Department of Communication

Assembly Minutes

August 29, 2011

Those in attendance: E. Toth (Chair),  E. Fink, E. Gardner, R. Chang, T. Parry-Giles,  D. Hample, M. Liu,  X. Nan, K. Maddux, S. Khamis, B. Liu, L. Waks, A Wolvin, J. Hoffman, N. Ofulue.

I.	Approval of the agenda by acclimation on motion of D. Hample and second of T Parry-Giles.

II.	Approval of the minutes of the May 6, 2011, meeting, after request that future minutes contain names of those who make motions and second motions, on motion of D. Hample and second of T. Parry-Giles.

III.	Election of Faculty Advisory Committee
	1. First member elected: Xiaoli Nan
	2. Second member elected: Trevor Parry-Giles
	3. Third member elected: Andrew Wolvin

IV.	The meeting was the adjourned at 2:10PM.


Respectfully submitted,


Ray Chang

Corrected 9/15/11

Department of Communication

Assembly Minutes

September 9, 2011

Those in attendance: E. Toth (Chair),  E. Fink, A. Samek, R. Chang, T. Parry-Giles,  D. Hample, M. Liu,  X. Nan, K. Maddux, S. Khamis, B. Liu, L. Waks, A Wolvin, J. Klumpp, N. Ofulue.

I.      Approval of the Agenda, as amended to include items by J. Klumpp, on motion of D. Hample and second of S. Khamis.

II.     Approval of the minutes of the August 29, 2011 meeting with minor corrections on motion of T. Parry-Giles and second of B. Liu.

Committee Reports

III.    T. Parry-Giles, chair of the Faculty Advisory Committee, reported on the Department Committee assignments for the 2011-12 academic year.  These assignments were distributed by email and are posted on the Department website.

IV.    T. Parry-Giles moved that the proposed slate for membership on the 2012 Salary Advisory Committee, composed of D. Hample, J. Klumpp, and K. Maddux, be adopted.  This slate was adopted unanimously be secret ballot.

Old Business

V.     J. Klumpp, chair of the Graduate Program Committee, reported that with the transition to the new doctoral program, students will need to file plans of study by the end of their first semester.  This would require the Department offering a three-year cycle of graduate courses to be offered.   He will be holding an orientation session for the new graduate students and their contact advisors on Sept. 16 to provide information on how students should begin building their plans of study.

New Business

VI.    E. Toth introduced X. Nan who has agreed to be the director of the Communication Research and Education Center (to include supervising SONA and the Department's Survey Monkey)and also the director of the Center for Health, Communication & Risk (CHCR).  X. Nan reported that she would be working on a strategic plan for the Communication Research and Education Center to be housed in the Department's space in Taliferro Hall. Within this space, the expectation is that the CHCR, the Center for Political Communication and Civic Leadership, and the proposed Translation/Interpretation master's programs would be housed.  The space would be made more multi-functional for other research and education uses by the Department.

VII.   T. Parry-Giles reported that the FAC will be looking at ways to make the Department hallway more attractive to visitors.

VIII.    He also reported on a new field committee on Film Studies that is being developed for the purpose of creating a cross-disciplinary minor.

IX.    Dr. Khamis asked colleagues to contribute to the Department's social fund. Checks should be made out to "The Department of Communication."

X.    D. Hample inquired about the plans for implementing the GENED program to be launched in the Fall of 2012.  E. Toth reported that she had not received any new information but would report on this at the next Assembly meeting.

XI.    The Meeting was adjourned at 11: 20.


Respectfully submitted,


Ray Chang

Department of Communication

Assembly Minutes

October 7, 2011

Those in attendance: E. Toth (Chair), E. Fink, E. Gardner, R. Chang, T. Parry-Giles, D. Hample,  K. Maddux, S. Khamis, L. Waks, A Wolvin, J. Klumpp, N. Ofulue.

I.      Approval of the Agenda on motion of D. Hample and second of J. Klumpp.

II.     Approval of the minutes of the September 9, 2011 meeting on motion of D. Hample and second of J. Klumpp.

Reports

III.    L. Waks, Director of Undergraduate Studies, reported on
   a. Shady Grove Program.
   b. Undergraduate Program Assessment.
   c. Undergraduate computer lab plan.

IV.    J. Klumpp, Director of Graduate Studies, requested endorsement of the nomination of Monique Turner as a special member of the Department Graduate Faculty. The assembly voted and passed the nomination with 8 YES, 1 NO, and no abstensions.

V.     E. Toth provided updates on the Oral Communication Requirement for the General Education Program and the Department's Advisory Board.

New Business
VI.    The Department of Communication's graduation ceremony will be held at the Memorial Chapel on December 22, 2011 at 10AM.

VII.   The Meeting was adjourned at 11: 15AM.


Respectfully submitted,


Ray Chang

Department of Communication

Assembly Minutes

November 4, 2011

Those in attendance: E. Toth (Chair), E. Fink, E. Gardner, R. Chang, T. Parry-Giles, D. Hample,  K. Maddux, S. Khamis, B. Liu, X. Nan, M. Liu, L. Waks, A Wolvin, J. Klumpp, N. Ofulue.

I.      Approval of the Agenda on motion of J. Klumpp and second of D. Hample.

II.     Approval of the minutes of the October 7, 2011 meeting with one correction (It should be Graduation Ceremony, not Graduate Ceremony in item VI), on motion of E. Fink and second of D. Hample.

Reports

III.    Chair's Report
   a. No merit raise in 2012.  In SY 2013, there could be a $750 bonus and COLA.
   b. No budget cut but resource reallocation is to be continued.
   c. On motion of E. Fink and second of J. Klumpp  - "The department of Communication wants to participate in the University's General Education Program, and more specifically, the Oral Communication requirement, but is reluctant to do so unless the requirement can be of high quality. Therefore, the department requests that the chair seek the resources indicated by the Departmental Assembly today as essential for this requirement to succeed." Motion carried unanimously.

IV.    J. Klumpp, Director of Graduate Studies, announced that the Graduate Recruiting Open House event at NCA is to be held on Thursday, November 17, 2011.
       J. Klumpp reported that he will be bringing forward a graduate program rubric for discussion as requested for graduate program assessment.

Announcement

V.     Dean Bonnie Dill is to attend the Department's December Assembly meeting.

VI.    The Department's holiday party will be held on December 9, 2011.

VII.   The Meeting was adjourned at 11: 15AM.

Respectfully submitted,

Ray Chang

UNIVERSITY OF
MARYLAND
DEPARTMENT OF COMMUNICATION

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College Park, Maryland 20742-7635
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DEPARTMENT OF COMMUNICATION
ASSEMBLY
Minutes

February 3, 2012
10:00 a.m.

Attendance: E. L. Fink, D. J. Hample, J. F. Klumpp, M. Liu, K. L. Maddux, X. Nan, N. I. Ofulue, S. J. Parry-Giles, A. A. Samek, E. L. Toth (chair), L. Waks, A. D. Wolvin

Guest: D. Sawyer

1. The agenda was approved without objection with the following change: Item 4(a), Graduate Committee Report, was moved to follow the Report of the Chair.

2. The Departmental Assembly minutes of December 2, 2011, were approved without objection.

3. Because Professor T. S. Parry-Giles is on leave for the remainder of the academic year, there was a need to replace him on the Faculty Advisory Committee. After two rounds of votes, Professor J. F. Klumpp was elected to serve on the committee for the remainder of Professor Parry-Giles' term.

4. Report of the Chair:
   a. Regarding the resources for the department's participation in the university' oral communication requirement, Chair Toth reported that:
      i. Resources were awarded to the department by the provost and the dean of undergraduate studies.
      ii. ACCESS funds were guaranteed to continue to be provided to the department.
      iii. The department would receive $250 per new seat provided.
      iv. There would be funds for an associate director of oral communication and a director of the oral communication center, as well as a stipend for the current supervisor of COMM107.
      v. The department would receive $12,400 for furniture and equipment.
      vi. About ½ of the 3rd floor of the Skinner Building would be used for offices for faculty, graduate students, and department centers. Costs for necessary demolition and construction of office space would be covered.
   b. A. A. Seate was offered and has accepted a tenure-track assistant professorship in the department starting fall, 2012.

5. The graduate director reported for the Graduate Studies Committee a proposal to create Translation and Interpretation Master of Arts programs (4 M.A. tracks, Chinese and
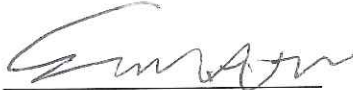
Advanced Entry; 4 M.A. tracks, Multilingual, with certificates for those who complete a certain number of credits). Mr. David Sawyer (Chief, European Branch, Interpreting Division, Office of Language Services, U.S. Department of State, and consultant, College of Arts and Humanities, UMD) gave a presentation about these potential programs, and he and Professor Parry-Giles answered questions. The motion by the Graduate Studies Committee to support the proposal was approved (7 yes, 0 no, 1 abstention).

6.  The Faculty Advisory Committee proposed a change in the Policy on Merit Pay Distribution, as follows:

> The Chair shall periodically review the makeup of the Salary Advisory Committee, **over the previous five years,** to assure that a reasonable representation of faculty diversity has been achieved and if it has not, take appropriate action to rectify the situation. (proposed change in **bold**)

This motion was approved by acclamation.

7.  The graduate director reported on the status of admissions to the graduate program for 2012-2013. There were about 22 offers and 3 or 4 acceptances as of this date. The Open House for admitted students will be March 2, 2012.

8.  The meeting adjourned at 11:55 a.m.

Edward L. Fink

UNIVERSITY OF
# MARYLAND
DEPARTMENT OF COMMUNICATION

DEPARTMENT OF COMMUNICATION
ASSEMBLY
Minutes

February 3, 2012
10:00 a.m.

Attendance: E. L. Fink, D. J. Hample, J. F. Klumpp, M. Liu, K. L. Maddux, X. Nan, N. I. Ofulue, S. J. Parry-Giles, A. A. Samek, E. L. Toth (chair), L. Waks, A. D. Wolvin

Guest: D. Sawyer

1. The agenda was approved without objection with the following change: Item 4(a), Graduate Committee Report, was moved to follow the Report of the Chair.

2. The Departmental Assembly minutes of December 2, 2011, were approved without objection.

3. Because Professor T. S. Parry-Giles is on leave for the remainder of the academic year, there was a need to replace him on the Faculty Advisory Committee. After two rounds of votes, Professor J. F. Klumpp was elected to serve on the committee for the remainder of Professor Parry-Giles' term.

4. Report of the Chair:
   a. Regarding the resources for the department's participation in the university' oral communication requirement, Chair Toth reported that:
      i. Resources were awarded to the department by the provost and the dean of undergraduate studies.
      ii. ACCESS funds were guaranteed to continue to be provided to the department.
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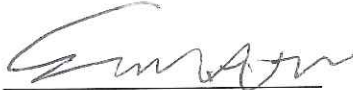
Advanced Entry; 4 M.A. tracks, Multilingual, with certificates for those who complete a certain number of credits). Mr. David Sawyer (Chief, European Branch, Interpreting Division, Office of Language Services, U.S. Department of State, and consultant, College of Arts and Humanities, UMD) gave a presentation about these potential programs, and he and Professor Parry-Giles answered questions. The motion by the Graduate Studies Committee to support the proposal was approved (7 yes, 0 no, 1 abstention).

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    The Chair shall periodically review the makeup of the Salary Advisory Committee, **over the previous five years,** to assure that a reasonable representation of faculty diversity has been achieved and if it has not, take appropriate action to rectify the situation. (proposed change in **bold**)

    This motion was approved by acclamation.

7.  The graduate director reported on the status of admissions to the graduate program for 2012-2013. There were about 22 offers and 3 or 4 acceptances as of this date. The Open House for admitted students will be March 2, 2012.

8.  The meeting adjourned at 11:55 a.m.

_____
Edward L. Fink

Department of Communication

Assembly Minutes

April 6, 2012

Those in attendance: E. Toth (Chair), E. Fink, E. Gardner, R. Chang, S. Parry-Giles, D. Hample, K. Maddux, S. Khamis, X. Nan, A. Wolvin, J. Klumpp, M. Liu, B. Liu

I.  Approval without objection of the Agenda on motion of J. Klumpp and second of E. Fink.

II.  Approval without objection of the minutes of the March 2, 2012 meeting with minor correction, on motion of A. Wolvin and second of E. Fink. (Correction in item III: J. Klumpp was **announced** the chair of the Department's Faculty Advisory Committee.)

Reports

III.  Graduate Committee

   a. Motion of J. Klumpp and second of D. Hample "that for departmental graduate courses a B- does not count as passing grade" unanimously approved.
   b. S. Parry-Giles reported on graduate admissions.
   c. S. Parry-Giles sought comments on the circulated Policy on Preparing for Ph.D. Comprehensive Examinations.

Chair Report

IV.  The department proposed Translation and Interpretation Certificates/Professional Studies Master's programs have been approved at the College level and have been moved to the Graduate School approval level.

V.  The College granted the Department's request for three new computers for the Computer Center and 22 new computers for the ERG 3140 lab. These will be installed over the summer.

VI.  Faculty and staff computers are being upgraded as their warranties expire or generally on a three-year basis.

VII.  Introduced was a TA preference form (attached) that will be sent to course supervisors with attached graduate student application forms. The Administrative Committee will use the preference forms and application forms to make TA course assignments.

Action Item

VIII.  A Graduate Outcomes Assessment Plan (attached) was passed unanimously.

IX.	Criteria for Assignment of Summer and Winter Teaching (attached) were passed unanimously.

X.	Policy on Hiring Graduate Students as Lecturers (attached) was passed with 9 Yes, 2 No.

XI.	Amendments to Plan of Organization (attached) were passed unanimously.


Adjournment at 11:41 AM.

Respectfully submitted,


Ray Chang

**TA Preference Form – Course Supervisors**

As the Administrative Committee prepares to make TA assignments for the upcoming semester, we invite you to identify those TAs who you believe are most qualified to serve as a teacher or as an assistant in the course for which you have supervisory oversight.  Attached you will find a list of those TAs who have identified an interest in such a course or position. Their self-reported qualifications are also included in the attached materials. Because of the complexity of assigning TAs, we do ask that you offer multiple options for the Committee to consider. While we may not be able to assign your top choices, your recommendations will be given high priority. Please return the form to the Chair:

Semester: _____

Course: _____

**<u>Names of TA Preferences (rank order)</u>**:

1. _____

   Rationale:

2. _____

   Rationale:

3. _____

   Rationale:

4. _____

   Rationale:

5. _____

   Rationale:

**Graduate Outcome Assessments**

**Department of Communication**

Graduate Outcome Assessments in the Department of Communication are designed with two purposes in mind.  First, they provide *general* appraisal of the student's individual progress toward the objectives of the doctoral degree during the coursework phase of the student's program of study. This appraisal substantiates the evaluation already in place in individual courses, and offers additional feedback as the student moves toward the appraisal stage during the comprehensive examination and the dissertation processes. Second, GOA provides a bridge from the assessment of individual students to a general assessment of the graduate program's strength in preparing students to successfully complete the various stages of the program and excel in their chosen profession.

**Stage 1: Initial Evaluation**

Purpose: Judgment of individual student is by the instructor of COMM 700.  Protocol is to review general quality of admissions and COMM 700.

Method: A paper should be written in COMM 700 (specific assignment up to instructor) that permits judgment on the following:

- Familiarity with the intellectual foundations of communication discipline
- Ability to clearly and concisely formulate claims in writing
- Ability to support claims with evidence and reasoning
- Ability to clearly and logically organize ideas into coherent position in an essay
- Ability to read literature in the discipline, to identify issues in that literature, and to marshal the literature in support of their own positions

Protocol for judgment: A random sampling of 40 percent of the papers completed in the class should be reviewed by two members of the Graduate Committee every other year and rated on each of these items according to the following scale:

- Clearly demonstrated
- Indications of progress
- Deficient

**Stage 2: Coursework**

Purpose: To assess general progress and problems of (1) individual students, and (2) program.

Method: (1) Faculty members having graduate students from Communication in their courses will complete the one-page evaluation form for each student at the end of the semester. No elaboration or justificatory comments are required on the form. (2) The forms are turned into the Graduate Coordinator who tabulates total responses from each graduate cohort. (3) The forms are sorted and forwarded to the Advisor. The Advisor identifies noteworthy strengths and emerging problems, and discusses the progress with the student during the annual review. (4) The Graduate Committee receives a summative report from the DGS at the end of each academic year. The Graduate Committee reviews the data to identify progress of cohorts through program and isolate characteristic problems requiring attention of faculty.

Protocol for judgment: See rubric of expectations and attached form.

**Stage 3: Comprehensive Examination**

Purpose: To assess the program's preparation of students at the transition from coursework to dissertation research. Individual student's abilities are evaluated through the examination.

Method: As a final report on the examination, the Advisory Committee will evaluate each examination using the evaluation form. Committee members can submit one form for the entire committee if agreement is reached on the ratings. Or, each committee member may submit a separate form if the committee is unable to reach an agreement (in the case of the latter, the chair of the committee should submit all completed forms along with a mean average of the total ratings). These forms are submitted to the Graduate Coordinator, who produces a summative report once a year.  This summative report is forwarded to the DGS who prepares a report for the Graduate Committee. Using this report, the Graduate Committee identifies any concerns in the program's preparation of its students.

Protocol for judgment: See rubric and attached form.

**Stage 4: Dissertation Prospectus Meetings**

Purpose: To assess the program's preparation of students to conduct independent research at the stage of the dissertation prospectus. The Dissertation Committee assesses the quality of an individual student's prospectus during the prospectus meeting.

Method: As a final report on the prospectus meeting, the Dissertation Committee will evaluate the prospectus and the oral defense using the evaluation form.  Committee members may submit one form for the entire committee if agreement is reached on the ratings. Or, each committee member may submit a separate form if the committee is unable to reach an agreement (in the case of the latter, the chair of the committee should submit all completed forms along with a mean average of the total ratings). These forms are submitted to the Graduate Coordinator, who produces a summative report once a year.   This summative report is forwarded to the DGS who prepares a report for the Graduate Committee.  Using this report the Graduate Committee identifies any concerns in the program's preparation of its students.

Protocol of judgment: See rubric and attached form.

**Stage 5: Dissertation Project and Final Oral Examination**

Purpose: To assess the program's success in producing quality research by its students.  The success of individual students is assessed by the Dissertation Committee in approving the granting of the degree.

Method: Dissertation Committees will complete the appropriate form. Committee members may submit one form for the entire committee if agreement is reached on the ratings. Or, each committee member may submit a separate form if the committee is unable to reach an agreement (in the case of the latter, the chair of the committee should submit all completed forms along with a mean average of the total ratings).  These forms are submitted to the Graduate Coordinator, who produces a summative report once a year.  This summative report is forwarded to the DGS who prepares a report for the Graduate Committee.  Using this report the Graduate Committee identifies any concerns in the program's preparation of its students.

Protocol of judgment: See rubric and attached form.

**Rubrics**

**Graduate Outcome Assessments**

**Department of Communication**

The rubrics reported here are designed to generally describe expectations of a graduate student's development during the stages of his/her education. Prior to the comprehensive examination, the rubrics are designed to map the student's progress. In other words, the student is not assumed to be deficient if they have not mastered a skill at a given point; the rubric should document their progress toward the achievement of the skills by the end of their coursework. Beginning with the comprehensive examinations, the rubrics describe expectations of accomplishment in order to successfully complete the remaining stages in the program.

**Rubric 1: Assessment of development prior to comprehensive examination**

- exhibits ability to identify major questions and issues, and to identify a variety of positions on those questions and issues when reading literature. Exhibits an ability to formulate, explain, and defend his/her own positions on these questions/issues.
- Exhibits ability to bring previous research to bear in insightful, creative, original projects conceived, initiated, and completed by the student.
- Exhibits ability to identify compelling research projects with the potential to contribute to knowledge in an identifiable line of research.
- Exhibits command of scholarly method and/or procedures sufficient to conduct original research.
- Exhibits ability to write clearly and cogently in research assignments.
- Engages actively in scholarly discussion, and articulates ideas clearly and cogently.
- Exhibits ability to support original claims in written scholarship.
- Exhibits ability to support original claims orally.

**Rubric 2: Assessment of comprehensive examination**

- Exhibits ability to identify major questions and issues in (a) the major area of study, (b) the chosen method for research, and (c) the subject area examination area.
- Exhibits ability to formulate claims of the student's own position on major research issues and provide explanations and support for those claims.
- Exhibits ability to recall literature in the primary area of study with sufficient breadth and depth to engage the most important intellectual issues in that area. Exhibits an ability to recall the major scholars on the issue and the arguments of each in order to explain the contours of a contested issue.
- Exhibits understanding of basic issues and theoretical and/or historical assumptions characteristic of the strongest research in the major area of study.

- Exhibits ability to identify key assumptions and demonstrate key skills in the chosen methodology.
- Exhibits depth of knowledge in a specific area of research sufficient to generate original research.

**Rubric 3: Assessment of dissertation prospectus**

- Demonstrates ability to define an original research problem or inquiry and to defend its significance. Defines the contribution of the research to knowledge of a significant area of inquiry.
- Distills relevant literature contextualizing the dissertation.
- Identifies and defends method(s) of analysis appropriate to the subject of study.
- Identifies key concepts in the dissertation research, defining them sufficiently for the work to proceed.
- Projects a vision of the remaining steps to complete the dissertation project and demonstrates sufficient background and planning to carry out the vision.
- Demonstrates ability to produce a comprehensive and thorough bibliography of sources.
- Demonstrates proper concern for human subjects research and for intellectual property rights where relevant.

**Rubric 4: Assessment of dissertation and final oral examination**

- The project defines a significant contribution to the research in a recognized area of inquiry. During the defense, the candidate identifies and defends the significance of the project.
- The project demonstrates mastery of the appropriate methods for scholarly inquiry in the dissertation's area of study. The candidate is capable of explaining and defending the choices of procedure guiding the research.
- The project has provided focused and significant claims about its subject matter. In defending the project, the candidate offers relevant and compelling evidence and analysis of claims.
- The project has provided sufficient support for its claims. During the defense, the candidate has supported claims with sufficient and appropriate evidence.
- The project reflects careful preparation of an academic manuscript and the requirements of the Graduate School including proper concern for human subjects research and for intellectual property rights.

**Process for Enhancing Improvement in Areas of Identified Weakness**

- The student's advisor and the student should draw up a written plan of action to help enhance the student's aptitude and skills in areas identified as needing improvement. (See attached form.) The plan of action should be signed by both the student and the advisor and shared with the student's advisory or dissertation committee and signed by the Director of Graduate Studies.

**Report to Advisor on Seminar Experience**

Please complete this form for each Communication student in your class. Simply check the category which best indicates your advice to the Advisor on the student's progress at this point in their coursework. Although optional, you can feel free to offer written comments. You may also opt to submit a copy of the form to the student. Please forward all completed forms to the Graduate Coordinator electronically.

**Student**: _____

**Course**: _____

**Instructor**: _____

|  | Exemplary (4) | Met expectations at this stage in the program (3) | Concentrated attention required at this stage of the program (2) | Unacceptable for this stage of the program (1) | No evidence to judge (0) |
|---|---|---|---|---|---|
| Exhibits ability to identify major questions and issues, and array a variety of positions when reading literature |  |  |  |  |  |
| Exhibits ability to bring previous research to bear on insightful, creative, original research projects |  |  |  |  |  |

| | Exemplary (4) | Met expectations at this stage in the program (3) | Concentrated attention required at this stage of the program (2) | Unacceptable for this stage of the program (1) | No evidence to judge (0) |
|---|---|---|---|---|---|
| Demonstrates sufficient command of scholarly method and/or procedures to conduct original research | | | | | |
| Writes clear and cogent papers and exam questions | | | | | |
| Engages actively in scholarly discussion | | | | | |
| Exhibits ability to support original claims in written scholarship | | | | | |
| Exhibits ability to support original claims orally | | | | | |

**Comprehensive Examination Report Form**

**Student**: _____

**Examination**: _____

**Advisor**: _____

| | Exemplary (4) | Met expectations at this stage in the program (3) | Concentrated attention required at this stage of the program (2) | Unacceptable for this stage of the program (1) | No evidence to judge (0) |
|---|---|---|---|---|---|
| Exhibits an ability to identify major questions and issues, and array a variety of positions when reading literature | | | | | |
| Exhibits an ability to formulate | | | | | |

| claims of the student's own position on major research issues and provide explanations and support for those claims. | | | | | |
|---|---|---|---|---|---|
| Exhibits an ability to recall literature in the primary area of study with sufficient breadth and depth to engage the most important intellectual issues in that area. Exhibits an ability to recall the major scholars on the issue and the arguments of each in order to explain the contours of a contested issue. | | | | | |
| Exhibits an understanding of basic issues and theoretical and/or historical assumptions of the strongest research in the major area of study. | | | | | |
| Exhibits an ability to identify key assumptions and demonstrate key skills in the chosen methodology. | | | | | |
| Exhibits a depth of knowledge in a specific area of research sufficient to generate original research. | | | | | |

Committee members may submit one form for the entire committee if agreement is reached on the ratings. Or, each committee member may submit a separate form if the committee is unable to reach an agreement (in the case of the latter, the chair of the committee should submit all completed forms to the Graduate Coordinator along with a mean average of the total ratings).

**Dissertation Prospectus Meeting Report Form**

**Student**: _____

**Advisor**: _____

| | Exemplary (4) | Met expectations at this stage in the program (3) | Concentrated attention required at this stage of the program (2) | Unacceptable for this stage of the program (1) | No evidence to judge (0) |
|---|---|---|---|---|---|
| Demonstrates ability to define an original research problem or inquiry and to defend its significance. Defines the contribution of the research to knowledge of a significant area of inquiry. | | | | | |
| Distills literature contextualizing the dissertation. | | | | | |
| Identifies key concepts in the dissertation research, defining them sufficiently for the work to proceed. | | | | | |
| Projects a vision of the remaining steps to complete the dissertation project and demonstrates sufficient background and planning to carry out the vision. | | | | | |
| Demonstrates ability to produce a comprehensive and thorough bibliography of sources. | | | | | |
| Demonstrates proper concern for human subjects research and for intellectual property rights. | | | | | |

Committee members may submit one form for the entire committee if agreement is reached on the ratings. Or, each committee member may submit a separate form if the committee is unable to reach an agreement (in the case of the latter, the chair of the committee should submit all completed forms to the Graduate Coordinator along with a mean average of the total ratings).

**Dissertation and Final Oral Examination Report Form**


**Student**: _____


**Advisor**: _____


| | Pass with Distinction | Pass | Pass with additional development recommended | Conditional Pass; requires additional revision | Failure |
|---|---|---|---|---|---|
| **The Dissertation Project** | | | | | |
| Provides a significant contribution to research in a recognized area of inquiry. | | | | | |
| Demonstrates mastery of the appropriate methods for scholarly inquiry. | | | | | |
| Provides focused and significant claims or hypotheses about its subject matter. | | | | | |
| Provides sufficient support for its claims. | | | | | |
| Reflects careful preparation of an academic manuscript and the requirements of the Graduate School including proper concern for human subjects research and for intellectual property rights. | | | | | |
| **The Oral Defense** | | | | | |
| Identifies and defends the significance of the project. | | | | | |
| Demonstrates mastery of literature contextualizing the dissertation research. | | | | | |
| Explains and defends the choices of | | | | | |

| procedure guiding the research. | | | | | |
|---|---|---|---|---|---|
| Offers relevant and compelling evidence and analysis in supporting claims.  Calls upon the project to establish its claims. | | | | | |

Committee members may submit one form for the entire committee if agreement is reached on the ratings. Or, each committee member may submit a separate form if the committee is unable to reach an agreement (in the case of the latter, the chair of the committee should submit all completed forms to the Graduate Coordinator along with a mean average of the total ratings).

## **Plan of Action—Graduate Outcomes Assessment**

The following report is designed to: a) identify the areas of concern that warrant further strengthening based on the GOA review; and b) identify action steps for strengthening such areas of concern. The report should be signed by the student and the student's advisor. A copy should be shared with the student's advisory committee and submitted to the Director of Graduate Studies for signature. An assessment of improvement or continued strengthening of areas in need of improvement should be addressed into the student's Annual Review.

Graduate Student's Name: _____

Advisor's Name: _____

Areas of Concern Warranting Further Strengthening (please describe):

Plan of Action for Strengthening Such Areas (please describe):

_____        _____

Graduate Student's Signature                              Date

_____        _____

Advisor's Signature                                    Date

_____        _____

Graduate Director's Signature                         Date

## Criteria for Assignment of Summer and Winter Teaching

1. Students must be in good standing and making satisfactory progress toward degree to be eligible for summer and winter teaching.
2. Qualifications to teach the course (previous experience teaching the course, particularly at UM; coursework and other educational preparation in subject matter related to course; teaching mentorship experiences with course; teaching quality measured by student and peer evaluations; teaching improvement activities from department or Center for Teaching Excellence; any other preparation that the student believes enhances their qualifications to teach the course.)
3. Continuation in an assistantship in the fall (continuing students will have preference for support).
4. Previous summer teaching opportunities (students denied opportunities earlier will have preference for support).
5. Time in UM Communication graduate program (advanced students will have preference for support).

## Graduate Student Lecturer Policy for University of Maryland

### Department of Communication

1. The chair shall each semester initiate and advertise an application process for lecture positions so that all eligible UM Department of Communication Ph.D. candidates have sufficient opportunity to apply. Students who have maintained good standing and have met the benchmarks throughout their Ph.D. program will be given priority in the hiring process. (Students who have not advanced to candidacy are ineligible for such positions.)

2. Applicants for these positions who have not completed their Ph.D. degree are required to complete a detailed schedule of dissertation benchmarks in consultation with their adviser. The schedule should detail specific products to be delivered to the adviser in the semester of employment as a lecturer, and include a date for such delivery. The form that identifies the benchmarks should be signed by the adviser and should be turned into the Director of Graduate Studies for final approval. The quality of this plan shall be one of the criteria considered during the application process when hiring graduate student lecturers. The better plans will have specificity of product and date, and the achievement of each element of the plan will be confirmable by the adviser at the end of the semester.

3. Advisers are required to certify that each benchmark has or has not been met by November 20 or April 20 by completing the benchmark form that is resubmitted to the Director of Graduate Studies. Evidence of benchmark achievement should be attached to the form and submitted to the Director of Graduate Studies. If the benchmarks were not achieved, the adviser should indicate the work that was completed and the work that remains outstanding.

4. If the applicant applies for a subsequent semester of employment, a review will be conducted by the Graduate Studies Committee and a report filed on the potential lecturer's eligibility for subsequent employment. The basis of this review is the report of the adviser on fulfilling the dissertation benchmarks outlined in the plan. The review of benchmarks should take place by December 1 during the fall semester and by May 1 of the spring semester.

5. Lecturers will be selected by the Department Chair with the approval of the Administrative Committee. The following criteria shall govern the selections in order of importance:

   a. An ability and preparation to teach the class. In all cases, course supervisors will be consulted when the course has a supervisor.

   b. Preference will be given to those who will complete the Ph.D. degree within two weeks of the beginning of the assignment.

   c. Preference will be given to those who have maintained good standing and have met the benchmarks throughout their PhD program.

   d. Preference will be given to those with better dissertation benchmark plans. The more specific the plan and the more its major benchmarks are confirmable, the better the plan.

   e. When graduate student lecturers are beyond their first semester of lectureship, the administrative committee shall take into account the report of the Graduate Studies Committee on the achievement of previous semester benchmarks.

6. Graduate student lecturers appointed through these procedures should initially be limited to teaching 2 (or 3) classes per semester. A third class could be added for demonstrated need if all qualified applicants have been employed, provided that the additional class received the unanimous approval of the student's adviser and the members of the Administrative Committee.

7. Graduate student lecturers are eligible for up to two years of teaching as a lecturer under these provisions with the required applications, reviews, and approvals.

8. Each semester in which the Department of Communication graduate student lecturers are used in instruction, the Chair of the Department of Communication shall make a report to the Graduate Studies Committee and the Faculty Advisory Committee specifying the student(s) hired and the rationale for their hiring.

The primary purpose of employing graduate students lecturers helps meet the teaching needs of the department.

# Amendments to the Plan of Organization

*Amendment to Section 1.07*

Change the name of the position to "Director of the Oral Communication Center"

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*Amendment to Section 1.11*

Change the name of the center from "Center for Risk Communication" to "Center for Health and Risk Communication"

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*Add Section 1.13*

Section 1.13 Coordinator of the Shady Grove Program

    (a) Selection: Appointed by the Department Chair.

    (b) Duties:

        1.    Coordinate the operations of the departmental undergraduate program at the Shady Grove Campus.

        2.    Bring issues and recommend policies affecting the Shady Grove program to the Undergraduate Committee and/or the Department Chair.

        3.    Supervise and coordinate recruitment for the major at Shady Grove.

4. Supervise and coordinate the department's class schedules at the Shady Grove campus.

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*Amendment to Section 2.02.a.*  Change to:

a. Membership:  All tenured Associate Professors and Professors whose designated tenure home is the Department of Communication.  The Department chair serves on the committee ex-officio without vote.

*Add a new section labeled 2.02.b.*

b. Chair: The chair shall be elected for a one year term by the APT Committee in the spring of the academic year.

*Reletter Section 2.02.b to 2.02.c.*  (No vote required)

*Amendment to Section 2.02.c.2.*  to read: "to participate in the annual evaluations of assistant professors as specified in the department APT policies."

*Revise functions of Administrative Committee (Section 2.03.b.*) to read: (addition in italics)

b. Functions

1. To supervise the day to day functions of the department

2. *To develop the class schedule for the department each term and approve instructional assignments*

Department of Communication

Assembly Minutes

May 4, 2012

Those in attendance: E. Toth (Chair), E. Fink, E. Gardner, R. Chang, S. Parry-Giles, D. Hample,  K. Maddux, S. Khamis, X. Nan,  A. Wolvin, J. Klumpp, B. Liu, L. Waks

I.     Approval of the Agenda on motion of B. Liu and second of D. Hample.

II.    Approval of the minutes of the April 6, 2012 meeting on motion of D. Hample and second of B. Liu.

Reports

III.   On behalf of the Faculty Advisory Committee, J. Klumpp summarized the FAC's recommendations on Colloquium for 2012-2013 (attached).

IV.    On behalf the Graduate Studies Committee, S. Parry-Giles reported on the new graduate student assessment forms.  These forms should now be in use to assess graduate student seminar, comprehensive exam and oral, and dissertation prospectus and final oral exam outcomes.

V.     On behalf of the Undergraduate Studies Committee, L. Waks reported
       a.  COMM's commencement will be held on May 21 at 12:30 at Cole Field Bldg.
       b.  Shady Grove program
       c.  Plus/Minus grades Assignment

VI.    The chair provided updates on implementing the increase in oral communication courses in preparation for the fall semester and the progress toward approval of the Translation and Interpretation certificate and master's programs.  Fundraising efforts would begin in the summer.  She reviewed 2012-13 accomplishments of the Department (attached).  She is proposing to the Dean that the Department search for a rhetoric/political communication assistant professor to begin in the fall of 2013.

Action Item

VII.   APT Chair Ed Fink proposed three changes to APT procedures (see attachment) regarding committee membership, senior APT committee membership and what constitutes a quorum.  These three changes were passed unanimously.

Adjournment at 11:41AM.

Respectfully submitted,

Ray Chang

April 20, 2012

**To:**   Elizabeth Toth, Chair
**From:** Faculty Advisory Committee
**Re:**   Recommendations on Colloquium for 2012-2013

The FAC has considered the state of the departmental colloquium and reviewed several
alternatives including ending the activity. Based on that discussion the following is our
recommendations to you.

1.  The Colloquium should be retained as a "Department of Communication Research
    Colloquium." Other legitimate activities may be scheduled for Friday noons when there
    are not colloquiums scheduled, but should clearly carry a designation other than
    "Research Colloquium." We specifically recommend that CommGrads develop a series
    of "Professional Development Workshops" for the time slot.

2.  The Colloquium should be scheduled on no more than eight Fridays, distributed as four
    Fridays each semester, at noon. Preferably these should be Fridays on which the
    Department Assembly are meeting in the morning.

3.  A Colloquium Committee consisting of two faculty (including a faculty chair) and three
    graduate students should identify speakers, arrange for their appearance, and manage the
    undergraduate credit course. The committee should be chosen so that they represent a
    broad range of the research interests of the department. With this diversity goal in mind,
    CommGrads should select the three graduate student members of the committee.

4.  The Chair of the Committee shall be responsible for calling meetings of the committee,
    coordinating the work of committee members, and seeing to the proper operation of the
    Colloquium program. Among the work tasks associated with the committee should be
    arranging for visits, providing proper advertisement for the Colloquium, and supervising
    hosting events associated with the colloquium.

5.  Generally, the schedule for the colloquium should include the following in the eight
    sessions, generally distributed one from each group each semester:
    a.  Two scholars with national and international reputations, drawn from throughout
        the academic disciplines of Communication. One of these scholars may be from
        one of the many universities in the Washington area. It is suggested that these
        scholars relate to material being taught in one of the graduate classes during the

           semester they visit.

b.     Two scholars from other departments on the UM campus dealing with issues related to Communication.

c.     Two graduate students from the department reporting on their research.

d.     Two faculty members from the department reporting on their research.

6.     Although outside financial support may be sought, the department should devote sufficient funds to bring distinguished scholars to the campus for the lectures, and to host short receptions after the presentation.

7.     COMM 478 should be scheduled each semester. Enrolled students should be required to write papers of the instructor's specification to demonstrate their learning from the series. The chair of the committee shall serve as the instructor for the course unless other members of the committee wish to participate in the proctoring of enrolled students.

2011-12 Department of Communication

Accomplishments

May 4, 2012

I.   Three colleagues promoted to associate professor with tenure: Brooke Liu,
       Meina Liu and Xiaoli Nan
II.  Two tenure-track assistant professor hires for Fall 2012: Erich Sommerfeldt and
       Anita Atwell Seate
III. Two staff hires: Ms. Renee McDuffie, budget office manager;
       Ms. Carlin Bokal and assistant to the director of the
       Undergraduate studies program

IV.  Achieving Strategic Plan (2010) Goals

   A.  Graduate Program
       1.  Implemented changes to the graduate program requirements and
           curriculum to create a Ph.D. program for students who enter with a B.A. in
           Communication with a first Fall 2011 entering class of 12 students
       2.  Created assessment measures for graduate students to evaluate student
           progress in meeting department and university benchmarks
       3.  Implemented a competitively-selected program for graduate students
           writing their dissertations to have course reductions; and also
           competitively-selected program that increases graduate student travel
           stipends
       4.  Year-long colloquium series of speakers

   B.  Placement of graduate students
       1.  *Tenure Track*
               Ioana Cionea - University of Oklahoma
               Abbey Levenshus - University of Tennessee
               Beth Sundstrom - University of Charleston
               Lin Zhu - University of Massachusetts--Boston
       2.  *Post-Doc*
               Christine Skubisz - University of Pennsylvania
       3.  *Research Firm (Health Communication)*
               Vanessa Boudewyns - RTI International - Washington, DC
               Research Firm

   C.  15 new (Fall, 2012) graduate students, including a McNair scholar

   D.  Undergraduate Program

1. Increased by 30% the number of students attending the COMM program at Universities at Shady Grove (USG)
2. Achieved additional funds from Shady Grove program by nearing targeted enrollment goals
3. Expanded the offerings of General Education oral communication courses to 3412 seats annually.
4. Obtained requested funding for staff (associate director, oral communication center director) and lecturers to deliver university required oral communication courses
5. Introduce the course "Essentials of Intercultural Communication" in an online and a blended format which attracted many students in the winter, the spring and the upcoming summer semesters. The course was approved as a General Education cultural competency selection.
6. Obtained over 22,000 square feet of space on the 3$^{rd}$ floor of the Skinner Building to house lecturer offices, a conference room, and facility for the Center for Health and Risk Communication, and classroom. Obtained funding from UMD Facilities and the Provost to renovate these spaces.
7. Hired Steven Cohen, associate director of the oral communication program and Rowena Kirby-Straker, oral communication center director. Lecturers will be hired for August 23, 2012 start.
8. Department undergraduate five member team successfully placed in the "top 3" of the Public Relations Student Society of America (PRSSA) Bateman national case study competition against 70 entries. The team will compete for cash prizes before a panel of judges in late May.

E. Communication Alumni Advisory Board Activities

1. October panel event on social media and communication industry employment attracts over 50 students
2. February, 2012 speed-mentoring event drew over 30 area communication professionals and 30 junior/senior communication majors

V. Translation & Interpretation program proposals (T&I)

Professional Master's Studies and certification program proposals in Translation and Interpretation were approved by the UMD Graduate School PCC and UMD Senate PCC. The proposal will go next to the University system chancellor for approval.

Fundraising is underway through ARHU Development office. Internal contacts are underway with the China Initiative and CASL. ARHU Development has created criteria for external funding naming opportunities.

The department's Appointment, Promotion, and Tenure Committee procedures states that:

VII. Amendment of Procedures. Changes to this document may be initiated by any member of the Department faculty through submission to the APT Chair. Changes shall be referred to the APT Committee for its review. The Committee shall consider the changes at a meeting held at least a week after submission of the proposed changes to the Committee, but within three months of submission of the proposed changes to the Chair. Upon approval by a majority of the Committee, changes shall be forwarded to the Departmental Assembly for decision at its next meeting. Proposed changes must, however, be circulated to all members of the Departmental Assembly at least one week prior to the vote. Changes shall be passed upon majority vote of the Departmental Assembly. Changes become effective for faculty members who are employed the semester following their approval, and others who agree to be evaluated by these changes.

The Appointment, Promotion, and Tenure Committee, meeting April 6, 2012, proposed the following changes to its procedures:

| Current Version | Proposed Change |
|---|---|
| I.  *Committee Membership.*<br><br>A. *Appointment, Promotion, and Tenure (APT) Committee.* All full time faculty members holding the rank of Associate Professor or Professor who have been awarded tenure in the department are members of the Committee. In addition, faculty members tenured in the University of Maryland at College Park who have appointments of .49 or more in the department are members of the Committee. | I.  *Committee Membership.*<br><br>A. *Appointment, Promotion, and Tenure (APT) Committee.* The membership of the appointment, Promotion, and Tenure Committee shall be as defined in the department's Plan of Organization. |
| (SENIOR APT COMMITTEE)<br><br>B. *Senior APT Committee.* All members of the APT Committee holding the rank of Professor are members of the Committee.<br><br>* * * | (SENIOR APT COMMITTEE)<br><br>B. *Senior APT Committee.* The membership of the Senior Appointment, Promotion, and Tenure Committee shall be as defined in the department's Plan of Organization.<br><br>* * * |
| G. *Quorum.* A quorum for all meetings of | G. *Quorum.* A quorum for all meetings of |

| | |
|---|---|
| the APT Committee and its subcommittees shall be a majority of the voting membership, excluding those on official leave. | the APT Committee and its subcommittees shall be a majority of the voting membership, excluding (1) those on official leave or otherwise on assignment at the University of Maryland, College Park, who decline to participate in APT (and, as relevant, Senior APT) meetings, and (2) those committee members who choose not to participate in a particular meeting because of a conflict of interest.<br><br>An individual declining shall specify the dates to which the decline applies, and this information shall be provided to the department chair in writing. The individual may withdraw the decline at any time by informing the department chair in writing. |