

PART ONE

1. Data prepared by the Office of Institutional Studies.**2. Faculty.***A. List of faculty by rank, and distribution according to teaching and research specialties.*

| Name | Rank | Teaching & Research Specialty | Period of Service |
|----------------------|------------------------------------|--|--|
| Edward L. Fink | Professor | Persuasion | 8-17-81 to present |
| Vicki S. Freimuth | Professor | Health Communication | 8-17-74 to 5-31-98 |
| James E. Grunig | Professor | Public Relations | 9-1-69 to present (7-1-99 in COMM) |
| Martha Watson | Professor | Rhetoric | 8-17-89 to 7-30-97 |
| Andrew D. Wolvin | Professor | Pedagogy, Listening | 9-1-68 to present |
| Raymond Falcione | Associate Professor | Organizational Communication | 8-17-72 to 6-30-97 |
| Robert N. Gaines | Associate Professor | Rhetoric & Public Discourse | 8-17-86 to present |
| Larissa A. Grunig | Associate Professor | Public Relations | 8-17-85 to present (7-1-99 in COMM) |
| James F. Klumpp | Associate Professor | Rhetoric & Public Discourse, Political Communication | 8-17-86 to present |
| Joseph L. McCaleb | Associate Professor (half-time) | Rhetoric & Public Discourse, Pedagogy | 8-17-76 to present |
| Linda Aldoory | Assistant Professor | Public Relations | 8-17-99 to present |
| Deborah A. Cai | Assistant Professor | Negotiation & Conflict Management; Intercultural Communication; Persuasion | 8-17-95 to present |
| Laura E. Drake | Assistant Professor | Negotiation & Conflict Management; Intercultural Communication; Persuasion | 8-17-99 to present |
| Jennifer Garst | Assistant Professor | Persuasion, Media Effects | 8-17-99 to present |
| Katherine A. McComas | Assistant Professor | Public Relations | 8-17-00 to present |
| Michael F. Meffert | Assistant Professor | Political Communication, Media Effects | 8-17-99 to present |
| Shawn J. Parry-Giles | Assistant Professor | Rhetoric & Public Discourse, Political Communication | 8-17-98 to present |
| Nagesh Rao | Assistant Professor | Intercultural Communication | 8-17-97 to 8-16-98 |

| | | | |
|-----------------------|---|--|---|
| Diana B. Carlin | Visiting Professor | Political Communication | 1-8-96 to 5-31-96 |
| Ni Chen | Visiting Assistant Professor | Methodology | 8-17-96 to 5-31-97 |
| Patricia A. Lawrence | Visiting Assistant Professor | Persuasion, Media Effects | 8-17-99 to present |
| Trevor S. Parry-Giles | Visiting Assistant Professor | Rhetoric & Public Discourse, Political Communication | 1-15-99 to present |
| Andrew Maxfield | Adjunct Assistant Professor (part-time) | Methodology | 8-17-98 to 5-31-99 |
| bj Altschul | Lecturer (full-time) | Public Relations | 8-17-99 to present |
| M. Susan Anthony | Lecturer (part-time) | Oral Communication | 1-8-99 to 5-31-99 |
| Jonathan Cai | Lecturer (part-time) | Oral Communication | 1-8-96 to present |
| William F. Eadie | Lecturer (part-time) | Organizational Communication | 8-17-93 to 6-15-00 |
| Erika Falk | Lecturer (part-time) | Oral Communication | 1-8-00 to 5-31-00 |
| Lisa Gring-Pemble | Lecturer (full-time) | Rhetoric & Public Discourse, Political Communication | 1-8-00 to 5-31-00 |
| A. Michele Mason | Lecturer (full-time) | Rhetoric & Public Discourse | 8-17-99 to 5-31-00 |
| Susan McGreevy | Lecturer (full-time) | Methodology & Theory | 1-8-97 to 5-31-98 |
| Alexandra L. Morrison | Lecturer (full-time) | Outreach Coordinator, Technical Writing | 8-17-96 to 5-31-00 |
| Lyndrey Niles | Lecturer (part-time) | Urban Communication, Rhetoric of Black America | 8-17-80 to 8-16-98 & 8-17-00 to present |
| Leah Ritchie | Lecturer (full-time) | Organizational Communication | 1-8-99 to 5-31-99 |
| Robert Silver | Lecturer (part-time) | Oral Communication | 1-8-99 to 5-31-99 |
| Leah Waks | Lecturer (full-time) | Persuasion, Conflict Management in Organizations | 8-17-94 to present |

B. *Faculty curricula vitarum*. Attached to end of Part One (Appendix 1, by rank, and alphabetically within rank).

C. History of new permanent faculty (tenure/tenure-track) appointments.

| <u>Name</u> | <u>Date of Appointment</u> | <u>Comments</u> |
|----------------------|----------------------------|---|
| Deborah A. Cai | August 17, 1995 | New assistant professor |
| Nagesh Rao | August 17, 1997 | Previously Visiting Assistant Professor, left department in August 1998 |
| Shawn J. Parry-Giles | August 17, 1998 | Previously tenured Associate Professor |
| James E. Grunig | July 1, 1999 | Transfer from UM College of Journalism |
| Larissa A. Grunig | July 1, 1999 | Transfer from UM College of Journalism |
| Linda Aldoory | August 17, 1999 | New assistant professor |
| Laura Drake | August 17, 1999 | Previously Visiting Assistant Professor |
| Jennifer Garst | August 17, 1999 | New assistant professor |
| Michael F. Meffert | August 17, 1999 | New assistant professor |
| Katherine A. McComas | August 17, 2000 | New assistant professor |

D. List of fellowships, grants, and awards for past five years (1995-2000).

Aldoory, L. Received grant for Committee on Women's Year 2000 Gender Study. Public Relations Society of America. 2000.

*Aldoory, L. 1999 Doctoral Prize. Syracuse University. 1999.

*Aldoory, L. Mielke Dissertation Prize. S. I. Newhouse School of Public Communications, Syracuse University. 1998.

*Aldoory, L. Received research/creative grant. The Graduate School, Syracuse University. 1998.

*Aldoory, L. Received research grant. S.I. Newhouse School of Public Communications, Syracuse University. 1998.

*Aldoory, L. Outstanding Teaching Assistant Award. The Graduate School, Syracuse University. 1997.

*Aldoory, L. Phi Kappa Phi National Honor Society, Syracuse University Chapter. 1997.

Cai, D. A. Elected full member of Sigma Xi Scientific Research Society, University of Maryland Chapter. 2000.

Cai, D. A. Advisor to Leah Ritchie, recipient of the Redding Dissertation Award for best dissertation in organizational communication. Organizational Communication Division, International Communication Association. May, 2000.

Cai, D. A. Outstanding Teacher Award. Center for Teaching Excellence, University of Maryland. 1998.

Cai, D. A. Received grant to develop and deliver team-taught, interdisciplinary mass lecture World Course. Hewitt Foundation. 1998.

Cai, D. A. Selected for and participated in the United States Institute of Peace symposium on Conflict and Peacemaking in an Evolving World. United States Institute of Peace, Washington, D.C. 1997.

Cai, D. A. General Research Board Summer Research Award. Office of Graduate Studies and Research, University of Maryland. 1996

Cai, D. A. International Travel Award. Office of International Affairs, University of Maryland. 1996.

Fink, E. L. Lady Davis Visiting Professorship to Hebrew University of Jerusalem. Spring, 1998.

Fink, E. L. Elected full member of Sigma Xi scientific research society, University of Maryland Chapter. 1997.

Fink, E. L. Visiting Scholar. Department of Communication, State University of New York-Buffalo. December, 1995.

Fink, E. L. Visiting Professor. Department of Communication, University of Arizona. November, 1995.

Fink, E. L. Academic Specialist. Department of Communication Sciences, University of Connecticut. October-November, 1995.

Fink, E. L. Visiting Professor. Department of Communication, Michigan State University. September-October, 1995.

Gaines, R. N. Received National Endowment for the Humanities Grant (RL-221316-95), The Philodemus Project, Sub-Contract for Greek Text and English Translation of Philodemus, *On Rhetoric* IV. National Endowment for the Humanities. 1995-1996.

Gaines, R. N. General Research Board Semester Research Award. University of Maryland. 1995-1996.

Gaines, R. N. Advisor to Gary Selby, recipient of the American Society for the History of Rhetoric Dissertation Award. American Society for the History of Rhetoric. 1995-1996.

Gaines, R. N. Advisor to Shuming Lu, recipient of the Lee Yuh-Jie Dissertation Scholarship. Dr. Sun Yat-Sen Scholarship Foundation. 1996.

Garst, J. General Research Board Research Support Award. University of Maryland. 1999-2000.

Grunig, J. E. Deutschman Award for Excellence in Research. Association for Education in Journalism and Mass Communication. 2000.

Grunig, J. E. Listed as one of Top 10 Public Relations Educators. *PR Week*. February 7, 2000.

Grunig, J. E. Listed as one of Top 100 Most Influential PR Pros of the Century. *PR Week*. October 18, 1999.

Grunig, J. E. Hall of Fame. National Capital Chapter, Public Relations Society of America. August, 1999.

Grunig, J. E. Communication and Trust Advisory Panel. Brookhaven National Laboratory, Upton, New York. 1999 - present.

**Grunig, J. E. Rowan University Public Relations Hall of Fame Award. Rowan University, Glassboro, New Jersey. May 2, 1998.

**Grunig, J. E. 1998 Outstanding Faculty Mentor Award. Office of Minority Student Education, University of Maryland. 1998.

**Grunig, J. E. Top Paper Award, IABC Research Foundation competition for a paper jointly authored by a public relations practitioner and educator. International Conference, International Association of Business Communicators. 1997.

**Grunig, J. E. Visiting Eminent Practitioner. Public Relations Institute of Australia. July 27 - August 25, 1996.

**Grunig, J. E. Delivered Noel Griffith Lecture. Public Relations Institute of Australia, Sydney. August 1, 1996.

**Grunig, J. E. Delivered Donald Dyer Oration. Public Relations Institute of Australia, Adelaide. August 20, 1996.

**Grunig, J. E. Medal for Outstanding Academic Achievement. University of Helsinki, Finland. 1996.

**Grunig, J. E. Special Commendation by the Maryland State Senate for the University of Maryland Public Relations Sequence being voted Number 1 graduate program in public relations in the United States by *U. S. News & World Report*. 1996.

Grunig, L. A. Among 10 outstanding public relations educators. *PR Week*. 2000.

Grunig, L. A. Among 100 Most Influential PR People of the 20th Century. *PR Week*. 1999.

Grunig, L. A. Charter Member, Washington Area Public Relations Hall of Fame. National Capital Chapter, Public Relations Research Society of America. 1999.

**Grunig, L. A. Received grant/research support from the Summer Faculty Development Institute. Curriculum Transformation Project and Consortium on Race, Gender and Ethnicity, University of Maryland. 1999.

**Grunig, L. A. Received summer support for focus group study of community attitudes toward and knowledge of toxic pollutants in the Chesapeake Bay. Sea Grant College and Environmental Protection Agency. 1998.

**Grunig, L. A. Top Academic Paper Award. International Association of Business Communicators Research Foundation. 1997.

**Grunig, L. A. Outstanding Educator. Public Relations Society of America. 1996.

**Grunig, L. A. Visiting Eminent Practitioner. Public Relations Institute of Australia. 1996

**Grunig, L. A. Special Commendation by the Maryland State Senate for the University of Maryland Public Relations Sequence being voted Number 1 graduate program in public relations in the United States by *U. S. News & World Report*. 1996.

**Grunig, L. A. Received summer salary for study of "Ecological Restoration and the Concept of Place in the Chesapeake Bay." Sea Grant College and Institute for Philosophy and Public Policy, University of Maryland. 1995-1997.

**Grunig, L. A. Honor Roll of Women in Public Relations. Northern Illinois University Public Relations Student Society of America. 1995.

**Grunig, L. A. Graduate Research Board Semester Research Award. University of Maryland. Fall, 1995.

*McComas, K. A. Co-author, Top Four Paper. Environmental Communication Division, National Communication Association. November, 1999.

*McComas, K. A. Author, Top Student Paper. Risk Communication Specialty Group, Society for Risk Analysis. December, 1998.

*McComas, K. A. Elected to Gamma Sigma Delta agricultural honor society. 1998.

*McComas, K. A. Author, Top Student Paper. Society for Risk Analysis. December, 1997.

*McComas, K. A. Awarded STAR ("Science to Achieve Results") Graduate Fellowship. United States Environmental Protection Agency. August, 1997 - August 2000.

Parry-Giles, S. J. Graduate Record Board Award. University of Maryland. 1998.

Parry-Giles, S. J. Top Paper Award. Public Address Division, National Communication Association. 1998. (with Trevor Parry-Giles).

*Parry-Giles, S. J. Faculty and Instructional Development Grant. Monmouth College, Monmouth, Illinois. 1995, 1997.

*Rao, N. Outstanding Teacher of the Year Award, University of New Mexico, 1996.

*Rao, N. Co-author. Franklin H. Kowner Top Publication Award, Interpersonal Communication Division, Speech Communication Association, 1995.

Waks, L. Teaching Excellence Award. Center for Teaching Excellence, University of Maryland. 2000.

Waks, L. University of Maryland Parents' Association Advising Award. University of Maryland Parents' Association. 1999.

Waks, L. IFC, PHC, PHA Outstanding Teacher of the Year Award. IFC, PHC, PHA at the University of Maryland. 1999.

Waks, L. Teaching Excellence Award. Center for Teaching Excellence, University of Maryland. 1998.

Waks, L. McNaire Mentor Award. University of Maryland. 1998

Wolvin, A. D. Ralph G. Nichols "Top Paper" Award. Institute for the Study of Intrapersonal Processes. 2000.

Wolvin, A. D. Advisor to Shelly Stein, recipient of the Outstanding Dissertation Award from the International Listening Association. 2000.

Wolvin, A. D. International Communicator Award Honorable Mention. *Senior Cable News*. 2000.

Wolvin, A. D. Identified on list of 100 "Top-Ranked Active Researchers in Communication Studies." 1999.

Wolvin, A. D. Outstanding Teacher Award. University of Maryland Panhellenic Association. 1999.

Wolvin, A. D. Ralph G. Nichols "Top Two Paper" Award. Institute for the Study of Intrapersonal Processes. 1999.

Wolvin, A. D. Ralph G. Nichols "Top Three Paper" Award. Institute for the Study of Intrapersonal Processes. 1999.

Wolvin, A. D. Lilly Teaching Fellow. University of Maryland. 1998-1999.

Wolvin, A. D. Received Montgomery County PEG grant for development of cable television, "The Cutting Edge." Montgomery County, Maryland.

Wolvin, A. D. Received grant for Basic Course Outcomes longitudinal study. Undergraduate Studies Instructional Improvement Grant, University of Maryland.

Wolvin, A.D. Ralph G. Nichols "Top Two Paper" Award. Institute for the Study of Intrapersonal Processes. 1998.

Wolvin, A. D. Distinguished Teaching Fellow. Eastern Communication Association.

Wolvin, A. D. Hall of Fame. International Listening Association.

Wolvin, A. D. International Communicator Award. *Senior Cable News*. 1998.

Wolvin, A. D. Received grant to develop and deliver team-taught, interdisciplinary mass lecture World Course. Hewlett Foundation. 1998.

Wolvin, A. D. Ralph G. Nichols "Top Paper" Award. Institute for the Study of Intrapersonal Processes. 1997.

Wolvin, A. D. Ralph G. Nichols "Top Two Paper" Award. Institute for the Study of Intrapersonal Processes. 1996.

Wolvin, A. D. Outstanding Teacher Award. University of Maryland Panhellenic Association. 1995, 1996.

* Awarded prior to appointment at the University of Maryland

** Awarded during time at the University of Maryland but prior to appointment in the Department of Communication

3. Undergraduate Program.

A. *Photocopy of the catalog write-up.* Attached to end of Part One (Appendix 2).

B. *Description of the major that the department distributes to undergraduates.* Undergraduate Advising Handbook attached to end of Part One (Appendix 3).

C. *Photocopy of the Schedule of Classes for undergraduates for the past six semesters.* Attached to end of Part One (Appendix 4) are the Schedules of Classes for undergraduate courses from Fall 1997 through Spring 2000. Prior to Spring 1999, the prefix SPCH precedes course numbers; beginning Spring 1999, COMM precedes course numbers. Undergraduate courses are numbered 400 or below.

D. Description of the advising system, including number of advisors and FTEs.

The main objective of advising in the department is to assist students in understanding, planning and successfully completing the Communication major requirements. To this end, we have established an advising program for our undergraduate majors, appointed a full-time Director of Undergraduate Studies (1 FTE), hired a full-time Academic Program Specialist to assist in the administration of the undergraduate program (1 FTE), and appointed two half-time (.5 FTEs each) graduate assistants for undergraduate advising. These four people assist with undergraduate curricular advising, for a total of 3 FTEs.

A departmental advisor meets new students during summer orientation to acquaint them with the department and its undergraduate curriculum and requirements. Advising is mandatory for all students new to the major as well as for second-semester sophomores. Junior and senior audits of completed university coursework are conducted by a departmental advisor upon request and by appointment.

All faculty members are involved in the undergraduate program and teach undergraduate courses. Faculty members have a strong interest in creating an undergraduate program of excellence, and are continually involved in the assessment of the program to ensure its quality. The Director of Undergraduate Studies is familiar with the structure and the academic content of the curriculum. The director chairs the Undergraduate Studies Committee, which proposes new courses and revision of existing courses. The director compiles information about the content and the sequencing of course offerings, maintains close contact with others serving as undergraduate advisors, and ensures that these individuals have current university, college, and departmental information. The director also consults other faculty members to help solve student problems involving their current coursework, course prerequisites, course sequencing, requests for independent study and research opportunities, and the relation of their courses to their career goals. Faculty members are highly involved in working to solve student problems and in assisting them over the course of their undergraduate career.

E. Descriptions of additional programs and services (e.g., honors program, etc.).

Honors Program. Students with an overall GPA of 3.5, and a GPA of 3.3 in the major, are encouraged to participate in the departmental Honors Program. The Honors Program provides outstanding students with the opportunity for intensive study of Communication at an advanced level. This program assists in monitoring our outstanding students more closely, preparing them for graduate degree programs, and motivating students to achieve academic excellence through instruction and research. The students who do best in our courses are invited by faculty members to participate in research and teaching.

The faculty in the department identify students to nominate them for academic awards, scholarships, and honor societies such as the Lambda Pi Eta National Honor Society (the

national honor society sponsored by the National Communication Association), the Golden Key National Honor Society, and Phi Beta Kappa. From December 1998 to December 1999, our department had 13 inductees into national honor societies.

Communication Colloquium Series. The department sponsors a Communication Colloquium Series that provides a forum for the active exchange of scholarly study in human communication. Each semester approximately six different speakers present their current research. The colloquium features Communication faculty and graduate students and noted communication scholars from around the country. Students receive undergraduate credit for attendance and critical assessment of colloquia through COMM478. This seminar opportunity gives students exposure to the broad range of phenomena and research methods in communication scholarship. This program is well attended and provides students with in-depth understanding of communication research.

Internships. The internship program provides academic credit to students for projects that relate a particular employment opportunity to course work in Communication. The program is designed to aid communication majors in choosing careers and in gaining professional experience. Proposed internships must involve tasks relating directly to the department's curriculum, such as communication in personnel, human resources, or training and development; research and writing of speeches in government, business, or non-profit organizations; or other communication-related activities in political campaigns, advocacy agencies, or voluntary organizations. Internship participation requires advanced planning, including the development of a specific project, the preparation of a proposal explaining the relationship of the employment to the academic work and the activity to be evaluated, and approval by both the proposed employer and the department's Outreach Coordinator. Up to six hours of credit may be earned for internships within the department.

The Undergraduate Communication Association (UCA). The UCA is a departmentally-supported self-governing student organization. It was created to enhance the interaction between Communication students, departmental faculty, and communication professionals. UCA sponsors events throughout the year that are beneficial to undergraduate and graduate students. The organization is affiliated with the National Communication Association Student Club Division, operating under a charter issued by the National Communication Association.

The University of Maryland Chapter of the Public Relations Student Society of America (PRSSA). This organization is also student-governed, with departmental support provided by a PRSSA advisor (currently a faculty member). An affiliate of the Public Relations Society of America, the leading international public relations professional organization, the chapter introduces interested students to a range of activities and opportunities in the Greater Washington area. The chapter's programs include interaction with three professional chapters in the region, guest speakers in several aspects of public relations, and special events to give members hands-on experience that complements their academic studies. The chapter also

manages TerPRelations, a student-run public relations firm, which handles projects for campus organizations.

F. Description of Department's procedures for evaluating undergraduate teaching (include relevant questionnaire).

The department is committed to teaching excellence. Because of this commitment and because of its highly successful teaching, the University's Lilly-CTE Teaching Fellows and the Office of Academic Affairs presented the department with its Departmental Excellence in Teaching Award in April 2000.

Faculty at all ranks in the department have received awards for outstanding teaching. For example, in the last five years teaching and mentorship awards have been received by Drs. Cai, J. Grunig, L. Grunig, Waks, and Wolvin; see section 2(d) above.

For the past five years, assistant professors in the department have received annual teaching evaluations by the senior faculty. These evaluations include the assessment of course syllabi, course materials, and student evaluations, as well as class visits to assess teaching style and substance. We believe that this process has resulted in improved teaching by our professorial faculty. The department is considering extending this process to include the temporary faculty as well.

All faculty and teaching assistants are evaluated by their students to understand the students' perspective on the course content, the value of the assignments, and the quality of course teaching. (See Appendix A for the Departmental Teaching Evaluation Form.)

To create high quality teaching among our graduate teaching assistants, we train them in the art of teaching. Graduate assistants are required to take COMM686: *Teaching Communication*, a one-credit course in pedagogy, during their first semester as graduate teaching assistants; their performance in this course is evaluated and graded. Additionally, courses taught by teaching assistants are assigned faculty members as course supervisors. The supervisors monitor the course content, teaching, assignments and grading. The supervision also includes class visits and formal teaching evaluations.

Finally, outstanding teaching assistants are recognized by the department and are nominated for appropriate awards for teaching excellence. Our teaching assistants and faculty have received awards from the Panhellenic Association, the Center for Teaching Excellence, the Instructional and Developmental Communication Division of the International Communication Association, among others.

4. Graduate Program.

A. *Photocopy of the catalog write-up.* Attached to end of Part One (Appendix 5).

B. *Copy of the graduate recruitment materials.* Attached to end of Part One (Appendix 6).

C. *Statistics for the past five years (1995-2000) on applicants to the program:*

(1) Number that apply.

Number of Graduate Applications for Fall of Year Indicated*

| | |
|------|-----|
| 2000 | 178 |
| 1999 | 171 |
| 1998 | 56 |
| 1997 | 34 |
| 1996 | 27 |
| 1995 | 31 |

*The figures for 1999 and 2000 differ from Graduate School figures due to dates of application and transfer of applications from the College of Journalism.

(2) Schools where applicants received previous degree.

Schools Where Applicants Received Previous Degree, 1998 and 1999

1999:

- American University
- American University in Cairo
- Babes Bolyai University
- Beijing Broadcasting Institute
- Beijing Foreign University
- Beijing University
- Bloomsburg University
- Boston University
- California State University
- Central University
- Central Bible College
- Central European University
- Chonnam National University
- College of Wooster
- Cornell University

Dongbei University of Finance
Duquesne University
Eastern Illinois University
Eastern Michigan University
Ewha Womans University
Florida A&M University
Florida State University
Fort Hays State University
Fudan University
Fu Jen Catholic University
Gallaudet University
George Mason University
Georgetown University
Hartford University
Harvard University
Honam University
Howard University
Illinois State University
Indiana University of Pennsylvania
Ithaca College
James Madison University
Jilin University of Technology
Keio University
Keiwa College
Kent State University
Korea University
Lee University
Loyola College
Maneah Polytechnial Institute
Marshall University
Millersville University
Michigan State University
Misericordia College
Morgan State University
Nankai University
National Chenghua University
National Chiao Tung University
National Taiwan University
New York University
North Carolina A&T State University
North Carolina State University
North Dakota State University
Norwik University

Ohio State University
Old Dominion University
Otterbein College
Peking University
Penn State University
Pontificia Universidad
Purdue University
Sejong University
Shanghai Jiao Tong University
Shanghai Teachers University
Shih Hsin University
Shippensburg University of PA
Sichuan International University
Sofia University
Sogang University
Soochow University
Spelman College
State University of New York
St. Joost Academy for Art & Design
Syracuse University
Tam Kang University
Tel Aviv University
Trisakti University
Tsinghua University
Truman State University
Tung Hai University
United States Coast Guard Academy
Universitatea Al. I. Cuza
University of Arizona
University of California, Los Angeles
University of the District of Columbia
University of Hawaii
University of Illinois
University of International Business and Economics
University of Liberia
University of Maryland, College Park
University of Miami
University of Nairobi
University of North Carolina
University of North Carolina, Greensboro
University of Pittsburgh
University of Richmond
University of South Carolina

University of Southern Mississippi
University of Ulster
University of West Bohemia
University of Wisconsin
Virginia Commonwealth University
Virginia Tech
Wake Forest University
Washington College
Willamette University
Wright State University
York College of Pennsylvania
York University

1998:

American University
American University in Bulgaria
Beijing Foreign Language Institute
Beijing Institute of Clothing
Beijing University
Boston College
Boston University
Bowie State University
Brandeis University
California State University
California State University, Chico
Capitol Normal University
Carleton University
Coppin State University
Chulalonghorn University
Chulalongkom University
Chung Ang University
Columbia College
Delian University of Technology
Eastern Michigan University
Elon College
Emerson College
Emory University
Ewha Womans University
Florida State University
Foothill College
Fu Jen Catholic University
Gallaudet University
George Mason University

Goucher College
Hampton University
Hankuk University of Foreign Students
Harbin Institute of Science
Hawaii Pacific University
Hindu College
Howard University
Huazhang University of Science and Technology
Humboldt State University
Hunter College
Indiana University
Instituto University
Iowa State University
Jackson State University
Jilin University
Kaohsiung Medical College
Keio University
Korea University
Kuwait University
Liaoning University
Longwood College
Millersville University
Ming Chuan University World College of Journalism
Mohamad V University
Mount St. Mary's College
Nankai University
National Central University
National Chengchi University
National Chung Cheng University
National Chiai Tung University
National Taiwan University
New York University
Ningbo University
Northwestern University
Ohio University
Ohio State University
Peking University
Penn State University
Plattsburg State University
Renmin University of China
Rollins College
Romania Ministry of Education
Rutgers University

Salisbury State University
Sangmyung University
Seinan Gakuin University
Shanghai International Studies University
Shih Hsin University
Shippenberg University
Soochow University
Sookmyung Womens University
Spelman College
St. Stephens College
State University of New York at Albany
Syracuse University
Tam Kang University
Tokyo University of Foreign Studies
Towson University
Tunghai University
University of Abernay, Dundee
University of Arizona
University of Bristol
University of California, Santa Cruz
University of Central Florida
University of Dayton
University of Delaware
University of Galway
University of Greensboro
University of Idaho
University of Madras
University of Maryland, College Park
University of Maryland, Eastern Shore
University of Memphis
University of Michigan
University of North Texas
University of Oklahoma
University of Puerto Rico
University of Rochester
University of South Carolina, Spartanburg
University of Tennessee
University of Virginia
University of Washington
University of Wisconsin
University of Wisconsin, Superior
Virginia Tech
Wake Forest University

Washington University
 Wayne State University
 West Chester University
 Wheeling Jesuit College
 Yonsei University

(3) Number of Acceptances.

Number of Acceptances (Planned Enrollments) for Fall of Indicated Year

| | |
|------|----|
| 2000 | 23 |
| 1999 | 15 |
| 1998 | 13 |
| 1997 | 7 |
| 1996 | 8 |
| 1995 | 3 |

D. Description of the program that the department distributes to its graduate students. Attached to end of Part One (Appendix 7).

E. Photocopy of the Schedule of Classes for graduate courses for the past six semesters. Attached to end of Part One (Appendix 4). Graduate courses are numbered 400 and above.

F. Description of the advising system, including (1) number of advisors and FTE, and (2) general advising, (3) system for assessing graduate student progress, (4) advising for dissertation, and (5) advising for job placement.

(1) Number of Advisors and FTE. Graduate advising in the Department of Communication is widely distributed among graduate faculty and staff. There are currently 13 graduate faculty, each of whom provides about 10% of his or her time as a graduate student advisor (total = 1.3 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 Administrative Assistant serves the graduate program the equivalent of .45 FTE; each spends about one-third of their administrative time on advising. The Business Manager spends about 5% of his or her time on advising.

(2) General Advising. All graduate students are assigned a temporary graduate faculty advisor as soon as they are admitted to the program. Temporary advisors usually serve students for one or two semesters, at which time students select a regular advisor. Temporary and regular 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 temporary and regular advisors and intervenes in technical problems associated with departmental and Graduate School policies and procedures. The Administrative Assistant 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.

(3) System for Assessing Graduate Student Progress. The department has established and continually enforces a policy on satisfactory progress. It is the responsibility of each graduate faculty advisor and each advisory and thesis or dissertation committee to ensure that every student progresses toward his or her degree satisfactorily. All M.A. students are reviewed for their progress by their advisors and committees at least annually--during the plan of study meeting and the comprehensive examination plan meeting. All Ph.D. students are reviewed for their progress approximately annually by their advisors and committees--during the plan of study meeting, the general area examination plan meeting, and the preliminary dissertation examination plan meeting. Moreover, all M.A. and Ph.D. students who hold Graduate Teaching Assistantships are evaluated for their progress annually by the Department Chair when they apply for renewal of their appointments.

When a graduate student fails to meet departmental criteria for satisfactory progress, the student's advisor calls a meeting of the student's advisory committee for a special review of the student's progress toward his or her graduate degree. At the conclusion of its deliberations, the committee either makes a determination that the student is in fact making satisfactory progress or recommends to the Graduate Director that the student be placed on probation or dismissed from the graduate program. Recommendations for dismissal are reviewed by the graduate faculty in the department and may be approved by a two-thirds majority vote of that body.

(4) Advising for Dissertations. Once students have successfully undertaken the general area examination for the Ph.D. degree, they petition the Graduate Director for the appointment of a dissertation advisor and dissertation project committee. The dissertation advisor assists the student in formulating a defensible prospectus and the dissertation project committee reviews the prospectus as part of the preliminary dissertation examination. Only if there is unanimous approval of the prospectus by the Dissertation Project Committee is the student allowed to proceed with the proposed project. Day-to-day advising on the dissertation project is the responsibility of the dissertation advisor, and when the dissertation is ready for defense, the dissertation advisor assists the student in establishing the Graduate School's Dissertation Examining Committee (normally identical with the departmental dissertation project committee) and successfully defending the project in the oral examination.

(5) *Advising for Job Placement.* Advising for job placement is chiefly the responsibility of the dissertation advisor and dissertation project committee. In fact, it is expected that dissertation advisors serve as disciplinary mentors for their students. To assist dissertation advisors in this responsibility, the department periodically offers COMM687: *Professional Development in the Communication Discipline*. This course addresses the knowledge and skills required for advancement as an academic professional in the communication discipline. Especially featured in this course are the types of academic institutions and posts, the elements of academic performance, the documentation of professional qualifications, description of how academic posts are secured, the processes associated with tenure and promotion, and the processes of academic publication.

G. Description of Department's procedures for evaluating graduate teaching (include relevant questionnaires).

The department evaluates graduate teaching using the same procedures that are applied to evaluate undergraduate teaching. All faculty who teach graduate courses are required by departmental policy to provide student teaching evaluations for each course taught (See Appendix A for the Departmental teaching evaluation form). Non-tenured faculty have their graduate teaching and advising reviewed annually by the Department Chair. This review always involves consideration of the faculty member's teaching philosophy, course syllabi, student teaching evaluations, and advising outcomes. At the discretion of the Department Chair, this review may also involve evaluation of graduate courses through class visitation by a tenured faculty member. The graduate teaching of tenured faculty members is systematically reviewed as part of any consideration for promotion and during required periodic review of tenured faculty every five years.

H. Description of Department's procedures for training and evaluating teaching assistants.

Training Teaching Assistants. Departmental graduate teaching assistants are trained at four levels: (1) intensive preliminary training during the departmental graduate orientation, (2) academic training in COMM686: *Teaching Communication*, (3) intermediate supplementary training, and (4) advanced mentoring. Almost all new teachers who receive graduate teaching assistantships are assigned for the first year to teach COMM107: *Oral Communication: Principles and Practices*. New teachers are required to undertake intensive preliminary training in pedagogical practice during three days of the departmental graduate orientation, which normally occurs in the week before classes begin each Fall Semester. This preliminary training covers, among other things, instruction in the substance of course units, syllabus construction, assignment construction, assessment of student performance, and classroom management. During the Fall Semester, new graduate teaching assistants are required to undertake a one credit course in communication education, namely, COMM686: *Teaching Communication*. This course addresses principles of effective teaching--content and process--in the college communication classroom. Once graduate teaching assistants have

taught for one year in the department, they may be assigned to other courses in the department--usually at the 100- or 200-level. Frequently assignments to these courses will trigger supplementary training in the specialized subject matter of the course, in areas such as small group communication, argumentation and debate, or the like. Supplementary training is carried out and arranged at the discretion of faculty course supervisors.

Finally, once students have achieved advanced status in the department, they may be assigned to teach or possibly design a course at the 300-level. In conjunction with such assignments, graduate teaching assistants are assigned a mentor whose function is to serve as a resource and advisor for the graduate teaching assistant. The nature and extent of the mentor relationship is negotiated between the faculty mentor and the graduate teaching assistant. Students who have advanced to doctoral candidacy are eligible to teach courses at the 400-level.

Students for whom English is not their native language are required to pass tests of written and spoken English administered by the Maryland English Institute. Failure to pass the English competency tests disqualifies the student from being a teaching assistant. Until the student successfully passes these tests, the student is required to take remedial training in English. The department is required to support students who have been offered teaching assistantships during the period of this remediation.

Evaluating Teaching Assistants. All graduate teaching assistants are evaluated using three procedures: (1) class visitations by faculty, (2) student teaching evaluations, and (3) annual performance reviews. Evaluative class visitations by faculty are conducted each semester by supervisors for the courses to which graduate teaching assistants are assigned. Such visitations give rise to written evaluations that focus on graduate teaching assistant classroom management, command of subject matter, and facilitation of student performance. These written evaluations are forwarded to the Department Chair for review. Student teaching evaluations of graduate teaching assistants are carried out each semester and utilize the same instrument and procedures used in student teaching evaluations of departmental faculty (a copy of the instrument is attached in Part Two, Appendix A). Annual performance reviews are carried out annually by the Department Chair as part of the graduate teaching assistantship renewal process. Each graduate teaching assistant who wishes to be considered for renewal must submit a teaching portfolio that includes a statement of teaching philosophy, course syllabi for all courses taught, and summary analysis of all student teaching evaluations.

I. List and description of support organizations for graduate students (discussion groups, graduate student association, lecture series, faculty-student groups, etc.)

COMMGrads. COMMGrads is the association of graduate students within the department. It serves their academic, social, and organizational needs. It provides graduate students with the opportunity to meet other students, address issues of common interest, and facilitate

progression through the graduate program. COMMGrads maintains a listserv to foster communication among its members.

Communication Colloquium Series. The department sponsors a Communication Colloquium Series that provides a forum for the active exchange of scholarly study in human communication. Each semester approximately six different speakers present their current research. The colloquium features Communication faculty and graduate students and noted communication scholars from around the country. This seminar opportunity gives students exposure to the broad range of phenomena and research methods in communication scholarship. This program is well attended and provides students with in-depth understanding of communication research.

J. Statistics on funding for graduate students:

(1) Number of fellows and sources of fellowships

Number of Fellows and Sources of Fellowships:

2000: 4 (Graduate School Open Competition & Block Grant)

1999: 2 (Graduate School)

(2) Number of graduate assistantships (teaching and research)

Number of Graduate Assistants:

2000: 34

1999: 28

(3) Teaching loads for teaching assistants

The teaching load for teaching assistants is typically two courses or two sections of one course per semester. In courses with one day a week discussion sections, course load is determined by the number of students enrolled in each section.

K. Abstract pages from all Ph.D. dissertations since the last review. Attached to end of Part One (Appendix 8).

L. Frequency distribution of years required to complete masters and doctoral program.

The large majority of M.A. students complete their degrees and almost all of those who do so satisfy degree requirements within two years.

The average time to degree is 7.2 years for the department's doctoral students, although 61% finish their degrees in seven years or less. Table 8 in Part 2 describes the distribution of years to degree for doctoral students.

M. List of job placements for past five years.

Recent Job Placements for Doctoral Degree Recipients

2000

Blair, D. M. Assistant Professor, California State University at Fresno
Gring-Pemble, L. M. Assistant Professor, George Mason University

1999

Croy, T. Chair of the Board, Platte River Academy
Ritchie, L. Assistant Professor, Salem State College, MA
Umberger, M. Metropolitan Community College, Omaha, Nebraska
Buehler, D. O. Assistant Professor, Metropolitan State College of Denver, CO
Marin, N. Assistant Professor, Florida Atlantic University, Boca Raton, FL
Masset, H. A. Academy for Educational Development, Washington, D.C
McGrath, J. Chief, Public Information & Communication Branch, National Institute of Child Health and Human Development
Stein, S. University of Zimbabwe
Trasciatti, M. A. Assistant Professor, Hofstra University

1998

Lunt, A. Senior Pastor, Glen Mar United Methodist Church, Ellicott City
Perry, L. Assistant Professor and Assistant Director of Forensics, Minnesota State University, Mankato

1997

Adrian, A. Assistant Professor, Georgetown University
Lu, S. Assistant Professor, Brooklyn College, City University of New York
Derbyshire, M. Assistant Professor, Communication Studies, University of Rhode Island
Ross, J. Assistant Professor, St. Joseph's University.

1996

Selby, G. Assistant Professor, George Washington University
McGreevy, S. Senior Researcher, Johnson, Bassin & Shaw, Inc.

N. List of publications and of awards and honors received by current students and recent graduates.

Recent Graduate Student Publications:

Berko, R.M., & Janusik, L.A. (1999). The public speaker/public listener. In A.D. Wolvin, R.M. Berko, & D.R. Wolvin (Eds.), Instructor's manual (2nd ed.). Los Angeles: Roxbury.

Blair, D.M. (forthcoming). Expanding the role of first lady: Eleanor Roosevelt as public communicator. In L.A. Longmire (Ed.), The vision of Eleanor Roosevelt: World citizen ahead of her time.

Blair, D.M., Gring-Pemble, L.M., & Watson, M.M. (in press). Speeches. In M. Beasley & H. Schulman (Eds.), The Encyclopedia of Eleanor Roosevelt. Westport, CT: Greenwood.

Cai, D. A., & Hung, C. J. F. (in press for publication in 2001). How relevant is trust anyway? A cross-cultural comparison of trust in organizational and peer relationships. In G. A. Barnett & G. Cheney (Eds.), Organization communication: Emerging perspectives (Vol. 7). Stamford, CT: Ablex/Elsevier.

Dinauer, L. D., & Ondeck, K. E. (1999). Gender and institutional affiliation as determinants of publishing in Human Communication Research. Human Communication Research, 25, 548-568.

Fink, E. L., Kaplowitz, S. A., & McGreevy-Hubbard, S. (2000). Oscillation in beliefs and decisions. In J. P. Dillard and M. Pfau (Eds.), Persuasion: Developments in theory and practice. Thousand Oaks, CA: Sage.

Gring-Pemble, L. M. (1998). Writing themselves into consciousness: Creating a rhetorical bridge between the public and private spheres. Quarterly Journal of Speech, 84, 41-61.

Haller, A.O., Fink, E.L., & Janusik, L.J. (1999). The social psychology of status allocation. In Encyclopedia of sociology (Rev. ed.). New York: Macmillan Reference.

Janusik, L.A. (1998). Communication education resource index (CERI) [On-line], Available: www.natcom.org

Janusik, L.A. (1996). Off the cuff. Personnel Journal, 75, 15.

Lu, S. (1997). Culture and compliance gaining in the classroom: A preliminary investigation of Chinese college teachers' use of behavior alteration techniques. Communication Education, 46, 10-28.

Recent Graduate Student Presentations:

Bowen, S. (2000). Is ethical public relations ingrained in organizational culture or is it the domain of individual practitioners? Paper presented at the meeting of the Public Relations Society of America Educators Academy (Communication Sciences Division), Miami, FL.

Bowen, S., & Duriau, V. J. (2000). Strategic management and public relations: A mutual focus on organizational identity. Paper presented at the meeting of the Public Relations Society of America Educators Academy (Business Sciences Division), Miami.

Bowen, S. (1999). The value of Levinas' moral philosophy of the "Other" to communication ethics: A Kantian perspective. Paper presented at the National Communication Association, Chicago, November.

Cai, D. A., & Hung, C. J. F. (2000, June). How relevant is trust anyway? A cross-cultural comparison of trust in organizational and peer relationships. Paper presented at the annual conference of the International Communication Association. Alcapulco, Mexico.

Feehery-Simmons, J.E. (1999, October). Excellence in media relations. Presented to the PRSA International Conference. Anaheim, CA.

Feehery-Simmons, J.E. (1999, June). The news philosophy of Hispanic newspaper publishers and editors: Contributors to the marketplace of ideas. Presented to the PRSA Educators Academy. College Park, MD.

Feehery-Simmons, J.E. (1999, February). The news philosophy of Hispanic newspaper editors: Contributors to the marketplace of ideas. Presented at the Intercultural Communication Conference. Miami, FL.

Ford, W., Wolvin, A., & Chung, S. (2000). Listening in the basic speech communication course. Paper presented at the International Listening Association annual conference. Virginia Beach, VA.

Grunig, J. E., & Hung, C. J. F. (2000, June). Development of indices and an initial study of trust, control mutuality, commitment, satisfaction, and communal and exchange relationships as measures of organization-public relationships. Paper presented at the International Communication Association. Acapulco, Mexico.

Hemmings, Diane. (2000). The discourse of technology: Bill Gates' use of metaphor. Paper presented at the Fourth International Conference on Organizational Discourse. London.

Hemmings, Diane. (2000). Celebrity CEO: The rhetorical construction of Bill Gates' image. To be presented at NCA (Public Address Interest Group). Seattle, WA.

Hung, C. J. F. (2000, March). Organization-public relationships, relationship maintenance strategies, and relationship outcomes. Paper presented to the Educators' Academy, Public Relations Society of America. Miami, FL.

Hung, C. J. F. (1999, June). Public relations and issues management. Paper presented to the Educators' Academy, Public Relations Society of America. College Park, MD.

Hung, C. J. F. (1998, October). Relationship building, activism, and conflict resolution—A case study on the termination of licensed prostitution in Taipei City. Paper presented to the Educators' Academy, Public Relations Society of America. Boston, MA.

Janusik, L.A. (2000, June). Project I-C-D: Interpersonal communication development in dentistry. Distinguished Lecturer for the 2000 Continuing Education Conference XVIII, International College of Dentists.

Janusik, L.A. (2000, March). The essential structure of an effective communicator. Paper presented at the International Listening Association annual conference, Virginia Beach, VA.

Janusik, L.A. (2000, March). Listening treatment in the basic organizational communication course text. Paper presented at the International Listening Association annual conference, Virginia Beach, VA.

Janusik, L.A. (1999, March). Listening treatment in the basic communication course text. Paper presented at the International Listening Association annual conference, Albuquerque, NM.

Janusik, L.A. (1998, November). Assessing interpersonal skills in the group setting. Paper presented at the National Communication Association annual conference, New York, NY.

Janusik, L.A. (1998, February). Communication skills in the workplace: What do employers really want? Paper presented at the Penn State/UMD conference, College Park, MD.

Kim, J.-N. (2000, March-April). Moral black hole of corporate public relations practice: Can ethical mergers and takeovers be possible? Presented at the 3rd annual International Intercultural Research conference. Miami, FL.

Kim, J.-N. (1999, June). Strategic government relations: A case study of Samsung and Kia in Kia managerial crisis issue in Korea. Presented at the second international interdisciplinary research conference, Educators' Academy, Public Relations Society of America. College Park, MD.

Kim, J.-N. (1998, April). Activist public relations: A case study in Kia managerial crisis issue. Presented at the mid-year conference of AEJMC's graduate education interest group. Athens, OH.

Wolvin, A.D., Chambers, M., & Janusik, L.J. (1999, April). Technology in the basic course: A case study. Paper presented at the Eastern Communication Association annual conference, Charleston, WV.

Some Recent Off-Campus Offices Held By Graduate Students

Bowen, S. 1999-2000. AEJMC Public Relations Division Teaching Standards Chair.

Cordova, N. 2000. Chair-elect. Latino/a Division, National Communication Association.

Recent Graduate Student Awards

Chung, S. Ralph J. Nichols Award, Top Paper: Listening in the Basic Speech Communication Course (co-authors Ford, W. and Wolvin, A.). Paper presented at the International Listening Association annual conference, Virginia Beach, VA. March, 2000

Cordova, N. A paper competitively selected for the 1998 NCA Doctoral Honors conference.

Cordova, N. A certificate of recognition from the La Raza Caucus of NCA.

Dinauer, L. A paper competitively selected for the 1999 NCA Doctoral Honors Conference.

Janusik, L. Contributor to Departmental Excellence and Innovation in Undergraduate Teaching award. Presented by the Lilly-CTE Teaching Fellows and Office of Academic Affairs, University of Maryland. April 26, 2000.

Janusik, L. Ralph J. Nichols Award, 2nd place research paper. Janusik, L. A. Listening treatment in the basic organizational communication course text. Paper presented at the International Listening Association annual conference, Virginia Beach, VA. March, 2000.

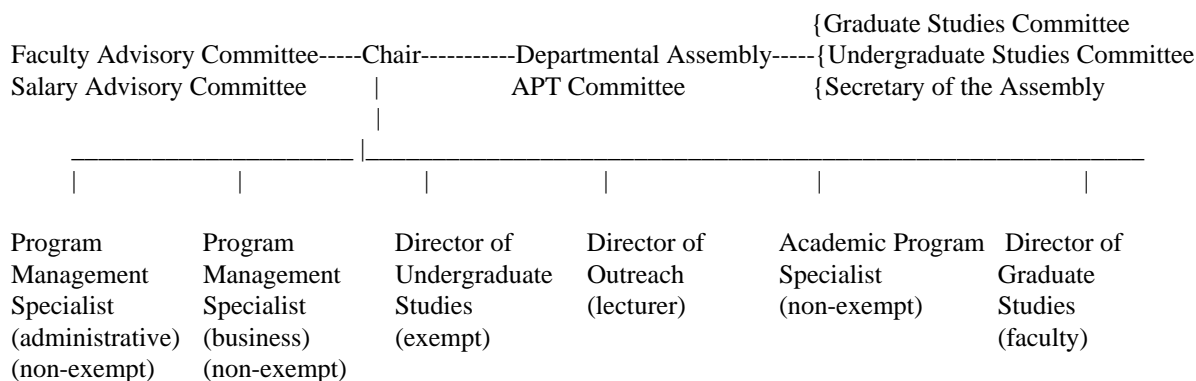
Janusik, L. Ralph J. Nichols Award, 2nd place research paper. Janusik, L. A., & Wolvin, A. D. Listening treatment in the basic communication course text. Paper presented at the International Listening Association annual conference, Albuquerque, NM. March, 1999.

Janusik, L. University of Maryland (UMD) Center for Teaching Excellence Distinguished Teaching Assistant Award. May, 1998.

Janusik, L. Panhellenic Outstanding Teacher Nomination. Fall, 1997; Fall 1998.

5. Departmental Administration

A. Organization Chart



Other Committees and Functions:

| <u>Committees</u> | <u>Administrative Functions</u> | <u>Representative Functions</u> |
|-------------------|---|---------------------------------|
| Colloquium | Webmaster/Communication Research Center/Media | Collegiate Councilor |
| Maryland Day | Media Technician | College Park Senator |
| Human Subjects | Equity Officer | |
| Search | Library Liaison | |
| Centennial | Advisor to PRSSA Chapter | |
| Grade Appeals | Course Directors | |
| NCA Reception | Social Fund Chair | |

B. Departmental Faculty Committees and Membership

Departmental Assembly: Faculty (as defined in the *Plan of Organization*), an undergraduate student, a graduate student, a staff member

Appointment, Promotion, and Tenure Committee: Tenured faculty members

Graduate Studies Committee: Graduate Director, two additional faculty members, a graduate student (R.N. Gaines, J. Garst, L.A. Grunig, Michael Philipp)

Undergraduate Studies Committee: Undergraduate Director, Outreach Coordinator, three additional faculty members, graduate student, undergraduate student (L. Waks, chair; A.L. Morrison, L.E. Drake, J.E. Grunig, A.D. Wolvin, L. Janusik, P. Zuber)

Faculty Advisory Committee: Three elected faculty members (J.E. Grunig, chair; D.A. Cai, S.J. Parry-Giles)

Salary Advisory Committee: Three elected faculty members (R.N. Gaines, chair; J. Garst, A.D. Wolvin)

Colloquium Committee: Colloquium Committee and others as needed (L. Aldoory, chair; E.L. Fink, S.J. Parry-Giles, L.D. Dinauer, D. Hemmings, Y. Rhee)

Maryland Day Committee: L. Aldoory, L.E. Drake, J. Garst, M.F. Meffert

Human Subjects Committee: Appointed by chair in consultation with Faculty Advisory Committee (L.A. Grunig, chair; R.N. Gaines, J. Garst)

Centennial Committee: Undergraduate Studies Committee and alumni and friends of the department; A.D. Wolvin, chair

Grade Appeals Committee: The tenured departmental faculty (without the Department Chair)

NCA Reception Committee: L.E. Drake, chair, assisted by graduate students and faculty members

C. Plan of Organization. (See Appendix B.)

D. Percentage of faculty, courses, and budget per subdivision within unit

The department does not function with subunits.

Department of Communication

University of Maryland

Self-Study

June 30, 2000

Appendices for Self-Study Part One

- Appendix 1. Faculty curricula vitarum, by rank, and alphabetically within rank.
- Appendix 2. Photocopy of the undergraduate catalog write-up.
- Appendix 3. Description of the major that the department distributes to undergraduates. Undergraduate Advising Handbook.
- Appendix 4. Photocopy of the Schedule of Classes for courses for the past six semesters.
- Appendix 5. Photocopy of the graduate catalog write-up.
- Appendix 6. Copy of the graduate recruitment materials.
- Appendix 7. Description of the program that the department distributes to its graduate students.
- Appendix 8. Abstract pages from all Ph.D. dissertations since the last review.