



June 18, 2012

Provost Susan J. Hunter
CAMPUS

Dear Provost Hunter,

I am pleased to transmit to you a full Proposal for a Doctor of Philosophy (Ph.D.) Degree in Communication. The proposal is sponsored by the Department of Communication and Journalism and the College of Liberal Arts and Sciences, and it includes both the requisite Process Memo and the signatures of the Department Chair and the College Dean in addition to my own. Both the Executive Committee of the Graduate Board and the Graduate Board agreed in their May 1, 2012 meeting to vote electronically on this Proposal in May, 2012, in order to speed the approval process. Both bodies approved the Proposal unanimously by electronic vote in May, 2012.

This proposal will codify a highly successful track of five years standing in the IPhD program, which functioned as a trial run and proof of concept. The first graduate was Julie-Ann Scott, who in addition to significant campus leadership also was hired on graduation as a tenure-track assistant professor at a good university. The New England region is underserved in Communications doctoral programs, and the attraction of our program is underscored by the fact that the entire A-list of admitted doctoral students for next year chose to enroll at UMaine. Finally, this program is admirably interdisciplinary, drawing on expertise from multiple departments across campus to create excellence despite sub-critical mass in any given area. For all these reasons, I enthusiastically endorse this Proposal.

Please let me know if you require further information about this proposal.

Sincerely,



Daniel H. Sandweiss

Dean and Associate Provost for Graduate Studies

Department of Communication
and Journalism



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May 8, 2012

From: Nathan Stormer, Graduate Coordinator, Communication & Journalism

To: To whom it may concern

Re: PhD in Communication Proposal Process

The process for development of the Communication PhD proposal included consultation with all units and faculty members listed in the proposal.

- 1) All Communication & Journalism faculty edited and approved the draft.
- 2) All partner units with articulated concentrations were consulted, discussed the program and its requirements, and agreed to the arrangement. The Business articulation memo is included as an example, particularly because they represent a unit external to CLAS. Also, as is typical, Business required that no more than one faculty member serve rather than the usual two. This is the kind of close consultation that marked the process.
- 3) All faculty listed gave their approval to be listed. The By-Laws of CMJ interdisciplinary PhD Graduate Faculty Group (CIG) approved in 2007 by the Graduate Board stipulate the criteria for inclusion.

The Communication PhD proposal was developed in close consultation with collaborating units and individuals and represents a 7-year process of conversation, engagement, and program building with other units on campus and colleagues nationally.

University of Maine System New Program Proposal

I. Full Program Title.

Ph.D. in Communication

II. Program Objectives.

A. Narrative description of program 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.

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 associated 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.

B. General program goals (limit to 3-5 major goals maximum).

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.

C. Specific student outcomes or behavioral objectives.

The program will train students to synthesize the research traditions of Communication with those of a partner discipline or disciplines. Specifically, students will choose a track in either Communication or Mass Communication and an external concentration. Students will meet core requirements of theory and method for their Communication track and theory and methods expectations appropriate to their external concentration. Their dissertations will be expected to integrate these research traditions.

The proposed program will provide students with research skills appropriate for work in the academy or outside of it. We anticipate students pursuing faculty positions at a variety of schools, research positions in private and public institutions, and administrative posts in state, national and international organizations. Other students will, as some currently are, improve their credentials within career paths they have already chosen.

D. Accountability.

The program offers substantial breadth of interdisciplinary training, so each student's program will be different. Each student must meet specific requirements in core areas of Communication or Mass Communication, but the core requirements for her or his external concentration will vary widely. Further, not every student will be equally prepared for either Communication or her or his chosen concentration, so some students may need remedial course work in certain areas. The program will be small, with approximately half of CMJ's funded students being PhDs. The program will be evaluated after its approval and as part of CMJ's regular external review. It was evaluated in its IPhD form as part of the department's previous external review, which recommended that the program normalize itself into a PhD sooner rather than later. Special care will be taken to select external reviewers who are familiar with small doctoral programs and who have experience with interdisciplinary programs. CMJ conducts annual, internal reviews as part of its regular graduate business.

III. Evidence of Program 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."¹ 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 doctorates awarded has climbed steadily and in 2010 there were 637.² A review of data from the National Communication Association (NCA) and the National Center for Education Statistics confirms this trend. Although the 2010 graduate total is a small fraction of the total number of doctorates awarded in the United States (one percent)³, it is an increase of 2.7 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 48,069 in 2010 according to NSF's most recent survey of earned doctorates).

Even with the expansion in doctoral degrees granted in Communication-related fields, doctoral education in Communication is still a measure of distinction. According to NCA, the nation's largest and most significant academic Communication organization, there are 805 Communication-related departments in the United States, of which 255 confer graduate degrees—176 are Masters-terminal programs (22 percent), and 79 are doctoral programs (10 percent).⁴

¹ 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.

² 1970-71 figure as cited by Hickerson et al. (2008), p. iii; 2010 figure from NSF. (2011). *Doctorate recipients from U.S. universities: 2010*. Retrieved from <http://www.nsf.gov/statistics/sed/start.cfm>.

³ Communication-related degrees made up .013 percent of all degrees based on the total number of doctorates for 2010, 48,069, as compared to 637 Communication-related PhDs. A review of Communication-related doctorates according to the National Center for Education Statistics supports this estimation.

⁴ NCA. (2011). M.A. and Ph.D. programs by state and region. *C-Brief, 1.4*. Retrieved from http://www.natcom.org/uploadedFiles/More_Scholarly_Resources/Data_about_the_Discipline/PDF-C-Brief_December_2011.pdf.

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 79 Communication, Mass Communication, or combined Comm/Mass Comm doctoral programs, New England is significantly under-served in terms of graduate education in Communication (see Fig. 1). 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.⁵ 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.

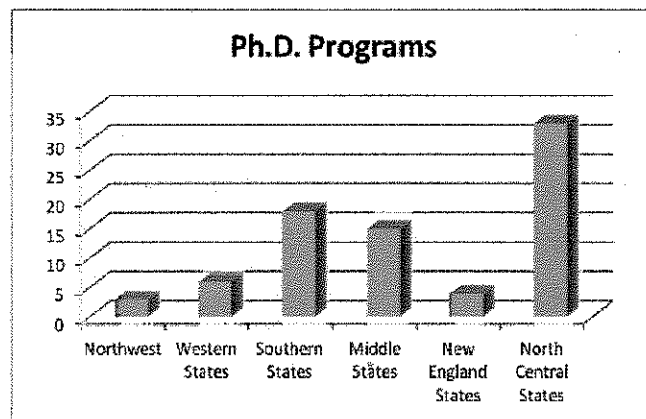


Fig. 1: Source National Communication Association (2011), “M.A. and Ph.D. Programs by State and Region.”

In 2010-2011, according to the National Center for Education Statistics, there were only 5 PhDs in Communication-related fields awarded in New England (all of them from U. Mass Amherst).⁶ That is around eight-tenths of percent of the estimated number of PhDs in Communication for that year. In other words, 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 127 of the Communication-related PhDs in the United States. There is ample opportunity for a Communication doctoral program in the Northeast.

⁵ 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.

⁶ National Center For Education Statistics, College Navigator. Retrieved from <http://nces.ed.gov/collegenavigator/>.

There are not many 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 community-university partnerships and environmentalism, as well as CMJ's participation in SSI, 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 3 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 and third defended in the 2011-2012 academic year, on schedule, and one is taking a position at East China JiaoTong University, located in China. 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).

However, because these goals reflect the prior University Strategic Plan and the new Strategic Plan is not yet published, it is important to consider the proposal in light of the 2012 University of Maine Strategic Implementation Plan for Enhancement of Research, Scholarship, and Creative Activity.⁷ The 2012 Research plan asks that UMaine:

(a) *"Increase the number of externally funded graduate students from the FY2010 level of 800 to 1,600 by FY2017"* (Goal 3). In 2012-2013, 5 doctoral students in the CMJ IPhD program will be partially or fully funded on external dollars from SSI (\$20m, NSF funded) and Project Reach (\$2m, Department of Education funded).

(b) *"Increase national and international recognition of the quality of UMaine's research programs and associated faculty..."* (Goal 5). Incorporation of doctoral students on interdisciplinary, externally funded research grants is already a hallmark of our program and the research being undertaken by faculty and these students is a key source of our national and international recruiting strength. Such opportunities are not common in Communication.

(c) *"Enhance human resources and administrative procedures"* (Strategic Recommendation 3). This includes increasing *"the quality and the number of graduating doctoral students"* through greater investment and integrating *"research experiences into the undergraduate curriculum."* The CMJ IPhD program has already increased the number of quality doctoral students, many of whom have published peer-reviewed research, won NSF awards, and engaged in significant community-university partnerships. Further, undergraduates have been incorporated on research teams with graduate students, giving bachelors students opportunities to present their work at national and regional conferences and pursue peer-reviewed publications with faculty and doctoral students.

(d) *"Outreach, public awareness, and stakeholder involvement"* (Strategic Recommendation 6). This includes:

i) seeking opportunities *"to apply the research and education capacity of UMaine towards current and future challenges faced"*

⁷ University of Maine Strategic Implementation Plan for Enhancement of Research, Scholarship, and Creative Activity. (2012). Retrieved from <http://umaine.edu/facultysenate/files/2012/04/Strategic-Research-Plan-FY12.pdf>.

by Maine's people and businesses";

ii) *engaging "industry and communities in the research enterprise by using Cooperative Extension, Maine Sea Grant, and other programs to gain valuable insight when planning proposals and projects";* and

iii) *promoting "the integration of educational outreach and research opportunities through enhanced communication."*

CMJ IPHD students and their faculty mentors currently are collaborating on research and engagement with colleagues across the campus and partners across the state on pressing sustainability problems, including renewable energy (e.g., the Maine Tidal Power Initiative) and sustainable food (e.g., the Aquaculture Research Institute). Students are working with groups like the Bangor Storm Water Group, Frenchman Bay Partners, Maine Municipal Association, Orono Village Association, Maine Salt Management Taskforce, Gulf of Maine Research Institute, Acadia National Park, and Volunteer Lakes Monitoring Program. Partnerships with Cooperative Extension and Maine Sea Grant have enabled CMJ to identify research needs that have led to funded research projects for graduate students. These efforts deeply integrate empirical research with outreach to understand how we can effectively align the resources of the University with the needs of communities, stakeholders, and decision makers in Maine. Integrating service and research has enabled our department to procure numerous grants that, in turn, allow us to fund future doctoral students. Also, CMJ faculty and doctoral students are developing an IGERT proposal with faculty from across campus, including the Colleges of NSFA and Engineering, focused on our ability to deliver renewable energy solutions in Maine.

Finally, in terms of strategic justifications, 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 that are underdeveloped (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.

A. For two-year programs, indicate potential employers who have requested the program and their specific employment projections.

NA

B. Detailed survey of similar programs that are offered within the University System, other higher education institutions or other agencies within the state.

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 of Communication-related doctoral programs in the United States ($N=71$; see Appendix III)⁸, 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

⁸ The survey of 71 programs similar to Maine's IPhD in Communication conducted for this proposal is based on the National Communication Association's database of graduate programs. Several programs (8) that are not appropriate for comparison have been excluded (such as MIT).

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.⁹ 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

⁹ Ohio University is switching to semesters in Fall 2012.

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 associated with a research project like Maine's SSI. 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.

C. Enrollment projections for 5 years.

This is a small program that has grown in 5 years to 7 full-time students and 3 part-time, local professional students. The Department plans on maintaining no more than 8 full-time PhDs, or equivalent to 50% of our full-time teaching assistantships. The program is designed to admit an average of 2 new, full-time students per year. All full-time students are funded, usually by teaching assistantship but some by grant funding. CMJ anticipates seeking further grant funding for a portion of our PhDs. Approximately 8 full-time doctoral students is the maximum number that the program can support with current faculty levels and is consistent with the 2008 Communication and Journalism external review recommendation. Part-time students will remain limited.

IV. Program content.

A. Outline of required and/or elective courses (not syllabi).

Students must have earned a Masters degree by the time they start the program. The program is based on research of human and/or mass communication in synthesis with the concepts and methods of diverse research traditions. Communication and Mass Communication courses make up the majority of classes within the degree. Coursework expectations can be outlined two ways, by degree and discipline and by course type.

In terms of *degree and discipline*, students must take a minimum of **90 SCH** for the degree including a minimum of **48 SCH** in Communication or Mass Communication, a minimum of **18 SCH** in an interdisciplinary concentration, and dissertation credits between **12 and 24 SCH**. Students may include up to **30 SCH** from their Masters within the degree.

Total Hours of Graduate Program	90 credits minimum
Max credits from MA	30 credits maximum
Doctoral Dissertation Hours	12-24 credits
Hours in Comm/Mass Comm	48 credits minimum
Hours in Concentration Area	18 credits minimum

In terms of *course type*, of the **90 SCH** minimum for the degree, students must have **12-15 SCH** in Methods courses, **12-15 SCH** in Theory courses, **36-42 SCH** in Content courses, and **12-24 SCH** of Dissertation. Courses in Methods, Theory, and Content areas include the Masters degree, Communication or Mass Communication courses at UMaine, and the student's interdisciplinary concentration.

Methods	12-15 credits
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Theory	12-15 credits
Content Areas	36-42 credits
Dissertation	12-24 credits
Independent Study (CMJ 690)	12 credits maximum across all areas

The courses in these categories will depend on each student's Masters degree program, research interest, and the expectations in their interdisciplinary concentration. There are no specific core method, theory, or content classes, thus preserving flexibility while mandating research competence.

1. Curriculum in Communication and Mass Communication.

Theory:

CMJ/ENG 506 Rhetoric in the Civic Tradition
 CMJ 515 Mass Communication Theory
 CMJ/ENG 606 Rhetorical in the Critical Tradition
 CMJ 607 Seminar in Rhetoric & Social Theory* (if taken for theory, 607 may not count as method and vice versa)
 CMJ 608 Seminar in Communication Theory
 CMJ 593 Topics in Communication
 CMJ 698 Contemporary Issues in Communication

Methods:

CMJ 503 Critical Historiography of Rhetoric
 CMJ 604 Qualitative Methods
 CMJ 601 Research Methods
 CMJ 603 Rhetorical Criticism
 CMJ 607 Rhetoric & Social Theory* (if taken for method, 607 may not count as theory and vice versa)
 CMJ 593 Topics in Communication
 CMJ 698 Contemporary Issues in Communication

Content:

CMJ 510 Critical Studies in Mass Communication
 CMJ 520 Media History
 CMJ 524 Interpersonal Communication
 CMJ 530 Mass Communication Law & Policy
 CMJ 545 Media Ecology
 CMJ 566 Aesthetic Communication
 CMJ 5xx Environmental Communication
 CMJ 605 Seminar in Organizational Communication
 CMJ 525 Propaganda

CMJ 593 Topics in Communication
CMJ 698 Contemporary Issues in Communication
CMJ 690 Directed Readings (1-3cr)

Professional: All new MAs and PhDs must take CMJ 600 and all new teaching assistants must take CMJ 602.

CMJ 600 Introduction to Graduate Study in Communication (1cr)
CMJ 602 Teaching Communication in College (2cr)
CMJ 695 Internship (1-3cr)

Thesis:

CMJ 699 Communication Thesis

2. Curriculum of interdisciplinary partners. At present Business, Disability Studies, English, History, Psychology, and Women's Studies have formally recognized concentrations as part of this program. Students have developed or are developing concentrations in Environmental and Ecological Science, Higher Education, and Sustainability Science.

NB: Courses grouped as theory, method, and content reflect their categorization for the purposes of the interdisciplinary concentration and do reflect how the host program groups these courses for their own graduates.

Business.

Theory:

BUA 507 Advanced Accounting
BUA 561 Knowledge Management and Decision Support Systems
BUA 605 Creating & Capturing Value in the Digital Economy
BUA 608 Accounting Theory and International Accounting
BUA 620 Law, Business & Society

Method:

BUA 601 Statistical Analysis and Modeling for Organizational Operations
BUA 609 Financial Statement Analysis
BUA 651 Financial Management
BUA 653 Investment Management
BUA 676 Market Research and Analysis

Content:

BUA 515 Federal Taxation of Business Entities
BUA 527 Business and Sustainability
BUA 626 Management of Contemporary Organizations

BUA 630 Industrial Relations and Personnel Management
BUA 639 Contemporary Issues in International Business
BUA 641 Organizational Consulting
BUA 645 Selected Advanced Topics in Business Administration
BUA 649 Managements Policy
BUA 652 Management of Financial Institutions
BUA 654 Futures and Options Markets
BUA 668 Electronic Commerce

Disability Studies.

Theory:

DIS 600 Contemporary Disability Theory
DIS 680 Independent Study in Disability Studies
DIS 690 Selected Topics in Interdisciplinary Disability Studies

Method:

DIS 650 Research Seminar in Disability Studies
DIS 680 Independent Study in Disability Studies
DIS 690 Selected Topics in Interdisciplinary Disability Studies

Content:

DIS 620 Disability as Diversity
DIS 630 Disability Policy
DIS 670 Interdisciplinary Project in Disability Studies I
DIS 671 Interdisciplinary Project in Disability Studies II
DIS 690 Selected Topics in Interdisciplinary Disability Studies

English.

Theory:

CMJ/ENG 506 Rhetoric in the Civic Tradition (cross-listed with CMJ;
student may only claim it once on her or his program)
ENG 570 Critical Theory
ENG 579 The Theory of Composition
ENG 580 Topics in Poetry and Poetics
CMJ/ENG 606 Rhetoric in the Critical Tradition (cross-listed with CMJ;
student may only claim it once on her or his program)
ENG 607 Rhetoric & Social Theory (cross-listed with CMJ; student may only
claim it once on her or his program and if taken for theory, 607 may
not count as method and vice versa)

Method:

ENG 500 Introduction to the Graduate Study of Literature

ENG 607 Rhetoric & Social Theory (cross-listed with CMJ; student may only claim it once on her or his program and if taken for method, 607 may not count as theory and vice versa)

Content:

ENG 505 Creative Writing Workshop

ENG 529 Studies in Literature

ENG 536 Studies in Canadian Literature

ENG 5?? Studies in Multicultural American Literature

ENG 545 American Realism and Naturalism

ENG 546 Modern American Literature

ENG 551 Medieval English Literature

ENG 553 Shakespeare and His Contemporaries

ENG 554 Renaissance and 17th-Century Literature

ENG 555 Literature of the Enlightenment

ENG 556 English Romanticism

ENG 557 Victorian Literature

ENG 558 Modern British Literature

ENG 580 Topics in Poetry and Poetics

ENG 649 Seminar in Modernist and Postmodernist American Poetry

ENG 697 Independent Reading/Writing

History. History PhDs will have preference for seats in classes with high enrollments, particularly HTY 647.

Theory and Method:

HTY 647 Seminar in Methodology and Historiography

Content:

HTY 501 History of US Foreign Relations

HTY 502 American Intellectual History

HTY 505 American Political History

HTY 507 American History to the Civil War

HTY 508 American History from the Civil War to the Present

HTY 517 Seminar in Premodern European History

HTY 518 Readings Seminar in Modern European History

HTY 519 Modern Britain and Empire

HTY 520 Canadian Historiography

HTY 521 Canada and the United States

HTY 550 Reading in Bibliography and Criticism

HTY 577 Environmental History

HTY 599 Special Topics in History

HTY 601 Seminar in American Colonial History
HTY 602 Seminar in United States History, 1789-1850
HTY 604 Seminar in United States History, 1916-Present
HTY 607 Seminar in American Foreign Relations
HTY 609 Seminar in New England-Quebec Atlantic Provinces History
HTY 611 Seminar in British and European History
HTY 630 Seminar in Science and Technology in the United States

Psychology. Students who take Psychology as an outside concentration must have approval before taking any Clinical Psychology classes. Also, Psychology students will have preference for seats in classes if enrollments are high, particularly in PSY 661.

Theory:

PSY 661 History and Philosophy of Psychology

Method:

PSY 540 Advanced Psychological Statistics and Methods I
PSY 541 Advanced Psychological Statistics and Methods II
PSY 625 Basic Methods in Assessment

Content:

PSY 521 Emotion Development and Adaptation
PSY 522 Social Development in Children
PSY 524 Cognitive Development in Children
PSY 551 Advanced Physiological Psychology
PSY 556 Advanced Perception
PSY 561 Advanced Social Psychology
PSY 567 Advanced Cognitive Psychology
PSY 592 Directed Readings
PSY 603 Ethics and Professional Problems
PSY 634 Advanced Psychopathology
PSY 643 Seminar in Clinical Psychology
PSY 651 Child Psychopathology and Therapy
PSY 655 Seminar in Psychotherapy
PSY 677 Topics in Clinical Psychology
PSY 692 Directed Research

Women's Studies.

Theory:

WST 510 Advanced Feminist Theory

Method:

WST 520 Research Methodologies in Women's Studies

Content:

WST 501 Graduate Topics in Women's Studies

WST 580 Feminist Pedagogy and Women's Studies Practicum

WST 610 Research Seminar in Women's Studies (1cr)

WST 698 Individualized Projects in Women's Studies (1-3cr)

ENG 549 Studies in Women's Literature

3. Background courses.

The program will admit students with relevant background in Communication or Mass Communication and in their external concentration area. Students will only be admitted if, in addition to being admitted by the CMJ graduate faculty, two faculty members representing the interdisciplinary concentration agree to sit on the applicant's advisory committee. Depending on the particular student's background, she or he may need to take basic courses in Communication, Mass Communication, or the interdisciplinary concentration area. **Unless the student's advisory committee approves these courses, and unless they fall within the Graduate School's 6cr allowance of 4xx level coursework, remedial courses will not count toward the SCH needed for the PhD.**

B. Development of new courses and/or what they may displace.

The Department of Communication and Journalism has had a graduate program since the late 1940s (when Communication was known as Speech and before it was joined with Journalism). Until 2007, the Department ran a terminal Masters program; as a result, a graduate curriculum is already in place. CMJ is replacing courses no longer offered due to faculty lines not being replenished (CMJ 550 Advertising and Consumer Society and CMJ 560 Media Ethics). However, the department is adding new courses that complement the MA and PhD missions of the graduate program. Some courses are entirely new and others expand existing course content by "splitting" the material into two new, topically related courses.

- **CMJ 525** Propaganda will be added in place of the Mass Communication courses (Advertising, Media Ethics) that have been deleted.
- **CMJ 604** Qualitative Methods (new course).
- **CMJ 5xx** Environmental Communication (new course)
- **CMJ 503** Critical Historiography of Rhetoric (new course) will be added and rotate with **CMJ 603** Rhetorical Criticism.

- CMJ 606 Rhetorical Theory will be split into **CMJ 506** Rhetoric in the Civic Tradition (new course) and **CMJ 606** Rhetoric in the Critical Tradition (course modification).

The new courses are not hierarchical, meaning the 5xx course within a subject area does not need to be taken before the 6xx level, and MA as well as PhD students may take all of these classes. The content of topically related, alternating courses in rhetoric will be independently useful so that MA students who only have the opportunity to take one of them will still be able to use that course for thesis and non-thesis projects. The new graduate curriculum offers PhD students more variety and the ability for significantly greater development in foundational theories and methodologies.

The ability to offer new courses given the decline in faculty levels in CMJ is made possible by two adjustments. First, putting some courses on an alternating rotation allows more course offerings, although the full breadth of offerings is only available to PhDs. Second, all three undergraduate majors have been significantly re-tooled, thus enabling all graduate faculty to teach in the graduate program every year. All non-topics courses listed in the CMJ curriculum will be on regular rotation.

C. Type of research activity, if any, in program design.

The graduate program has been and will continue to be a research program. The focal point of the curriculum is to train students to conduct independent scholarly research on Communication and/or Mass Communication in synthesis with other disciplinary research traditions.

D. Nature of independent study, clinical experience, and/or field experience in curriculum design.

Doctoral students may take up to **12 SCH** of **CMJ 690** Directed Readings as part of their program. These hours may be used to supplement the regular curriculum if students need additional breadth or depth in their program in order to carry out their dissertation research.

Students may take up to **6 SCH** of **CMJ 695** Internship as a part of their program. These hours may be used to supplement students' professional expertise either to inform their dissertation research and/or to enhance their credentials.

E. Impact of proposal on existing programs on campus.

The Communication PhD has begun, in its IPhD incarnation, to weave new connections between UMaine graduate programs. It is already accomplishing the strategic goals outlined above in section III, evidence of need. Because of its interdisciplinary history, Communication offers a unique programmatic linkage point for a wide variety of programs. Further, over the last four years, the program has demonstrated its value by successfully completing several IPhDs,

successfully recruiting nationally and internationally, and integrating its doctoral students into several other programs and research grants. Given the range of potential connections and the flexibility of the program, the proposed program holds exceptional promise for building interdisciplinary bridges on campus and strengthening the graduate mission of UMaine.

At the undergraduate level, CMJ has made a number of changes in order to advance toward our goals in graduate education while ensuring that undergraduate education remains strong and that BA students are able to take the courses they need. To accommodate the reduction in our teaching staff, the department reduced the credit hours required of all majors from 36 to 30 (a necessity independent of our graduate transformation). The three majors have been restructured so that the existing faculty and teaching assistants can provide the courses needed. For example, Journalism phased out its three sequences and developed a new, streamlined major focusing on both traditional and emerging media. We have created more May and Summer course offerings such as public speaking, which also provide additional funding options for graduate students who teach them. By offering some sections of high-demand courses in the Summer, we have been able to redistribute teaching assistant assignments, integrating doctoral students into 2xx and 3xx courses during the regular academic year. This provides excellent job experience for the doctoral students and enables us to provide popular mid-level courses for our majors despite a reduction in regular faculty lines and part-time funding.

Finally, doctoral students' participation on funded research initiatives creates new opportunities to integrate undergraduates into scholarship. Currently, six CMJ undergraduates are receiving year-round support on the Maine EPSCoR project to undertake individualized research projects under the mentorship and guidance of CMJ graduate students and faculty connected with EPSCoR. It greatly enriches undergraduates' experience to work closely with PhD students in their field as they prepare for graduate school and future careers.

V. Program resources.

A. Personnel.

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 83 faculty members representing 20 different fields and 5 universities.

Communication & Journalism graduate faculty and cooperating faculty. The faculty members from CMJ involved in the program include cooperating faculty who teach courses within CMJ regularly or on a topical basis.

Paul Grosswiler

Associate Professor of Communication and Journalism
Chair of Communication and Journalism

Kristin Langellier

Professor of Communication and Journalism

Laura Lindenfeld

Associate Professor of Communication and Journalism
Joint appointment in the Margaret Chase Smith Policy Center

Eric Peterson

Professor of Communication and Journalism

John Sherblom

Professor of Communication and Journalism

Michael Socolow

Associate Professor of Communication and Journalism

Nathan Stormer

Mark and Marcia Bailey Distinguished Professor of Speech and Theatre
Cooperating faculty in English

Claire Sullivan

Associate Professor of Communication and Journalism

[New Hire – search in process]

Assistant Professor of Communication and Journalism

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

Business. Business is the newest articulated partner. Additional members of the Business faculty will be added as they agree to serve on committees or by request.

Niclas Erhardt

Assistant Professor of Human Resource Management

Nory Jones

Associate Professor of Management Information Systems

John Mahon

John M. Murphy Chair of International Business Policy and Strategy and
Professor of Management

Stephanie Welcomer

Associate Dean of the College of Business

Disability Studies.

Elizabeth Depoy

Professor of Interdisciplinary Disability Studies

Stephen Gilson

Professor of Interdisciplinary Disability Studies

Lucille Zeph

Associate Professor of Education

English.

Carla Billetteri

Associate Professor of English

Robert A. Brinkley

Associate Professor of English

A. Patricia Burnes

Associate Professor of English

Laura Cowan

Associate Professor of English

Dylan Dryer

Assistant Professor of English

Cooperating faculty in Communication and Journalism

Steve Evans

Associate Professor of English

Benjamin Friedlander

Professor of English

Naomi Jacobs

Professor of English

Harvey Kail

Associate Professor of English

Charlsye Smith Diaz

Assistant Professor of English

John R. Wilson
Associate Professor of English

History.

Richard Blanke
Professor of History

Jay A. Bregman
Professor of History

Jacques Ferland
Associate Professor

Nathan Godfried
Adelaide & Alan Bird Professor of History

Alexander Grab
Adelaide & Alan Bird Professor of History

Mazie Hough
Assistant Professor of History, Associate Director of Women's Studies

Richard W. Judd
Col. James C. McBride Professor of History
Chair of History

Michael Lang
Associate Professor of History

Ngo Vinh Long
Professor of History

Elizabeth McKillen
Professor of History

Stephen M. Miller
Professor of History

Liam Riordan
Associate Professor of History

Scott W. See
Libra Professor of History

Howard Segal
Adelaide & Alan Bird Professor of History

Maureen E. Smith
Associate Professor of History

Janet K. TeBrake
Lecturer in History

William H. TeBrake
Professor Emeritus of History

Psychology.

Alan B. Cobo-Lewis
Associate Professor of Psychology

Rebecca Eilers
Presidential Professor of Psychology

Merrill F. Elias
Professor of Psychology

Shawn Ell
Assistant Professor

Cynthia A. Erdley
Associate Professor of Psychology

G. William Farthing
Professor of Psychology

Thane E. Fremouw
Associate Professor of Psychology

Marie J. Hayes
Professor of Psychology

Jordan P. LaBouff
CLAS-Honors Preceptor of Psychology

Peter J. LaFreniere
Professor of Psychology

Shannon McCoy
Associate Professor of Psychology

Douglas W. Nangle
Professor of Psychology

Michael A. Robbins
Research Associate Professor of Psychology
Chair of Psychology

Alan M. Rosenwasser
Professor of Psychology

Sandra T. Sigmon
Professor of Psychology

Geoffrey L. Thorpe
Professor of Psychology

Women's Studies.

Elizabeth Allan
Associate Professor of Higher Education

Laura Artesani
Assistant Professor of Music

Sandra Caron
Professor of Family Relations/Human Sexuality

Nancy Fishwick
Associate Professor of Nursing

Mazie Hough
Associate Director of Women's Studies, Assistant Professor of History

Kim Huisman
Assistant Professor of Sociology

Renate Klein
Associate Professor of Human Development and Family Relations

Jessica Miller
Associate Professor of Philosophy

Elizabeth Neiman
Lecturer, English Department

Kristina Passman
Associate Professor of Classical Language and Literature

Ann Schonberger
Professor of Mathematics
Director, 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.

Steven P. DePoe
Professor of Communication, University of Cincinnati
Director, Center for Health and Environmental Communication Research

Amy Fried

Associate Professor of Political Science
Associate Dean, College of Liberal Arts and Sciences

Robert Glover

CLAS-Honors College Preceptor of Political Science

Michael Grillo

Associate Professor of Art History

Kirsten Jacobson

Assistant Professor of Philosophy

Todd Norton

Associate Professor of Communication, Washington State University

Linda Silka

Professor of Economics
Director, Margaret Chase Smith Policy Center

Owen Smith

Professor of Art History
Director, New Media and the Intermedial Arts MFA program

Jeffrey St. John

Director of the Center for Excellence in Teaching and Assessment
Cooperating faculty in Communication and Journalism

Mario Teisl

Director of the School of Policy and International Affairs

David Westerman

Assistant Professor of Communication
West Virginia University

Lesley Withers

Associate Professor of Communication
Central Michigan University

Justin Wolff

Associate Professor of Art History

1. Specific effect on existing programs of faculty assignments to new program.

The interdisciplinary PhD in Communication requires no additional teaching responsibilities of CMJ faculty or faculty in the larger Graduate Faculty Group

because the program is built from existing graduate programs. Although the Graduate Faculty Group is sizable, CMJ is small by national standards. The addition of doctoral students to the graduate program has meant additional advising and mentoring work as faculty transition from a terminal Masters to also training future faculty and doctoral level professionals. A majority of masters students in the program write theses; nevertheless faculty have been adjusting to the greater time commitment required for doctoral students.

Participating units will also have additional committee work as well as students in their classes. CMJ has taken steps to ensure that the good will and charity of its partners is not abused. First, because we intend to keep the doctoral enrollment modest, about 8 students total, our programmatic partners will not be flooded with additional PhDs. Second, CMJ has negotiated with each participating unit a cap for numbers of students they are willing to support. This means if the program already has a number of students concentrating in one external area, new applicants who desire the same concentration will be told the program is full.

B. Current library acquisitions available for new programs.

The current library holdings are sufficient for doctoral level research in Communication and many of the fields that participate in the program. As students develop research interests, areas of improvement for library acquisitions will be forwarded to Fogler. Improvement in journal and book holdings will benefit the campus generally as well as the doctoral students who participate in this program

C. New equipment necessary for new program and plan for its acquisition and implementation.

Equipment needs for the program will be met through existing resource outlets and grants.

D. Additional space requirements, if any, including renovations.

The proposed program has no additional space requirements.

E. Extent of cooperation with other programs, both on the initiating campus and on other campuses.

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. 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. It is hoped that these engagements will spur new interdisciplinary collaborations and research projects between faculty and graduate students of many different programs.

Units Involved in Program:

Units/Individual Contacts

Art

Michael Grillo, Associate Professor of Art History

Justin Wolff, Associate Professor of Art History

Business

Niclas Erhardt, Assistant Professor of Human Resource Management

Nory Jones, Associate Professor of Management Information Systems

John Mahon, John M. Murphy Chair of International Business Policy and
Strategy and Professor of Management

Stephanie Welcomer, Associate Dean of the College of Business

Center for Teaching Excellence

Jeffrey St. John, Director of the Center for Teaching Excellence, Cooperating
faculty in Communication and Journalism

Communication, West Virginia University

David Westerman, Assistant Professor of Communication

Communication & Journalism

Paul Grosswiler, Associate Professor of Communication and Journalism,
Chair of Communication and Journalism

Kristin Langellier, Professor of Communication and Journalism

Laura Lindenfeld, Associate Professor of Communication and Journalism,
Joint appointment in the Margaret Chase Smith Policy Center

Eric Peterson, Professor of Communication and Journalism

John Sherblom, Professor of Communication and Journalism

Michael Socolow, Associate Professor of Communication and Journalism

Nathan Stormer, Mark and Marcia Bailey Distinguished Professor of Speech
and Theatre, Cooperating faculty in English

Claire Sullivan, Associate Professor of Communication and Journalism

[New hire – search in progress], Assistant Professor of Communication and
Journalism

Communication Studies, University of Cincinnati

Steven P. DePoe, Professor of Communication, Director of the Center for
Health and Environmental Communication Research

Communication and the Dramatic Arts, Central Michigan University

Lesley Withers, Associate Professor of Communication

Disability Studies

Elizabeth Depoy, Professor of Interdisciplinary Disability Studies

Stephen Gilson, Professor of Interdisciplinary Disability Studies
Lucille Zeph, Associate Professor of Education

Edward R. Murrow College of Communication, Washington State University

Todd Norton, Associate Professor of Communication

English

Carla Billetteri, Associate Professor of English
Robert A. Brinkley, Associate Professor of English
A. Patricia Burnes, Associate Professor of English
Laura Cowan, Associate Professor of English
Dylan Dryer, Assistant Professor of English, Cooperating faculty in
Communication and Journalism
Benjamin Friedlander, Associate Professor of English
Naomi Jacobs, Professor of English
Harvey Kail, Associate Professor of English
Elizabeth Neiman, Lecturer in English
Charlsye Smith Diaz, Assistant Professor of English
John R. Wilson, Associate Professor of English

Higher Education

Elizabeth Allan, Associate Professor of Higher Education
Susan K. Gardner, Assistant Professor of Higher Education

History

Richard Blanke, Professor of History
Jay A. Bregman, Professor of History
Jacques Ferland, Associate Professor
Nathan Godfried, Adelaide & Alan Bird Professor of History, Chair of History
Alexander Grab, Adelaide & Alan Bird Professor of History
Mazie Hough, Assistant Professor of History and Associate Director of
Women's Studies
Richard W. Judd, Col. James C. McBride Professor of History
Michael Lang, Associate Professor of History
Ngo Vinh Long, Professor of History
Elizabeth McKillen, Professor of History
Stephen M. Miller, Professor of History
Liam Riordan, Associate Professor of History
Scott W. See, Professor of History
Howard Segal, Adelaide & Alan Bird Professor of History
Maureen E. Smith, Associate Professor of History
Janet K. TeBrake, Lecturer in History
William H. TeBrake, Emeritus Professor

Human Development

Sandra Caron, Professor of Family Relations/Human Sexuality

Renate Klein, Associate Professor of Human Development and Family Relations

Intermedial Arts

Owen Smith, Professor of Art History, Director of the New Media and the Intermedial Arts MFA program

Margaret Chase Smith Policy Center

Linda Silka, Professor of Economics, Director of the Margaret Chase Smith Policy Center

Modern Languages

Kristina Passman, Associate Professor of Classical Language and Literature

Music

Laura Artesani, Assistant Professor of Music

Nursing

Nancy Fishwick, Associate Professor of Nursing

Philosophy

Kirsten Jacobson, Assistant Professor of Philosophy

Jessica Miller, Associate Professor of Philosophy

Political Science

Amy Fried, Associate Professor of Political Science, Associate Dean of the College of Liberal Arts and Sciences

Robert Glover, CLAS-Honors College Preceptor of Political Science

Psychology

Alan B. Cobo-Lewis, Associate Professor of Psychology

Rebecca Eilers, Presidential Professor of Psychology

Merrill F. Elias, Professor of Psychology

Shawn Ell, Assistant Professor

Cynthia A. Erdley, Associate Professor of Psychology

G. William Farthing, Professor of Psychology

Thane E. Fremouw, Associate Professor of Psychology

Marie J. Hayes, Professor of Psychology

Jordan P. LaBouff, CLAS-Honors Preceptor of Psychology

Peter J. LaFreniere, Professor of Psychology

Shannon McCoy, Associate Professor of Psychology

Douglas W. Nangle, Professor of Psychology

Michael A. Robbins, Research Associate Professor of Psychology, Chair of Psychology

Alan M. Rosenwasser, Professor of Psychology

Sandra T. Sigmon, Professor of Psychology

Geoffrey L. Thorpe, Professor of Psychology

Social Work

Sandra Butler, Professor of Social Work

Sociology

Kim Huisman, Assistant Professor of Sociology

Sustainability Solutions Initiative

Damon Hall, Post-Doctoral Fellow

Women's Studies

Mazie Hough, Associate Director of Women's Studies and Assistant Professor of History

Ann Schonberger, Professor of Mathematics, Director of the Women in the Curriculum and Women's Studies Program

VI. Total financial consideration.

Because the proposed program is built from existing programs, the total financial commitment of the University is unchanged, only redirected. Half of the teaching assistantships (8 of 16) that support Communication and Journalism's graduate program will be allotted to support doctoral students. As explained above, UMaine's Department of Communication and Journalism is well positioned to launch this program and build on its already strong national reputation for the quality of its Masters program.

A. Estimate of anticipated cost and anticipated income of the program for five years.

The faculty, space, and graduate assistantships are in place so there is no further anticipated cost beyond what University already invests in its graduate programs.

Because existing graduate assistantships will be redirected to support incoming doctoral students, with the addition of some grant funded assistantships through the Sustainability Solutions Initiative, the proposed program is truly cost neutral.

However, doctoral students provide a basis for continued and expanded grant seeking, which we anticipate will lead to additional income over the next five years. Current doctoral students are connected to \$22m in grant monies.

B. Detailed information on first year costs, including:**1. New personnel requirements (including employee benefits);**

No new personnel are required.

2. First year revenue and identity of source;

Existing tuition dollar support is being redirected so no new revenue is expected in the first year.

3. How operational costs are to be absorbed into current campus operating budget over a 5-year period.

No additional resources or personnel will be needed to launch the program; however, any faculty lines vacated will need to be filled. With 8 full-time and 2 half-time 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 to a fully operational Death Star. 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.

4. What additional funding is required to support the program (identify the source);

No additional funding is necessary.

5. Lifetime of outside funding or independent funding and plan for how and when it becomes part of the E & G budget.

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.

C. Program evaluation.

1. A post audit of an approved new program must be made after two years.


The program will undergo review at the end of 2 years and in its next external review, which will be within 5 years.

VII. A. Submitted by:

Nathan Stormer, CMJ Graduate Coordinator

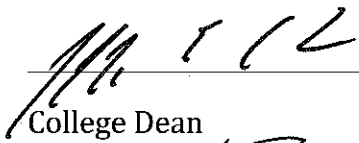
5/8/2012

B. Approved by:

 5/8/12

Unit Head

Date

 5/15/12

College Dean

Date

 6/18/12

Dean and Associate
Provost for Graduate Studies

Date

Provost

Date

President

Date

APPENDIX I
Potential Reviewers

Thomas Nakayama
Professor of Communication Studies
Northeastern University
Department of Communication Studies
360 Huntington Avenue
204 Lake Hall
Boston, MA 02115
t.nakayama@neu.edu

Nadarajah Sriskandarajah
Professor in Environmental Communication
Swedish University of Agricultural Sciences
Inst för SÖL, Miljökommunikation
Box 7012
Ulls väg 28 A
750 07 Uppsala
nadarajah.sriskandarajah@slu.se

Carol Winkler
Associate Dean of Humanities, Professor of Communication
Georgia State University
P.O. Box 4038
Atlanta GA 30302-4038
cwinkler@gsu.edu

APPENDIX II
Vitae of Faculty Involved in the Program
(see V.A.)

APPENDIX III
Comparison of Communication-related PhD Programs

University (* denotes quarter system)	PhD Hours (excluding diss. hrs. and w/MA hrs. unless noted)	Outside Hours	2008-2009 PhDs	Special IPhD
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 JnsIm
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	

APPENDIX IV
CMJ IPHD Internal Plan of Study Form

Signatures of Advisory Committee:

(Chair, Please Print)

(Chair's Signature)

(Please Print)

(Signature)

(Please Print)

(Signature)

(Please Print)

(Signature)

(Please Print)

(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 V
Sample CMJ IPhD Plan of Study

Communication and Journalism Department IPhD Plan of Study 1

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. Hutchins Date: March 7, 2010
Address: 26 River Village Drive, Milford, Maine 04461 SS#: 0010091

Proposed Program Title (check one): Communication Mass Communication

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

Communication and Journalism Departmental IPh.D. Requirements:

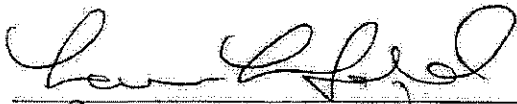
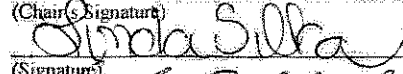



	<u>Requirement</u>	<u>Proposed Program</u>
<i>Coursework by Degree & Discipline</i>		
Credits from MA	30 maximum	<u>30</u> credits
Hours in Com/Mass Com	48 minimum (including MA)	<u>54</u> credits
Hours in Concentration Area	18 minimum	<u>21</u> credits
<i>Coursework by Course Type</i>		
Methods: Com/Mass Com + Concentration	12-15 credit hours	<u>15</u> credits
Theory: Com/Mass Com + Concentration	12-15 credit hours	<u>12</u> credits
Content: Com/Mass Com + Concentration	36-42 credit hours	<u>45</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>18</u> credits
Total Hours in the IPh.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:

Laura Lindenfeld
(Chair, Please Print)
Linda Sika
(Please Print) (Co-Chair)
John Sherblom
(Please Print)
Nathan Stammer
(Please Print)
Mario Teisl
(Please Print)


(Chair's Signature)

(Signature)

(Signature)

(Signature)

(Signature)

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IPhD Program of Study Justification

Karen Hutchins

The IPhD program in communication at the University of Maine requires that students complete 18 credits in an interdisciplinary field of study. Previously, students have selected existing concentrations, such as English, women's studies, and history, at the university for this focus. In fall 2009, a new field of research focusing on sustainability science began at the University of Maine with the receipt of a 20 million dollar, five year grant from the National Science Foundation. With the inception of this program, a new set of students, including me, and a new set of courses, such as INT 598, Sustainability and Watershed Science, began. While I am the first IPhD student in the Department of Communication and Journalism involved in the project, two other IPhD students will join me in the fall, and more are sure to follow. Therefore, it is important for the department to understand and decide on an acceptable range of courses that will meet the needs of the interdisciplinary concentration, as well as the needs of a professional in the field of sustainability science. Since students are already involved in the Sustainability Solutions Initiative (SSI) at UMaine, course work decisions must be made before a true concentration or degree program in sustainability science is created. I hope to provide some rationale for my selection of courses, with the understanding that this is a new program at the university and that new courses in sustainability, and possibly communication, will be created over the next several years. Thus, my program of study may serve as a guide for incoming students, but future coursework satisfying an interdisciplinary concentration in sustainability science may vary quite significantly from my program as the sustainability science program develops.

The interdisciplinary portion of my proposed program of study consists of courses in a variety of fields of research, including those in social psychology, forestry, marine sciences, interdisciplinary, and education. This variety strays from the traditional interdisciplinary concentration in which a student takes all, or the majority, of the interdisciplinary work in one subject area, such as English. My program is different for one critical reason: the field of sustainability science demands a multi-disciplinary understanding of the "wicked" problems (Kreuter, De Rosa, Howze, & Baldwin, 2004) our world is now facing, and transdisciplinary methodological approaches to sustainability science (Wickson, Carew, & Russell, 2006). In order to train graduate students in the field of sustainability science, programs need to support an interdisciplinary coursework and practice approach to degree fulfillment. "To address socially relevant questions...students need to study not only discipline-specific methodology and theory, but they must be versed in methodological and theoretical approaches of several, complimentary disciplines, as well as the fundamental idea of integrative theory and practice." (Marzluff, Nerad, Bradley, Alberti, Ryan, ZumBrunnen, & Shulenberger, 2003, p. 4). My program

of study, and research assistantship, provide me with the opportunity to develop an understanding of the theories and methodologies used in complementary social science fields (e.g. PSY 561 and EDU 571), as well as work in an integrative team environment in my interdisciplinary and natural science courses (e.g. INT 598 and FTY 617) and SSI research assistantship. An interdisciplinary program will only enhance my ability to study and understand the systems of communication at play in interdisciplinary teams and the role of communication in sustainability science.

References

- Kreuter, M.W., De Rosa, C., Howze, E.H., & Baldwin, G.T. (2004). Understanding wicked problems: A key to advancing environmental health promotion. *Health Education Behavior, 31*, 441-454. doi: 10.1177/1090198104265597.
- Marzluff, J.M., Nerad, M., Bradley, G., Alberti, M., Ryan, C.M., ZumBrunnen, C., & Shulenberger, E. (2003, January). Creating and sustaining a culture of interdisciplinarity: Novel approaches to graduate education in the environmental sciences. 1-15.
- Wickson, F., Carew, A.L., & Russell, A.W. (2006). Transdisciplinary research: Characteristics, quandaries, and quality. *Futures, 38*, 1046-1059. doi: 10.1016/j.futures.2006.02.011.

Appendix VI
Articulation Memorandum with the Maine Business School

Department of Communication
and Journalism



5724 Dunn Hall, Room 420
Orono, Maine 04469-5724
Tel: 207-581-1283 or 207-581-1935
Fax: 207-581-1286
www.cmj.umaine.edu
www.umaine.edu

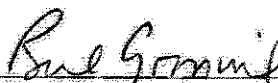
May 8, 2012


Memorandum of Agreement

Students pursuing an interdisciplinary Ph.D. in Communication or Mass Communication may elect to take a concentration in Business. This will consist of eighteen hours (no more or less) in graduate Business coursework, including appropriate theory and methods coursework. A student may include a course or courses from another department that is devoted to some aspect of Business as part of those eighteen hours if the student's committee endorses the course or courses as appropriate to an English concentration.

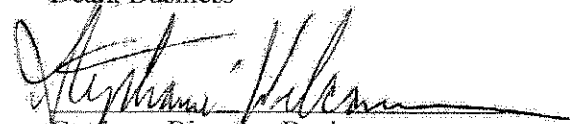
In order to qualify for the concentration in Business, an applicant should have one member from the list of cooperating Business faculty (or a suitable affiliate) on his or her committee and a faculty member from a related field.

The Maine Business School has agreed to allow the Communication & Journalism Department to advertise a graduate concentration in Business as an option for an interdisciplinary doctorate in Communication or Mass Communication. Advertisement may involve print and web-based descriptions of the concentration, including: a description of the Business School, a list of available Business courses, and the names and contact information of faculty who have agreed to serve on Communication or Mass Communication doctoral committees.


Chair, Communication & Journalism


Graduate Coordinator, Communication
& Journalism


Dean, Business


Graduate Director, Business