel actions, including appointments of tenure and non-tenure faculty, renewals of faculty contracts, promotions of faculty, and termination of faculty.
7. Supervise departmental staff.
8. Stimulate affirmative action in the department.
9. Ensure compliance with all applicable Federal, State, University, College, and departmental laws, regulations, and policies.
10. With the advice of the Faculty Advisory Committee, exercise the power of appointment of such standing committees as specified in this plan, and such other ad hoc committees and task forces as will facilitate the department’s business.

Section 1.02 Associate Chair

(a) Selection: Appointed by department chair in consultation with the Faculty Advisory Committee.

(b) Duties: 

1
1. To assist the chair in the operation of the department, and perform duties as assigned but not to have responsibilities as specified in this Plan designated for the chair.

2. To serve as department Equal Education Employment Officer.

3. To serve as secretary at all Departmental Assembly meetings and Appointment, Promotion, and Tenure Committee meetings.

Section 1.03 Director of Graduate Studies

(a) Selection: Appointed by department chair.

(b) Duties

1. Act as the chief advocate and representative of departmental graduate studies, including representation of the department at University ceremonies.

2. Monitor and promote the development of the departmental graduate program(s).

3. Coordinate recruitment, orientation, and advising of new graduate students.

4. Coordinate financial awards and assistance to graduate students.

5. Advise the department chair regarding the schedule of graduate-level academic offerings.

6. Serve as the chair of the Graduate Studies Committee and as a member of the Administrative Committee.

7. Ensure compliance with all policies and procedures established by the University and Graduate School for graduate studies.

Section 1.04 Director of Undergraduate Studies

(a) Selection: Appointed by department chair.

(b) Duties

1. Act as the chief advocate and representative of departmental undergraduate studies, including representation of the department at University ceremonies.

2. Monitor and promote the development of the departmental undergraduate program.

3. Coordinate the recruitment and advising of undergraduate students.

4. Coordinate special academic programs for undergraduate students, including service as Honors Coordinator.
5. Advise department chair regarding the schedule of undergraduate-level academic offerings.

6. Serve as chair of the Undergraduate Studies Committee and as member of the Administrative Committee.

7. Ensure compliance with all policies and procedures established by the University and College for undergraduate studies.

Section 1.05 Director of the Communication Research Center
(a) Selection: Appointed by the department chair.
(b) Duties: Supervise the Communication Research Center and advise department chair regarding the development of departmental research facilities.

Section 1.06 Library Liaison
(a) Selection: Appointed by department chair.
(b) Duties: Coordinate relations between the department and the University library system.

Section 1.07 Director of the Oral Communication Center
(a) Selection: Appointed by department chair.
(b) Duties: Supervise the use and maintenance of departmental audio-visual facilities and equipment as well as advise the department chair regarding audio-visual services.

Section 1.08 Internship Coordinator
(a) Selection: The Outreach Coordinator, who is appointed by the department chair, serves as the Internship Coordinator.
(b) Duties: Coordinate departmental internship activities and coordinate relations between the department and internship programs in the University.

Section 1.09 Honors Coordinator
(a) Selection: The Director of Undergraduate Studies, who is appointed by the department chair, serves as the Honors Coordinator.
(b) Duties: Coordinate departmental Honors Program and coordinate relations between the department and the University honors program.

Section 1.10 Director of the Center for Political Communication and Civic Leadership
(a) Selection: Appointed by the department chair in consultation with the Faculty Advisory Committee.
(b) Duties: Assume responsibility for the operation of the Center.
Section 1.11 Director of the Center for Health and Risk Communication

(a) Selection: Appointed by the department chair in consultation with the Faculty Advisory Committee.

(b) Duties: Assume responsibility for the operation of the Center.

Section 1.12 Institutional Review Board Coordinator

(a) Selection: Appointed by the department chair.

(b) Duties: Coordinate applications for the Institutional Review Board.

Section 1.13 Coordinator of the Shady Grove Program

(a) Selection: Appointed by the Department Chair.

(b) Duties
1. Coordinate the operations of the departmental undergraduate program at the Shady Grove Campus.
2. Bring issues and recommend policies affecting the Shady Grove program to the Undergraduate Studies Committee and/or the Department Chair.
3. Supervise and coordinate recruitment for the major at Shady Grove.
4. Supervise and coordinate the department’s class schedules at the Shady Grove campus.

Article II. Standing Committees

Section 2.01 Departmental Assembly

(a) Department chair (as chair) with all members of the departmental faculty plus one staff member, one graduate student member, and one undergraduate student member, except in matters pertaining to personnel and amendments to this plan, where membership shall be limited to the departmental faculty. The departmental faculty shall be defined as (1) all the departmental tenured and tenure-track faculty, and (2) all the departmental non-tenure-track faculty and exempt staff who teach at least 6 credits per academic year with multi-year appointments whose full-time appointment is in the department and who have been in that status beyond one year. The tenured faculty shall be defined as Associate Professors and Professors whose tenure decision required action by the department’s Appointment, Promotion, and Tenure Committee.

(b) Functions: Formulate and recommend policies to the department chair regarding all aspects of departmental administration.

Section 2.02 Appointment, Promotion, and Tenure Committee
(a) Membership: All tenured Associate Professors and Professors whose designated tenure home is the Department of Communication. The Department chair serves on the committee ex-officio without vote.

(b) Chair: The chair shall be elected for a one year term by the APT Committee in the spring of the academic year.

(c) Duties

1. Act on and make recommendations to the department chair with respect to all tenure track positions. The department chair will consult with the Appointment, Promotion, and Tenure Committee regarding other faculty appointments when possible.

2. To participate in the annual evaluations of assistant professors as specified in the department APT policies.

3. The full committee shall act on and make recommendations to the department chair with respect to promotions from Assistant Professor to Associate Professor.

4. Members of the committee who are Professors—the Senior Appointment, Promotion, and Tenure Committee—shall act on and make recommendations to the department chair with respect to promotion from Associate Professor to Professor.

5. Establish and disseminate regulations, procedures, and guidelines for departmental appointment, promotion, and tenure.

Section 2.03 Administrative Committee

(a) Membership: The Chair, the Associate Chair, the Director of Graduate Studies, and the Director of Undergraduate Studies.

(b) Functions

1. Supervise the day-to-day functions of the department.

2. To develop the class schedule for the department each term including instructional assignments.

Section 2.04 Faculty Advisory Committee

(a) Membership: Three faculty members elected by the departmental faculty. At its first meeting, the committee shall elect its chair. The department chair may also sit with the committee.

(b) Functions
1. Consult regularly with the chair of the department on matters of interest and concern to the department, including budget decisions, curricular matters, strategic planning, and facility planning.

2. Provide advice to the chair regarding the chair’s appointments of all standing committees of the department.

3. Provide a slate of candidates from within the department from which administrators above the department level may appoint representatives to participate in the search, nomination, and review of administrators within the department.

4. The chair shall report to the Faculty Advisory Committee as to the action on the disposition of recommendations from departmental committees.

5. Meetings may be called by the department chair, or the chair of the Committee, or at the request of the other two members of the Committee.

Section 2.05 Graduate Studies Committee

(a) Membership: The Director of Graduate Studies (as chair) plus at least two faculty members and one non-voting graduate student member appointed by the department chair from a slate of candidates provided by the Faculty Advisory Committee. At least two faculty members shall be members of the Graduate Faculty.

(b) Functions

1. Formulate and recommend policies to the Departmental Assembly and department chair regarding all aspects of the graduate program(s).

2. Review all applications to the graduate program(s) in the department (graduate student member excepted).

3. Serve as the Committee on Programs, Courses, and Curricula regarding matters uniquely graduate in character.

Section 2.06 Undergraduate Studies Committee

(a) Membership: The Director of Undergraduate Studies (as chair) plus at least two faculty members (of which at least one shall be a tenure-track faculty member), one non-voting graduate student, and one non-voting undergraduate student member. All but the Director of Undergraduate Studies shall be appointed by the department chair from a slate of candidates provided by the Faculty Advisory Committee.

(b) Functions

1. Formulate and recommend policies to the Departmental Assembly and department chair regarding all aspects of the undergraduate program.
2. Serve as the Committee on Programs, Courses, and Curricula regarding all matters uniquely undergraduate in character.

3. Serve as the departmental Honors Committee.

Section 2.07 Salary Advisory Committee (established in Departmental Merit Policy)

(a) Membership: The Salary Advisory Committee shall consist of one faculty member from each of the following groups: (1) full professors, (2) associate professors, and (3) assistant professors, instructors, and lecturers on tenure leading lines.

(b) Selection: The Salary Advisory Committee shall be directly elected (by secret, written ballot) by the tenure-track and tenured faculty after receiving a report from the Faculty Advisory Committee nominating members for that year. In formulating its nominating report, the Faculty Advisory Committee shall seek diversity in gender, race, and scholarly interests.

(c) Functions: The Salary Advisory Committee shall provide recommendations to the department chair regarding the awarding of merit dollars for all faculty members on permanent budget lines under the review of the department chair.

Section 2.08 Steering Committee of the Center for Political Communication & Civic Leadership

(a) Membership: The Committee shall consist of five voting members including the Director and a Department of Communication graduate student. A majority of the Committee shall be faculty members in the Department of Communication. The Committee may add non-voting ad hoc members as it feels are necessary to fulfill its duties.

(b) Selection: The Committee shall be appointed according to departmental procedures after consultation with the Center Director. In selecting new members, the department shall take care that there be continuity on the Steering Committee.

(c) Functions: The Steering Committee functions as the policymaking body of the Center, and the Committee may exercise additional duties as specified in the Center’s bylaws.

Section 2.09 Meetings of Standing Committees

(a) All standing committees shall meet at least once per semester.

(b) Except when immediate action is required, committee members shall be notified no later than one week prior to a meeting.

(c) Meetings may be called in the following ways:
   1. By the committee Chair.
   2. By a written petition of one-third of the committee members.
   3. By resolution of the committee.
   4. By department chair.
A quorum of any committee shall be a majority of its members (unless specified at a higher level in published policies of the committee).

Robert's Rules of Order (newly revised) shall govern problems of parliamentary procedure not covered in this Plan of Organization.

Generally, the principle governing procedure for governance of the department is that any official votes should follow a full discussion of issues conducted in a properly called meeting of the committee (or subcommittee) and open to the full committee (or subcommittee) membership. Votes on business before departmental governance committees (standing committees established by this plan and subsequent ad hoc committees) may be taken by non-standard methods (postal mail, email, facsimile, Internet sites) under one of the following scenarios:

1. An election is to be held for service or office. In this case, if a procedure for soliciting nominations is in order, nominations must be received in an open meeting.

2. Approval of a report, proposal, or other document that has received vetting during a prior discussion at a properly called meeting of the committee. Thus, final drafts of the products of this business can be approved through non-standard means. The ballot in such votes should contain the option: “request an additional meeting of the committee.” If any voting member shall select this option, a meeting shall be called and the non-standard vote voided.

3. Approval of minutes. The ballot in such votes shall contain the option: “subject to the following addition, deletion, or correction:” In the case where this option elicits a response from any voter, the approval shall revert to a properly called meeting of the committee.

4. When a 2/3 vote of members present and voting at a properly called meeting authorizes the nonstandard methods of voting. Such a vote should: (a) affirm that the requisite discussion has taken place, (b) specify the mode of voting (postal, email, etc), (c) designate a period of time the vote is to remain open, and (d) specify a method of reporting the final vote.

5. Other circumstances specified in policies and documents that supercede this plan.

6. Other exceptions or classes of exception may be approved by the Departmental Assembly by a 2/3 vote. To be in order, such proposals must be narrowly drawn for a specified vote or class of vote, and must (a) define the circumstances under which votes are allowed; (b) specify the acceptable mode(s) of voting (postal, email, etc.); and (c) specify procedures for each voter to indicate their preference to employ standard methods to vote. Under these procedures, an indication by anyone participating in the vote of a desire for consideration at an open committee meeting shall invalidate the vote.

8
Article III. Grievance Procedures

For all grievances, the department shall follow applicable procedures contained (or implied) in the University's Graduate School Catalog, Undergraduate Catalog, and the Faculty Handbook or any successors to these policies.

Article IV. Amendments

Amendments to this plan of organization shall be presented in writing to the Faculty Advisory Committee. The Faculty Advisory Committee shall then submit them with its recommendation to the Departmental Assembly. A three-fifths majority of members present and voting shall be required for adoption.

Adopted: May 1989; Revised: April 6, 2001; February 1, 2008; April 6, 2012
Appendix A—Policy on Merit Pay Distribution

I. Authority and Responsibility

The department chair has the authority and responsibility to determine merit increases with the approval of the Dean. However, the department chair is required to follow the provisions of the Merit Pay Distribution Plan which follows.

II. Merit Pay Distribution Plan

Conformity, Approval, and Amendment. This plan and any future amendments to the plan must be consistent with the UMCP Policy on Merit Pay Distribution and must be approved by a majority vote of the faculty of the department in a secret ballot.

III. The Salary Advisory Committee

The Salary Advisory Committee shall provide recommendations to the department chair regarding the awarding of merit dollars for all faculty members on permanent budget lines under the review of the department chair.

The Salary Advisory Committee shall be directly elected (by secret, written ballot) by the tenure-track and tenured faculty after receiving a report from the Faculty Advisory Committee nominating members for that year. In formulating its nominating report, the Faculty Advisory Committee shall seek diversity in gender, race, and scholarly interests. The Salary Advisory Committee shall consist of one faculty member from each of the following groups: (1) full professors, (2) associate professors, and (3) assistant professors, instructors, and lecturers on tenure leading lines.

IV. Procedures

The Salary Advisory Committee shall provide merit recommendations to the department chair based on evaluations of faculty members that give significant attention to all of the following areas of faculty performance: teaching and advisement; research, scholarship, and creative activity; and service.

Evaluation of each area of faculty performance shall be based on specific criteria.

Teaching and Advisement. The criteria used to evaluate teaching shall minimally include extent of teaching participation, and innovation and development of course materials and methods. The criteria used to evaluate mentoring shall include participation in undergraduate advising, involvement in the mentoring of students including supervising research teams and facilitating student publication, participation in graduate final oral examination committees, and successful completion of master’s and doctoral students.

Research, Scholarship, and Creative Activity. The criteria used to evaluate research, scholarship, and creative activity shall minimally include quality, significance, and continuity of the faculty member's activities, particularly insofar as these may be observed in published research, conference presentations, successful receipt of grant and contract funding, and evidence of research in progress including prospective publications under review or applications submitted for grants and contracts.
Service. The criteria used to evaluate service shall minimally include participation in the responsibilities of the department’s business including standing and ad hoc committee assignments, course supervisions, administrative tasks, and activity coordination; service on college and university standing and ad hoc committees including participation in shared governance; participation in review of research for the discipline including manuscript review and convention program selection processes; representing the discipline and the university in contacts with media and other non-university and public organizations.

The evaluation shall reflect faculty member performance over at least the three previous years.

Performance for the current year merit awards will be based on an average of merit assessments for at least the previous three years.

Length of employment shall not be the major determinant of merit recommendations by the Salary Advisory Committee or of merit determinations by the department chair.

The chair may seek, and the committee may provide, such other advice on issues related to salary as either deems appropriate.

The department chair shall supply the Salary Advisory Committee with all information to be used in evaluating [the performance of] each faculty member.

The Salary Advisory Committee shall prepare its recommendations in a meeting of the committee held annually during the Spring Semester and at other times as necessary. All members of the committee must be present at this meeting.

Recommendations to the Chairperson shall be in dollar increments.

The Chair shall report his or her final salary recommendations to a meeting of the Salary Advisory Committee at which the chairperson shall receive comments of the committee on the awards. Both the Salary Advisory Committee and the Chair will each certify that they have followed the Department’s Policy on Merit Pay distribution and/or indicate areas where they have deviated from the Policy with a rationale provided justifying that deviation.

Faculty members will receive a letter from the Chair indicating their new salaries and showing the adjustments in salary due to across-the-board cost of living adjustments and to merit-based increases. This letter shall also contain information on the Salary Advisory Committee’s evaluation of the faculty member’s merit rating. It will include a statement informing the faculty member of their right to meet with the chair and to appeal the decision on their merit based pay increase.

The Chair shall also conduct an annual evaluation of the salary structure of the department and consult with the appropriate College administrators to address salary compression or salary inequities that are present or have developed in the department. The Chair shall periodically review the makeup of the Salary Advisory Committee, over the previous five years, to assure that a reasonable representation of faculty diversity has been achieved and if it has not, take appropriate action to rectify the situation.

The Chairperson shall be available to discuss salary with any faculty member who so requests.

V. Appeals
Within ten days of the notification of their merit pay allocation, any faculty member may request an appeal of their evaluation by the Salary Advisory Committee and their merit pay allocation by submitting a letter to the Department Chair. The appeal will be heard by the Salary Appeals Committee, consisting of the Department Chair, the chair of the Salary Advisory Committee, and the chair of the Appointments, Promotion, and Tenure Committee. A decision will be rendered by a majority of the Salary Appeals Committee and the decision of the Salary Appeals Committee is final.

Approved by Tenure and Tenure Leading Members of Faculty – April 1, 1994; Amended April 10, 2009; February 4, 2011; May 6, 2011; March 2, 2012.
Appendix B—Workload in the Department of Communication

I. Statement of Standard Workload

1. The Standard Workload is a definition of the overall goal for distribution of faculty activity for the department. Individual members of the faculty will vary from this workload as their contributions to the department are various. The standard workload can serve, however, as a starting point for the planning of individual faculty loads.

   a. Standard Workload in the Department of Communication shall consist of the following for full time faculty:

   b. Research: Being a doctoral department in a research university, faculty are expected to conduct an active and continuous program of research resulting in published work in the discipline's bookstream or journals. Research will constitute approximately 35 percent of the workload. (University standard: 35-45 percent)

   c. Instruction: The stewardship of knowledge implies passing the fruits of our research to students. All members of the faculty will participate in instruction. Instruction will constitute approximately 50 percent of the workload (or the equivalent of five course units per year) (University standard: 45-55 percent) divided as follows:

      1. Classroom: Faculty will teach in both the graduate and undergraduate programs of the department as assigned by the chair. Classroom instruction will constitute approximately 40 percent of the workload (or the equivalent of 4 course units per year).

      2. Directed Research and Individual Studies: The department's graduate program commits it to active participation in the advising and committee work consequent to the education of advanced students. Directed Research and Individual Studies will constitute approximately 10 percent of the workload (or the equivalent of 1 course unit per year).

   d. Service: Participating in the life of a university and a discipline requires that the faculty be active citizens of the department, the college, the university, and the profession. Service will constitute approximately 15 percent of the workload. (University standard: 5-15 percent)

2. Relationship of Departmental Workload definition to the University Policy.

   a. Research: The Departmental definition is within the University's guideline range.

   b. Instruction: The Departmental definition is within the University's guideline range. The University has developed a profile for providing instruction in Communication which features heavy involvement of graduate teaching assistants. As a result of this profile, the instructional effort of full-time faculty features a heavier commitment to graduate courses and directed research than
would be true in departments with a normal faculty/graduate student ratio. Consistent with the University guidelines, departmental instruction may consider class size, development of new courses, modality of instruction, and level of instruction in defining instructional load.

c. Service: The Departmental definition is within the University’s guideline range. Because many service activities are required within departments regardless of faculty size, a small department will have a higher percentage of service demands. This service demand is also exaggerated in departments with service courses staffed by teaching assistants and supervised by faculty. Both of these factors dictate a heavier proportion of effort to service in Communication than in many departments. In addition, our department has assumed a leadership role on campus and in our discipline. As a result of these factors our service load is near the maximum specified by University guidelines.

II. Annual Planning and Accountability Procedures

1. Individual Faculty Workload Planning: Each year, in the spring prior to construction of schedules for the next academic year, the faculty member and the chair shall determine the faculty member's projected workload distribution for the following year. This may follow the standard distribution or a variation from it based on estimates of prospective research, instructional, and service commitments. This determination shall involve assessment of professional development of the faculty member and the needs of the department.

   a. Planning agreements shall include at least the following: an estimate (by percentage) of the workload distribution for the coming year; an agreement on the number of classroom assignments for the coming year; any assignments of teaching or research assistants to the faculty member; any extraordinary service commitments that require adjustments to workload distribution; any compensatory arrangements dictated by accountability review in previous years. Agreements should generally provide explanation for activities which justify deviation from standard workload.

   b. In addition to distribution of effort, university policy recognizes that certain conditions may lead to prospective workload in excess of fulltime during a given semester. It is entirely appropriate under such circumstances to adjust classroom teaching assignments to reattain full-time load, to assign teaching assistants to courses or research assistants to faculty, or to negotiate arrangements in which faculty are compensated for excessive load in the current semester with reduced classroom assignments in subsequent semesters.

2. Individual Faculty Workload Accountability: Each spring, faculty shall provide the chair with data permitting an assessment of the workload during the current academic year compared to the planned workload. Because precise planning is difficult and opportunities occur without regard for even well-constructed plans, this process shall allow adjustments in the future to be assigned by the chair in consultation with the
Faculty Advisory Committee. Such adjustments may result in additional assignments if activity has fallen short of anticipated activity in one or more of the areas, or in reduced assignments if activity has exceeded activity in one or more areas.

a. Excessive workload may be compensated by either:
   1. Assignment of a research assistant in subsequent semesters,
   2. Equivalent release from teaching assignment in subsequent semesters, or
   3. Appropriate adjustments of workload distribution in subsequent semesters.

b. Faculty may "bank" excess load for up to a period of two years for achieving recognized professional development goals.

c. Faculty members released from courses by course load compensation are not relieved of other duties except after submission of a formal proposal for, and granting of, leave by the university.

d. Every faculty member will teach at least one course per year unless participating in an approved sabbatical or leave.

e. Agreements for compensation may be timed so as to recognize both the faculty member's earned compensation and the department's needs.

Adopted by the Departmental Assembly, 9 September 1994
Bylaws to the Plan of Organization

I. Clarification statement about Bylaws

Bylaws of the Plan of Organization for the Department of Communication at the University of Maryland (hereafter “Bylaws”) are designed to implement provisions of the aforementioned Plan of Organization. Amendments of these Bylaws shall be presented in writing to the Faculty Advisory Committee. The Faculty Advisory Committee shall then submit them with its recommendation to the Departmental Assembly. Notice of introduction of a motion to amend the Bylaws must be placed in the call of the meeting of the Departmental Assembly at which the amendment will be considered. A majority of fifty five percent of members of the Department Assembly present and voting shall be required for adoption.

II. Bylaws

A. Procedure for electing the Faculty Advisory Committee

1. At the first meeting of the faculty of the year (meeting with the Departmental Assembly or in a special meeting at the discretion of the chair), the chair shall announce the election of the FAC.

2. All members of the faculty will be asked whether they wish to be excluded from the election for sufficient reason. Generally, those serving on the FAC should be available for meetings throughout the year. Although reasons other than scheduling shall be recognized, faculty members are encouraged to make themselves available for service on the FAC. All remaining faculty are nominees for the FAC.

3. The election shall commence for the first seat on the FAC. Voters shall be faculty as defined in the plan of organization. Voting shall be by secret ballot. A majority of the faculty voting shall be required to declare the top vote getter as elected. If no majority is achieved, a runoff shall be conducted among the top two vote getters.

4. Following election of the first member of the FAC, the faculty shall proceed as in step 3 with the election of the second member of the FAC. This step should be repeated to elect the third member.

B. Procedure for conducting searches for tenured and tenure-track faculty (approved April 1, 2011)

1. Upon approval of a faculty search by the Dean of the College of Arts & Humanities, the Department chair shall, in consultation with the Faculty Advisory Committee, appoint a Search Committee. In appointing the Search Committee, the Chair shall strive for diversity and broad representation of membership, mindful that student or staff representatives to the Search Committee shall not be the primary source of diversity.
2. Prior to initializing the search, the Department Chair shall submit the Search Committee’s composition to the Department Equal Education Employment Officer, the College Equity Administrator, and/or the Dean for review and approval.

3. The Department Chair and the Search Committee shall develop the Position Announcement and the Search & Selection Plan.
   a. The Position Announcement should reflect the evaluation of both the requirements and the responsibilities of the position to be certain they are not simply the result of traditional practices, but are genuinely related to the current and future needs of the unit, including the need to enhance diversity among faculty or staff.
   b. The Search & Selection Plan shall describe the ways in which candidates will be recruited for the position, as well as special efforts to attract a diverse pool of candidates. It will also define the methods by which applicants will be evaluated and the procedures for selecting finalists.
   c. The Department Chair shall submit the Position Announcement and the Search & Selection Plan to the Department Equal Education Employment Officer, the College Equity Administrator, and/or the Dean for review and approval.

4. The Search Committee shall advertise the position in accordance with the Search & Selection Plan and generate a pool of applicants.

5. The Search Committee shall evaluate the applicants’ credentials for the position in accordance with the Position Announcement and the Search & Selection Plan. Based upon that evaluation, the Search Committee will select finalists for the position and organize on-campus interviews with the selected finalists.

6. On-campus interviews shall provide wide opportunity for participation by faculty, graduate students, and staff of the department, as well as an established time for each finalist to meet with the search committee in a confidential interview. On campus interviews are designed to assess the finalists’ qualifications, qualities, and appropriateness to the departmental mission and to showcase the virtues of the department to each finalist.

7. Upon completion of the on-campus interviews, the search committee shall prepare a narrative specifying each candidate’s relative strengths and weaknesses and in which ways the candidates can contribute to the department. This narrative and the committee’s minutes shall be forwarded to the College Equity Officer and the Department Chair for an approval of the search’s process and findings. The Search Committee shall at its discretion or when requested by the Department Chair, make whatever recommendations it wishes to the Department Chair regarding initial appointments.
8. Following approval of the search history by the College Equity Office, the finalists’ dossiers and the Search Committee’s narrative shall be distributed to the Department of Communication Appointment, Promotion, & Tenure (APT) Committee (or to an Emergency Committee under conditions described in Section I.C. of the APT Procedures). The APT Committee shall, after any discussion, then vote, by secret ballot, as to the acceptability of each active candidate in terms of the faculty rank and position for which the candidate is being considered; these votes shall be reported to the department chair. The APT committee shall, at its discretion, make whatever recommendations it wishes to the department chair regarding initial appointments. All initial appointments at the rank of full professor shall be voted upon by the Senior APT Committee rather than the APT Committee.

9. Following the action of the APT Committee, the Department Chair shall forward to the Dean a narrative detailing the strengths and weaknesses of each of the finalists for the position, whether s/he finds each finalist acceptable or unacceptable, and a proposed order for offers, if any. Following review of this narrative by the Dean and approval of an offer, the offer may be extended.

C. Procedure for evaluating faculty member’s performance by the Salary Advisory Committee Evaluation of areas of performance for each faculty member shall be transacted using the following method. Any Salary Advisory Committee member is eligible to evaluate any faculty member except himself or herself or any other faculty member whose evaluation might create a conflict of interest for the Salary Advisory Committee member. Also, a Salary Advisory Committee member may not be present during evaluation of a faculty member whom the Salary Advisory Committee member is not eligible to evaluate. Consistent with these rules of eligibility, each faculty member is evaluated by every eligible Salary Advisory Committee member on each of the three elements of faculty performance using the following scores: 3=Extraordinary Merit, 2=Significant Merit, 1=Some Merit, 0=No Merit. Salary Advisory Committee members consistently apply their individual understanding of the terms "Extraordinary Merit," "Significant Merit," "Some Merit," and "No Merit" across all evaluations.

Salary Advisory Committee members may, but need not necessarily, use decimal numbers in reporting evaluation scores. Evaluation scores are averaged across committee member evaluations and then multiplied by the appropriate merit percentage. Default merit percentages are 50% research, 35% teaching, and 15% service. Where, in the chair’s judgment, a faculty member’s merit percentages differ from the percentages specified above, the department chair shall inform the Salary Advisory Committee of the relevant percentages to apply in that faculty member’s merit evaluation. The mathematical products of average evaluation scores multiplied by workload percentages are added together for each faculty member to produce a summary evaluation number. When these summary evaluation numbers have been calculated for all faculty members, the sum of these evaluation numbers is divided into the amount of dollars available for merit distribution. The quotient of this division is a dollar amount equal to one merit share. Merit dollar amounts are recommended by the Salary Advisory Committee for
distribution to individual faculty members by multiplying the individual faculty member's summary evaluation number by the amount of a merit share.

D. Program, Courses, and Curriculum (PCC) procedures for the Undergraduate Studies Committee for undergraduate matters and Graduate Studies Committee for graduate matters.

1. Review of Courses. The PCC committees of the department are charged with reviewing proposals for new courses or revisions in courses. No approval by the Departmental Assembly is required for new or revised courses. The committee can, however, request discussion at the Departmental Assembly on courses that they believe should involve departmental discussion.

2. Review of Degree Requirements. The PCC committee submits proposed changes in degree requirements to the Departmental Assembly for approval. Such referrals include the recommendations of the committee sponsoring the referral.

3. Administrative Issues. In general, changes in policy and procedure that impact primarily at the level of courses, or that streamline the carrying out of approved policy related to degree programs (e.g., whether interns are required to seek credit in COMM 386; the design of graduate student forms), are not referred to the Departmental Assembly. On the other hand, policies that have consequential impact on quality or quantity of the department’s degree programs (e.g., procedures for learning outcome assessments) are referred to the Departmental Assembly. In cases where this line is fuzzy or the committee is uncertain of the proper disposition of the policy, the committee should consult with the Department Chair and/or the faculty advisory committee.

4. Actions by the Department’s PCC committees will be promptly reported to the Department Assembly by the appropriate committee chair.
Policy on Full-time Non-tenure Track and Part-time Non-tenure Track Instructional Faculty

I. Definitions

Definitions of full-time non-tenure track (FTNTT) and part-time non-tenure track (PTNTT) Instructional faculty shall be governed by Consolidated USMH and UM Policies and Procedures Manual, II-1.00, II-1.05 and II-1.06. Pursuant to those policies, any teacher of record in the Department of Communication who is not a graduate assistant or a tenured or tenure-track faculty member in the department is covered by this policy.

II. Credentials

A. For appointment at the rank of Visiting Assistant Professor, Visiting Associate Professor, or Visiting Professor:

1. Required:
   a. Ability to teach at the university level and to engage in research in the area of expertise.
   b. Receipt of the Ph.D. degree.
   c. For Visiting Associate Professor and Visiting Professor: achievement of the rank of Associate Professor (for Visiting Associate Professor) or of Professor (for Visiting Professor) at a comparable research university; or an affirmative recommendation to be awarded the visiting title and rank by the Department of Communication’s Appointment, Promotion, and Tenure (APT) Committee based on current University of Maryland standards for comparable rank (see Consolidated USMH and UM Policies and Procedures Manual, II-1.00, Sec. II.C.1; and II-1.00(A), Sec. I.A).
   d. Other university requirements specified in Consolidated USMH and UM Policies and Procedures Manual, II-1.00, and II-1.00(F).

2. Desirable:
   a. Teaching experience at the university level.
   b. A strong, active, and theoretically significant publication record.
   c. A successful record of obtaining research funding.

B. For appointment at the rank of Lecturer or Senior Lecturer:

1. Required:
   a. Ability to teach at the undergraduate level.
   b. Receipt of the Ph.D. or the M.A. degree or equivalent.
c. For Senior Lecturer: achievement of the equivalent rank at a comparable research university; or (i) appointment to Lecturer rank for twelve consecutive semesters, (ii) participation in a high level of service to the department, university, and/or discipline during that period, (iii) at least two instructional performance evaluations during that period, (iv) provision of evidence of service activity by the Lecturer during that period, and (v) affirmative recommendation to be awarded the Senior Lecturer rank by the Department of Communication's APT Committee following review of those evaluations and service report.

d. Other university requirements specified in Consolidated USMH and UM Policies and Procedures Manual, II-1.00, and II-1.00(F).

2. Desirable:
   a. Teaching experience at the university level.
   b. Where relevant, professional experience that would complement the curriculum to be taught.

C. In general and whenever feasible, preference will be given to hiring full-time faculty over hiring part-time faculty. (Satisfies mandate of Consolidated USMH and UM Policies and Procedures Manual, II-1.00, and II-1.00(F).)

III. Search Procedures

Departmental search procedures shall be those specified in Consolidated USMH and UM Policies and Procedures Manual, II-1.00, and II-1.00(F). Pursuant to that policy, hiring of PTNTT and FTNTT faculty members for periods of one year or less shall be the responsibility and independent prerogative of the Department Chair. Hiring of PTNTT and FTNTT faculty members for periods longer than one year shall be the responsibility of the Department Chair upon the advice of the APT committee.

IV. Requirement for Written Contracts

See Consolidated USMH and UM Policies and Procedures Manual, II-1.00(F) 3, II-1.05.V.B.1 and II-1.06.B.1. Contract components shall be as specified in Consolidated USMH and UM Policies and Procedures Manual, II-1.00(F) 6-9.

V. Performance Evaluation

A. Purpose and Use of Evaluation

1. The purpose of the evaluation is to improve classroom instruction to the benefit of the department's students; to provide feedback to FTNTT and PTNTT instructional faculty about the quality of their teaching; and to provide the department with information that would be helpful in any decision to reappoint or reassign the FTNTT and PTNTT instructional faculty member.
2. In deciding on reappointment and assignment of a FTNTT and PTNTT instructional faculty member, the department shall consider the teacher's teaching performance and qualifications, the needs of its academic program, and the availability and optimal use of University funds.

3. If the teacher has research, advising or service responsibilities, the teacher may be asked to provide information about these activities to the Department Chair. The Department Chair's assessment of these activities may be used in deciding on the teacher's reappointment or assignment.

B. Criteria

1. The criteria used to evaluate teaching shall relate to the substance and pedagogical practice. Criteria shall include command of the subjects taught, ability to communicate course material, ability to generate interest in the subjects taught, capacity for listening to others, organization of course and instructional activities, and capacity for fair treatment of students.

2. The evaluation of teaching may include consideration of course syllabi, peer observation of teaching, and student course evaluations, both quantitative and qualitative. Where relevant, the evaluation may include consideration of other factors, such as advising; curricular innovation and development; and construction of instructional texts, manuals, or materials.

3. Methods used in evaluating teaching shall be consistent with pertinent university policies and guidelines including Consolidated USMH and UM Policies and Procedures Manual, II-1.00(F).

C. Procedures

1. Designation of Evaluator: FTNTT and PTNTT instructional faculty shall receive a written evaluation conducted by an evaluator appointed by the Department APT Committee. Where appropriate, the evaluator may be a course supervisor.

2. Schedule of Evaluation: The evaluation shall take place by the end of the second semester in which the teacher is employed in this capacity in the department. Additional evaluations shall be conducted if deemed necessary by the Department Chair, requested by the FTNTT or PTNTT faculty member, or by the APT Committee as part of a regular schedule of review of the list of FTNTT and PTNTT faculty. Exceptions to this procedure shall be granted by a majority of the APT Committee present and voting at a meeting of the Committee.

3. Peer Observation of Teaching: In the case of peer observation of teaching, the observer shall assess the teacher's instructional performance during one or more visits to the teacher's class by the evaluator, the day and time of which have been agreed to in advance by the teacher and evaluator. After the evaluator and teacher have agreed upon the time or times during which the visit or visits will
occur, the teacher may furnish the evaluator with an account of the instructional goals and context associated with the class session or sessions to be visited.

4. Preliminary Consultation: So that errors of fact and perception may be minimized in the evaluation, a draft of the evaluation shall be shown to the teacher and serve as the basis of a consultation between the teacher and the evaluator. After this consultation, the evaluator shall finalize the evaluation. The evaluation at this point shall be understood to be the report of only the evaluator. The teacher may attach a written response to this evaluation for purposes of APT review.

5. APT Review: Following this consultation, the evaluation and the teacher's response, if any, will be presented to the full Appointment, Promotion, and Tenure Committee for discussion, possible amendment, and authorization. After discussion and any amendments, the evaluation will be authorized by the APT Committee upon its approval by a majority of members present and voting at a meeting of this committee.

6. Right of Written Response: The teacher shall have the right to attach a written response to the authorized evaluation by providing this response to the Department Chair within ten working days of its receipt by the teacher.

7. Placement in Personnel File: After the teacher has had the opportunity to attach a response to the authorized evaluation, the authorized evaluation and any attached response shall be given to the Department Chair and shall be included in the teacher's personnel file. The Department Chair shall meet with the teacher to discuss the authorized evaluation and any attached response.

VI. Rights and Responsibilities of FTNTT and PTNTT Instructional Faculty

A. Rights

1. Pursuant to Consolidated USMH and UM Policies and Procedures Manual, II-1.00(F) 10, II-1.05.V.C.2 and II-1.06.C.2, the Department of Communication encourages participation of its FTNTT and PTNTT instructional faculty members in the full intellectual life of the department. This includes, but is not limited to, the departmental colloquium series, conferences sponsored by the department, and support for research to the extent that research is defined as part of their assignment in the department.

2. FTNTT and PTNTT instructional faculty shall have the right to participate in governance of the department as specified in the department's Plan of Organization.

3. FTNTT and PTNTT instructional faculty shall have the right to teaching support as outlined in Consolidated USMH and UM Policies and Procedures Manual, II-1.00(F)4 II-1.05.V.C.1 and II-1.06.C.1. Through attendance at department
orientation activities, and receiving communication generally provided to the faculty FTNTT and PTNTT instructional faculty shall be notified of this support.

4. FTNTT and PTNTT instructional faculty shall have access to departmental grievance procedures available to other instructional faculty.

B. Responsibilities

1. FTNTT and PTNTT instructional faculty members are supervised by the Department Chair and others s/he may designate, and are responsible for responding promptly to requests for information or material from their supervisor(s).

2. FTNTT and PTNTT instructional faculty members are responsible for all requirements for teaching in the department including attendance at required departmental orientations and other meetings; the meeting of sufficient and convenient office hours at the office provided for them on campus; meeting regularly scheduled classes; provision of required instructional material to students such as syllabi; assignment definitions and appropriate due dates; prompt submission of grades and other reports on teaching requested by the University or the Department Chair; prompt and appropriate response to the work of their students; administration of student evaluation of teaching; compliance with all department, college, and university policies related to teaching; and such other requirements as may be placed on teaching by their supervisors.

3. FTNTT and PTNTT instructional faculty are responsible for prompt provision of all information required in the evaluation procedures defined in this document. This includes, but is not limited to, the opening their classrooms under the procedures outlined above for evaluation of their teaching.

Adopted: February 6, 2004
Policy on Periodic Review of Faculty

I. Purpose of Review

All faculty whose appointments carry either tenure or job security shall receive a formal performance review at intervals not exceeding five years, beginning from the date of their appointment with this status. The purpose of the review is to provide periodic evaluation of the performance of faculty after their achievement of tenure. Performance reviews shall be carried out through the combined efforts of a faculty review committee and the department chairperson.

II. Faculty Review Committee

A. Composition of Committee

The faculty review committee shall consist of two members of the departmental APT Committee at or above the rank of the appointee, both chosen by the department chairperson. However, no individual chosen by the department chairperson shall serve as a member of the review committee, if the appointee formally objects to his or her service. In cases where the appointee formally objects to one or both choices, objections shall be kept confidential and the department chairperson shall make another choice to replace any individual to whom the appointee has objected. Should the appointee formally object to a second choice of the department chairperson, the impasse shall be reported to the dean, who shall select the committee member or members needed to fill the committee. The selection by the dean shall not be subject to objection by the appointee; however, the appointee may appeal the selection by the dean through the provisions of the grievance procedure (UMCP Policies and Procedures Governing Faculty Grievances [II-4.00(A)]), insofar as the procedure is applicable.

B. Committee Report

The periodic review shall be based primarily on the appointee's record of accomplishment in each of the three areas of (1) teaching and advisement, (2) research, scholarship, and creative activity, (3) and service. The faculty review committee shall prepare and approve a written appraisal which describes the appointee’s record of accomplishment during the review period.

The basis of the committee appraisal shall be documentary. Specifically, the appointee shall provide the committee with a written report, including a complete curriculum vitae and syllabi for at least three courses taught by the appointee during the review period. The department chairperson shall provide the committee with teaching evaluations for all years. The standard of performance to be applied to the appointee in the committee appraisal shall be continuous demonstration of the qualifications for appointment at the appointee's current rank (as specified in the UMCP Policy on Appointment, Promotion, and Tenure of Faculty, I.A.2-4). The committee shall receive the documents required for its appraisal from the appointee and from the department chair by 15 October of the academic year in which the performance review is carried out (hereafter "review year").
The committee shall make its approved appraisal available to the appointee no later than 15 February of the review year. The appointee shall have the right to examine the appraisal and, within 14 days of receipt of the appraisal, to append an optional statement which may indicate any disagreement with the appraisal and may add such other information as the appointee chooses (here and elsewhere "days" mean calendar days excluding Saturday, Sunday, and days on which the Campus is officially closed). The approved appraisal and any optional statement of the appointee shall be communicated to the departmental chairperson.

III. Procedures

A. The Written Plan for Professional Development

Based primarily on the appraisal provided by the faculty review committee and after discussion with the appointee, the department chairperson shall prepare a written plan for the future professional development of the appointee, with due consideration given to any optional statement appended to the appraisal by the appointee. The plan shall also reflect consideration of the appointee's complete record of performance in the tenured or secure appointment. The written plan shall be shown to the appointee and discussed with the appointee by the department chairperson no later than 15 April of the review year.

B. Appointee's Right of Response and Challenge

The appointee shall have the right to respond in writing within 14 days of being shown the plan. Should the appointee respond, the written response shall become a permanent appendix to the plan. The appointee shall also have the right to challenge any evaluation, recommendation, or omission of recommendation contained in the written plan under the provisions of the grievance procedure (UMCP Policies and Procedures Governing Faculty Grievances [II-4.00 (A)]), insofar as the procedure is applicable.

C. Disposition of the Written Plan for Professional Development

Once the appointee has had the opportunity to respond to the written plan of the department chairperson and any challenges to elements of the plan have been settled, a full record of the appointee's performance review, including the appointee's written report, the committee's appraisal, any appointee statement, the written plan for professional development of the chair, and any response by the appointee shall be placed in the appointee's employment file. With due consideration for any response by the appointee and any outcome of a grievance brought by the appointee, the written plan shall be implemented by the department chairperson throughout the period which intervenes prior to the appointee's next periodic review.

IV. Exceptional Circumstances

In a given academic year, if an appointee is reviewed for promotion in rank or for service as chairperson, that review may substitute for a periodic review. Also, an appointee may request a single one year postponement of a performance review, if the scheduled year of the performance review falls in the same year that the faculty member is on leave from the University.
Policy on Research Semester and Research Stipends

I. The following is the procedure currently in place that applies to untenured assistant professors:

Assuming adequacy of departmental resources and consistency with University policies, a tenure-track assistant professor in the fourth year at the University shall be eligible for a research semester (i.e., a semester with teaching responsibilities replaced by research responsibilities, but with the same service responsibilities as usual), provided that such individual, while at the University, made a bona fide application for external funding that would, if granted, provide the equivalent of at least one semester of full-time research. Receiving such a grant in the fourth year eliminates the Department’s obligation for such a research semester.

(Approved by the Faculty Advisory Committee and by the Chair on September 12, 1997; reported to Departmental Assembly October 10, 1997; amended November 7, 2003.)

II. The following procedure for tenured faculty members was approved by the Faculty Advisory Committee and by the Chair on March 2, 2005:

Assuming adequacy of departmental resources and consistency with University policies, a full-time tenured associate professor or professor shall be eligible for a research stipend of $2,000 if that individual, while at the University, made a bona fide application for external funding that would, if granted, provide the equivalent of at least one semester of full-time research. The faculty member must have a minimum of eight semesters of full-time service at UMCP since any previously granted research stipend. For purposes of this policy, receipt of an external grant that resulted in a course release of two or more courses within two semesters shall be considered a “previously granted research stipend.”

Approved, March 4, 2005

Policy on Special Departmental Candidacy Fellowship

It is the policy of the department that, assuming availability of funds, during the two semesters following advancement to candidacy, graduate students will receive a one-time fellowship of $3,000 (total for both semesters). This fellowship is primarily for students continuing in graduate assistantships or in residency in the department.
Policy on Student Evaluation of Teaching

I. Ownership and Handling of Data
   A. The Department of Communication assigns ownership of raw and summary data for each section, once generated, to the instructor of the section, reserving usage only for the purposes and by the entities indicated below. The Department of Communication retains ownership of summary data for the department and multisection courses.
   B. The purpose of data shall be exclusively the evaluation and improvement of teaching and courses.
   C. Usage of the data is authorized by course supervisors, the chair of the department, and those participating in the appropriate Appointment, Promotion, and Tenure and graduate student review committees. Copies of data summaries may be added to the instructor’s personnel file and appropriate evaluation files, subject to the restrictions of this policy.
   D. Faculty members who own evaluation data have the responsibility to retain those data for the purposes indicated above as long as employed by the University of Maryland.
   E. Under no circumstances can data for individual sections be posted online or otherwise made public without the written permission of the owner.
   F. Violations of these guidelines by anyone involved in the collection, distribution, or interpretation of data from the course evaluations shall result in immediate suspension of the department’s course evaluation program pending formal review and recommendation of its continuation by the Departmental Assembly.

Adopted April 1, 2005

II. Sufficiency of Data
   A. Sufficiency Standards: The return rate for data shall be judged insufficient for rigorous conclusions according to the following table:

<table>
<thead>
<tr>
<th>Official Semester Enrollment</th>
<th>Minimum Percentage Return</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 15</td>
<td>70%</td>
</tr>
<tr>
<td>15-60</td>
<td>60%</td>
</tr>
<tr>
<td>&gt;60</td>
<td>50%</td>
</tr>
</tbody>
</table>

   B. Notice of Insufficiency: When the department’s sufficiency standards are not met for a section the following message shall be attached prominently to the results: “The data for this section failed to meet the Department of Communication’s standards for the rigorous measurement of student response to teaching. The information should be used cautiously as the opinion of only a portion of the students from the section.”
III. Inclusion in the Online Course Evaluation System

A. All courses are required to administer online evaluations except:

1. the following courses shall be excluded from a requirement of evaluation: independent study credits
2. the following courses may substitute paper evaluations for online evaluations: any section with enrollment less than five
3. the following courses may choose to employ paper evaluations rather than online evaluations at the discretion of the instructor: any sections of courses at 600 and above.

B. Instructors must provide the opt-out for online evaluation to the departmental evaluation supervisor before the tenth week of classes.

Adopted May 6, 2005
Policies for Support of Graduate Student Travel

The faculty of the department has determined that support for travel by graduate students to conferences is an important part of our graduate program. As a result, funds from the departmental budget are available for such travel. From time to time there may be additional funds made available for graduate student travel and these may operate under different procedures than those for departmental funds listed below.

1. Funds are provided to Communication graduate students for conference participation and attendance to the extent that the department has these funds available. If necessary, the award amount guidelines listed below may be reduced if budgetary restrictions require it. Funding for graduate students requires that the traveler submit a travel approval request form four weeks before travel.

2. Students must be making satisfactory progress and be in good standing to be considered for travel support. See http://www.comm.umd.edu/goodstanding.html. In addition, for the academic year in which the application is made, the student must not have an income (fellowship, assistantship, plus other employment) that combined totals to more than 2.2 times a level 3 graduate assistantship.

3. The department will provide travel funds for an enrolled full-time graduate student who has received a Goldhaber Travel award, up to $500.00, in order to match the award. See http://www.gradschool.umd.edu/current_students/travel_awards.html for Graduate School policies and for the application form.

4. In the absence of a Goldhaber Travel Award, and if the travel approval request form is submitted at least four weeks before the travel, $450, on no more than reasonable and documented expenses, for a full-time student who is presenting a paper or participating on a panel at a scholarly conference. Evidence of the presentation or panel participation, such as an acceptance letter or copy of the conference program, and evidence of registration at the conference are both required.

5. A student will receive funding as specified above only once per fiscal year (July 1-June 30).

6. For the purpose of this policy, a full-time student means a student in good standing in the Communication graduate program qualifying under any of the following: (a) enrolled for 9 credits at the University of Maryland at College Park; or (b) if a doctoral candidate, properly enrolled as required by the University; or (c) enrolled for fewer credits at the University with the express prior permission of the department chair.

7. If a student changes his or her enrollment during the semester in which the conference takes place and thereby loses full-time status, the student may become ineligible for departmental funding, even if the initial request had been approved. Similarly, if a student fails to maintain good standing or satisfactory progress at any time prior to travel reimbursement, the student becomes ineligible for departmental funding. If a student fails to follow the procedures specified below, funding may be denied.
Procedures for Reimbursement of Faculty, Staff, and Graduate Student Travel

I. Before the trip: Any person wishing to be reimbursed should provide, at least four weeks prior to the travel:

   A. If a presenter/panelist: Evidence that the person will be presenting a paper or participating on a panel at the scholarly conference and that one is registered to attend the conference. If an attendee: Evidence that the person is registered to attend the conference. If registration will not be available until after the conference, supply the evidence of registration along with the other receipts after the trip (see below).

   B. A completed departmental travel approval request form.

   C. These two items should be submitted together to the Departmental Business Office. Retain a copy of all documentation.

II. After the trip: Any person seeking travel reimbursement will need to provide the Business Office with the relevant receipts attached to an 8.5" x 11" paper, clearly identified with traveler’s name and UM Identification Number.

   Original receipts are required. Receipts should be submitted within one week of return from the conference. Travelers should retain copies of all receipts.

Approved November 21, 2006
Procedure for Nomination and Approval of Affiliate Faculty Members

I. Any faculty member may suggest to the Faculty Advisory Committee a person to be considered for affiliate status.

II. Given suggestions from the faculty, the Faculty Advisory Committee may nominate individuals for this status. Such nominees will be invited to deliver a presentation at a departmental colloquium.

III. After the colloquium, the Faculty Advisory Committee may support the nominee’s obtaining affiliate status by recommending this appointment to the department’s Appointment, Promotion, and Tenure Committee.

IV. If the Appointment, Promotion, and Tenure Committee endorses the recommendation by a majority vote, the Departmental Assembly will be asked to recommend this appointment to the Chair.

V. If the Departmental Assembly makes this recommendation and it is supported by the Chair, the Chair shall invite the nominee and ask the nominee’s unit head to approve this appointment.

Approved February 2, 2001
Priorities on Use of Common Spaces

I. Seminar Room (2127 Skinner)
   A. Priorities
      1. Regularly scheduled Graduate (600/700 level) classes.
      2. Departmental meetings (COMMGRADS, Committees, or Departmental Assembly)
      3. Graduate examinations and meetings of Advisory and Dissertation Committees
      4. Research-related activities sponsored by members of the department.
      5. Service meetings sponsored by members of the faculty.
      6. Bridge courses.
      7. Proctored make-up exams.
   B. General Principles
      1. Courses of more than 20 enrollees, and all undergraduate courses should not be scheduled in the seminar room. In addition, instructors should be aware that bridge courses have such a low priority that it is not a good idea to schedule them regularly in that room.
      2. Rooms should be scheduled in the book in the main office for all priorities except No.1 above.
      3. Reservations recorded on the schedule take precedence over last minute (within three days) uses of room at higher priority.
      4. Windows should be closed, trash picked up and lights off when finished using the room. After the departmental office has closed, also lock the hall doors.

II. Media Room (2117 Skinner)
   A. Priorities
      1. Research that uniquely requires the observational capabilities of the media room.
      2. Posted open lab hours.
      3. Classes using audio-visual equipment
      4. Proctored make-up exams.
      5. Other uses.
B. General Principles
1. Classes are not to be regularly scheduled in the media room.
2. Courses of more than 30 should not be scheduled in the media room.
3. The room should be scheduled on the door to the room.
4. Reservations recorded in the schedule book take precedence over last minute (within three days) uses of room at higher priority.
5. Windows should be closed, lights off, and door locked when completing use of room.

III. Graduate Computer Room (2123 Skinner)
A. General Use
1. The computer lab is available for computer work at all times (unless reserved in advance for one of the special use purposes listed below) by:
   a. Graduate students;
   b. Individual faculty members (in exceptional circumstances when own computer, printer, or
c. office space is inadequate for the task);
   d. Students from other departments who are teaching in the department for teaching purposes;

B. Special Use
1. Graduate exams using computers.
2. Classes and department-sponsored training sessions for graduate students and faculty members employing computer instruction.
3. Running computer-based studies (which may take precedence over graduate student computer work at times of low usage such as winter and summer sessions, for limited time periods, and with advance notification).

C. General Principles
1. Reservations for special use have to be made with and approved by the Director of Graduate Studies in consultation with a COMMGRADS representative, and are to be posted on the door of the lab at least one week in advance.
2. Food and drinks should be kept away from keyboards and workstations.
3. The door has to be closed when no one is in the lab.

IV. Library (0108 Skinner)
A. Priorities

1. Regularly scheduled Graduate (600/700 level) classes of appropriate size when the Seminar Room is similarly scheduled
2. Departmental meetings (Committees or Undergraduate Organizations)
3. Graduate examinations and meetings of Advising or Dissertation Committees when Seminar room is otherwise occupied
4. Teaching conferences with students
5. Research-related activities sponsored by members of the department
6. Service meetings sponsored by members of the faculty
7. Bridge courses and special activities courses of appropriate size
8. Proctored make-up exams
9. Study space for students from the department

B. General Principles

1. Courses of more than 10 enrollees should not be scheduled in the Library.
2. The library should be scheduled in the book in the main office for all priorities except No.1 above.
3. Reservations recorded on the schedule take precedence over last minute (within three days) uses of room at higher priority.
4. Windows should be closed, trash picked up, lights turned off, and door locked when finished using the room.

V. Research Centers (0113, 0111, 0109 Woods)

A. Priorities

1. Workspace for Center Staffs
2. Regularly scheduled meetings for Research Teams within the Centers
3. Meeting area for the working groups within the Centers.
4. Research activities sponsored by members of the Centers
5. Research activities sponsored by members of the Department of Communication.

B. General Principles
1. Classes are not to be regularly scheduled in the Center.

2. Courses of more than 15 should not be scheduled to meet in the Center.

3. The room and any equipment to be used should be scheduled with the Center for Risk Communication staff.

4. Properly secured reservations take precedence over last minute (within three days) uses of room at higher priority.

5. Windows should be closed, lights off, and door locked when completing use of room.

6. Permission to use the room(s) must be granted by Director of the Center for Risk Communication Research. Given that the room is alarmed, access must be approved.

Recommended by the Faculty Advisory Council and adopted by the Chair on April 4, 2008
Procedures for Assignment of Summer and Winter Teaching

1. Students must be in good standing and making satisfactory progress toward degree to be eligible for summer and winter teaching.

2. Qualifications to teach the course (previous experience teaching the course, particularly at UM; coursework and other educational preparation in subject matter related to course; teaching mentorship experiences with course; teaching quality measured by student and peer evaluations; teaching improvement activities from department or Center for Teaching Excellence; any other preparation that the student believes enhances their qualifications to teach the course.)

3. Continuation in an assistantship in the fall or spring (continuing students will have preference for support).

4. Previous summer or winter teaching opportunities (students denied opportunities earlier will have preference for support).

5. Time in UM Communication graduate program (advanced students will have preference for support).

April 2012
Graduate Student Lecturer Policy

1. The chair shall each semester initiate and advertise an application process for lecture positions so that all eligible UM Department of Communication Ph.D. candidates have sufficient opportunity to apply. Students who have maintained good standing and have met the benchmarks throughout their Ph.D. program will be given priority in the hiring process. (Students who have not advanced to candidacy are ineligible for such positions.)

2. Applicants for these positions who have not completed their Ph.D. degree are required to complete a detailed schedule of dissertation benchmarks in consultation with their adviser. The schedule should detail specific products to be delivered to the adviser in the semester of employment as a lecturer, and include a date for such delivery. The form that identifies the benchmarks should be signed by the adviser and should be turned into the Director of Graduate Studies for final approval. The quality of this plan shall be one of the criteria considered during the application process when hiring graduate student lecturers. The better plans will have specificity of product and date, and the achievement of each element of the plan will be confirmable by the adviser at the end of the semester.

3. Advisers are required to certify that each benchmark has or has not been met by November 20 or April 20 by completing the benchmark form that is resubmitted to the Director of Graduate Studies. Evidence of benchmark achievement should be attached to the form and submitted to the Director of Graduate Studies. If the benchmarks were not achieved, the adviser should indicate the work that was completed and the work that remains outstanding.

4. If the applicant applies for a subsequent semester of employment, a review will be conducted by the Graduate Studies Committee and a report filed on the potential lecturer’s eligibility for subsequent employment. The basis of this review is the report of the adviser on fulfilling the dissertation benchmarks outlined in the plan. The review of benchmarks should take place by December 1 during the fall semester and by May 1 of the spring semester.

5. Lecturers will be selected by the Department Chair with the consultation of the Administrative Committee. The following criteria shall govern the selections in order of importance:

   a. An ability and preparation to teach the class. In all cases, course supervisors will be consulted when the course has a supervisor.

   b. Preference will be given to those who will complete the Ph.D. degree within two weeks of the beginning of the assignment.

   c. Preference will be given to those who have maintained good standing and have met the benchmarks throughout their PhD program.

   d. Preference will be given to those with better dissertation benchmark plans. The more specific the plan and the more its major benchmarks are confirmable, the better the plan.
e. When graduate student lecturers are beyond their first semester of lectureship, the administrative committee shall take into account the report of the Graduate Studies Committee on the achievement of previous semester benchmarks.

6. Graduate student lecturers appointed through these procedures should initially be limited to teaching 2 (or 3) classes per semester. A third class could be added for demonstrated need if all qualified applicants have been employed, provided that the additional class received the unanimous approval of the student’s adviser and the members of the Administrative Committee.

7. Graduate student lecturers are eligible for up to two years of teaching as a lecturer under these provisions with the required applications, reviews, and approvals.

8. Each semester in which the Department of Communication graduate student lecturers are used in instruction, the Chair of the Department of Communication shall make a report to the Graduate Studies Committee and the Faculty Advisory Committee specifying the student(s) hired and the rationale for their hiring.

The primary purpose of employing graduate students lecturers helps meet the teaching needs of the department.
Enhancing Teaching Qualifications for Graduate Students

General Criteria

Faculty members should ensure that the following general criteria are met when making decisions about the course-based qualifications required for selecting graduate students to serve as teaching assistants in the courses that they teach or supervise. Such course-based qualifications should be developed in consultation with others who teach the same courses. The course-based qualifications developed by faculty members will be reviewed by the Administrative Committee to ensure that they meet the general criteria below prior to implementation. These course-based qualifications should also be posted on the departmental website. The goal is to help graduate students advance their teaching proficiencies while also ensuring that graduate students in our program represent quality instructors for UM undergraduate students.

1. More than one option should be offered for coursework required for students to qualify to teach a particular course. Courses that graduate students completed in their previous graduate training should also be considered (and in some cases undergraduate coursework can be considered).

2. Graduate students receiving below average teaching evaluations during their first year (and beyond) are strongly encouraged to pursue teaching enhancement training. Such enhancement can include the successful completion of one or more of the following options: completing CTE training, establishing mentor relationships with experienced teachers, completing independent studies with faculty, shadowing faculty, lecturers, and senior graduate students teaching the relevant courses.

3. Professional experience as relevant may be required in order to teach certain courses. These experiences can include internships, work experience, university and departmental service contributions, and volunteer experiences.

4. While previous teaching experience is taken into consideration when assigning teaching assistants and instructors to classes, the goal is also to ensure that a variety of students are given the opportunity to teach those courses most associated with the department's areas of study.

December 2012
APPOINTMENT, PROMOTION, AND TENURE PROCEDURES

I. Committee Membership.

A. Appointment, Promotion, and Tenure (APT) Committee. The membership of the appointment, Promotion, and Tenure Committee shall be as defined in the department’s Plan of Organization.

B. Senior APT Committee. The membership of the Senior Appointment, Promotion, and Tenure Committee shall be as defined in the department’s Plan of Organization.¹ In the event that the number of members at the rank of Professor is fewer than three, the Dean of the College of Arts & Humanities may appoint one or more eligible faculty members from related units for review and assessment purposes. A member of the Senior APT Committee will be elected Chair of the APT Committee and will preside at all APT and Senior APT meetings.

C. Emergency APT Committee. Occasionally, new faculty appointments must be reviewed during the summer. For non-tenured, tenure-track positions filled during the summer, the Department Chair and/or APT Chair may convene an Emergency APT Committee. All members of the APT Committee in residence (on staff or otherwise available) are members of this committee. The Department Chair and/or APT Chair will make a conscientious effort to notify all APT Committee members of the convening of an Emergency Committee, and recommendations of an Emergency Committee of fewer than the full APT Committee will require a 2/3 affirmative vote.

D. Subcommittees. For various activities of Committees that cannot reasonably be performed by the full Committee, the APT Chair may appoint a subcommittee from among the Committee. Subcommittee membership must be approved by a majority of the committee. In no case may a vote of a subcommittee substitute for the vote of the APT Committee. All votes of subcommittees that influence the report of the subcommittee shall be reported to the full Committee, but no such vote shall be a part of any written report. Only the vote of the full APT Committee shall be the official vote on decisions of the Committee. All reports of subcommittees must be submitted to the parent committee and become official statements of the APT process only when adopted by the full committee.²

¹ Specified by the Campus APT procedures. Section IV.A.1. The same section specifies additional members to be appointed to the committee in the event that fewer than three faculty from the department are eligible for the committee.

² Although subcommittees may be formed advisory to the APT Committee, Section IV.A.1 of Campus APT procedures specifies that only the vote of the full APT Committee shall be the vote on decisions of the Committee.
E. Department Chair Participation. The Department Chair is ex-officio member of all APT Committees with voice but without vote.³

F. Chair of the Review Subcommittee. Each subcommittee having assessments to be performed during the year shall elect a Chair at its first meeting of the academic year. The Chair’s duties shall include writing the recommendation (including the vote of the committee and the basis for the decision) on the candidate and recording the transactions at the review meeting and reviewing the Department Chair’s letters to the candidate to ensure their accurate reflection of the APT Committee’s recommendation and rationale.⁴

G. Quorum. A quorum for all meetings of the APT Committee and its subcommittees shall be a majority of the voting membership, excluding (1) those on official leave or otherwise on assignment at the University of Maryland, College Park, who decline to participate in APT (and, as relevant, Senior APT) meetings, and (2) those committee members not participating in a matter because of a conflict of interest.

An individual declining shall specify the dates to which the decline applies, and this information shall be provided to the committee chair in writing. The individual may withdraw the decline at any time by informing the committee chair in writing.

H. Voting. All votes to approve reports or to recommend personnel actions to the department chair must be cast in writing, as secret ballots, unless unanimous consent is given for another method of voting. Votes on matters of procedure and during editing processes may be taken by voice or by show of hands; however, any such vote shall be conducted by written secret ballot if requested by any member of the committee present at the meeting.

II. Faculty Mentor. The Department Chair shall provide for the mentoring of each assistant professor and of each untenured associate professor by one or more members of the senior faculty other than the Department Chair. Mentors should encourage, support, and assist these faculty members and be available for consultation on matters of professional development. With specific reference to teaching and advisement; research, scholarship, and creative activity; and service, mentors should advise tenure-track faculty of the prevailing standards of quality and of the most effective ways to demonstrate that they meet the standards. Mentors need to be frank and honest about the progress of the faculty member toward fulfilling the criteria

³ Section IV.A.1 of the campus APT regulations permit the department to establish rules governing participation by the Chair.

⁴ Required by Section IV.A.1 of the Campus APT procedures.
for tenure and/or promotion. Comments by mentors are purely advisory to faculty members, do not represent the views of the APT Committee, and do not assure a favorable tenure and/or promotion decision.

III. Assessments & Reviews.

A. Initial Appointment. All appointments to tenure-track positions in the department must be referred to the APT committee for approval (or to an Emergency Committee under the conditions described in Section I.C. above). All initial appointments at the rank of full professor must also receive the approval of the Senior APT Committee. The appropriate Committee may request that the APT Chair supervise the collection of material required to conduct their deliberations.\(^5\) Other procedures for appointments are governed by existing university policy.

B. Annual Informal Assessments.

1. Following appropriate consultation with APT committee, the Department Chair shall independently provide each assistant professor and each untenured associate professor annually with an informal assessment of his or her progress. With specific reference to teaching and advisement; research, scholarship, and creative activity; and service, the Department Chair should advise tenure-track faculty of the prevailing standards of quality and of the most effective ways to demonstrate that they meet the standards.

2. Informal assessments by the Department Chair are purely advisory to the faculty member and do not assure a favorable tenure and/or promotion decision. Informal assessments shall be based in large part on a file constructed for purposes of the assessment by the faculty member to be assessed. The file may contain any material that the faculty member believes pertinent to the assessment, but it must contain at least the following: the faculty member's curriculum vitae, copies of all published research, copies of course syllabi representative of the faculty member's teaching assignments in the department, and summary reports of teaching evaluations for each undergraduate and graduate course taught during the period assessed.

3. At the discretion of the Department Chair, one or more faculty members may be asked to provide a written report of the teaching of the faculty member based in part on one or more classroom visits. These visits shall be at times deemed convenient by the faculty member being assessed. The faculty member being assessed may, at his/her discretion, provide in advance of each classroom

\(^5\) Additional information on appointments is contained in Section III of the Campus APT procedures.
visit whatever material he or she deems useful to the reporters' ability to understand the class visited.

4. The faculty member being assessed shall be given a copy of the annual informal assessment and shall have the right to respond in writing. Any such response shall be submitted to the Department Chair within one week of the faculty member’s receipt of the assessment. The Department Chair shall report to the APT Committee the contents of each annual informal assessment in a timely fashion. The APT Committee shall have the right to respond in writing to any annual informal assessment. Any such response shall be submitted to the Department Chair within two weeks of the APT Committee’s receipt of the Department Chair’s report of that assessment. Each annual informal assessment shall be included in the faculty member's personnel file with any material attached as requested by the faculty member or the APT Committee. Annual assessments are separate from the tenure review process, but shall become a part of the information collected for the tenure review.

C. Formal Intermediate Reviews

1. Assistant Professors. The APT Committee shall perform a formal intermediate review of the progress toward meeting the criteria for tenure and promotion in the third year of an assistant professor’s appointment. The purposes of these intermediate reviews are to assess the candidate’s progress toward promotion, to inform the reviewed faculty member of that assessment, to inform the faculty members more senior to that faculty member who will eventually consider him or her for promotion of that assessment, and to advise the candidate and Department Chair of steps that should be taken to improve prospects for promotion. These intermediate reviews shall be structured exactly like reviews for tenure and/or promotion (as described in this document), with the exception that intermediate reviews will not involve external evaluations of the faculty member. The Department Chair shall consider this formal intermediate review in determining contract renewal.

2. Tenured Associate Professors. The APT Committee shall perform a formal intermediate review of the progress towards meeting the criteria for promotion to the rank of professor in the fifth year of a tenured associate professor’s appointment and every five years thereafter. An associate professor may request an intermediate review earlier than the five years specified. The purposes of these intermediate reviews are to assess the candidate’s progress toward promotion, to inform the reviewed faculty member of that assessment, to inform the faculty members more senior to that faculty member who will eventually consider him or her for promotion of that assessment, and to advise the candidate and Department Chair of steps that should be taken to improve prospects for promotion. These intermediate reviews shall be structured exactly like reviews for tenure and/or promotion (as described in this document), with the exception
that intermediate reviews will not involve external evaluations of the faculty member.

3. The faculty member being assessed shall be given a copy of the formal intermediate review and the department chair’s review letter and shall have the right to respond in writing. Any such response shall be submitted to the Department Chair within one week of the faculty member’s receipt of the review. Each formal intermediate review shall be included in the faculty member's personnel file with any material attached as requested by the faculty member or the APT Committee. Formal intermediate reviews are separate from the tenure review process, but shall become a part of the information collected for the tenure review.

D. Tenure Review. Tenure reviews are governed by the APT documents of the System, the Campus, the College, and the Department.

E. Promotion Reviews. Promotion reviews are governed by the APT documents of the System, the Campus, the College, and the Department.

IV. Procedures for APT Committee Actions.

A. Calendar. The APT Chair shall provide annually to the faculty a timetable that will govern reappointment, promotion, and tenure reviews. In addition, the Department Chair shall notify each non-tenured tenure track faculty member and the members of the APT Committee of the review procedure appropriate for that faculty member during that year.

B. Initiation of Review. Responsibility for initiation of a tenure or promotion review shall rest with the faculty member seeking tenure or promotion. The faculty member shall indicate in writing to the Department Chair and to the APT Chair the wish to be reviewed. Responsibility for initiation of review for initial appointment or annual review of untenured faculty members shall rest with the Department Chair.


1. The responsibility for establishing the Personal Statement advocating the faculty member’s tenure and/or promotion and the review file rests with the faculty member to be reviewed. Assistance in this task by the mentor, the Department Chair, and the APT Committee is encouraged.

6 The decision on review of faculty members during the year of the primary tenure review are governed by Section IV of the Campus APT procedures.

7 Specified in Section IV of the campus APT document.
Chair and/or any member of the APT Committee is appropriate.

2. The review file shall be constructed in compliance with the University Appointment, Promotion, and Tenure Procedures Manual effective at the beginning of the academic year in which a formal review for tenure and/or promotion will occur. To document the research record the file shall contain at minimum the curriculum vitae and copies of the most recent products of the faculty member’s research. To document the teaching record the teaching portfolio shall contain at minimum the following: course syllabi from the faculty member’s recent sections, reports of peer evaluation of teaching, and student evaluations from all undergraduate and graduate courses during the review period.

3. When the file is complete, the faculty member being reviewed shall present it to the APT Chair with a letter stating that it is complete. The faculty member being reviewed may add material to the file after this time, but the addition must be accompanied by a dated letter stating the nature of the addition, the date it is forwarded for inclusion, and the reason for the addition. There is no requirement that decisions completed previous to the additional material be reconsidered by the Committee. Additional material may be added as a result of Committee deliberations only with a similar dated letter of addition from the committee to the candidate. All rights outlined under section V.A.6. of this document shall be respected in this procedure.

D. Preparation of the Summary Statement of Professional Achievements. The appropriate APT committee or a subcommittee of the appropriate committee shall prepare a concise Summary Statement of Professional Achievements. The Summary Statement shall place the professional achievements of the faculty member in scholarship, research, and artistic performance in the context of the broader discipline. It shall place the faculty member’s professional achievements in teaching and in service in the context of the responsibilities of the unit, the college, the University, the discipline, and the greater community. If prepared by a subcommittee, the statement shall be reviewed and approved by the appropriate parent committee. The statement shall be presented to the faculty member by the Department Chair accompanied by a dated letter of notification. The faculty member under review shall have two weeks to respond, as specified in the Campus APT procedures. (The Summary Statement is not required on initial appointments, except those carrying tenure, nor on intermediate reviews.)

8 Specified in Section IV of the campus APT document.

9 This procedure is required by Section IV.A.6. of Campus APT procedures.
E. Preparation of External Reviews. The faculty member under review shall prepare a list of at least six names of widely recognized authorities in his or her area of research. In addition, the faculty member may submit a list of no more than six authorities he or she wishes to exclude from those being consulted for the review. Independent of the candidate, the appropriate APT committee shall generate a list of at least six names of widely recognized authorities in the area of research. Based on these two lists, the appropriate APT Committee shall construct a list of no fewer than six external reviewers. At least three and no more than half of the names on this list shall appear on the faculty member's list, and the faculty member's wishes on names not to appear on the list shall be respected. The APT Chair is responsible for soliciting letters of recommendation from the selected reviewers. The APT Chair will consult with the APT Committee with regard to the issues such referees should address about the candidate. The APT Chair shall prepare the packet of material (excluding the cover letter) in consultation with the faculty member being reviewed. The APT Chair shall prepare the cover letter in consultation with the Spokesperson of the Committee. (External review is not required on initial appointments, except those carrying tenure, nor on annual reviews.)

F. Deliberations and Voting. The deliberations of the APT Committee are confidential. Any breach in this confidentiality is considered a breach of professional ethics. Decisions regarding a candidate shall only be made at meetings called for this purpose. At least one week's notice shall be given for such meetings. After a vote regarding a candidate, another vote may be taken: (1) at the same meeting, by unanimous consent; or (2) upon request of one-third of the members of the appropriate APT Committee. The APT Chair shall schedule such a meeting and notify all members of the appropriate Committee. The last vote regarding a candidate shall constitute the deciding vote.

G. Report of the Committee. The Committee shall deliver its recommendation (including the vote tally) in writing to the Department Chair at least one week prior to the deadline for submission to the Dean and the College Committee. The report shall explain the basis for the Committee's recommendation insofar as that basis has been made known in the discussions taking place among the members of the Committee. Dissenting positions may be prepared by any member of the committee and such dissents shall accompany the report through the rest of the APT process. The Department Chair will then prepare his or her recommendation.

H. Reconciliation of Decisions by the Department Chair and APT Committee. If the Department Chair's recommendation regarding reappointment, promotion, or tenure

\[\text{\textsuperscript{10}}\text{Department procedures must comply with Section IV.A.2. of Campus APT procedures.}\]

\[\text{\textsuperscript{11}}\text{This requirement is elaborated in Section IV.A.7 of the Campus APT procedures.}\]
disagrees with the recommendation of the appropriate APT Committee, the Department Chair will then notify the APT Committee of his or her final recommendation.12

I. Report to the Candidate. In promotion and tenure reviews, the Department Chair, after receiving the Committee's recommendation, shall prepare, for the faculty member being reviewed, a letter announcing the recommendation and vote tally, and summarizing the basis for it.13 This letter will be reviewed and approved by the Chair of the Review Subcommittee. In addition, any member of the Committee requesting to review this letter or the Chair's letter concerning his or her recommendation in the review may do so. The letter will then be presented to the faculty member being reviewed. In this summary and during this discussion, the substance of the confidential letters from any outside referees may be summarized but not attributed.

J. Appeal of a Negative APT Decision. Following a negative departmental decision, there is no right of appeal beyond that specified in Campus and College documents.

V. Criteria for Actions. The qualifications for appointment, tenure, and promotion are the responsibility of each member of the APT committee. Each committee member is responsible for reaching such an evaluation within the criteria established by campus, college, and departmental APT documents.14 Departmental criteria include the following:

A. Research. The general criterion used to evaluate research shall be that the faculty member be engaged continually and effectively in creative activities of high quality and significance. The department employs the following dimensions in evaluating a research program: significance, scope, originality, disciplinarity, quantity, continuity, coherence, and progression.15

B. Teaching. The general criteria used to evaluate teaching relate to the substance and pedagogical practice of the faculty member’s teaching. In the evaluation of teaching, opinions of students and colleagues shall be included. Teaching activities shall include: classroom instruction; curricular innovation and development; construction of instructional texts, manuals, and other materials; advising and mentoring of undergraduate and graduate students; educational activities related to the discipline

12 Procedures governing when decisions are passed from Department to College are specified in Section IV.A.5 of the Campus procedures.

13 Required by Section IV.D of the Campus APT document.

14 See Section II of the Campus APT procedures.

15 The criterion is adapted from Section II.B of the campus APT procedures which also specifies that the department should “develop and disseminate the criteria” that it will use in evaluation.
performed beyond the campus; supervision of student work at the undergraduate and graduate level; and participation in evaluation committees for student work. The department expects evidence of the following dimensions in the teaching portfolio: disciplinarity and contemporaneity of content, rational organization, clear and engaging communication, fair treatment of students, appropriate and rigorous assessment of student work.16

C.  Service. The general criterion used to evaluate service shall be that the faculty member be continuously and effectively engaged in activities of high quality for the benefit of the university, the discipline, and the wider intellectual and social community. The department employs the following dimensions in evaluating the service record: consistency, quantity, significance, and effectiveness.17

VI. Rights and Responsibilities Governing the APT Process.

A.  Rights and Responsibilities of Faculty Members wishing to be reviewed.

1.  Responsibility to become familiar with, and maintain knowledge of, the rules and regulations of the University, the Campus, the College, and the Department relating to the process.

2.  Responsibility to indicate to the APT Chair the desire to be reviewed. During the year of mandatory tenure review, this is a responsibility to notify the Chair of a wish to waive review.18

3.  Responsibility, if an untenured faculty member, to select a mentor in consultation with the Department Chair.19

4.  Responsibility, in consultation with the APT Chair and other members of the APT Committee, to prepare the Personal Statement and the initial review file in the form required by the University Appointment, Promotion, and Tenure Procedures Manual in effect at the beginning of the academic year in which the review will occur.20

16 The criteria are adopted from Section II.A of campus APT procedures that also requires the department to “develop and disseminate the criteria” it will use in evaluation.

17 The general criterion is adapted from Section II.C of the campus APT document.

18 See Section IV.F.4 of the Campus APT procedures.

19 Specified in Section IV.A.2 of campus APT document.

20 Specified in Section IV of campus APT document.
5. Right to notification of deadlines for submitting and required content in material for review.\textsuperscript{21}

6. Right to notification at the earliest possible time of changes in the programmatic needs of the unit or the University that might have a bearing on the faculty member’s prospects for tenure.\textsuperscript{22}

7. Right to fair and impartial review without arbitrary or capricious decision.

8. Right to know all faculty participating in the Review committee.

9. Right to have access to, and attach comment or dissent to, all material contained in the review file except for those items declared confidential. Confidential material includes external reviews, evaluative reports of the Committee and the Department Chair, and any other evaluations in which confidentiality has been assured to the evaluator. In the case of confidential information, the faculty member has the right to a summary of the contents without attribution of the contents, and the right to attach comment or dissent to such summaries.

10. Right to speedy notification of actions on their application as quickly as practical after the appropriate date of release of that information to the reviewed faculty member.\textsuperscript{23}

B. Rights and Responsibilities of Members of the APT Committee.

1. Responsibility to become familiar with the rules and regulations of the University, the Campus, the College, and the Department relating to the process.

2. Responsibility to prepare thoroughly for the deliberations of the committee and to participate fully.

3. Responsibility to impose the highest standards of quality, to ensure that all candidates receive fair and impartial treatment, and for maintaining the integrity and the confidentiality of the review and recommendation process.\textsuperscript{24}

\textsuperscript{21} University of Maryland APT Policy, Section IV.

\textsuperscript{22} Required by Section IV.A.3 of the campus APT document.

\textsuperscript{23} Specified in Section IV.D of the campus APT procedures. Additional requirements are provided there.

\textsuperscript{24} Specified in Section IV of campus APT policy.
4. Right to confidentiality in deliberations and in vote on APT matters. Responsibility to respect the confidentiality of other committee members, and all who have been assured confidentiality when the committee requested their judgment.

5. Right of access to the entirety of review files including all confidential material forwarded to a second level of review.

C. Rights and Responsibilities of the Department Chair.
   1. Responsibility to provide all new tenure track faculty with these procedures and other policies of the university named herein. This includes notifying faculty of deadlines and the material required for review.
   2. Responsibility to offer and provide assistance to faculty members wishing to be reviewed in assembling review files.
   3. Responsibility to work with the APT Committee and the APT Chair to assemble relevant information for the APT review.
   4. Right to confidentiality of the Chair's report (that is, the report directed to the second level review). Responsibility to ensure the confidentiality of members of the review committee and all others to whom confidentiality has been assured.

VII. Amendment of Procedures. Changes to this document may be initiated by any member of the Department faculty through submission to the APT Chair. Changes shall be referred to the APT Committee for its review. The Committee shall consider the changes at a meeting held at least a week after submission of the proposed changes to the Committee, but within three months of submission of the proposed changes to the Chair. Upon approval by a majority of the Committee, changes shall be forwarded to the Departmental Assembly for decision at its next meeting. Proposed changes must, however, be circulated to all members of the Departmental Assembly at least one week prior to the vote. Changes shall be passed upon majority vote of the Departmental Assembly. Changes become effective for faculty members who are employed the semester following their approval, and others who agree to be evaluated by these changes.

- Adopted: February 28, 1992
- Amended: December 19, 1992; April 7, 2000; May 6, 2005; October 3, 2008; September 10, 2010; April 6, 2012

25 Required by Section IV of Campus APT procedures.
APT STATEMENT ON APPOINTMENT OF GRADUATE STUDENTS AS LECTURERS

The sense of the APT Committee is that graduate students in the Department of Communication should not be appointed as full-time lecturers unless their dissertation is successfully defended.

Passed unanimously, April 8, 2005 by the Appointment, Promotion, & Tenure Committee.
Appendix XII.2.—Committee Assignments, 2013-2014

Department of Communication
2013-14 COMMITTEE ASSIGNMENTS (Sept. 6, 2013)

APT Committee:  E. Fink, D. Hample, J. Klumpp, B. Liu, X. Nan, S. Parry-Giles, T. Parry-Giles (Chair), E. Toth, A. Wolvin, K. Maddux

ARHU Assessment Committee: E. Toth

ARHU Collegiate Council:  X. Nan (Alternate: S. Khamis/Fall, M. Murray-Yang/Spring)

Center for Health and Risk Communication: X. Nan (Director)

Center for Political Communication Committee: S. Parry-Giles (Director); L. Aldoory, E. Gardner, S. Khamis, T Parry-Giles

Colloquium Committee:  A. Atwell-Seate (Chair),  M. Steudeman, S. Madden, A. Kennedy, M. Janoske

Graduate Grading Appeals Committee:  A. Wolvin, M. Murray-Yang

Graduate Program Committee:  S. Parry-Giles, X. Nan, B. Liu, graduate student

Intercultural Search Committee: E. Fink (Chair), A. Atwell-Seate, E. Sommerfeldt, graduate student

IRB Liaison: E. Sommerfeldt

Library Liaison: E. Toth

Oral Communication Program Search:  A. Wolvin (Chair), S. Khamis, L. Waks, graduate student

Rhetoric Minor Oversight Committee:  M. Murray-Yang

Salary Advisory Committee:  A. Wolvin, D. Hample, A. Westcott-Baker

Self-Study Committee:  E. Toth, L. Waks, S. Parry-Giles, E. Fink, B. Liu, J. Olson, A. Borrut, A. Bailey

Senior APT Committee:  E. Fink, J. Klumpp, S. Parry-Giles, T. Parry-Giles, E. Toth, A. Wolvin

Social Fund:  S. Khamis

SONA Faculty Supervisor: X. Nan
University Senator: E. Sommerfeldt

Task Force to Re-envision the Undergraduate Curriculum: K. Maddux (Chair); R. Gaines, E. Sommerfeldt, L. Waks

Undergraduate Grading Appeals Committee: E. Fink (Chair); 2 ad hoc members

Undergraduate Studies Committee: L. Waks (Chair); Ex-officio members – L. Baltz, C. Bokal, J. Gowin; A. Wolvin, E. Gardner, A. Westcott-Baker

Web Committee: T. Parry-Giles (Chair), C. Bokal
COMING TOGETHER, ENVISIONING THE FUTURE:
THE STRATEGIC PLAN OF THE DEPARTMENT OF COMMUNICATION,
UNIVERSITY OF MARYLAND

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INTRODUCTION

The academic study of communication theory and practice at the University of Maryland is as old as the institution itself. With the formation of the Department of Public Speaking in 1901, this academic pursuit was institutionalized and formalized and in the intervening one hundred and ten years, thousands of students at the University have taken courses, pursued degrees, and graduated with expertise in the communication arts and sciences. This tradition continues today through the degree programs and departmental activities of the Department of Communication.

Coming Together, Envisioning the Future sets forth a vision and a plan for the future of the Department of Communication at the University of Maryland. Honoring our past, and respecting the challenges and demands of the future, this strategic plan is the culmination of months of work and assessment by faculty members, students, staff, and members of the University of Maryland community, all committed to envisioning a brighter, progressive, successful tomorrow for this department.

Specifically, this plan is based on efforts made over a three-year period: the Department conducted an internal self-study in 2007; a site visit and report from external reviewers was presented in May, 2008; the College of Arts & Humanities Dean’s review letter was issued in October, 2008, followed by the University of Maryland Provost’s review dated May, 25, 2009. The Department Chair responded to the Provost’s report on June 25, 2009. The Department of Communication faculty held several strategic planning meetings during the 2009-2010 academic year. This final report was approved by the Department of Communication’s Departmental Assembly on December 3, 2010.

MISSION

The Department of Communication is committed producing innovative and influential scholarship, service to the discipline and community, and leadership in the discipline and profession of communication. The Department of Communication’s mission is to provide quality undergraduate and graduate student education that prepares B.A., M.A., and Ph.D. students to successfully enter their chosen careers in communication and related fields through our educational leadership in communication research, theory, and practice. The Department achieves this mission through the pursuit of the study of the strategic use of discourse in the public sphere.
STRENGTHS, CONSTRAINTS, OPPORTUNITIES

STRENGTHS

Reputation—With an outstanding, engaged, productive faculty dedicated to teaching, research, and service, the Department of Communication is recognized as one of the top departments in the nation for both research and graduate education. In 2010, the Communication Institute of Online Scholarship (CIOS) ranked the Department of Communication as a “Top Ten” program in nine areas of research emphasis, including classical rhetoric, communication ethics, gender communication, politics and government, presidential communication, public relations, and popular culture. A 2006 Academic Analytics survey of scholarly productivity reported in the Chronicle of Higher Education identified the Department as seventh nationally, joining, among other universities, the University of Arizona, the University of Michigan, Cornell University, and the University of Pennsylvania. The National Communication Association’s 2004 reputational survey of doctoral programs ranked the Department’s doctoral program as one of only fifteen universities to place three or more research areas in the top ten: Intercultural-International Communication (5th); Political Communication (8th); and Rhetorical Communication (7th). The University includes the Department as one of the 36 Maryland programs that were among the top 25 programs in their fields based on one of the National Research Council’s 2010 study of doctoral education’s two general assessment methods.

Location—Proximity to the nation’s capital, with all of its diversity and research resources, is of great benefit to the Department. Faculty and students take advantage of the Library of Congress, the National Archives, and other nearby manuscript and document repositories for their research. The Department of Communication has obtained grants and awards from an array of government agencies, including the National Endowment for the Humanities, the Centers for Disease Control and Prevention, the Joint Institute for Food Safety and Applied Nutrition, the Food and Drug Administration, and the National Consortium for the Study of Terrorism and Responses to Terrorism.

Research Centers—The Department of Communication houses two research centers. The Center for Risk Communication Research (CRCR) and the Center for Political Communication and Civic Leadership (CPCCL) have achieved national prominence because of their research productivity and service contributions. The CRCR conducts state-of-the-art research on risk prevention, risk perception, risk and the media, and emotion, cognition and risk decision making and provides scholarly resources and expertise in several content areas including: food safety, environmental harm, security, and health risks. The CPCCL is committed to the advancement of a diverse and productive democracy through the study of human
communication, and it develops projects and sponsors events (such as the NEH sponsored Web site, *Voices of Democracy: The U.S. Oratory Project*) designed to explore the nexus between communication behavior and political life. The CPCL also is a resource for the political community, offering expertise, analysis, and commentary about political communication.

**Highly Qualified, Diverse Students**—At both the undergraduate and graduate levels, the Department of Communication attracts high quality, energetic, productive students. The Department’s 879 undergraduate majors in the Spring of 2010 earned an average grade point average of 3.16 (by comparison, the average grade point average for all student in ARHU is 3.10; the average grade point average for English majors is 3.08). For the undergraduate majors, the Department’s four year graduation and overall retention rates are high—above the University average. At the graduate level, the overall entering grade point average is 3.5, and the average Graduate Record Examination scores are high. The graduate program was praised by the University’s Graduate School for a “time to degree” average that is “well above the college and campus averages.” Both the undergraduate and graduate students are diverse in terms of sex, race/ethnicity, and national origin.

**Excellent Graduate Program**—Since FY 2003, the department has averaged over 200 applications per year, including 201 applications in FY 2009 and 235 in FY 2010. Overall, the department’s acceptance rate was 16 percent of those who applied for admission in FY2009 and three percent of those who applied in FY2010. The Department’s graduate students are actively publishing and attending conferences. During the 2009-10 school year alone, Communication graduate students published 10 peer-reviewed journal articles, one book chapter, two book reviews, and 58 conference papers. The Department’s placement record for Ph.D. students securing tenure-track positions at four year institutions upon graduation is strong. Since 2004, 80% of Communication Ph.D. students who received degrees secured a tenure-track position after graduation. Communication graduate students are completing certificate programs campus-wide, which strengthens their interdisciplinarity and their qualifications for a broader array of academic positions. In particular, such certificates have been completed in Critical Theory, Statistics, and Women's Studies. Graduate students receive state-of-the-art teaching training and are offered teaching options that help diversify their teaching experiences in the Department. Communication students also have been successful in receiving teaching awards from the UM’s Center for Teaching Excellence.

**Effective Undergraduate Programs**—The undergraduate program provides a breadth of academic course offerings. ARHU Dean James Harris, in his 2008 evaluative report of the Department, noted: “A highlight in the undergraduate program is its internship program. The Department supervises 70-90 student interns in a program described as ‘amazing’ by the students and ‘excellent’ by the external reviewers for the breadth and depth of internships
available.” The public relations track has gained national reputation for its undergraduate public relations education and was recertified by the Public Relations Society of America in 2010.

CONSTRAINTS

Underfunding & Budget Uncertainty—The 2008 global financial crisis and national economic downturn resulted in three years of budget cuts from the State of Maryland, and included mandatory faculty and staff furloughs as well as the elimination of the Department’s $400,000 surplus. The inability to hire new faculty or replace those who have left the university has resulted in too few tenure-track faculty members to meet Departmental curricular goals. The Department currently has a student-faculty ratio for undergraduate majors of 51/1.

Lack of Space & Facilities—The Department lacks sufficient space for instruction, offices, and meetings. Graduate students must meet with their students in shared offices and double-up on desk space. The Department has one conference room for classes, meetings, and seminars. There is no dedicated space for undergraduate meetings or undergraduate student engagement. The loss of discretionary spending has resulted in inadequate technology for the Department’s Media Center and for the Department’s seminar room. The Department is incapable of offering appropriate courses in digital communication and it lacks full-time support staff, equipment maintenance, scheduling, and upgrades for its Media Center.

Large Undergraduate Population—The Department employs a Limited Enrollment Program (LEP). As requested by the UM Provost, the Department recently removed a requirement from the LEP of a 60 credit limit for applying to the major and the result was an increase in undergraduate majors from the target level of 600 students to over 800 majors. This increase creates a series of constraints for the effective delivery of the Department’s undergraduate curriculum: larger classes, limited coursework with effective writing assignments, and limited faculty/student interaction. The Department is also responsible for junior/senior curriculum at the UM’s Shady Grove campus that must meet specific full-time equivalent targets at a time when the Department lacks sufficient faculty and staff to meet its College Park operations.

Inadequate Graduate Program Support—Budgetary constraints weaken the Departmental goal of increasing graduate student stipends, fellowship support, and graduate student travel support. The work and teaching load of the Department’s graduate students is higher than the teaching loads at its aspirational peer institutions and in other departments in UM’s College of Arts & Humanities. The Department cannot match the graduate financial offers made by competing institutions, and students have rejected the Department’s offer of an assistantship, choosing instead programs that offer larger support contracts, including Stanford University,
the University of North Carolina, the University of Wisconsin, and Cornell University. Approximately 36 percent of those offered admissions during FY 2009 rejected the Department’s admission offer. The mandated reduction in the number of the Department’s graduate students make it increasingly challenging to achieve the College’s imposed threshold of six students per graduate course, limiting the number of topical seminars offered by the department.

**OPPORTUNITIES**

**Demand for Communication**—Student interest in the Department’s graduate and undergraduate programs continues to be robust and growing. Communication, nationwide, is an increasingly attractive undergraduate course of study because it provides knowledge and skills that are basic to a wide variety of jobs. Students seeking graduate degrees in Communication do so because of the continuing number of college and university teaching positions that are available and/or because of the value of Communication graduate degrees for professional advancement.

**Increased Institutional Support**—In Fall 2010, the University’s Provost reallocated funding to the Department to allow for a faculty search in intercultural communication. The Department also received reallocated funds to begin raising graduate student stipends and to reduce the teaching load of the graduate students. The Department has hired a new program coordinator at the Shady Grove campus. The College of Arts & Humanities Dean has also reallocated funds to the Department for graduate student travel and research to be granted via a competitive application process. The Dean has noted “The Department is worth the investment as it is already highly ranked in all of its discrete areas of expertise and will only get stronger if these are accomplished.”

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**CORE PRIORITIES**

- Research, Scholarship, and Creative Activity
- Graduate Program
- Undergraduate Program
- Collegiality and Service

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**GOALS & STRATEGIES**

*Research, Scholarship, & Creative Activity*
Goal 1: The Department will re-envision the definition and classification of research areas and emphases pursued by its faculty members and graduate students and encourage the active production, dissemination, funding, and circulation of research, scholarship, and creative activity.

Strategies:

— The Department will classify and publicize the research areas pursued in the Department as: Feminist Studies; Health Communication; Intercultural Communication; Media Studies; Persuasion & Social Influence; Public Relations; Rhetoric & Political Culture.
— The Department will recruit and employ tenure-track faculty members that pursue research in these areas.
— The Department will identify and publicize research and scholarship opportunities for faculty members and graduate students in these research areas.
— The Department will actively encourage and promote undergraduate research in these research areas.
— The Department will increase funding to enhance and support faculty and graduate research efforts and dissemination, including increased travel support, enhanced support for grant writing and grant administration, and service to the disciplinary distribution of research through journal editing and convention organizing.

Goal 2: The Department will support its two research centers: The Center for Risk Communication Research and the Center for Political Communication & Civic Leadership.

Strategies:

— The Department will continue its support of the research centers with the allocation of graduate assistant assignments, the distribution of space and facilities, and the use of institutional resources.
— The Department will develop a strategy to aid and encourage the development, solicitation, and procurement of funding from public and private granting agencies by the research faculty of the Department and by the research centers.

Graduate Program

Goal 1: The Department will re-envision its graduate program in response to a right-sized graduate student population and increased demands for student enrollment in graduate courses.
Strategies:

— The Department will complete changes to the program requirements and curriculum to create a Ph.D. program for students who enter with a B.A. in Communication.
— The Department will complete changes to the program requirements and curriculum necessary to revise the Department’s M.A. program.
— Working with the Office of Extended Studies, the Department will develop a terminal professional M.A. program for communication professionals interested in pursuing an advanced degree for career advancement.

Goal 2: The Department will expand its support for graduate students and intensify its assessment of graduate student progress toward degree completion.

Strategies:

— Pending funding availability, the Department will increase graduate assistant stipends and create competitive programs to support graduate student research, travel, and summer stipends.
— Pending funding availability, the Department will reduce graduate student annual teaching loads.
— The Department will formulate and implement assessment measures for graduate students to evaluate student progress in meeting departmental and UM benchmarks for timely progress toward successful degree completion.
— The Department will strive to place more students as faculty members in Communication programs that offer the Ph.D. and that are classified as Carnegie RU/VH and RU/H Doctoral Research Universities.
— The Department will place more students in federal agencies or prominent public service and professional positions upon completion of either the M.A. or Ph.D. degree.

Undergraduate Program

Goal 1: The Department will re-envision its undergraduate program consistent with increased demand for the Communication major and the University of Maryland’s 2008 Strategic Plan.

Strategies:

— The Department will fully and completely assess the strengths, constraints, and opportunities of its undergraduate program.
— The Department will evaluate and enhance its undergraduate advising program.
— The Department will enhance and expand its Honors Program through increased faculty involvement and through active recruitment of excellent undergraduate majors.
— The Department will strategize and assess the linkages and connections that exist between the undergraduate and graduate programs.
— The Department will continue to evaluate the implementation of its limited enrollment program.
— The Department will fully and completely assess the strengths, constraints, and opportunities of its program offerings at the Shady Grove campus.
— The Department will explore and develop innovative and unique curricular offerings for its program at the Universities at Shady Grove, including programs in digital media.
— The Department will implement strategies to meet its targeted enrollment goals for its program at the Universities at Shady Grove including implementation of the Maryland Transfer Advantage Program.

Goal 2: The Department will increase its involvement with the University’s General Education program.

Strategies:

— Pending resource availability, the Department will prepare and offer enough sections of COMM 107 and COMM 200 to meet the UM General Education oral communication requirement for every student at the university.
— The Department will continue its work with the Office of Undergraduate Studies to develop and refine standards and assessment tools for the UM General Education oral communication requirement.
— The Department will assess the applicability of other courses within its undergraduate curriculum to the UM General Education program.
— The Department will encourage the development of new courses and the revision of existing courses to meet the UM General Education requirements.

Collegiality & Service

Goal 1: The Department is committed to building a collegial community through dialogue and positive interaction. The Department seeks to build a enriching and nurturing environment for faculty, staff, and students that encourages coming together, intellectually and supportively, in support of professional and personal well-being.

Strategies:

— The Department will periodically conduct a thorough review and revision of its policies and procedures to eliminate inefficiencies and inaccuracies and to encourage productivity and involvement in departmental operations.
The Department will actively seek to increase tenure and tenure-track salaries for existing faculty members and in the recruitment of new faculty members, using the UM average salary/rank as its aspirational guide.

The Department will actively seek to reduce and eliminate salary and compensation inequities and imbalances within tenure and tenure-track faculty ranks.

The Department will seek additional staff positions in support of advising, grant-writing, outreach, and Media Center management.

The Department will actively support mentoring efforts and initiatives for both faculty members and graduate students.

The Department will systematically investigate and assess recent departures from the faculty to address issues of “faculty melt” and to continue to improve the organizational climate of the Department.

Goal 2: Recognizing the important role of alumni as ongoing University stakeholders, the Department is committed to building and strengthening relationships with its graduate and undergraduate alumni.

Strategies:

— The Department will create, convene, and support an Alumni Advisory Board.
— The Department will seek out and establish contact with its graduate and undergraduate alumni.
— The Department will develop, sponsor, and host events and activities aimed at maximizing alumni involvement with the Department.
— The Department will encourage the active involvement of alumni in its research and teaching efforts.