

UNIVERSITY OF MAINE SYSTEM  
STATEMENT OF INTENT TO PLAN

Graduate  
 Two-Year  
 Four-Year

**University of Maine**

**1. Title**

**Degree:** Doctorate of Philosophy  
**Area:** Communication  
**CIP Code:**

**2. Person Responsible for Planning**

**Name:** Nathan Stormer                      **Department:** Communication & Journalism  
**Address:** 430 Dunn Hall                      **Telephone Number:** 207-581-1938

**3. General Objective of Proposal**

The primary objective is to convert the existing CMJ IPhD to a Doctorate in Communication. This strengthens on the CMJ IPhD's general program goals:

1. To provide a uniquely integrated, focused site for interdisciplinary training of Communication doctorates in the United States.
2. To build strong interdisciplinary relationships across the University of Maine that will spur innovative, integrated research and curricula.
3. To provide the University of Maine with a signature program that features diverse University strengths through CMJ's ability to link programs and students.

The Department of Communication and Journalism (CMJ) at the University of Maine is well positioned for an innovative interdisciplinary doctoral program. The current specialized IPhD that is managed by CMJ is proof of the concept. In 2007, CMJ undertook a transformation of its terminal Masters program into a doctoral program through the University of Maine's IPhD option. Given that the desired program was always intended to be interdisciplinary, the CMJ IPhD has provided a transition period for CMJ to develop the degree in anticipation of this full program proposal. Now that the program has "found its legs," the department seeks to normalize the degree while retaining the structure we have established. Although Communication has been an interdisciplinary creature for decades, programmatically there are few departments that offer advanced, focused degrees that require the interdisciplinary rigor of the proposed degree. The CMJ doctorate is only a few years old and we are still building our doctoral

population, but our program stands out for its interdisciplinary focus. We have begun recruiting nationally and internationally for students and we are continuing to work with institutional partners to build new interdisciplinary concentrations. Existing partners include Disability Studies, English, History, Psychology, and Women's Studies. Individual students have developed or are developing specialized concentrations in Business, Higher Education, and Sustainability Science. We are also involved with curricular development connected to the new Sustainability Solutions Initiative (SSI) and are placing doctoral students in research teams Assoc.d with Knowledge to Action research, a key theme of the SSI and its focus on the study of Coupled Social/Ecological Systems. CMJ's connections to SSI are particularly significant in that the proposed program is poised to move the University of Maine to the forefront on interdisciplinary doctoral study of Communication and Sustainability.

*Rationale:* Communication is a basic fabric of culture and society, fundamental to all human endeavors, and awareness of communication's critical importance to our collective existence is as heightened as it has ever been. More important, every problem that we face requires knowledge of communication if we are to address it. Whether it is understanding the ways that new immigrant populations integrate into Maine's communities, the challenges public and private organizations face in changing their behaviors to meet new institutional goals, or transforming knowledge of sustainable living practices into local, community-based action, understanding communication norms and systems is crucial. These are just a few of the issues that Communication students and scholars investigate. What is distinctive about Communication is not any specific communication "context" per se, but the focus on the dynamics of communication itself within any context, scaling from interpersonal conversation, to organizational systems large and small, to sweeping networks of media dispersion. The question is not under what conditions are communication issues germane to a given context but, rather, under what conditions can we visualize the communication issues that permeate all contexts.

The importance of communication is due to its fundamental, dynamic and mutable presence in the ways that we "make" and "re-make" who we are and how we live. Societies and their members constitute themselves through communication, whether in terms of identities, power relationships, bodies of knowledge, laws, policies, normative practices, or cultural and natural environments. Communication scholars research collective change *and* preservation through an extraordinary range of communicative forms, personal to public, by developing theory and methods that engage the radically contextual nature of communication. Further, the synthetic character of Communication suggests a unique role for graduate education in the increasingly interdisciplinary, contemporary university. Communication scholars pursue quantitative, qualitative, and critical humanistic research

agendas, indicating a broad capacity to integrate Communication research into fields across the Arts and Sciences. Moreover, communication phenomena are inherent to other research fields and vitally important to them, suggesting the value of greater interdisciplinary integration. Likewise, the knowledge generated in fields outside Communication are, and have always been, crucial to the development of Communication as a field. While producing research that is specific to diverse sub-disciplines, scholars in Communication have always drawn from the models, methods, and content of other disciplines. Research ranges in Communication from applied, engaged research to basic work, both conceptual and historical, on forms of communication that touch all aspects of organized life. Communication is a true, mature “interdiscipline” that traditionally has looked across the academy for analogs while developing its own distinctive research methods and programs. That communication practices are intrinsic to collective life and that the discipline is unusually well suited to interdisciplinary programs demonstrate that the proposed doctoral program in Communication is a bright opportunity to develop a critical research arena at the University of Maine, particularly as it pushes forward in graduate education and research collaboration.

#### 4. Documented Evidence of Need

*Communication nationally.* Given that modes of communication have been in constant transformation over the last century and are mutating more rapidly now than ever before, it is not surprising that Communication-related fields grown. Nationwide, Communication, especially when it is coupled with Journalism, is often one of the largest majors on campus and graduate programs have been in a state of gradual expansion for the last four decades. In regard to doctorates, “Communication PhDs are a growth industry” according to the Center for Innovation and Research in Graduate Education (CIREG) in its 2008 report on Communication PhDs. “The outlook for communication PhDs is good. Most want and find ladder faculty positions. In fact, communication PhDs find faculty positions more readily than doctorate holders in other social science fields.”<sup>1</sup> If one includes opportunities for Communication doctorates in private institutions, public agencies, and consulting, prospects are better still.

In 1970-1971, approximately 240 Communication-related PhDs graduated, according to National Science Foundation (NSF) data. The number of

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<sup>1</sup> Hickerson, A., Rudd, E., Morrison, E., Picciano, J., & Nerad, M. (2008). *Communicating the PhD experience: Communication PhDs—five+ years after graduation*. Seattle, WA: Center for Innovation and Research in Graduate Education, University of Washington (pp. i, iii). The report is part of CIREG’s national survey, *Social science PhDs—five years+ out*. The data precede the current economic downturn, yet relative to other social science fields, Communication remains a stronger performer in terms of job opportunities in a highly depressed market.

doctorates awarded has climbed steadily, and in 2005, there were approximately 580.<sup>2</sup> A review of data from the National Communication Association and the National Center for Education Statistics confirms this trend. Although this is a small fraction of the total number of doctorates awarded in the United States (one tenth of a percent)<sup>3</sup>, it is an increase of 2.4 within the field. By contrast, the total number of doctorates in the United States increased by approximately 1.5 over the same period (31,867 in 1971 to 48,802 in 2007-2008 according to NSF's most recent Science Resources Statistics survey).

Excluding Communication and Journalism's specialized IPhD, there are only two Communication, Mass Communication, or combined Comm/Mass Comm doctoral programs in New England. They are University of Massachusetts at Amherst and University of Connecticut. MIT has as digital multimedia doctorate but it is more comparable in concept to the MFA in Intermedial Arts than to Communication. Given that nationally there are 71 Communication, Mass Communication, or combined Comm/Mass Comm doctoral programs (see Appendix III), New England is significantly underserved in terms of graduate education in Communication.<sup>4</sup> This is especially evident if one considers that there are 14 Carnegie Comprehensive Doctoral institutions in New England (including Med/Vet classification) and 154 nationally; the national "density" of Communication, Mass Communication, or combined Comm/Mass Comm doctoral programs is 1 program to every 2 Carnegie Comprehensive institutions, but only 1 to 7 in New England.<sup>5</sup> Even if MIT is included, which is a misrepresentative grouping, the ratio is a little over 1 to 5, still noticeably smaller than the national ratio.

In 2008-2009, according to the National Center for Education Statistics, there were only 3 PhDs in Communication-related fields awarded in New England (all of them from U. Mass Amherst). That is around .005 percent of the estimated number of PhDs in Communication for that year. In other words,

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<sup>2</sup> As cited by Hickerson et al. (2008), p. iii.

<sup>3</sup> Data for 2008-2009 on the total number of doctorates from NSF Science Resource Statistics are not available. Communication-related degrees made up .012 percent of all degrees based on the total number of doctorates for 2007-2008, 48,802, and 600 Communication-related PhDs. The figure for Communication PhDs is derived from the trend of Communication doctorates from 1920-2005 provided by NSF data (see Hickerson et al. [2008], p. iii). A review of Comm-related doctorates awarded in 2007-2008 according to the National Center for Education Statistics supports this estimation.

<sup>4</sup> The survey of 71 programs conducted for this proposal is based on the National Communication Association's database of graduate programs. A few programs that are not appropriate for comparison have been excluded (such as MIT). All national numbers on recent degrees conferred are based on the 71 programs mentioned.

<sup>5</sup> Of the 71 programs compared for this proposal, 69 are Comprehensive Doctoral Institutions; Duquesne and Regent are Professions Dominant Institutions. As a result, Comprehensive classifications are used as the basis for the ratios.

even though the ratio of Communication and Mass Communication programs to institutions is 1 to 7, in itself a sign of regional need, the most recent data shows that New England schools produced approximately 1 in 200 of the Communication-related PhDs in the United States. There is ample opportunity for a Communication doctoral program in the Northeast.

There are few interdisciplinary Communication programs in the United States like the one proposed here. Many programs allow students to take elective hours and develop minors, but none actively structure an interdisciplinary degree program with the flexibility, required depth, and range of concentrations of the proposed program. Additionally, given the expertise and current campus emphasis on sustainability, as well as CMJ's participation in the Sustainability Solutions Initiative, an interdisciplinary PhD in Communication at Maine will be poised to attain national distinction on one of the most pressing issues of our time.

*Communication in the state of Maine.* The Department of Communication and Journalism has the only graduate program in Communication in the state of Maine.

*There is a demand.* From 1997, when numbers were first kept, to 2007, when the specialized CMJ IPhD was approved, CMJ had at least one, often 2 or 3, interdisciplinary Ph.D. students with significant Communication portions of their programs. Since 2007, we have expanded to 7 full-time and 2 part-time students enrolled under the guidelines for the specialized CMJ IPhD program. The first student defended her dissertation in December, 2009, and began a tenure-track appointment at the University of North Carolina-Wilmington in Fall 2010. The second is expected to defend in the next academic year, on schedule. Each year since 2005 the number of doctoral applicants has grown and we are now attracting students nationally and internationally.

*It is part of the CMJ's long-term plan for development:* The 1994 merger document, when Journalism & Mass Communication combined with Speech, outlined a two-step process. First, expand the Master's program to include a Mass Communication track alongside the Communication track. Second, expand the MA into a doctorate program. CMJ expanded the MA program in 2000 and launched a specialized interdisciplinary doctoral program in 2007 under the auspices of the Graduate School's Interdisciplinary PhD program.

*Strategic directions at the University of Maine.* The proposed program addresses several goals of the University's Strategic Plans. In terms of the University's Strategic Plan, 2006-2011, the program

- (a) identifies and increases the visibility of a niche program through interdisciplinary collaboration that prepares students for professional as well as academic positions (Strategic Goals 4.2, 1.1.2);
- (b) increases the number of distinctive, signature programs at the University (Strategic Goal 1.1.3);

- (c) enhances the breadth and participation of interdisciplinary research and teaching as a means of improving the collaborative environment on campus (Strategic Goal 5.2);
- (d) advances graduate enrollment by leveraging the University's strengths and underutilized potential, notably strengthening an existing doctoral program (Strategic Goal 1.4.7).
- (e) attracts highly qualified faculty by developing a distinctive doctoral program (Strategic Goal 1.3.1).

The proposed program is in the humanities and social sciences, which the 2006 Task Force Report on Graduate Research, Education, and Scholarship notes are areas of strategic value but that are underdeveloped at UMaine (Charge Issue 2.2). In addition, it

- (a) develops existing strength in a promising graduate program and helps recruit additional doctoral students (Charge Issue 2.1)
- (b) develops an interdisciplinary program that can bring visibility to the University of Maine (Charge Issue 3); and
- (c) helps balance the distribution of graduate programs and helps build a more inclusive graduate community (Charge Issues 2.2).

*External reviewer recommendations.* The 2008-2009 CMJ external review noted the good reputation of Communication and Journalism's graduate program and the national recognition of its faculty. Reviewers strongly recommended that CMJ normalize its doctoral program under University practices for new programs but keep its interdisciplinary structure. This would allow the program to achieve greater national visibility, institutional distinction, and give greater recognition to its graduates. It would also preserve the programs uniqueness nationally.

*Within the University System and State.* The proposed program will be the only Communication doctoral program in the University System.

*Within other higher educational systems.* Communication-related PhD programs typically require about 90 hours of total coursework, including dissertation hours, but require no external coursework, or if they do require external courses, the requirement mandates external elective hours without any charge for coherence. In short, interdisciplinarity in Communication-related doctorates is common but lacking in rigor.

Based on a review of program requirements for all Communication-related doctoral programs in the United States ( $N=71$ ; see Appendix III), only a handful of programs bear some similarity to the one proposed here. The common range of experience among doctoral students in Communication-related programs is for the student to take all her or his courses within the program, take a relatively undeveloped minor, formulate an individualized set of electives on the student's own initiative, or choose from a prescribed

list of interdisciplinary courses within a particular requirement structure. Among all program requirement structures, the greatest number have no expectation of external coursework (a mode of 0) although some of these programs will allow students to petition for a minor outside the department. The University of North Carolina at Chapel Hill is a good example (see Appendix III). It encourages interdisciplinary depth and breadth but requires none. Among programs that do require external coursework, the greatest number require 9-12 credit hours, on a semester system, in a "cognate" area with advisory committee approval. These programs seldom require that external credit hours cohere or that they include methods courses appropriate to the cognate area.

The proposed program requires a minimum of 18 hours on a semester system in a coherent external concentration. Students must take theory and methods appropriate to that concentration as decided by advisory committee members representing the external concentration, not an individualized assortment of courses. There is no other program in the United States with this level of expectation, collegiality, flexibility, and rigor for interdisciplinary coursework. A number of programs require somewhat similar credit hours to be devoted to interdisciplinary coursework. However, these programs differ significantly from the proposed program in these ways (see Appendix III for all examples noted in the following sub-points):

a) Quarter system: Northwestern's Communication, Ohio University's Communication as well as Mass Communication, and Ohio State's Communication PhDs require 16-20 hours in external coursework. This is approximately 12 hours in a semester system. Further, credit hours in these programs operate as electives, as described above, and have no charge for coherence as defined by faculty in the area(s) of external coursework. As a result, the structure of interdisciplinarity in these programs is not comparable to the proposed interdisciplinary Communication PhD.

b) Special integrated PhDs: The University of Hawaii's Communication & Information Science and Virginia Commonwealth's Media, Art, & Text PhDs are unique, hybridized degrees with specific interdisciplinary structures, not unlike the Functional Genomics IPhD or the Anthropology and Environmental Policy PhD at UMaine. They are singular, internationally distinct degrees that bear little resemblance to the proposed program.

c) Individualized PhDs: Northwestern's Media, Technology, & Society as well as Screen Cultures, UC Berkeley's Rhetoric, and University of Wisconsin's Mass Communication PhDs have open-ended requirements that encourage each student effectively to formulate her or his own program. Although rewarding to the exceptional student,

these programs do not structure interdisciplinary integration and offer no oversight beyond the level of the advisory committee.

d) Substantial minor: The closest parallels to UMaine's interdisciplinary Communication PhD are those programs that expect students to develop a substantial minor of 15 to 18 credit hours on a semester system. Indiana's Communication & Culture, Southern Illinois' Communication, University of Georgia's Speech Communication, and University of Minnesota's Journalism & Mass Communication programs all require more than 12 hours of elective coursework. However, only Minnesota requires a minimum of 18 hours outside the department. Only Indiana requires an external minor, as opposed to individually designed elective courses that must be outside the program track (and only possibly outside the department). The University of Utah is notable in that its faculty participate in several interdisciplinary sub-fields, but the department does not require any student to minor in these areas or if she or he does, to take a substantial number of courses.

*Summary:* UMaine's interdisciplinary PhD in Communication is among a handful of national leaders for required interdisciplinary coursework that are not singular, hybrid programs. Of its peers, only Maine requires that each doctoral student take appropriate methods and theory in the external concentration. Although students at several institutions might self-design a degree program that is as substantial and rigorous, among US institutions only UMaine's Communication PhD requires and structures such an experience for each student.

*Signature interdisciplinarity:* A number of universities are pursuing initiatives regarding social, economic, and ecological sustainability. Only a few are incorporating Communication at the graduate level. Texas A & M, the University of North Carolina at Chapel Hill, and the University of Utah stand out as respected doctoral programs with notable faculty involvement in sustainability. None of these programs has the interdisciplinary structure of UMaine's Communication PhD and none of these programs is Assoc.d with a research project like Maine's Sustainability Solutions Initiative. Interestingly, doctoral programs in Environmental Science and Policy are beginning to hire Communication PhDs and build Communication courses into their programs, such as the Department of Forestry and Environmental Resources at North Carolina State University, the Department of Human Dimensions of Natural Resources at Colorado State, and the Department of Environmental Studies at SUNY-College of Environmental Science and Forestry. Although exciting, these programs provide limited exposure to Communication coursework and do not require the level of interdisciplinarity in Communication that



UMaine's Communication PhD requires of students involved with its interdisciplinary concentrations.

In addition to its unique level of rigor, the interdisciplinary PhD in Communication is situating itself to become a national leader in regard to integration with socio-ecological sustainability research.

**5. A. Which campuses, agencies, organizations, institutions or individuals have you involved in the program?**

The program is already in place and running. CMJ personnel include nationally and internationally recognized faculty who are active scholars that regularly publish research in the top peer-reviewed journals of their respective areas. The department is increasingly active and successful in seeking grants. Faculty members have many collaborative connections and cross-appointments, including English, Women's Studies, the Margaret Chase Smith Policy Center, the School of Policy and International Affairs, the Sustainability Solutions Initiative, and the New Media Innovation, Research, Development Center. Also, participating faculty in the interdisciplinary concentrations are part of the CMJ interdisciplinary PhD Graduate Faculty Group (CIG) approved by the Graduate Board in 2007. The larger Graduate Faculty Group includes 75 faculty members representing 19 different fields and 4 universities.

*Interdisciplinary concentration faculty.* Members of the Graduate Faculty Group who are not members of CMJ or Coop. faculty with CMJ are willing to sit as external members on appropriate doctoral advisory committees.

Unless otherwise indicated, all faculty listed are from the University of Maine.

<u>Name</u>	<u>Address</u>	<u>Individual Contact</u>	<u>Title</u>
<b>Communication &amp; Journalism</b>			
Paul Grosswiler	443 Dunn	581-1287	Assoc. Prof. of Comm. & Jnlsm. Chair of Comm. & Jnlsm.
Sunny Hughes	438 Dunn	581-1943	Asst. Prof. of Comm. & Jnlsm.
Kristin Langellier	434 Dunn	581-1942	Prof. of Comm. & Jnlsm.
Laura Lindendorf	432 Dunn	581-1843	Assoc. Prof. of Comm. & Jnlsm. Joint appt. in the Margaret Chase Smith Policy Center
Eric Peterson	414 Dunn	581-1934	Prof. of Comm. & Jnlsm.
John Sherblom	444 Dunn	581-1940	Prof. of Comm. & Jnlsm.
Michael Socolow	439 Dunn	581-1941	Assoc. Prof. of Comm. & Jnlsm.
Nathan Stormer	430 Dunn	581-1938	Bailey Prof. of Speech & Theatre Coop. faculty in English
Claire Sullivan	428 Dunn	581-1936	Assoc. Prof. of Comm. & Jnlsm.

<u>Name</u>	<u>Address</u>	<u>Individual Contact</u>	<u>Title</u>
<b>Disability Studies.</b>			
Elizabeth Depoy	210 Corbett	581-1469	Prof. of Disability Studies
Stephen Gilson	5717 Corbett	581-1263	Prof. of Disability Studies
Lucille Zeph	101 Corbett	581-1207	Assoc. Prof. of Education
<b>English.</b>			
Carla Billetteri	331 Neville	581-3836	Assoc. Prof. of English
Robert A. Brinkley	403 Neville	581-3810	Assoc. Prof. of English
A. Patricia Burnes	304 Neville	581-3917	Assoc. Prof. of English
Laura Cowan	319 Neville	581-3856	Assoc. Prof. of English
Dylan Dryer	301 Neville	581-3825	Asst. Prof. of English Coop. faculty in Comm. & Jlsn.
T. Jeff Evans	405a Neville	581-3833	Assoc. Prof. of English
Steve Evans	313 Neville	581-3818	Assoc. Prof. of English
Benjamin Friedlander	303 Neville	581-3838	Assoc. Prof. of English
Naomi Jacobs	304a Neville	581-3823	Prof. of English Chair, English
Harvey Kail	407 Neville	581-3829	Assoc. Prof. of English
Charlsye Smith Diaz	305 Neville	581-3839	Asst. Prof. of English
John R. Wilson	205 Neville	581-3804	Assoc. Prof. of English
<b>History.</b>			
Richard Blanke	145 Stevens	581-1919	Prof. of History
Jay A. Bregman	330 Stevens	581-1918	Prof. of History
Jacques Ferland	320 Stevens	581-1909	Assoc. Prof.
Nathan Godfried	150 Stevens	581-1842	Bird Prof. of History Chair of History
Alexander Grab	340 Stevens	581-1928	Bird Prof. of History
Richard W. Judd	345 Stevens	581-1910	McBride Prof. of History
Michael Lang	315 Stevens	581-1964	Asst. Prof. of History
Ngo Vinh Long	265b Stevens	581-1929	Prof. of History
Elizabeth McKillen	140 Stevens	581-1912	Prof. of History
Stephen M. Miller	265d Stevens	581-1905	Prof. of History
Liam Riordan	275a Stevens	581-1913	Assoc. Prof. of History
Scott W. See	315b Stevens	581-1911	Libra Prof. of History
Howard Segal	200b Stevens	581-1920	Bird Prof. of History
Maureen E. Smith	327b Aubert	581-4450	Assoc. Prof. of History, Dir. Native American Studies
Janet K. TeBrake	275b Stevens	581-1922	Lecturer in History
William H. TeBrake			Prof. Emeritus of History
<b>Psychology.</b>			
Alan B. Cobo-Lewis	557 S. Stevens	alanc@maine.edu	Assoc. Prof. of Psychology
Rebecca Eilers	301 Little	reilers@maine.edu	Pres. Prof. of Psychology
Merrill F. Elias	280 Little	581-2097	Prof. of Psychology
Shawn Ell	301 Little	581-2037	Asst. Prof.
Cynthia A. Erdley	368 Little	581-2040	Assoc. Prof. of Psychology
G. William Farthing	374 Little	581-2053	Prof. of Psychology

<u>Name</u>	<u>Address</u>	<u>Individual Contact</u>	<u>Title</u>
Thane E. Fremouw	372 Little	581-2041	Asst. Prof. of Psychology
Marie J. Hayes	380 Little	581-2039	Prof. of Psychology
Peter J. LaFreniere	362 Little	581-2044	Prof. of Psychology
Shannon McCoy	360 Little	581-2029	Assoc. Prof. of Psychology
Douglas W. Nangle	343a Little	581-2038	Prof. of Psychology
Michael A. Robbins	284 Little	581-2033	Research Assoc. Prof. of Psychology
			Chair of Psychology
Alan M. Rosenwasser	370 Little	581-2035	Prof. of Psychology
Sandra T. Sigmon	376 Little	581-2049	Prof. of Psychology
Geoffrey L. Thorpe	382 Little	581-2743	Prof. of Psychology
<b>Women's Studies.</b>			
Elizabeth Allan	331a Merrill	581-3166	Assoc. Prof. of Higher Education
Laura Artesani	304 Shibles	581-4061	Asst. Prof. of Music
Sandra Caron	220 Merrill	581-3138	Prof. of Family Relations/Human Sexuality
Nancy Fishwick	240 Dunn	581-2607	Assoc. Prof. of Nursing
Mazie Hough	101 Fernald	581-1225	Assoc. Dir. of Women's Studies
Kim Huisman	209 Fernald	581-2361	Asst. Prof. of Sociology
Renate Klein	330a Merrill	581-3149	Assoc. Prof. of Human Development/Family Relations
Jessica Miller	13 Maples	581-3865	Assoc. Prof. of Philosophy
Elizabeth Neiman	304 Neville	581-3819	Lecturer, English Department
Kristina Passman	208 Little	581-2089	Assoc. Prof. of Classical Language and Literature
Ann Schonberger	101 Fernald	581-1229	Prof. of Mathematics Dir., Women in the Curriculum and Women's Studies Program

**Graduate Faculty independent of existing concentrations or external to the University of Maine.** Listed faculty members have served, are currently serving, or are willing to serve on committees.

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Steven P. DePoe	120 McMicken Dept. Comm. Cincinnati, OH 44521	513-556-4459	Prof. of Comm., University of Cincinnati Director, Center for Health and Environmental Comm. Research
Amy Fried	229 N. Stevens	581-3583	Prof. of Political Science
Damon Hall	5710 Smith	581-3244	Post-Doc. Fellow, Sustainability Solutions Initiative
Kirsten Jacobson	9 Maples	581-3848	Asst. Prof. of Philosophy
Linda Silka	York, #4	581-1553	Prof. of Economics Dir., Margaret Chase Smith Policy Center
Owen Smith	404 Chadbourne	581-4389	Prof. of Art History Dir., New Media and the Intermedial Arts MFA
Jeffrey St. John	212 Crossland	581-3472	Dir. of the Center for Excellence in Teaching and Assessment
Mario Teisl	207 Winslow	581-3162	Coop. faculty in Comm. & Jnlsm. Dir. School of Policy & Intl. Affairs

<u>Name</u>	<u>Address</u>	<u>Individual Contact</u>	<u>Title</u>
Lesley Withers	350 Moore Dept. Comm. & Dramatic Arts Mt. Pleasant, MI 48859	989-774-6673	Assoc. Prof. of Communication Central Michigan University

**B. Which campuses, agencies, organizations, institutions or individuals do you plan to involve in the program?**

The Communication PhD program is designed to create wide-ranging cooperation on UMaine campus and beyond. It is also intended to grow, adding new concentrations as students with new interdisciplinary interests join the program. The College of Business is one example. CMJ is currently working out an articulation agreement with Business similar to ones with History, Psychology, etc. Another is the Sustainability Solutions Initiative (SSI). As SSI develops its graduate program, CMJ will seek to formalize an articulation with it. Currently, there are two CMJ Interdisciplinary PhD students with concentrations in Business, and three with concentrations in Sustainability Science.

**C. How?**

As students are admitted they declare concentrations. During that process, we seek out faculty who can serve on graduate committees that represent the area of concentration, as we have done with Business and SSI. We envision students in the program tying new threads between graduate programs through the courses they take and the faculty they bring together on their committees. The existing program has already been accomplishing this. It is hoped that these engagements will spur new interdisciplinary collaborations and research projects between faculty and graduate students of many different programs.

**6. What type and/or extent of support is presently available?**

The program is already up and running on existing resources.

**A. Personnel**

No new personnel are required.

**B. Facilities**

No new facilities are required

**C. Equipment**

No new equipment required.

#### **D. Funding Sources**

Existing tuition dollar support is being redirected so existing funding from teaching assistantships is sufficient to support doctoral students.

Communication and Journalism has been increasingly involved in large, successful grant proposals including the New Media Innovation, Research, and Development Center and the Sustainability Solutions Initiative. CMJ faculty members have been PIs, Co-PIs, or grant writing team members on over \$30 million in recent years. Good doctoral students will increase the grant seeking capacity of CMJ faculty and help bring more faculty members into grant seeking. At present, grant monies support 2 doctoral students.

#### **E. Library Resources**

No new library resources are required.

#### **F. Other**

NA

#### **G. What additional new costs are required in any or all of the above categories?**

No additional funding is necessary.

No additional resources or personnel will be needed to launch the program; however, any faculty lines vacated will need to be filled. With 8.5 faculty members in the core department, CMJ has created as much efficiency as possible at the undergraduate and graduate level to deliver this program. Any additional faculty losses due to attrition threaten an already successful, new doctoral program that is in transition. No buyouts or overload payments are needed to run the program. Given the dearth of regional Communication doctoral programs, the nationally distinct level and rigorous structure of interdisciplinarity, and the exciting interdisciplinary opportunities at Maine, particularly in the area of sustainability science, the proposed program is an outstanding opportunity for the University to develop its graduate school.

#### **7. Briefly describe preliminary plans for regular program evaluations, formative and summative.**

The existing program has undergone review as part of the departmental external review (see #4 above) and it will do so in its next external review, which will be within 5 years.

As part of the graduate coordinating responsibility, the department produces an annual report on its graduate program, which compiles summative data on applications, admissions, and completions.

## **8. Time Frame**

**Estimated Planning Time:** Completed

**Estimated Implementation Time:** Immediate

**Estimate of Program Lifetime:** Continuing

## **9. COMPLETE FOR GRADUATE PROGRAM ONLY: On what other campus, if any, will this program be available? What plans are there to insure transferability from other campuses into this program or to deliver this program to other campuses?**

The Communication PhD is sited in Orono. All students accepted to it must apply for admission. As there is no other graduate program in Communication in Maine, transferability is at the level of graduate course work accepted as part of the student's program of study and is decided at the committee level. This is particularly relevant when a student has a Masters degree in another field, such as English. That student may elect to use English as their external concentration and the student's advisory committee then decides how to count the classes being transferred into the PhD program.

## **10. Other Pertinent Data and/or Information**

Appendix I: Internal CMJ IPhD program of study planning form

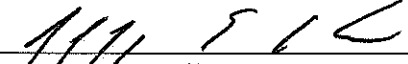
Appendix II: Sample program of study for current IPhD, Karen Hutchins

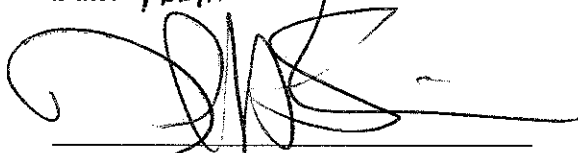
Appendix III: Table of US Communication and Mass Communication doctoral programs, broken out into overall hours required and external hours required

**11. Submitted By:**

Nathan Stormer, Graduate Coordinator, Communication & Journalism

**Approved By:**

  
\_\_\_\_\_  
Dean of the College of Liberal Arts and Sciences  
Date: 1/25/11

  
\_\_\_\_\_  
Dean and Associate Provost of Graduate Studies  
Date: 4/25/11

\_\_\_\_\_  
Senior Vice President of Academic Affairs and Provost  
Date:

\_\_\_\_\_  
President  
Date:







**APPENDIX I**

Communication and Journalism Department IPhD Plan of Study

**Breakdown of Courses by Semester:** {List courses by designator and name, e.g. CMJ 606 Rhetorical Theory, in the box for the semester you anticipate taking them.}

<b>FALL 2xxx</b>	<b>SPRING 2xxx</b>
<b>FALL 2xxx</b>	<b>SPRING 2xxx</b>
<b>FALL 2xxx</b>	<b>SPRING 2xxx</b>

**Committee Members:** {List faculty by name, position title, and specialization; also indicate who is your advisor}

**Signatures of Advisory Committee:**

\_\_\_\_\_  
(Chair, Please Print)

\_\_\_\_\_  
(Please Print)

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(Chair's Signature)

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(Signature)

\_\_\_\_\_  
CMJ Graduate Coordinator

\_\_\_\_\_  
Date

This form does not constitute the Graduate School's Program of Study. It is a planning sheet internal to CMJ. The Graduate School's Program of Study form will need to be filled out and signed in conjunction with this form. Changes to your program, once approved, may be made by filing a Request for Change in Program form in the Graduate School. It is the student's responsibility to obtain approval of major changes in his/her course of study at the time such changes are made. If you have questions call 207-581-3222.

**Department of Communication and Journalism**

Interdisciplinary Ph.D. Plan of Study for a major field of study in Communication or Mass Communication

Applicant Name: Karen K. HutchinsDate: March 7, 2010

Address: \_\_\_\_\_

SS#: \_\_\_\_\_

Proposed Program Title (check one): X **Communication** \_\_\_\_\_ **Mass Communication**

with a concentration area in (name the area): Sustainability Science

**Communication and Journalism Departmental I.Ph.D. Requirements:**

	<u>Requirement</u>	<u>Proposed Program</u>
<i>Coursework by Degree &amp; Discipline</i>		
Credits from MA	30 maximum	<u>30</u> credits
Hours in Com/Mass Com	48 minimum (including MA)	<u>45</u> credits
Hours in Concentration Area	18 minimum	<u>15</u> credits
<i>Coursework by Course Type</i>		
Methods: Com/Mass Com + Concentration	12-15 credit hours	<u>16</u> credits
Theory: Com/Mass Com + Concentration	12-15 credit hours	<u>14</u> credits
Content: Com/Mass Com + Concentration	36-42 credit hours	<u>42</u> credits
Sub-total of Method, Theory and Content Hours	66 credit hours minimum	<u>72</u> credits
Dissertation Hours	12-24 credit hours	<u>15</u> credits
Total Hours in the I.Ph.D. Program	90 credits minimum	<u>90</u> credits

**List of Courses completed for Masters degree**

Course Number and Title	Credits	Area	Theory	Methods
COMMUN 800 – Proseminar: The Discipline of Communication	3	Communication		
COMMUN 810 – Studies of Communication in Organizations	3	Communication		
COMMUN 872 – Rhetorics of Constituting Community and Social Controversy	3	Communication	X	
COMMUN 700 – Quantitative Methods in Communication	3	Communication		X
COMMUN 675 – International Mediation and Peace-Building	3	Communication		
COMMUN 860 – Seminar: Issues in Health Communication	3	Communication		
COMMUN 998 – Communication Internship	2	Communication		
COMMUN 999 – Communication Independent Study	3	Communication		
COMMUN 626 – Crisis Communication (Emerson College)	4	Communication		
COMMUN 6XX – Critical and Cultural Communication (UMaine)	3	Communication		



**Signatures of Advisory Committee:**

\_\_\_\_\_  
(Chair, Please Print)

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(Chair's Signature)

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(Signature)

Changes in this program may be made by filing a Request for Change in Program form in the Graduate School. It is the student's responsibility to obtain approval of major changes in his/her course of study at the time such changes are made. If you have questions call 207-581-3222.

**APPENDIX III**  
**Comparison of Communication-related PhD Programs**

<b>University</b> (* denotes quarter system)	<b>PhD Hours</b> (excluding diss. hrs. and w/MA hrs. unless noted)	<b>Outside Hours</b>	<b>2008-2009 PhDs</b>	<b>Special IPhD</b>
1. Arizona State	66	9	15	
2. Bowling Green	74	12	13	
3. Carnegie Mellon	48	0	0	
4. Clemson	36 (+MA)	6	1	
5. Columbia	54	0	4	
6. Duquesne	69-72	0	0	
7. Florida State	66	12	4	
8. George Mason	60	0	0	
9. George Wash.	72	0	0	
10. Georgia State	68	0	1	
11. Howard	39 (+MA)	9	3	
12. Indiana - Comm	60	15	11	
13. Indiana – Mass Comm	54	0	9	
14. LSU – Comm	72	9	6	
15. LSU – Mass Comm	70	12	0	
16. Michigan State	66	0	13	
17. Michigan Tech	62-64	6	5	
18. NYU	48 (+MA)	12	5	
19. NC State	56	12	0	
20. Northwestern – Comm*	76	16	2	
21. Northwestern – Media*	open	open	1	
22. Northwestern – Screen*	open	open	3	
23. Ohio State*	75	20	14	
24. Ohio U – Mass Comm*	85	18	7	Excl. Broadcast Jnslm
26. Ohio U – Comm*	75	20	12	
25. Penn State – Comm	66	15	6	
27. Penn State – Mass Comm	60	12	0	
28. Purdue	60	9	19	
29. Regent	68	0	13	
30. Rensselaer	66	3	5	
31. Rutgers	57	0	NA	
32. SIU	75	15	3	
33. SUNY-Albany	60	9	NA	
34. SUNY-Buffalo	72	12	4	
35. Texas A&M	64	9 to 18	1	
36. U Alabama	48-60	9 to 15	0	
37. UC Berkeley – Rhetoric	open	special	5	Rhetoric only
38. UC San Diego	39 (+MA)	3	4	
40. U Colorado – Comm	NA	NA	7	
41. U Colorado – Mass Comm	42 (+MA)	12 to 15	0	
42. U Connecticut	NA	9	0	

**APPENDIX III**  
**Comparison of Communication-related PhD Programs**

43. U Florida	60	9	14	
44. U Georgia – Comm	66	18 max.	NA	
45. U Georgia – Mass Comm	60	12	1	
46. U Hawaii	special	special	6	Information science
47. U Illinois	open	12	7	
48. U Iowa	72	0	14	
49. U Kentucky	72	6 to 12	4	
50. U Maryland	69	6	12	
51. U Massachusetts	66	9	3	
52. U Memphis	75	6	6	
53. U Minnesota – Comm	66	12	0	
54. U Minnesota – Mass Comm	54	18	9	
55. U Missouri	78	6 to 12	12	
56. U Nebraska	75	0	4	
57. U New Mexico	48	0	NA	
58. UNC – Comm	40 (+MA)	0	5	
59. UNC – Mass Comm	48 (+MA)	0	7	
60. U Pennsylvania	45	0	13	
61. U South Florida	45	6	0	
62. U Southern Mississippi	45	6 to 9	8	
63. U Southern California	72	8	11	
64. U Utah	72	0	14	
65. U Washington	60-75	0	7	
66. U Wisc-Madison – Comm	62	12	9	
67. U Wisc-Madison – Mass Comm	65	open	10	
68. U Wisc-Milwaukee	72	15	0	
69. Virginia	72	special	0	Media, Art, Text
70. Washington St.	75	9	4	
71. West Virginia	66	0	1	