

PART TWO

I. Faculty

A. Comment on the department's standing as evidenced by national rankings, rankings provided by professional associations in the field, etc. Comment on the continuing productivity and influence of the faculty.

In April 1996, the National Communication Association (NCA) conducted a reputational study of doctoral programs in communication among Ph.D.-level faculty in universities both with and without doctoral programs. In that survey, the Department of Communication at the University of Maryland was ranked in four specialty areas: communication theory and research, rhetoric, organizational communication, and applied communication (including health communication, political communication, and public relations; at the time of this survey, public relations was not taught in the department; therefore, these rankings would have been based on programs in health and political communication). Because critical-cultural media studies and intercultural communication was not included in the department at that time, it was not ranked in these areas. Table 1 shows both the quartile and the overall ranking of the department in the four areas in which it was ranked. The department was rated in the first quartile and ranked fourth in applied communication. It was in the second quartile in the other three areas.

Table 1

Reputational Ratings of the Department of Communication in a 1995-96 Survey Conducted by the National Communication Association (N = number of universities included in the category)

Area of Specialty	N	Quartile	Ranking
Communication Theory and Research	56	2	36
Organizational Communication	43	2	20
Rhetoric	38	2	19
Applied Communication	39	1	4

In 1996, *U.S. News & World Report* ranked graduate programs in journalism and mass communication; the public relations graduate program, which moved to the Department of Communication in 1999, was ranked first in the nation.¹ The graduate program was also ranked first in the United States in a survey conducted by Marquette University in 1990²; the undergraduate program was ranked first in a survey of undergraduate programs by Marquette University in 1989.³ In 1999, Marquette University followed these rankings with a qualitative analysis of 110 programs in public relations. The University of Maryland was named as one of the 23 Premier Programs from these 110, with no ranking of the premier programs.⁴

To determine the extent to which faculty in the department have been continuously productive in the five years since the last departmental review, the average annual publication rate was determined for professors, associate professors, and assistant professors in the department (Table 2). The mean publication numbers for professors and associate professors included the publications for the full five years of two public relations faculty members who transferred to Communication in 1999, even though they actually have been in the Department of Communication for only one year. Publication

¹ *U.S. News & World Report* (March 18, 1996).

² *Public Relations Journal* (November 1990).

³ *Public Relations Journal* (June 1989).

⁴ Baxter, B. L. (ed.) (1999). *Preparing for a career in public relations: Profiles of 110 top college pr programs*. Milwaukee: Marquette University.

rates for assistant professors were calculated only for years in which they were at the University of Maryland. One assistant professor has been at Maryland for the full five years, one has been here for two years, and the other four have been here only for the 1999-2000 academic year.

Table 2

Average Annual Number of Publications by Faculty Rank, Department of Communication, University of Maryland, 1995-2000

Type of Publication	Professors (<u>n</u> = 3)	Associate Professors (<u>n</u> = 3)	Assistant Professors (<u>n</u> = 6)
Books (including edited books and new editions)	0.53	0.20	0.20
Book chapters	1.13	1.33	0.60
Refereed journal articles	1.13	0.87	1.38
Conference papers	1.93	2.53	2.17
Nonrefereed professional publications	1.20	0.73	0.00

Table 2 shows that the faculty of the department has maintained a high rate of publication. Full professors average about half a book per year, a category that includes edited books and new editions of books. Associate professors and even assistant professors average about one book every five years. Professors and associate professors average more than one book chapter and one refereed journal article a year, as well as more than two conference papers a year. These tenured faculty members also average about one nonrefereed professional publication a year—an average driven up by public relations faculty members who publish for professional as well as academic audiences. Understandably, assistant professors have published fewer books and book chapters, on the average, than tenured faculty members; but they average more refereed journal articles and about the same number of conference papers as tenured faculty members. These latter data suggest that untenured faculty members are concentrating on the publication outlets most likely to earn them recognition in the field and eventually promotion and tenure.

B. Comment on the balance in the department in terms of senior and junior appointments, diversity (women and underrepresented national minorities), faculty to cover teaching areas, including areas needed for a strong graduate program. Evaluate the recent appointments and the degree to which they meet the current needs of the instructional program and the long-range goals of the department and the university.

This Spring the Department of Communication has 20 full-time faculty members: 12 tenured/tenure-track faculty members with full-time appointments within Communication (six assistant, three associate, and three full professors), one tenured faculty member (associate professor) with a half-time appointment in Communication and half-time in the College of Education, and seven non-tenure-track faculty. Our tenured/tenure-track faculty consists of seven men and six women; one of the tenure-track faculty members is from Germany. In addition, the non-tenure track full-time faculty consists of one man and six women; one of the non-tenure track faculty is Hispanic. The current faculty represents the most diversity among our faculty in the past five years.

One year ago the department's faculty consisted of five male (one on a part-time appointment) and two female tenured/tenure-track faculty members and one female and three male temporary faculty members. Over the past year, the public relations program was integrated into the department, bringing two faculty members from the College of Journalism to the Department of Communication; in addition, four new tenure-track faculty members were hired and six temporary faculty members were appointed. The tenured/tenure-track faculty members that joined our department over the past year maintain the existing level of diversity in the department in their areas of expertise. During the Fall of 1999, the department conducted a faculty search for an additional assistant professor in public relations, which resulted in hiring an additional woman, who will join the department as an assistant professor in August 2000.

At this time, the department has an imbalance in the ratio of junior to senior faculty members, and most of the gender and ethnic diversity can be found in the junior ranks. Only one woman is tenured in the department, and there are no female full professors. We have no African-American faculty members and should strive to hire more.

Even with the increase in full-time faculty members over the past year, the median class size for courses taught by full-time faculty remains high at 60 students. There is still a tremendous need for additional full-time faculty to meet the teaching demands of the department in most of the specialized research areas taught. If ten additional faculty lines were provided, the reasonable median class size of 35 students per course might be attainable. The department's greatest need currently is for additional faculty in the areas of rhetoric and political communication, with only three tenured/tenure-track faculty in each of these areas. To meet the long-range goal of becoming a nationally and internationally recognized graduate program, the department requires the addition of several senior faculty members with established scholarly reputations.

During the past year, the department submitted a request for infrastructure support. This request was for an increase of 10 tenured/tenure track faculty members over the next three years, to teach in areas that would support and strengthen the department's graduate program. Specialty areas considered included:

Rhetoric: Rhetoric of Public Policy
Media and Politics
History of Early American Discourse

Social Influence: New Communication Technologies
Social Networks

Organizational Communication
Intercultural and International Communication
Health Communication and Social Marketing

Public Relations: International Public Relations
Communication Management

Overall, we are committed to hiring faculty from diverse gender and racial-ethnic backgrounds and to hiring faculty members who will complement the existing expertise in our department in both research and teaching.

C. Comment on the quality of research in the department. Does the department's scholarship reflect the best of current practice in the discipline? Who are the department's most outstanding scholars? What are its most important areas of strength? Weakness?

The Department of Communication has chosen to concentrate on four major research areas in its research and graduate programs: social influence, applied communication, rhetoric, and public relations.⁵ Each of these areas of emphasis can be considered a strength of the department. We can best address the strengths of the program, therefore, by looking at the accomplishments of the faculty members who fit within each of these areas of emphasis.

Social Influence. The senior faculty member in the area of social influence is Professor **Edward L. Fink**. Fink's eminence in the communication discipline is evidenced by his current editorship of one of the premier journals in the field, *Human Communication Research*, which is published by the International Communication Association. Fink has an international reputation as a leading quantitative scholar of cognitive and attitudinal processes in communication. In the last five years, in addition to being department chair and journal editor, he has published two articles in premier journals in the field, the *Journal of Communication* and *Human Communication Research*. In previous years, he also has published in *Health Education Research*, *Health Communication*, *Communication Research*, *Social Psychology Quarterly*, *Journal of Experimental Social Psychology*, *Communication Monographs*, *Behavioral Science*, *Psychological Reports*, and *Sociological Methods and Research*. Fink also is a full member and president of the Sigma Xi Scientific Research Society at the University of Maryland. He was nominated for president-elect of the International Communication Association in 1993. He was a University of Maryland Distinguished Scholar-Teacher in the 1988-89 academic year. He has had six Top 3 or Top 4 papers at scholarly conferences during his career. In 1981, his book, *The Measurement of Communication Processes*, was nominated for the Speech Communication Association Golden Anniversary Fund Awards Book Award.

The second major scholar in the area of social influence is Assistant Professor **Deborah A. Cai**. In the past five years, Cai has published 10 refereed articles in major journals in communication and intercultural relations, including *Human Communication Research*, *Communication Yearbook*, *Communication Research*, and the *Journal of Applied Communication*. When she began her research in the early 1990s, there were few empirical studies of intercultural negotiation. Her research has made a significant contribution to the intercultural and negotiation literature as a result of pursuing two overarching research questions: (a) Does the context of negotiation interact with culture to affect communication? and (b) do people from different cultures use different cognitive processes,

⁵The four research areas include scholarship in intercultural communication, negotiation and conflict management, persuasion, and political communication.

and what effect might this difference have on negotiation? A number of the studies that Cai has authored or co-authored are groundbreaking in addressing these questions. Cai's research on culture and cognitive processes has resulted in the opportunity to be the only American scholar among a distinguished team of researchers working on an international project funded by a grant provided by the Japanese Ministry of Education and headed by Dr. Hiroko Nishida of the University of Shizuoka, Japan.

Two new assistant professors added during the 1999-2000 academic year, **Laura E. Drake** and **Jennifer Garst**, have added additional strength to the department's research in social influence. Drake, like Cai, specializes in international conflict management. She already has published in *Human Communication Research*, *Communication Yearbook*, *Communication Research*, the *International Journal of Conflict Management*, and *Mediation Quarterly*. Garst, a social psychologist by training, specializes in persuasion and attitude change. She has published in two major general social psychology journals, the *Journal of Applied Social Psychology* and *Personality and Social Psychology Bulletin*, as well as in the specialized publication, *Sex Roles: A Journal of Research*.

Applied Communication. Applied communication is a general research specialty that typically includes health communication, political communication, and public relations. In our program we also consider communication pedagogy and listening to be part of applied communication, and we consider public relations to be a separate area.

In this area, the senior and most distinguished faculty member is Professor **Andrew D. Wolvin**, who is recognized as one of the foremost international experts on listening and communication pedagogy. Wolvin has been identified on a list of the 100 "Top-Ranked Active Researchers in Communication Studies" (M. Hickson, III, D.W. Stacks, & J. Bodon, The status of research productivity in communication: 1915-1995, *Communication Monographs*, 66 [June, 1999], 178-197). In an article being prepared for *Communication Research Reports*, he was ranked 21st for number of books published and 45th for articles and books among communication scholars. Wolvin is a member of the International Listening Association Hall of Fame and a past president of that scholarly association. Wolvin has written or coauthored seven books on listening, business communication, public speaking, and basic communication. Four of these books are in multiple editions. For example, his basic textbook, *Communicating: A Social and Career Focus*, is in its eighth edition and has been translated into Spanish. Wolvin also has had seven Top 2 or Top 3 papers awarded by the Institute for the Study of Intrapersonal Processes. Finally, he has published many articles in the most prestigious journals in his area of expertise, the *International Journal of Listening*, *Journal of the Association of Communication Administration*, the *Basic Course Communication Annual*, and *Communication Education*.

Associate Professor **Joseph J. McCaleb**, who will return half-time to the department in August 2000, adds to our strength in communication pedagogy. He has edited a book, *How Do Teachers Communicate? A Review*, and has published numerous articles in journals of communication education, such as *Communication Education*, the *Journal of Teacher Education*, *Contemporary Educational Psychology*, and the *Journal of Teacher Education*.

The department's strong rating in applied communication in the 1995-1996 NCA survey most likely reflects its long-term strength in political communication and health communication. The senior faculty member in health communication, **Vicki Friemuth**, left the department after a two-year leave, resigning as of May 31, 1998, to become Associate Director (for Public Communication and Health Communication) of the Center for Disease Control and Prevention. This resignation cost us our strength in that area. For the 1999-2000 academic year, Assistant Professor **Linda Aldoor**y was hired; her research interests include health communication as well as public relations. Her

accomplishments will be described under the public relations specialty.

Our traditionally strong program in political communication stems from faculty members who take both a social scientific and a rhetorical approach to political communication. The strength of the rhetoric faculty who emphasize political communication will be described under the rhetoric specialty. The department added Assistant Professor **Michael F. Meffert** for the 1999-2000 academic year to strengthen our expertise in a quantitative approach to political communication. Meffert participated in major political studies as a research assistant both at SUNY at Stony Brook in the United States and the University of Mannheim in Germany, and has coauthored several book chapters and technical reports on these studies. He has also presented conference papers on his dissertation research, an analysis of the relative impact of the mass media and interpersonal conversations on voting preferences, at both the International Communication Association and the National Communication Association this academic year.

Rhetoric. The rhetoric program in the Department of Communication is most distinguished by two senior associate professors, **Robert N. Gaines** and **James F. Klumpp**. Gaines specializes in classical rhetoric and Klumpp in political rhetoric and the rhetoric of social movements.

Gaines has an international reputation for his research on the Greek Epicurean philosopher Philodemus. He was selected as editor and translator for *On Rhetoric 4*, The Philodemus Project, an ongoing international collaboration sponsored by the National Endowment for the Humanities. His research has been cited 41 times in English, German, Italian, and Polish; these citations represent scholars in several disciplines and sub-disciplines, including classics, communication, English composition, French literature, Greek papyrology, history of philosophy, history of rhetoric, linguistics, and rhetorical criticism. Gaines has published refereed articles in *Philosophy and Rhetoric*, *The Encyclopedia of Classical Philosophy*, *Encyclopedia of Rhetoric and Composition*, *Rhetorica*, the *Central States Speech Journal*, *Transactions of the American Philological Association*, *Rhetoric Society Quarterly*, the *Quarterly Journal of Speech*, and *Communication Education*. He also has served as associate editor of *Communication Quarterly*, *Quarterly Journal of Speech*, *Communication Reports*, and the *Western Journal of Speech Communication*.

Klumpp has an international reputation for his research on argumentation, civic discourse, and social movements. In 1996, Klumpp received the American Forensic Association Award for the Outstanding Research Monograph in Argumentation. He has served as president of the Eastern Forensics Association and as editor of *Argumentation and Advocacy: The Journal of the American Forensic Association*. He has published articles in *Argumentation and Advocacy*, *Argumentation*, *Quarterly Journal of Speech*, the *Southern Communication Journal*, *National Forensics Journal*, *Critical Studies in Mass Communication*, *Speaker and Gavel*, and the *Western Journal of Speech Communication*.

Shawn J. Parry-Giles, an assistant professor in her second year in the Department of Communication, has added her growing reputation in political, rhetorical, media, and feminist criticism to the department's expertise in both rhetoric and political communication. Her research centers on the discourse of presidents and first ladies. She has published articles in *Critical Studies in Mass Communication*, *Quarterly Journal of Speech*, *Journal of Communication*, *Communication Monographs*, *Communication Studies*, *Western Journal of Communication*, *Political Communication*, and *Presidential Studies Quarterly*. She also has served as associate editor of both the *Quarterly Journal of Speech* and *Women's Studies in Communication*. She has had four Top 1 to Top 5 papers at academic conferences.

Public Relations. The public relations research area moved from the College of Journalism to the Department of Communication in 1999. Two senior faculty members, Professor **James E. Grunig**

and Associate Professor **Larissa A. Grunig**, brought their reputations as international leaders in public relations research with the program. For example, a 1999 bibliometric study of citations in public relations concluded, “James Grunig dominates the list with 342 citations.”⁶ Larissa Grunig was the fourth most cited author in public relations, with 106 citations. In a similar study in 1992, J. Grunig was listed as the most published author in public relations journals, and L. Grunig was the third most published.⁷ The University of Maryland had the most article credits of any university—almost double that of the second-place university. In the 1999 study, L. Grunig had the third most article credits; J. Grunig was twelfth. The University of Maryland again had more article credits than any other university. Both J. Grunig and L. Grunig have lectured to students and professionals in more than 30 countries.

In August 2000, J. Grunig was awarded the highest award of the Association for Education in Journalism and Mass Communication (AEJMC) for lifetime achievement in research, the Paul J. Deutschman award. In 1990, he was nominated for president-elect of AEJMC. His awards include the (first) Pathfinder Award for excellence in the academic research on public relations by the Institute for Public Relations Research and Education (1984); the Outstanding Educator Award of the Public Relations Society of America (1989); the Jackson, Jackson and Wagner award for outstanding behavioral science research on public relations of the PRSA Foundation (1992); charter membership in the Washington Public Relations Hall of Fame by the National Capital Chapter of the Public Relations Society of America (1999). In 1999, *PR Week* named him one of the Top 100 Most Influential PR Pros of the Century and in 2000 as one of the Top 10 Public Relations Educators. J. Grunig has had four Top 3 paper awards. His articles have appeared in journals such as the *Journal of Public Relations Research*, *Human Communication Research*, *Public Relations Review*, *Academy of Management Journal*, *Economic Development and Cultural Change*, *Journal of Communication*, and the *American Behavioral Scientist*. He is the editor or coauthor of three books.

Larissa Grunig is best known for her pioneering research on women in public relations and for applying a feminist approach to research. She has completed the first book on women in public relations, which is in press, and was the author of a monograph on the same topic published by the Public Relations Society of America. She has published articles in journals such as the *Journal of Public Relations Research*, *Journalism and Mass Communication Quarterly*, *Management Communication Quarterly*, and *Public Relations Review*. L. Grunig has been author of a IABC Top 3 research paper. Among her awards are the Jackson, Jackson and Wagner Behavioral Science prize (1994), the Pathfinder Award for excellence in research (1989), and charter membership in the Washington Public Relations Hall of Fame (1999). In 1999, *PR Week* named her one of the Top 100 Most Influential PR Pros of the Century; in 2000, it named her as one of the Top 10 Public Relations Educators.

One new assistant professor specializing in public relations, **Linda Aldoory**, joined the faculty in the 1999-2000 academic year. A second assistant professor specializing in public relations, **Katherine A. McComas**, will join the department in the 2000-2001 academic year. Aldoory’s research on women in health care and health communication strengthens both the public relations and applied communication research emphases in the department. She is the co-editor of a book on gender and media, which is in press. She also has published in *Communication Yearbook*, the *Journal of Public Relations Research*, *Public Relations Review*, and *Journalism and Mass Communication Educator*. She is the author of two Top Student papers.

⁶ Pasadeos, Y., Renfro, R. B., & Hanily, M. L. (1999). Influential authors and works of the public relations scholarly literature: A network of recent research. *Journal of Public Relations Research*, 11, 29-52. His book, *Managing Public Relations*, was the most cited single source.

⁷ Pasadeos, Y., & Renfro, B. (1992). A bibliometric analysis of public relations research. *Journal of Public Relations Research*, 4, 167-187.

McComas, who specializes in communication about risk, is already the coauthor of a book and has published seven articles in *Risk: Health, Safety & Environment*, *Communication Research*, *Society & Natural Resources*, *Journalism and Mass Communication Quarterly*, and *Water Environment Research*. She also is the author of two Top Student papers (Society for Risk Analysis) and one Top 4 paper (NCA).

Strengths and Weaknesses. This review of the accomplishments of both senior and junior faculty members in the four research areas emphasized by the department reveals far more strengths than weaknesses. Each of the four research areas features at least one senior faculty member with an international reputation for research and several junior faculty members who are establishing a strong program of research. Our faculty members have won numerous awards for research, have published many books, and have published in the most respected general and specialized research journals in communication.

Our weakness, perhaps, lies in the relatively small number of scholars the department has in each of its research areas. We are committed to adding faculty in areas that complement what we already do, that capitalize on our location, that keep the department focused, and that allow us to attract the nation's top graduate students to our program. With this in mind, the department needs a senior scholar in the rhetoric of public policy, as well as rhetoric scholars focusing on political communication (e.g., emphasizing media and politics). Quantitative researchers are needed to provide depth to the areas of social influence that we already have. Additional public relations specialists are needed who focus on international public relations and communication management. In addition, scholars with some expertise in organizational communication, mediated communication, and social networks would strengthen the department's work in public relations, applied communication, and social influence.

D. Comment on the general quality of the department's intellectual life. Does this contribute to the promotion of good scholarship?

The Department of Communication has worked hard to create a community of scholars that includes all faculty member and graduate students. All tenured and tenure-track faculty members and most lecturers are committed to research and interact with and support each other. For several years the department has sponsored a research colloquium, attended by both faculty and students, which serves as a focal point for a culture of research in the department.

At a departmental retreat held February 4, 2000, all faculty members attending emphasized the importance of research in their careers and for the department's mission. Faculty members expressed general satisfaction with their intellectual life in the department. At the same time, however, most expressed frustration with the lack of time that they have for research, mostly because of large numbers of students in undergraduate classes and heavy service and administrative responsibilities due to the small size of the faculty.

The colloquium series, the active graduate student association, collaborative research incorporating students and faculty, departmental seminars located in the department's seminar room, and the availability of attractive space for graduate student and faculty offices, conference rooms, and informal meetings are necessary components in creating a vibrant intellectual life in the department. However, the department has "outgrown" its current space on the second floor of the Skinner Building; as a result, we have crowded offices and almost no meeting space. This situation may eventually affect the ability of the department to maintain its intellectual activity. A positive environment encourages student-faculty interaction; without this environment, the intellectual community dissolves as students and faculty members choose to work elsewhere. We are currently working with the College to find the necessary additional space.

E. Comment on the degree to which the faculty has sought extramural funds. How does their record compare with similar departments nationwide?

In general, departments of communication do not receive large amounts of extramural research funding. Agencies that fund basic research and scholarship, such as the NSF and NEH, generally do not support communication research. Most funds for communication research, therefore, come from applied sources such as government agencies that fund health communication campaigns or industry associations that fund risk communication campaigns. Funds for humanistic research are quite limited. We know of no sources of data indicating how much extramural research support that communication departments receive in other universities. However, the funding performance of the department should be weighed within the general context that funding sources for communication research generally are limited nationally.

Within the five-year period of this review, the largest external grant received by faculty members was a \$400,000 grant that James and Larissa Grunig and four colleagues in other universities received from the IABC (International Association of Business Communicators) Research Foundation for a project beginning in 1985. Research for the project ended in 1995, and the final funding was provided in 1999. The project included detailed questionnaires administered to 300 organizations in the United States, Canada, and the United Kingdom and 24 in-depth case studies of the most and least excellent public relations departments found in the survey. Thus far, the project has produced two books, two research reports published by the IABC, and several journal articles. A final book reporting detailed results of the study is nearly finished.

The next largest research award was National Endowment for the Humanities Grant (RL-22316-95) that Professor Robert N. Gaines received for the Philodemus Project, Sub-Contract for Greek Text and English Translation of Philodemus, *On Rhetoric* 4, 1995-96. The award was for \$15,566.82. The Philodemus Project is an international effort, supported by a major grant from the National Endowment for the Humanities and by the generous contributions of individuals and participating universities; it aims to reconstruct new critical texts of Philodemus' works on *Poetics*, *Rhetoric*, and *Music*. The project is designed to investigate textual evidence in the collection of Herculanean papyrus materials now housed in the Biblioteca Nazionale di Napoli. The newly edited texts will be published, along with English translations and notes, in a series of volumes by Oxford University Press. The Project's Directors are David Blank (University of Reading), Richard Janko (University College, London) and Dirk Obbink (Christ Church, Oxford). Individual texts in the series are also being edited and translated by David Armstrong (University of Texas, Austin), Robert N. Gaines (University of Maryland, College Park), James Porter (University of Michigan), and Costantina Romeo (Sorrento). Other participants in the project include Daniel Delattre (Centre National de la Recherche Scientifique) and Michael Wigodsky (Stanford). The project's first volumes are scheduled to be *On Poems* I, edited and translated by Richard Janko; *On Poems* V, edited and translated by David Armstrong, James Porter, Jeffrey Fish, and Cecilia Mangoni; *On Rhetoric* I-II, edited and translated by David Blank; *On Rhetoric* III, edited and translated by Dirk Obbink and Juergen Hammerstaedt.

In addition to these funded projects, Larissa Grunig received summer salary from the Sea Grant College of the University of Maryland and the Environmental Protection Agency for a study of community attitudes toward and knowledge of toxic pollutants in the Chesapeake Bay in 1998. She also received summer salary for two years from the Sea Grant College and the Institute for Philosophy and Public Policy for a study of ecological restoration and the concept of place in the Chesapeake Bay region from 1995-97. Both Deborah Cai and Larissa Grunig have received summer salary support during the review period from the University of Maryland Curriculum Transformation Project on Globalization, Gender, and Culture, and Race, Gender, and Ethnicity, respectively.

Edward L. Fink received funding from the Lady Davis Fellowship Trust to fund his visiting professorship at the Hebrew University of Jerusalem for the Spring, 1998 semester. Larissa A. Grunig and Linda Aldoory each have received funding from the Public Relations Society of America for research on women in public relations. Deborah A. Cai, Robert N. Gaines, Larissa A. Grunig, Shawn J. Parry-Giles, and Jennifer Garst have received semester, summer, or research-support awards from the Graduate School's General Research Board during the review period. Deborah Cai applied for grants from the NSF in 1997 and 1998; Shawn Parry-Giles applied for a grant to the NEH in 1999. Neither received funding from these applications, however.

F. Comment on the department's participation in significant multidisciplinary activity.

Faculty of the Department of Communication are actively involved in multidisciplinary activity. Edward L. Fink, for example, is an affiliate faculty member in the College of Business and Management, the Department of Sociology, and the Department of Psychology. Linda Aldoory, Larissa Grunig, and Shawn Parry-Giles are affiliate faculty members of the Department of Women's Studies. James Grunig and Larissa Grunig are affiliate faculty members of the School of Public Affairs. J. Grunig is a member of the advisory board of the Committee on the History and Philosophy of Science. Deborah Cai is a faculty associate of the Center for International Development and Conflict Management, on the advisory committee of the Institute for Global Chinese Affairs, and a member of the China Committee of the University of Maryland. Deborah Cai, Jennifer Garst, and Michael Meffert are conducting research with psychologists and political scientists.

Most of the funded research projects discussed in the previous section, especially the Excellence in Public Relations Project and the Philodemus project, are multidisciplinary undertakings. Larissa Grunig's research on the Chesapeake Bay was done collaboratively with philosophers and environmental scientists. L. Grunig and Deborah Cai participated in the interdisciplinary Curriculum Transformation Project at the University of Maryland. Shawn Parry-Giles proposal to the NEH for a study of first ladies and the American rhetorical tradition was for a collaborative project with a historian from Monmouth College.

Deborah Cai is the only American scholar among a distinguished team of researchers working on an international project funded by a grant provided by the Japanese Ministry of Education and headed by Dr. Hiroko Nishida of the Department of International Relations at the University of Shizuoka, Japan. James Klumpp is director of the Tenth Summer Conference on Argumentation, which includes faculty from communication, English, philosophy, and political science. He also was the co-program planner for the 1999 Kenneth Burke Society Conference, which included faculty from communication, English, and sociology.

All of these multidisciplinary projects are significant, but in a broader sense the Department of Communication itself is a multidisciplinary activity. Faculty members have degrees in many social and behavioral sciences, in the humanities, as well as in communication. Most collaborate with each other and with colleagues in other disciplines on the College Park campus and throughout the world.

II. Undergraduate Program

Overview. In the last three years, and most noticeably in the last year, the undergraduate program has experienced unprecedented growth. Based on data from the College of Arts and Humanities, the number of undergraduate student majors has increased from 308 in the Fall of 1998 to 843 in the Spring of 2000 (from data provided April 28, 2000). In other words, our department has nearly tripled in the number of undergraduate student we teach, and we are now the largest department in terms of undergraduate majors in the College of Arts and Humanities.

In August of 1999 the specialty in public relations was transferred from the College of Journalism to the Department of Communication. To meet the needs of the newly integrated area and to retard the growth in the number of the undergraduate majors, we introduced a new set of requirements that became effective for students who enroll at the University of Maryland after August 17, 1999. Those who were admitted to University System of Maryland prior to this date have been “grandparented”--they may pursue the degree requirements that existed when they declared their major. The new requirements expanded the number of credits required to complete the major in Communication, from 42 credit hours to 51 (for students in the public relations track, the total number of credits is 52).

A. What is the rationale for the content, structure, and specialties of the undergraduate program? Are there any curricular problems? Suggest some solutions to these problems. Does the curriculum reflect new developments in the discipline?

The Rationale for the Content of the Undergraduate Program. First, the department has a major service role on the campus. Many departments, programs, and colleges require COMM107, *Oral Communication: Principles and Practice*, which is a basic course with a strong performance (e.g., public speaking) component. The department also offers other courses with major performance components. These courses develop and enhance oral and written communication skills, listening skills, and critical thinking skills. Examples of such courses include COMM125: *Introduction to Interpersonal Communication*, COMM200: *Advanced Public Speaking*; and COMM230: *Argumentation and Debate*, and COMM482: *Intercultural Communication*. These courses also address students’ personal, academic, and career communication and social influence skills.

Second, the department supports the campus’s commitment to diversity through such courses as Communication and Gender, Urban Communication, Intercultural Communication, and the Rhetoric of Black America.

Although the department offers a variety of courses within the broad study of communication, it has chosen to focus its study of communication on the *strategic use of discourse in the public sphere*. This focus highlights the commitment to impart knowledge related to social and political influence. Students take courses in persuasion, intercultural communication, negotiation and conflict management, political communication, public relations, and rhetoric and public discourse.

The department provides the theoretical and methodological underpinnings for the specialties. COMM250: *Introduction to Communication Inquiry* is a prerequisite for all upper level required courses; COMM400: *Research Methods in Communication*, and COMM401: *Interpreting Strategic Discourse* are required for all our students. Each of the four undergraduate tracks (Communication Research, Communication Studies, Public Relations, and Rhetoric and Public Discourse) has a theory course requirement specifically geared for that track: COMM402: *Communication Theory and Research*, for the Communication Research and Communication Studies tracks; COMM350: *Public Relations Theory* for the Public Relations track; and COMM450: *Classical and Medieval Rhetorical Theory*, for the Rhetoric and Public Discourse track.

Given the department’s commitment and focus on social and political influence, the department offers courses in the analysis of social and political discourse (social movements; political leadership; political discourse), social influence processes and their application (persuasion; small group communication; political campaigns; organization communication; negotiation and conflict management; intercultural communication; media effects), and public relations.

The Rationale for the Structure of the Undergraduate Program. The department aims to offer a broad and high quality communication-based program on social influence processes and their

application. To meet this goal, the structure of the undergraduate program is divided into a general communication theory and research methods components and content specific components that provide opportunities for students to focus on different facets of social influence processes and applications.

The program requires that students complete 51-52 credit hours as follows:

1. 3 credit hours in a performance course
2. 12 credit hours in Communication theory and research
3. 21 credit hours in track-specific course requirements, including electives
4. 6-7 credit hours in intellectual skills (e.g., statistics, analysis of language, analysis of discourse, economics)
5. 9 credit hours in a cognate set of courses

See the attached description of Communication Major Tracks (see Appendix C). The required courses in theory and research methods provide students with analytical knowledge about communication theory and process, and equip students with the necessary research skills to be informed users of social research as well as to prepare them for graduate level scholarship. These courses also develop students' ability to analyze and respond to the quality of communication in a variety of social contexts.

Another component in teaching our undergraduates is the course offerings intended to impart intellectual skills and equip students with the tools necessary to study communication and social influence. The subjects of these courses include statistical analysis, critical analysis of discourse, and structural analysis of language.

The structure also encourages students to engage in an interdisciplinary approach to studying social influence processes and their application by introducing a cognate. The program requires that students enroll in three courses in one other area of study that is relevant to the study of communication.

The Rationale for our Specialties. We have created four tracks to guide students in selecting an area of study and respond to their wide range of interests related to social influence processes and their application. These specialties, or tracks, also help students prepare for graduate studies as well as career opportunities. The four tracks are:(a) *Communication Research*; (b) *Communication Studies*; (c) *Public Relations*; (d) *Rhetoric and Public Address*.

The *Communication Research* track serves those interested in pursuing the study of social influence by employing empirical methods of investigation. The *Rhetoric and Public Address* track serves those interested in the history, strategies, and analysis of public discourse. The *Public Relations* track serves those interested in applied communication in organizational settings. The *Communication Studies* track serves as a general interest area. Although Communication does not offer a professional degree, this major provides vital knowledge for career preparation. In many professions, employers acknowledge that the ability to communicate is central to their missions. As a result, our majors move rapidly into a broad range of careers. Over the years, Communication has also served as an exceptional pre-professional major. Those who go on to engage in the practice of law, the helping professions, or government service have found the communication major critical to their later success.

Curricular Problems. The number of majors we serve has tripled this year, and is now at 843 (as of April 28, 2000). The curriculum has been negatively affected by this growth in terms of class size, space, and demand for equipment. Each of these concerns is inextricably tied to programmatic

issues and the quality of instruction. For instance, the department does not have the resources to adequately monitor students' meeting of prerequisites. Implementing study sequences and enforcing prerequisites will create a backlog of majors who may not be able to register for courses they need to graduate in four years.

Proposed Solutions to Program Problems. To address the problem, we have taken the following steps. First, we have proposed and are awaiting approval for limited enrollment to the major. The limited enrollment program ("LEP") sets minimum prerequisites for students who choose to become Communication majors as follows:

1. The completion of 45 credits (including the completion of CORE mathematics and writing requirements) with an overall minimum grade point average of 2.5.
2. The completion of the introductory course in the major, COMM250: *Introduction to Communication Inquiry*, with a grade of C or better.

The implementation of a limited enrollment program is expected to reduce the number of our majors by approximately 300 and increase the departmental grade point average to approximately 3.0.

Second, due to rapid growth, the College and the Office of Academic Affairs has supported the department's increase in faculty. However, we are still facing the problem of accommodating large number of students. In the Fall of 1999, we had approximately 1,200 students waitlisted for Communication courses. We have proposed, and are awaiting approval for, additional faculty lines. This move will help reduce the faculty-to-student ratio to more reasonable levels.

We are also experiencing serious office space problems. We do not have adequate office space to house newly hired staff and faculty members. Our office space is overcrowded; for example, we have had to convert storage areas into offices. We have requested additional office space for the Fall of 2000. The College is aware of this problem and is working to find additional space for the department.

Does the Curriculum Reflect New Developments in the Discipline? This year we have incorporated a new specialization, that of Public Relations, in our program. The integration of Public Relations is consistent with our department's focus on studying the strategic use of discourse in the public sphere. This addition also reflects the growing interest in applied communication in the discipline. The public relations undergraduate track was recently reviewed by a Public Relations Research Society of America (PRSA) Certification Team; the track was recommended for certification, which would give this track the imprimatur of the PRSA.

Because the media play an increasingly important role in social, political, and cultural change, we have proposed, and have recently received approval for, three courses in mediated communication. Our service course, COMM107, has received university recognition for special efforts and achievement in improving teaching and learning on the University of Maryland College Park campus (Lilly-Center for Teaching Excellence Special Recognition Award for Departmental Excellence in Teaching, 1999-2000). This course has incorporated technology for instruction and provided help for students to learn to utilize technology in their oral presentations.

B. Describe and assess the departmental honors programs, awards, seminar programs.

Describe and Assess the Departmental Honors Program. The departmental Honors Program has been revised this year to provide a more flexible and individualized, yet challenging, curriculum for our outstanding students. The revised program provides superior students with the opportunity for

intensive study of Communication at an advanced level. It encourages these students to work closely with faculty, and provides them with the opportunities to engage in research on an ongoing basis (see Appendix D, description of departmental honors program).

The program is designed to provide participants with the opportunities to expand their understanding of the discipline through honors options and graduate level course work. It also enriches their academic experience through closely supervised research and intimate involvement in the intellectual life of the department.

The structure of the departmental Honors Program, and its admissions criteria, follow the guidelines of the University Honors Program. Students interested in the Honors Program apply during the second semester of the sophomore year or the first semester of the junior year. Applicants are expected to present the following qualifications:

1. An overall GPA of 3.3 or above.
2. Completion of nine semester hours in Communication, including COMM250.
3. GPA of 3.5 or above in Communication.

The program consists of 12 credit hours divided as follows: 6 credit hours of Honors course work and 6 credit hours of research (consistent with the recommendation of University Honors Program). The department offers two plans of study for honors students, a thesis option and a non-thesis option. Thus, the program accommodates students who plan to pursue advanced academic degrees and those who seek more applied work.

Departmental Honors course work requirements may be fulfilled in three ways. First, students may participate in an Honors Option course. Such students complete an in-depth study over and above the requirements met by non-honors students in the course. Second, Honors students may enroll in graduate courses. Third, students may enroll in Honors courses offered on campus in other departments.

Honors students' performance is evaluated on the basis of: (1) the student's overall achievement in the program; and (2) the student's performance in a final project. The final project may be an oral defense of an Honors thesis or a comprehensive written examination, depending on whether the student chose the thesis or the non-thesis Honors option.

Describe and Assess Departmental Awards. This year the department has hosted an event at the end of Spring semester to recognize outstanding undergraduates. As a department, we have encouraged students to engage in research and teaching. We have also invited them to participate in some aspects of the administrative and academic life of the department. This May we recognized undergraduate majors who have had achievements in academic performance, academic improvement, research, and service. This year we also had a student Commencement Speech contest; the winner was invited to deliver a speech at the departmental commencement.

In addition to departmental recognition and awards, faculty members nominate undergraduates for campus awards as they become available. For example, based on a departmental nomination, a Communication student was selected to be among the College of Arts and Humanities outstanding graduating seniors in the Spring. Last year, based on a departmental nomination, a graduating senior received the Dean's Scholars award.

Outstanding Honors undergraduates are invited to participate as Undergraduate Research and Teaching Assistants. These positions provide scholarly training for undergraduate students working closely with faculty members. Undergraduate research assistants provide support for faculty

research projects. Teaching assistants provide support for the teaching of lower-level courses in Communication.

Describe and Assess the Departmental Seminar Programs. (1) Communication Colloquium Series. The Communication Colloquium Series 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.

(2) Independent Study. COMM498 provides a senior seminar option, in which seniors may engage in an in-depth study of a variety of communication issues. Our recent growth and demand for seats in our courses leaves us unable to provide an ideal seminar environment. Instead, seminar courses resemble full-size lecture classes. The department would like to offer more traditional seminars (15 students per class) and introduce capstone courses that follow the seminar model.

C. Assess the intellectual environment of the undergraduate program. Is there an environment that fosters collaboration, learning and community morale?

To prepare students to be communication scholars and practitioners, the department provides a multi-faceted approach to a quality college experience. This approach includes high quality instruction as well as participation in the day-to-day activities in the department. The result of these activities is the development of a collaborative learning community.

Our intellectual community provides the following:

1. Academic advising by a faculty member;
2. Research opportunities with faculty members;
3. Student leadership in discussion sections;
4. A colloquium series that encourages undergraduate engagement with prominent scholars in the field of communication;
5. Inclusion of undergraduate students in departmental committees and decision-making;
6. Support for the Undergraduate Communication Association and the University of Maryland chapter of the Public Relations Student Society of America. Both are student organizations that plan activities to foster relationships between faculty, students, and staff;
7. An academic curriculum that offers diverse tracks to accommodate a variety of students' interests;
8. A wide range of opportunities for faculty mentorship and research collaboration;
9. Opportunities for students to engage in peer advising, mentoring, and planning special events; all these activities provide leadership experience;
10. Recognition of students' achievements at the annual awards ceremony (see Appendix E for Invitation to May 5, 2000 Award ceremony);
11. Courses with an experiential learning component to establish relationship with the community on and off campus;
12. Internships in strategic companies to advance students' career opportunities.

Internships. The internship program awards academic credit to students for projects that relate a particular employment opportunity to course work in Communication. It 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 internship course, COMM386, is open to Communication majors who meet the following criteria: (1) a GPA of at least 2.7 in Communication courses; (2) a GPA of at least 2.5 overall; and (3) completion of two of the following courses with a grade of C or higher: COMM400, COMM401, COMM402 (see Appendix F for description of internships in the Department of Communication).

Internships showcase our students in the professional community and provide students with opportunities to network and establish collaborative relationships with the business community at large.

The Undergraduate Communication Association (UCA). The Undergraduate Communication Association 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. 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.

D. What efforts are made to encourage superior prospective undergraduate students to enter the major and retain them to completion of the degree? What efforts are made to increase the diversity of undergraduate majors?

Efforts to recruit superior prospective students and to retain them include:

1. Early contact with prospective communication students and freshmen;
2. Identification of College Park Scholars and Honors students with interest in communication, to provide information about the department and its programs to these potential high-quality recruits;
3. Phone conversations and mailing of information packages to academically talented students. The mailing includes the department's undergraduate handbook, which explains (a) the academic curriculum, including the Honors and internships programs; (b) professional opportunities available in the department; (c) a list of the department faculty members and information about their research interests; (d) an information sheet about the academic

- curriculum; and (e) an information sheet about career options in Communication;
4. Invitation to students to join the Undergraduate Communication Association (UCA) and, if relevant, the University of Maryland chapter of the Public Relations Student Society of America (PRSSA);
 5. Open houses for freshmen, transfer students, and academically talented students;
 6. Invitation to superior students to meet departmental faculty and students;
 7. Involvement of UCA and PRSSA students in recruitment of superior students;
 8. Fall events to which freshmen and sophomore College Park Scholars and Honors students with 3.3 GPAs are invited to meet departmental students, faculty and staff.

Our recruitment efforts have been very successful. In the last year we have had over a hundred incoming freshmen and transfer students who indicated Communication as their intended college major.

The department has had a quite admirable retention record:

- The department's one-year retention rate (1992-1996) was 86.5%, compared to the College of Arts and Humanities average of 79.3%;
- The department's two-year retention rate for juniors, Fall, 1995, was higher than all but one department in the College with more than twenty students;
- The department's Fall, 1996 one-year retention rate for juniors was higher than all but one department in the College with more than twenty students;
- The department's four-year graduation rate for Fall, 1993 juniors was higher than all but two departments in the College with more than twenty students;
- The department's three-year graduation rate for Fall, 1994 juniors was the highest in the College among departments with more than twenty students.

Retention efforts of superior students have focused on:

1. Invitations to students to apply to the departmental Honors Program;
2. Publication of all campus Honor's activities;
3. Involvement in departmental committees;
4. Nomination of students for honors, scholarships, and awards as they become available;
5. Nomination of students for lucrative internships through the internship program;
6. Provision of faculty mentoring through independent study courses;
7. Encouragement of students to engage in research presentations at local, regional, and national conference;
8. Provision of different academic tracks to accommodate a variety of student interests;
9. Provision of opportunities for interdisciplinary study of communication to promote breadth and depth in communication inquiry;
10. Leadership opportunities in discussion sections through undergraduate teaching assignments.;
11. Nomination of superior students to Honor societies such as the Lambda Pi Eta National Honor Society and the Golden Key National Honor Society.

Efforts to Increase the Diversity of Undergraduate Majors. Our 843 declared undergraduate communication majors (as reported on April 26, 2000) represent a diverse population. The ethnic profile of our undergraduate majors is as follows:

Table 3
Communication Majors 1999-2000, by Ethnicity

Caucasian	576	(68%)
African American	146	(17%)
Latin Americans	50	(6%)
Asian Americans	49	(6%)
Others	22	(3%)

The number of students in every category has increased among our majors in the last five years. The number of Caucasian students has increased from 217 to 576, although proportionately, this number represents a decrease from 71% of the total undergraduate population to 68%. The number of African American students has increased from 49 to 146, and now constitutes 17% of the undergraduate majors (an increase of 1%). The number of Latin American students has increased from 16 to 50, and now constitutes 6% of our majors. The number of Asian American students has increased from 20 to 50, and now constitutes 6% of our majors. The proportion of Latin Americans and Asian Americans in the undergraduate program has remained approximately the same over the last five years. International students and others have also increased, from less than 1% to 3% of our total undergraduate student population.

The undergraduate student survey indicates that 40% of our students see themselves as part of an ethnic minority. The survey also indicates that females constitute approximately 65% of our student population. In addition, 14% of the department's undergraduate majors are double majors and 45% are transfer students from other institutions.

Efforts to Maintain a Diverse Student Body. Curriculum. The department offers at least two sections each semester of Gender and Communication (COMM324); 2 sections of Intercultural Communication (COMM482), and 3 sections of Rhetoric of Black America (COMM360). These courses serve the university's undergraduate population, and can be used to fulfill the campus's CORE diversity requirement.

Colloquium. Our colloquium series brings communication scholars to the campus on a bi-weekly basis for the benefit of faculty, staff, graduate students and undergraduate students. The series has included Asian American and African American presenters, as well as scholars who specialize in public relations and globalization, diversity in human communication and feminist communication.

E. Describe the strengths and weaknesses of the advising programs for majors and non-majors. What is the faculty involvement in advising? Is there adequate involvement?

Purpose of Advising. The main objective of the advising in the department is to assist students in understanding, planning and successfully completing the Communication major requirements. To that end, we have established an advising program for our undergraduate majors; appointed a full-time Director of Undergraduate Studies, hired an Academic Program Specialist to assist in the administration of the undergraduate program; and appointed a graduate assistant for the undergraduate program. All three engage in curricular advising. In addition, there is an Outreach Coordinator who supervises the internship program and engages in career advising.

Strengths of Advising for the Majors. The large increase in the number of majors in part reflects our effective program of advising. Among the strengths are the following:

1. Providing full-time advising, with walk-in and by-appointment meetings;
2. Encouraging and welcoming students to seek information through an open-door advising

policy;

3. Requiring mandatory advising to ensure timely progress toward degree completion;
4. Monitoring students' academic progress to ensure timely progress toward degree completion;
5. Working with the Records and Registration Office to provide individual attention to student needs for program adjustment;
6. Offering academic advising in scholarly and research related matters;
7. Serving as liaison between the department and other on-campus student services such as the Office of Financial Aid, the Transfer Credit Office, the Career Center, and the Office of Learning Disabilities;
8. Working closely with the Office of Student Affairs in the College of Arts and Humanities, the University Counseling Center, the Division of Letters and Science, the Office of the Registrar, and the Office of the Dean for Undergraduate Studies, to ensure that the student is being served appropriately by these offices and to monitor students' academic progress;
9. Providing career and graduate school guidance;
10. Distributing information to all majors about career, technology, and internship workshops;
11. Targeting and inviting students to apply to Honor societies such as Lambda Pi Eta National Honor Society;
12. Providing reference material for employment and graduate degree programs;
13. Providing information regarding scholarships and financial support to eligible students;
14. Supporting the Undergraduate Communication Association and assisting the officers in planning and implementing career and social events;
15. Providing a faculty advisor for PRSSA.

Strengths of Advising for Non-Majors. The department teaches many courses that are taken by students throughout the campus. In addition to all the services directed at our majors, we have created a range of advising services for non-majors. These include the following:

1. Removing registration blocks;
2. Providing general advising regarding specific courses;
3. Providing an overview of the majors' curriculum and career opportunities.

Weaknesses of Advising. The undergraduate advising office is understaffed and lacks the office space and facilities needed to provide high quality and professional advising service to students. The advising staff consists of the Director of Undergraduate Studies, a full-time Academic Program Specialist, and a graduate assistant assigned to advising for 20 hours a week. Because the director is also a faculty member with teaching and service responsibilities, the director is unable to devote enough time to monitor and manage the growing number of majors. The undergraduate program, which has tripled in size in less than two years to 843 undergraduate majors, is currently operating with the assistance of only one full-time advisor and one graduate assistant, who are overburdened by the number of students. The lack of appropriate office space necessary to carry out advising tasks adds to the frustration and reduces the efficiency of the advising services. There are two advisors available; they share one desk, one computer, one phone, within half of one office. The department's advising office is critically understaffed and is not adequately equipped to serve the large number of students.

Faculty Involvement. All faculty members in the department are involved in the undergraduate curriculum and teach our undergraduate students. 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. Starting in the Fall of 2000, the faculty will be discussing how to maintain and improve the quality of the undergraduate program.

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 have been highly involved in working to solve student problems and in assisting them over the course of their undergraduate career.

F. How does the department monitor the quality of its undergraduates? How does it handle underperforming majors? Comment on departmental grading trends.

How does the Department monitor the Quality of its Undergraduates? Monitoring Grade Point Average. The department is taking several measures to promote academic excellence. One way to achieve this goal is to monitor the quality and progress of our undergraduates by tracking their grade point averages. We monitor three different GPA measures: (1) the overall grade point average of all the department's undergraduate majors, which is currently 2.7 (reported on April 26, 2000 by the Arts and Humanities Office of Student Affairs); (2) the GPA of majors in Communication classes, which is 3.0 (based on grade distributions from Fall 1997 through Fall 1999 reported by the university's Office of Institutional Studies on April 28, 2000); (3) the GPA of Communication majors in the required courses for the major, which is 2.8 (based on grade distributions from Fall 1997 through Fall 1999 reported by the university Office of Institutional Studies on April 28, 2000). In addition to these measures, the department monitors the changes in GPA for individual students when they come for mandatory advising sessions.

Monitoring Credit Level. Another way to monitor undergraduate performance is through ongoing supervision of the student's credit level, and how relevant these credits are to the study of Communication. This monitoring occurs regularly through mandatory advising. Mandatory advising is done one-on-one, which reflects the personal dimension of the undergraduate program; it occurs at least once a year, and often twice or three times a year, as needed.

Limited Enrollment Program. To enhance the overall quality of our incoming majors, we have proposed, and are awaiting approval of, a limited enrollment program (see p. 15, above). If the program is approved, it will reduce the number of majors by approximately 300 and is expected to result in a departmental grade point average of approximately 3.0.

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 program monitors our outstanding students more closely, preparing them for graduate degree programs, and it motivates 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.

We also 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.

How does the Department handle Underperforming Majors? Students who are underperforming may be classified into three groups: (1) Students with GPAs of less than 2.0, who have received an administrative academic warning; (2) students with GPAs of 2.0, who are at risk of becoming academically dismissed; and (3) students with GPAs that range from above 2.0 to less than 2.5.

Majors who are placed by the university on academic warning (those who fall below a 2.0 GPA) are sent a departmental letter (see Appendix G) that invites the students to come for a special advising session. A member of the advising staff and the student discuss the source of the student's problem; the department seeks to provide the student with the support needed to improve academically. Students receive help in assessing their needs, and may be referred to student academic service agencies on campus, such as the Writing Center, the Counseling Center, the Office of Student Disabilities, the Arts and Humanities Office of Student Affairs, and the Office of Financial Aid. Underperforming students are also encouraged to interact more closely with faculty members so as to develop a better understanding of course requirements.

The interaction between the departmental advising office, the college advising office, faculty members, the undergraduate students, and related offices is intended to empower students to take responsibility for their educational experience and overcome obstacles to achievement. At our annual awards ceremony, students who have overcome difficulties and made notable improvements in their academic careers receive special recognition.

Comments on Departmental Grading Trends. The department offers four types of courses:

- (1) Classes that constitute general education and that include instruction in communication skills. These courses include: COMM107: *Oral Communication: Strategies and Practices*; COMM125: *Introduction to Interpersonal Communication*; COMM220: *Introduction to Small Group Discussion*; and COMM324: *Gender and Communication*, which also fulfills a CORE diversity requirement.
- (2) Communication theory and research courses required by Communication majors in all or some of the department's tracks. These courses include one lower level introductory course, COMM250: *Introduction to Communication Inquiry*, and three 300-400 level courses as follows: COMM350: *Public Relations Theory*; COMM400: *Research Methods in Communication*; COMM401: *Interpreting Strategic discourse*; COMM402: *Communication Theory and Process*; COMM450: *Classical and Medieval Rhetorical Theory*. These courses are designed to provide students with the theoretical underpinning and the analytical skills necessary for the study of issues in human communication. These courses present a rigorous examination of communication as an academic discipline and introduce students to the social science and humanistic approaches extant in the Communication discipline.
- (3) Experiential learning and internship courses (e.g., COMM386, *Experiential Learning*). Students are eligible to enroll for up to six credits of departmental internship.
- (4) Courses with a large research or professional component. These courses constitute the heart of the requirements for an undergraduate major.

The discussion of grading trends should take into account the distinction between these four types of courses. Although the overall average grade for all courses offered in the department in the last five years is 3.0, this average grade does not reflect the grading trends in the required courses for the majors. These are rigorous courses and the average grades in these courses generally range from 2.5-2.8.

The grade distributions for Communication courses were provided by the Office of Institutional Studies (see Appendix H) demonstrate differences in grading trends depending on course type. COMM250: *Introduction to Communication Inquiry* provides a good example of the grading trend in the courses required for the major. The average grade for the sections offered between Fall 1997 and Fall 1999 is 2.51. The grades for this course has the following distribution:

Table 4
Grade Distribution, COMM 250, by Semester

<u>Grade Given</u>	<u>Fall, 1997</u>	<u>Fall, 1998</u>	<u>Fall, 1999</u>
<i>F</i>	3%	3%	3%
<i>D</i>	4%	5%	6%
<i>C</i>	46%	45%	30%
<i>B</i>	29%	31%	34%
<i>A</i>	8%	9%	22%
Number of Students	120	151	305

COMM402: *Communication Theory and Process* shows a similar distribution. The average grade for the sections offered between Fall, 1997 and Fall, 1999 is 2.8. For Fall, 1997, out of 53 students registered for the course, 12% received As; 45% received Bs; 34% received Cs; 0% received Ds; and 6% received Fs. In the Spring of 1998, of 66 students registered for the course, 7% received As; 29% received Bs; 54% received Cs; and 2% received Ds. In the Fall of 1998, of 124 students, 34% received A; 50% received B; 10% received C. In the Spring of 1999, of 113 students who enrolled in the course, 11% received As; 31% received Bs; 43% received Cs; and 8% received Ds.

The department's faculty are in agreement that grading needs to be reviewed. Standards need to be developed and shared explicitly with students (see Appendix I, memorandum on grades, dated March 3, 2000). Although faculty and graduate teaching assistants deal with many different types of courses, the department is committed to establishing rigorous grading standards.

The most recent data (Fall, 1999) indicate that the average grade point for our majors is 2.7, which represent an increase from the GPA of 2.6 for the Fall of 1998. The average undergraduate major GPA in the College of Arts and Humanities is 2.9. Given our growth and the absence of a limited enrollment program, the department is not yet at the College average. However, as evidenced by the trend in major GPA as well as in high school GPA of our entering freshman, the overall quality of our undergraduate majors is improving.

G. What efforts are underway to improve instruction? How does the department assess the quality of teaching? How is good teaching encouraged?

The department is committed to teaching excellence and dedicates resources towards that end in the following ways:

Training teaching assistants. To attain high quality of teaching, we train our teaching assistants 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.

Course supervisors. Lower level courses and 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.

Use of technology. The department is committed to incorporating technology into its instructional program. Historically, our undergraduate students have benefitted greatly from the instruction given in Communication 107 (*Oral Communication: Principles and Practice*). However, technology has expanded both the teaching possibilities in this course and the forms of presentation that students can employ. For example, teachers and students have the option of using the Internet, PowerPoint,

video, television, audio, and film in their presentations, in addition to the “old technologies” such as overhead transparencies and the blackboard.

Technology-equipped classrooms represent another technological innovation. These facilities enable the teacher to provide information in new and creative ways, as well as allowing students to learn from each other in new ways. In addition to COMM107, several of our courses utilize these “high-tech” facilities. These courses include our writing courses (e.g., COMM351, COMM352), and our course on negotiation (COMM425). The use of teaching theaters and other facilities that provide easy access to technology is a significant step in the department’s curriculum, which has long been recognized for its leadership in the Communication discipline’s delivery of and research on communication pedagogy.

Teaching excellence. Faculty and teaching assistants attend workshops conducted by the Center for Teaching Excellence to keep up with current ideas about teaching and teaching methods.

For the past five years, assistant professors in the department have received annual 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.)

End of semester evaluations. 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.

Awards. 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.

H. What measures other than the improvement of teaching itself could help improve the quality of instruction?

The University of Maryland undergraduate catalog promises students a “wired world.” Our department lags behind others in providing students with networked facilities. We need the ability to deposit class work on a server and download lessons, exercises, and notes. Although the department’s faculty try to use one of the few “smart classrooms” available on campus, they uniformly complain that the equipment in those rooms often malfunctions and the support staff assigned to assist instructors and students in using the hardware and software is not adequate. As a result, the quality of communication instruction suffers.

To improve the quality of undergraduate instruction, the department needs its own “smart” classroom, multi-media equipment, and full-time media technician to maintain the equipment and to train students and faculty in using it. The “smart” classroom should include TV monitors, World-Wide Web connection, power point software, student response terminals, video, audio, slide projectors, and interactive technology that allows students to respond to lectures and to each other. Maintaining our own facilities and obtaining a media technician who understands and responds to our needs is an important goal for any communication department, especially one in which mediated communication and its effects are important components of our research and instruction.

I. What do the majors do after they graduate?

According to exit surveys and interviews with graduating seniors majoring in Communication, our graduates enter the following careers:

Table 5
Career Paths of Communication Graduates

Industries:

Advertising
Business
Public administration
Public advocacy
Public relations
Commercial media
Finance
Communications
Human resources
Presidential campaigns
Sports broadcasting
Web consulting

Graduate Studies:

Law school
MBA programs
Master's degree in Communication
Master's degree in higher education administration

Fifty percent of respondents said they were undecided about their career plans.

J. Characterize the results of the undergraduate student survey.

Two-hundred fifty-three students responded to the questionnaires distributed to undergraduate majors. The questionnaires included both closed- and open-ended questions, and the following is a brief summary of the findings:

Degree Seeking. 14% of the students are double majors.

Honors. 7% participate in the University Honors Program, a program for students in the first two years of their undergraduate program. (This program is not the same as the department's Honors Program, which is for students who have completed their first two years of undergraduate study.)

Transfers. 45% of the students are transfer students.

Class Level. Juniors constitute 46% of the survey respondents; seniors make up 39% of the sample; and the lower division students make up the remaining 14% of the respondents. (Rounding error accounts for the total equaling 99%.)

Plans after Graduation. Most of our students report that they will be employed very soon after they graduate. The surveys indicate that 60% of the respondents enter the labor force; 17% choose to go to graduate school; 17% have not made plans; and 4% have some other plans after they graduate.

From the open-ended part of the survey, we learn that our students seek or find employment in advertising, business and sales, entertainment, event planning, human resource development, community work, marketing, management, media production, and web development and design.

Those who wish to pursue graduate work consider the study of law, business, international affairs, corporate communication, human resource management, journalism, mass communication, and public relations.

Academic and Career Advising. Students’ evaluation of instruction by faculty and teaching assistants is quite favorable. On a scale from 1, which indicates “highly satisfied,” to 5, which indicates “not at all satisfied,” the overall mean response is 2.5. Students’ evaluation of academic advising is 2.6. Evaluation of career advising is 3.2, which, in comparison to teaching and advising, indicates that students wish to have better career guidance in the department. Students’ comments on the survey indicate that students recognize that the advising office is understaffed. Students also state that they “need more information about internship opportunities,” “more career advising” and “career fairs.”

Curriculum. Course content and departmental requirements for earning a degree. Students indicate a relatively high degree of satisfaction with course content and requirements for degree. The mean responses are 2.6 and 2.5, respectively. They also express satisfaction with instructional equipment and teaching aids as indicated by the mean response of 2.6.

Academic climate and contribution to intellectual climate. Judging by the mean response of 2.4 and 2.5, respectively, students enjoy the academic climate and the intellectual growth associated with the major. They evaluate faculty attitudes toward teaching very favorably as indicated by the mean response of 2.3. They also find the curriculum to be stimulating (mean response = 2.5).

According to the survey, the department provides a friendly environment with a good climate. Students also find the department faculty and staff to be fair, diverse, and open.

III. Graduate Program

A. What is the rationale for the content, structure, and specialties of the graduate program? Are there any graduate curricular problems? Suggest some solutions to these problems. Does the curriculum reflect new developments in the discipline?

As currently conceived, the Communication Graduate Program research areas include the following: intercultural communication, negotiation and conflict management, persuasion and attitude change, political communication, public relations, and rhetoric. In addition, the department has some expertise in health and science communication, so that students specializing in one of the above six areas may use the health and science area as the context for their research. The six research areas represent concentrations of faculty interest and inquiry that are generally recognized in the communication discipline. Table 6 represents the relationship of graduate program research areas to the organizational divisions of the International Communication Association (ICA) and the National Communication Association (NCA).

Table 6
Specialty Areas in the Department of Communication, by ICA and NCA Division Represented

Communication Graduate Program Research Areas	ICA Division Represented	NCA Division or Commission Represented
Intercultural Communication	Intercultural and Development Communication	International and Intercultural Communication
Negotiation and Conflict Management	Organizational Communication	Organizational Communication; Group Communication; Peace and Conflict
Persuasion and Attitude	Information Systems;	Intrapersonal

Change	Interpersonal Communication; Language and Social Interaction	Communication/Social Cognition; Language and Social Interaction
Political Communication	Political Communication; Mass Communication	Political Communication; Mass Communication
Public Relations	Public Relations	Public Relations; Environmental Communication
Rhetoric	Philosophy of Communication	Public Address; Communication and Rhetorical Theory

Sources: <<http://www.icahdq.org/association/divisions.html>>; <<http://www.natcom.org/aboutNCA/Units/units00.html>>

The graduate curriculum is designed to provide students access to both the traditional and the innovative in the communication discipline. Because the faculty consists of scholars who continually contribute to the intellectual development of the communication field, the courses they construct and teach are at the cutting edge of disciplinary thinking. For example, our courses in public relations stress new conceptions of the role of public relations in developing balanced communication relationships between organizations and activist, aware, and latent publics. Likewise, political communication course work in our department includes the influence of electronic media on political attitude formation, as well as the role of interpersonal communication networks in conditioning individual responses to media information. Our courses in negotiation and conflict management challenge the near isolation of these topics in organizational communication by demonstrating the relevance of negotiation and conflict management across all the contexts that dominate communication inquiry (i.e., the interpersonal, small group, organizational, and cultural contexts). As a final instance, our courses in rhetoric and public discourse incorporate new theories of influence, such as visual communication theory, and demonstrate the importance of textual authentication and archival investigation, areas that are not often integrated with modern rhetorical studies.

The major problem that currently exists in the graduate curriculum is a shortfall in allocation of faculty resources to graduate instruction. In large part this problem has arisen because of the unprecedented increase in the number of undergraduate majors from less than 300 to more than 800 in a two-year period. This increase has created a diversion of faculty resources away from graduate instruction to meet the undergraduate instructional needs. The department has been attempting to address the graduate instruction shortfall in two ways.

One method has been to manage undergraduate instructional requirements by reducing the number of undergraduate majors and by changing the structure of undergraduate courses (e.g., replacing several class sections taught by faculty with a large lecture plus discussion section format so as to reduce the instructional burden on graduate faculty members, thus allowing them to teach other advanced courses). The main strategy here is a proposal to make Communication a limited enrollment program. The proposal to limit the enrollment of undergraduate majors is currently under administrative review.

The other means of addressing the graduate instruction shortfall is to increase the number of regular graduate faculty and lecturers. Lecturers teach a relatively high course load of undergraduate courses, thereby freeing graduate faculty to teach advanced courses.

By all these means, a more appropriate allocation of faculty to graduate instruction will be possible.

B. Characterize the applicant pool at the graduate level in terms of quality, size, diversity, etc. What is the department doing to advertise its program and to recruit and retain students? What criteria does the department use to admit students? What percentage of admitted students have a GPA below 3.0? Are the criteria for admission currently in use producing satisfactory results?

The applicant pool for the Graduate Program in Communication is fairly large and apparently stable. In AY1998-1999 there were 171 applicants to the program and in AY1999-2000 there were 178 applicants. The quality of students in the pool may be judged by the credentials of students who enrolled in the department in those two academic years. Mean Verbal (VGRE), Quantitative (QGRE), and Analytical (AGRE) graduate record examination scores and undergraduate grade point average (UGPA) for AY1999-2000 and AY2000-2001 are provided in Table 7.

Table 7
Academic Qualifications of Entering Graduate Students, by Academic Year

Initial Academic Year of Entering Students	Number of Enrollments	VGRE/ Interpolated Percentile (Approx- imate)	QGRE/ Interpolated Percentile (Approx- imate)	AGRE/ Interpolated Percentile (Approx- imate)	UGPA
1991/1992- 1995-1996	55	594/ N/A	566/ N/A	614/ N/A	N/A
1999-2000	14	612/ 86%ile	684/ 75%ile	633/ 70%ile	3.59
2000-2001	23*	625/ 89%ile	674/ 75%ile	619/ 67%ile	3.53

Sources: *Building Cornerstone Programs of Excellence* (Report of the Graduate Program Review Committee, August 20, 1997). *Graduate Record Examinations 1999-2000 Guide to the Use of Scores*, p. 14, Table 1: General Test Interpretive Data Used on Score Reports (Based on the performance of all examinees who tested between October 1, 1995, and September 30, 1998). Consult <<ftp://etsis1.ets.org/pub/gre/254665.pdf>>.

*Estimated number based on current responses to admissions and Graduate Assistantship offers.

As the Table 7 shows, the average GRE scores for entering Communication graduate students in AY1999-2000 and AY2000-2001 rank above the 85th percentile in VGRE, at the 75th percentile in QGRE, and above the 65th percentile in AGRE. The undergraduate GPAs of students entering in those years is in the A-/B+ range. The Communication Graduate Program considers these measures to indicate that the general quality of enrolled students is high.

The diversity of the applicant pool may perhaps be measured by the fact that applications from approximately 20 nations are typical each year. International applications account for approximately half of all applications and approximately half of all enrollments. Moreover, among American students, approximately 18% of applicants are African Americans and approximately 2% of applicants are Hispanic.

The department advertises its graduate program in disciplinary venues such as the program for the national conference of the NCA and the membership directory for the ICA. It also cooperates with Graduate School and College initiatives to promote graduate study at the University of Maryland and in the College of Arts and Humanities. However, the chief means of advertising the Communication Graduate Program is an extensive website that includes descriptive program

information, graduate course descriptions, faculty biographies, areas of study, as well as technical information regarding the regulations and procedures followed in the program. Additionally, the department responds to approximately 800 inquiries each year with written brochures containing much of the same information included at the website.

The department currently uses three main strategies to retain graduate students. The first is to admit only as many students as can be financially supported either by fellowships, assistantships, or grants and support from outside the University. Accordingly, because nearly all students receive departmental or external support sufficient to sustain their graduate education, few leave the program for financial reasons. The second strategy for retention is to place students in relationships with a faculty advisor as soon as possible. Incoming students are assigned a temporary advisor and encouraged to identify their regular advisor in the first semester of study. Advisors guide students through the program and serve as mentors for students' development as disciplinary professionals. As a result, students do not leave the department because of insufficient attention or insufficient assistance from the faculty. The third strategy is to provide resources to students that allow and encourage them to pursue their advanced study. For example, all graduate students are provided access to a computer facility in the department; all are provided with a mailbox and access to a telephone; all students are provided a secure place for personal materials. Further, all students who participate in professional conferences receive travel support that is comparable to the departmental support offered to faculty. Finally, all teaching assistants and fellows are provided with office space and the basic equipment and accessories necessary to pursue their research objectives and instruction duties. Thus, the material support available to our graduate students promotes and encourages the completion of their graduate degrees.

Graduate applications in the department require five sources of information, namely, undergraduate and graduate GPAs, GRE scores, recommendation letters, statement of purpose and experiences, and a scholarly writing sample. Based on these sources of information, the department uses the following criteria in admission decisions:

1. Competitiveness of undergraduate GPA.
2. Competitiveness of GRE scores.
3. Level of excellence indicated in recommendation letters.
4. Coherence of purpose with Communication Graduate Program characteristics.
5. Contribution to diversity of the Communication Graduate Program.
6. Demonstrated ability to present an effective, documented argument.

Consistent with these criteria, the Communication Graduate Program sometimes admits students who are not competitive on one criterion if unusual qualifications are presented for evaluation on the other criteria. Thus, for example, the department has admitted three students during AY1998-1999 and AY1999-2000 with undergraduate GPAs below 3.0, and this number represents about 5% of students admitted to the program during those years. However, in all three cases, the students admitted with deficient undergraduate GPAs were applicants of proven accomplishment in the research specialty they wished to pursue.

Overall, the criteria used by the department in selection of graduate students seem to be working. Very few students in the Communication Graduate Program fail to complete their degrees for academic reasons.

C. How is the quality of student performance assessed at various stages of students' graduate careers? Do graduate students grades show a range sufficient to encourage the better scholars and discourage the poorer ones? What system is used to determine which students proceed from the M.A. to the Ph.D.?

The responsibility for assessment of graduate students rests with faculty instructors and advisory committees for individual students. Faculty instructors assess performances in courses, and when problems exist with a student's performance in a course, the student's advisor is likely to be alerted to difficulties in an informal way. The advisor and the advisory committee review every student's performance several times during the student's pursuit of the M.A. or Ph.D. degree. To assess graduate student progress, advisory committees review M.A. student performance at the plan of study meeting, at the comprehensive examination plan meeting or the thesis prospectus meeting, and in the comprehensive examination or thesis oral defense.

Advisory committees review Ph.D. student performance at the plan of study meeting, the general area examination plan meeting, the preliminary dissertation examination plan meeting, the preliminary dissertation examination, the oral defense of the dissertation prospectus, and the oral defense of the dissertation. Additionally, student performance is reviewed periodically by the Director of Graduate Studies and annually for all graduate assistants by the Department Chair. Whenever there is evidence that a student's performance does not constitute satisfactory progress toward the M.A. or Ph.D. degree, the student's committee may be asked by the Director of Graduate Studies to meet for a special review. This review may lead to remedial action or even dismissal of the student.

A review of current graduate student grades would suggest that there is a range of grades and that faculty use grades to discriminate between higher and lower quality performance. For example, graduate GPAs among current graduate students in the program range from 3.00 to 4.00. Examining the graduate GPAs of 40 of our active graduate students, it is found that 15% have averages less than 3.50, and 33% have averages less than 3.70. Of course, much more divergent GPAs could hardly be expected, given that the admission rate in the Communication Graduate Program is usually between 10% and 20% of applications.

In a graduate program with both M.A. and Ph.D. programs, it is fairly frequent that students who have undertaken an M.A. in the department desire to pursue the Ph.D. degree. In such cases, these students apply to the program and are evaluated competitively using the Graduate Program's standard criteria for admission.

D. Comment on the length of time it takes students to complete degrees. What does the department do to ensure that students' progress toward their degrees in a timely and orderly fashion? To what extent are differences in success attributable to gender, ethnicity, low entrance GPA? What curricular or advising changes might be made that would facilitate progress toward the degree?

The large majority of M.A. students complete their degrees and most of those who do so satisfy degree requirements within two years. As might be expected, the variance in time-to-degree for the department's doctoral students is much higher. Times-to-degree for the department's Ph.D.s are summarized in Table 8 for the data that are available; these data include most Ph.D. recipients from the department and its predecessor units (Department of Speech Communication; Public Communication Ph.D.s from the Speech Communication Division of the Department of Communication Arts and Theatre; the first Ph.D. awarded was in 1984).

Table 8
Years to Doctoral Degree

	4 Yrs	5 Yrs	6 Yrs	7 Yrs	8 Yrs	9 Yrs	10 Yrs	11 Yrs or more
Number	3	3	5	3	2	1	0	6*

of Ph.D.s								
% of Total	13%	13%	22%	13%	9%	4%	0%	26%

Source: Student Information System. *Includes 11 (2), 12 (2), 13 (1), 16 (1).

Although Table 8 indicates the average time to degree is 7.2 years for the department’s doctoral students, in fact 61% of the Ph.D. students finish their degrees in seven years or less. And it may be added that the chief factor that determines time-to-degree is the student's decision whether to remain in residence at the University of Maryland. Among students who have chosen to remain, no student has taken longer than seven years, and nearly all students have finished within six years. The department's assessment of time-to-degree profiles has resulted in efforts to retain students in residence after they advance to Ph.D. candidacy. In this connection, a major strategy has been to extend financial support beyond four years to Ph.D. students who demonstrate steady and substantial progress toward completion of their dissertations.

Because the graduate program admission process is rigorous, and because graduate students are frequently assessed and closely counseled by their graduate faculty advisors and advisory committees, there are few students who do not complete graduate degrees in Communication on account of academic reasons. Differences in academic success are not attributable to gender, ethnicity, or low entrance GPA.

The department has recently undertaken several changes in the graduate program to ensure that more students complete their degrees within a reasonable period. In the M.A. program the advisor now has more responsibility for assisting students with degree requirements. In the Ph.D. program, students now have more flexibility in meeting course and examination requirements; they are also motivated to complete the dissertation prospectus much earlier. These changes have had the desired effects and Communication graduate students now finish their degrees with greater regularity and more speed than ever before. Accordingly, we do not expect to make significant changes in the graduate curriculum or advising in the near future.

E. Evaluate the adequacy of financial support for graduate students. Include in this assessment comments on the adequacy of the dollar amounts for T.A.s, quantity and dollar amounts of fellowships, and work load for T.A.s.

The Department of Communication now receives funds to support 34 graduate students on graduate assistantships. When open competition and departmental block-grant fellowships and scholarships are added to this number, the department is able to provide financial support for approximately 40 full-time graduate students. However, many of the graduate assistantships are not permanent items in the department’s budget. The department believes that many of the “soft budgeted” assistantships granted via the university’s ACCESS process should be part of the department's regular budget. Moreover, as the number of courses taught by the faculty increases, due to the corresponding increase in the size of the departmental faculty, the number of regularly allocated graduate assistantships should also be increased.

The AY1999-2000 stipends for graduate assistants (GAs) are \$10,998 (GA level 1) and for fellows are \$11,077 (step 1). These figures are arguably low, considering what other institutions offer and the high cost of living in the Washington, D.C., metropolitan area. For example, one of our department's chief competitors for quality graduate students is the Department of Speech Communication at Penn State University. Penn State University provides approximately the same stipend as the University of Maryland, even though the cost of living at Penn State is much less (see <<http://www.natcom.org/ComProg/gpdhtm/gpd157.htm>>). Fellowship awards at Penn State are

significantly higher (at least \$13,000) than at Maryland (see <<http://www.gradsch.psu.edu/fellowships/university.shtml>>).

The work load for Communication graduate teaching assistants is typically four autonomous sections of a basic course per academic year (two sections each semester). Normal class size in sections of the basic course is 23-25.

F. Characterize and assess the general intellectual environment of the department, independent of the formal graduate program (e.g., active speaking series, collaboration of faculty, team research, people who appear to be excited by the newness of ideas in the unit, etc.).

The general intellectual environment of the department seems very favorable to graduate study for several reasons. First, the department annually sponsors the Communication Colloquium Series. In this series about six colloquia are held each semester. Colloquia feature the department's faculty and graduate students, faculty from other departments at Maryland, and noted communication scholars from across the country. In recent years, the list of speakers has included Cynthia Burggraf (University of Delaware), Karlyn Koors Campbell (University of Minnesota), Joseph Cappella (University of Wisconsin), James Chesebro (Communication Association National Office), Stanley Deetz (Rutgers University), James Dillard (University of Wisconsin), Daena Goldsmith (University of Illinois), John Greene (Purdue University), Beth Haslett (University of Delaware), Sally Jackson (University of Arizona), Stan Kaplowitz (Michigan State University), Michael Leff (Northwestern University), Martin Medhurst (Texas A&M University), Jean Dietz Moss (Catholic University of America), Barbara O'Keefe (University of Illinois), Gerry Philipsen (University of Washington), Cynthia Stohl (Purdue University), J. Michael Hogan (Penn State University), Nancy Struever (Johns Hopkins University), Mary Boor Tonn (University of New Hampshire), and Elizabeth Toth (Syracuse University).

Second, a number of departmental faculty have made themselves available to collaborate with students on particular research projects. Faculty working with students in this way include Professors Cai, Drake, Fink, Garst, J. Grunig, L. Grunig, and Wolvin. In addition, the department's social scientists meet from time to time over lunch to discuss research problems and strategies. These collaborative research activities allow students access to the workings of the research process and develop professional sensitivities early in graduate study.

Third, there has developed a culture of cooperative achievement among departmental graduate students. Students in the department frequently present papers at national and international conferences related to the discipline (e.g., International Communication Association, International Society for the History of Rhetoric, National Communication Association, Public Relations Society of America, Rhetoric Society of America). They also submit their scholarship to disciplinary journals--and not without success. A key element in this process is cooperation among the students; they read and comment upon each other's papers and submissions as a matter of routine. Such collaboration also extends to preparations for examinations. It is typical for Ph.D. students facing an oral examination to be subjected to a "mock oral" by their peers prior to the official examination. This culture of cooperative achievement helps students to succeed while they are in the program and to excel as collaborative colleagues after they complete the program.

G. How well does the graduate program exploit the strengths of the faculty?

The degree to which the Department of Communication utilizes the strengths of faculty in the graduate program may be illustrated by the graduate course assignments (600-level and above) of the department's graduate faculty for AY1999-2000. During the present academic year, the

department had thirteen graduate faculty members, eleven of whom taught full-time in the department. Of these eleven, nine faculty members taught one or more graduate courses in their research area. In fact, within their respective research areas, one faculty member taught three graduate courses, six taught two graduate courses, and two taught one graduate course. Only two faculty members did not teach graduate courses in their research area. The conclusion to be drawn from departmental course assignments in AY1999-2000 is that, in general, the Department of Communication capitalizes on the strengths of its graduate faculty. Table 9, below, indicates the research area and graduate courses taught by each graduate faculty member during the 1999-2000 academic year.

Table 9
Graduate Faculty Members, by Research Area and Graduate Courses Taught, 1999-2000

Graduate Faculty Member	Research Area	Graduate Courses in Research Area AY1999-2000
Linda Aldoory	Public Relations	COMM630: <i>Seminar in Public Relations Management</i> (Fall) COMM714: <i>Introduction to Qualitative Methods in Communication Research</i> (Spring)
Deborah A. Cai	Intercultural Communication, Negotiation and Conflict Management	COMM682: <i>Seminar in Intercultural Communication</i> (Fall) COMM625: <i>Negotiation</i> (Spring)
Laura E. Drake	Intercultural Communication, Negotiation and Conflict Management	COMM698V: <i>Special Problems in Communication: Topics in Verbal Communication</i> (Fall)
Edward L. Fink	Persuasion and Attitude Change	COMM702: <i>Intermediate Quantitative Data Analysis in Communication Research: The General Linear Model</i> (Fall) COMM703: <i>Advanced Quantitative Data Analysis in Communication Research: Structural Equation Models</i> (Spring)
Robert N. Gaines	Rhetoric	No Graduate Courses in Research Area
Jennifer Garst	Persuasion and Attitude Change	COMM775: <i>Seminar in Persuasion and Attitude Change</i> (Fall) COMM600: <i>Empirical Research in Communication</i> (Spring)
James Grunig	Public Relations	COMM633: <i>Global Public Relations</i> (Fall) COMM631: <i>Seminar in Public Relations Publics</i> (Spring)
Larissa A. Grunig	Public Relations	COMM718: <i>Practicum in Research Proposal and Design: Public Relations Research</i> (Fall) COMM634: <i>Seminar in Ethics and Philosophy of Public Relations</i> (Spring)
James F. Klumpp	Rhetoric	On Sabbatical leave, 1999-2000
Joseph L. McCaleb	Rhetoric	Full-time in College of Education, 1998-2000
Michael Meffert	Political Communication	COMM760: <i>Seminar in Political Communication</i> (Fall)
Shawn J. Parry-Giles	Rhetoric	COMM711: <i>Historical/Critical Methods in Communication Research</i> (Fall) COMM652: <i>Contemporary Rhetorical Theory</i> (Fall) COMM768: <i>Seminar in Public Address</i> (Spring)
Andrew D. Wolvin	Political Communication, Rhetoric	No Graduate Courses in Research Areas

H. How would you describe the climate for graduate study in the department? If there are problems, what efforts are being made to address them? What programs are available to maintain morale and generally create an atmosphere in which students feel that they and their good work are respected? What support groups exist within the department? Is there an adequate system for recognizing superior academic accomplishment (for a seminar paper, a superior dissertation, etc.)?

The climate for graduate study in the Department of Communication is very positive. Here are a few indicators of this positive climate.

1. Students are encouraged to pursue their personal research interests.
2. Students are allowed by graduate program policy to select and change advisors and committee members at almost every point in their degree process.
3. Graduate students are members of every departmental committee that entertains business related to the graduate program.
4. The department provides space and money to facilitate activities of the departmental Communication Graduate Student Association.
5. Usually by relying on the Communication Graduate Student Association, the department seeks graduate student opinion on all major decisions that touch graduate students, including hiring of permanent faculty, allocation of departmental resources, assignment of departmental space, and policies governing the use of departmental facilities.
6. Graduate student academic achievements are announced at Departmental Assembly meetings, sessions of the Communication Colloquium Series, the Graduate Student Appreciation Luncheon, and the departmental graduation ceremonies.
7. Graduate students are encouraged by faculty to submit papers and books for publication and to participate in the communication discipline through presentations at conferences and service in organizational roles.
8. Graduate students are frequently invited to participate as speakers in the Communication Colloquium Series.
9. Graduate students are provided with significant funds to support travel associated professional conference presentations.
10. Graduate students are provided with opportunities for financial support in graduate teaching assistantships beyond four years.
11. Graduate students are encouraged to improve the climate for graduate study.

We believe that these and other factors create an environment in which graduate students look upon the faculty as senior colleagues. Within this environment, students are free to speak their minds, pursue their own intellectual agendas, and develop professional and academic credentials suitable to their self-determined career goals.

I. What assistance is available in career planning and job placement? Comment on the placement record for students who have received degrees in the last five years. How

might this record be improved?

The chief responsibility for assisting graduate students with career planning and job placement rests with the students' advisors and advisory committees. However, the department does assist in this process in several ways. For terminal M.A. students, the department offers internship placement assistance through the office of the Outreach Coordinator. The possibility of internships exists for Ph.D. students as well, but most of the department's efforts on behalf of such students are focused upon scholarly development and academic placement. Perhaps the department's chief contribution in this connection is a course already mentioned in Part I under the rubric of Advising for Job Placement. This course, COMM687: *Professional Development in the Communication Discipline*, helps graduate students target the type of academic institution in which they would like to work and devise a plan for developing an appropriate professional profile for such institutions. It also assists students in the process of finding and keeping an academic post.

Communication Graduate Program placements of students earning the Ph.D. degree for the last five years are summarized in the Table 10, below.

Table 10
Placement of Doctoral Graduates, by Date of Entry into the Doctoral Program, Date of Doctorate, and Institution of Placement

Name	Date of Entry into Program	Date of Doctorate	Institution of Placement
Lucy Hogan	9008	9505	Wesley Theological Seminary*† Religion and Theology
Gary Selby	8508	9605	George Washington University† Research II
Susan McGreevy Hubbard*	9201	9612	Johnson, Bassin, & Shaw, Silver Spring, MD
Allyson Adrian	9108	9705	Georgetown University† Research I
Shuming Lu	9108	9705	City University of New York Brooklyn College† Master's I
Madeline Derbyshire	8108	9708	University of Rhode Island† Research II
Joseph Ross	8608	9712	St. Joseph's University† Master's I
Anders Lunt*	9008	9805	Senior Pastor, Glen Mar United Methodist Church, Ellicott MD
Lisa Perry	9208	9812	Mankato State University† Master's I
Terry Croy*	9108	9905	President, Platte River Academy, Denver, CO
Leah Ritchie	9408	9905	Salem State College Master's I
Daniel Buehler	9208	9908	Metropolitan State College of Denver Baccalaureate II
Mary Umberger	8908	9908	Metropolitan Community College, Omaha, NE† Associate of Arts
Noemi Marin	9508	9912	Florida Atlantic University Master's I
Holly A. Massett*	9308	9912	Academy for Educational Development, Washington, D.C
Shelly Stein	8908	9912	University of Zimbabwe (Fulbright)
Mary Ann Trasciatti	9108	9912	Hofstra University†

			Doctoral I
Diane Blair	9508	0005	California State University at Fresno† Master's I
Lisa Gring-Pemble	9608	0005	George Mason University† Doctoral II
Shannon Bowen	9608	0008	Auburn University† Research II
Jean Costanza Miller	8908	0008	George Washington University Research II

Source of 1994 Carnegie Classifications: <<http://www.carnegiefoundation.org/OurWork/Classification/CIHE94/PartIIfiles/PartIIclassIndex.htm>>. * Not actively seeking permanent employment in institutions of higher education. †Permanent position.

Of twenty-one Communication Ph.D. recipients since Fall 1995, twelve (57%) currently occupy or will immediately begin permanent academic positions, and sixteen (76%) are working in institutions of higher education. No one who is actively seeking permanent employment in institutions of higher education is employed outside such institutions. Accordingly, the department has done well in placing its students in academic positions. The types of placements of Ph.D. recipients is summarized in Table 11. Most significant in this table are the facts that out of sixteen Ph.D. recipients, six (38%) are employed in research institutions, and thirteen (81%) are employed in graduate institutions.

Table 11

Placement of Recipients of Doctoral Degree in Academic Institutions, by Carnegie Classification of Institution

1994 Carnegie Classification	Number of Placements
Research Universities I	1
Research Universities II	4
Doctoral Universities I	1
Doctoral Universities II	1
Master's Universities and Colleges I	6
Master's Universities and Colleges II	0
Baccalaureate Colleges I	0
Baccalaureate Colleges II	1
Associate of Arts Colleges	1
Specialized Institutions: Theological Seminary	1

The department would like to place more of its Ph.D. graduates in Carnegie Research I Universities. Our plan to do so involves enlarging and strengthening the faculty and increasing involvement of Ph.D. students in research from the beginning of their advanced study.

J. Characterize the results of the graduate student survey.

Overall, the majority of graduate students are satisfied with the department and the graduate program. Master's students are less satisfied with career and professional advising than are doctoral students. The most significant finding is that the level of satisfaction with opportunities to participate in faculty research is somewhat negative. This finding probably reflects problems due to the work load associated with the undergraduate program and service requirements due to the small number of tenured and tenure-track faculty.

Examples of responses are as follows:

Table 12
Mean Satisfaction for Selected Survey Items, by Degree Program

<u>Satisfaction with:</u> (See questionnaire for complete question wording)	<u>Mean Satisfaction</u> (1 = Highly Satisfied"; 5 = "Not at all Satisfied")	
	<u>Master's Students</u> (N = 11)	<u>Doctoral Students</u> (N = 14)
	20. Departmental graduate instruction	1.91
23. Faculty expertise in student's research area	1.64	1.85
27. Academic advice by advisors	1.82	1.85
29. Opportunities for working with faculty on creative activities	3.14	3.45
40. Departmental consistency in applying rules and policies	2.13	2.77
41. Department as an intellectually stimulating place	2.00	2.21
44. Overall morale of graduate students	2.18	2.50

The open-ended questions reveal additional student concerns. One respondent was unhappy that students do not have access to the photocopy machine; however, students do have such access. One respondent believed that the question wording was biased against part-time students, and assumed this wording reflected a departmental bias. In fact, the questions came from the College. The alleged bias indicates that this part-time student, and perhaps others, believe that they are not being treated properly because of their part-time status. Some master's students wanted the department to provide instruction on the use of technology (e.g., the Web, PowerPoint, HTML) and also to have more career-oriented course work. Such course work is available on campus, but not in the department.

IV. General Departmental Organization

A. Does the department have and follow a Plan of Organization adequate to its needs?

The department has a Plan of Organization. It has been amended a few times in the last five years. Its most significant amendments were to:

- Change the status of the undergraduate student representative to the Departmental Assembly, from a non-voting member to a voting member.
- Change the Plan to be consistent with the change of name of the Department.
- Remove the responsibility for internships from the Director of Undergraduate Studies.
- Have the Human Subjects Committee appointed separately from the Graduate Studies Committee.

The Department has other policy documents in addition to the Plan of Organization. These include Appointment, Promotion, and Tenure Procedures, Policy on Graduate Student Satisfactory Progress, Policy on Renewal of Graduate Assistantships, Policy on Graduate Student Summer Appointments, Policy on Merit Pay, and Policy on Faculty Workload. Some of these policies should probably be reviewed next year. The Department does follow its Plan of Organization, and the Plan appears adequate to its needs.

B. Is work distributed to faculty and staff in a manner that allows the department to operate efficiently? Comment on the adequacy and organization of the support staff.

Given the approximately 800 undergraduate majors and 80 graduate students, it is clear that the faculty and support staff are overburdened. Although the number of full-time faculty members almost tripled in one year, the number of students also just about tripled, leaving the student-faculty ratio essentially unchanged. The Office of Academic Affairs and the Dean of the College of Arts and Humanities have responded to the department's growth by providing additional resources, through the enhancement process, the ACCESS process, and the College budget. (As this document is being written, the level of support for the 2000-2001 academic year and beyond is not known.)

Because the department's growth has been rapid, the short-term response has been to hire, with College and campus support, temporary faculty members (lecturers and visiting assistant professors). This support has been critical to the ability of the department to meet its basic teaching obligations, but in doing so class size has been large (e.g., 60-120 students in 400-level courses), and the departmental need for senior faculty members has not been met. This situation has resulted in the department's faculty shouldering a larger teaching and service obligation than found in other departments within the College and in comparable Communication programs at other universities.

The departmental staff, which has grown thanks to support from the College, is also overburdened. In the Fall of 1997, the staff consisted of an administrative assistant and a program management specialist (non-exempt staff), a half-time internship coordinator (lecturer), and a half-time undergraduate advisor (graduate assistant). The staff today consists of an administrative assistant (currently being considered for promotion to reflect the increased complexity of her duties) and program management specialist (non-exempt staff), a full-time outreach coordinator (lecturer; the department has requested that this position be changed to an exempt staff position), a full-time Director of Undergraduate Studies (an exempt staff position with the additional title of lecturer), an academic program specialist (non-exempt staff), and 2-4 graduate students serving as administrative aides to the Director of Graduate Studies, the Director of Undergraduate Studies, the Director of COMM107, and as undergraduate advisors. In addition, the department has hired an hourly employee to serve as media technician, to assist the department's needs for videotaping student work as well as videotaping or audiotaping political events and the like. The addition of this staff members has been an enormous help to the department. The College has understood the departmental needs and has provided some relief by funding some of the new staff.

The department functions efficiently given the limitations discussed above. As the campus and College know, more faculty and staff are presently needed. The department has proposed a limited enrollment program to lessen the pressure on the faculty and staff. However, even with a limited enrollment program, additional personnel will be needed. The department will have a better sense of its future needs after the campus and College indicate the personnel changes to be funded.

C. Discuss how the department allocates its instructional resources to general education, undergraduate majors, graduate instruction.

and

D. How are the teaching decisions affected by factors such as student demand, teaching loads, space, the curriculum, and pedagogical concerns?

The department's offerings for the last two years, in terms of number of sections, appear in Table 13 as follows:

Table 13
Sections Offered, by Semester and Course Level

Course Level	Number of Sections Offered (Excluding Individual Study*)					
	9808	9901	AY1998-1999	9908	0001	AY1999-2000
100	40	40	80	40	40	80
200	7	6	13	11	10	21
300	4	3	7	14	12	26
400	12	16	28	21	25	46
600+	10	5	15	13	9	22
TOTAL			143			195

*Excludes the following courses: COMM 386, 398, 399, 489, 688, 798, 799, 888, 889.

As can be seen from Table 13, this academic year 41% of the department's instruction is at the 100 level, 24% is at the 200 and 300 level, 24% is at the 400 level, and 11% is at the graduate level.

Most of the general education courses are below the 400 level. COMM107 accounts for a substantial portion of the department's teaching; the department offers 38 sections each academic year semester, and receives some support from the university for this service.

Courses at the 100, 200, and 300 level are taught primarily by graduate teaching assistants and lecturers. The primary exception to this arrangement is for courses required of some or all of the department's majors: COMM250 and COMM350. Instructors for these courses are either faculty or advanced graduate students with experience in the area.

Courses at the 400 level are mostly for Communication majors. These courses are taught by faculty and by graduate teaching assistants who have achieved doctoral candidacy.

Graduate level courses are taught only by graduate faculty members.

Given the undergraduate pressures on the department, the department has increased class sizes and has experimented with new (to the department) teaching models. For example, some courses are being taught as two day per week large lecture courses supplemented by one day a week smaller discussion sections. Although the discussion sections are larger than desirable (about 35 students), this model makes more efficient use of instructional personnel. This model, however, cannot be used in courses that require special teaching facilities, such as a teaching theater. Therefore, the department has reached its teaching limit given its current teaching staff.

Space affects the department's ability to teach in several ways. First, the department does not control any teaching facility. Because several of our courses require video or computer capability, and because rooms with this capability are limited, instructors have to carry equipment across campus, request assistance (which is quite limited) from others on campus, or forego teaching pedagogically necessary or desirable material. The department has been successful in assigning many sections of its courses to the Plant Sciences Building and to teaching theaters, but the problem

to have appropriate space assigned to its classes persists.

The department will be reducing the size of its classes in the fall, so that undergraduate classes that had an enrollment limit of 60 will be restricted to 50 students, and most graduate courses will be limited to 18, down from their previous limit of 20.

Graduate instruction reflects the required courses for all graduate students, required sequences of research methodologies that the department has chosen to emphasize, required courses in the various specialties, as well as electives that are taught from time to time. The department has attempted to maintain balance in its offerings, such that students in each specialty have the opportunity to take the necessary courses in a reasonable time frame. However, given the small size of the graduate faculty, the number of faculty in each specialty available to teach (i.e., faculty members not on sabbatical, research leave, or course reduction due to departmental service such as director of graduate studies) is often problematic in some areas.

E. What are the teaching loads for faculty and teaching assistants? (Please respond in terms of required courses, classroom hours and number of students.)

Table 14

Instructional Workload for Academic Year 1999-2000, by Permanent Faculty Members (Course numbers are followed by class size in parentheses; required courses for all undergraduate majors in **bold**; required courses for majors in some tracks and for the graduate program in *italics*)

Name	Title	Fall Teaching	Spring Teaching
L. Aldoory	Assist. Prof.	250 (74) ; 478 (10); 630 (6)	350 (48); 478 (6); ARHU 486 (1); 489 (1); 714 (17)
D.A. Cai	Assist. Prof.	425 (51); 489 (1); 682 (18); 798 (2)	402 (60); 489 (3); 625 (11); 798 (2)
L.E. Drake	Assist. Prof.	426 (45); 698V (2)	250 (60) ; 482 (160, with two T.A.s)
E.L. Fink	Prof.	702 (4); 899 (2)	703 (9); 899 (2)
R.N. Gaines	Assoc. Prof.	450 (42); 700 (14); 798 (1); 889 (1); 899 (3)	401 (64) ; 698T (19); 889 (1); 899 (2)
J. Garst	Assist. Prof.	402 (48); 775 (16)	475 (60); 600 (10)
J.E. Grunig	Prof.	402 (63); 633 (9); 799 (3); 889 (1); 899 (7)	483 (27); 631 (12); 799 (1); 899 (5)
L.A. Grunig	Assoc. Prof.	350 (37); 718 (5); 799 (2); 899 (4)	402 (61); 634 (11); 688 (2); 799 (2); 899 (3)
J.F. Klumpp	Assoc. Prof.	S A B B A T	I C A L
J.L. McCaleb	Assoc. Prof.	(On loan to College of Education)	
M.F. Meffert	Assist. Prof.	400 (56) ; 760 (4)	250 (62) ; 400 (59)
S.J. Parry-Giles	Assist. Prof.	489 (8); 652 (4); 711 (4)	461 (60); 768 (8).
L. Waks	Lecturer (& staff)	250 (143) ; 489 (10)	398 (2); GEMS 396 (7); 420 (40); 489 (13)
A.D. Wolvin	Prof.	470 (50); 489 (10); 686 (18)	398A (100); 250 (85) ; 489 (8)

As can be seen in Table 14, the average permanent faculty member had a load of four regular (i.e., non-individual instruction) courses this academic year. Of these courses, typically 2-3 are undergraduate courses, and 1-2 are graduate courses. The typical permanent faculty member teaches an average of one undergraduate required course per year, although this varies from year to year. The regular undergraduate courses taught by the permanent faculty have between 27 and 160 students, with a median class size of 60. The regular graduate courses have between 2 and 19 students, with a median class size of 9.5 students. In addition to regular courses, the permanent faculty also supervise independent studies, graduate internships, and thesis and doctoral dissertation preparation.

The typical class entails three credits, which means that it meets for three hours per week.

The teaching load for Communication graduate teaching assistants is typically four autonomous sections of a basic course per academic year (two sections each semester). Normal class size in sections of the basic course is 23-25. Some teaching assistants lead discussion sections in large lecture classes, and those graduate students who have advanced to doctoral candidacy are allowed to teach at the 400-level.

V. Facilities

A. Describe the quantity and quality of the space available to the department. To what extent does the available space meet or not meet the department's needs? Be very specific.

Since 1991, the department has been located on the second floor of the Skinner Building. This building was renovated just prior to the department's move to the building. The department currently has 17 regular offices, a chair's office, a business office, a reception and work area, a large office for master's graduate assistants and scholars, one storage area being used as a multi-person office, a classroom also being used for an office, a computer facility, a seminar room, and a kitchen/lounge. The department has no extra space for committee or other meetings.

The space available for the department is extremely limited. The current use of space and the department's needs are fully described in a memorandum on this subject (see Appendix J). The department does not have space for its new assistant professor (Katherine McComas) or for its half-time tenured faculty member (Joseph McCaleb). At present some offices are available because of faculty sabbaticals, and some offices are very crowded. This situation, if not ameliorated, will adversely affect the department's ability to recruit and retain faculty and graduate students.

Given the growth in the number of faculty and possible growth in the number of graduate assistants, the department clearly requires additional space. There is reason to believe that the department may acquire the space on the second floor of the Skinner Building that currently houses the Center for Studies in Nineteenth-Century Music. Intelligent growth requires that the department carefully plan the use to which additional space may be put. There may be costs associated with making new space optimally useful for the department.

B. How adequate are the facilities? (Comment on the adequacy/inadequacy of windows, lighting, desks, chairs, filing cabinets, work tables, bookcases, computers, computer networking, libraries, laboratories, and special equipment.)

The basic layout of the offices of the regular is quite good; the offices have good lighting and windows. The chairs, desks, work tables and bookcases are old and some need replacement. Graduate student offices have computers that are obsolete for all but the simplest of uses; some faculty members have computers that are nearing obsolescence. This state of affairs is in spite of support by the college for the purchase of new computers for new faculty members and for instructional and administrative use. Additional computers are needed by the department for its computer facility and for its seminar room. The department would like to equip its media classroom and 0104 Skinner with state-of-the-art media and computer technology, but we do not have the resources to do so. Even with the money to make these changes, we do not at present have permission to use 0104 Skinner as a departmental classroom.

If the resources were available, the department would purchase a scanner and a large television and VCR for 0104 Skinner (if the classroom were designated for departmental use). Our courses on media and political communication regularly require TV/VCR facilities, and we struggle each semester to reserve classrooms that meet our needs. Similarly, many of our courses require the use of a campus teaching theater—for courses in negotiation, small group communication, and our writing courses (COMM455, COMM351 and COMM352). As more instructors on campus avail themselves of the few teaching theaters, the lack of our own facility becomes a more pressing problem.

C. Are cleaning services adequate? Is the space clean?

The space is generally clean, and the physical plant staff are very helpful to the department in

maintaining the space.

Recycling is a major problem: We use the recycling bins supplied by physical plant, but they are emptied much too infrequently. Members of the department often wind up throwing out recyclables because the appropriate bins are over-full. The department has contacted the physical plant staff about this problem, but it persists.

Carpeting in some offices was never properly installed, and these offices now have raised carpeting in some areas.

The department paid the university to paint several offices last summer. The price was outlandish, and we have appealed to have the cost reduced. The department has received estimates by physical plant personnel to add cabinets to our kitchen/lounge; the estimate was much too high. Similarly, due to the department's growth we require many additional mailboxes. The estimate provided by physical plant for building these mailboxes was about twice that provided by an independent contractor. It is unfortunate that the university's own staff charge prices that make simple renovations unfeasible.

D. Are heating, ventilation and air conditioning (HVAC) adequate?

HVAC is not adequate. The main office is often too cold, and faculty offices are often too hot.

E. Is the space functional? (Are the centralized administrative offices and functions accessible to faculty and students?)

The space is functional. Key offices are accessible. The one difficulty is that the offices that face the women's room of the entrances to the floor are often bothered by a great deal of noise. An internal corridor would have been helpful, but the cost would have been a reduction in the size of the offices.

F. Comment on the computer and other equipment resources of the department. What percentage of its operating budget does the department assign to the purchase and/or maintenance of computers and/or other equipment?

See B above. The department operating budget is \$35,501. In 1999-2000, the department, with College assistance, purchased 6 Gateway computers, a printer, and software. The departmental cost was \$7,792. The department spent about \$2,600 for additional software, VHS tapes, a zip drive, and the scanning of examinations and other data. In addition, the department uses a Xerox machine at a cost of about \$6,000 per year. These figures total \$16,392, which is about 46% of the department's operating budget.

G. Comment on other aspects of the department's physical setting.

No additional comments.