

**Handbook
of
Graduate Studies**

**School
of
Communication**



UNIVERSITY OF HARTFORD

Revised January 2008

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Introduction

Thank you for your interest in the School of Communication's graduate program. This handbook has been prepared to assist you in making a decision about applying. Should you matriculate into the program, this handbook will continue to serve as a useful reference. You should keep it along with the University of Hartford Graduate Bulletin.

Program Description

The School of Communication offers a Master of Arts intended for students seeking an advanced degree that provides breadth and depth in the study of human communication. The program offers a unique blend of courses and seminars in which the social sciences and the humanities play a central role. The coursework and research opportunities are designed for students who wish to pursue their scholarly interests in the field of communication generally and who wish to explore one or more of the following areas: media, interpersonal communication, or integrated communication. The program is designed to allow students flexibility in the selection of course work and encourage students to decide, in consultation with an advisor, the extent to which they wish greater breadth or a more narrow focus in their study of communication.

The faculty of the School of Communication are committed to excellence in teaching and scholarship. They are active scholars who seek to involve graduate students in their research, presenting students with valuable opportunities for learning and fostering collegial, professional relationships.

Goals of the Program

The primary goals of the program are to assist students in:

- developing an understanding of the field of communication in general

- gaining knowledge of a substantive area of communication inquiry
- refining their analytical and communication skills

Graduates of the program, particularly those who undertake the thesis option, will be prepared to pursue further graduate study at the doctoral level. Moreover, the program serves to prepare students for professional application of research and theoretical principles.

Since a background in communication theory and research is best developed from a variety of sources, graduate students are encouraged to extend their studies beyond conventional coursework and thesis/project requirements. Students have the opportunity to work with faculty, or independently, on research projects, scholarly papers, and professional reports in an effort to enhance the breadth and quality of their graduate education.

Admissions

Where to Obtain Applications and Other Materials

If you have not already received an application packet, you can obtain one by contacting:

Center for Graduate and Adult Academic Services
University of Hartford
200 Bloomfield Avenue
West Hartford, CT 06117
Phone: (860) 768-4371

This office also provides information about the Graduate Record Exam (GRE) required for admission to the School of Communication's graduate program. The Center for Graduate and Adult Academic Services gathers all application materials submitted by the candidate, and when the applicant's file is complete, sends the application to the School of Communication Graduate Admissions Committee. Inquiries about whether particular materials, such as letters of recommendation, have been received should be directed to the Center for Graduate and Adult Academic Services at the phone number listed above.

What to Submit

To be considered for admission to the graduate program in the School of Communication, the student must submit:

- a completed application form
- a letter indicating your interest in applying to the graduate program and what area(s) of communication you intend to study
- official transcripts of all graduate and undergraduate work
- three letters of recommendation
- results of the Graduate Record Exam (GRE)
- a nonrefundable application fee

Foreign students must also submit scores on the Test of English as a Foreign Language (TOEFL) and a Guarantor's Statement of Financial Support and Sponsor Certification indicating their ability to pay for graduate coursework during their stay at the University of Hartford. A score of 550 on the TOEFL is the minimum acceptable for admission to the program. Proficiency in speaking, reading, and writing English is essential for success in the program.

Students who wish to explore the program prior to formal admission may enroll in up to six credits of graduate coursework. These courses may be counted toward the program of study upon matriculation, provided the student earns grades of "B" or better. For further information about the graduate program you should contact:

Graduate Program Director
School of Communication
University of Hartford
West Hartford, CT 06117
Phone: (860) 768-4633

Requirements for Admission

The School of Communication's Graduate Admissions Committee looks at the applicant's entire record in making admission decisions. Ordinarily, the minimum requirements for admission are:

- Previous Coursework
Applicants must possess B.A. or B.S. degree. Students who have a degree in an unrelated field (e.g., outside the humanities or social sciences) may be required to take undergraduate communication courses (without graduate credit) to acquire sufficient background.

- Grades
Applicants are expected to have achieved at least a “B” average (or its equivalent) in the undergraduate major and an overall average of at least “B-”.
- Recommendations
Applicants must submit three letters of recommendation attesting to their ability to pursue graduate study. These recommendations should come from former or current professors or individuals who know the applicant professionally. Recommendations from personal friends or family members are not acceptable.
- Graduate Record Examination Scores
The School of Communication has not established specific minimum scores for the GRE but uses those scores in conjunction with all other credentials in making admissions decisions. Applicants must have their GRE scores sent to the University.
- Work Experience
The School of Communication looks favorably upon applicants with substantive work experience. Practical experience in the field of communication, or allied fields, is especially valued.

Conditional Admission

When an applicant’s credentials do not fully satisfy the School’s admission requirements, the Graduate Admissions Committee may recommend that the School grant conditional acceptance. Formal acceptance would be conditional on completing two graduate communication courses (six credit hours) with no grade below B and/or completing a prescribed program of remedial work (for no credit). Applicants are notified in writing of the specific conditions of acceptance.

Deadlines for Applying for Admission

The Graduate Admissions Committee reviews applications on a rolling basis. Still, to ensure timely consideration applicants should submit all materials by **April 15 for fall semester admission** and by **November 15 for spring semester admission**. Applicants who wish to apply for a teaching internship must submit materials by **March 1** and **November 1** as described below.

Reapplication

Individuals who are denied admission may reapply after one full academic term (fall, spring, or summer) has passed. It is suggested that applicants who wish to reapply complete at least one graduate communication course as a non-matriculated student. The student's performance in these courses will be used, in conjunction with the entire application file, in the decision to grant or deny admission.

English Language Proficiency Requirement

Entering international graduate students are required to take a University-prepared English proficiency examination prior to actual course selection and registration. Depending upon the examination results, a student in need of additional English-language skills may be required to participate in a special English Language Institute program totaling 3 to 12 (credit) hours. These course units yield no college credit toward the degree requirements and may increase the time necessary to complete the chosen program.

The English proficiency examination is administered the week prior to the fall and spring semesters.

Financial Aid

Teaching Internships (formerly Teaching Assistantships)

For exceptionally qualified full-time students, the School offers teaching internships. Teaching internships include tuition remission for nine credits of coursework per semester (excluding summer sessions) plus a monthly stipend paid from September through May. Teaching interns are competitively selected and interested students should check the appropriate box on the general application form. For full consideration the deadline for applying for an internship is **March 1** for the fall semester and **November 1** for the spring semester. Late applicants may be considered if internships are available.

Teaching internships are awarded on a yearly basis, renewable for one additional year. The duties of teaching interns include the following:

- Assist in the teaching of CMM 110, "Introduction to Communication." This assistance involves leading lab discussion sections of the course and attending the mass lecture one day per week. Second-year teaching interns who demonstrate high levels of teaching competence may be given the opportunity to teach CMM 115, "Improving Communication Skills."
- Attend weekly teaching intern meetings led by the CMM 110 courses coordinator.
- Provide research assistance to the faculty.

To maintain the internship award, students must maintain full-time graduate status (defined as nine credit hours per semester) and achieve grades of "B" or better in all graduate courses. Failure to maintain minimum grade standards and/or poor classroom teaching performance may result in the termination of the award. Students interested in renewing their internship for a second year must provide written notification to the Graduate Program Director by March 1. Graduate teaching interns

who have maintained good standing can expect to be renewed (except in cases of financial exigency determined by the University).

Administrative Internships

The University also awards graduate internships to qualified applicants. These are sponsored by a number of offices on campus including the Office of Communication, the Television Studio, Student Housing, Alumni Relations, the Career Development Center, and Student Affairs. These internships are not handled by the School of Communication. Interested individuals should contact the Office of Students Affairs (860-768-4260).

Other Aid

Other types of financial aid, such as graduate student loans and grants, may be available through the University's Financial Aid Office (860-768-4296).

Degree Requirements

Credit Requirements

Students are required to complete thirty-three (33) credit hours of graduate work. A minimum of twenty-one (21) credit hours must be taken in the School of Communication. The remaining twelve (12) credits may be taken in or outside the School, subject to the approval of the student's advisor.

All students must take CMM 650, "Seminar in Communication," and CMM 655, "Communication Research Methods." These two courses are generally taken in the student's first year in the program. There are no other required courses. Additional courses should be selected in consultation with the student's advisor.

Students are required to either:

- take twenty-seven (27) hours of graduate coursework and complete a Master's Thesis (six credits)
- or**
- complete thirty-three (33) credit hours of graduate coursework and pass a comprehensive exam.

Graduate students are allowed to take up to six credits of senior-level (400 level) undergraduate courses. Students should consult their advisors about the appropriateness of undergraduate courses for their program of study. In the event that the advisor and student agree that a lower-level undergraduate course is appropriate, the student may request permission from the School. The procedure for taking any undergraduate course, regardless of level, is for the student to complete forms (obtained from the Graduate Director or the advisor) requesting permission to take such a course (see samples in the Appendix). In total, only two undergraduate courses may be counted toward the Master's degree. All undergraduate courses taken must be passed with a grade of "B" or better.

GPA Requirements

Students must obtain a grade point average of 3.0 or higher to meet the graduation requirements set by the College of Arts and Sciences. The School of Communication thus requires that students have a GPA of at least 3.0 when applying to take the comprehensive exams or registering for thesis preparation hours. A student in good standing (defined by the University as a GPA of 2.8) who does not meet the School's requirement may petition his/her advisor and the Graduate Program Director for special consideration regarding comprehensive exams and thesis preparation.

Independent Study

Students may take up to six credits of independent study work under the designation, CMM 890 or 891 Independent Research. Independent study must be arranged with the professor who will direct the research.

Deadline for Degree Completion

All degree requirements must be completed within five calendar years. Once matriculated, students must be registered at the University every semester (excluding summer sessions). Students who have completed all coursework and who will not be enrolled in a particular semester must register for "Active Status" and pay a matriculation maintenance fee to the Bursar.

Graduate Internships

Graduate students may elect to take one three-credit internship for inclusion in their Master's program. To participate in an internship, the student must be matriculated and have completed nine credit hours in good standing (3.0 or better).

A graduate internship is an experiential and academic experience. It differs from an undergraduate internship in its emphasis on guided graduate level reading and writing to support and amplify the experiential component. Students who wish to enroll in a graduate internship must submit a proposal to their graduate advisor. The advisor and student, in mutual consultation, will seek and select an internship evaluator from among the School faculty. It is the student's responsibility to locate an internship site and obtain permission with appropriate personnel at the site, although the Director of undergraduate internships will assist in the process. Students who need assistance should see their graduate advisor or the undergraduate internship director.

The graduate internship proposal contains the following elements:

- Evidence of good standing in the program (GPA or 3.0 or better).
- Name of the internship site and contact person, and contact person's phone number.
- A letter from the student, providing a brief description of the goals of the internship experience and naming the faculty member who will serve as internship evaluator.
- An outline of activities to take place at the internship site.
- A reading list prepared by the faculty internship evaluator who has agreed to direct the internship.
- A one to two-page prospectus for a formal paper surrounding the internship experience (e.g., "An Analysis of Client Management at Acme Fireworks from the Perspective of Weick's Theory of Organizing" or "An Outline for a Summative Evaluation of NBC's 'Dateline'").

The faculty evaluator will monitor progress throughout the semester by phone calls and, if possible, a site visit. At the end of the semester, the internship evaluator will send an evaluation form to the internship site supervisor. The final grade will be based on the quality of the paper, the evaluation, and interviews with the student.

No credit will be given for a job or function that a student occupies as a vocation; the graduate internship is an exploration of the relationships between graduate coursework and communication activities, issues, and problems occurring in actual organizations.

Transfer of Credits

Students may transfer up to nine (9) graduate credits from other accredited colleges and universities. To receive transfer credit, students must have an official transcript of the credits sent to the School of Communication Graduate Program Director. Students must contact the Graduate Director to request the transfer of credits. The Graduate Director will determine if the credits are acceptable to the School, then submit the transcript and a letter requesting the transfer of credits to the Arts and Sciences College Evaluator who will make the final determination.

Thesis

A thesis reflects a serious attempt to review the relevant literature on an important topic, identify a fruitful research question or problem, and apply appropriate research methodologies toward the discussion or resolution of the problem. All theses must conform to the School's standards for thesis preparation as described in the School of Communication Thesis Manual available from the Graduate Program Director.

The student selects a thesis committee which includes at least two full-time faculty members from the School of Communication and a faculty member from another department within the University. (Note: The outside member of the committee is subject to the approval of the Director of Graduate Studies for the College of Arts and Sciences.) Typically, the committee's responsibility is to read the thesis and sit in on the oral defense, a meeting at which the student answers questions and addresses any issues about the thesis raised by committee members.

Preparation for the thesis may begin at any point in the student's program. For full-time students the thesis proposal is typically submitted for approval early in the second year of study. Work on the thesis beyond the proposal should not be undertaken before a thesis proposal is submitted to and approved by the student's

thesis committee. The student is responsible for scheduling a meeting with the thesis committee before the thesis is written, and must file a copy of the approved thesis proposal form with the Director of Graduate Studies for the College of Arts and Sciences. Completion of the thesis typically takes at least one year.

When the thesis is completed and ready to be orally defended by the student, the final defense must be scheduled with the Arts and Sciences Director of Graduate Studies. A copy of the thesis must be deposited in the Office of the Director of Graduate Studies for the College of Arts and Sciences at least fourteen days before the scheduled thesis defense. Each member of the thesis committee should be given a copy of the thesis by then as well.

After successful completion of the thesis defense, two copies of the approved and signed thesis, along with a fee for binding the thesis, must be submitted to the Office of the Director of Graduate Studies for the College of Arts and Sciences at least two weeks prior to commencement. The School of Communication also requires a bound copy of the thesis, given to the student's thesis director, for its files. Typically, the student gives a final, bound copy of the thesis to each member of the thesis committee.

Please note that any student planning to use human subjects for the thesis research must obtain permission to do so from the University Human Subjects Review Committee. The student must include notification of such approval in the thesis. Copies of completed theses are located in Mortensen Library. Students should ask their advisors for sample theses to inspect.

Comprehensive Exam

Students may elect to take the comprehensive examination (and six additional credits of graduate coursework) instead of choosing the thesis option. The exam cannot be taken until the student has completed 18 credit hours of graduate coursework.

Comprehensive exams are scheduled by the school for one Friday afternoon each semester. The format of the exam will need to be discussed with the Graduate

Director. Dates of those exams are publicized by the Graduate Director. The student completes a form, obtained from the Graduate Director, to sign up for the exam. Students must select two full-time faculty members from the School of Communication and ask them to serve as exam readers. The names of the two readers must be provided on the exam sign-up form. The school reserves the right to ask additional faculty members to evaluate exam answers. The student will be notified of the specific location and time of the exam.

At the time of the comprehensive exam, students are given questions organized into two parts: content and research methodology. The questions are prepared by the two faculty exam readers and coordinated by the Graduate Director. Students have up to four hours to complete the exam in the event it is an in-class exam. Exam answers are to be handwritten unless the student wishes to bring in a computer to take the exam. The student will make a copy of the handwritten (or print their word-processed) answers before leaving the exam location and will turn in a word processed copy to the Graduate Director no later than the Wednesday following the exam. The alternative format is a take-home exam that involves a more detailed exam format. In this format, the students will be given the exams on a Friday morning and they will have till the Monday morning to return the completed exam.

Students will be notified in writing of the results of the exam. If a student fails one or both questions, the two faculty evaluators will make arrangements with the student to rewrite one or both questions or to retake the exam the next semester on the scheduled exam date. Students may not take the exam a third time.

Advising

Temporary Advisor

Students are assigned a temporary faculty advisor when accepted into the program. The advisor serves as an initial contact person who helps the student select courses for the first, and possibly the second, semesters. The student may choose to retain this advisor. However, students generally seek advisors whose expertise matches their own interests. Temporary advisors are not necessarily assigned on that basis, so it is not uncommon for students to change advisors.

Changing Advisors

A student may select a new advisor at any time provided, of course, that the faculty member agrees to accept that role. Usually, but not necessarily, the advisor chairs either the comprehensive exam or the thesis committee.

To change advisors, the student needs to request and gain agreement of the specific faculty member and provide written notification to the School of Communication's Graduate Director. The student should also notify the original advisor that a change is being made.

Communication Faculty

In order to assist students in the selection of advisors and to help them become better acquainted with the faculty's scholarly interests, this section briefly describes each faculty member.

Jack Banks

Jack Banks is an Associate Professor of Communication. He graduated from San Francisco State University with a B.A. in Broadcast Communication Arts and Sociology, and from University of Oregon with an M.S. and a Ph.D. in Telecommunication and Film. With his trademark Diet Coke in hand, he teaches courses in media, particularly popular culture, television production, and media criticism, and received the University award of Distinguished Teaching Humanist for 2004-2006. He is also the current Director of our Graduate Program.

Author of *Monopoly Television: MTV's Quest to Control the Music*, published by Westview Press, Dr. Banks' research interests focus on media ownership and its impact on how and what is presented in the media as well as on representations of race, class, sexuality, and gender in the media, especially on film and television. His current research project looks at the portrayal of gay sexuality in popular culture.

Dr. Banks served for two years as the Director of the Humanities Center on campus, orchestrating provocative and well-attended lecture series. Besides being a regular attendee at public lectures and teaching workshops, he is known to listen and dance to disco music and enjoys visiting Boston and New York City.

Email: jbanks@hartford.edu

Phone: (860) 768-5277

Office: Abrahms Building 110

Elizabeth Burt

Elizabeth Burt teaches courses in journalism and media studies including news writing, news reporting, journalism history, media and society, women and the media, and a humanities-based course on freedom of expression. Now a full professor, she received her Ph.D in Mass Communication from the University of Wisconsin, a Master of Science in Print Journalism from Boston University, and a B.A. in French from City University of New York.

Before joining the School of Communication, Professor Burt worked as a journalist, translator, magazine editor, freelance writer, and high school teacher. She has traveled widely and lived in Milan, Italy, New York, Boston, and Wisconsin before settling in Connecticut.

Professor Burt's research focuses on journalism during the Progressive Era (1880-1920) and often examines issues affecting women and women journalists. She has published two books on these topics (*Women's Press Organizations, 1881-1999* and *The Progressive Era: Debating Historical Issues in the Media of the Time*) and has won awards from the American Journalism Historians Association and the Association for Education in Journalism and Mass Communication for her research.

If she is not in archives examining newspapers from the last two centuries, you'll likely find her working in her garden, planning landscaping projects for friends and family, or working in community garden projects.

Email: eburt@hartford.edu

Phone: (860) 768-4968

Office: Harry Jack Gray Center E227

Roger Desmond

Roger Desmond grew up in Los Gatos, California and earned his bachelor's and master's degrees in an interdisciplinary communication studies program at San Jose State University. He was awarded a Ph.D. in Communication Research at The University of Iowa, with a combined emphasis in psychology and psycholinguistics. At University of Hartford, he teaches courses in Media and Society, Processes and Effects of Media, Introduction to Communication, Communication Research Methods and a variety of journalism courses and is the faculty liaison to the Washington Semester program.

Much of Professor Desmond's research, published in journals and book chapters in communication and psychology, has focused on children and the media. As a visiting

research fellow in psychology at Yale University he worked with Jerome and Dorothy Singer on a longitudinal study of children to determine how patterns of family talk mediated the effects of television. Later, he was awarded a fellowship at The Annenberg School of Communication at The University of Pennsylvania, where his project focused on how to increase media literacy among inner-city elementary school students, and received research grants from The Annenberg Foundation and The U.S. Environmental Protection Agency.

Recently, Dr. Desmond was awarded a fellowship from the American Society of Newspaper Editors, where he trained in Washington, D.C. and served in summer as a full-time reporter for the *Connecticut Post* in Bridgeport, CT, writing features and metro news articles.

Professor Desmond has done consulting for two public television programs for children ("Mundo Real" and "The New Voice"), and held a one-year position at Eric Marder Associates in New York where he worked with C.B.S. soap operas "Guiding Light" and "As The World Turns."

Email: desmond@hartford.edu

Phone: (860) 768-4437

Office: Abrahms Building ABR105

Robert L. Duran

Robert L. Duran is a Professor in the School of Communication. With degrees in the area of Human Communication (a B.A. from the University of the Pacific, an M.A. from West Virginia University, and a Ph. D. from Bowling Green State University) he teaches courses in small group communication, interpersonal communication, nonverbal communication, and research methodology. He often begins his classes with movie reviews or commentary on reality television shows.

Professor Duran has published over forty articles in scholarly journals and presented more than sixty papers at international, national, and regional professional conferences in the fields of communication, education, and program evaluation. His research focuses on social communication competence, technology (e.g., cell phones, text messaging) and interpersonal relationships, media portrayals of relational issues (e.g., popular

magazines, reality TV), and teacher-student interaction. He serves on the editorial boards of *Journal of Communication*, *Communication Quarterly*, and *Communication Reports*.

For recreation he enjoys racquetball and skiing. He is a diehard Yankees fan...just ask him...unless you're wearing a Red Sox cap.

Email: duan@hartford.edu

Phone: (860) 768-4604

Office: Harry Jack Gray Center E217

Donald G. Ellis

Donald G. Ellis is Professor of Communication and teaches courses in communication theory, intercultural communication, conflict, political communication, and language and communication. His Ph.D. is from the University of Utah, where his doctoral dissertation on conflict interaction in groups won the National Communication Association Golden Anniversary Dissertation Award, and he has been on the faculty of Purdue University and Michigan State.

He is interested in communication issues related to ethno-political conflict with particular emphasis on conflict resolution, intractable conflicts, intercultural communication, and democracy. Dr. Ellis is the past editor of the journal *Communication Theory* and the author of numerous books and articles including *Crafting Society: Ethnicity, Class, and Communication Theory*, as well as the recent *Transforming Conflict: Communication Approaches to Ethno-political Conflict*. In 1999 he received the James E. Bent Award for Scholarship and Creativity, the University's highest award for scholarship. He was a fellow at the Asch Center for the Study of Ethno-political Conflict at the University of Pennsylvania, and a Fulbright Scholar in Israel in 2004-2005. He participates in various national organizations and lectures and writes in the fields of communication, conflict resolution, intercultural communication, and related topics.

A self-described "media junkie," he enjoys comparing notes on the latest films, HBO specials and programs, televised sports, fiction and non-fiction books, and editorials and reviews in national and regional newspapers.

Email: dellis@hartford.edu

Phone: (860) 768-4912

Office: Harry Gray Center E215

Harvey Jassem

Born and raised in New York City, Harvey Jassem came to the University of Hartford after earning his B.A. in Political Science from Queens College of the City University of New York, his M.A. in Speech Communication from Ohio State University, and his Ph.D. in Communication from the University of Wisconsin, Madison.

Professor Jassem teaches courses related to mediated communication, such as "Introduction to Media," "Media and Society," and courses on communication law, emerging media, and alternative media. Despite his interest in emerging media, he enjoys black and white films and vinyl record albums. His extensive album collection features, in particular, jazz and rock and anything ever recorded by the Rolling Stones and the Reducers. Volunteering his time on the air at WWUH radio [web developer: need link to WWUH section] for 25 years is a natural outlet, given his love of music and media.

With more than 20 scholarly publications and 40 scholarly papers, primarily in the area of media policy and emerging media, Dr. Jassem is dedicated to using theory and research to address current issues and problems. Over the years he has been a Scholar in Residence at New York University and MIT's Media Lab, an American Council on Education Fellow, and an Executive Board member of Urban Communication Foundation.

Email: jassem@hartford.edu

Phone: (860) 768-4603

Office: Harry Jack Gray Center E214

Susan Grantham

Susan Grantham, an ardent Florida Gator fan, earned her Ph.D. at the University of Florida after working in the public relations field for 15 years. An assistant professor, she teaches public relations courses at the undergraduate level including introduction to public relations, public relations cases and public relations campaigns. In the campaigns class students work with a variety of local clients to develop and implement strategic campaigns. Previous clients have included Make a Wish, Mass Mutual Insurance, National Kidney Foundation, and the YMCA.

At the graduate level, Professor Grantham teaches courses in integrated marketing communication techniques and management as well as strategic public relations practices. In addition to her teaching responsibilities, she conducts research in risk assessment in order to improve public relations activities and in the area of public relations accountability. She also serves as the faculty advisor to our PRSSA chapter.

Email: grantham@hartford.edu

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Office: Harry Jack Gray Center E218

Randy Jacobs

Randy Jacobs is an Associate Professor in the School of Communication where he teaches courses in advertising, integrated communication, and mass media. Dr. Jacobs has advised district-winning student teams in the American Advertising Federation's National Student Advertising Competition. He has written and lectured on media marketing and consumer satisfaction with media products. He also lived for a year in London where he researched the development of the advertising industry in the United Kingdom. His most recent research is focused on ethnic differences in media use.

Dr. Jacobs earned B.A. and M.A. degrees in Advertising from Michigan State University and a Ph.D. in Communication from The Ohio State University. Chief among his personal interests is world travel. He's visited dozens of countries around the world including Japan, Egypt, Sweden and Turkey.

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Office: Harry Jack Gray Center E211

Lynne Kelly

Lynne Kelly, Professor and Director of the School of Communication, teaches courses in group, organizational, and interpersonal communication; communication technologies and relationships; research methods; and a special communication course for shy and apprehensive students. She has received two awards for teaching excellence at the University of Hartford, the 1996-98 Harry Jack Gray Distinguished Teaching Humanist, and the 1999 Roy E. Larsen Award for Excellence in Teaching. In September 1999 she was featured in the *Hartford Courant Northeast Magazine* as one of twelve "Hot Profs" in Connecticut.

She joined the University of Hartford after earning a B.A. in Speech Education from New York State College at Oneonta, and her M.A. and Ph.D. in Speech Communication from the Pennsylvania State University.

Her current research interests include communication technologies like email, cell phones, instant messaging and their role in developing and maintaining relationships as well as her career-long focus on the nature and treatment of communication reticence and speech anxiety. She has co-authored four books, has published or presented over a hundred papers on communication topics, and has served on the editorial boards on several communication journals.

Dr. Kelly began studying ballet and modern dance when she arrived in Hartford, performing small roles in the Albano Ballet Company's production of *The Nutcracker*. She continues to dance, although describes what she does now as "ballet lite," and has added jazzercise, running, and bicycling to her exercise repertoire. An avid reader of fiction, she reads classics to bestsellers.

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Office: Harry Jack Gray Center E213

Kihan Kim

Kihan Kim, an assistant professor, earned his Ph.D. from the Department of Advertising of The University of Texas at Austin, an M.A. from the Missouri School of Journalism, and a B.A. from Seoul National University in Seoul, Korea. His research interests include consumer psychology, advertising media budgeting, and sponsorship effects, publishing in prestigious journals such as the *Journal of Interactive Marketing* and *Journalism & Mass Communication Quarterly*.

He teaches courses in advertising and communication such as Communication and Advertising, Advertising Communication Tactics, Advertising Competition, and Introduction to Media.

When he has some extra time, he enjoys a variety of sports including skiing, golf, and

running.

Email: kkim@hartford.edu

Phone: (860) 768-4161

Office: Harry Jack Gray Center E225

Branislav Kovacic

Before coming to the United States, Branislav Kovacic, now an Associate Professor, was an investigative reporter for weekly magazines in Yugoslavia. He received a B.A. degree in Political Science and Journalism at Belgrade University and a Ph.D. in Sociology and Communication from the State University of New York at Albany.

Dr. Kovacic, called Branko by colleagues and students, teaches courses in communication theory, organizational communication, organizational crises, and fundamentals of journalism. Beyond teaching, advising and directing M.A. theses, he is the faculty advisor to Lambda Pi Eta/Communication Honor Society [web developer: need link to the LPE section].

As editor or co-editor, Dr. Kovacic has published three books with SUNY Press: *Watershed Research Traditions in Human Communication* (co-edited with Donald P. Cushman), *New Approaches to Organizational Communication*, and *Emerging Theories of Human Communication*. His current research focuses on the fate of investigative reporting in Serbia and Croatia, two post-war societies that emerged after the breakup of Yugoslavia.

In his free time, he likes to swim, play soccer, dance, and spend time with his two adult children, a son and a daughter. A voracious reader of books on organizations and management, he enjoys stopping by his colleagues' offices to talk about the latest trends in business.

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Office: Harry Jack Gray Center E211A

Sundeep R. Muppidi

An Associate Professor of Communication and Multimedia Web Design & Development, Sundeep Muppidi teaches courses in new media, television production, multimedia production, international communication and research methods. With a passion for

technology, Dr. Muppidi's research interests are in international media theory and research, new communication technologies, video, and multimedia production. His research is published in national and international outlets, and he serves on the editorial boards of *Communication Monographs* and the *Global Media Journal*.

Dr. Muppidi is an independent film maker and script writer and his last project was the *Inscrutable Americans*, a 35mm feature film for the international market for which he was the co-screenplay writer and the associate director. He also is a consultant for national and international agencies including UNESCO in Paris and the Asian Media Information and Communication Centre (AMIC) in Singapore.

He has a Ph.D. in Mass Communication from Bowling Green State University, an M.A. in Communication/Television Production from the University of Hyderabad, and a B.S. in Biology from Osmania University. With two post-graduate diplomas—one in Journalism and Communication and another in Computer programming languages from institutions in India—he is a 2007 alumnus of the Management Development Program at Harvard University and a 2005-2006 fellow of the Journalism and Mass Communication Leadership Institute for Diversity of the Association for Education in Journalism and Mass Communication.

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Paul Siegel

Paul Siegel, a Professor of Communication, teaches courses in Communication Law, Communication Theory, Introduction to Media, and Language and Communication. Dr. Siegel's scholarly writing is mostly in the area of communication law, where he has staked out a claim by writing one of the leading textbooks in the field. He is also author of dozens of law review articles and book chapters in the area, and editor of a book on Justice Clarence Thomas.

Dr. Siegel received his B.A. from University of New Mexico, his M.A. from University of Wisconsin, and his Ph.D. from Northwestern University.

Besides being a cat enthusiast, Professor Siegel is an avid theatre goer, attending scores of plays and play readings each year, not only in Connecticut and New York, but also at nationally known annual events such as the Humana Festival in Louisville and the Contemporary American Theatre Festival in Shepherdstown, West Virginia. He sometimes writes theatre reviews for the *Connecticut Life* newspapers.

A behind-the-scenes activist and administrator, Dr. Siegel has been on the board of directors of the American Civil Liberties Union for decades, and is a member of the executive council of the Text and Academic Authors Association, which he will serve as president from 2008 to 2010.

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