Internal Self-Study Report

Department of Communication
University of Maryland

December 2013

Internal Self-Study
Fact Sheet

- Department of Communication
- Elizabeth L. Toth, Chair
- B.A., M.A., M.P.S., Ph.D.
- Undergraduate Tracks
    - Communication & Digital Media
    - Communication Studies
    - Public Relations
    - Rhetoric & Political Culture
    - Social Influence
- Graduate Tracks/Research Specialties
    - Feminist Studies
    - Health & Risk Communication
    - Intercultural Communication
    - Media Studies
    - Persuasion & Social Influence
    - Public Relations
    - Rhetoric & Political Culture
- National Rankings
    - #7/83; 2010 NRC R-Rank (High)
    - #41/83; 2010 NRC S-Rank (High)
    - #55/83; 2010 NRC Research (High)
    - #9/83; 2010 NRC Students (High)
    - #14/83; 2010 NRC Diversity (High)
    - #22/83; 2007 Neuendorf, et al., Reputational Study
    - #20/71; 2008 Musambira & Hastings Productivity Study
    - #34/60; 2012 Allen et al., Productivity/Citation Study
- Faculty (tenured, tenure-track)
    - Seven full professors (one on leave; one on partial leave); four associate professors; five assistant professors
    - Seven male; nine female
    - One Latino; one Asian; one Egyptian; thirteen Caucasian
- Undergraduate Students (Fall 2013)
    - 816 undergraduate majors
        - 598 female; 218 male
        - 50 Asian; 110 African-American; 91 Latino; 1 Native American; 13 International; 30 Two or More; 35 Unknown; 486 Caucasian
    - First Year Retention Rate (Fall 2012): 84.10%

- o Fourth Year Graduation Rate (Fall 2012): 73.50%
  - o Sixth Year Graduation Rate (Fall 2010): 87.90%
- Graduate Students (Fall 2013)
  - o 84 graduate students
    - 64 Ph.D. students; 20 M.P.S. students
    - 85% female; 15% male
    - 40% under-represented minorities
  - o Average Time to Degree
    - 2008: 5.0 years
    - 2009: 5.8 years
    - 2010: 4.7 years
    - 2011: 6.2 years
    - 2012: 4.4 years
  - o Recent Placements (tenure-track positions): Coe College; College of Charleston; CUNY-Baruch College; Elon University; Emerson College; Indiana University-Purdue University, Fort Wayne; Marshall University; St. Louis University; Texas Christian University; University of Baltimore; University of Massachusetts-Boston; University of Oklahoma; University of Richmond; University of Tennessee; Virginia Commonwealth University; Zayed University (Dubai, U.A.E.)
- Undergraduate Credit Hours Taught (Fall 2013)
  - o 24,777 credit hours; 42.60% to majors, 57.40% to non-majors
- Faculty-Student Ratio
  - o Graduate: 4.3:1
  - o Undergraduate: 53:1 (College Park campus)
- Four Most Important Strengths
  - o Scholarly productivity
  - o Outstanding doctoral and M.P.S. programs
  - o Outstanding oral communication program
  - o Innovative and entrepreneurial achievements
- Three Most Pressing Concerns
  - o Too little space and facilities for the innovative programs in place
  - o Too few tenure-track faculty and staff and retention of faculty
  - o Insufficient faculty and doctoral student diversity
- Three Most Important Goals
  - o Achieve more space and facilities
  - o Hire and retain tenure-track faculty and staff
  - o Increase the diversity of the tenure-track faculty and doctoral students

- Members of the Review Committee
    - Amanda Bailey—Department of English, External Representative
    - Antoine Borrut—Department of History, External Representative
    - Edward L. Fink—Professor, Faculty Representative
    - Brooke Fisher Liu—Associate Professor, Faculty Representative
    - Shawn J. Parry-Giles—Director of Graduate Studies
    - Jade Olson—Graduate Student Representative
    - Elizabeth Toth—Department Chair
    - Leah Waks—Director of Undergraduate Studies, Staff Representative

Introduction

The Department of Communication at the University of Maryland has as its mission "the study of the strategic use of discourse in the public sphere." It provides programs of study at the undergraduate and graduate level. It provides outstanding doctoral education. The department's Oral Communication Program enrolls approximately 4,000 undergraduates annually in a basic oral communication course that fulfills the University's General Education Oral Communication requirement. The department also provides graduate certificate and master's degree programs in interpreting and translation. The department houses the Center for Political Communication and Civic Leadership and the Center for the Study of Health and Risk Communication.

This self-study report responds to a requirement of the University of Maryland for a periodic review. The primary goal of the review, according to Senate Document 00-01-134Z, is to "improve the unit's effectiveness and quality—by providing the unit with the opportunity for periodic self-examination and by identifying the unit's strengths and challenges and goals." The Department of Communication also takes this self-study as an opportunity to present itself to the College and the wider University of Maryland community.

The Department of Communication produces this report through the work of a self-study committee made up of nine people: the Department Chair, two additional faculty members, the Director of Undergraduate Studies (who also served as the Staff Representative), and the Director of Graduate Studies. Two of the self-study committee members were faculty members from outside of the unit appointed by the Dean of the College of Arts & Humanities. One Communication graduate student served on the self-study committee.

The internal study report represents the analysis of university and departmental resources, of data gathered through the university "Profiles" data bank and from members of the self-study committee, discusses the results of an electronic undergraduate survey, an electronic survey of graduate students, and confidential invited comments from faculty. The completed narrative was presented to the full Department faculty on December 13, 2013, for corrections, comments, or suggestions and that input was fully considered in the development of this narrative.

Specifically, this internal self-study report addressed 54 questions provided by the College of Arts and Humanities self-study directions. Questions concerned faculty, the undergraduate program, the graduate program, general department organization, and departmental facilities. The final section of the report addresses strengths, concerns, and goals coming out of the self-study and asks for assistance from the external review team and university officers in developing solutions to issues or problems identified. The department anticipates that the feedback that it will receive for this periodic assessment will assist in developing its next departmental strategic plan.

Institutional Context

Since its 2007 self-study, the Department of Communication and the University of Maryland have experienced budget cuts of between three and eight percent annually because of the economic recession's effect on Maryland's state-mandated higher education expenditures. The state did not raise student tuition for four years during the worst of the economic downturn. The department and the university were required to furlough employees, institute hiring freezes, and freeze payroll. Only in FY 2013 did Maryland employees receive a minimal cost-of-living increase. University of Maryland employees will receive merit pay and an additional cost-of-living increase in the last quarter of 2014.

The Department of Communication sought to off-set this five-year decrease in funding with strategic investments in three revenue-generating programs: the continued delivery of an undergraduate communication major at the Universities at Shady Grove campus; the contribution of approximately 4,000 seats to the University of Maryland's revised General Education program and the 2013 launch of a professional studies certificate and master's degree program in interpreting and translation.

Overview

The Department of Communication offers the B.A., the M.A., M.P.S., and the Ph.D. in Communication. It offers its undergraduate program at two campuses: College Park and the Universities at Shady Grove. At College Park, undergraduate majors may choose from four tracks: rhetoric and political culture; social influence, public relations, and communication studies. Students who pursue the B.A. at the Shady Grove campus complete their final two years of study at College Park in the communication studies or communication and digital media tracks.

Along with its undergraduate major, the department contributes to the University of Maryland's General Education program, offering over 200 sections of COMM 107 and COMM 200 as basic communication courses that fulfill the university's oral communication requirement. Supported by the department's Oral Communication Program, this initiative also provides an instructor training program that includes an extensive pre-semester orientation and a semester-long coaching program for new instructors.

The Department's graduate program offers a B.A. to Ph.D. and M.A. to Ph.D. program in communication. The Ph.D. degree is research-oriented rather than applied. The graduate curriculum treats disciplinary methods of inquiry, communication concepts and theories, and specialized research problems, and all graduate students engage in independent research projects, culminating with the Ph.D. dissertation. Currently, nearly all of the students admitted into the Ph.D. program aspire to academic careers as scholars and teachers with a few pursuing professional careers in government and research.

In 2013, the department initiated the Graduate Studies in Translation and Interpretation (GSIT) program with a focus on intercultural, health, legal, and political communication. The department's GSIT program is only the second full-service interpreting and translation graduate program in the United States and the first full-service program housed in a public university. Some of the country's most experienced interpreters and translators serve as instructors in the program, ranging from individuals serving the nation's diplomatic corps, the federal court system, as well as leading health care centers in the greater Washington, D.C. metropolitan area. The Department of Communication's faculty members provide instruction in the theoretical contexts and public speaking and writing skills courses needed for a graduate program in interpreting and translation.

Faculty

The department's currently active instructional faculty roster in 2013 includes 14.5 full-time tenured or tenure-track faculty members (five assistant professors, four associate professors, seven full professors), 24 lecturers and visiting faculty members, three staff members (Outreach Coordinator, Senior Lecturer, and Assistant to the Director, Shady Grove coordinator) and one research professor.

Since the department's last self-study (December 2007), there have been the following departures from the department's tenured or tenure-track faculty: six associate professors left the department to take positions elsewhere (Aldoory, Bowen, Cai, M. Liu, Tonn, Turner) and one assistant professor left the department for a position elsewhere (Reimer). Two new tenure-track faculty members started in August of 2012; and two new tenure-track faculty members started in 2013. The department is in the process of interviewing candidates for two additional tenure-track positions.

One faculty member is on partial leave, serving as an Associate Director of Academic and Professional Affairs at the National Communication Association. One faculty member has been on leave to be the Associate Dean of Undergraduate Studies. Three faculty members are on sabbatical leave for the Fall, 2013; with two continuing on leave in the Spring, 2014.

Research Foci

In response to its 2010 Strategic Plan (See Appendix XII.3.), the department re-envisioned its classification of research areas based on emphases pursued by faculty members and graduate students so as to encourage the active and interdisciplinary production and dissemination of research, scholarly, and creative activity. The Department of Communication's faculty and its graduate program pursue research in seven specialties: Feminist Studies, Health & Risk Communication, Intercultural Communication, Media Studies, Persuasion & Social Influence, Public Relations, and Rhetoric & Political Culture. The department is unified by its commitment to achieving

its mission and faculty members work across specialties on research projects, in faculty governance, with graduate students, and in the department's research centers.

Departmental tenured or tenure-track faculty that support the Feminist Studies research specialty include Sahar Khamis, Kristy Maddux (on leave), Shawn J. Parry-Giles, Trevor Parry-Giles (on partial leave), Anita Atwell Seate, Elizabeth Toth, and Michelle Murray Yang.

Departmental tenured or tenure-track faculty that support the Health & Risk Communication research specialty include Edward L. Fink, Dale Hample (on leave), Brooke Fisher Liu, Xiaoli Nan, Anita Atwell Seate, Erich Sommerfeldt, and Amber Westcott-Baker.

Departmental tenured or tenure-track faculty that support the Intercultural Communication research specialty include Edward L. Fink, Dale Hample, (on leave) Sahar Khamis, Anita Atwell Seate, Erich Sommerfeldt, Elizabeth Toth, Andrew Wolvin, and Michelle Murray Yang.

Departmental tenured or tenure-track faculty that support the Media Studies research specialty include Sahar Khamis, James Klumpp (on leave), Brooke Fisher Liu, Kristy Maddux, Xiaoli Nan, Shawn J. Parry-Giles, Trevor Parry-Giles (on partial leave), Anita Atwell Seate, Erich Sommerfeldt, Elizabeth Toth, Amber Westcott-Baker, Andrew Wolvin, and Michelle Murray Yang.

Departmental tenured or tenure-track faculty that support the Persuasion & Social Influence research specialty include Edward L. Fink, Dale Hample, (on leave) Xiaoli Nan, Anita Atwell Seate, Erich Sommerfeldt, and Amber Westcott-Baker.

Departmental tenured or tenure-track faculty that support the Public Relations research specialty include Sahar Khamis, Brooke Fisher Liu, Erich Sommerfeldt, Elizabeth Toth, and Andrew Wolvin.

Departmental tenured or tenure-track faculty that support the Rhetoric & Political Culture research specialty include Robert Gaines (on leave), James Klumpp (on leave), Kristy Maddux, Shawn J. Parry-Giles, Trevor Parry-Giles (on partial leave), Andrew Wolvin, and Michelle Murray Yang.

Research Productivity & National Rankings

From 2008-2013, the department's tenured and tenure-track faculty produced (authored or edited) six scholarly books or monographs, seven textbooks/student manuals/handbooks, 67 edited book chapters, 126 articles in refereed journals, and 203 refereed presentations at international, national, and regional conferences. The faculty also have edited four disciplinary journals, frequently served as reviewers for journals and conventions, and provided leadership in international, national, and regional

associations. In addition, department faculty members have received 31 awards for their research and accomplishments.

For comparative purposes, the 2007 Department of Communication self-study indicated that the department's tenured and tenure-track faculty, from 2002-2007, produced ten scholarly books or monographs and seven textbooks/student manuals/handbooks, 44 edited book chapters, 48 articles in refereed journals, and 173 refereed presentations at international, national, and regional conferences.

The scholarly books and textbooks/handbooks authored by departmental faculty are published by leading academic publishers, including Baylor University Press, Michigan State University Press, the University of Illinois Press and highly regarded commercial publishers like Taylor & Francis, Palgrave/Macmillan, Wiley-Blackwell, and Houghton Mifflin. This book-length work has been routinely recognized, receiving awards from the National Communication Association, the Organization for the Study of Communication, Language, and Gender, and the Religious Communication Association. Additionally, the department's tenured and tenure-track faculty receive career awards in recognition of distinguished research and scholarship, receive distinguished or outstanding article awards for journal publications, and routinely receive "Top Paper" designations at significant national and international conferences.

Journal articles authored or co-authored by the department's tenured and tenure-track faculty with publications dates of 2008-2013 (including forthcoming and in press publications) have appeared or will appear in 54 different peer-reviewed publications. These journals are among the most respected disciplinary and interdisciplinary outlets for Communication scholarship. Appendix V.1. identifies these outlets' ISI Thomson-Reuters Journal Citation Reports 5-Year Impact Factor as well as the quartile rankings according to the SCImago Journal Rankings database (where available). In addition, according to the Microsoft Academic database (http://academic.research.microsoft.com/), the tenured and tenure-track faculty's research has been cited a total of 2,659 times in the period between 2008 and 2013.

The Department of Communication's doctoral program maintains a national reputation for excellence in graduate education. The department's doctoral students are successful, actively publishing and presenting their research, securing gainful employment, and completing their degrees in a timely fashion. This success is recognized by several national rankings of doctoral programs that have appeared since the department's last self-study in 2007.

The 2010 NRC Study. Using a multidimensional approach, the National Research Council's (NRC) study assessed doctoral program quality using a series of variables: 1) R-Rank: Programs are ranked highly if they have similar features to programs viewed by faculty as top-notch; 2) Research: Derived from faculty publications, citation rates, grants, and awards;[1] 3) Students: Derived from students' completion rates, financial aid,

---

[1] Note: In their calculation of Research Productivity, the NRC employed different criteria to assess the research output of doctoral programs that depended upon how the discipline was classified.

and other criteria; 4) Diversity: Reflects gender balance, ethnic diversity, and the proportion of international students; and 5) S-Rank: Programs are ranked highly if they are strong in the criteria that scholars say are most important. All of the variables are reported in the NRC study with both high (5th percentile) and low (95th percentile) scores. The following tables report the rankings of the Department of Communication in the NRC study, as well as comparative information.

Table 1: University of Maryland, COMM R-Rank and S-Rank

Program	R-High	R-Low	S-High	S-Low
Communication, COMM (n=83)	7	73	41	69

Table 2: University of Maryland, COMM Research, Students, and Diversity Ranks (High)

Program	Research-H	Students-H	Diversity-H
Communication, COMM (n=83)	55	9	14

Table 3: University of Maryland, COMM, ENGL, HIST, and PHIL R-Rank and S-Rank

Program	R-High	R-Low	S-High	S-Low
Communication, COMM (n=83)	7	73	41	69
English ENGL (n=119)	9	32	41	70
History, HIST (n=137)	42	74	90	114
Philosophy, PHIL (n=90)	54	75	64	79

Table 4: University of Maryland COMM, ENGL, HIST, and PHIL Research, Students, and Diversity Ranks (High)

Program	Research-H	Students-H	Diversity-H
Communication, COMM (n=83)	55	9	14
English ENGL (n=119)	40	41	4
History, HIST (n=137)	73	78	39
Philosophy, PHIL (n=90)	62	22	45

Table 5: R-Rank and S-Rank Scores for Big 10 Communication Programs—University of Maryland, University of Wisconsin, University of Minnesota, Indiana University, Ohio State University, and Northwestern University (n=83)

School/Program	R-High	R-Low	S-High	S-Low
Maryland, Communication	7	73	41	69
Wisconsin, Communication Arts	24	76	57	76
Minnesota, Communication Studies	29	75	60	77
Indiana, Communication & Culture	2	70	28	55
Ohio State, Communication	10	77	4	12
Northwestern, Communication Studies	14	79	42	66

Communication was classified as a "Social Science," and research productivity was defined by the number of journal articles published in ISI/Thomson Reuters designated journals over a five year period, from 2001-2006. Books and other forms of scholarly publishing were not counted. In the disciplines classified as "Humanities," research productivity was measured by counts of books and journal articles published over a twenty year period, from 1986-2006. Books were also given greater "weight" in the numerical calculation.

Other Rankings. The Department of Communication ranked 22nd in a reputational study of doctoral programs in Communication, tied with Arizona State University and Indiana University.[2] The Department of Communication ranked 20th of 71 institutions in a productivity measure of editorial board membership, above the University of Minnesota, Ohio State University, Rutgers University, the University of North Carolina, and Stanford University.[3] The Department of Communication ranked 34th of 60 programs in a productivity measure of citations, above Indiana University, the University of Wisconsin, and the University of Nebraska.[4]

The Communication Institute for Online Scholarship (CIOS) bibliometrically measures scholarly productivity in Communication and Journalism programs across 99 different specialties of Communication research. The Department of Communication is identified as a Top Ten program in 27 separate research areas. Maryland is #2 in research about Africa, #5 in research about Gender, #5 in research about Memory, #3 in research about Politics & Government, #2 in research about the U.S. Presidency, #5 in research about Public Speaking, and #5 in research about Religion. By way of comparison, the Merrill College of Journalism is also ranked by the CIOS, and is identified as a Top Ten program in four separate research areas.

Departmental Balance

The current numbers of tenured and tenure-track faculty members in each rank are: seven full professors, four associate professors, and five assistant professors. Nine faculty members are female and seven faculty members are male. Only three of sixteen tenured and tenure-track faculty members, a male Latino professor, a female Chinese associate professor, and a female Egyptian assistant professor, belong to underrepresented minorities. Recent appointments of four assistant professors were made to replace teaching and research areas depleted by faculty departures. These hires were in Intercultural Communication, Public Relations, Rhetoric and Political Culture and Health Communication. One faculty search currently underway was approved to advance the department's reputational standing in Intercultural Communication and to add leadership to the Graduate Studies in Interpreting and Translation program (GSIT); the other, to address the increasing responsibilities of the Oral Communication Program.

The Department faculty has seen its diversity grow and ebb in terms of the hiring of women and international scholars. In 2012, an African-American female assistant

---

[2] Kimberly A. Neuendorf, et al., "The View from the Ivory Tower: Evaluating Doctoral Programs in Communication," *Communication Reports* 20 (2007): 24-41.

[3] George W. Musambira and Sally O. Hastings, "Editorial Board Membership as Scholarly Productivity: An Analysis of Selected ICA and NCA Journals, 1997-2006," *Review of Communication* 8 (2008): 356-373.

[4] Mike Allen, et al., "Evaluating Doctoral Programs in Communication on the Basis of Citations," *Electronic Journal of Communication* 22 (2012).

professor resigned for health reasons. In 2013, a Chinese female associate professor accepted a position at another university for a much higher salary.

The College has charged each department to continue discussion about how to enhance its faculty diversity so as to increase diverse viewpoints in classrooms and in scholarship and to prepare students for the increasingly diverse society in which they live. The department's applicant pools for faculty hiring match the general demographic breakdown of the Communication discipline. And the department continues to examine the structural and attitudinal barriers to increasing our diversity.

Upon receiving approval for the searches currently underway, the department sought to exceed college and university diversity goals by improving the women and underrepresented minorities in its applicant pools. With direct mail announcements to the HBCUs and traditionally Native American universities and colleges as well as direct mail to all NCA identified graduate program directors and chairs, the department's Intercultural Communication applicant pool exceeded expectations for its diversity. In the case of the current oral communication program search, the department was disappointed by the lack of diversity in the applicant pool despite the department's affirmative efforts to achieve such diversity.

Research Quality & Intellectual Life

While there has been some decline, in the department's output in terms of books, monographs, and textbooks (which may be due to decreased numbers of tenure-track faculty), the research output of refereed journal articles has increased by 62% since the 2007 self-study, of edited book chapters by 34%, and of refereed conference presentations by 15%.

The department's research specialties are relatively even in terms of research productivity and quality. Historically, the research specialties that are identified as particularly strong in national rankings and comparative studies include Intercultural Communication, Rhetoric & Political Culture, and Public Relations.

The intellectual climate of the department is favorable for productive faculty research and high-quality doctoral study for several reasons. However, intellectual life is hampered by lack of spaces for collegial interactions and faculty and graduate student interactions. Graduate students conduct office hours elsewhere in order to have private spaces to work with their undergraduate classes.

First, the faculty skillfully wed their intellectual pursuits with the graduate program; all graduate classes are taught by departmental faculty members. Students also have the ability to work with a variety of faculty members in and out of their areas of specialization through courses that provide a diversity of research specializations and methodological foci. Faculty members serve as an important source of contact during the admissions process to answer questions and to help new students enroll in courses. They also help students complete their plans of study, advise them on semester courses,

provide feedback during the annual review, guide students on preparing convention papers and publications, help prepare them for the job market, and work closely with them on taking and completing their Ph.D. comprehensive exams and dissertation projects. All of this activity maximizes the intellectual life of the department.

Second, the intellectual climate is enhanced by the Department of Communication Colloquium Series. This series features the department's faculty, graduate students on the job market or preparing for convention presentations, faculty from other UM departments, and at least one noted Communication scholar per year. This year, McKeldin Library staff provided a lecture on accessing government documents.

Third, department faculty members and graduate students regularly avail themselves of the vast intellectual resources of the University of Maryland campus and the surrounding Washington, D.C. metroplex. Several faculty members are affiliated with programs across campus and regularly serve on graduate committees in other units. Graduate students take courses in other departments and expand their educational experiences accordingly. Faculty and students visit funding agencies, archives and libraries, monuments and museums, all by virtue of Maryland's proximity to the nation's capital.

Extramural Funding & Multidisciplinarity

Since the 2007 self-study, members of the department's tenured and tenure-track faculty have actively sought and received significant levels of external funding in support of their research. Grants and/or contracts have been awarded to the department's faculty members from START, the Department of Education, the National Institutes of Health/National Cancer Institute, JIFSAN, and the Public Relations Society of America. Total external funding for Department of Communication faculty members identified as a Principal or Lead Investigator between 2008 and 2013 is $4,727,115. Grants administered through the university by department investigators indicate the specific success of two faculty members who conduct research in health communication and risk communication (see Appendix I.9.). Comparative data about extramural funding from comparable Communication departments is unavailable.

Faculty members interact and publish with colleagues from many units across the University of Maryland campus. Faculty affiliations with campus units include: the National Consortium for the Study of Terrorism and Responses to Terrorism; the Program in Second Language Acquisition; the Department of Sociology; the Department of Psychology; the Herschel S. Horowitz Center for Health Literacy; the Consortium on Race, Gender, and Ethnicity; the Department of Women's Studies: the Center for American Politics and Citizenship; Department of African American Studies; the Graduate Field Committee in Film Studies; and the Center for Aging.

Undergraduate Program

Overview

The undergraduate program in Communication serves the university in two ways. First, it provides an undergraduate degree program in Communication with five areas of concentration (tracks) for students who major in Communication. Second, the department provides a number of service courses at the introductory and advanced level that provide knowledge and communication skills to students in other colleges and departments and that contribute to the University of Maryland's General Education program. In 2005, the department established a B.A. degree program at the Universities at Shady Grove (USG), a two-year program for junior and senior communication majors.

The Communication undergraduate program was approved as a fully effective Limited Enrollment Program (LEP) in Fall, 2003, in order to enable the department to manage growing student enrollment and increasing demand for classes. The LEP agreement set the number of majors at 600. A count of registered majors in Fall 2013, was approximately 816 students (see IRPA freeze date report on student enrollment, September 2013). The university advising system ADVICE reports 882 majors as of November 20, 2013, including the 109 students at the satellite campus at the Universities at Shady Grove.

As of 2012, the University of Maryland requires that all students satisfy an Oral Communication requirement as part of its General Education program. The Department of Communication provides the majority of courses that fulfill this requirement, including: COMM107*: Oral Communication: Principles and Practice* and COMM200: *Critical Thinking and Speaking*. The department offers approximately 4,000 seats in Oral Communication per year. Other service courses include a course in intercultural competencies (COMM382: *Essentials of Intercultural Communication*) with approximately 200 seats offered annually, and global communities (COMM324: *Communication and Gender*) with approximately 300 seats per year. Moreover, the department offers several COMM courses that are not restricted to Communication majors only and are in great demand by many non-majors.

Content and Structure of the Undergraduate Program

The department's undergraduate program provides students with intellectual, analytical and technical competencies required to be successful in their professional lives and in graduate work. It offers in its undergraduate majors an opportunity to select one of five areas of concentration (tracks) as follows: Communication and Digital Media (offered only at USG; courses include communication and digital media, documentary theory and practice, communication and digital imaging, social networking, communication through advocacy short film, digital communication and strategic message design): Communication Studies (general courses in communication): Public Relations (news writing and reporting for public relations; news editing for public relations; public relations campaigns and techniques): Rhetoric & Political Culture (Social movements;

political and social leadership; strategic discourse); and Social Influence (political campaigns; organizational communication; negotiation; conflict management; intercultural communication; persuasion; mediated communication). The public relations track is certified by the Public Relations Society of America.

The department provides the theoretical and methodological underpinnings for its focus of study in all the areas of concentration. 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 students. Each of the five undergraduate tracks (Communication and Digital Media, Communication Studies, Public Relations, Rhetoric and Political Culture, Social Influence) has a theory course requirement specifically geared for that track: COMM402: *Communication Theory and Process*, for the Communication and Digital Media, Communication Studies and the Social Influence tracks; COMM350: *Public Relations Theory* for the Public Relations track: and COMM450: *Classical and Medieval Rhetorical Theory*, for the Rhetoric and Political Culture track.

The program requires that students complete 51-52 credit hours as follows: three credit hours in a performance course; 12 credit hours in Communication theory and research; 21 credit hours in track-specific courses; 6-7 credit hours in intellectual skills (e.g., statistics, analysis of language, analysis of discourse, economics); nine credit hours in a cognate set of courses related to the study of communication.

The required theory and research method courses provide students with analytical knowledge about communication theory and process, and equip students with the research skills necessary 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 the content and the quality of communication in a variety of social contexts.

Another component in teaching undergraduates is intended to impart intellectual skills and equip students with the tools necessary to study communication processes, social influence, and social change. These courses include statistical analysis, critical analysis of discourse, and structural analysis of language.

The program also encourages students to engage in an interdisciplinary approach to studying communication by introducing a cognate requirement. Students are required to enroll in nine credit hours in one academic program outside of the communication major that is of interest to them and is relevant to the study of communication.

The undergraduate program provides vital knowledge for career preparation as well as for pursuit of graduate education. As a result, communication 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 success.

The curriculum, thus, fits well the philosophy and purpose of the undergraduate program. It offers opportunities to engage in the study of communication at the general level through courses in performance, track-related theory and a wide menu of research tools; it also introduces students to special topic courses such as negotiation, crisis and risk communication, conflict management, political communication, and digital media and democracy.

In response to new advances in the study of communication and the strategic use of technology in communication, the department has introduced new courses in communication and digital media including Visual Communication, Digital Media and Strategic Message Design, Documentary Theory and Practice, Digital Media and Democracy, and Social Networking. Moreover, growing concerns about national security and preparedness and health exigencies have prompted the offerings of courses in Health Communication, Crisis Communication and Risk Communication. In response to a heighted sensitivity to global mediated communication, the department now offers a course in mediated communication that specifically focuses on Middle Eastern Media.

Course Sequencing and Sufficiency

The sequencing of courses is intended to facilitate learning and advance knowledge acquisition. However, difficulties arise in departments with as high student/faculty ratio as Communication (student/tenured/tenure-track faculty ratio is 53:1; 882 majors and 14.5 faculty). The high student/faculty ratio and high persistent demand for courses and seats limits student course selection and availability.

The department's undergraduate offerings are separated into the following categories: 1) Oral Communication (COMM107: *Oral Communication* and COMM200:*Critical Thinking and Speaking*), required for all students at the university as of 2012 (seats offered in AY13: 3797 seats); 2) General Education and Diversity courses: *Communication and Gender* (COMM324: Fall 2013: 140 seats, projected for AY14: 260 seats; AY13: 190; AY12: 190; AY11: 190; AY 10: 371; AY09: 466 seats). *Essentials of Intercultural Communication* (COMM382: Fall 2013: 100 seats; AY13: 320; AY12: 230; prior to AY12 it was COMM482); and *Rhetoric of Black America* (COMM360: Fall 2013: 50 seats; AY13: 60; AY12: 145; AY11: 60; AY10: 157; AY09: 70 seats); 3) COMM250 (*Introduction to Communication Inquiry*), serving the prerequisite for admission to the COMM major and to all upper level COMM courses (approximately 500 seats are offered a annually); 4) Advanced theory and research courses offered every semester serving COMM majors (COMM350: *Public Relations Theory;* COMM400: *Research Methods in Communication*; COMM401: *Interpreting Strategic Discourse;* COMM402; *Communication Theory and Process;* COMM450: *Classical and Medieval Rhetorical Theory* ; and 5) Elective courses, serving students on the specialized tracks.

Specialized Programs

Honors Program. The revised departmental Honors Program provides a flexible, individualized, and challenging curriculum for our outstanding students giving them the opportunity for intensive study of Communication at an advanced level.

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 their 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 at least nine semester hours in Communication, including COMM250; 3) GPA of 3.5 or above in Communication.

The department offers two plans of study for honors students, a thesis option and a non-thesis option. For the students who pursue the thesis option, the program consists of 12 credit hours divided as follows: six credit hours of Honors coursework and six credit hours of research towards a thesis submission. For non-thesis students, the program consists of 12 hours of Honors coursework. Since May of 2008, eight students have graduated with departmental Honors.

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.

The high ratio of faculty to students prohibits the department from offering seminars strictly designated for Honors. Consequently, students who choose to pursue the Honors program are working independently, though with the support of faculty. However, they are unable to create and associate with a community of Honors students and thus miss the experience of having an important support mechanism to succeed.

Scholarships. The department currently has two active scholarships available to undergraduate students: the Swann summer internship scholarship established in 2011, and the Chaim and Miriam Bentzlovitch merit scholarship established in 2010. The Swann summer internship scholarship awards $1,000 to a selected Communication major who interns for a non-profit organization in the summer. The Chaim and Miriam Bentzlovitch scholarship awards annually $500 to a Communication major at the Universities at Shady Grove who excels academically.

In addition to the departmental scholarships, the department nominates undergraduates for campus awards as they become available and outstanding Honors students are invited to participate as undergraduate research and teaching assistants in different courses.

Seminar, Capstone and Independent Research Programs.

1.   Communication Colloquium Series. The Communication Colloquium Series provides a forum for the active exchange of scholarly study in human

communication. The colloquium series features noted communication scholars from around the country, faculty and graduate students who discuss a broad range of topics in communication scholarship and practice. Students may receive undergraduate credit for attending and critically assessing the colloquia through COMM478.

2.   Independent Study. COMM388, COMM398, and COMM498 provide academic seminar and practicum options where juniors and/or seniors, individually or in small groups mentored by faculty, engage in an in-depth study of a variety of communication issues. The final product is often an individual research or a seminar paper that students may present as writing samples with their application to graduate programs or as they pursue a professional career. Students are encouraged to submit the papers for presentations in academic or professional conferences. The department provides travel support to students who submit papers and choose to attend the conference.

3.   Capstone. COMM483 (*Seminar in Public Relations*) is the only course that is designated as a capstone seminar for students on the Public Relations track. Twenty-five students, or fewer, enroll in COMM483 where they are challenged to solve a public relations issue.

Experiential & Service Learning Programs. The department offers special opportunities for Communication majors to engage in experiential or service learning including the following:

1.   The Internship Program is well established and awards academic credits to students for projects that relate a particular employment opportunity to coursework in communication (COMM386: *Experiential Learning in Communication*). It is directed by a full time Outreach Coordinator and is designed to aid communication majors in choosing careers and in gaining professional experience. The number of students that interned in the last 5 years is as follows: AY09: 172; AY10: 203; AY11: 228; AY12: 184; AY13: 178. Communication students intern in a wide variety of positions. They develop professionally and establish a network of mentors. Students can earn up to six internship credit hours, but only three credits apply towards the major. Internship participation requires advanced planning, including the development of a specific project, the preparation of a proposal explaining the nature of the internship activity and its relationship to the academic work, as well as approval by both the proposed employer and the department's Outreach Coordinator. The internship course, COMM386, meets the General Education requirement for Scholarship in Practice.

2.   The Bateman Competition, sponsored by the Public Relations Student Society of America (PRSSA), is a year-long, team-based research project where students design and implement a public relations campaign. Students are organized in teams of four or five members and compete nationally in designing and implementing a public relations campaign. The Maryland Bateman team has been recognized as one of the top teams nationally (Honorable Mention) twice in the last five years.

3.   The Communication and Advocacy learning community where first-semester freshmen engage in advocacy activities. Students' service activities are varied but have included a semester-long campaign designed to promote a national conference on environmental issues, an on-campus campaign to promote composting, and

establishing and promoting the Healthy Turtle, a club that engaged students in a long-term collaboration with the University health services to educate students about health services on campus. The Healthy Turtle is now a *pro bono* campus public relations firm.

4.   The Center for Health and Risk Communication and the Center for Political Communication & Civic Leadership provide research opportunities for undergraduate students.

Student Learning & Intellectual Environment

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 academic instruction, general and specialized topic courses, as well as participation in the day-to-day activities. Students are invited to participate in departmental governance, run student organization, plan events, conduct research, be peer mentors and participate in special practicum projects. These activities contribute to creating an active student learning community guided either by a faculty, a graduate student or an advisor.

The Oral Communication Peer Consulting. The oral communication lab provides students with the training and the experience of being communication peer consultants offering services to students on campus in courses in which oral communication competence is either required or is a priority. They receive training in speaking and listening in order to help others improve their oral communication skills. They also conduct research that extends knowledge in oral communication and related peer consulting activities. While helping students improve their oral communication skills, the peer consultants also gain personal, professional, academic, and civic benefits that are associated with these skills.

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, communication alumni, and communication professionals. Activities and events planned and implemented by the members provide students with organizational leadership experience and learning and professional learning opportunities.

Lambda Pi Eta (LPE). Lambda Pi Eta is the National Communication Association's honor society and operates in association with the UCA. The UMD chapter is recognized by the National Communication Association. To be admitted to the society, a student must be a full-time student, with at least sixty hours of undergraduate credit hours earned, a cumulative grade point average of 3.0 or higher, and at least twelve hours of Communication coursework with a grade point average of 3.25 or higher. Students have to be officially inducted in a ceremony that is nationally accepted and members have to complete academic or civic activities. LPE Communication students in the department

have planned food drives in the community as well as mentored students and lead review sessions for final examinations.

The UMD chapter of the Public Relations Student Society of America (PRSSA). An affiliate of the Public Relations Society of America, the leading international public relations professional organization, this self-governing chapter introduces interested students to a range of activities and opportunities in the Greater Washington area that complement their academic studies.

The Minor in Rhetoric

The Minor in Rhetoric is an interdisciplinary program offered through the cooperation of the Department of English and the Department of Communication. The minor has been designed for students who want to know the principles and skills of practical persuasion in its varied contexts. The program is of value for all students wishing to improve their writing and speaking skills and especially useful for those students who plan careers in business, management, government, law and education.

Fifteen hours of coursework, offered by the English and Communication departments, are required to complete the Minor in Rhetoric. 68 students are minoring in Rhetoric in Fall 2013. The number of students in the minor is capped at 90.

Student Diversity

The undergraduate student majors in the department are diverse. As of Fall 2008, approximately 37% of our majors were males; 9% were Asian, 13.3% African-American, 62% Caucasian, 8.4% Hispanic, and 3.7% Unknown (See Appendix I.1. for six-year undergraduate censuses by race/ethnicity/and gender). It is worth noting that the number of Hispanics in Fall of 2013 nearly doubled and is the highest since Fall 2008 (11% in Fall 2013; 6% in Fall of 2008).

Most departmental efforts to enhance diversity are curricular. The department offers courses in *Gender and Communication* (COMM324) with approximately 200 seats every semester; *Essentials in Intercultural Communication* (COMM382) with approximately 200 seats; and *The Rhetoric of Black America* (COMM360) with 50-100 seats.

Student Recruitment & Monitoring

Each semester the academic files of each COMM major are reviewed and updated to gauge the student's progress towards degree completion. Underperforming students are identified as those on probation and those with a GPA between 2.0 and 2.3. These students meet with a Communication advisor twice a semester to assess and discuss ways to improve their academic performance and ensure a timely graduation.

The department's success in monitoring the academic standing and progress of students has resulted in an average GPA that is satisfactory given the large number of COMM

majors. Using the university academic data management program (ADVICE), the Fall 2013 GPA by class is as follows: Freshman: 3.155; Sophomores: 3.113; Juniors: 3.107; Seniors: 3.201.

The department's recruiting efforts have been successful. The number of COMM majors has increased to 816 (IRPA DATA) and 882 (ADVICE), as compared to 764 in 2008. In fall 2011, the department retained 95.6% of the freshmen incoming class after one year; after two years it retained 91.1%. Of the 2009 cohort, 89.8% graduated or were retained after three years. For first time incoming freshmen, time to graduation in Fall 2012 was 3.7 years; in 2013, 3.8; in 2011; 3.7; in 2010, 3.7; in 2009, 3.8; and in 2008, 3.9 years. For students who entered the program as transfer students, records show in Fall 2013, 2.8 years to graduation; 2012, 2.7; 2011, 2.6; 2010, 2.7; 2009, 2.7, and in 2008, 2.9.

Numerous activities and outreach programs are used to identify and recruit promising students to the Communication major, including early contact with prospective talented communication students, open houses for parents and students visiting the campus, informational sessions for undecided students in the college of Letters & Sciences, and identifying students interested in Communication in the Honors College.

Advising & Mentoring

The main objective of undergraduate advising in the department is to assist students in understanding, planning and successfully completing the Communication major requirements in a timely manner. To that end, the department has 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, in the last year we have added a full-time academic advisor. Employing a full-time professional advisor, as compared with graduate student advisors in this position previously, has significantly improved the advising process. Special attention is now given to ensure that students have the information necessary to succeed academically and progress toward a degree. Moreover, students are provided with information about professional opportunities and campus-wide programs. In addition, there is an Outreach Coordinator who supervises the internship program and engages in career advising.

The advising process works towards implementing the Provost's Student Success Plan. This plan requires that students create a four year plan of studies which is monitored by department and college advisors. As a Limited Enrollment Program (LEP), the advising office provides students each semester with a checklist of their progress to complete the General Education courses required, as well as courses required for the major. The advising office distributes information to students in person and by posting it on the departmental website. The Web site, bulletin board, e-mail, open hours and workshops in Letters & Sciences are all used to distribute information about the communication major, admissions requirements, career opportunities, information about internships, the Honors Program, scholarships and financial aid, study abroad and special projects. Advising has an open door policy for majors and non-majors and operates from 8:00 a.m. to 4:30 p.m.

Monday through Thursday. It facilitates interactions with students who may need advising in matters related to the major.

Faculty members are involved in the undergraduate curriculum and all teach undergraduate courses. Students are encouraged to seek advice and guidance from faculty members and other instructional staff as well as through the formal advising process. Faculty members are continually involved in assessment of the program to ensure quality.

Advising to students in Communication is a dual track process shared by the College of Arts and Humanities (ARHU) and the Department of Communication. The COMM advising office serves students in all matters pertaining to the Communication major including admission to the major, academic success and progress in the major, transfer of Communication course credits from other institutions, completing requirements for graduation and some career guidance. ARHU provides information on general education and graduation requirements.

Instructional Development, Technology Enhancement, & Instructional Assessment

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

1.   Training teaching assistants. To attain high quality of teaching, we train our teaching assistants in the art of classroom instruction. Graduate assistants are required to take COMM686: *Teaching Communication,* a one-credit course in pedagogy, during their first semester as graduate teaching assistants.
2.   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.
3.   Use of technology. The department is committed to incorporating technology into its instructional program. Technology has expanded both the teaching possibilities and the forms of presentation that students can employ. Teachers and students have the option of using Canvas, the internet, PowerPoint, video, television, audio and film in their presentations in addition to the traditional formats. Technology-equipped classrooms (smart classrooms) are also employed across the curriculum. They encourage students to become better skilled at employing technologies and appropriate new software such as Prezi, Photoshop, InDesign, Illustrator and other widely used software. Smart classrooms enable faculty to teach in a more creative and engaging ways. Some of the courses that set the use of technology a priority in teaching and learning include COMM107: *Oral Communication; Principles and Practice*, writing courses (e.g., COMM231, COMM232, COMM351, COMM352), and research methods courses (e.g., COMM400). The use of teaching theaters and other facilities that provide easy access to technology is a significant step in the department's curriculum development. The department has created an Oral Communication Center (OCC) where students are instructed in invention, delivery and use of presentation technologies. Through a grant to the department from the Student Technology Fee program over two consecutive years, the

department has enriched the media center with computers and appropriate software and can now provide support for both students and faculty to learn and successfully employ new media.

4.   Instructional enhancement. Faculty and teaching assistants attend workshops conducted by the Center for Teaching Excellence to keep up with current ideas about teaching and teaching methods. Outstanding teaching assistants are recognized by the department and are nominated for appropriate awards for teaching excellence. Several of our teaching assistants and faculty have received awards from the Center for Teaching Excellence and the Instructional and Developmental Communication Division of the International Communication Association. Faculty members and graduate students were selected as Lilly fellows and others are currently members of the Academy for Excellence in Teaching and Learning.

5.   Significant measures of assessing improvement in the quality of instruction and level of learning include a newly implemented Learning Outcome Assessment Plan. The department measures and evaluates learning outcomes of the oral communication program, as well as the theory and research communication courses. Following a specified set of rubrics, at least two faculty members review students' papers or oral presentations to determine whether the learning objectives have been met. In cases where students' papers, in the aggregate, do not meet the desired outcome, the faculty members discuss possible reasons and identify solutions for improvement.

6.   End of the semester evaluations. All faculty and teaching assistant are evaluated by their students to understand the students' perspective on the course content, the value of the assignments, and the quality of course instruction. These evaluations are conducted on-line. Peer evaluation of teaching for faculty, at all ranks, are part of the promotion, tenure, and post-tenure review processes of the department.

Post-Graduation Career Placement

In the past five years, according to exit surveys and interviews with graduating seniors majoring in Communication, our graduates enter the following careers:

Industries:

Corporate communication
Public relations
Public administration
Public advocacy administration
Commercial media
Communication management
Marketing
Human resources
Political campaigns
Sports broadcasting
Web consulting
Event planning

Graduate Studies:

Law School
MBA programs
Master's degree in Communication
Master's degree in higher education

2013 Undergraduate Survey (UMCP)

Responses were collected from 195 communication majors at College Park between September 20 and October 3, 2013. The questionnaire included both closed-ended and open-ended questions. Majors were recruited from three majors-only classes: COMM398B: *Communication, Culture, and Sport*; COMM400: *Research Methods in Communication;* and COMM401: *Interpreting Strategic Discourse*. Duplicate responses were avoided by instructing majors who had already completed the questionnaire in another class to avoid completing the questionnaire again. Students were given as much time as they needed to thoughtfully complete the questionnaire; all students completed the questionnaire within 17 minutes.

To obtain students' satisfaction reports, the "moderately satisfied" and "highly "satisfied" response categories were collapsed into one category–"satisfied." It is those collapsed satisfaction results that are reported here.
Strengths:

1.   *Interaction with faculty*: Most students found instruction and interaction with faculty satisfactory. 95% are satisfied with instruction by faculty within the department; 92.3% are satisfied with instruction by TAs; 95% are satisfied with the degree to which instructors work to create an inclusive, supportive environment; 92% are satisfied with the attitude of faculty toward teaching undergraduates; 95% are satisfied with the attitude of graduate students and teaching assistants toward undergraduates.

2.   *Academic climate.* Students expressed a high degree of satisfaction with the academic and intellectual climate in the department. 94% are satisfied with the academic climate in the department for undergraduates, in general; 88% are satisfied with the degree to which the climate contributes to intellectual growth; 88% are satisfied with the degree to which the department is an intellectually stimulating and exciting place for learning.

3.   *Program of Study.* Students expressed satisfaction with the content, the sequencing, and the requirements for earning a degree in Communication. 88% are satisfied with the degree to which the major meets their educational goals; 83% are satisfied with the content of courses; 90% are satisfied with the program of study leading to the degree; 88% are satisfied with departmental requirements for earning a degree; 80% are satisfied with the coordination among courses within the department; 79%; are satisfied with coordination among courses in this department and other departments; 78% are satisfied with instructional equipment and teaching aids.

4.   *Diversity*. Students were satisfied with the cultural climate and found it pleasant and welcoming. 100% are satisfied with the department's climate for women, and other minorities; 89% are satisfied with the degree to which there exists a welcoming and inclusive climate for all students, particularly women and those from diverse racial, economic, and cultural backgrounds; 79% are satisfied with the degree to which curriculum includes relevant subject matter about minorities and women.

5.   *Advising:* 75% expressed satisfaction with academic advising offered by the department's undergraduate office and 89% are satisfied with the attitude of staff toward undergraduates.

Suggestions for improvement:

1   *Space*: Students requested a lounge-like space to allow them to congregate that will allow them to hold meetings and promote activities that contribute to establishing a learning community.

2.   *Course offerings:* Students requested a wider selection of courses, more applied courses including courses in digital communication; they also requested more sections of the same course to facilitate enrollment. Only 59% were satisfied with the current availability of courses and 67% expressed satisfaction with the ability to register for courses in the correct order.

3.   *Career advising*. Students request that there be more career advising. 57% were satisfied with career advising.

The Communication Program at the Universities at Shady Grove

The Communication program at the Universities at Shady Grove (USG) is in its eighth year and students follow courses designated for the Communication Studies track. The program is a two year junior and senior level program and attracts students who transfer from two year institutions. Enrollment goal was set at 80 full time students (FTE) a year (see Appendix I.1.). Currently, the program offers eighteen upper level courses per year to 109 communication majors at USG (see Appendix VI.1. for Shady Grove Undergraduate courses). The program has grown significantly. There has been a 60% increase in student count and 114% in FTE since AY2008. (In AY2008, 59 students and 35.1 FTEs; in AY2009, 58 students and 47 FTE; in AY2010, 62 students and 46 FTE; in AY2011, 86 students and 53 FTE; in AY2012, 95 students and 71.4 FTE; and in AY2013, 94 students and 75.4 FTE). In Fall 2013, the number of students majoring in Communication at USG represents an 85% increase from 2008. According to the COMM Planning Agreement, 2008-2011, the increase in the number of full time students is a source of tuition-based revenue for the department.

Alongside the traditional coursework in Communication that emphasizes critical thinking and understanding of communication theory and research, the department has developed a unique area of study at USG with a focus on Communication and Digital Media (COMM371: *Communication and Digital Media;* COMM375: *Documentary Theory and Practice*; COMM398N: *Communication and Digital Imaging;* COMM376: *Advocacy Short Film*; COMM398X: *Social Networking)*. Many students at USG maintain full time (12 credits of more) course load and work. The focus on New Media and Communication reflects new developments in the discipline integrated into coursework and prepares students for graduate work as well as for professional career opportunities.

Advising services and program management, as well as curriculum planning at USG are provided by the Program Coordinator at USG in collaboration with the Director of the Undergraduate Studies Program who oversees the program. The recent hiring (Fall 2013) of an administrative assistant facilitates the completion of the day-to-day administrative tasks including classroom reservations, maintenance of accurate student progress data, setting advising appointments and recruiting new students. Facilitating the transition of students from community colleges to USG constitutes a major component of the daily activities and is central to the program's viability.

Advising services at Shady Grove is a source of information about scholarships and financial aid available to students at College Park and those at Shady Grove. Students fill out the USG General Scholarship Application that qualifies them for over 70 merit and need based scholarships ranging from textbooks to full tuition and fees.

Communication students at USG consistently receive adequate and current information from the advising office about courses, programs and internship opportunities, course enrollment and graduation. Information is distributed either in person, by email, via newsletter, or social networking. The advisor holds semester meetings with every COMM major to plan the course of study and ensure timely graduation.

2013 Undergraduate Survey (USG)

The self-study undergraduate student survey was administered to Communication majors in two required COMM courses. 44 surveys were completed and showed that COMM majors at the Shady Grove campus were highly satisfied with their choice of major and the program. 100% were satisfied with the degree to which the program meets their educational goals.

Strengths:

1.   *Interaction with faculty*: 100% of the students surveyed were satisfied with attitude of faculty toward teaching; 96% were satisfied with the instruction by faculty; 96.4% were satisfied with instructors' work to create supportive environment.

2.   *Academic climate*: 100% were satisfied with the academic climate in the program; 100% were satisfied with the degree to which climate contributes to intellectual growth.

3.   *Program of study*: 89% were satisfied with courses offered and coordination among courses; 92% were satisfied with content of the courses; 86% were highly satisfied with program of study leading to a degree; 85% were satisfied with course requirements for earning a degree; 89% were satisfied with course sequencing; 93% were satisfied with instructional equipment and teaching aids.

4.   *Diversity*: 93% were satisfied with degree to which there exists a welcoming and inclusive climate for all students, particularly women and those from diverse, economic and cultural backgrounds.

5.   *Advising*: 85% are satisfied with academic advising in the program; 96% are satisfied with attitude of staff toward undergraduates.

Suggestions for Improvement:

1.   *Career advising*: Students request to have more career advising. 71% were satisfied with existing levels of career advising.

2.   *Coordination of courses with other departments*: Students request the opportunity to enroll in courses in other departments. 71% were satisfied with the coordination among courses in this program and other departments.

Graduate Studies in the Doctoral Program

Areas of Specialization and Curricular Matters

In the Fall of 2011, the Department of Communication launched its revised Ph.D. program, allowing for the admission of students into the Ph.D. program with either a Bachelor's or a Master's degree. The department no longer admits students into the program whose career goal is the terminal M.A. degree. Students pursuing the Ph.D. from a Bachelor's degree can earn the M.A. in the process of completing the Ph.D. Students can also opt out of the program with an M.A. if their career plans change. The curricular shift accentuates the program's research emphasis.

The department also approved the addition of three new research areas in the Ph.D. program: Feminist Studies (FS), Health and Risk Communication (HRC), and Media Studies (MS). Students are able to intersect these areas of research with those that have been a featured component of the Ph.D. program since the 2007 self-study: Intercultural Communication (IC), Persuasion and Social Influence (PSI), Public Relations (PR), and Rhetoric & Political Culture (RPC). The department continues to offer three areas of methodological specialization: historical-critical, qualitative, and quantitative methods.

The research areas of specialization reflect the departmental mission: "*dedicated to the strategic use of discourse in the public sphere*." Such areas take advantage of UM's location and the available resources in the larger community. The Center for Health and Risk Communication attracts funding from government agencies concerned with health and terrorism risks (e.g., Joint Institute for Food Safety and Applied Nutrition, U.S. Food and Drug Administration), and draws on faculty research from HRC, MS, PSI, and PR in particular. Such resources fund graduate assistantships and promote graduate student involvement in faculty research. Graduate students in RPC take advantage of the rich archival resources in the Washington, D.C. area. The Center for Political Communication and Civic Leadership, through its *Voices of Democracy* on-line journal, likewise utilizes

archival and political resources available in the area. IC accentuates the international diversity of students who attend UM as well as the cultural diversity of the larger community. The department attracts international students to the program from around the world, furthering UM's mission of achieving diversity with its faculty, students, and staff.

The new trends in the departmental concentrations reflect student research interests. HRC represents a growing specialization in the department, particularly among PSI and PR students. From 2008-2013, 23% of the graduating students specialized in HC (and PSI or PR), which represented the second highest concentration of graduates next to RPC, which comprised 26% of the departmental graduates during the same period. Currently, 13% of the department's students self-identify as students of HRC in conjunction with their study of PSI and PR. Of the remaining students, 43% list their first area of concentration as RPC, 23% as PR, 14% as IC, 6% as PSI, and 2% as MS. Many students intersect the study of the media with one of the other areas of specialization. FS is addressed in several PR and RPC courses; students also pursue a graduate certificate in Women's Studies. That 70% of the department's graduates have secured tenure-track positions, with 26% securing positions in a Very High or High Research University, demonstrates the relevance of these areas of study to the Communication discipline (See Appendix III.1.).

One curricular problem raised during the graduate student survey relates to the range of courses offered, especially in the three new areas of concentration (FS, HRC, and MS). Individual seminars exist in Health Communication (COMM 730) and Media Studies (COMM 738). Faculty members have also taught courses that emphasize the study of feminism (COMM 698: Gender, Feminism and Sexuality; and COMM 738: Gender, Media and Culture). Such subject areas are also addressed in coursework from across the department. Yet, the coursework in these areas are not as developed as they are in IC, PSI, PR, and RPC. In order to understand the concerns, the Graduate Studies Committee has authorized an additional survey for the graduate students to identify their curricular expectations.

Advertising, the Admissions Process,
Ph.D. Placement, Graduate Student Success, and Diversity

From 2008 to 2011, the Ph.D. program received on average 211 applications per year. For 2012 and 2013, the average number of applications totaled 133, a reduction explained by the Department's decision to emphasize the Ph.D. program (see Appendix II.1.).

The department advertises its graduate program in the following convention programs: Association for Education in Journalism and Mass Communication (AEJMC), the International Communication Association (ICA), and the National Communication Association (NCA). The department also disseminates brochures, newsletters, and other informational materials during graduate fairs at AEJMC and NCA. The primary means of advertising the graduate program is through the Web site that includes descriptions of program information and the admissions process, graduate course descriptions, faculty

biographies, explanations of areas of study, as well as frequently asked questions regarding the regulations and procedures followed in the program (See Appendix II.4.).

Each applicant is evaluated on the following measures: GRE scores, undergraduate and graduate GPAs, letters of recommendation, a writing sample, and a statement of goals and experiences. TOEFL scores are required for international students who are from countries where English is not the official language. Issues of diversity represent another factor of consideration during the admission process. There have been no cases since 2008 where Ph.D. students have entered the program with a GPA lower than 3.00. The average undergraduate GPA for Ph.D. students has increased from 3.62, as reported in the 2007 Self-Study, to 3.68 currently. Because of the scoring changes for the GRE exam, a comparison is not possible. The average Verbal GRE score is 83% for those students entering the program in 2012 and 2013. The average scores on the Quantitative and Analytical portion of the GRE exam are 62% and 65% respectively. Approximately 54% of those entering the program between 2008 and 2013 received their undergraduate degree from a Very High, High, or Doctoral Research Universities (such data was not collected in 2007) (See Appendix II.2.).

The average retention rate from 2008-2013 is 90% during the first year, 96% for the second year, 85% for the third year, and 77% for the fourth year (includes 2008 and 2009 only). In order to retain students and to track their progress, the department instituted an Annual Review of Graduate Students in 2010 that is conducted in the spring semester (See Appendix II.5.). COMMGrads—the graduate student organization—has also reinvigorated its peer-mentorship program by pairing first-year students with more senior students to help enhance student satisfaction and retention.

In addition, the department is enforcing Ph.D. benchmarks, which tracks student progress through the program (See Appendix II.5.). As part of the Graduate Outcome Assessment (GOA) process, Communication faculty members also complete an evaluation of each Communication graduate student in their graduate courses. An evaluation is also completed by committee members following the graduate student's Ph.D. comprehensive exams and the Ph.D. dissertation prospectus defense. A final evaluation is conducted at the conclusion of the Ph.D. dissertation defense. Reinforcing the benchmarks is designed to facilitate the time to degree and identify those students in need of additional mentoring. The GOA plan serves two purposes: 1) identify strengths and weaknesses of individual students; and 2) identify changes needed at the programmatic level (See Appendix II.5.).

The assessment data demonstrate a grade range that distinguishes the stronger scholars from the weaker ones; the average GPA of the students in the program is 3.69, ranging from a high of 4.00 to a low of 3.34. Because the GOA process was recently implemented, the data contained in the 2012 GOA report for the Graduate School is limited. The data collected from the seminar reports, however, represent an exception. Based on the 27 evaluations from the individual seminars, the students scored on average a high of 3.3 (out of 4.0) on engaging in scholarly discussion to a low of 2.9 on writing skills and command of method (See 2012 GOA Report—Appendix II.5.).

Student success can be measured by the placement record of students, the time to degree, as well as the publications and awards they receive. Approximately 26% of graduate students (11 of 43) from the last *five* years (2008-2013) are teaching in Very High or High Research Universities, which suggests that the admissions criteria are producing satisfactory results. (During the previous *seven* years, 12 of 38 graduates [32%] were teaching in High or Very High Research Universities). The time to degree (TTD) ranges from a high of 7.2 years to a low of 4.4, which represents a reduction in the TTD from the 2007 report, where the range spanned from 7.2 years to 6.1 years. Finally, from 2008-2013, graduate students received seven awards for their dissertations from flagship organizations in the field of Communication (compared to three identified in the 2007 Self-Study Report). Two students have also published their dissertations as books upon graduation (compared to 5 in 2007); graduate students have published 57 journal articles (compared to 26 journal articles reported in the 2007 Report) in addition to 12 book chapters (compared to 11 book chapters in 2007). Recent alumni have also published 29 journal articles. During this same time period, graduate students have presented over 298 convention papers at campus, regional, national, and international conferences (compared to 330 reported in 2007), receiving nine top paper designations and nine top paper panels. Fifteen students have also received teaching awards from the department and university (compared to seven reported in 2007) (See Appendix V.1.).

In support of the Graduate School's writing initiative and in response to the data collected from the GOA process, writing modules are being integrated into the curriculum in three ways: 1) COMM700—writing grant proposals and crafting arguments; 2) COMM600 or 602, COMM711, and COMM714—writing for the humanities and social sciences and improving the organization of ideas, constructing grammatically correct sentences, and enhancing the clarity of ideas; and 3) COMM798W—Academic Writing (1 credit)—enhancing the clarity of writing, organizing ideas, and improving sentence structure.

In the past five years, the department awarded six University Fellowships to U.S. students of color or international students; another graduate student received a McNair Scholarship from the Graduate School. Approximately 40% of the graduate students in the program are students of color. Of that percentage, 11% classify as students of color based on U.S. classifications; the remaining 29% are international students. Those numbers have remained constant in comparison to the data collected in 2007 (12% and 30% respectively) (See Appendix I.1.).

The department needs to address issues related to student diversity. Retention and time to degree issues are apparent for U.S. students of color, resulting in leaves of absence, failure to meet benchmarks, and dismissal from the program. Other problems relate to the smaller numbers of men in the program compared to women—a trend that has worsened since 2007 (70% of graduate students in the program were women in 2007 compared to 80% in the existing cohort). And, based on semester meetings with the international students, many report difficulty as teachers in the undergraduate classroom, ranging from their struggle to balance teaching with their own courses to being treated with disrespect by certain undergraduate students.

A priority for the department is to increase the number of U.S. students from underrepresented racial and ethnic groups—a point also emphasized in the student survey. The department also needs to offer greater support to students of color so as to help with student satisfaction, retention, and completion of degree. This fall, Drs. Anita Atwell Seate, Erich Sommerfeldt, and Jeff McKinney offered the first in a series of diversity training workshops. Another step is for the department to increase its faculty of color. The Graduate Studies Committee also needs to develop a strategic plan for diversifying the graduate students admitted to the program, and in offering additional support once they are in the program.

Graduate Student Funding, Teaching, and Awards

Since 2008, the departmental salaries for Level II Graduate Assistants have increased from $16,000 to $17,685; salaries for Level III Graduate Assistants have increased from $17,200 to 19,141. The Department also has continued to receive strong fellowship support from the Graduate School and the College of Arts & Humanities since the new fellowship program was implemented: 1) FY2011—$65,000 in University and Dean's Fellowships; 2) FY2012—$96,000 in Dean's and ARHU Fellowships; 3) FY2013—$75,000 in Dean's and ARHU Fellowships; $18,000 McNair Fellowship; and 3) FY2014—$85,000 in University, Dean's, and ARHU Fellowships. In addition, two of the Department's recruits received a Graduate School Flagship Fellowship of $50,000 each in FY2014. Such fellowships are determined during the admission process and are awarded to those students who are considered among the upper echelon of graduate applicants in a given year. Travel support was increased from $450 to $550 for FY2014. An additional $3,000 dissertation fund is offered to each graduate student when they defend their dissertation prospectus. In certain semesters, graduate students are also offered opportunities to receive overload pay beyond the full-time graduate assistantship for teaching an additional class or for serving in a half-time position as a graduate assistant. Graduate student assignments are dependent on recommendations from faculty who supervise the courses or the research and service activities that students conduct.

Graduate students are able to teach a variety of courses in the Department, including COMM107, COMM200, COMM230, COMM324, COMM330, COMM350, COMM351, COMM352, and COMM360. They also serve as teaching assistants for COMM250, COMM382, COMM400, COMM401, and COMM402.

The department currently issues the following graduate student awards: Charles Richardson Award for the outstanding Ph.D. student, Outstanding Research Paper Award, Outstanding Teaching Awards, and Outstanding Service Awards.

Based on the graduate student survey, students are still concerned about the level of their stipends and travel funding. While the department has made strides toward increasing stipends and travel support, the issue of funding continues to be a departmental priority to aid with recruitment, retention, and satisfaction given the high cost of living in the area. Students are also critical of the amount of time it takes to receive their overload pay from

the business office. Space is also a significant issue, with most students required to share desks, which makes it difficult for graduate students to meet with the undergraduate students privately. The department will also strive to reduce the teaching load for students.

Departmental Intellectual Climate and Faculty Contact

The department pursues a series of initiatives to enhance the intellectual climate of the department and its graduate program and to maximize faculty contact with graduate students. These initiatives operate alongside the department's Colloquium Series as well as the effective integration of faculty research efforts and the department's graduate program that are the hallmarks of the attempts to develop a robust and thriving intellectual atmosphere in the department.

First, the department features an Open House for incoming graduate students each spring. With one activity, faculty and graduate students provide a visual display of their research, which helps enhance the intellectual community in the department.

Second, opportunities are offered to graduate students on the job market to engage in a mock interview with faculty members.

Third, graduate students also organize discussion sessions with students and faculty on such topics as publishing, writing grants, preparing for the job market, and balancing work/life issues.

Finally, graduate students use their 10th credit to serve on research teams and prepare convention presentations and essays for publication. Graduate students can also serve as research assistants for both departmental centers.

In support of recruitment, graduate students serve as volunteer Admissions Ambassadors to answer questions from prospective students. In order to provide information to first-year students, a listserv is set up for all incoming students to enhance a sense of community before they arrive. The listserv is monitored by a current graduate student who posts information from the Graduate Director and provides information on housing, enrollment, and teaching; the student also answers questions about the program and moving to the area. An international student handbook was created by two graduate students to aid new students in their transition into the program. Email is used to provide information on courses, deadlines, research opportunities, special events, scholarship competitions, lecturers, and job openings. These emails provide information about ARHU and Graduate School travel awards, fellowship competitions, career workshops, dissertation workshops, academic job openings, grant opportunities, and university colloquia. The graduate section of the Web site features the departmental benchmarks, Ph.D. handbook, departmental forms, GOA processes, and guidance through the Ph.D. exams**.** For news outside of the department, the university and college feature an FYI email system that advertises on-campus and college-specific programming.

To help address graduate student concerns, the Graduate Studies Committee works with COMMGrads to identify issues that warrant further attention. Such collaborations have produced a new process for selecting winter and summer-term teachers, for graduate students to gain the experience needed to teach select classes, for purchasing a new printer in the computer lab, for clarifying the Ph.D. exam process, and for increasing graduate student salaries and graduate student travel support.

In the survey, certain graduate students called for greater clarity on the departmental requirements and benchmarks. The Director of Graduate Studies will work with students on providing new materials and information sessions to enhance the clarity of such processes.

Graduate Studies in Interpreting and Translation Program (GSIT)

The Department launched the new GSIT program in the fall of 2012 and approved the admission of 26 of 40 applicants for the fall of 2013 (see Appendix I.1.). The program features two Master of Professional Studies degrees and two Graduate Certificates in Professional Studies—with each featuring concentrations in interpreting and translation (see Appendix II.6.). The languages represented in the first year of the program include Arabic, Chinese, English, French, Italian, Portuguese, and Spanish, with the expectation that German and Russian will be added in year two. GSIT is the first comprehensive postgraduate interpreting and translation program in a public university, and only one of two in the U.S. An employer-driven initiative, GSIT was launched to address the rapidly growing demand for skilled interpreters and translators in the U.S. and other countries. In addition to providing skills-based training in interpreting and translation, courses are offered in such domain specific areas as health communication, legal communication, and political communication, with additional classes taught in intercultural communication, public speaking, and writing. The courses are taught by professional interpreters and translators with M.A. and Ph.D. degrees as well as faculty members and lecturers from the Department. Conference Systems, Inc. (CSI) donated the equipment for a simultaneous interpretation lab. During GSIT's Open House and the CSI Lab dedication, over one hundred guests attended, including twenty-five representatives from the European Commission and the European Parliament of the European Union, the International Monetary Fund, the United Nations New York, and the U.S. Department of State.

General Department Organization

Departmental Governance

The Department's Plan of Organization (see Appendix XII.1.) maximizes faculty governance within the context of university regulations and expectations. The faculty meets regularly as a Departmental Assembly (with student and staff representatives) to discuss and deliberate departmental policy and programmatic initiatives. The Plan of Organizations establishes a standing committee structure, with Undergraduate and Graduate Studies Committees, an Appointment, Promotion, and Tenure Committee, and a

Faculty Advisory Committee. Members of the Faculty Advisory Committee and Salary Review Committee are elected by the faculty.

Workload and Staff Support

Faculty service workload is distributed as equitably as possible. However, a review of the 2013-14 committee assignments (Appendix XII.2.) indicates that the department has 23 committees, ten of which are required by University policy. For the 14.5 departmental faculty members, service is required on at least three or four committees per year. Many of these mandated committees are extremely time-consuming, such as search committees, the self-study committee, and the APT committee. Staff support for committee work is minimal and involves mostly clerical support, including organizing travel arrangements and reimbursing expenses.

The department has inadequate staff for the demands placed upon it. However, because of the university budget cuts and hiring and salary freezes, the department has been challenged to find financial resources to address the lack of staff with its Shady Grove program, its contribution to the new general education oral communication program requirement, and its GSIT programs. In the past year, with the use of soft funds from its investment in new these fundraising initiatives, the department has added three Contingency II employees: a GSIT program director; a professional undergraduate advisor; and an assistant to the Shady Grove coordinator. The director and advisor positions will become regular positions in March of 2014 as it was determined that soft funds would continue to be available to offset financing these positions through hard budgeted monies.

Even though the department has added a professional advisor to its College Park undergraduate studies office of three people (director, assistant to the director, and internship/outreach coordinator), and its Shady Grove office of two people (coordinator and assistant) the demands of almost 900 undergraduate majors and approximately 4,000 non-majors in the oral communication program are overwhelming, especially in an increasingly technology driven communication environment of computer registration systems; email and mobile devices have taken the place of face-to-face appointments.

The department shares a two-person budget operation with the Philosophy and Classics Departments. However, the Department of Communication's demands have now increased to over 100 people on payroll. Working with antiquated university accounting and human resources systems, the department frequently experiences payroll problems, delayed monthly accounting of expenditures, and hiring times that stretch to six months.

The department's graduate program support staff consisting of one Coordinator for over 50 graduate students and additional computerized filing and recruiting systems. A search is underway for an administrative assistant who can help with the GSIT program; that program has little day-to-day support beyond accounting and registration services provided by the Office of Extended Studies.

The department has one administrative assistant who supports the entire department with such daily needs as ordering supplies, managing access to five secured labs, and reception inquiries by phone or in person. The department chair receives only minimal support from the graduate coordinator for help with searches and-minutes of assembly meetings. The department employs some work study student help.

Financial Resources

The primary hard budgeted financial resources for the Department of Communication come from State of Maryland budgeted monies for faculty and staff salaries and a GA pool for graduate student salaries. As noted in the introduction, these resources were reduced from 2008 to 2013 through furloughs, budget cuts, and freezes on hiring and salary increases. The department has had to return money to the College when faculty members have left the university and as an annual tax to the College. In November, 2013, the Department incurred a budget cut of $52,000 from the University that will limit its investment in the Oral Communication Program. The department receives soft budgeted monies on an annual basis to support its Oral Communication Program (through allocations called Access and Provost Support monies, and tied to seat enrollments). This allocation has been committed by the Provost's office for the next three years which will assist the department's hiring and budgeting processes.

The department has sought additional financial resources in three ways: by delivering an undergraduate communication major on the Shady Grove campus that provides it with a share of the tuition dollars after specific FTE goals are met; by delivering the Graduate Studies in Interpreting and Translation Master's Program through a professional studies tuition sharing partnership overseen by the Office of Extended Studies; and by offering approximately 4,000 seats to meet the University's General Education Program oral communication program requirement. Additionally, the department receives soft monies for teaching of summer and winter session courses and for offering Freshman Connection courses each fall. The department receives some monies from faculty buying themselves out of courses when they receive internal and external grants and awards. When the department was faced with reduced resources from budget cuts, furloughs, and hiring and salary freezes, it chose to deploy its efforts to increase its own resources by investing in three revenue-generating programs. Only within the past two years has the Shady Grove program begun to generate revenue. The commitment by the Provost of hard and soft monies for the Oral Communication program has been used to hire new faculty and staff and to renovate office space. For the most part, new resources are being disbursed back into programs that will achieve increased revenue, such as the creation of the GSIT interpreting lab and the relocation of the Center for the Study of Health and Risk Communication. Only when budget cuts ceased and new soft monies became available could research, scholarship, and creative activity be financially enhanced through equipment purchases, renewal of spaces on the third floor of the Skinner Building, the purchase of new furniture and a planned renovation of the department's kitchen and eating area, and increased support for faculty and graduate student travel. The focus of budgeting has been on surviving a complex and difficult budget environment while also

still achieving the long-term goals of the department and maintaining the department's nationally-ranked programs.

Unrestricted Funds

Between 2008 and 2013, the Department had very minimal unrestricted funds to deploy because of budget cuts. Through these years, unrestricted funds were used to maintain minimal travel support for faculty and graduate students and to upgrade at least three computer stations per year. With oral communication program monies anticipated, the department upgraded six computer stations in 2013. Throughout the budget reductions, the department continued to keep up with software licensing renewals. It shrank its promotion and publicity efforts to the maintenance and upgrade of its website. In 2012, the Department resumed advertising in National Communication Association conference programs. It continued to publish an annual recruiting newsletter to distribute at the National Communication Association conference. In 2012, the department chair increased travel support to faculty and graduate students and provided stipends to faculty who were performing time-consuming services such as website maintenance, chairing the APT Committee, managing the Institutional Review Board application process, and building the operation and launch of the department's GSIT programs.

Resource Decision-Making

The department's resource decisions have primarily been affected by student demand for the undergraduate major in the face of budget cuts, hiring freezes and salary freezes. With a reduction in tenure and tenure-track faculty because of faculty departures, and course buy-outs through internal and external grants and awards, the department has been challenged to supply sufficient courses for its communication major. It has had to invest its soft-funding in hiring an increasing number of lecturers who are excellent teachers but who do not contribute to the intellectual life or relieve the service demands of the department. Tenured and tenure-track faculty load has been maintained at two courses per semester with some faculty choosing to teach overloads. The typical lecturer load is four courses per semester. Graduate students teach two courses per semester and seek overloads because of the cost-of-living in the D.C. area but risk slowing down their time to degree with additional teaching. The department has invested in re-envisioning its graduate program to a more stream-lined curriculum, but it has not been able to turn its attention to re-envisioning the undergraduate curriculum because of the loss of faculty and heavy service load commitments. In 2012, the department did create an undergraduate curriculum re-envisioning committee to begin researching undergraduate student perceptions and expectations of their curricula. The department has several large lecture required courses for its majors and non-major courses have grown in numbers to offset faculty losses and financial constraints on hiring. The delivery of curriculum in a large-lecture format always reduced the individualized attention to developing writing skills and other more individualized kinds of assignments.

Teaching Loads

The University requires a 5/5 tenure-track faculty load. Communication tenure-track faculty members teach two courses each semester while also advising doctoral students, supervising qualifying examinations and dissertations, and conducting independent studies. The teaching load for graduate teaching assistants is two courses per semester. Typically faculty teach one graduate course each year; but with the shortage of tenure-track faculty because of departures and leaves, the department has had to reduce graduate courses and rotate them in a three-year cycle to insure that required graduate courses are taught. The three-year cycle assists graduate students, however, as they build their programs of study while it may also lengthen their coursework because certain courses are not offered with sufficient regularity. Tenure-track faculty members teach fewer required undergraduate courses. Required undergraduate courses are increasing taught by lecturers. Graduate students generally teach the oral communication course; but several serve as teaching assistants in large lecture courses. Graduate students who wish to gain teaching experience in upper level courses have more opportunity to do so in winter and summer sessions. The department seeks to rotate these opportunities so that graduate students will have more teaching experience before they begin looking for university teaching positions.

Public Service and University Goals

The Center for Political Communication and Civic Leadership features two projects that are designed to promote civic engagement. The first is the *Voices of Democracy*—an on-line journal that targets the graduate and undergraduate classrooms. The project is now creating links with high school teachers through collaboration with the federal Common Core standards. The second is the Political Advertising Resource Center, which features the analysis of political advertisements during election cycles or doing controversial debates like health care.

The department has two undergraduate student organizations whose activities provide public service. The Undergraduate Communication Association has sponsored several successful Speed Mentoring events for students and alumni to promote relationships between alumni and student as well as networking opportunities. The Student Public Relations Society of America helps sponsor the annual Grunig Lecture, an event dedicated to bringing back communication professional alumni and area communication professionals to speak and advise students on public relations/communication careers.

The department has an Alumni Advisory Board that supports events, such as the Grunig Lecture and the Speed Mentoring event. The Advisory Board has built relationships with area communication alumni through a Facebook page and Website information.

The department believes that it contributes to the fulfilling the goals of the College Park campus through its major contribution to the General Education oral communication program requirement, its national reputation as a research and scholarly leader, and its new contribution to the University's global reputation with the development of its GSIT program.

The GSIT program is offering *pro bono* translation services to the university community.
Department Leadership

The Department of Communication is undergoing rapid change. Although a leadership team of the chair, the director of graduate studies, and the director of undergraduate studies have been tasked with advancing the department to a better and more secure financial future as well as re-envisioning its graduate and undergraduate programs, faculty turnover has hurt department climate and morale. Reduced financial resources have influenced the equitability of leadership decisions. Faculty members have sought to institutionalize policies and procedures that would clarify how resources and opportunities are made available to all. Leadership has sought to be transparent in its decision-making but tensions continue in department deliberations. Leadership has focused on hiring and investing in new faculty and new programs to secure finances at the cost to the Department of increased service and lack of space. The leadership goal is to achieve the financial objectives first, solve problems of too few tenure-track faculty, salary compression, lack of competitive salaries within the communication field, transparency, morale and too little space and then turn to issues of undergraduate program quality.

Facilities

Physical Resources

The Department of Communication is housed primarily in the Skinner Building. It is housed on the entire second floor; has spaces in the basement; and has approximately half of the Skinner third floor. It also has a computer lab space in the Engineering Building.

The Skinner second floor includes seventeen regular faculty offices; a chair's office; a reception and work area; an administrative assistant office; a kitchen; a computer lab; an oral communication center; a seminar room; a business office; two large rooms for graduate students; offices for the director of undergraduate studies, assistant, and outreach coordinator; and an advisor office. The second floor hallway has two work areas with copiers; and mailboxes. Also, the Department of Communication has spaces in the Skinner Building basement. There spaces include one faculty office, one large shared space for graduate students, and a seminar/library space. In 2011, the Department traded its Center for Risk Communication space housed in the basement of Woods Hall for 20,000 square feet of space on the third floor of the Skinner Building. This trade was initiated by former Provost Ann Wylie in response to the Department's agreement to deliver over 3,000 seats in the new General Education Program's oral communication requirement. The Skinner third floor space was renovated through department and Provost funds to create the Center for Health and Risk Communication; a seminar room; a faculty office suite of 12 work stations, phone and printer; and the Cassell Interpreting Lab.

Facilities and equipment in the Department's five lab spaces include:

Oral Communication Center (Skinner, second floor)

This space provides peer mentoring and practice venues for students enrolled in the department's oral communication courses. It has video-playback capabilities. It also has 10 Macintosh computers (five desktop and five laptop) that make it possible to provide training in graphic design and video-editing skills. The Center stores 20 flip-cams and miscellaneous supplies for instructors who teach their oral communication courses in insufficient technology equipped classrooms (classrooms with LCD projector, computer, document camera, program audio, slide projector, laser disc player, and video playback recording).

Graduate Student Computer Lab (Skinner, second floor)

This lab provides nine desktop computers and a printer for graduate student use. The lab serves as the in-camera examining space for comprehensive exams. Instructors also use the space to conduct in-camera course essay exams.

Center for Health and Risk Communication (Skinner, third floor)

The CHRC is a limited access space to conduct primarily quantitative survey, qualitative research, and experimental research. It has 20 laptop computers and software that can be used simultaneously in 12 carrels. It has a physiological experimental space to measure heart rate and skin resistance. It also has a media viewing area for focus group research and a check-in desk.

Cassell Interpreting Lab (Skinner, third floor)

The Cassell Interpreting Lab a limited access space dedicated to classes offered in the Graduate Studies in Interpreting and Translation Master's Program (GSIT). It is fully equipped with eight interpreting booths with two interpreting consoles each and microphones integrated into headsets. The lab also has push-to-talk microphones, riving microphones, headsets, and additional components required to complete an interpreting system (main units, receivers, amplifiers, wiring/infrared, etc.) The lab has a television monitor, computer/server with software to play digital files, and digital recording equipment. The majority of equipment was made possible by a generous gift from Mr. Jack Cassell, President and CEO of VAE Corporation and its subsidiary Conference Systems, Inc.

Communication Lab in the Engineering Building (ERG 3140)

The engineering lab space houses 20 computer stations for the teaching of news writing, editing, and advanced public relations writing courses. Students are introduced to InDesign software in the editing class. They build social media communication skills at the desktop machines. It also serves as research space for COMM 400 student sections for the teaching of SPSS data analysis.

Shady Grove Campus

The Department of Communication has two office spaces for its undergraduate communication major at the Universities of Shady Grove campus. It shares classroom and computer lab spaces that are managed by the through the Universities of Shady Grove.

Lack of Space Resources

With the hire of two new tenure-track faculty members and the return of Robert Gaines to the department, COMM will have filled all of its Skinner second floor office spaces. To provide these tenure-track faculty members with offices, the department will have to move four lecturers out of shared offices and re-assign them to the Skinner third floor, 12 desk office suite. This suite now houses ten lecturers. The department anticipates having 28 lecturers (either full or half time) next fall because the Dean of Undergraduate Studies has requested that COMM provide an additional 500 seats in oral communication, bringing the department's total commitment to the General Education program to 4,500 seats.

Currently, the department has no office space for the adjuncts who teach in the Graduate Studies in Interpreting and Translation master's program. The GSIT program is also hiring an administrative assistant who will manage the application process for the program, the assessment entry requirements and all of the paperwork required for each GSIT student. The program now enrolls 20 students. In four years, the department anticipates enrolling 80 students. The department will also add additional staff support personnel for the Oral Communication program and there is no dedicated space for these additional staff members.

Finally, the three graduate student shared office spaces house over fifty students who teach two classes each. The students share desk space on alternate days and there is no dedicated space for student conferences or consultations. These spaces are not conducive to effective teaching and are inadequate for the department's needs.

In short, the department's second floor Skinner Office space is inadequate with the advent of its Oral Communication Program and its Graduate Studies in Interpreting and Translation Master's Program. The department's first priority is to add more tenure-track faculty. However, with the two tenure-track hires anticipated for the Fall 2014, the second floor will no longer be able to accommodate staff offices. Space needs are critical for the department's continued growth and success.

Facility and Technology Services and Maintenance

Because of budget cuts, the University of Maryland has curtailed cleaning of facilities to two days a week. It has asked faculty and staff to take their trash to hallway containers. Spaces are vacuumed infrequently; but spaces are generally cleaned through the loyal

efforts of cleaning staff. When the department must call facilities and maintenance centralized staff, they are generally responsive.

The Skinner Building is an old facility with heating, ventilation, and air conditioning controlled centrally from another building. Rooms are sometimes overly heated or cool. Occasional leakage from the building's third floor Food Science labs has caused damage to ceiling tiles, office contents, and equipment.

The department invests in computer upgrades on an annual basis. It replaces broken equipment immediately upon request. It has two copier/scanners for over 100 teachers and staff that are generally supportive of teaching and research needs. It has ten Macintosh computers with software for training COMM majors to use PowerPoint and graphics packages.

With the economic downturn, the University reduced the wattage of hall lighting. This has led to a dim somewhat depressing appearance in a hallway that has constant interaction underway between students and faculty. Faculty offices have second-hand furniture that is old, shabby and mismatched. A kitchen and eating area is under renovation to improve its appearance and cleanliness.

Recommendations

Based on this assessment of the Department of Communication's faculty, undergraduate programs, graduate programs, general departmental organization, and facilities, the internal self-study committee focused on the following issues, problems, and opportunities for further reflection and discussion.

Increased space and facilities. The Department continues to feel the limitations on its programmatic efforts due to lack of space. There are no spaces for undergraduates to meet for teamwork or for student organizational activities. There is no computer lab for undergraduate students to use for coursework in the Skinner Building. The only dedicated computer lab classroom is the small classroom facility in the Engineering Building. Ph.D. students have shared spaces that do not permit private meetings with the undergraduate students in their courses. GSIT students do not have meeting spaces for required study sessions outside of the classrooms spaces, which are typically in use. The issue of space also influences the intellectual climate that the Department is seeking to build at the graduate and undergraduate levels. It seeks to cultivate a community with open and private spaces for ongoing dialogue, meetings, and presentations.

Additional tenure-track faculty. Since the 2007 self-study, the Department of Communication has witnessed incredible growth in virtually all programmatic areas: an expanded undergraduate major of over 800 students, a new all-campus Oral Communication requirement, a growing and successful Ph.D. program, and an exciting new Graduate Studies in Interpreting and Translation program. Despite all of this development and growth, the ranks of the tenured and tenure-track faculty in the department have declined. Comparable programs nationally and in the Big Ten

conference that provide the same level of programming to their institutions often have double the number of tenure-track faculty than the University of Maryland. Tenure-track faculty members are needed to enhance faculty collaborations, to increase the amount of external funding to support research, to fulfill the instructional expectations of the university for outstanding undergraduate and graduate education, and to help with the extensive service of the department. The Department of Communication believes that hiring of tenure-track faculty should accelerate and reach an optimal number of 25 by 2018.

Retention of tenure-track faculty. The Department of Communication believes that the retention of tenure-track faculty may result from a resolution of the issues of salary inequity and the over-burdening of faculty members with extensive service commitments. In addition, the department will confront faculty morale issues brought about by the lack of space and facilities, salary compression, and the outside competition for communication faculty.

Advance diversity goals. Increase the numbers of faculty and graduate students of color. Advance retention of faculty and graduate students of color by creating knowledge and understanding of diversity issues found in academia, including ethnocentric attitudes expectations of certain undergraduate students of tenure-track faculty and graduate students. Attract and retain under-represented minority faculty and doctoral students through building awareness of and support for cultural expectations and enhancing the mentorship program.