

**Self-Study Report
for Accreditation in Journalism
and Mass Communications**

Undergraduate site visit during 2019-2020

Submitted to the
Accrediting Council on Education in Journalism and Mass Communications

Name of Institution: University of West Georgia

Name of Journalism/Mass Communications Unit: Department of Mass Communications

Address: 1601 Maple Street, Carrollton, GA 30118

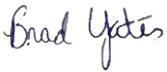
Date of Scheduled Accrediting Visit: November 3-6, 2019

We hereby submit the following report as required by the Accrediting Council on Education in Journalism and Mass Communications for the purpose of an accreditation review.

Journalism/mass communications administrator:

Name: Dr. Brad Yates

Title: Professor & Chair, Department of Mass Communications

Signature: 

Administrator to whom journalism/mass communications administrator reports:

Name: Dr. Amber Smallwood

Title: Interim Dean of the College of Social Sciences & Professor of Mass Communications

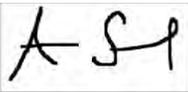
Signature: 

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Part I: General Information



The Department of Mass Communications earned the Regent's Teaching Excellence Award for Departments and Programs in 2016, one of the highest honors bestowed by the University System of Georgia Board of Regents.

This general information section will be included in its entirety in the site team's report, and it must present the most current information available. Before the site visit, the unit should review its responses to the questions below and update them as necessary. The unit then should provide a copy of this updated section for each team member when they arrive on campus. A digital copy in **Word document format** of the updated responses also must be provided to the team chair to be included in the digital team report sent to the ACEJMC office.

In addition, if any significant changes not covered in this section have occurred since the original self-study report was submitted, the unit should describe and document those changes and present this new material to the team when members arrive.

Name of Institution: University of West Georgia

Name of Unit: Department of Mass Communications

Year of Visit: 2019

1. Check regional association by which the institution now is accredited.

- Middle States Association of Colleges and Schools
- New England Association of Schools and Colleges
- North Central Association of Colleges and Schools
- Northwest Association of Schools and Colleges
- Southern Association of Colleges and Schools
- Western Association of Schools and Colleges

If the unit seeking accreditation is located outside the United States, provide the name(s) of the appropriate recognition or accreditation entities:

2. Indicate the institution's type of control; check more than one if necessary.

- Private
- Public
- Other (specify)

3. Provide assurance that the institution has legal authorization to provide education beyond the secondary level in your state. It is not necessary to include entire authorizing documents. Public institutions may cite legislative acts; private institutions may cite charters or other authorizing documents.

Authority to establish and oversee public universities in Georgia is granted to the Board of Regents in Section IV, Paragraph I(b) of the Georgia Constitution:

"The board of regents shall have the exclusive authority to create new public colleges, junior colleges, and universities in the State of Georgia, subject to approval by majority vote in the House of Representatives and the Senate. Such vote shall not be required to change the status of a college, institution or university existing on the effective date of this Constitution. The government, control, and

management of the University System of Georgia and all of the institutions in said system shall be vested in the Board of Regents of the University System of Georgia” [1].

This authority is further delineated in the Bylaws of the Board of Regents: I(2) [2], which note: “The charter of the Board of Regents consists of the original charter of the Trustees of the University of Georgia embodied in the Act of the General Assembly of the State of Georgia approved January 27, 1785, and modified by a subsequent Act of the General Assembly of Georgia in 1931, as follows:

Be it further enacted by the Authority aforesaid, that there is hereby set up and constituted a department of the State Government of Georgia, to be known as the “Board of Regents of the University System of Georgia.” The name of the corporation heretofore established and existing under the name and style, “Trustees of the University of Georgia” be and the same is hereby changed to “Regents of the University System of Georgia.”

The government, control, and management of the University System of Georgia and each of its institutions are vested by the people of Georgia exclusively with the Board of Regents of the University System of Georgia. The Board of Regents possesses such other authority as is granted by the Constitution of the State of Georgia and by acts of the General Assembly.”

According to the Official Code of Georgia Annotated [3], this responsibility includes:

“The government, control, and management of the university system and all of its institutions shall be vested in the Board of Regents” (O.C.G.A. § 20-3-51); and

“The Board of Regents is authorized to consolidate, suspend, or discontinue institutions; merge departments; inaugurate or discontinue courses; and abolish or add degrees” (O.C.G.A. § 20-3-32(a)). [4]

Originally established as the Fourth District Agricultural and Mechanical School in 1906, the institution became West Georgia College, a two-year post-secondary institution in 1933. In 1957, the institution was granted authority to offer four-year degrees, and it achieved status as a State University in 1996 with a core mission that includes providing undergraduate and post-baccalaureate degrees. The University System of Georgia adopted a new classification for institutions in August 2013. The University of West Georgia is now a Comprehensive University. Alignment with this new classification began in the Fall of 2013.

4. Has the journalism/mass communications unit been evaluated previously by the Accrediting Council on Education in Journalism and Mass Communications?

Yes

No

If yes, give the date of the last accrediting visit:

5. When was the unit or sequences within the unit first accredited by ACEJMC?

N/A

6. Provide the unit's mission statement. Statement should give date of adoption and/or last revision.**Mission Statement**

Fair, just, and productive societies require the free flow of news, information and ideas from communicators of knowledge, skill and integrity who reflect the diversity of the people they serve. Therefore, the Department of Mass Communications seeks to provide students with high quality academic and experiential learning opportunities to prepare them for successful integration into the global community as industry professionals, leaders, and thinkers in the fields of convergence journalism, digital media and telecommunication, film and video production, and public relations.

Vision Statement

The Department of Mass Communications is committed to empowering students to communicate clearly, act responsibly, think critically, and understand contexts to enhance their personal, civic, academic and professional lives, facilitating active participation in an evolving and increasingly diverse society, by providing connections with students, alumni, faculty, administrators, industry partners and the community.

Strategic Priorities*Invested Teaching*

To inspire and equip students to discover their personal, intellectual, and professional potential through personalized teaching, academic coaching, and career mentoring.

Experiential Learning

To offer students early and ongoing multiple and diverse hands-on learning opportunities to develop and enhance personal, intellectual, and professional growth.

Connectedness

To serve as the hub that connects and cultivates partnerships among key stakeholders to enhance personal, intellectual, and professional growth. Key stakeholders include administrators, faculty, staff, students, alumni, industry, community, and friends.

Originally Approved December 6, 2013

Revisions Approved August 1, 2019

7. What are the type and length of terms?

Semesters of 17 weeks

Quarters of _____ weeks

Summer sessions of 2, 4, and 8 weeks

Intersessions of _____ weeks

8. Check the programs offered in journalism/mass communications:

Bachelor's degree

Master's degree

Ph.D. degree

9. List the specific undergraduate degrees as well as the majors or sequences being reviewed by ACEJMC. *Indicate online degrees.

B.S. in Mass Communications

Four Concentrations

- a) Convergence Journalism
- b) Digital Media & Telecommunication
- c) Film & Video Production
- d) Public Relations

10. Credit hours required by the university for an undergraduate degree: (Specify semester-hour or quarter-hour credit.)

120 semester hours

11. Give the number of credit hours students may earn for internship experience. (Specify semester-hour or quarter-hour credit.)

No more than 3 semester credit hours may be counted toward the B.S. in Mass Communications. Students may take additional semester credit hours of internship, but they will not count toward the degree requirements.

12. List each professional journalism or mass communications sequence or specialty offered and give the name of the person in charge.

Name of Sequence or Specialty	Person in Charge
Convergence Journalism	Dr. Soo Moon
Digital Media & Telecommunication	Dr. Patrick Hadley
Film & Video Production	Mr. Deon Kay
	Mr. Chris Renaud, Acting Head – Fall 2019
Public Relations	Dr. Hazel Cole

13. Number of full-time students enrolled in the institution:

As of October 7, 2018, UWG enrolled a total of 13,733 students, an all-time high.

Full-time = 9,339
 Part-time = 4,394
 Total = 13,733

The data below is for Fall 2018 (Source: [IEA](#)).

Composition of the Student Body

Composition of the Student Body by Fall Semester						
		2014	2015	2016	2017	2018
Classification						
	Freshman ¹	3,439	3,518	3,630	3,424	3,348
	Sophomore	2,412	2,535	2,624	2,670	2,600
	Junior	2,016	2,098	2,195	2,193	2,261
	Senior	2,091	2,112	2,090	2,143	2,195
	Graduate	1,957	2,081	2,153	2,291	2,598
	Dual Enrollment ²	196	365	483	680	608
	Other ³	95	125	133	119	123
Gender						
	Female	7,878	8,325	8,733	8,881	9,115
	Male	4,328	4,509	4,575	4,639	4,618

14. Number of undergraduate majors in the accredited unit, by sequence and total (if the unit has pre-major students, list them as a single total):

Name of Sequence or Specialty	Undergraduate majors FY18-19 Total
--------------------------------------	---

Source: Institutional Effectiveness and Assessment - Unduplicated Declared Majors, Second Majors, and Minors by Degree and Program (FY14-FY19) (Link [here](#))

Convergence Journalism	143
Digital Media & Telecommunication	144
Film & Video Production	230
Public Relations	187
No Concentration	25
Total	729

15. Number of students in each section of all skills courses (newswriting, reporting, editing, photography, advertising copy, broadcast news, public relations writing, etc.). List enrollment by section for the term during which the visit will occur and the preceding term. Include a separate list for online skills courses, which also must meet the 20-1 ratio. (The Council has ruled that campaigns courses are exempt from the 20-1 ratio.)

Fall 2019: Face-to-Face Courses			
CRN	Course	Title	Enrollment
80646	COMM 3301.01	Writing & Reporting for Newspapers	20
80647	COMM 3301.02	Writing & Reporting for Newspapers	20
83156	COMM 3302.01	Public Affairs Reporting	15
80648	COMM 3303.01	Layout & Design	16
80650	COMM 3305.01	Short-Form Screenwriting & Analysis	20

80649	COMM 3305.02	Short-Form Screenwriting & Analysis	19
80654	COMM 3351.01	Radio Program Production	19
80655	COMM 3352.01	Fundamentals of TV Production	19
80656	COMM 3353.01	Fundamentals of Film & Video Production	18
80660	COMM 4405.01	Sound Design	19
80661	COMM 4407.01	Film & Video Post-Production	18
83490	COMM 4408.01	Producing for Film and Video	14
80663	COMM 4421N.01	Practicum- <i>The West Georgian</i>	12
80664	COMM 4421R.01	Practicum-The WOLF Internet Radio	5
80665	COMM 4421T.01	Practicum-WUTV	11
82228	COMM 4425.01	Documentary Production Practices	20
80666	COMM 4444.01	Public Relations Campaigns	22
80667	COMM 4450.01	Broadcast News Writing & Reporting	11
80668	COMM 4451.01	Public Relations Writing	16
Fall 2019: Online and Hybrid Courses			
CRN	Course	Title	Enrollment
80657	COMM 3354.E01	Digital Social Media & Society	20
Spring 2019: Face-to-Face Courses			
CRN	Course	Title	Enrollment
10774	COMM 3301.01	Writing & Reporting for Newspapers	17
10775	COMM 3301.02	Writing & Reporting for Newspapers	17
10776	COMM 3305.01	Short-Form Screenwriting & Analysis	20
10779	COMM 3351.01	Radio Program Production	18
10780	COMM 3352.01	Fundamentals of TV Production	18
10781	COMM 3353.01	Fundamentals of Film & Video Production	16
10782	COMM 3353.02	Fundamentals of Film & Video Production	15
10783	COMM 4402.01	Feature Writing	14
10784	COMM 4403.01	Photojournalism	17

13052	COMM 4405.01	Sound Design	20
10785	COMM 4406.01	Digital Cinema & Image Design	18
10786	COMM 4407.01	Film & Video Post-Production	18
10788	COMM 4421N.01	Practicum- <i>The West Georgian</i>	10
10789	COMM 4421R.01	Practicum-The WOLF Internet Radio	12
12424	COMM 4421T.01	Practicum - WUTV	10
12321	COMM 4426.01	Fiction Film Production	19
10790	COMM 4444.01	Public Relations Campaigns	24
10791	COMM 4450.01	Broadcast News Writing & Reporting	15
13055	COMM 4451.01	Public Relations Writing	16
10792	COMM 4451.101	Public Relations Writing	5
13439	COMM 4481.01	Film Re-Appropriation	1
13443	COMM 4481.02	Film & Video Production Practices	3
13257	COMM 4485.04	Directing for Film & Video Production	20
Spring 2019: Online and Hybrid Courses			
CRN	Course	Title	Enrollment
12328	COMM 3354.E01	Digital Social Media & Society	19

16. Total expenditures planned by the unit for the 2019–2020 academic year:

Give percentage increase or decrease in three years:

Amount expected to be spent this year on full-time faculty salaries:

Total expenditures planned 2019-2020: \$1,054,106

Percentage increase or decrease in three years:

2016-2017: \$893,476

2017-2018: \$941,821 (5.41% increase)

2018-2019: \$953,809 (1.27% increase)

2019-2020: \$1,054,106 (10.52% increase)

17.98% increase from 2016-2017 to 2019-2020.

Amount expected to be spent this year on full-time faculty salaries:

\$1,005,247

17. List name and rank of all full-time faculty in the accredited unit in fall 2019. (Full-time faculty refers to those defined as such by the university.) Identify those not teaching because of leaves, sabbaticals, etc.

Full-Time Faculty Name	Rank	Notes
Taylor Bryant, M.A., M.S.	Clinical Assistant Professor	
Melanie Conrad, Ph.D.	Lecturer	
Bruce Daniel, M.A.	Lecturer	Director of Communication Studies; one course release per year
Hazel Cole, Ph.D.	Associate Professor	Public Relations Concentration Head
Camilla Gant, Ph.D.	Professor	Teaches one course per semester; Administrative appointment: Chief Administrative Officer & Executive Director of Academic Affairs Douglasville
Patrick Hadley, Ph.D.	Associate Professor	Digital Media & Telecommunication Concentration Head
Dr. Michael Hester	Lecturer	Administrative appointments: Executive Director of Debate & Special Assistant to the Senior Diversity Officer
Robyn Hicks, M.F.A.	Assistant Professor	
Deon Kay, M.F.A.	Associate Professor	Film & Video Concentration Head/On paid research leave (sabbatical) Fall 2019
Kyle Lorenzano, Ph.D.	Assistant Professor	
Soo Moon, Ph.D.	Professor	Convergence Journalism Concentration Head
Tonia Phanor, Ph.D.	Lecturer	
Christopher Renaud, M.F.A.	Associate Professor	Acting Film & Video Concentration Head – Fall 2019
John Sewell, Ph.D.	Associate Professor	
Amber Smallwood, Ph.D.	Professor	No courses for 2019-20; Administrative appointment: Interim Dean of College of Social Sciences
Andrew Will, M.A.	Lecturer	
Kelly Williams, M.A.	Clinical Assistant Professor	
Misty Wilson, Ph.D.	Lecturer	
Bradford Yates, Ph.D.	Professor	Teaches one course per semester; Administrative appointment: Department Chair

18. List names of part-time/adjunct faculty teaching at least one course in fall 2019. Also list names of part-time faculty teaching spring 2019. (If your school has its accreditation visit in spring 2020, please provide the spring 2020 adjunct list in the updated information.)

Part-Time Faculty Name	Rank	Notes
Sonya Barnes, M.A.	WUTV General Manager/Adjunct Instructor	Teaches one or two courses per semester
Nicole Dukes, M.A.	Regular Part-Time	Teaches at the Newnan Center
Shawn Isaacs, M.S.	The WOLF General Manager/Adjunct Instructor	Teaches one or two courses per semester
Chris Sailor, M.A.	Regular Part-Time	Teaching two courses Fall 2019 while Professor Deon Kay is on paid research leave (sabbatical)

19. Schools on the semester system:

For each of the last two academic years, please give the number and percentage of graduates who earned 72 or more semester hours outside of journalism and mass communications.

Year	72 or more semester hours outside of journalism and mass communications		
	Total Graduates	Number in Compliance	Percent
2018-2019 academic year	<u>108</u>	<u>108</u>	<u>100.00</u>
2017-2018 academic year	<u>118</u>	<u>115</u>	<u>97.46</u>

20. Schools on the quarter system:

For each of the last two academic years, please give the number and percentage of graduates who earned 104 or more quarter hours outside of journalism and mass communications.

Year	104 or more quarter hours outside of journalism and mass communications		
	Total Graduates	Number in Compliance	Percent
2018-2019 academic year	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
2017-2018 academic year	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>

Part II: Supplementary Information



The Media Day 2019 Networking Session connected Mass Communications students with nearly 50 media and communications professionals.

1. Complete and attach here in the main body of the self-study report the following tables:

Table 1, "Students"

Table 2, "Full-time Faculty"

Table 3, "Part-time Faculty"

Table 1. Students

List below each of the separate programs of study in the unit. These may be called emphases, concentrations, sequences, or majors; please identify each program with a separate set of requirements.

Give the number of students by class (year in school) in each of these programs at the end of the 2018-2019 academic year. If all of your students technically come under one major but you subdivide those majors into sequences or tracks, please list students by those sequences or tracks.

Please be sure to list separately all subsidiary programs of study, even if not formally identified by computer or register codes.

Show the number of undergraduate degrees conferred during academic year 2018-2019. Please include all semesters or quarters. If the unit has a formal pre-major status, list the number of such students. *

Add or delete lines as needed.

Undergraduate programs of study	Number of Students				Degrees Conferred 2018-19	
	frsh	soph	jr	sr	Total students	bachelor's
Pre-majors, if any*						
CONCENTRATIONS						
Convergence Journalism		25	50	27	41	20
Digital Media & Telecommunication		27	41	33	43	24
Film & Video Production		69	56	47	58	21
Public Relations		24	44	51	68	43
No Concentration		21	1	1	2	0
Total		166	192	159	212	108
MINORS						
Mass Communications		1	10	20	39	20
Film & Video Production			2	2	2	1
Total		1	12	22	41	21

* Students who have declared their intention but have not completed the requirements for admission to the major.

Source: [IEA – Unduplicated Declared Majors](#)

Table 2. Full-Time Faculty									
List names of full-time journalism and mass communications faculty members assigned to the unit and provide requested information for the quarter or semester immediately preceding the accreditation visit. Add or delete lines as needed.									
As part of the updated General Information Section, faculty lists will be updated to reflect the academic term when the visiting team is on campus. For more information, see the General Information "Immediately Preceding Information" Section of the Self-Study Report Form.)									
Semester or Quarter: Spring 2019									
Unit Administrator	years full-time professional experience	years full-time college teaching	years on this faculty	years at present rank	highest degree earned	tenured (y/n)	credit hours taught per semester	% of time chg. rsch. & svc.	
Dr. Bradford Yates	5	26	19	8	PhD	Y	3	25% Teaching; 20% Service; 15% pdg; 40% admin	
Professors									
Dr. Camilla Gant	5	25	24	9	PhD	Y	3	20% Teaching; 80% admin	
Dr. Soo Moon	23	11	11	2	PhD	Y	9	50% Teaching; 25% Service; 25% pdg	
Dr. Amber Smallwood	5	13	11	1	PhD	Y	0-3	15% Teaching; 15% pdg; 70% admin	
Associate Professors									
Dr. Hazel Cole	26	11	7	1	PhD	Y	9	50% Teaching; 25% Service; 25% pdg	
Dr. Patrick Hadley	24	16	11	5	PhD	Y	9	60% Teaching; 20% Service; 20% pdg	
Prof. Deon Kay	10	7	7	2	MFA	Y	9	60% Teaching; 20% Service; 20% pdg	
Prof. Christopher Renaud	13	7	7	1	MFA	Y	9	60% Teaching; 20% Service; 20% pdg	
Assistant Professors									
Prof. LeQuinta Bryant	12	1	1	1	MA & MS	N	9	60% Teaching; 20% Service; 20% pdg	
Prof. Robyn Hicks	10	2	1	1	MFA	N	9	60% Teaching; 20% Service; 20% pdg	
Dr. John Sewell	22	8	7	5	PhD	N	9	60% Teaching; 20% Service; 20% pdg	
Prof. Kelly Williams	11	1	1	1	MA	N	9	60% Teaching; 20% Service; 20% pdg	
Instructors/Lecturers									
Dr. Melanie Conrad	24	24	6	6	PhD	N	12	70% Teaching; 15% service; 15% pdg	
Prof. Bruce Daniel	33	25	31	7	MA	N	9-12	60% Teaching; 20% Service; 20% percent administration	
Prof. Aleta Edwards	9	2	2	2	MA	N	9	80% Teaching; 10% Service	
Dr. Michael Hester	24	24	8	2	PhD	N	12	60% Teaching; 40% Service	
Dr. Tonja Phanor	17	17	3	3	PhD	N	12	60% teaching; 15% Service; 15% pdg	
Prof. Andrew Will	10	19	4	4	MA	N	12	70% Teaching; 15% service; 15% pdg	
Dr. Misty Wilson	2	10	4	4	PhD	N	12	60% Teaching; 20% Service; 10% pdg	

Table 3. Part-Time Faculty										
List names of part-time faculty paid from journalism and mass communications funds and provide requested information. List should include personnel, including laboratory instructors and teaching assignments, who taught any regular course during the two semesters or quarters before the accreditation visit. Present the names in groups by semester or quarter. Put an X under the appropriate teaching responsibility. Add or delete lines as needed.										
Semester: Fall 2018										
Name and Rank	years full-time professional experience	years teaching experience	highest degree earned	now working full-time professional (y/n)	working toward degree (y/n)	credit hours taught this semester	in charge of course	lectures	assists in lab	assists teacher in charge
Sonya Barnes / Adjunct Instructor	32	13	MA	n	n	6	y	X	X	
Nicole Dukes / Regular Part-time Instructor	22	22	MA	n	y	3	y	X		
Shawn Isaacs / Adjunct Instructor	Part-time only	6	MS	n	n	6	y	X	X	
Semester: Spring 2019										
Sonya Barnes / Adjunct Instructor	32	13	MA	n	n	6	y	X	X	
Nicole Dukes / Regular Part-time Instructor	22	22	MA	y	y	3	y	X		
Shawn Isaacs / Adjunct Instructor	Part-time only	6	MS	n	n	6	y	X	X	

2. Describe the history of the unit in no more than 500 words.

The current iteration of the Department of Mass Communications, which was established in January 2011, has its origins in the Division of Arts & Sciences and later in the Department of Mass Communications & Theatre Arts. Dr. Chester Gibson was the architect of the department, coming to West Georgia College in 1971, and serving as chair for nearly 15 years once Mass Communications & Theatre Arts was a stand-alone department. Dr. Gibson brought national recognition to the Department as the Debate Coach, as he laid the foundation for what would become a vibrant and thriving department. The Department earned the Regents' Excellence in Teaching Department/Program Award in 2016, one of the highest honors bestowed on departments/programs in the University System of Georgia, and our students have been honored with multiple national awards in various collegiate media competitions.

In the beginning, students earned a B.A. in speech and theatre, but over time each discipline established its own degree. The B.A. in Mass Communications originally involved tracks, but in the late 1990s a broad-based curriculum was established. The Department of Mass Communications & Theatre Arts was housed in the College of Arts & Sciences until 2010 when the College was divided into three different colleges. Mass Communications and Theatre split into two separate departments, officially, and Mass Communications chose to be housed in the College of Social Sciences. Once the Department was established as a stand-alone unit it created concentrations that focused on multimedia storytelling, film & media arts, and public relations. The degree shifted from a B.A. to a B.S. in 2012 to align more closely with the roots of mass communications as a social science and to provide professional training in the field of media and communications. In 2014, the Department updated its concentrations to the ones that are in place today. Students select from concentrations in Convergence Journalism, Digital Media & Telecommunication, Film & Video Production, and Public Relations.

It is the B.S. in Mass Communications that is being reviewed for ACEJMC accreditation.

3. Describe the environment in which the unit operates, its goals and plans, budgetary considerations, and the nature of the parent university.

The Department of Mass Communications is one of six departments in the College of Social Sciences and is a top 5 major (653 students – Fall 2018 [Source: IEA](#)) at the University of West Georgia. UWG awards baccalaureate, master's, specialist, and doctoral degrees. The University has experienced record growth the past six years with enrollment topping at 13,733 students in Fall 2018. Admissions statistics for first-time, full-time students enrolled Fall 2018 reported an SAT average of 984 with an ACT average of 20. The incoming student cohort also boasted a 3.16 high school GPA. The highest percentage of students enrolled are Georgia residents with incoming students in Fall 2018 coming from 39 U.S. states and territories and 74 countries.

First initiated by former UWG President, Dr. Kyle Marrero, the University's strategic plan for 2014-2020 (linked [here](#)) is to create an "Engaged West." The vision set forth in the plan is that the University of West Georgia "aspires to be the best comprehensive university in America – sought after as the best place to work, learn, and succeed!" Its mission is "to enable students, faculty, and staff to realize their full potential through academic engagement, supportive services, professional development, and a caring, student-centered community. UWG is committed to academic excellence and to community engagement, offering high-quality undergraduate, graduate, and community programs on-campus, off-

campus, and online.” The vision is supported by eight values: 1) achievement; 2) caring; 3) collaboration; 4) inclusiveness; 5) innovation, 6) integrity, 7) sustainability, and 8) wisdom.

UWG is one of 26 institutions in the University System of Georgia, which includes four research universities, four comprehensive universities, nine state universities, and nine state colleges. UWG is considered a comprehensive university along with Georgia Southern, Kennesaw State, and Valdosta State. The research universities in the USG are Augusta University, Georgia State, Georgia Tech, and the University of Georgia. West Georgia competes with all 26 institutions for funding from the Board of Regents, but the other three comprehensive universities serve as the main source of competition. The funding model for USG institutions is directly tied to growth and performance.

UWG has experienced record budget allocations in the past five years due to its growth and high performance. However, Fall 2019 enrollment numbers are trending downward, which will impact funding heavily in the coming years. Further, one factor that contributed to UWG’s recent growth is eTuition dollars. Students taking fully online course were charged approximately \$90 per credit hour extra for several years for distance education courses to offset the cost of technology required to effectively deliver online classes. The extra cost decreased over the past three years as the state eliminated eTuition costs for students. The eTuition dollars were used to fund faculty lines, secure additional resources, and supplement professional growth and development expenses. Mass Communications benefited greatly from eTuition funding, and the unit was able to add additional lines, expand staff, and acquire needed production equipment for skills courses. Unfortunately, eTuition for undergraduate courses will not be available after the FY20 budget cycle. Legislators questioned why students were paying additional fees for online education given that technology has advanced quickly to allow online delivery of curriculum to be quite affordable. Therefore, the lack of additional monies from online courses will greatly impact budgeting for all units on campus, and Mass Communications will suffer an extreme set back because its annual operational budget has not changed for over 20 years. Discussions are on-going about how budgeting can be modified to infuse some of the dollars back to units that have been dependent on eTuition dollars for several years.

In spite of the budget challenges ahead, the Department of Mass Communications’ future is bright given that UWG is located approximately 45 miles west of Atlanta, a top-10 media market, and we have strong relationships with media and communications professionals (often our own alumni) in the Atlanta Metro area. These professionals visit campus on Media Day, our longest-running signature event, each year to network with students, offer career advice, promote internships and job opportunities, and inform curriculum.

4. Describe any recent major changes in the mission, goals, or programs and activities of the unit.

The Department of Mass Communications became an independent department (separating from Theatre Arts) when the College of Social Sciences was founded in January 2011. Prior to the split, the Mass Communications degree was a broad-based Bachelor of Arts degree that included specific components in its curriculum, including competencies in media literacy, writing, and technology. After the split, in Fall 2011, the degree evolved into three specific concentrations to provide students the opportunity to focus on whichever area of mass communications that most closely aligned with their career goals. The concentrations included Convergence Journalism, Film & Media Arts, and Public Relations. These concentrations grew out of the converging media environment, a growing interest among students in filmmaking, and a high demand for public relations-focused courses. By Fall 2012, the Department successfully transitioned to offering a Bachelor of Science degree in Mass Communications

to more accurately reflect the combination of theoretical and conceptual courses with professional skills courses offered in the curriculum. Two years later, in Fall 2014, the BS degree expanded into four concentrations, splitting the Film & Media Arts sequence into separate tracks – Digital Media & Telecommunication and Film & Video Production. This expansion, once again, was based on student career interests along with the ever-changing digital media environment and the growth of the film industry in the state. The Department has seen extensive growth in majors since the Fall of 2014 (from 608 declared majors to 729 declared majors ([Source: IEA](#)), and all concentrations are thriving with Film & Video Production and Public Relations commanding the most majors and Convergence Journalism and Digital Media & Telecommunication jockeying for the remainder of majors.

5. If the unit was previously accredited, summarize each deficiency noted in the most recent accreditation report that the site team said should be addressed (Part 3 of site team report), followed by a response to each, explaining actions taken to address the problems and the results. If the unit was in noncompliance in the same standard(s) on the previous two visits, identify the standard(s), the reasons cited, and how these problems have been addressed.

This is the initial accreditation review for the unit.

6. Describe the process used to conduct the self-study, including the roles of faculty members, students and others. Describe the strengths and weaknesses of the program discovered during the process, and describe any changes undertaken or planned as a result.

Dr. Brad Yates, department chair, led the team that prepared the self-study through formal requests for information and discussions with departmental colleagues. Dr. Patrick Hadley, digital media & telecommunication head and associate professor, and Dr. Yates consulted on a bi-monthly basis to review the self-study items and assess key aspects that needed additional attention. Teresa Yates, office manager, and Mitzi Thompson, departmental assistant, compiled budget, personnel, faculty/staff, and student information as needed throughout the entire process and information. Concentration heads addressed issues specifically related to their respective concentrations, and they were assigned two standards each to review and copy edit. Dr. John Sewell, associate professor, served as copy editor of the entire report. Other faculty and staff members were involved through their participation on standing committees, task forces, and ad hoc committees related to accreditation.

Strengths:

- The department's faculty is one of the most diverse on campus.
- Our experiential learning labs are a key component to our students' educational experience. All three collegiate media outlets, the student-managed public relations firm, and the three student organizations highlight the department's commitment to the strategic priority of experiential learning.
- Accomplished faculty deliver the curriculum to our students, and students directly benefit from faculty who possess excellent academic credentials, practice highly effective teaching skills, and boast extensive professional experience. Many faculty are active professionally in addition to their faculty appointment.

- A solid relationship has been established between the Advising Center and the department to assist students with effective course scheduling that is attentive to retention, progression, and graduation. In Fall 2017, three additional professional advisors were hired so that all Mass Communications majors could be advised in the Advising Center. Currently, five professional advisors assist our students. The shift from faculty advisors to professional advisors has allowed faculty more time for mentoring and focused career counseling rather than creating course schedules.
- The department has cultivated strong relationships with alumni and industry professionals who attend Media Day, guest lecture in courses, provide tours of professional facilities, and inform curriculum.
- The department is extremely proud of its award-winning students. The list of accolades our students have earned for their work, whether a course project or an experiential learning lab production, is quite impressive. The students are competing in national competitions that include top media, communications, and journalism institutions like Michigan State, Oklahoma, and the University of Florida, and they are earning recognition for their work.

Weaknesses:

- Promotion of ACEJMC professional values and competencies – although the program has been addressing the 12 ACEJMC professional values and competencies since the 2016 pre-visit, the integration across all elements of the program needs improvement. Fortunately, the 12 values and competencies are now in the undergraduate catalog, included on all syllabi, reinforced in classrooms, promoted through extracurricular activities, assessed on internship evaluations, and are the primary elements in the senior exit survey.
- The department's core operational budget has not increased for over 20 years, and the removal of eTuition will result in extreme budget constraints.
- There is a need to transition from capstone experiences across several courses to capstone courses in two of the concentrations.
- Although the department has a solid relationship with industry professionals, a formal professional advisory board is needed to improve assessment, better inform curriculum, and provide additional networking opportunities for students. Potential board members have been identified to extend invitations for service.

7. Provide the web links to undergraduate catalogs and other publications that describe the mission and scope of the unit, its curriculum, administrative and graduation requirements.

Undergraduate Catalog

<https://www.westga.edu/student-services/registrar/course-catalogs.php>

Departmental website:

<https://www.westga.edu/masscom/>

Part II, Standard 1. Mission, Governance and Administration



WABE host, reporter, and producer Jim Burrell talks with Ana Flores and Dewitt Harris during the Networking Session at the 33rd annual Media Day.

Before the visit: As part of the self-study process, the unit should self-report data directly into ACEJMC's searchable database, <https://lookup.acejmc.org>, by the time of the site visit. Instructions are at <http://www.acejmc.org/resources/acejmc-database-instructions-2>.

During the visit, the unit should provide the following in the workroom or access to:

- internal reports on curriculum, educational policy, etc.
- files related to searches and hiring decisions regarding administrators
- files related to concerns and complaints expressed by faculty, staff or students

Executive summary:

- The department is committed to strategic academic planning and has engaged in an annual retreat each fall since 2012 to develop strategic plans, set annual priorities, review and update programs of study, reinforce assessment procedures, establish course rotations, and discuss new initiatives.
- The department operates with five key standing committees and convenes ad hoc committees as necessary for faculty and staff searches, promotion and tenure decisions, and departmental obligations.
- Faculty are engaged in Faculty Governance at the college and university level. Several faculty have served the Faculty Council of the College of Social Sciences, the Faculty Senate, and various sub-committees of the Senate including the Academic Policies Committee, Budget Committee, Rules Committee, and Undergraduate Programs Committee.

Respond to each of the following instructions. (Boldface type on questions/directives. Use regular type on responses.)

1. Describe the administrative structure of the unit, including to whom the unit administrator reports to within the university. Include names and titles. The information should extend from the lowest level of administrative responsibility within the unit to the institution's chief executive officer.

The University of West Georgia's academic unit is led by the Provost & Vice President of Academic Affairs, who reports directly to the President of the University. At this writing, the Interim President is Dr. Micheal Crafton, who most recently served as Provost. He was selected to lead UWG while a national search is conducted to choose a new president after the departure of Dr. Kyle Marrero after six years. The presidential search is in progress, and a new President will likely be in place in the first part of 2020. Dr. Crafton is expected to return to his role as Provost at that time. As a result of Dr. Crafton's move to the President's Office, Dr. David Jenks assumed the role of Interim Provost and Vice President for Academic Affairs. His previous role was as an Associate Vice President in the Provost's Office, and he is a former department chair of Criminology. Dr. Jenks is expected to return to Associate Vice President.

Academic Affairs oversees five colleges and one school. The five colleges include College of Arts & Humanities, College of Education, College of Science and Mathematics, Richards College of Business, and the school is the Tanner Health System School of Nursing. The Department of Mass Communications is housed in the College of Social Sciences along with the departments of Anthropology, Criminology, Political Science & Planning, Psychology, and Sociology. The Interim Dean of the College of Social Sciences is Dr. Amber Smallwood, professor of Mass Communications. She assumed the role in July 2019. It is uncertain when a search for a permanent Dean in Social Sciences will take place.

Dr. Brad Yates is the chair of the Department of Mass Communications. He became chair in July 2019 after serving one year as interim chair of Mass Communications and one year as interim chair of Criminology. Within the department there are four concentration heads and a director of Communication Studies. Dr. Soo Moon, professor, is the Convergence Journalism Head. Dr. Patrick Hadley, associate professor, is the Digital Media & Telecommunication Head. Deon Kay, associate professor, is Film & Video Production Head, but Chris Renaud, associate professor, is serving as Acting Film & Video Production Head for Fall 2019 while Professor Kay is on paid leave. Dr. Hazel Cole, associate professor, is the Public Relations Head. Bruce Daniel, lecturer, is the Director of Communication Studies. Each concentration head and the director carry some administrative duties (e.g., assessment, curriculum, course scheduling coordination) for extra compensation, course release, or both. Sonya Barnes serves as the General Manager of WUTV and her direct report is the Executive Producer, a position that is vacant at this writing due to a resignation. Shawn Isaacs is the General Manager of The WOLF Internet Radio, and his direct report is Michael Tucker, operations manager. A part-time Media Lab Assistant manages the Equipment Pool and offers instructional support; Whitney Howard occupies this position and reports to Dr. Yates. The main office is staffed by Teresa Yates, office manager, and Mitzi Thompson, departmental assistant. They support all faculty and staff and directly assist the chair. Their administrative duties range from budgeting and personnel issues to acquisitions and general daily operations.

The reporting chain is as follows: Station managers, media lab assistant, office manager, departmental assistant, concentration heads and director, and all department faculty report to Dr. Yates. Dr. Yates reports to Interim Dean Smallwood who reports to Interim Provost Jenks. Dr. Jenks reports to Interim President Crafton. The Academic Affairs organizational chart is found in [Appendix A](#) and is linked [here](#).

2. Describe the unit's process for strategic or long-range planning. Provide a copy of the unit's written strategic or long-range plan. This plan should give the date of adoption/revision and any timeline for achieving stated goals. Discuss how the plan provides vision and direction for the unit's future and how it has encouraged and contributed to quality and innovation in the unit.

The department holds an annual strategic planning retreat off-campus when contracts resume the first of August. The retreat has been a staple of the department since 2011, and it provides the opportunity to discuss key issues each fall to set the tone for the upcoming year. While topics vary at the retreat based on university, college, and departmental initiatives, key elements include establishing annual priorities, budget allocations, assessment procedures, development of course rotations, schedule planning, and operational exigencies. General sessions and concurrent breakout sessions allow for department-wide planning as well as focused discussions among faculty in each concentration and Communication Studies.

The most recent strategic plan established our mission and vision with three strategic priorities, which remain: Invested Teaching, Experiential Learning, and Connectedness. See [Appendix B](#) for the 2019-2024 strategic plan, [Appendix C](#) for the 2012-2017 strategic plan (extended through 2019), and [Appendix D](#) for our current Annual Priorities. A pivotal goal we achieved through long-range planning was a more effective advising and mentoring protocol. Faculty served as academic advisors until Fall 2017 when professional advisors were hired by the Advising Center to handle all Mass Communications majors. We were able to establish student program plans for four- and six-year timelines. These student plans made advising more efficient and effective. The current professional advisors use these student plans to guide majors as they map out their journeys to graduation. Once professional advisors were hired, faculty transitioned to mentors, which allowed for more focused career-related conversations about professional development opportunities with students during appointments rather than scheduling logistics. Additionally, our strategic plan emphasized the need to escalate submissions of student work to national competitions to provide an indirect measure of assessment for our program. To our delight, we made great strides in achieving our goal by winning multiple awards in a variety of categories. We continue to strive to increase student submissions from courses, experiential learning labs, and supplemental activities like our student organizations. We showcased the best of the department through annual signature events that connected with key stakeholders. Our nearly 40-year tradition, known as Media Day, is the largest annual event we hold, and it connects students with 40-50 industry professionals every March. This event yields internship opportunities, entry-level jobs, and professional mentoring. Additionally, other long-running annual events include a public speaking contest, a spotlight symposium, and an annual celebration of the founding of The WOLF Internet Radio with a music festival geared toward students. More recent initiatives include a student film festival, a fall and spring film showcase, a WUTV alumni panel, and the celebration of College Radio Day. We, too, focused on increasing internship opportunities for our students, and we made some progress, but we still must put forth more effort to reach our intended goal. The most significant outcome of our strategic planning retreats is the preparation for our ACEJMC self-study and site visit. Each year we hold sessions solely focusing on some aspect of ACEJMC's nine standards to ensure we are taking the necessary steps to reach compliance in each area. The benefit of following the framework set forth by ACEJMC's standards is that we have been able to align our priorities with the action items that bolster our drive toward compliance. The current self-study reveals how effective we have been in achieving our goals and helping us identify where we need to improve, as self-studies are designed to do. Pointedly, our strategic and long-range planning, especially in the area of assessment, is one of the key reasons our department was selected for the 2016 Regents' Excellence in Teaching for Department/Program Award,

one of the highest honors bestowed by the Board of Regents. Our future planning priorities are grounded in our mission, vision, and strategic priorities with an emphasis to expand into graduate education, improve our internal and external communications, explore a new structure for our experiential learning labs to capitalize on current strengths and expand collaboration opportunities, to more formally engage our alumni, and to pursue a physical space that will house all of our internal units.

3. Describe the unit's policies and procedures for faculty governance. Provide in a digital format or make available in the site team workroom a print copy of faculty policy manuals, handbooks or other documents specifying policies, procedures, and the roles of faculty and students in governance and in development of educational policy and curriculum. (Note the passages and pages specific to the directive.)

The University of West Georgia *Faculty Handbook* (found [here](#)) is the governing document for policies and procedures at the institution. The University operates on the principal of shared governance, which is most evident in the Faculty Senate.

Faculty Senate is the primary means through which faculty participate in the shared governance process at UWG. Through its various committees, faculty senators and representatives from all Colleges, Tanner Health System School of Nursing, and Ingram Library advise the administration on issues of concern. Additionally, Faculty Senate is an avenue through which various departments and divisions of the University communicate to the faculty. Faculty Senate has particular purview over topics related to academics but is also a vehicle for faculty input to administrators in all divisions.

In many cases the Senate also appoints its own representatives to other campus-wide committees in order to ensure that appropriate channels of communication are in place. Rosters of Senate committee members are available on this site, as is a list of Senate liaisons to other campus-wide committees. All faculty are encouraged to contact their representatives, senators, or any member of the Executive Committee with issues that they would like to see addressed (Source: Faculty Senate – Who We Are – found [here](#)).

Each department, through its college or school, is represented by a faculty member on Senate. Faculty serve a three-year term and are also assigned to a Senate committee. Additional Senate committee members are appointed or elected through their colleges or school, and these faculty serve a two-year term with the opportunity to be re-elected or re-appointed for a second term. Faculty Senate committees include the following: executive, undergraduate programs, graduate programs, academic policies, faculty development, institutional planning, student affairs, facilities and information technology, intercollegiate athletics and university advancement, budget, rules, diversity and internationalization, and teaching, learning, and assessment. Section 211 – Procedures for Effective Curriculum (p. 96) of the *Faculty Handbook* outlines the role of the Undergraduate Programs Committee of the Faculty Senate and its charge to review all curriculum modifications. Graduate courses are reviewed by the Graduate Programs Committee. The UWG Policies and Procedures document (found [here](#)) specifically defines the purpose of the Undergraduate and Graduate Programs Committees and links to the to the UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs document (found [here](#)), which addresses the internal approval process for graduate and undergraduate academic programs.

The College of Social Sciences carries out the commitment to shared governance (homepage found [here](#)) as outlined in the COSS Bylaws and Policies & Procedures (found [here](#)). The two main governing bodies are the Administrative Council and Faculty Council. The Administrative Council is comprised of department chairs and Dean's Office personnel. Faculty Council includes six departmental representatives, one elected at-large representative, and three executive officers elected from the faculty. Faculty Council is responsible for any curriculum changes as detailed in the Bylaws and Policies & Procedures on page 12 (found [here](#)). A COSS Student Advisory Committee has been convened in the past to advise the Dean on student issues, ranging from academic interests to student affairs.

The Department of Mass Communications follows suit and strongly supports shared governance. Faculty are asked to serve various committees each year to advise on a variety of issues affecting the department, college, and institution. As noted above, departmental representatives populate Faculty Senate, Senate committees, and COSS Faculty Council. Within the department, the Curriculum Advisory Committee is charged with overseeing all curriculum-related issues. Its members include all tenured and tenure-track faculty and the Director of Communication Studies. The chair convenes a student advisory committee as needed to consult on matters related to educational policy, curriculum, and student affairs.

4. How often did the faculty meet during the most recent academic year?

The department holds monthly two-hour meetings during the academic year, unless there is no pressing business. The meetings are attended by all faculty, staff, and the presiding department chair. For 2018-19, the Department held its annual strategic planning retreat August 1-2 at an offsite location. Monthly meetings in Fall 2018 were held on August 24, September 14, October 12, November 9, and December 7. Spring meetings were conducted on January 25, March 29, and April 26. No meeting was held in February due to a lack of pressing business and several scheduling conflicts.

5. List faculty committees and chairs. List any ad hoc committees in operation at the time of the self-study.

Standing Committees

Curriculum Advisory Committee – Dr. Soo Moon, Chair

Communication Studies Advisory Committee – Mr. Bruce Daniel, Chair

Diversity Task Force – Dr. Soo Moon, Chair

Media Day Steering Committee – Ms. Kelly Williams, Chair

Scholarship Selection & Awards Committee – Mr. Bruce Daniel, Chair

Ad hoc Committees

Search Committee for Tenure-Track Assistant Professor – Dr. Patrick Hadley, Chair

Search Committee for Media Lab Assistant (Staff) (Fall 2018) – Mr. Deon Kay, Chair

Promotion & Tenure Departmental Review Committee (Fall 2018) – Dr. Soo Moon, Chair

Promotion & Tenure Departmental Review Committee (Fall 2019) – Dr. John Sewell, Chair

Search Committee for Media Lab Assistant (Staff) (Summer 2019) – Dr. Brad Yates, Chair

Search Committee for Executive Producer - WUTV (Staff) – Ms. Sonya Barnes, Chair

6. Describe the faculty's contributions to the administration and governance of the university.

Faculty serve the COSS Faculty Council and Senate Standing Committees. Mass Communications is represented by a Departmental Senator who also serves on one of the Faculty Senate standing

committees. Other faculty are elected to serve as college representatives on the Senate standing committees. Mass Communications has had wide representation in recent years on the standing committees. See below for details.

University

Administration

Administrative Council – Office of the Provost & Vice President for Academic Affairs – Dr. Brad Yates (2017-present)

Administrative Council – Office of the Provost & Vice President for Academic Affairs – Dr. Amber Smallwood (2013-present)

Administrative Council – Office of the Provost & Vice President for Academic Affairs – Dr. Camilla Gant (2011-present)

Special Assistant to the President – Dr. Camilla Gant (2005-2007)

Governance

Academic Policies Committee – Dr. Hazel Cole (2018-present)

Budget Committee – Dr. Brad Yates (2014-2017, chair 2016-2017)

Rules Committee – Dr. John Sewell (2016-17, 2019-present)

Senator – Dr. Soo Moon (2017-present)

Senator – Dr. Brad Yates (2014-2017)

Senator – Dr. Camilla Gant (2011-2014)

Technology Committee – Professor Chris Renaud (2013-2015)

Undergraduate Programs Committee – Dr. Brad Yates (2019-present)

Undergraduate Programs Committee – Professor Deon Kay (2016-2019)

Undergraduate Programs Committee – Dr. Camilla Gant (2005-2007; 2009-2012, chair 2011-2012)

University Relations Committee – Dr. Camilla Gant (2012-2014)

University Technology Fee Committee – Professor Deon Kay (2015-2019)

College of Social Sciences

Administration

Interim Dean – Dr. Amber Smallwood (2019-present)

Department Chair (Mass Communications) – Dr. Brad Yates (2019-present)

Interim Department Chair (Mass Communications) – Dr. Brad Yates (2018-2019)

Associate Dean – Dr. Amber Smallwood (2013-2016; 2018-2019)

Interim Department Chair (Sociology) – Dr. Amber Smallwood (2016-2018)

Interim Department Chair (Criminology) – Dr. Brad Yates (2017-2018)

Department Chair (Mass Communications) – Dr. Camilla Gant (2011-2018)

Interim Department Chair (Mass Communications) – Dr. Camilla Gant (January – July 2011)

Governance

Administrative Council (Mass Communications) – Dr. Brad Yates (2018-present)

Administrative Council (Criminology) – Dr. Brad Yates (2017-2018)

Administrative Council (Dean's Office; Sociology) – Dr. Amber Smallwood (2013-present)

Administrative Council (Mass Communications) – Dr. Camilla Gant (2011-2018)

Faculty Council Representative (Mass Communications) – Professor Chris Renaud (2018-present)

Faculty Council Representative (Mass Communications) – Dr. Patrick Hadley (2015-2018)

Faculty Council Representative (Mass Communications) – Dr. Soon Moon (2012-2015)

Faculty Council Chair-Elect – Dr. Brad Yates (2012-2013)

Faculty Council Chair – Dr. Brad Yates (2013-2014)

Faculty Council Past Chair – Dr. Brad Yates (2014-2015)

Faculty Council Representative (Mass Communications) – Dr. Brad Yates (2011-2012)

7. Describe the process for selecting, appointing and evaluating unit administrators.

The College of Social Sciences has established, in accordance with the statutes of the University of West Georgia, bylaws and policies and procedures relating to the selection, appointment, and evaluation of the department chair. It has been the practice of the College to conduct a national search for the department chair position when funding allows. The two most recent department chair searches were converted from national searches to internal searches due to budget constraints. For external searches, the Dean forms a search committee of department faculty and staff and a chair from another department. Recent external searches were chaired by the Dean and did not include a chair from another department. Internal searches are led by a search committee of departmental members with one member serving as chair. Nominations for chair are accepted and candidates are interviewed according to the same procedures and guidelines for faculty searches. An unranked list of acceptable candidates is forwarded to the Dean for consideration. The Dean makes the final decision and selects the department chair from the list of recommended candidates.

The department chair serves at the pleasure of the Dean. The chair writes an annual self-evaluation and submits it to the Dean who subsequently writes an evaluation of the chair. The *Faculty Handbook* requires the department chair to be evaluated by the department at least once every three years. The form of the evaluation is determined by the department, reviewed by the chair, and approved by the Dean.

Below are sections from the College bylaws and policies and procedures and the *Faculty Handbook* that relate to the selection, appointment, duties, and evaluation of the chair, including a chair under consideration for promotion and/or tenure or post-tenure review.

College of Social Sciences Bylaws and Policies and Procedures

ARTICLE II. THE ADMINISTRATIVE ORGANIZATION OF THE COLLEGE

B. The Department Chairs

1. Appointment

Department chairs shall be appointed in accordance with the Statutes of the University.

Recommendation for appointment shall be made only after consultation with all members of the department concerned or with an elected committee of that department.

2. Duties

The duties and responsibilities of the Department Chair shall be those established by the Policies and Procedures of the University of West Georgia and the *Faculty Handbook*.

3. Evaluation

The Department Chairs shall be evaluated in accordance with the terms specified in the *Faculty Handbook*.

104.03 Faculty Evaluation of Departmental Administrative Personnel

To provide the faculty and administration with information on the performance of departmental administrative personnel, a periodic evaluation is established.

104.0301 Procedure.

An evaluation of the department chair shall be conducted by the department at least once every three years (except that new department chairs shall not be evaluated their first year in office). The form of evaluation (written, oral, group, etc.) and the procedure to be used shall be determined by the departmental members, reviewed by the department chair, and approved by the dean. The form and procedure shall meet the following guidelines:

1. All evaluators will feel free to be candid without fear of repercussion.
2. The faculty of that department, the department chair and the dean will be made privy to the information, and these parties will not divulge the contents except at the discretion of the dean.
3. The dean will keep the results of the last three evaluations of a particular department chair.

103.0201 Formation and Operation of Faculty Promotion and Tenure Evaluation Committees

Evaluation of a Department Chair

When a department chair is under consideration for promotion and/or tenure, the faculty committee (see above) shall review the candidate's dossier submitted to the Dean. The committee shall make a recommendation in writing (including a discussion of the candidate's strengths and identification of areas where the candidate failed to meet the criteria) regarding the case for promotion and/or tenure. A simple majority vote of the committee is required for a positive recommendation. If a candidate is not recommended for promotion and/or tenure, the chair of the Committee shall give the candidate a copy of the committee's evaluation in accordance with the procedures and timelines specified in Section 103.0205.

104.0207 Review of Chair or Supervisor

When a department chair or unit supervisor is under consideration for post-tenure review, the Post-Tenure Review Advisory Committee shall review the faculty member's file and make, in writing, a satisfactory or unsatisfactory evaluation to the appropriate dean. In the event deficiencies are noted which require the development of a three-year plan, the appropriate dean will be responsible for developing the plan for faculty development and monitoring the progress of the faculty member engaged in this plan with the assistance of the Provost and Vice President for Academic Affairs. Administrators other than department chairs or unit supervisors who are tenured will not undergo post-tenure review unless or until they return to a faculty role with little or no administrative responsibilities. Any administrator returning to a faculty role with little or no administrative responsibilities is to be reviewed five years after returning and reviews shall continue at five-year intervals unless interrupted by a further review for promotion. In the post-tenure review of a department chair or other faculty member with an administrative assignment, provision must be made for his or her activities in that area. Those with administrative responsibilities will still be subject to policy and procedures regarding administrative evaluation (see, for example, Sections 104.03 and 104.04).

8. Describe the unit's process for timely and equitable resolution of complaints and concerns expressed by faculty, staff or students.

For students, faculty, and staff their complaints and concerns may be directed to the department chair or the Dean's Office. If the Dean's Office receives a complaint or matter of concern, the chair is notified and, if appropriate, asked to address and resolve the issue and follow up with the Dean's Office. The chair works directly with faculty, staff, and students to resolve matters equitably and fairly and according to policy. Student complaints about faculty, whether grade-related or otherwise, involve consultation between the chair, faculty member, and student to seek a resolution. Faculty, staff, and students also have the option of seeking a resolution through the [Ombuds](#) office. The purpose of the Ombuds office is noted below.

The Office of the University Ombuds has been established to provide an accessible, informal channel of communication to facilitate non-adversarial means of dispute resolution and to promote conflict management and cooperation throughout the University community. The office will work to resolve concerns, complaints and questions about University policies, procedures and practices in a neutral, impartial and confidential manner.

Additionally, faculty and staff may also file a formal grievance with Human Resources by following the procedures linked [here](#).

Student [Grade Appeals](#) protocol is described below. Additional academic policies, including hardship withdrawals, are linked [here](#).

Students have the right to appeal a course grade. Grade appeals must be submitted in writing, using the [UWG Student Grade Appeal Form](#) found on the Provost's website and following the procedures outlined below. All grade appeals, regardless of their nature, shall be initiated no later than the following semester after cause for the appeal occurred. There are two types of grade appeals:

1. Dishonesty Grade Appeal - If the faculty member assigned the grade due to an allegation of cheating, plagiarism, or some other act of academic dishonesty and the student wishes to pursue the appeal, his or her case should be considered a Dishonesty Grade Appeal. Appeals of grades assigned due to an allegation of Academic Dishonesty may be made as soon as a grade penalty on the grounds of academic dishonesty has been levied against a student.
2. Grade Determination Appeal - If the reasons underlying the appeal are based on policy disagreements or alleged charges of arbitrary or unfair treatment by the involved faculty member, the appeal should be considered a Grade Determination Appeal. Grade determination appeals must be initiated during the semester immediately following the semester in which the course grade is assigned.

Grade Appeal Review and Decision Process

1. Student Initiates the Grade Appeal: The student must complete and sign the Student Grade Appeal Form, attach a short memo or letter stating the exact nature of the appeal and reason, attach any supporting documentation, and submit the entire packet to the Department Chair of the department in which the course is taught.

2. Department Level: The Chair consults with the student and with the faculty member and determines whether the appeal is a Dishonesty Grade Appeal or Grade Determination Appeal.
 - a. The Chair examines the available evidence and renders a decision: Either grant the appeal and change the grade, or deny the appeal. The Chair notifies the student of his/her decision.
 - b. If the appeal is granted, the Chair submits the grade change in writing to the Registrar and notifies the student that the appeal is granted.
 - c. If the appeal is denied, the student may accept the Chair's decision and end the appeal process, or s/he may request that the appeal and all associated documentation be forwarded to the Dean's office (dean or designee) for further review.
3. College Dean Level: The Chair forwards the appeal to the Dean/designee. The appeal packet should include the Student Grade Appeal Form (complete information, decision indicated, and signatures/initials from both the student and the Chair) and all associated documentation provided by the student and the faculty member, along with a brief statement from the Chair regarding her/his decision.
 - a. The Dean/designee reviews the appeal and all associated documentation and available evidence and renders a decision: Either grant the appeal and change the grade, or deny the appeal.
 - b. The Dean's Office notifies the student of his/her decision.
 - c. If the appeal is granted, the Dean's Office submits the grade change in writing to the Registrar.
 - d. If the appeal is denied, the student may accept the decision and end the appeal process, or s/he may request that the appeal and all associated documentation be forwarded to the Provost's office for submission to the Grade Appeals Subcommittee.
4. Grade Appeals Subcommittee Level: An appeal forwarded to the Provost's office for referral to the Grade Appeals Subcommittee should include the Student Grade Appeal Form (complete information, decisions indicated, and signatures/initials from the student, Chair, and Dean/designee), documentation, and decision statements from the previous levels.
 - a. The subcommittee's review purpose is described here:
 - i. Dishonesty Grade Appeals: The purpose of the subcommittee in hearing this type of appeal is to (1) determine if academic improprieties did take place and (2) to review the appropriateness of the faculty member's corrective action as it related to the final grade assignment.
 - ii. Grade Determination Appeals: The purpose of the subcommittee in hearing this type of appeal is to review the totality of the student's performance in relationship to his or her final grade.
 - b. The chairperson of the subcommittee will submit in writing to the Provost/designee the conclusions and recommendations of the subcommittee.

- i. If the appeal is granted, the Provost's office submits the grade change in writing to the Registrar and notifies the student that the appeal is granted.
 - ii. If the decision of the subcommittee is to return the appeal to the department for further action, it is the responsibility of the Department Chair to follow through with the instructions of the subcommittee. The Provost/designee notifies the student that the appeal was returned to the department for further action. After re-examining the student's performance, the Department Chair notifies the student of the final grade and notifies the Registrar of a grade change, if warranted.
 - iii. If the appeal is denied, the student is notified of the subcommittee's decision.
- c. In unusual circumstances, the Provost/designee may review the decision of the subcommittee for further action (e.g., judicial sanctions).

Fairness and Procedural Safeguards Governing Cases of Academic Dishonesty

In order to guarantee fairness and proper procedural safeguards for all concerned, the subcommittee shall be guided by the following procedures:

1. The subcommittee will hear a case only if the student has exhausted all administrative remedies through the appropriate department chair and his or her college dean.
2. The subcommittee chairperson will consult with both the faculty member and student concerning the hearing procedures, the time, date, and place of the hearing and will ensure relevant materials reach all parties in a timely fashion.
3. The burden of demonstrating a preponderance of evidence shall rest upon the officials or faculty member who originated an action against a student or assigned for cause a particular grade.
4. The student appearing before the committee shall have the right to be assisted by an advisor of his or her choice.
5. During the hearing the student shall have the opportunity to testify and to present evidence and witnesses on his or her behalf. He or she shall have opportunity to hear and question adverse witnesses. In no case shall the subcommittee consider statements against a student unless the student has been given an opportunity to rebut unfavorable inferences that might otherwise be drawn.
6. All matters upon which a decision will be based must be introduced at the proceeding before the subcommittee. Any conclusions drawn by the subcommittee shall be based solely upon such evidence.
7. In the absence of a transcript, an audio recording of the hearing shall be made.
8. Appellants who fail to appear after proper notice will have their cases heard in absentia.
9. The chairperson of the subcommittee will submit in writing to the Provost/designee the conclusions and recommendations of the subcommittee.

Fairness and Procedural Safeguards Governing Grade Determination Appeals

In order to guarantee fairness and proper procedural safeguards for all concerned, the subcommittee shall be guided by the following procedures:

1. The subcommittee will hear the case only if the student has exhausted all administrative remedies through the appropriate department chair and his or her college dean.
2. The subcommittee chairperson will consult with both the faculty member and student concerning the hearing procedures, the time, date, and place of the hearing and will ensure relevant materials reach all parties in a timely fashion.
3. The burden of demonstrating a preponderance of evidence of arbitrary or unfair grading rests on the student. The student should realize such a charge is a serious one and refrain from taking capricious action.
4. Both the student and faculty member shall be given an opportunity to present his or her case and to refute the case presented by the other.
5. All matters upon which a recommendation will be based must be introduced during the hearing before the Subcommittee. Recommendations shall be based solely upon such evidence.
6. Appellants who fail to appear after proper notice will have their cases heard in absentia.
7. The chairperson of the subcommittee will submit in writing to the Provost/designee the conclusions and recommendations of the subcommittee.

Part II, Standard 2. Curriculum and Instruction

Dr. Hazel Cole works with students on PR strategies in the bluestone PR Firm office.

Make the following documents available in a digital format and in the workroom during the visit:

- a complete set of syllabi for all courses offered by the unit during the current term, the immediate past regular term, and the immediate past summer and special session (including interim terms and courses offered by correspondence, online or distance education).

Executive summary:

- The Department of Mass Communications developed a graphic depicting ACEJMC's 12 professional values and competencies known as 6 x 6 MASS COMM SUCCESS to help students recognize and remember the Mass Communications' program learning outcomes. Syllabi list the 12 values and competencies in an abbreviated form for ease of remembrance via text or via the [6 x 6 graphic](#), and the graphic is displayed along hallways and in classrooms frequented by Mass Communications majors.
- Mass Communications majors choose from one of four concentrations: Convergence Journalism, Digital Media & Telecommunication, Film & Video Production, or Public Relations.
- All majors in all concentrations complete a core of required communication courses that include topics such as media ethics, law, and research. Each concentration requires a writing course as well as other foundational, intermediate, and advanced courses. All students are encouraged to enroll in the department's internship course, and two of the four concentrations require practicum courses as part of the curriculum.

- UWG requires 120 credit hours to earn a bachelor's degree. B.S. in Mass Communications majors must take at least 72 hours outside of journalism and mass communication in order to graduate and may only apply three credit hours of internship to their degree program.
- Students eligible to enroll in the internship course for credit typically intern with major media and communications outlets in the Atlanta Metro area.

Please respond to each of the following instructions:

1. Use the following format to provide an outline of the curriculum required for the major and for each of the unit's specializations. Add lines for courses and categories as needed. (Please see example provided separately with this template.)

Below is a list of required courses for students pursuing a [B.S. in Mass Communications](#) along with the required courses within our four concentrations – Convergence Journalism, Digital Media & Telecommunication, Film & Video Production, and Public Relations. A complete program of study is in [Appendix E](#) and program maps for each concentration are linked below and can be found in [Appendix F](#) or in the [Undergraduate Catalog](#).

Programs of Study

[Convergence Journalism](#)

[Digital Media & Telecommunication](#)

[Film & Video Production](#)

[Public Relations](#)

Number of hours/units required for graduation: 120 hours

Number of hours/units required for major degree: 42-45 hours

Core Courses Required for All B.S. in Mass Communications Students (24 hours)

Course	Credit Hours
COMM 1154 – Introduction to Mass Communications	3
COMM 1110 – Public Speaking	3
COMM 2254 – Media Ethics	3
Foreign Language – 1000 or 2000 level	6
Humanities or Social Sciences Elective	3
COMM 4454 – Media Law	3
COMM 4484 – Mass Communications Research Methods	3

Convergence Journalism (18 Hours)

Required Course	Credit Hours
COMM 3301 – Writing & Reporting for Newspapers	3
One of the following: COMM 3302 – Public Affairs Reporting COMM 4402 – Feature Writing	3
One of the following: COMM 3303 – Layout & Design COMM 4403 – Photojournalism	3

COMM 3352 – Fundamentals of TV Production	3
One of the following: COMM 4421N – Practicum – The West Georgian COMM 4421T – Practicum - WUTV	3
COMM 4450 – Broadcast News Writing & Reporting	3

Electives (18-21 Hours)

Twelve (12) credit hours of COMM 3000-4000 level courses are required to apply toward 18-21 credit hours of major electives. No additional COMM courses may be applied as electives to the degree beyond the maximum of 12 credit hours.

Remaining electives should be selected from the [list of approved non-COMM electives](#). Majors may petition to apply alternative courses, including 1000-2000 level courses, as major electives that are relevant to their career aspirations by submitting requests and rationales to advisors. All alternative courses must be approved by the department chair.

Complete 18 credit hours if minor = 18 credit hours

Complete 21 credit hours if minor = 15 credit hours

Minor (15-18 Hours)

Digital Media & Telecommunication (18 Hours)

Required Course	Credit Hours
COMM 3305 – Short-Form Screenwriting & Analysis	3
COMM 3350 – Telecommunication & Electronic Media Industries	3
One of the following: COMM 3351 – Radio Program Production COMM 3352 – Fundamentals of TV Production	3
COMM 3355 – Media Programming & Management	3
One of the following: COMM 4421R – Practicum – The WOLF Internet Radio COMM 4421T – Practicum – WUTV	3
One of the following: COMM 3354 – Digital Social Media & Society COMM 3357 – Diversity & Mass Media COMM 4455 – Critical Issues in Mass Communications	3

Electives (18-21 Hours)

Twelve (12) credit hours of COMM 3000-4000 level courses are required to apply toward 18-21 credit hours of major electives. No additional COMM courses may be applied as electives to the degree beyond the maximum of 12 credit hours.

Remaining electives should be selected from the [list of approved non-COMM electives](#). Majors may petition to apply alternative courses, including 1000-2000 level courses, as major electives that are

relevant to their career aspirations by submitting requests and rationales to advisors. All alternative courses must be approved by the department chair.

Complete 18 credit hours if minor = 18 credit hours

Complete 21 credit hours if minor = 15 credit hours

Minor (15-18 Hours)

Film & Video Production (18 Hours)

Required Course	Credit Hours
COMM 3305 – Short-Form Screenwriting & Analysis	3
COMM 3353 – Fundamentals of Film & Video Production	3
COMM 3356 – Film & Culture	3
Two of the following: COMM 4405 – Sound Design COMM 4406 – Digital Cinematography & Image Design COMM 4407 – Film & Video Post-Production	6
One of the following: COMM 4425 – Documentary Production Practices COMM 4426 – Fiction Film Production COMM 4452 – Advanced Film & Video Production	3

Electives (18-21 Hours)

Twelve (12) credit hours of COMM 3000-4000 level courses are required to apply toward 18-21 credit hours of major electives. No additional COMM courses may be applied as electives to the degree beyond the maximum of 12 credit hours.

Remaining electives should be selected from the [list of approved non-COMM electives](#). Majors may petition to apply alternative courses, including 1000-2000 level courses, as major electives that are relevant to their career aspirations by submitting requests and rationales to advisors. All alternative courses must be approved by the department chair.

Complete 18 credit hours if minor = 18 credit hours

Complete 21 credit hours if minor = 15 credit hours

Minor (15-18 Hours)

Public Relations (18 Hours)

Required Course	Credit Hours
COMM 3301 – Writing & Reporting for Newspapers	3
COMM 3313 – Principles of Public Relations	3
COMM 4413 – Public Relations Cases	3
COMM 4414 – Public Relations Management	3
COMM 4444 – Public Relations Campaigns	3
COMM 4451 – Public Relations Writing	3

Electives (18-21 Hours)

Twelve (12) credit hours of COMM 3000-4000 level courses are required to apply toward 18-21 credit hours of major electives. No additional COMM courses may be applied as electives to the degree beyond the maximum of 12 credit hours.

Remaining electives should be selected from the [list of approved non-COMM electives](#). Majors may petition to apply alternative courses, including 1000-2000 level courses, as major electives that are relevant to their career aspirations by submitting requests and rationales to advisors. All alternative courses must be approved by the department chair.

Complete 18 credit hours if minor = 18 credit hours

Complete 21 credit hours if minor = 15 credit hours

Minor (15-18 Hours)

2. Explain how requirements for the major do not exceed the maximum credit hours allowable under the 72-credit hour rule and how students comply with the minimum of 72 hours they must take outside journalism and mass communications. If a minor is required, include these details.

After completing 60 hours of core requirements, the B.S. degree in Mass Communications requires students to earn 42-45 hours in the major and 15-18 hours in a minor field. Of the 42-45 hours in the degree program, majors are required to complete 18-21 credit hours of upper-level electives. The upper-level electives are divided among COMM courses and non-COMM courses. Students are required to complete 12 credit hours of upper-level COMM courses, but they may not exceed 12 credit hours. The additional 6-9 hours of upper-level courses must be outside of the major. After our ACEJMC pre-visit in 2016, curriculum modifications were made to the degree program to ensure students were only taking 12 hours of upper-level COMM electives, and the department stipulated that that no Mass Communications major may apply more than three (3) credit hours of COMM to any minor field. With these modifications, students comply with the 72-hour rule.

3. Describe how the core and required courses instruct majors in all of ACEJMC's 12 professional values and competencies with a balance of theoretical and conceptual courses and skills courses.

The following overviews are for each of the four concentrations, and each summary speaks to the core and required courses that support ACEJMC's 12 professional values and competencies.

Convergence Journalism

The curriculum within the Convergence Journalism concentration is comprised of four parts. The theory courses concern mainly the media's role in society and critical thinking; the basic and advanced writing courses cover the use of various media platforms; the digital skills courses focus on the usage of hardware and software; and the experiential learning courses are linked to the campus media. These courses provide normative and practical knowledge and skills addressed by ACEJMC's 12 professional values and core competencies.

Theory: The theory courses of COMM 4454 – Media Law and COMM 4484 – Mass Communications Research Methods are required for all majors in addition to COMM 2254 Media Ethics. These courses

contribute to building a well-balanced curriculum by emphasizing conceptual and analytical aspects. Examining SLOs relevant to COMM 4454 and COMM 4484 demonstrates the significant role of the two courses. The curriculum within the Convergence Journalism Concentration would lack SLO1 – Freedom of Speech and Press, SLO8 - Research and Evaluate, and SLO11 – Apply Numbers and Statistics without the theory courses.

Writing: The multiple writing courses together meet SLO9 – Write Effectively. Advanced courses address additional learning outcomes of SLO6 – Ethics and SLO10 – Self-Evaluate.

COMM 3301 – Writing & Reporting for Newspapers covers basic newswriting procedures and techniques, such as AP style, news judgment, and inverted-pyramid style. Syllabi of COMM 3301 clearly incorporate SLO 9, “Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.” As the basic writing skills are an essential asset for any career in the media industry, COMM 3301 is also required for students in the Public Relations concentration.

Convergence Journalism students develop their writing skills in the sequenced writing-intensive advanced courses, which include COMM 3302 – Public Affairs Reporting, COMM 4402 – Feature Writing, and COMM 4450 – Broadcast News Writing & Reporting. The advanced writing courses are comprehensive in terms of issues and a medium. The courses discuss ethical, legal, and editorial issues and include practice in different writing styles including commentaries, hard and feature stories for newspapers, magazines, websites, TV, and radio.

Digital Skills: COMM 3303 – Layout & Design, COMM 4403 – Photojournalism, and COMM 3352 – Fundamentals of Television Production explicitly address SLO5 – Theory of Use and Presentation of Images and Information and SLO12 – Apply Technology. All these hands-on courses equip students with knowledge and techniques to work with a variety of hardware and software for multimedia storytelling. Students learn about the social impact of visual messages, basic design principles, TV studio operation, and electronic news gathering. Using Adobe Suite and high-end equipment, students produce digital media content for print media, the Internet, TV, and radio stations.

Experiential Learning: COMM 4421N – Practicum – *The West Georgian* and COMM 4421T – Practicum – WUTV are solely designed for experiential learning. These courses are directly related to campus media and aim to achieve multiple learning outcomes: SLO5 – Theory of Use and Presentation of Images and Information, SLO7 – Critical Thinking, SLO9 – Write Effectively, SLO10 – Self-Evaluate, and SLO12 – Apply Technology. From a broader perspective, the two experiential learning courses constitute a complex of all 12 SLOs because those competences foster excellence in journalism.

Students enrolled in the practicum courses work for the campus newspaper (*The West Georgian*) or the TV station (WUTV) across traditional and digital media platforms. The main jobs for *The West Georgian* include general and specialty news writing and reporting on deadline, editorial decision-making, copy editing, photojournalism, and layout and design. The primary duties of students working at WUTV consist of anchoring, directing, editing, camera operation, producing, reporting, scripting, and studio and field production. Experiencing a real newsroom environment is a salient and almost exclusive benefit for Mass Communications students.

Digital Media & Telecommunication

Digital Media & Telecommunication engages students in courses that build knowledge and skills in traditional electronic and emerging digital media. Students explore historical, theoretical, and structural concepts of programming, management, and production of informational and entertainment radio, television, and online content to serve today's multicultural society. Students learn the art and science of successful storytelling, and create and produce original content for multiple digital media platforms. Students gain hands-on experience early on and throughout their tenure with WUTV and The WOLF Internet Radio.

Across all four concentrations, every student is required to enroll in the basic introductory mass communications course (COMM 1154), which speaks to SLO2 – History and SLO4 – Global Impact. Further, all majors receive training in diversity and inclusiveness via COMM 2254 - Media Ethics, which encompasses SLO3 – Diversity, SLO4 – Global Impact, and SLO6 - Ethics. Within the DMT concentration students build upon those courses as they enroll in theoretical and skills-based courses that offer cross-platform training for future careers in the traditional and emerging media landscape.

Like the FVP concentration, students in DMT take COMM 3305 – Short-Form Screenwriting & Analysis as the main course to learn how to write for the electronic media. The focus of this course addresses SLO9 – Write Effectively and SLO10 – Self-Evaluate. COMM 3305 teaches students about storytelling structure in relation to cinematic scripts with much attention given to the technical, structural, and grammatical components of writing, both within the script format, as well as with its attendant marketing materials (synopses, log lines, etc.). Students are encouraged to think of themselves as screenwriters, to enact the craft of screenwriting, and to assess each other's work according to the professional and industry-appropriate standards. The instruction in COMM 3305 also provides students with foundational concepts and theories in the presentation of images and information, which addresses SLO5, as well as challenging students to engage in creative and critical thinking, which is the focus of SLO7.

Through COMM 3350 – Telecommunication & Electronic Media Industries and COMM 3355 – Media Programming & Management, the DMT concentration speaks to SLO2 – History to help students better understand the history and role of professionals and media and related-institutions in shaping communications. Specifically, COMM 3350, which is a continuation of COMM 1154, examines contemporary industry and social issues facing telecommunication and electronic media. Particular attention is given to analysis of structure and process, revenue sources, programming and services, audience research, and effects. COMM 3555 expounds upon principles discussed in COMM 3350 and offers an in-depth examination of the historical, legal, and professional practices involved in programming and managing the electronic media. Emphasis is given to the processes of selecting, scheduling, promoting, and evaluating programming for commercial radio and television networks and stations, cable television, public radio and television, and online. In addition, management issues and programming terminology, strategies, and economics are addressed in the course.

The radio production courses in DMT are designed to instruct students in understanding concepts and applying theories in the use and presentation of images and information (SLO5), in applying current tools and technologies appropriate for the communications professions in which they work, and to understand the digital world (SLO12). COMM 3351 – Radio Program Production specifically offers instruction in the operation of radio technology and an introduction to the production of radio and audio programs. Students are able to build on this foundational training in COMM 4421R – Practicum: The WOLF Internet Radio, where they gain advanced practical experience with the on-campus radio

station, including editing, management, on-air experience, producing, programming, promotions, production, and remotes.

Similarly, the television production courses in DMT instruct students in the professional values and competencies of SLO5 – Theory of Use and Presentation of Images and Information and SLO12 – Apply Technology. COMM 3352 – Fundamentals of Television Production, provides instruction in the operation of television studio and digital video technology and introduction to the production of television and digital video messages. This foundational course offers an emphasis on electronic newsgathering, television studio production, and digital video editing techniques. Our advanced television production course, COMM 4421T – Practicum: WUTV, offers advanced practical experience with the campus television station, WUTV, that primarily includes anchoring, directing, editing, field and studio camera operation, news gathering, producing, reporting, scripting, studio and field production, and switching across traditional and emerging digital media platforms.

The DMT concentration requires students to complete one of the following three courses as part of this major concentration: COMM 3354 – Digital Social Media & Society; COMM 3357 – Diversity & Mass Media, and COMM 4455 – Critical Issues in Mass Communications. COMM 3354 instructs students in the values and competencies of SLO5 – Theory of Use and Presentation of Images and Information and SLO12 – Apply Technology by providing an introduction to the foundations, applications, and techniques of digital social media. This course provides students with opportunities for practical experience developing blogs and other digital and social media content. COMM 3357 instructs students in professional values and competencies of SLO3 – Diversity through a survey and critical analysis of scholarship concerned with the relationship between mass media, public relations, and underrepresented populations, such as racial and ethnic minorities, women, LGBTQIA, and those who are aging or have physical disabilities. Emphasis is on the cultural impact of media and public relations in terms of representations, audience effects, and industry demographics, as well as media literacy and advocacy. COMM 4455 instructs students in the professional values and competencies of SLO2 – History, SLO3 – Diversity, and SLO4 – Global Impact with an emphasis on exploration and analysis of critical, contemporary issues concerned with the relationship between mass media and society. The course places an emphasis on critical, creative, and collaborative thinking to reach considered judgments and position students to be media literate, responsible, and responsive 21st century mass media and public relations professionals.

COMM 4454 – Media Law instructs all students in the concentration in the professional values and competencies of SLO1 – Freedom of Speech & Press and SLO6 – Ethics, through an intensive examination of the legal context regulating print, telecommunication, and electronic media. The course emphasizes the First Amendment principles of freedom of speech and the press, libel, privacy, copyright, obscenity and indecency standards, along with issues involving a free press and fair trials.

COMM 4484 – Mass Communications Research Methods instructs all majors in the values and competencies of SLO8 – Research and Evaluate and SLO11 – Apply Numbers and Statistics through a survey of qualitative and quantitative research methods, data analysis and reporting procedures.

Film & Video Production

Within the Film and Video Production concentration, students are required to take eight (8) upper-level classes, three of which are more theoretical in nature and five that are discipline-centered, skills-based classes.

The three theory classes are COMM 3356 – Film and Culture, COMM 4454 – Media Law, and COMM 4484 – Mass Communications Research Methods. These classes are aimed at developing students' academic machinery and address the seven Professional Value and Competencies that are theoretical (as opposed to the skills-based) in nature.

COMM 3356 – Film and Culture is aimed at developing students' understanding of films as texts with social, cultural, artistic, technical, communicative and economic impact. By examining how films are conceived, created, and disseminated, and more importantly, how they communicate both explicitly and implicitly, the class is able to address three Professional Value and Competencies:

The production machinery and distribution circuits of cinema point to SLO2 – History.

SLO3 – Diversity and SLO4 – Global Impact are explicitly addressed in the nature of films chosen to study, which gives insight into varying national concerns across a single time period, or the evolving concerns over time by studying films and their remakes to assess whether the issues of diversity and representation changed with the time period. Critical theory and film theory essays are used to address concepts of otherness and gender roles on the screen.

COMM 4454 Media Law is very closely aligned in spirit and practice to SLO 1 – Freedom of Speech and Press and SLO6 - Ethics, while COMM 4484 Mass Communications Research Methods thoroughly addresses SLO8 – Research and Evaluate and SLO11 – Apply Numbers and Statistics.

Of the remaining professional values and competencies, two are writing-based: SLO9 – Write Effectively and SLO10 – Self-Evaluate. These are addressed in COMM 3305 – Short-Form Screenwriting & Analysis, a class where students study storytelling structure and implement this in the creation of cinematic scripts. This is also the writing-intensive course for the concentration, so extreme attention is given to the technical, structural, and grammatical components of writing, both within the script format, as well as with its attendant marketing materials (e.g., synopses, log lines, etc.). Students are encouraged to think of themselves as screenwriters, to enact the craft of screenwriting, and to assess each other's work according to the professional and industry-appropriate standards.

The remaining three SLOs are SLO5 – Theory of Use and Presentation of Images and Information, SLO7 – Think Critically and Creatively, SLO12 – Apply Technology. These are addressed in our three-tiered sequence of production classes that takes students through the steps, skills, and approaches to creating works of audio-visual communication. The first class is COMM 3353 – Fundamentals of Film and Video Production. This course introduces students to the basics of video production including idea creation, shooting with a prosumer video camera, composing a professional image, soundtrack recording and construction, and editing with Adobe Premiere Pro software. This is followed with a selection of two of the following three skills-development courses: COMM 4405 – Sound Design, COMM 4406 – Digital Cinematography & Image Design, and COMM 4407 – Film & Video Post-Production. These classes are aimed at developing professional competencies in targeted areas that form the core of audio-visual expression. These intermediate, skills-based classes are followed up with an advanced, capstone experience in one of three genres offered on a rotating basis, COMM 4425 – Documentary Practices, COMM 4426 – Fiction Film and Production, and COMM 4452 – Advanced Film and Video Production. These classes all require the synthesis of theory and technological know-how, with the end goal of creating advanced, portfolio quality work that can be used to help student get jobs upon graduation.

Public Relations

Within the Public Relations concentration, students are required to take five (5) upper-level classes. Four are discipline-centered, theoretical-based, and one is a skills-based course. Other core and discipline-related courses (see *) support the curriculum.

The four discipline-centered, theoretical based courses are COMM 3313 – Public Relations Principles, the introductory course to defining and examining the field and its rich history and development of basic techniques needed for effective public relations programs; COMM 4413 – Public Relations Cases and COMM 4414 – Public Relations Management, which are aimed at identifying theoretical concepts and frameworks in public relations, crisis management, image repair, and media relations by using critical thinking and problem-solving skills; and the advanced capstone course, COMM 4444 – Public Relations Campaigns, which combines theory, campaign planning and program execution, client relationship and campaign evaluation, as well as an element of service learning.

The skills-based course is COMM 4451 – Public Relations Writing, which examines the multiple facets of writing across traditional and emerging digital media platforms. Students engage in the technical component of storytelling using journalistic principles and persuasive writing, develop internal and external communications using multiple new media platforms, and write with a specific focus on targeted audiences and stakeholders.

Altogether, the courses represent robust curricula that allows students to develop creative works, campaigns and professional portfolios that demonstrate student capability and experience.

Eight (8) Professional Values and Competencies for Public Relations

Specifically, the following Public Relations courses address eight professional values and competencies aimed at building knowledge and skills in today's multicultural domestic and global public relations industry. The remaining four are addressed later in the document.

In addition, courses that support the curriculum include core courses and electives which are detailed below.

COMM 2254 – Media Ethics and COMM 3357 – Diversity and Mass Media are addressed in the exams and projects assigned specifically related to understanding the application of ethics and cultural impact of media with SLO3 – Diversity and SLO4 – Global Impact. In addition, SLO6 – Ethics is explicitly expressed in COMM 2254 – Media Ethics.

COMM 3313 addressed the historical context and knowledge of the leading pioneers in the development of the profession, which points to SLO2 – History.

COMM 4451 – Public Relations Writing aligns in practice to SLO6 – Ethics and SLO9 – Write Effectively, while COMM 4413 – Public Relations Cases and COMM 4414 – Public Relations Management specifically align in practice to SLO7 – Thinking Critically and Creatively.

SLO8 – Research and Evaluate and SLO11 – Apply Numbers and Statistics are explicitly addressed in the capstone course, COMM 4444 – Public Relations Campaigns, where students create a campaign based on data and research findings to develop communication strategy and execution using the Research,

Action, Planning, Evaluation (RACE) methodology. Students are encouraged to be creative in developing communications plans for nonprofit clients to include situation analysis, message development, traditional and new media technologies, and communication techniques to reach target audiences.

Four (4) Remaining SLOs*

The remaining four SLOs are SLO1 – Freedom of Speech and Press, SLO5 – Theory of Use and Presentation of Images and Information, SLO10 – Self-Evaluate, and SLO12 – Apply Technology. These SLOs are addressed in the core courses aligned with our curriculum or other required courses. These include: COMM 1154 – Introduction to Mass Communications, COMM 3301 – Writing & Reporting for Newspapers, COMM 4454 – Media Law, and COMM 4484 – Mass Communications Research Methods.

These courses are a part of a solid curricula that engages students in experiential learning opportunities to apply knowledge, ethics, critical thinking skills, and media literacy to create portfolio-ready, professional work that prepares students for the competitive public relations industry.

4. Explain how instruction, whether on-site or online, responds to professional expectations of current digital, technological and multimedia competencies.

The department is committed to preparing students with the requisite knowledge and skills necessary to compete in an ever-changing technological environment. The curriculum is designed so that students not only complete the required courses in their respective concentrations, but they also have the opportunity to take courses that will advance their digital, technological, and multimedia competencies through electives within the unit. For example, a student in public relations has the opportunity to take elective courses in film and video production, radio production, television production, or digital media that will expand their skill set and give them an advantage when competing for jobs.

The department, through technology fee grants and course fees, allocations from the Dean's Office and Academic Affairs, and end-of-the-year funding, has compiled a large pool of cutting-edge equipment that is used in introductory-level, intermediate-level, and advanced-level production courses. Students enrolled in the respective skills courses have access to state of the art equipment through a checkout system that is supervised by a staff member. Further, students across all concentrations are exposed to up to date industry standard software throughout the curriculum. The University maintains a license with Adobe so that the Adobe Suite is accessible across campus in computer labs and editing suites. The Adobe package provides students with the opportunity to train on Audition, InDesign, Photoshop, and Premiere, and students also gain experience with these programs through our experiential learning labs. Our course in digital social media provides students with training on various platforms and applications that are prevalent in the media and communications industries, including the opportunity to build an e-portfolio. Our courses in television production expose students to a fully-functional high-definition control room and studio that received an upgrade this past summer. Radio students receive training on the WideOrbit automation system, which is used throughout the industry. Film and video students train with state of the art cameras, professional lighting kits, industry standard audio recording devices, and have access to a green screen studio for advanced shooting projects. Additionally, students may select from other courses offered in other departments to advance their knowledge and skills to keep current in the digital arena. One of the more popular offerings is web page design, which is offered by in the College of Business.

Further, students who take advantage of our experiential learning labs have the opportunity to work with industry standard equipment and software. Our internship students have reported that the department's equipment and software are often more current than those used by Atlanta area media companies. For example, several radio stations continue to use older versions of Adobe Audition while the department provides access to the latest version. Also noteworthy is the fact that alumni, typically those that were involved with our collegiate media and who have secured professional positions, often inform our decisions on the type of technology to purchase for current students. We value the input from our former students, and we continue to cultivate and maintain a strong relationship with our alumni working in the industry.

Faculty remain current on the latest technology through webinars, seminars, professional meetings, and workshops. The Center for Teaching and Learning (CTL) offer resources in [online faculty development](#) through tutorials, workshops, and training sessions. Faculty also enroll in professional development courses, seminars, and workshops to expand their knowledge and skill sets and incorporate what they learn into the classroom.

5. Explain how the accredited unit ensures consistency in learning objectives, workload and standards in courses with multiple sections.

The unit has adopted the 12 professional values and competencies as the program learning outcomes for all graduates across all concentrations. Syllabi list the 12 values and competencies in an abbreviated form for ease of remembrance via text and/or the department's **6 x 6 MASS COMM SUCCESS** graphic (see below). Thirty-four required courses address one or more of these 12 values and competencies through course learning objectives, and the measures for meeting the student learning objectives are assessed annually. We prefer not to use a common syllabus across multiple sections of the same course so that each instructor has autonomy to choose the course content they deem most beneficial. However, multiple sections of a single course have common learning objectives, specifically the student learning objectives that match one or more of the 12 ACEJMC values and competencies. Instructors have the option of including additional learning objectives in their specific sections, but to ensure consistency across multiple sections the ACEJMC student learning objectives are the same (e.g., COMM 1154 measures SLO2 and SLO4). The assessment plan of student performance on ACEJMC's learning objectives includes an analysis across multiple sections of courses taught by different instructors to monitor how well students are achieving the expected learning outcomes.

Values:

1. Freedom of Speech & Press
2. History
3. Diversity
4. Global Impact
5. Theory
6. Ethics

Competencies:

1. Think Critically & Creatively
2. Research & Evaluate
3. Write Effectively
4. Self-Evaluate
5. Apply Numbers & Statistics
6. Apply Technology



Additional practices that help create consistency across courses include the use of a common textbook, sharing of syllabi, collaboration among instructors to design similar assignments and evaluation rubrics, and discussion of student performance, whether on specific assignments or in a course overall. Annual assessment of the 12 values and competencies offers the opportunity for reflection and implementation of an improvement plan as needed.

6. Describe the methods used to select sites for internships for credit in the major; to supervise internship and work experience programs; to evaluate and grade students' performance in these programs; and to award credit for internships or work experiences. In a digital format, provide the unit's internship policy, questionnaires and other instruments used to monitor and evaluate internships and work experiences. Provide examples of recent internship sites.

Internship course credits are recorded under major electives in the Department of Mass Communications, rather than requirements in the major. However, the Department considers internships to be a critical component of career readiness and believes they tremendously enhance a student's overall learning experience while in college. The Department boasts relationships with major media networks and dozens of local companies within the fields of mass communications and public relations. These industry partners offer internship opportunities that help hone students' skills and provide application for classroom learning. Eligible students may earn course credit for an internship by enrolling in [COMM 4486 – Internship](#).

To be eligible to earn academic credit for an internship through the Department, a student must meet the following criteria:

- Declared Mass Communications Major
- Junior or Senior status
- ENGL 1102 Minimum Grade: C
- COMM 1154 Minimum Grade: C
- Completion of at least nine credit hours of COMM 3000-4000 level courses
- Major GPA of 2.5 or above

The Department of Mass Communications requires internship sites to satisfy detailed criteria before eligible students are permitted to earn academic credit in the major for an internship experience. COMM 4486 – Internship grants academic credit for hands-on, supervised, media field experience to apply and test knowledge and skills, and to network with professionals. To be approved, the internship must meet the following department criteria:

- Offer experiential learning in Convergence Journalism, Digital Media & Telecommunication, Film & Video Production, and/or Public Relations (at least 50% of internship duties must include applied learning in one of the four major concentrations);
- Require majors to intern 135 hours for 3 credit hours of academic credit (45 work hours for each credit hour); and
- Assign interns an immediate supervisor who has academic credentials and professional experience in the discipline.

For internships that have not been previously approved, the [Internship Site Approval Form](#) – available on the Department's Internship website – must be completed, submitted, and approved by the faculty

internship coordinator before the student is granted permission to enroll in COMM 4486-Internship. The faculty internship coordinator reviews all new Internship Site Approval requests to determine whether the site meets the department's criteria. This review involves not only examination of details shared via the Internship Site Approval form, but also can involve review of resumes, analysis of intern supervisor profiles on LinkedIn, and telephone calls or email requests to the intern supervisor for clarification.

Each student enrolled in COMM 4486 is required, every two or three weeks, to post in the learning management system, known as CourseDen (D2L platform). They post reflections to a set of questions about their internship duties, relationship with their intern supervisor, insights regarding the internship, and the relationship between their classroom learning. Responses to these reflection questions serve not only as a gauge of a student's experiential learning on the internship, but also serve as a key means by which the faculty internship coordinator can monitor and gain insights into the operation of the internship. Similarly, where relevant, interns may submit links to or copies of relevant work completed on the internship. This work product also serves to support the Department's supervision of internship sites.

Students' performance on internships is evaluated by supervisors through a final [internship supervisor evaluation form](#) (Password – UWGsupeval2017). *(This link is for the older evaluation form to serve as a comparison with the updated one.)* Supervisor responses for 2017-2019 are available [here](#). Follow the hyperlink for the updated [Internship Supervisor Final Evaluation Form](#) (Password - UWGsupevalMC!) or see [Appendix K](#).

COMM 4486 is graded on a Satisfactory (S)-Unsatisfactory (U) basis. Before the final day of classes, the student's internship performance at the internship must be evaluated by the direct supervisor on the [final internship supervisor evaluation form](#) (updated version). The faculty internship coordinator provides a link to the final evaluation form to the intern supervisor through a password-protected survey. In addition to this assessment measure, the student's reflection entries are graded by the faculty internship coordinator. Students must complete and earn a passing score on at least 70% of these reflection journal entries to earn a satisfactory grade of S in the course (required to earn academic credit).

For convenience, the Department's internship Policy, internship site approval request form, internship final evaluation form, and other instruments used to monitor and evaluate internships are linked below:

- Mass Communication's Department Internship Policy (Under "[About COMM 4486 - Internships](#)," which contains "Course Description," "Student Prerequisites," "Enrolling in COMM 4486," and "How You Will Be Evaluated")
- [Internship Course FAQs](#)
- [Internship Site Approval Request Form](#)
- [Former Internship Supervisor Evaluation Form](#) (Password – UWGsupeval2017)
- [Internship Supervisor Final Evaluation Form](#) (Password - UWGsupevalMC!)

The Department of Mass Communications has had internship relationships with a wide range of businesses, nonprofit organizations, and government entities, which provide internship opportunities for students in all four concentrations. For example:

- Convergence Journalism
 - *Atlanta Magazine*
 - *The Times-Georgian*
 - WSB-TV
 - WSB Radio
- Digital Media & Telecommunication
 - Q99.7/Q100 (Cumulus Media)
 - CMT (Viacom)
 - Georgia Public Broadcasting
 - WTCI-TV (PBS-Chattanooga)
- Film & Video Production
 - Azalea Drive Films
 - Famous Films, LLC
 - Schiller Productions
- Public Relations
 - Tanner Health System
 - Southwire
 - Lockheed Martin

A complete list of student interns and their internship sites from 2015-2019 is available [here](#).

Part II, Standard 3. Diversity and Inclusiveness



Executive summary:

The Department of Mass Communications adopted its original Diversity Plan in October 2013 and recently revised it during the 2018-19 academic year. Many of the actions called for in the plan have been implemented with many targets met. Highlights of our commitment to diversity are below.

- We remain committed to offering a curriculum that fosters an understanding of issues and perspectives inclusive of diverse cultures in a global society.
- Our faculty/professional staff are among the most diverse on our campus in terms of gender and race.
- We offer our students opportunities to interact with a cross-section of media and communications professionals from diverse backgrounds through signature events like Media Day and Spotlight On...Symposium as well as through guest lectures and workshops.

- We promote a climate that is free from discrimination and harassment and engage in annual training to ensure compliance with the University System of Georgia’s policies, procedures, and processes.
- We are seeking opportunities through the UWG Office of Education Abroad to intentionally promote study abroad and exchange programs for faculty, staff, and students.

Please respond to each of the following instructions:

1. Complete and attach the following tables:

Table 4, “Area Population”

Table 5, “Student Populations”

Table 6, “Faculty Populations”

Table 7, “Full-time Faculty Recruitment”

Table 8, “Part-time/Adjunct Faculty Recruitment”

Tables are included on the pages that follow.

Table 4. Area Population

SCHOOLS LOCATED OUTSIDE OF THE UNITED STATES should adjust the response and listing below to best represent the racial/ethnic/socioeconomic groups of the areas population.

Service Area: Describe here the unit's geographic service area as far as student enrollment is concerned (region, states, state, counties, etc.).

UWG draws its students primarily from Georgia. According to the UWG Fact Book for 2018-19 (link below), over 93% of students, both undergraduate and graduate are from counties in Georgia. Carroll County, Coweta County, and Metro Atlanta top the list with the most students enrolled at UWG. Metro Atlanta includes the counties of Clayton, Cobb, Dekalb, Fulton, and Gwinnett. These counties contribute almost half (48%) of the student population. The UWG Fact Book 2018-19 on pages 37-41 lists all of the Georgia counties, states other than Georgia, and international locations that make up the rest of the UWG student population.

Based on the most recent Census figures, what percentages do the following groups represent of the population of the unit's geographic service area as described above?

Group	% of population
Black/African American	30.74%
White	57.56%
American Indian/Alaskan native	0.35%
Asian	4.35%
Hispanic/Latino (any race)	10.19%
Native Hawaiian/other Pacific Islander	0.06%
Two or more races	2.35%
Other races	10.32%
Female	51.31%

[UWG Fact Book](#)

Table 5. Undergraduate Student Populations

Show numbers of male, female, minority, white and international students enrolled in the unit, the percentages they represent of total journalism and mass communications enrollment, and the percentages these racial/ethnic groups represent of the total institutional enrollment. Use figures from the most recent academic year for which complete data are available.

SCHOOLS LOCATED OUTSIDE OF THE UNITED STATES should adjust the list below to best represent racial/ethnic/socioeconomic groups presented in Table 4.

Academic Year: 2018-2019*

Group	Male	Female	% of total in unit	% of total in institution
Black/African-American	139	240	51.99%	34.48%
White	100	157	35.25%	51.33%
American Indian/Alaskan native	1	0	0.14%	0.18%
Asian	2	3	0.69%	1.25%
Hispanic/Latino (any race)	12	39	7.00%	6.30%
Native Hawaiian/other Pacific Islander	2	0	0.27%	0.15%
Two or more races	6	13	2.61%	3.23%
Other race	2	4	0.82%	1.94%
International students (any race)	3	6	1.23%	1.14%

* The Unduplicated Count reports each student based on their declared Major as of USG census date of the last term in which they were enrolled during each academic year. FY 2018-19 includes Summer 2018, Fall 2018 and Spring 2019. Student's are counted once for the FY regardless of the number of terms in which they enroll.

*NOTE: Meta-Major implementation effective Fall 2018

Table 6. Faculty Populations, Full-time and Part-time				
Show numbers of female, male, minority, white and international faculty members and the percentages they represent of the unit's total faculty. (Report international faculty the same way the university reports them.)				
SCHOOLS LOCATED OUTSIDE OF THE UNITED STATES should adjust the response and listing below to best represent the racial/ethnic/socioeconomic groups of the area's population.				
<i>Total faculty 22: 19 full-time and 3 part-time</i>				
Academic year: 2018-2019 Full-time faculty				
Group	Female	% of total faculty	Male	% of total faculty
Black/African American	5	22.73%	2	9.09%
White	5	22.73%	6	27.27%
American Indian/Alaskan Native	0	0.00%	0	0.00%
Asian	1	4.55%	0	0.00%
Hispanic/Latino (any race)	0	0.00%	0	0.00%
Native Hawaiian/other Pacific Islander	0	0.00%	0	0.00%
Two or more races	0	0.00%	0	0.00%
Other race	0	0.00%	0	0.00%
International (any race)	0	0.00%	0	0.00%
Academic year: 2018-2019 Part-time/adjunct faculty				
Group	Female	% of total faculty	Male	% of total faculty
Black/African American	2	9.09%	0	0.00%
White	0	0.00%	1	4.55%
American Indian/Alaskan Native	0	0.00%	0	0.00%
Asian	0	0.00%	0	0.00%
Hispanic/Latino (any race)	0	0.00%	0	0.00%
Native Hawaiian/other Pacific Islander	0	0.00%	0	0.00%
Two or more races	0	0.00%	0	0.00%
Other race	0	0.00%	0	0.00%
International (any race)	0	0.00%	0	0.00%

Table 7. Full-time Faculty Recruitment

Provide the following information for any searches for full-time faculty members conducted by the unit within the past three years.

Academic years:	2016-2017	2017-2018	2018-2019
Openings	4	4	1
Total applicants in hiring pool	41	64	35
Females in hiring pool	19	24	12
Females finalists considered	5	5	1
Offers made to females	2	3	0
Offers accepted by females	2	3	0
Minorities in hiring pool	3	20	14
Minority finalists considered	2	5	2
Offers made to minorities	2	3	1
Offers accepted by minorities	2	1	1
International faculty in hiring pool	8	4	3
International faculty considered	0	1	0
Offers made to international faculty	0	1	0
Offers accepted by international faculty	0	0	0

Note: Data includes searches for tenure-track assistant professors and limited-term full-time instructors. Not all searches were successful.

"This information is derived from Affirmative Action checklists that are completed from data received from the Applicant Data sheets sent to each applicant. These are optional so data may not be representative of the entire applicant pool. Applicant tracking does not currently exist for faculty since an electronic system is not used for faculty searches." - Alicia Hargraves-Bradford, UWG Human Resources

Table 8. Part-time/adjunct Faculty Recruitment

Provide the following information for any searches for part-time or adjunct faculty members conducted by the unit within the past three years.

Academic years:	2016-2017	2017-2018	2018-2019
Openings	0	0	2
Total applicants in hiring pool			7
Females in hiring pool			5
Females finalists considered			1
Offers made to females			1
Offers accepted by females			1
Minorities in hiring pool			3
Minority finalists considered			1
Offers made to minorities			1
Offers accepted by minorities			1
International faculty in hiring pool			0
International faculty considered			0
Offers made to international faculty			0
Offers accepted by international faculty			0

Note: Applicant data sheets are not sent to part-time applicants; therefore, the data are based on self-reports or clear indications of requested information in application materials.

2. Attach to this report a copy of the unit's written plan for achieving an inclusive curriculum, a diverse faculty and student population, and a supportive climate for working and learning. This plan should give the date of adoption/last revision, any designated timelines for reaching goals, the unit's definition of diversity and the under-represented groups identified by the unit. Describe how the unit assesses its progress toward achieving the plan's objectives.



Diversity Plan

Submitted by Diversity Taskforces

Initial Plan

Dr. Camilla Gant (chair), Dr. Hazel Cole, Mr. Deon Kay, Ms. Gail Reid, and Dr. Brad Yates

Approved by Faculty & Staff on October 18, 2013

Revised Plan

Dr. Soo Moon (chair), Ms. Taylor Bryant, Mr. Deon Kay, Dr. John Sewell, and Dr. Misty Wilson

Approved by Faculty & Staff on April 30, 2019

The Department of Mass Communications is committed to offering a diverse and inclusive program that serves and reflects a multicultural society. Accordingly, we commit to the following strategic goals to educate and train socially responsible, responsive, and sensitive communication scholars, practitioners and global citizens.

I. Fostering Understanding of Issues & Perspectives Inclusive of Diverse Cultures in a Global Society

We are committed to offering a curriculum that fosters understanding of mass communications issues and perspectives that are inclusive of diverse cultures within a global society, particularly domestic concerns about gender, race, ethnicity and sexual orientation, as well as concerns in regards to age, disabilities, political affiliation, religion, and socio-economic class.

- a. We will equip students with the multicultural knowledge, values, and skills essential for professional practice across the curriculum focusing on issues of diversity and inclusion. We will offer multiple required and elective courses that address the role of diversity and inclusion. Topics on domestic and global diversity will be addressed in learning outcomes, assignments, and readings of course syllabi.
- b. We will encourage the development of new courses which center on diversity and inclusion. In existing courses, we will continue to make issues of diversity and inclusion salient through more focused class discussions, assignments and/or projects. Finally, we will work to identify courses where diversity and inclusion are not incorporated and incorporate them, understanding that, ideologically, issues of diversity and inclusion are inherent in everything we teach. All course syllabi will include language regarding the rights of and accommodations for students with disabilities.
- c. We will report records and statistics regarding courses that address mass communications issues and perspectives that are inclusive of diverse cultures within a global society, and commit to a

plan of action to strengthen the baseline within a three-year time period if data indicate the need.

- d. We will report records and statistics regarding course assignments and activities that address mass communications issues and perspectives that are inclusive of diverse cultures within a global society, e.g., guest speakers, service learning, etc., and commit to a plan of action to strengthen the baseline within a three-year time period if data indicate the need.
- e. We will report records and statistics and support opportunities regarding professional growth and development activities that faculty and staff engage in to foster understanding of mass communications issues and perspectives that are inclusive of diverse cultures within a global society.

II. Recruiting, Retaining, and Engaging Diverse Faculty & Professional Staff

We are committed to practicing effective recruitment of diverse faculty and professional staff, particularly women and domestic minorities, as well as providing an environment that supports their retention, progress, and success.

- a. We will report records and statistics regarding hiring, promotion, and tenure decisions in terms of gender, race, ethnicity, and academic and professional expertise of full-time faculty and professional staff, and commit to a plan of action to strengthen the baseline of underrepresented populations relative to the university region or service area within a three-year time period if data indicate the need.
- b. We will report records and statistics regarding gender, race, ethnicity, and academic and professional expertise of part-time faculty and professional staff, visiting faculty, and guest speakers.
- c. We will adhere to department, university, and the University System of Georgia policies, procedures, and training regarding recruitment, retention, progress, and success of diverse faculty and professional staff, particularly in regards to gender, race, and ethnicity, relative to the university region or service area, e.g., diversity sensitivity initiatives/training, equal employment opportunity provisions, immigration regulations, lawful/unlawful interview question guidelines, maternity/paternity leave provisions, strategic search strategies, tenure and promotion guidelines that encourage diverse scholarship and creative works, etc.

III. Recruiting, Retaining, and Engaging a Diverse Student Population

We are committed to effective recruitment of a diverse student population, with special attention to under-represented groups, that reflects the diversity of the population eligible to enroll in the university region or service area, as well as effective retention initiatives, e.g., engaging students in dialogues, experiences, and networking opportunities with diverse scholars and professionals beyond the classroom to foster understanding of mass communications issues and perspectives that are inclusive of diverse cultures within a global society.

- a. We will report RPG statistics by gender, race, and ethnicity, and commit to a plan of action to strengthen the baseline of underrepresented populations relative to the university region or service area within a three-year time period if data indicate the need.
- b. We will assign diverse faculty, staff, and students to serve departmental and university recruitment initiatives to appeal to diverse prospective students, e.g., Preview Day, Transfer Preview Day, and Majors Fair. We will also sponsor, support, and partner with affiliate student organizations and student media to offer recruitment initiatives that appeal to diverse prospective students, particularly those that attend high schools that offer a curriculum related to the discipline and student media opportunities, e.g., high school visits, student-directed tours, student organization fairs.
- c. We will report gender, race, and ethnicity demographics of affiliate student organization and student media leadership, and conduct diversity sensitivity training for student media staffs to strengthen opportunities for demographics and content to reflect and serve diverse audience needs and interests.
- d. We will sponsor, support, and partner with affiliate student organizations, student media, and campus, community and industry peers to offer opportunities for students to glean from and interact with a diversity of communication scholars and professionals beyond the classroom.
- e. We will actively invite students to attend departmental, affiliate student organization, student media, campus, community, and industry initiatives that offer opportunities for students to glean from and interact with a diversity of communication scholars and professionals beyond the classroom.

* Note that affiliate student organizations include UWG Film Collective, NBS-AERho and PRSSA. Student media include WUTV, *The West Georgian*, and The WOLF.

IV. Fostering a Climate That Prohibits Discrimination & Harassment

We are committed to maintaining a supportive, fair and respectful environment for working and learning, particularly promoting a climate free of harassment and discrimination; accommodates the needs of those with disabilities; values the contributions diverse cultures; and fosters faculty, staff, and student retention, progress, and success.

- a. We will adhere to university and the University System of Georgia policies, procedures, and processes for redress regarding provisions that prohibit bias, discrimination, or prejudice based on age, disability, ethnicity, gender, political affiliation, race, religion, sexual orientation, socio-economic class, etc., e.g., sensitivity initiatives/training, equal employment opportunity provisions, immigration regulations, lawful/unlawful interview question guidelines, maternity/paternity leave provisions, Title VII, Title IX, etc.
- b. We will adhere to university and the University System of Georgia policies, procedures, and processes for redress regarding sexual assault, sexual harassment, and sexual misconduct, e.g., sensitivity initiatives/training, Title VII, Title IX, etc.

- c. We will adhere to university and the University System of Georgia policies, procedures, and processes for redress regarding family leave, maternity/paternity leave, and sick leave.
- d. We will demonstrate sensitivity regarding work/life balance issues by affording flexible scheduling, strategic course scheduling, and telecommuting opportunities.

V. Sustaining Emphasis on Diversity to Satisfy UWG's Aspirational Enrollment Goal

We are committed to maintaining our considerations with regard to diversity in accordance to the university's growth. Total enrollment of University of West Georgia has increased yearly by 2.4 % within years 2013-2018. UWG aspires to achieve an enrollment of 15,000 by 2020. Likewise, the Department of Mass Communications continues its 5.8 % growth within years 2013-2018. We acknowledge the responsibility entailed by this growth. We view this expansion as an opportunity to continue enhancing and nuancing the diversity experience for all students.

- a. We will incorporate intentional language in our existing or new student and employee recruiting materials to highlight the diversity of our faculty, student body, and our vision of diversity and inclusion as a strength of our program and something we value. This will include recruiting and advertising in areas and on websites where we will attract diverse applicants.
- b. We will highlight the diversity of exemplary student works at public events and through promotional materials featuring visual and textual evidence of diversity at UWG.
- c. We will utilize the Media Day event as an opportunity to advance and emphasize our continuing diversity and inclusion efforts. Invited media professionals and internship opportunities should reflect our diversity values and represent our diverse community of students.
- d. We will promote international diversity through active participation in university study abroad and exchange. As a long-term plan, we will expand study abroad and exchange partnerships to provide faculty and students opportunities to be exposed to a global media environment.
- e. We will build a partnership with UWG Office of Education Abroad to more actively engage faculty and students on issues of diversity, and more intentionally promote study abroad and exchange programs to our faculty and students. In that way, we utilize existing university resources in more effective ways.
- f. We will seek to build both faculty-student and student-student relationships with international students who are studying on UWG's campus, again utilizing existing opportunities in the university setting.

Diversity and inclusiveness are a top priority at the institution in several ways. A senior diversity officer, the first in UWG history, was hired in July 2016. Through the diversity officer's leadership and the concerted efforts of others across campus, UWG was recognized with the [2018 Higher Education Excellence in Diversity Award](#). Additionally, the Center for Diversity and Inclusion began a project about two years ago to help faculty identify resources to Teach Diversity Through the Disciplines, and Mass Communications' own Dr. Michael Hester led this work through his affiliation with CDI and built a course site on CourseDen (D2L platform) open to all. And, as a LEAP (Liberal Education and America's Promise)

campus, UWG adheres to the principles of LEAP and recognizes diversity/global learning as a [high-impact education practice](#) and has as its first [Principle of Excellence](#), making access to HIPs inclusive and equitable. Through all of the campus-wide efforts, Mass Communications can assess its own diversity efforts to help achieve its objectives and those of the institution.

Within the department, the Diversity Taskforce, which rotates membership, is tasked with reviewing and updating the department's diversity plan at regular intervals. As part of the review process, the Taskforce brings forth issues to the entire department for discussion. For example, recent discussions focused on requiring COMM 3357 – Diversity and Mass Media for all Mass Communications majors. The department concluded that diversity and inclusion issues are inherent in many of our courses, and we are committed to strengthening coverage of those issues in select courses, one of which all students are required to complete for their degree. Furthermore, search committees are consistently reminded to include job calls that encourage minority applicants, and we purposefully post job ads (see [Appendix G](#)) with various minority-targeted outlets to diversify our pool of candidates. Our student-population within the unit is diverse, and as we plan department initiatives we are sensitive to the needs of our students and have focused discussions to ensure we offer programming that is inclusive.

3. Describe the unit's curricular efforts to foster understanding of issues and perspectives that are inclusive in terms of gender, race, ethnicity and sexual orientation.

Issues of diversity are of paramount importance to the Department of Mass Communications. Having a diverse student population and faculty body has meant that the topic has been pervasive in our curriculum for some time now as we have been living it, and working to foster awareness and understanding. However, working towards ACEJMC accreditation has encouraged us to better formalize this experience and learning within our curriculum.

COMM 3357 – Diversity and Mass Media is a class that has been taught annually for the better part of a decade, showing a longstanding departmental commitment to diversity initiatives. Additionally, where the class was once an elective for all Mass Communications Majors, it has now been introduced as an either/or option for students concentrating in Digital Media and Telecommunications, and it remains a popular elective for our three other concentrations.

After debate surrounding whether or not to add this class to all four of our concentrations as a requirement, the department opted to enhance the diversity aspects of other classes in order to ensure a much deeper and more consistent reiteration of diversity throughout a student's time at the University of West Georgia. So, while diversity-related concepts were often taught in other classes prior to our accreditation efforts, since embarking on this journey we have learned to formalize these in a number of classes.

The classes in which we directly address and assess issues and perspectives that are inclusive in terms of gender, race, ethnicity and sexual orientation are:

COMM 2254 – Media Ethics

Examination of the major classical and contemporary ethical philosophies. Application of ethical decision-making models to media issues, particularly freedom of speech, economic pressure, invasion of privacy, and the public's rights.

COMM 3356 – Film and Culture

A study of the evolution and significance of the motion picture as a specialized form of artistic experience and as a form of mass communication.

COMM 3357 – Diversity and Mass Media

Survey and critical analysis of scholarship concerned with the relationship between mass media, public relations, and selected populaces who have been given peripheral attention, i.e., minorities, women, lower socioeconomic class, and those who are aging or have physical disabilities. Emphasis on the cultural impact of media and public relations in terms of representations, audience effects, and industry demographics, as well as media literacy and advocacy.

COMM 4455 – Critical Issues in Mass Communications

Exploration and analysis of critical, contemporary issues concerned with the relationship between mass media and society. Emphasis on critical, creative, and collaborative thinking to reach considered judgments and position students to be media literate, responsible, and responsive 21st century mass media and public relations professionals.

Beyond our collection of classes that are assessed according to this professional value, diversity as it relates to gender, race, ethnicity and sexual orientation is addressed as often as possible in other classes, including:

COMM 3350 – Telecommunication and Electronic Media Industries

A continuation of COMM 1154, examining contemporary industry and social issues facing telecommunication and electronic media. Particular attention given to analysis of structure and process, revenue sources, programming and services, audience research, and effects.

COMM 4425 – Documentary Production Practices

Part film production workshop and part study in film history and aesthetics - this skills-based class explores through action the methods, strategies, tools, and processes of non-fiction film communication.

4. Describe the unit's curricular instruction in issues and perspectives relating to mass communications across diverse cultures in a global society.

In addition to the assessment items mentioned above, COMM 1154 – Introduction to Mass Communications is another class that introduces students to diversity within a global society, and that is assessed according to this professional value.

Recently, the Department created the course COMM 3360 - Intercultural Communication, which focuses on understanding intercultural relationships and communication both within one's country of origin and internationally. The course is an elective open to all Mass Communication majors and minors. The course considers verbal and nonverbal communication similarities and differences, cultural values and their manifestations in civil society, and the need for self-reflexively understanding one's own cultural identity in order to communicate competently in a global society.

We continually encourage our students to participate in study abroad programs in order for them to experience cultural diversity in a global perspective. We facilitate this experience by working with the

study abroad office to pre-approve transfer credit, and we try to accept as many credits as possible, without compromising the rigors of our disciplines. We are also in the process of developing our own study-abroad partnership to launch in Summer 2021.

5. Describe efforts to establish and maintain a climate that is free of harassment and discrimination, accommodates the needs of those with disabilities, and values the contributions of all forms of diversity.

The Department of Mass Communications complies with the university's policies about sexual misconduct and accessibility service for students with disabilities.

Free of Harassment and Discrimination

The University of West Georgia's Non-Discrimination & Anti-Harassment (NDAH) Policy affirms zero-tolerance for harassing behavior. UWG provides training for all employees explaining the definition of sexual harassment, how to report sexual harassment and the consequences for sexually harassing a member of the University community.

In accordance with Title IX of the Education Amendments of 1972 ("Title IX"), UWG does not discriminate on the basis of sex in its education programs, activities, employment and admissions, and prohibits such discrimination by students, faculty and staff. The well-established policy on sexual misconduct is elucidated in the UWG's website:

<https://www.westga.edu/hr/title-nine.php>

<https://www.westga.edu/hr/uwg-sexual-misconduct-policy.php>

<https://www.westga.edu/hr/title-ix-notice-of-non-discrimination.php>

<https://www.westga.edu/campus-life/uwg-cares/sexual-harassment.php>

The term "sexual misconduct," based on the Equal Employment Opportunity Commission, encompasses sexual harassment, sexual exploitation, non-consensual sexual contact, non-consensual sexual intercourse, dating violence, domestic violence, and stalking. The UWG Sexual Misconduct Policy applies to the entire university community, including students, faculty and staff, as well as contractors, vendors, visitors, and guests.

The Title IX Coordinator monitors UWG's compliance with Title IX, oversees investigation and adjudication of complaints, and delivers Title IX training to the UWG community. When sexual misconduct does occur, all members of the UWG community are strongly encouraged to report it promptly to the University or Law Enforcement. Reports may be made anonymously at <http://www.westga.edu/UWGcares>.

Additionally, UWG is firmly committed to maintaining a work environment free of any form of harassing behavior to employees. Any employee who feels that he or she has been the victim of harassment is encouraged to use the University's internal procedures to resolve complaints. The complainant may consult informally with the University Ombuds Office, or the complainant may submit a formal complaint with the Human Resources Department or Title IX Coordinator. <http://www.westga.edu/hr/assets/hrpay/docs/employee-handbook-2015.pdf>

All faculty and staff members of the Department of Mass Communications are required to complete annual online training about sexual misconduct. The department members also participated in face-to-face Title IX training in Fall 2018.

Also, syllabi of Mass Communications courses include the link for the University's Common Language for Course Syllabi (<https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php>). It notes: Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the Patient Advocates in Health Services.

Accommodations

The Office of Accessibility Services functions as the hub to accommodate the needs of those with disabilities. The office provides access to campus resources and opportunities for students diagnosed with disabilities. The office's website explains relevant information in detail:

<https://www.westga.edu/student-services/counseling/accessibility-services.php>

UWG categorizes disabilities into three areas: physical, psychological, and learning disorders. Students who have never been diagnosed but suspect a learning or psychological disability may talk with an Accessibility Counselor about a possible referral.

All entitlements to accommodations are based on documentation and University System of Georgia's Board of Regents Standards. The Office of Accessibility Services lists 18 items of possible services and accommodations such as accessible furniture, captioning service, recording lectures, testing accommodations, and personal care attendant.

The Department of Mass Communications fully complies with the university's accommodations policy while, at the same time, remaining attentive to the standards of education. We are committed to helping students with disabilities to attain a quality educational experience at UWG.

6. Describe the unit's efforts to recruit and retain a student population reflecting the diversity of the population eligible to enroll in institutions of higher education in the region or population it serves, with special attention to recruiting under-represented groups.

The Department of Mass Communications participates in four Preview Days sponsored by the Office of Undergraduate Admissions to recruit students to attend the University of West Georgia. Two faculty members staff a table at the Academic Fair portion of Preview to greet students and parents, share details about our curriculum and experiential learning opportunities, and discuss scholarships and student assistant positions within the various collegiate media. One of the Preview Days is college-centered. At this event, representatives meet separately with parents and students to detail all of the learning opportunities and professional growth and development programming the department offers. Additionally, students and parents tour our collegiate media and Convergent Learning Center. Further, departmental representatives participate in Majors Flix, which is an academic fair to help first and second-year students to choose a major if they are undecided or are considering changing majors. This event serves as a recruitment opportunity, but it also impacts retention when students who need guidance and mentoring can meet faculty who are willing to help them plan out their remaining program of study and their potential career path. Furthermore, the diversity of our faculty is a recruiting and retention benefit. According to the Center for Diversity and Inclusion African-American Male Initiative coordinator, Mass Communications is one of only five departments with two African-American

male full-time faculty. Additionally, the department is one of the only departments with multiple female faculty of color. We are fortunate to have faculty with diverse backgrounds who reflect the make-up of our student population. Retention is a key focus of our department-sponsored "Chat & Chill" activities that are part of our mentoring efforts. These events provide students the opportunity to interact with our diverse faculty and meet other students from different backgrounds. Moreover, our Media Day programming also has an impact on recruitment and retention because of the diversity of the panelists, networking professionals, and keynote speakers. The programming, indeed, reflects the diversity of the department.

Targeted recruitment of under-represented groups is handled by the Office of Undergraduate Admissions, and Mass Communications benefits from the extensive efforts of our partners in Admissions. Director of Admissions Dr. Justin Barlow offered the following details regarding his office's efforts to recruit a diverse student population.

The Office of Undergraduate Admissions values a diverse student population on-campus and takes several actions to insure all students are provided the opportunity to seek a college degree. For example, UWG employs a recruiter who is specifically focused on the most diverse areas within Metro-Atlanta. This recruiter is given a smaller geographic distance so that they can focus on providing one-on-one meaningful assistance to first-generation students and students in need of additional support. Specific strategies to assist students include same day decision events in school settings that provide counseling, application, acceptance, and financial aid support within one event and an assigned application assistant that supports students from the point of application. UWG also employs a bilingual recruiter who focuses on recruiting Hispanic students. This staff member hosts Descubre West Events, bilingual information sessions, and Spanish-language promotional materials. In addition, events themed around diversity are attended by recruitment personnel as offered. Examples of these types of events include national Hispanic fairs, 100 Black Men of Macon, and many other events designed to target minority students. On-campus, many visit programs are available for groups that often coalesce around a specific demographic. In total, UWG visit programs hosted over 6,000 guests as part of its group-tour program. Students, as part of this program, complete a curriculum designed to help them not only explore UWG but learn about college and the benefits of higher education.

In addition to focusing on race and ethnicity, UWG also staffs an adult and veterans recruiter. This individual works with local businesses and addresses systematic challenges that prevent adults from either returning to school or beginning their college education. Veterans are assisted by this recruiter who is closely linked with the veteran center on campus. Additionally, UWG admissions also staffs a readmission recruiter. This position focuses on students who have "stopped-out" and need assistance returning to college. These students are disproportionately first general and low-income, and this positions helping hand encourage their return to campus.

In terms of financial support, UWG waives the application fee for students that are eligible for an SAT/ACT fee waiver (those eligible for free and reduced lunch). Scholarship dollars are often geared towards students of color as well as unique combinations dictated by donors that aid in yield a diverse population. As just one example, UWG Admissions assists in offering the Gozietta scholarship; however, dollars are also apportioned for high-academic-achievement,

regardless of race or ethnicity. These students also receive special attention through partnership with the Honors College further expanding the diversity on-campus. For adults, students that are sixty-two years old are eligible to receive free tuition, as part of a state program.

The Advising Center provides individual advising assistance for all Mass Communications majors, and the department assigns all majors a mentor based on concentration. The guidance provided by the professional advisors and faculty mentors is a key to the retention of majors and their continued progression toward graduation. The department is fortunate that its diverse faculty and professional staff tend to match the makeup of the student population in the unit. Students often feel more comfortable seeking advice and counsel from faculty and staff of similar backgrounds. However, any student, no matter their background, will be treated equally no matter which faculty or staff member they seek help from regarding their career or other issues of concern. All members of the department are committed to promoting a culture of inclusiveness.

7. Units in which admission is selective or varies from general university admission requirements should describe considerations given to the effects of selective requirements on minority enrollment.

The unit does not practice selective admissions.

8. Assess the unit's effectiveness in retaining minority students from first enrollment through graduation. Describe any special program developed by and/or used by the unit in the retention of minority students. Note the role of advising in this process.

The learning experience provided by the Department of Mass Communications is enlivened by a diverse assemblage of students and faculty from all walks of life. We are profoundly aware of the importance of providing expert instruction, a depth of experiences, capable advising and a nurturing environment that yields success for students of all ilk. Multiculturalism is promoted schoolwide by the university's Center for Diversity and Inclusion, providing support and guidance for programs such as the University Diversity Initiative, the Presidential Commission on Campus Inclusion, an Interfaith Cooperation group, and the Diversity Champions Action Council, among others.

The population breakdown of the university suggests that the department provides a supportive environment for students who are considered minorities. Demographic data collected in 2018 shows a total university enrollment of 13,733 students; with 6,944 students (50.56 percent) identifying as Caucasian, 4,822 students (35.11 percent) identifying as African-American, and the remaining 1,967 students (14.32 percent) either identifying as other races or not reporting.

Annual university-wide retention rate data supports that the department effectively maintains its diverse enrollment across the board. For example, a fall of 2015 assessment revealed retention rates of 72.34 percent for second year students, 54.12 percent for third year students and 49.59 percent for fourth year students.

The department encourages its students to pursue scholarships, internships, grants and honors from outside sources, providing support for travel to conferences and workshops, some diversity-related like the International Radio and Television Society's Multicultural Career Workshop. UWG hosts chapters of diversity-related scholarship programs including the African-American Male Initiative (AAMI), which

boasted a retention rate of 88 percent among its members at UWG in fiscal year 2019. AAMI staff serve as mentors and advisors to AAMI students. The Advising Center coordinates efforts to communicate with students to ensure students receive effective advising. Advising holds are placed on student records so that students are required to meet with an advisor to review their course schedule and overall degree plan to remain on track for progression and eventual graduation. Furthermore, an Early Alert initiative is in place for faculty to notify advising and student affairs staff if a student is falling short in courses in the early portion of a semester. Staff reach out to students to determine what factors may be contributing to the students' lack of engagement or poor performance in classes. This initiative has been quite effective in helping students overcome challenges (e.g., financial, psychological, or physical) so that they can focus on their students and achieve success in the classroom.

9. Describe the unit's efforts to recruit women and minority faculty and professional staff (as enumerated in Table 7, "Full-time Faculty Recruitment").

As noted in our Diversity Plan, the Department of Mass Communications is committed to practicing effective recruitment of diverse faculty and professional staff, particularly women and domestic minorities, as well as providing an environment that supports their retention, progress, and success. Our efforts to meet this commitment include posting our job ads with the following outlets:

- [Asians in Higher Ed](#)
- [Association for Education in Journalism and Mass Communication](#) (AEJMC)
- [Broadcast Education Association](#) (BEA)
- [Higher ED Jobs](#)
- [Inside Higher Ed](#)
- [Journal of Blacks in Higher Ed](#)
- [Women in Higher Education](#)

Furthermore, as indicated in the Diversity Plan, records and statistics are maintained regarding hiring, promotion, and tenure decisions in terms of gender, race, ethnicity, and academic and professional expertise of full-time faculty and professional staff. Also, we are committed to a plan of action to strengthen the baseline of underrepresented populations relative to the university region or service area within a three-year time period if data indicate the need. However, a plan of action is not necessary at this time because the current make-up of our faculty is quite diverse, and the success rate of promotion and tenure applications is 100%.

In addition, we report records and statistics regarding gender, race, ethnicity (see Table 7) and academic and professional expertise of full-time faculty. For example, over the last three years, nearly 40% of our applicant hiring pool included females. During that time, five offers were made to females for full-time faculty positions, and all were accepted. In addition, currently over 50% of Mass Communications full-time faculty are female. Of that number, 21% are African-American and 5% are Asian.

The diversity in our full-time faculty reflects our commitment to the adherence of department, university, and the University System of Georgia policies, procedures, and training regarding recruitment, retention, progress, and success of diverse faculty and professional staff, particularly in regards to gender, race, and ethnicity, relative to the university region or service area, e.g., diversity sensitivity initiatives/training, equal employment opportunity provisions, immigration regulations,

lawful/unlawful interview question guidelines, maternity/paternity leave provisions, strategic search strategies, tenure and promotion guidelines that encourage diverse scholarship and creative works, etc.

10. Describe the unit's efforts to provide an environment that supports the retention, progress and success of women and minority faculty and professional staff.

The Department of Mass Communications has a diverse faculty by any number of measures. We have 19 full-time teaching faculty. Of that number, 52.63% identify as women, 21.05% identify as African-American, and 5.26% percent identify as Asian. In addition, we have three adjunct/part-time teaching faculty, two of which are also professional staff. Of that number, 66.67% identify as women and 66.67% identify as African-American. Of the nine faculty with tenure, 55.56% identify as minority and 44.44% identify as female. Three female faculty are full professors, two of which identify as minority. And, two minority faculty are associate professors with tenure, one male and one female.

The Department of Mass Communications has had an informal mentoring system for several years, with established faculty pairing with newly hired and/or junior faculty. Mentoring topics include course management, registration procedures (e.g., overrides, administrative withdrawals, use of graduation audit system - Wolf Watch), online learning management system tutorials, and promotion and tenure workshops. Tenured faculty share their dossiers for junior faculty to model, and offer individual assistance focused on dossier preparation. Additionally, department meetings provide a forum for faculty to share academic and professional successes, request help on assigned tasks, and brainstorm opportunities for scholarship and professional development collaborations, which include presentations at professional conferences, refereed publications, and submissions to competitive film festivals. Indeed, faculty members are motivated to see each other succeed, as the success of our colleagues means the success of our department.

Moreover, the College of Social Sciences developed a formal mentoring program where junior faculty are paired with established faculty outside of their home department in an effort to 1) help faculty make connections within the college and 2) to provide a safe space to communicate questions and concerns.

11. If the unit hires adjunct or part-time faculty members, describe the unit's effort to hire minority and female professionals into these positions (as enumerated in Table 8, "Part-time/Adjunct Faculty Recruitment") and list those who are minority and female professionals.

The Department has a strong pool of adjunct prospects composed mainly of local media professionals. The standing pool is a product of our persistent endeavors to construct close relationships with the media industry via various channels. Media Day, for instance, invites approximately 50 working professionals for the panel discussion and networking sessions. While the primary goal of Media Day is to provide the opportunity for students to build networks with professionals, the signature event also provides an occasion to build up the Department's pool of adjunct/part-time faculty applicants.

In addition to Media Day, the Department hosts events for alumni as a part of UWG Homecoming like the annual panel of journalists who return to WUTV to share their success stories. Guest speakers for classrooms and participants in events such as an open-house event are encouraged to tour the department's experiential learning facilities and to meet with faculty and staff. The chair and faculty members informally solicit applications for adjunct faculty positions whenever opportunities arise. In

order to increase the diversity of the pool, we make an effort to identify minority and female professionals and more actively interact with them.

As Table 8 shows, the majority of our hiring pool for adjunct faculty members are female professionals. In 2018-2019, five out of seven applicants were female. We were unable to make a hire, who was a Caucasian male, for one of the part-time positions due to USG restrictions on employment at multiple institutions within the system. Our most recent hire is an African-American female, Nicole Dukes, who teaches public speaking at UWG’s Newnan Center.

12. Provide examples of professionals, visiting professors, and other guest speakers invited or sponsored by the unit during the past three years whose background or expertise served to introduce students to diverse perspectives. (Five examples a year are sufficient and those examples should include the name, title, subject area/expertise, race, gender of speakers to provide context. The unit has the option of providing a complete list in a separate digital file.)

The following table highlights guest speakers who have been invited to speak in classes, serve on the Symposium panel, and talk with student organizations.

Visiting Professionals (Fall 2016 - Summer 2019)									
Semester/ Year	First Name	Last Name	Job Title	Organization	Subject Area / Expertise	Race	Gender	Alumni	Notes
Fall 2016	Craig	Schroer	Systems Librarian	UWG/ Ingram Library	Database, online search, data collecting	Caucasian	M	No	COMM 3301
Fall 2017	Chris	Adamson	Promotions Assistant	iHeartMedia Atlanta	Radio promotions/event planning	Caucasian	M	Yes	NBS-AERho UWG Chapter - Tour of iHeartStudios
Fall 2017	Jared	Yamamoto	Producer - WSB Radio	Cox Media Group	Radio producing/on-air	Caucasian	M	Yes	NBS-AERho UWG Chapter - Tour of Cox Media Studios
Fall 2018	Melanie	Fan	Social Media Strategist	University of West Georgia	Social media/ communications/ marketing	Caucasian	F	No	COMM 4414
Fall 2018	India	Westbrook	Marketing coordinator	Emory University	Communications/ PR/ marketing	African-American	F	Yes	COMM 4414
Spring 2017	Jim	Spruell	President/Chief Creative Officer	ZUZA Films	Digital content, film, television, video production	Caucasian	M	No	NBS-AERho UWG Chapter Guest
Spring 2017	Rachel	Cook	Radio promotions	The FISH 104.7 FM	Radio promotions/event planning	Caucasian	F	Yes	NBS-AERho UWG Chapter Guest
Spring 2017	Moran	McCall	On-Air Personality/Producer	iHeartMedia Atlanta & Sirius XM	Radio producing/on-air	African-American	M	Yes	NBS-AERho UWG Chapter Guest
Spring 2017	Anisa	Pennie	On-Air Personality/Producer/Brand Ambassador	Fresh Empire	Radio on-air/event planning/modeling	African-American	F	Yes	NBS-AERho UWG Chapter Guest
Spring 2018	Farooq	Kperogi	Associate Professor	Kennesaw State University	Communication and Technology/ International Journalism	African	M	No	Spring Symposium 2018 - "Creating Meaningful Dialogue in the age of Social Media."
Spring 2018	David	Mitchell	Assistant Professor	University of West Georgia	Psychology	African-American	M	No	Spring Symposium 2018 - "Creating Meaningful Dialogue in the age of Social Media."
Spring 2018	Craig	Schroer	Systems Librarian	UWG/ Ingram Library	Database, online search, data collecting	Caucasian	M	No	COMM 3301
Spring 2019	Stephanie	Chalifoux	Assistant Professor of History	University of West Georgia	Women's History	Caucasian	F	No	Spring Symposium 2019

Visiting Professionals (Fall 2016 - Summer 2019)									
Semester/Year	First Name	Last Name	Job Title	Organization	Subject Area / Expertise	Race	Gender	Alumni	Notes
Spring 2019	Matt	Cooke	Assistant Athletic Director	Athletic Department, UWG	Media Relations, UWG Sports	Caucasian	M	Yes	Matt spoke at a staff meeting for The West Georgian to explain how to contact the Athletic Department to arrange UWG sports coverage.
Spring 2019	Melanie	Fan	Social Media Strategist	University of West Georgia	Social media/communications/marketing	Caucasian	F	No	COMM 4414
Spring 2019	Deirdre	Haywood-Rouse	Director of Diversity Education & Community Initiatives	University of West Georgia	Diversity and Inclusion	African-American	F	No	Spring Symposium 2019 - The focus was on understanding what gendered harassment and violence are and how to respond to the #MeToo movement in ways that intentionally include all voices and support all survivors.
Spring 2019	Corey	Hindman	Student Advocate	University of West Georgia	Responsible Sexuality Education	White	M	Yes	Spring Symposium 2019 - The focus was on understanding what gendered harassment and violence are and how to respond to the #MeToo movement in ways that intentionally include all voices and support all survivors.
Spring 2019	Xavier	Jennings	Minority Affairs Coordinator	Ga State House #71	Political outreach strategist, minority affairs	African-American	M	Yes	
Spring 2019	Anita	Lamar	Attorney	Lamar Law Office	Personal injury, family law	African-American	F	No	

Visiting Professionals (Fall 2016 - Summer 2019)									
Semester/Year	First Name	Last Name	Job Title	Organization	Subject Area / Expertise	Race	Gender	Alumni	Notes
Spring 2019	Jane	McCandless	Dean College of Social Sciences	University of West Georgia	Sociology and Gender	Caucasian	F	No	Spring Symposium 2019 - The focus was on understanding what gendered harassment and violence are and how to respond to the #MeToo movement in ways that intentionally include all voices and support all survivors.
Spring 2019	Yolanda	Peacock	Economist	U.S Bureau of Labor Statistics	Economic Analysis & Information Office	African-American	F	No	COMM 3301
Spring 2019	Craig	Schroer	Systems Librarian	UWG/ Ingram Library	Database, online search, data collecting	Caucasian	M	No	COMM 3301

Part II, Standard 4. Full-Time and Part-Time Faculty



Convergence Journalism faculty discuss the course rotation for future semesters during the breakout session of the 2019-20 strategic planning retreat in August 2019.

Make the following documents available in a digital file:

- curriculum vitae of each full-time faculty member (Full-time faculty refers to those defined as such by the unit.)
- résumés of adjunct or part-time faculty, and of graduate students serving as teachers of record, teaching during the fall 2019 semester

Print copy in the workroom only:

- records on faculty promotion and tenure

Executive summary:

- The department is comprised of 11 tenured/tenure-track faculty, two clinical assistant professors, and six lecturers. Of the full-time faculty, 12 members have a Ph.D., three hold an M.F.A., and the remaining four have master's degrees. Tenured/tenure-track faculty typically teach nine credit hours per semester with three credit hours reassigned for scholarship/professional growth and development. Lecturers usually carry a 12-credit hour course load per semester.
- Full-time faculty submit an annual self-evaluation to the department chair, and they are evaluated on teaching, service, and professional growth and development as outlined in the *Faculty Handbook* and the department's promotion and tenure guidelines.

- A large majority of faculty have engaged in professional development programs related to teaching, and many have been honored for their effective teaching and mentoring of students.
- Full-time faculty teach more than 80% of courses in the department.
- Skills courses enroll no more than 20 students per semester.

Please respond to each of the following instructions:

1. Describe faculty balance in terms of degrees, professional experience, gender, race and rank.

The department faculty are well-credentialed individuals who bring a combination of educational training and professional experience to share with our students. Below is a breakdown in terms of rank, academic degrees, professional experience, gender, and race.

There are 19 full-time faculty, which includes the department chair, interim dean, and executive director of UWG Douglasville. Additionally, there are four part-time faculty in Fall 2019. In terms of rank, there are four full professors (three on administrative appointments), five associate professors, four assistant professors, and six lecturers in the department. There are two regular part-time instructors and two professional staff who teach as adjuncts. One of the part-time instructors is only teaching Fall 2019 while a tenured faculty member is on paid leave (sabbatical).

Of the full-time faculty, 12 members have a Ph.D., three hold an M.F.A., and the remaining four have master's degrees. In Mass Communications at UWG, the M.F.A. is considered a terminal degree. One of the faculty members who holds a Ph.D. also holds a J.D. Part-time faculty have master's degrees or 18 graduate credit hours in the discipline, as required by SACS.

The department has built a faculty with significant professional and teaching experience. The 19 full-time faculty members average 15 years of professional experience and 13 years of university-level teaching experience.

The department's full-time faculty includes nine males (47.37%) and ten females (52.63%). Adjunct faculty for Fall 2019 include two males and two females. Minority faculty comprise 36.84% (7/19) of full-time faculty and 50% of adjunct faculty.

2. Describe how the unit selects full-time and part-time faculty and instructional staff. Provide in digital format examples of published advertisements for faculty openings in the past six years (before the self-study year) that show required and preferred qualifications of candidates.

Faculty and staff lines are part of the fall budget request each year. The chair consults with current faculty and staff to identify personnel needs and rank orders the requests to pitch at the college-level. Once the college's administrative council determines which personnel requests will move forward to the dean, the dean submits the requests to the provost, who then argues for the positions with the executive leadership team. Once approval is given to hire faculty and/or staff, the department follows the guidelines set forth by the University of West Georgia Human Resources and the University System of Georgia. Human Resources provides a comprehensive set of materials (link [here](#)) to help navigate the hiring process for any position. Additionally, Academic Affairs provides several resources (link [here](#))

related to hiring on its website as well. At the end of this section are the procedures to follow once a faculty line is approved.

After approval of a faculty line, a search committee is formed to develop the job ad for posting. Once the job call is approved at all levels, it is posted with various outlets including AEJMC, BEA, *The Chronicle of Higher Education*, HigherEdJobs.com, Inside Higher Ed, *Journal of Blacks in Higher Ed*, and *Women in Higher Education*. The University also lists job openings on its Human Resources site. Staff positions are listed on the University website and select outlets like AEJMC and BEA.

Both faculty and staff positions involve a search committee, and search committee chairs are required to complete a training workshop provided by Human Resources on the proper protocol for conducting searches, including best practices for recruiting women and minority applicants. The search committee reviews applications and selects applicants to interview by phone. After phone screening is complete, the committee submits a list of candidates to invite for a campus interview. Campus interviews for faculty typically include a full day of meeting with faculty, staff, students, and administration, teaching a class, and a scholarly presentation. Feedback is gathered from stakeholders and an unranked list of viable candidates for the position are submitted to the chair. The chair submits a recommendation to the Dean’s Office for approval to make a verbal offer. The letter of offer is issued by the dean, and the on-boarding commences.

Part-time monies are limited, but the department prefers to hire regular part-time faculty who can return in subsequent semesters without a search. The hiring protocol is similar to that described above, though only a phone interview is required before a verbal offer is made. The department recruits part-time faculty from the pool of media professionals in the Atlanta Metro area. Additionally, select staff members who have the academic credentials serve as adjunct faculty. Course assignments are based on their expertise and availability outside of their normal work duties.

Faculty, whether full-time or part-time, must have earned at least 18 graduate hours in the discipline to be eligible to teach courses, according to SACSCOC. In exceptional cases, extensive professional experience may be approved as a substitute for formal academic credentials, but the unit has not had a situation that required such approval.

Academic Affairs - Process to Hire New Faculty

College _____
 Department _____
 Position _____ Position _____
 # _____

Step 1-Receive initial budget approval to search from the Provost:

- Submit the following to the Office of the Provost*
 _____ Critical Hire form (*full-time faculty only*)
 _____ Separation PAR and Budget Amendment to return to Vacancy Pool
The following approvals are needed before proceeding with step 2
 _____ Approved through respective office if split-funded
 _____ Academic Affairs Budget
 _____ Provost

Once signed approvals are received, please do the following:

- _____ Begin the search and select the candidate
- _____ Make a verbal offer to the candidate (If offer differs from Critical Hire, Provost approval is required)
- _____ Obtain correct mailing address for the Letter of Offer

Step 2- Complete the Hiring Process-Verify credentials & budget:

Submit the following to the Office of the Provost

- _____ ATE
- _____ Budget Amendment/Transfer (if applicable)
- _____ Draft Letter of Offer
- _____ Copy of Vita
- _____ Unofficial Transcripts (official transcripts, if they are readily available)
- _____ Advance Data for Banner form (will be pulled in this step to enter into Banner for 917 and email creation)

The following approvals are needed before proceeding with step 3

- _____ Academic Affairs Budget
- _____ Budget Office
- _____ Academic Affairs Credentials Verification
- _____ Provost
- _____ President (if applicable)

Step 3- Complete the Hiring Package:

_____ Mail letter of offer and relocation agreement (if applicable) to the candidate, to be returned within 10 days.

_____ Email candidate instructions for submitting the offer letter and contacting HR to complete paperwork, emphasizing the importance of timeliness of both of these actions to ensure they are paid on time.

Copy Alicia Hargraves-Bradford on the email.

_____ Upon receipt of the signed letter:

_____ Send or scan the "Acknowledgement Letter" to HR (*full-time faculty only*).

_____ Collect the following documents (please keep in this order) and submit to the office of the Provost

- _____ Budget Amendment/Transfer (if applicable)
- _____ Original, signed PAR
- _____ Original, signed ATE
- _____ Original, signed letter of offer
- _____ Original Affirmative Action Checklist (FT faculty only)
- _____ Applicant Clearinghouse Position Posting Announcement (FT Faculty only)
- _____ Three signed original or electronic letters of recommendation
- _____ Vita
- _____ Official Transcripts

***Important Reminder for Part-time faculty – send all new part-time hires to HR to complete new employee paperwork.**

Revised September 2018

3. Describe the unit's expectations of faculty members in teaching, research, creative and professional activity, and service and its process for the award of tenure, promotion, reappointment and salary. (Provide digital access to relevant faculty handbook sections and any supplementary promotion and tenure criteria and procedures adopted by the unit. Please provide specific page numbers.)

The unit includes tenured and tenure-track faculty, clinical faculty (i.e., professor of practice), and lecturers. The expectations for tenured (post-tenure review), tenure-track faculty, and lecturers are detailed in the UWG [Faculty Handbook](#) with promotion and tenure criteria explicated on pages 10-36. The department additionally approved discipline-specific criteria for promotion and tenure (see [Appendix H](#)). The preamble to the department's promotion and tenure criteria, approved at all levels September 2017, is as follows:

Board of Regents policy prescribes four criteria for promotion and tenure consideration -- superior teaching, outstanding service to the institution, academic achievement and professional growth and development. Regents' policy stipulates that noteworthy achievement should be expected in at least two areas; and UWG stipulates that one of the noteworthy areas must be teaching, except in the case of librarians and administrators whose primary tasks are not teaching. Moreover, for promotion to Associate Professor or Professor, UWG policy stipulates that one must have demonstrated at least some substantive and documentable achievement in all four areas (*Faculty Handbook*, 103.0302; 103.0403). Discipline-specific minimum requirements for meeting each criterion are outlined below by rank.

Clinical faculty criteria are in development since the first-ever clinical faculty were hired in the department to start in 2018-19. Clinical faculty are eligible for promotion but not tenure. Criteria will closely align with current promotion criteria, but additional evidentiary sources in the area of professional growth and development and academic achievement will be added to speak to the academic and professional credentials these professors of practice may earn and to highlight their professional activities that allow them to remain current in their respective areas of expertise. Like clinical faculty, lecturers are not eligible for tenure but may be promoted to senior lecturer (see [BOR Policy Manual Section 8.3.8.1.](#)) by satisfying expanded criteria in the area of teaching and the scholarship of teaching and learning as well as an active service agenda. Tenured, tenure-track, clinical, and lecturer positions are renewable each year.

The promotion and tenure process is dictated by the *Faculty Handbook*. The following synopsis captures the key elements of the evaluation process. In late spring, a list of candidates eligible for promotion and tenure is sent to the college and department from the Provost's office. Additionally, faculty not on the eligibility list may choose to seek early promotion based on the criteria in the *Faculty Handbook*, but no faculty may seek early tenure. In early fall, a departmental review committee of no less than three tenured faculty members within the department review candidates' dossiers, which are submitted electronically through a secure system designed by the University. If a department does not have three tenured faculty members eligible to serve the review committee, a tenured faculty member from another department in the college is invited to serve. The departmental review committee makes a recommendation to the department chair and the college-level promotion and tenure advisory committee, which is comprised of seven members. One member is elected as an at-large member by the college, and the other six are representatives from the six departments in the College of Social Sciences. The department chair conducts an independent review from the departmental committee and makes a

recommendation to the college committee. The college committee, in October, reviews all candidates and each member casts a vote via secret ballot. The vote and overall recommendation is submitted to the Dean, who conducts an independent review, taking the departmental committee, chair, and college committee recommendations under advisement. The Dean sends forward a final recommendation to the Provost in December, which includes all previous recommendations. The Provost makes a recommendation in late January to the President, who in turn submits a recommendation to the Board of Regents for approval in February. Any negative recommendations at the department level or college level may be appealed by candidates. Appeals are considered by the review committees before sending forward their final recommendations.

Promotion to associate professor results, typically, in a \$2,000 increase in base salary. If the increase is not enough to move the faculty member to 87% of the CUPA median, additional monies are added as an equity adjustment. Promotion to full professor comes with a \$4,000 base salary increase, unless an equity adjustment is needed to reach 87% of the CUPA median. Merit raises are separate from promotion increases, and these raises occur annually when the Board of Regents approves monies for merit. UWG had no merit raises for approximately six years. The most recent merit raise authorized by the BOR was up to 2%. Faculty merit raises are based on annual evaluations submitted to the chair. The department approved an evaluation structure for merit raises that takes into account teaching (40%), service (30%), and professional growth and development (30%). Equity adjustments were common from 2013-2018, but recent budget shortfalls and other priorities suspended these adjustments. The previous administration made a commitment to move faculty to 100% of the CUPA, but this has not happened because each time (every two years) that CUPA data is refreshed, the amount of monies required to move one or two percentages toward the goal of 100% is more than the institution can spare.

Reappointment is based on annual evaluations by the department chair. The *Faculty Handbook* dictates that the chair in consultation with tenured faculty members should determine whether a faculty member will receive a renewal of contract or a non-renewal. The timing of these decisions varies based on the number of years a faculty member has been employed. Any faculty who receive a non-renewal letter may continue on faculty for the current academic year.

4. Describe professional development programs, workshops in teaching, or other methods used to stimulate and encourage effective teaching.

As noted previously, the department earned the 2016 Regent's Teaching Award for Program/Department, which is a testament to its commitment to sound teaching at the highest level. Each year, faculty are evaluated on their teaching effectiveness as part of the annual review process, which includes a close examination of student evaluations of instruction as well as self-reported classroom successes and challenges. Peer evaluations and supervisor evaluations are common elements of annual reviews as well as pre-tenure (3rd year) review, promotion and tenure review, and post-tenure review. Some of the college and university resources are highlighted below, but in addition to the more formal trainings and workshops, our faculty, who teach similar courses, consistently engage in informal discussions about teaching to ensure consistency in coverage of material, assignments, and workload. Our annual strategic planning retreat is, too, an opportunity to have discussion focused on pedagogy as we plan for the new year ahead. Concentrations and Communication Studies conduct breakout sessions so that discussions can be more centered on courses in their respective curricula and challenges can be addressed efficiently and effectively.

The College has offered grants for faculty that focus teaching during the summer, and many of our faculty have taken advantage of these opportunities. Most faculty have applied for and earned the Online Teaching Grant to help them develop their instructional arsenal for online course delivery. Several colleagues earned an Advanced Online Teaching Grant to expand their online teaching skills to further effective delivery of courses online. Additionally, the College offered a Course Redesign Grant to afford faculty the opportunity to revamp an existing course in terms of content, assignments, and mode of delivery. The Center for Teaching and Learning (CTL) also offers various [programs focused on teaching development](#). Services include new faculty orientation, one-on-one consultations, classroom observations, course redesign assistance, and faculty learning communities. Additionally, workshops are scheduled periodically to cover high impact practices, student motivation and engagement, evidence-based teaching strategies, classroom assessment techniques, and best practices across all delivery modes. Another useful resource offered by CTL is the Monday Morning Mentor, which is an online tutorial that covers a topic of interest each week during fall and spring semesters. The 20-minute sessions range from copyright issues in the classroom to cultivating more effective interaction with students in online courses. Further, the Center sponsors a book study group that includes 8-12 faculty who meet throughout the semester, and CTL promotes the scholarship of teaching and learning. Likely considered CTL's most significant contribution to promoting effective teaching and learning is its annual Innovations in Pedagogy conference that is held on campus each year after the spring semester closes. It has been held for five years, and several of our faculty have presented at the conference while others are consistent participants. Moreover, CTL offers travel support for faculty who attend conferences related to teaching and learning, with the highest priority given to faculty presenting at the USG Teaching & Learning Conference that is held every year at the University of Georgia in Athens. Faculty who are interested may apply for the Governor's Teaching Fellows program sponsored by the Institute of Higher Education at the University of Georgia. No more than two faculty from any USG institution may be submitted for consideration (typically only one name goes forward on the recommendation of the President). UWG has had several faculty chosen for this honor, including one member of the Mass Communications faculty.

In conjunction with CTL, the [UWG Online Faculty Development program](#) offers numerous trainings, online tutorials, and individual consultation to provide faculty with the tools and techniques to design the most effective courses for students. One of the programs the office supports is Quality Matters. The QM training courses are available to faculty who wish to potentially pursue QM certification for their courses or who wish to be a trained QM reviewer. At least one faculty member in the department earned QM trainer certification, and another faculty member completed all but one of the courses to be certified.

5. Describe the normal workload for a full-time faculty member. Explain how workloads are determined. If some workloads are lighter or heavier than normal, explain how these variations are determined.

According to the *Faculty Handbook*, full-time faculty are expected to teach a minimum of four 3-hour courses or the equivalent per semester. Reassigned time may be granted for administrative, scholarship, or other duties. In the department, tenured and tenure-track faculty are reassigned the equivalent of a 3-credit hour course for professional growth and development each semester. This has been a common practice for many years. Any additional reassignment is negotiated between a faculty member and the chair. Lecturers are assigned four 3-credit hour courses given that their main duty is teaching. Service assignments are spread across full-time faculty within the department, though some committees

require tenured or tenure-track faculty to fulfill the charge of the committees. Among service assignments are search committees, the curriculum advisory committee, the Media Day steering committee, and the promotion and tenure review committee. Additional service assignments in the college or university occur via appointment, election, or on a volunteer basis. Faculty are expected to serve as mentors to students as a complement to the professional advising staff housed in the Advising Center. Below are additional guidelines set forth in the *Faculty Handbook* for faculty workload (Section 127, pages 82-83). According to the department's Summer Teaching Policy below, summer courses are offered based on the annual course rotation and student demand. Summer teaching assignments are based on rank and seniority as well as curriculum expertise. A list of summer course options is provided by the chair with the names of the faculty listed in rank order next to each course. Full-time faculty are asked to submit up to two summer teaching preferences to the chair. Typically, tenured and tenure-track faculty are assigned two courses and lecturers are assigned one; however, no faculty member is guaranteed summer teaching. Faculty may choose not to teach in the summer or limit their offering to one course if they are eligible for two.

Faculty Handbook

127 Faculty Workload

127.01 Faculty are expected to teach a minimum of four 3-hour courses or the equivalent per semester unless a portion of that time is reassigned by the dean for administrative, research, or other purposes

127.02 Faculty are expected to assume their fair share of academic advising, and program, departmental, school, college, and university committee work.

127.03 Faculty are expected to accept a reasonable share of institution-wide service activities, including institutional governance when selected. However, faculty are also expected to exercise prudence in accepting such service, so that they are not taking on a disproportionate or unduly burdensome load that interferes with teaching and research.

127.04 Faculty are expected to have an on-going research and professional development agenda, to share the agenda with their department chair or equivalent, and to make progress annually in addressing the agenda.

127.05 Faculty are expected to engage in public and professional service activities as time and opportunity allow.

127.06 Faculty are expected to average no more than one day a week in any approved outside employment.

127.07 Faculty may not be paid for teaching overloads during the regular academic year and will not be assigned overloads unless they are agreeable and compensatory time is provided within the subsequent two-semester. Please refer to the BOR Faculty Overloads and Instructional Staff Responsibilities (4.10 Faculty Overloads and Instructional Staff Responsibilities).

127.08 Summer teaching is optional, depends on need, and is limited to no more than 9 credit hours for the summer semester. (*Faculty Handbook*, p. 82-83)

Mass Communications
Summer Teaching Policy
August, 2019

The summer course offerings will be driven by the 2-year course rotation which is designed to ensure efficient retention, progression, and graduation of majors. However, additional courses may occasionally be scheduled when there is a student demand. Accordingly, faculty will be assigned to teach courses as prescribed by the 2-year rotation based on their academic and professional credentials, academic rank, and seniority, respectively. Academic rank is defined as professor, associate professor, assistant professor, lecturer, instructor, and part-time instructor; and seniority is defined as years of service since initial appointment at the University of West Georgia.

In the event that student demand justifies scheduling multiple sections of a given course, it may be necessary to successively restrict registration for some sections to maximize overall enrollment across sections. In such instances, rank and seniority will determine the order in which courses will be available for registration. In the event that the 2-year rotation or student demand allows opportunity for faculty to teach more than one course, second and third course assignments will be based on the aforementioned qualification-rank-seniority criterion.

The department chair is charged with the responsibility of coordinating the summer schedule within budgetary constraints in consultation with the concentration heads, Communication Studies director, and faculty. However, final approval of the summer schedule rests with the department chair who is charged with the responsibility of ensuring that the schedule complies with COSS policy, i.e., faculty will be compensated 10% per course, and cannot exceed 33.3% of base salary; faculty will not receive compensation for independent studies; and the department's summer budget must be balanced across sections.

Submitted By:

Dr. Camilla Gant, Director of Mass Communications
In Consultation with Program Tenured Faculty
January 10, 2009

Approved By:

Program Tenured Faculty
In Consultation with Program Faculty & Staff
February 25, 2009

Update Approved By:

Department Faculty
In Consultation with Department Faculty & Staff
August 1, 2019

6. Demonstrate that full-time tenured, tenure-track and fixed-term faculty have taught the majority of core and required courses for the three years before the site visit. If full-time faculty have not taught and are not teaching the majority of core and required courses, the unit should explain how its staffing plan accomplishes the goal of reserving the primary responsibility for teaching to the full-time faculty.

The percentages below reflect full-time faculty instruction of the 34 core and required courses for the B.S. in Mass Communications across four concentrations. The percentages for the 2017-2018 school year are lower because three limited-term instructors had to be hired to cover courses left vacant due to the unexpected resignations of two tenure-track faculty and a failed search the previous year.

Percentage of core and required courses taught by full-time faculty:

2018-19 school year:	Fall 2018 – 86.49%	Spring 2019 – 81.58%	Summer 2019 – 94.74%
2017-18 school year:	Fall 2017 – 64.86%	Spring 2018 – 64.86%	Summer 2018 – 64.71%
2016-17 school year:	Fall 2016 – 90.32%	Spring 2017 – 87.50%	Summer 2017 – 100%

Detailed spreadsheet of full-time faculty associated with the core and required courses may be found [here](#).

7. Describe the unit's processes and criteria for evaluating the performance of full-time and part-time faculty and instructional staff. Use a digital format to provide any course evaluation forms, peer review forms or other documents used in evaluations.

Full-time faculty submit annual self-evaluations (see [Appendix I](#)) in early spring (late January to mid-February) that covers the previous calendar year. Tenured and tenure-track faculty set the percentage of their efforts across teaching, service, and professional growth and development. Teaching should be no less than 40% of a full-time faculty member's workload. Lecturers report a higher percentage of teaching because of the nature of their positions, and the professional growth and development activities center around the scholarship of teaching and learning and other teaching development opportunities.

Faculty self-evaluations report activities across the three areas noted above that align with evidentiary sources in the *Faculty Handbook* (Section 103.0302, 5.1 - 6; pp. 19 – 21) and the departmental guidelines for promotion and tenure. Additional evidentiary sources for the creative works of film and video production faculty come from the Broadcast Education Association and University Film & Video Association. The department is developing additional professional growth and development criteria for clinical assistant professors, two of which were hired beginning fall 2018.

As prescribed by the *Faculty Handbook* (pp. 24-28) in Section 103.06 Evaluating Teaching, the Student Evaluation of Instruction (SEI) is to be used for face-to-face and hybrid courses. Online course evaluations are administered through UWG Online, and they reflect content similar to the SEI. Teaching evaluations ask students about their own performance, discipline-centered items, and instructor-centered items ([see pp. 26-27 of the Faculty Handbook](#)).

The department chair reviews the teaching evaluations of part-time faculty and writes a summary report for submission to the Dean.

The department chair is reviewed annually by the Dean. Like faculty, the chair drafts and submits a self-evaluation, and the dean reviews the submission and writes a report that is finalized and forwarded to the Provost.

8. List selected achievements in teaching in the past six years: awards or citations for high-quality teaching; grants or other support for development of curriculum or courses; publications and papers on teaching; etc. (Five citations each year are sufficient, but the unit has the option of providing a full list in a separate digital file.)

Stacy Barton

- Recipient, Advanced Online Course Training Summer Grant, College of Social Sciences, Summer 2017
- Nominee, Outstanding Teaching Award, College of Social Sciences, Spring 2017

Taylor Bryant

- Recipient, Course Redesign Summer Grant, College of Social Sciences, Summer 2019

Dr. Hazel Cole

- Nominee, Outstanding Mentor Award, College of Social Sciences, Spring 2018
- Recipient, Course Redesign Summer Grant, College of Social Sciences, Summer 2017
- Nominee, Outstanding Mentor Award, College of Social Sciences, Spring 2017

Dr. Melanie Conrad

- Recipient, Course Redesign Summer Grant, College of Social Sciences, Summer 2019
- Recipient, Advanced Online Course Training Summer Grant, College of Social Sciences, Summer 2017
- Recipient, Online Course Training Summer Grant, College of Social Sciences, Summer 2015

Dr. Camilla Gant

- Recipient, Outstanding Mentor Award, College of Social Sciences, Spring 2013

Dr. Patrick Hadley

- Recipient, Course Redesign Summer Grant, College of Social Sciences, Summer 2019

Dr. Michael Hester

- Nominee, Outstanding Teaching Award, College of Social Sciences, Spring 2019

Robyn Hicks

- Recipient, Online Course Training Summer Grant, College of Social Sciences, Summer 2019

Shawn Isaacs

- Nominee, Outstanding Teaching Award, College of Social Sciences, Spring 2018

Dr. Soo Moon

- Nominee, Outstanding Teaching Award, College of Social Sciences, Spring 2017

Dr. T. Randahl Morris

- Recipient, Online Course Training Summer Grant, College of Social Sciences, Summer 2015

Dr. Tonia Phanor

- Recipient, Advanced Online Course Training Summer Grant, College of Social Sciences, Summer 2018

Dr. John Sewell

- Nominee, Outstanding Teaching Award, College of Social Sciences, Spring 2018
- Nominee, Outstanding Mentor Award, College of Social Sciences, Spring 2017

Chris Renaud

- Nominee, Outstanding Teaching Award, College of Social Sciences, Spring 2017

Dr. Amber Smallwood

- Nominee, Outstanding Mentor Award, College of Social Sciences, Spring 2018
- Nominee, Outstanding Mentor Award, College of Social Sciences, Spring 2017

Kelly Williams

- Recipient, Course Redesign Summer Grant, College of Social Sciences, Summer 2019

Andrew Will

- Nominee, Outstanding Teaching Award, College of Social Sciences, Spring 2019

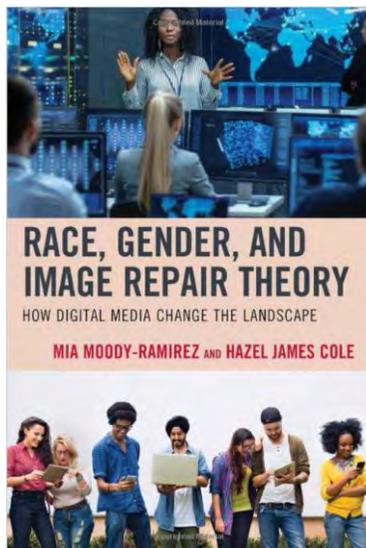
Dr. Misty Wilson

- Nominee, Outstanding Teaching Award, College of Social Sciences, Spring 2019
- Nominee, Outstanding Mentor Award, College of Social Sciences, Spring 2017
- Recipient, Advanced Online Course Training Summer Grant, College of Social Sciences, Summer 2017
- Recipient, Online Course Training Summer Grant, College of Social Sciences, Summer 2016

Dr. Brad Yates

- Recipient, Outstanding Mentor Award, College of Social Sciences, Spring 2018
- Fellow (competitive), Governor's Teaching Fellows Summer Symposium, Institute of Higher Education (University of Georgia), May 2017
- Participant, Honors College Curriculum Workshop, Honors College, University of West Georgia, June 2017
- Recipient, Outstanding Teaching Award, College of Social Sciences, University of West Georgia, Spring 2015
- LEAP Symposium Fellow, Academic Affairs Faculty Symposium, "Liberal Education and America's Promise: Possibilities for LEAP West," Office of the Provost and Vice President for Academic Affairs, University of West Georgia, June 2016
- UWG Online "QM Training" Program, UWG Online and Center for Teaching and Learning, University of West Georgia, 2014-2015

Part II, Standard 5. Scholarship: Research, Creative and Professional Activity



College Radio Takeovers and Shutdowns: An Analysis of News Coverage from 2006–2016

Amber M. K. Smallwood, Bradford L. Yates, and Winston B. Tripp

Between 2010 and 2015, more than 30 college radio stations either went off air, transferred their licenses, or entered into programming or shared-time agreements. Among these are Vanderbilt University's KRUV 91.1 FM, University of San Francisco's KUSF 90.3 FM, Rice University's KTRU 96.1 FM, and Georgia State University's WRAS 88.5 FM. In what seems to be a shrinking presence of college radio on the FM dial, this study examines national and local news coverage of recent college radio shutdowns, transfers, and agreements to understand how these events are being presented in the news media. Findings suggest themes in news coverage includes a great deal of attention to the student, alumni, and community responses to station closures and transfers, but limited attention to reasons for the closures and transfers. University administrators were the most commonly quoted or referenced sources in the sample; students, alumni, community, faculty, and staff held significantly smaller shares of voice. Questions about the coverage of college radio closures and transfers as well as college radio's future viability are discussed.

Colleges and universities were central in early radio and audio development (Aitken, 2014; Slotten, 2006) and, in their heyday, college radio stations were key to discovering new talent (Sauls, 1998b); however, over the past decade, universities and colleges across the United States have removed many college radio broadcasts from the FM dial. According to year-in-review posts on RadioSurvivor.com—a news blog covering “radio’s present, past, and uncertain future,” (About Radio Survivor, n.d.)—between 2010 and 2015, more than 30 college radio stations either went off the air, transferred

Faculty remain actively engaged in scholarship through research and creative project collaborations.

Executive summary:

- All full-time faculty are required to carry the equivalent of a 12-credit hour workload. Tenured, tenure-track, and clinical faculty receive reassigned time for scholarship that is the equivalent of a three-credit course.
- Faculty scholarship is robust in spite of heavy teaching and service loads. The leading categories of scholarship include journal articles, conference papers, panel presentations, and juried and non-juried creative works.
- Faculty rely on a variety of sources for professional growth and development funds including department allocations, college grant programs, and year-end monies.

Please respond to each of the following instructions:

1. Describe the institution’s mission regarding scholarship by faculty and the unit’s policies for achieving that mission.

The updated Carnegie Classification of Institutions of Higher Education categorizes the University of West Georgia as a Doctoral/Professional University (D/PU). According to the Carnegie classifications website, Doctoral Universities include “institutions that awarded at least 20 research/scholarship doctoral degrees during the update year and also institutions with below 20 research/scholarship doctoral degrees that awarded at least 30 professional practice doctoral degrees in at least 2 programs.” UWG falls into the latter category. Teaching is the first priority at the University, but the pursuit of scholarship is encouraged, valued, and recognized across all departments – most definitely within the unit.

A portion of Section 103 – Procedures and Criteria for Promotion and Tenure of the *Faculty Handbook* describes the impact of awarding tenure, and it indicates that in return for tenure, faculty have a responsibility to further the University's programs of research.

Tenure is the keystone for academic freedom; it is essential for safeguarding the right of free expression and for encouraging risk-taking inquiry at the frontiers of knowledge. Both tenure and academic freedom are part of an implicit social compact which recognizes that tenure serves important public purposes and benefits society. The people of Georgia are best served when faculty are free to teach, conduct research, and provide service without fear of reprisal and to pursue those activities with regard for long term benefits to society rather than short term rewards. In return, the faculty has the responsibility of furthering the institution's programs of research. (Source: [Faculty Handbook](#), p. 11).

To promote the ongoing pursuit of scholarship, faculty are evaluated annually on their achievements in the areas of teaching, service, and professional growth and development. Evidentiary sources in professional growth and development include scholarly publications and creative works, presentations before learned societies and professional organizations, the scholarship of teaching and learning, grants, and recognition by professional peers. Additional evidentiary sources are recognized by the unit as part of the promotion process and in support of scholarship.

Tenured and tenure-track faculty are expected to carry a workload equivalent to 12 credit hours. Each semester these faculty receive reassigned time for scholarship that is the equivalent of a three-credit course. This reassigned time provides faculty the opportunity to pursue an active research and/or creative works agenda. In 2014, the unit voted to approve peer-reviewed creative works that satisfy the Broadcast Education Association (BEA) or the University Film & Video Association (UFVA) promotion and tenure criteria as the equivalent of peer-reviewed scholarly publications. Additionally, the department is updating its promotion guidelines for clinical professors to include evidentiary sources that address professional growth and development in the area of public relations.

2. Define the group of faculty whose work is included in this section and state time restrictions used to incorporate activities of faculty who were not employed by the unit during all of the previous six years (for example, new faculty and retired faculty).

Tenured and tenure-track faculty are required to engage in scholarship, research, and/or creative and professional activities. Lecturers primarily focus on teaching, but some engage in the scholarship of teaching and learning. All full-time faculty, excluding limited-term instructors, are included in this section. During the past six years (2013-2019), two tenure-track faculty members resigned. The department hired two tenure-track assistant professors, two clinical assistant professors, one lecturer, and three limited-term instructors in this time frame.

3. Using the grid that follows, provide counts of the unit's overall productivity in scholarship for the past six years by activity; first the totals for the unit as a whole and then for the individuals who produced these totals, broken down by academic rank. The chart should provide a snapshot of scholarship activity within the unit during the six-year period. Therefore, the grid should capture relevant activity by all full-time faculty only while at the accredited unit. Provide the total number of individuals in each rank in place of the XX. Adapt the grid to best reflect institutional mission and unit policies and provide a brief narrative.

The grid below highlights the scholarship productivity of the department's full-time faculty and is a reflection of the faculty's strong commitment to continuous professional growth and development. Tenure-track faculty are expected to engage in scholarship activities and are evaluated on their productivity during annual evaluations, pre-tenure (3rd year) review, and promotion and tenure review. Tenured faculty also undergo post-tenure review every five years and are held accountable for professional growth and development productivity. Clinical faculty are eligible for promotion, and they are expected to engage in professional growth and development and remain active as professionals in the field. Lecturers typically engage in scholarship related to teaching and learning, especially if they are planning to seek promotion to senior lecturer. Tenured, tenure-track, and clinical faculty have reassigned time for scholarship activities, while lecturers carry 12 credit hours of teaching unless they have administrative appointments. Faculty productivity in the department is robust for a Carnegie Doctoral/Professional University institution, and the leading categories of scholarship include journal articles, conference papers, panel presentations, juried and non-juried creative works, internal grants received, and honors and awards. Given the teaching duties assigned to full-time faculty and the especially heavy service load everyone carries, our faculty remain active and productive scholars.

Scholarship, Research, Creative and Professional Activities	Total from Unit*	Individuals				Totals (19)
		Full Professors (4)	Associate Professors (5)	Assistant Professors (4)	Lecturers ** (6)	
Awards and Honors	43	20	13	3	7	43
Grants Received Internal	54	34	8	3	9	54
Grants Received External	5	2	0	0	3	5
Scholarly Books, Sole- or Co-authored	1	0	1	0	0	1
Textbooks, Sole- or Co-authored	0	0	0	0	0	0
Books Edited	0	0	0	0	0	0
Book Chapters	5	2	3	0	0	5
Monographs	0	0	0	0	0	0
Articles in Refereed Journals	14	12	5	0	0	17
Refereed Conference Papers	23	15	13	0	0	28
Invited Academic Papers	0	0	0	0	0	0
Encyclopedia Entries	0	0	0	0	0	0
Book Reviews	4	0	3	0	1	4
Articles in Non-Refereed Publications	3	0	1	0	2	3
Juried Creative Works	11	0	10	1	0	11
Non-juried Creative Works	8	0	8	0	0	8
Panel presentations for learned societies or professional organizations	56	27	18	3	8	56
Other (please specify): Textbook Question Bank	1	1	0	0	0	1
Grand Totals	228	113	83	10	30	236

*Co-authored work should be counted as a single publication in the unit totals. However, if, for example, two members of the faculty are co-authors on the same journal article, it would be reported as a publication for both authors. **Includes all full-time faculty who do not hold listed ranks, such as instructors and others on term appointments. Many faculty in this category may hold teaching appointments without significant scholarship, research or creative requirements.

4. List in a digital file list the scholarly, research, creative and professional activities of each member of the full-time faculty in the past six years. Limit to 10 per faculty member through the six-year period. The unit has the option of providing a complete list in a separate digital file. (Full-time faculty refers to those defined as such by the unit.) If including faculty who have since left the unit, please note. Professional service activities should be reported in Standard 8.

The requested list is found via this link: [List of Full-Time Faculty Scholarship](#).

5. Describe the institution's policy regarding sabbaticals, leaves of absence with or without pay, etc. List faculty who have taken sabbaticals or leaves during the past six years. Give one-sentence descriptions detailing the academic achievements of each sabbatical.

[Sections 112.01 and 112.0101 of the Faculty Handbook \(pp. 70-17\)](#) details Faculty Paid Educational and Professional Leave, which is more commonly referred to as sabbatical. See below.

112.01 Faculty Paid Educational and Professional Leave

Faculty paid leave is one mechanism for encouraging professional growth and development. Paid leave shall be granted only for the purposes of promoting scholarly work and encouraging professional development. The University of West Georgia shares with other universities the traditional responsibilities to discover, develop, preserve and disseminate knowledge. Much of this mission is realized through the professional, scholarly and creative activities of faculty members and through their interactions with students. Therefore, faculty development is a critical element in reaching West Georgia's goal of achieving educational excellence within a personal environment.

112.0101 Eligibility and Application Procedures

- A. Tenured faculty may apply for paid leave during or after their sixth year of full-time service at the University of West Georgia. Faculty members who are being reviewed for tenure are not eligible to apply for paid leave during that year.

Applications are due on or before December 1st for the following academic year. Exceptions to the application deadline or the period of leave are subject to individual review.

Applications are submitted to the department chair/director for department recommendation. Applications must include a current curriculum vita and a proposal for activities to be accomplished should the leave be granted. The proposal should include a clear statement of the nature, significance and objectives of the project, specific plans for completing it, the tangible results expected, and a statement of how this project will benefit the faculty member's department, College or the University as a whole. Proposal activities would ordinarily focus on research and/or creative endeavors, although proposals for specific activities aimed at significant improvements in pedagogical practices and student learning will be considered. The department chair or library unit head will forward all applications submitted, accompanied by his/her recommendation, to the Dean of the College/Dean of Libraries for a decision.

- B. At the time of application, the faculty member will be asked to sign an agreement indicating that:
1. For a leave with pay of less than one year, the faculty member agrees to return to the institution at the end of the leave for a period of at least one year.
 2. For a one-year leave with pay, the faculty member agrees to return to the institution at the end of the leave for a period of at least two years.
 3. In the event that the faculty member does not return to the institution for the full amount of time specified in the agreement, he or she agrees to reimburse the University for the amount of compensation while on leave, as well as any other expenses paid by the University during the leave, including all benefit costs.
- C. Faculty may be granted an award of paid leave no more often than every seventh year.

Dr. Soo Moon, Professor (Spring 2105) – During her sabbatical, she conducted a comparative analysis that focused on the relationship between the Internet and social capital among youth in China, Japan, Korea, and the United States, and she presented the findings of the research at the International Symposium for Youth Safety and Media Use in Seoul, South Korea.

Dr. Patrick Hadley, Associate Professor (Spring 2017) - “Lead Magnets: How Online Programs Can Better Engage with Prospective Students”: His sabbatical research explored the emergence of lead magnets as a key component in selected online higher-education marketing funnels, and it examined the process of designing and setting up a lead magnet to promote an independent mini-course on music copyright law.

Mr. Deon Kay, Associate Professor (Fall 2019) – His creative scholarship is in progress and involves producing a personal documentary that explores his “geographic, cultural, and nationalistic identity” within the context of the privileged position that has allowed him to migrate from South Africa to the United States.

6. Describe travel funding, grant support, or other methods or programs the unit uses to encourage scholarship, research, and creative and professional activity.

The Department supports academic and creative activities of faculty members through various funding vehicles. First, the department allocates professional growth and development funds annually to provide funding for activities related to scholarship, research, and creative projects. Faculty members may use the funds for travel to academic and professional conferences, to attend workshops, and/or to conduct research in other locations. They may also use the funds to purchase memberships, books, data, etc. The amount of PGD funding depends on the faculty member’s ranking. For example, in the 2018-2019 academic year, the Department provided \$1,250 for tenured and tenure-track and \$750 for lecturers. Due to a shrinking budget caused by declining enrollment and reduced state allocations, future PGD funding may be drastically reduced. Therefore, a department taskforce is currently drafting guidelines for PGD funds allocation during tight budget times.

While the PGD fund contributes to professional endeavors, the amount does not meet the needs of energetic faculty members. Therefore, the department allocated eTuition funding beginning in Fall 2011 when the University began collecting additional fees for delivering courses online. Starting in 2014, faculty members who taught at least one online course in either fall, spring, or summer

received \$500 per year. During the past academic year, 47.36% of full-time faculty members in the department received eTuition financial support. Unfortunately, the University System of Georgia has phased out eTuition dollars because the cost to deliver courses online has decreased dramatically. Over the past three years, UWG's eTuition monies have been reduced by one-third. Fiscal year 2020 is the last year undergraduate eTuition will be allocated to campus units. Thus, this source of funding for scholarship activities will no longer be available.

In addition to PGD funding and eTuition support, each of our four concentration heads have received \$1,500 since the positions of concentration heads have been established. Concentration heads may use the funds for various professional activities, although a small number elect to take a portion of the monies in salary. The Dean's Office provides \$5,000 of the needed \$6,000 for the concentration heads. These monies may also be eliminated since there will be no more undergraduate eTuition. Since the establishment of the concentrations heads, a request has been made each year during budget development for permanent funding at \$2,500 each for these positions, but the request never makes the final cut.

Year-end allocations for faculty members constitute another funding source for scholarship, research, and creative and professional activities. Every spring semester, the department chair encourages faculty members to submit requests for year-end funds. In the past few years, most year-end requests were met because some faculty did not utilize all of their PGD funds, additional eTuition dollars were awarded to the department based on course enrollments, and some lapsed salary monies were authorized to be used for PGD. Total approved dollar amounts across all members of the department ranged from approximately \$10,000 to \$20,000.

At the college level, the College of Social Sciences (COSS) provides financial support mainly in two ways. All faculty members who present papers at international conferences or travel outside the U.S. for research projects receive \$500 in travel funds. In 2018, two faculty members were awarded funds, and, in 2019, again two faculty members in Mass Communications received the travel funds. COSS also supports faculty members' professional growth through Summer Faculty Grants. There are four categories in this program: Online Course Development, Grant Writing, Research Support (including Scholarship/Creative Works) and Course Redesign. Typically, each recipient is awarded \$5,000 as a summer stipend. In 2017, six faculty members from Mass Communications were awarded a grant, with three earning grants in 2018, and nine benefited from the program in 2019. This grant program is also in jeopardy moving forward due to lower enrollment and the loss of eTuition.

At the University level, Faculty Research Grants are available, and these range from \$500 - \$5,000. Summer seed grants and Presidential grants have been awarded in the past, but budget tightening has eliminated these sources of funding. One of the most accessible funds is the Student Research Assistant Program (SRAP). The program helps faculty members hire undergraduate students as assistants with compensation of up to \$2,000. SRAP funding has been awarded to almost all qualified applicants who meet the criteria of the program. Multiple Mass Communications faculty members have been selected as SRAP recipients over the years, including professional staff who are also adjunct faculty.

7. List faculty who have taken advantage of those programs during the past six years.

Professional Growth and Development, Year-End, and eTuition Funds: All full-time faculty utilized a portion of these funds over the past years for various scholarship, research, and creative and professional activities.

- Stacy Barton (former assistant professor - resigned)
- Taylor Bryant
- Hazel Cole
- Melanie Conrad
- Bruce Daniel
- Camilla Gant
- Patrick Hadley
- Michael Hester
- Robyn Hicks
- Deon Kay
- Brent Mayes (former limited-term instructor – term ended)
- Soo Moon
- Randahl Morris (former assistant professor - resigned)
- Tonia Phanor
- Gail Reid (former lecturer - retired)
- Chris Renaud
- John Sewell
- Amber Smallwood
- Wendell Stone (former lecturer - deceased)
- Andrew Will
- Kelly Williams
- Misty Wilson
- Brad Yates

Concentration Heads

- Hazel Cole, 2014-present
- Deon Kay, 2014-present
- Patrick Hadley, 2017-present
- Soo Moon, 2014-present
- Chris Renaud, Fall 2019
- Brad Yates, 2014-2017

COSS International Travel Grant

- Mike Hester, 2019
- Soo Moon, 2018, 2019
- Amber Smallwood, 2018

COSS Summer Faculty Grants

- Stacy Barton, 2017 (former assistant professor - resigned)
- Taylor Bryant, 2019
- Hazel Cole, 2017
- Melanie Conrad, 2015, 2017, 2019
- Patrick Hadley, 2019
- Robyn Hicks, 2019
- Deon Kay, 2017, 2018, 2019
- Soo Moon, 2017, 2019
- Randahl Morris, 2015, 2016 (former assistant professor - resigned)
- Tonia Phanor, 2018, 2019
- Gail Reid, 2015 (former lecturer - retired)
- Amber Smallwood, 2016
- Kelly Williams, 2019
- Misty Wilson, 2016, 2018, 2019
- Brad Yates, 2012, 2016

Presidential Grant

- Camilla Gant, 2013-14
- Deon Kay, 2013-14
- Randahl Morris, 2013-14 (former assistant professor - resigned)
- Chris Renaud, 2013-14
- Brad Yates, 2013-14

Faculty Research Grant (year indicates fiscal year)

- Stacy Barton, 2017 (former assistant professor - resigned)
- Deon Kay, 2020
- Soo Moon, 2010, 2012
- Chris Renaud, 2015
- Amber Smallwood, 2011

Part II, Standard 6. Student Services



A member of The WOLF Internet Radio broadcasts from The WOLF Sports studio.



WUTV sponsors UTIP - University Television Interest Program to provide volunteers the opportunity to learn about broadcast journalism and television production.

During the visit, the unit should make the following accessible to the team:

- advising records
- other files related to student services

Executive summary:

- Five professional academic advisors support over 650 Mass Communications majors.
- Students are assigned faculty mentors by concentration, and the department and each concentration sponsor mentoring events throughout the academic year.
- The number of Mass Communications majors remains high overall, but the data suggest this is because a larger percentage of students switch to Mass Communications after their first or second year.
- Collegiate media serve as experiential learning labs across all concentrations.
- Student organizations exist for those interested in filmmaking, electronic media and journalism, and public relations.
- The department holds workshops prior to Media Day to help students dress professionally and network effectively with industry professionals.
- Compared to the University's overall graduation rates for all three cycles (4, 5, or 6 years), Mass Communications graduation rates are slightly above the institutional rates.

Please respond to each of the following instructions:

1. Complete and attach Table 9, “Student Aid.”

Table 9. Student Aid

Provide information for each of the two years preceding the accreditation visit.

SCHOLARSHIPS AWARDED TO UNDERGRADUATE STUDENTS IN THE UNIT	2017-2018	2018-2019
Total amount of scholarship dollars from funds controlled by institution <i>Amounts to the right do not include housing, athletics, or College of Arts & Humanities Scholarships, according to Director of Enrollment Services Center – Director’s estimate of all scholarships is about \$3 million</i>	\$1.4 million Foundational Freshman Scholarships; \$751,000 Institutional, College, & Department Scholarships	\$1.4 million Foundational Freshman Scholarships; \$821,000 Institutional, College, & Department Scholarships
Number of students receiving scholarships from funds controlled by institution	372	421
Median individual scholarship from funds controlled by institution (only mean was available from Director of Enrollment Services)	\$1,616.58	\$1,431.95
Total amount of scholarship dollars from funds controlled by unit	\$9,426	\$9,400.50
Number of students receiving scholarships from funds controlled by unit	6	5
Median individual scholarship from funds controlled by unit	\$887	\$956
UNDERGRADUATE ASSISTANTSHIPS OR WORK-STUDY APPOINTMENTS		
Number of students holding appointments	24	33
Range of stipends	\$75 - \$2,100	\$85 - \$2,100

2. Describe how the unit informs students of the requirements of the degree and the major, advises them on effective and timely ways to meet the requirements, and monitors their compliance with the requirements, including the 72-hour rule. Provide digital files of advising guides, manuals, newsletters or other internal communication with students. Provide a print copy in the workroom. Describe availability and accessibility of faculty to students.

Students are able to declare their major as Mass Communications upon admission to the University of West Georgia. Each student is required to attend orientation, which is staffed by the Advising Center, Orientation coordinators, and representatives of the College of Social Sciences (COSS) who are knowledgeable about the Mass Communications major.

A recent initiative by the Board of Regents has placed a focus on meta-majors, which is designed for students to take courses related to their intended major within the first 30 hours of their degree. The Advising Center staff are central to communicating the requirements of the Mass Communications degree to students. At least five professional advisors are assigned to the 650+ Mass Communications majors, and they meet with each student at least twice a semester, often more when they are in their first and second years, to assist with scheduling, reviewing degree requirements, and offering some career counseling. With the recent addition of more advising personnel, the College of Social Sciences launched a Mentoring Program across departments. Students are assigned faculty mentors who are available for focused career counseling and out-of-classroom support and mentoring. This relatively new initiative is a shift from previous years when faculty served as advisors to upperclassmen (60 or more hours). The previous model typically found faculty spending time doing course scheduling as opposed to true advising and mentoring. With the institution of the COSS Mentoring program, each faculty member can have dedicated discussions with students about the best internship opportunity, skills needed to compete for an entry-level job in the field, and general advice about how to sustain a career in the media and communications industries. In an effort to bolster the feeling of community among Mass Communications majors and to have a forum for mentoring opportunities, the Department developed an initiative called "Chat & Chill." The initiative is still in its infancy, but it provides an opportunity for faculty to meet with students in a general session to discuss key aspects of the degree program, professional development opportunities, and invite media and communications professionals to offer career advice and guidance. Additionally, these forums give each concentration the chance to break-off into smaller group sessions to discuss specific items related to the four concentrations.

We have worked with the advising staff to ensure that students are in compliance with the 72-hour rule, and the most specific action taken to date is setting a maximum of 12 hours of upper-level Mass Communications electives for students across all concentrations. The degree program calls for 60 hours of university core courses, and the remaining 60 hours (total of 120 for graduation) include 42-45 hours of degree-related courses. Of those 42-45, 24 hours are required COMM courses. The remaining courses are electives and minor courses. To ensure compliance, only 12 hours may be upper-level COMM electives, and only 3 additional hours of COMM may be applied to the minor field. Since instituting the maximum of 12 elective hours of COMM, our students are able to meet the 72-hour rule. Advisors are vigilant about notifying the chair when there are potential issues related to the 72-hour rule, and a solution is sought to remain in compliance. Further, in the undergraduate catalog and on advising documents (e.g., Program Sheet by Concentration), the maximum of 12 hours of COMM electives is highlighted so students are fully informed of the requirement.

3. Describe the unit's process for evaluating its advising and counseling services. Include measurements of the accuracy of academic advising, student and faculty opinion of the quality of advising, or other indices of the effectiveness of advising. Discuss the results of these assessments.

Historically, all faculty served as academic advisors for Mass Communications majors. However, as the number of majors grew over time, it became more difficult for faculty to advise every major. During our growth period, the University established a center that coordinated undergraduate advising, tutoring, and other support services for students. The department worked with what was then called the Excel Center to establish a strategy that would allow all majors to receive individual advising attention throughout their undergraduate career. At first, students with less than 30 hours of completed credits were advised in the Excel Center, but the continued growth of majors caused us to raise that limit to 45 credit hours. During our growth, which coincided with the establishment of the College of Social

Sciences, other changes were happening at the institution, including a reorganization of the Excel Center. The result was a dedicated Advising Center that focused on advising needs and a Center for Academic Success that handled tutoring and other duties related to retention. The Advising Center followed the same model as the Excel Center, advising our majors with less than 45 hours until the College pushed for professional advisors for all students in Social Sciences. This shift in Fall 2017 provided faculty with the opportunity to serve as mentors rather than advisors. Frankly, most faculty were serving as course schedulers rather than engaging in true advising with students. The mentoring program afforded faculty the opportunity to discuss career paths, internship opportunities, and other professional development prospects with students rather than spending time working out a student's course schedule conflicts.

The Advising Center advisors now service all Mass Communications majors no matter the number of hours they have completed. The model had a few bumps in the early stages, mostly due to some students not taking to the new system because they were used to being advised by faculty. Since those students have graduated, the current students file fewer complaints about the advising process. Our office works closely with the five professional advisors who help our students establish their schedules and set up a plan of study. The communication lines between the advisors and the department chair are strong, and this is key to ensuring students are receiving the most up-to-date information regarding our curriculum so that retention and progression are maintained.

The lead advisor for Mass Communications majors provided the data that follow as a snap shot of activity for Mass Communications majors in the Advising Center. From Fall 2018 through Spring 2019, the Advising Center scheduled 919 Mass Communications appointments. In Spring 2019, the Advising Center assigned 598 Mass Communications students to its advisors. Of the 598, 69 students graduated between spring and summer of 2019. Currently, 439 of the original 598 students assigned to the advisors are enrolled (83%). Twenty-seven students changed to other majors while 412 (77.88%) of the original 598 remained Mass Communications majors. In Fall 2019, the Advising Center assigned 576 Mass Communications to its advisors. The data reported is from EAB Navigate and may not take into consideration all major changes, transient status, and the like, according to the lead advisor.

Much of the advising process is not formally evaluated, especially since the Advising Center oversees the process in collaboration with the unit. However, the Advising Center recently underwent a review by invited consultants from the National Academic Advising Association, commonly known as NACADA, who conducted an assessment of advising for the entire institution. The final report is linked [here](#). The Advising Center is planning to resume its practice of surveying students about the effectiveness of the advising process, a process that was suspended in recent years. The Advising Center also examines retention, progression, and graduation (RPG) rates for students who get advised versus those that do not. Such an assessment measure provides concrete data that speaks to the value and effectiveness of advising. Graduation rates for the four-year cohort of first-time Mass Communications majors advised solely by professional advisors are still pending because the advisors have only been advising all Mass Communications majors since Fall 2017. A review of graduation rates in spring of 2021 is planned.

The mentoring program established by the College of Social Sciences and adopted by each of the six departments continues to be reevaluated to determine the most effective methods to reach students. Mass Communications established, in Fall 2018, a new initiative (current name – “Chat ‘n Chill” – renaming campaign is underway) to bring majors together to meet with faculty mentors, discuss career options, and learn from other students and communications professionals about the value of

internships. Each concentration also holds specific sessions periodically for its students to provide guidance about curriculum, give students the opportunity to hear from successful alumni, and to answer questions about career options. The department continues to build its mentoring program and establish a more formal system as a single unit and within each concentration. It is important to note that the formal mentoring program does not replace the informal mentoring that has been a staple of the department for many, many years. Most mentoring happens organically when students connect with faculty in classes and seek additional advice and help on coursework, internship opportunities, and professional career options. These mentor-mentee connections are long-lasting, as evidenced by the number of alumni who return for our annual Media Day to offer students career advice, and to visit with their former professors who have had a significant impact on their lives.

4. Describe student media, student professional organizations or other extra-curricular activities and opportunities provided by the unit or the institution that are relevant to the curriculum and develop students' professional and intellectual abilities and interests.

[bluestone – The UWG Student Public Relations Firm](#)

The UWG Student Public Relations Firm provides a professional and stimulating application setting in which students cultivate the art of exceptional thinking and communication. As a bridge between in-class learning and professional experience in the public relations world, the PR firm fosters creativity, innovation, and communication excellence. bluestone connects strategically with corporations, governmental agencies, and non-profit organizations at the university, local, regional, state and national levels. A cross section of industry and social organization clients provides students with experience that reflects the capability and knowledge desired by internship program recruiters and employers. Capabilities include, but are not limited to, strategic communication research and planning, media relations, image and brand management, and social/digital strategy development. Students are adept at producing specific tactics in the print, broadcast, internet and event environments (Source: [Mass Communications Website](#)).

[NBS-AERho, The National Electronic Media Association – University of West Georgia Chapter](#)

The National Broadcasting Society-Alpha Epsilon Rho enhances the development of college students preparing for careers in electronic media industries. NBS-AERho connects students with practicing professionals; emphasizes industry ethics, diversity, and inclusiveness; and promotes opportunities for excellence in leadership, community service, and production (Source: [NBS-AERho Mission Statement](#)). The purpose of NBS is to enhance the development of college and university students and entry level professionals involved in electronic media (including web/Internet technologies and new media), broadcasting, mass communication, radio, television, cable, film and/or electronic media at chapter, district, regional and national levels by: 1) promoting excellence, 2) providing opportunities for ethical and responsible leadership, 3) providing exposure to the “electronic media” industries, 4) assisting in career preparation, 5) providing opportunities for networking with electronic media professions and social interaction with like-minded students, 6) providing opportunities for professionals to give back to the future of their industry, 7) providing opportunities for and encouraging the development of members through advanced media education programs, and 8) providing opportunities for and encouraging the participation of members in community service projects and activities. Alpha Epsilon Rho is the Honor Society for Electronic Media students and is a member of the Association of College Honor Societies. AERho membership is inter-related but separate from NBS membership. Members of AERho emphasize superior scholarship and creative participation in broadcast, corporate, and digital

media production and activity. Membership in AERho exemplifies excellence of work, demonstrated leadership qualities, and service to the organization, the community, and the industry (Source: [AERho](#)).

[Public Relations Student Society of America \(PRSSA\)](#)

The Public Relations Student Society of America (PRSSA) is the foremost organization for students interested in public relations and communications. We seek to advance the public relations profession by nurturing generations of future professionals. We advocate rigorous academic standards for public relations education, the highest ethical principles and diversity in the profession. UWG PRSSA Chapter members benefit from a robust student organization with local, regional and national events. Throughout the year, special events, speakers and volunteer activities afford students the opportunity to develop their professional networks and engage in real world activities for professional growth and development. Student leadership and chapter development positions provide students with experience valued highly by prospective employers. PRSSA also offers student scholarships and grants. Explore the PRSSA website for more opportunities: www.prssa.org (Source: [Mass Communications Website](#)).

[Southern Sunset Film Festival](#)

Screening on and off campus in Carrollton, GA, this exciting multi-day event features short film blocks, visiting filmmaker Q&A's, dramatic readings of our award-winning scripts, an awards ceremony, and closing reception concluding the festival. About Us: We are a group of committed Film and Video Production students at the University of West Georgia hosting an annual southeastern regional undergraduate film festival in Carrollton, GA. We created this festival for undergraduate filmmakers of the Southeast U.S. to come together and celebrate the art of student-produced motion pictures. Our mission is to ignite creativity and passion for cinema among college filmmakers and the local community alike by establishing a regional platform showcasing outstanding student films and screenplays, putting Southeast Students on the map (Source: [Mass Communications Website](#)).

[UWG Filmmaker Collective](#)

The UWG Filmmaker Collective is dedicated to bringing together students interested in the various elements of film, including filmmaking, screenwriting and acting. The group is open to anyone interested, no matter their major. The UWGFC will hold general meetings once a month and host various on-campus events as well as attend events outside of Carrollton. To keep up with announcements and events, email us or follow us on social media (Source: [Mass Communications Website](#)).

[The West Georgian](#)

The West Georgian serves the student body, staff, administration, and alumni of the University of West Georgia by delivering a free, quality, student-produced newspaper during spring and fall semesters. *The West Georgian* operates as a public forum for the university and offers student participants the foundational experiences of networking, establishing professional relationships, building portfolios and gaining essential, real world experience in multiplatform journalism. The continued publication of *The West Georgian* provides students of the University of West Georgia the opportunity to produce content for a thriving, professional quality newspaper (Source: [Mass Communications Website](#)).

[The WOLF Internet Radio](#)

The WOLF Internet Radio is an experiential learning lab of the Department of Mass Communications. The WOLF, which operates as a fully functional professional radio station, primarily provides students majoring and minoring in Mass Communications practical training in radio programming, production,

management, and promotions. Students from all majors have the opportunity to participate and be part of The WOLF as volunteers, members of the WIT program (WOLF-in-Training), paid staff members, and/or listeners. As UWG's on-campus radio station, The WOLF is committed to quality radio programming that includes music, especially by local artists, news and sports coverage, and student-produced shows. The WOLF seeks to be the connection between students, faculty, staff, administration, alumni, and the surrounding and global communities through an entertaining and interactive multimedia experience (Source: [Mass Communications Website](#)).

WUTV

The primary mission of WUTV is to serve as an instructional/experiential learning laboratory to UWG's Mass Communications program. Mass Communications majors are trained on state-of-the-art equipment through courses and as volunteers. The station also provides quality educational, informational and entertaining programming to the University of West Georgia and the Carroll County community (Source: [Mass Communications Website](#)).

5. Describe the unit's career counseling and placement strategy for assistance in students' searches for employment. List placement statistics for the three most recent years before the self-study year for which accurate information is available.

The Department of Mass Communications works closely with UWG Career Services, whose mission is to provide our students with the comprehensive resources needed to attain their professional career goals. Through collaboration with campus, employer and community partnerships, Career Services helps students and alumni by facilitating career development through career counseling, student employment, experiential learning, and the job search process.

The University of West Georgia's Career Services hosted its first-ever campus-wide Experiential Learning Fair on September 17, 2019, in the UWG Campus Center Ballroom. In support of this event, the Department of Mass Communications sent invitations to over 100 professionals, some of whom had attended past Media Days, and others who served in the past as internship supervisors of majors from the Department. The Experiential Learning Fair focuses on internships and externships (job shadowing), but attendees are welcome to recruit for full-time and part-time opportunities as well.

On March 4, 2020, the Department of Mass Communications will host its 39th annual Media Day, which is a signature event at which students, alumni, and community and industry partners gather to network and celebrate academic and professional development excellence. This annual event starts with a panel of industry professionals discussing today's most relevant communications topics. Panelists are selected to provide a broad diversity of career perspectives based on factors such as media specialty, length of work experience, race, and gender. The panel discussion is followed by a networking session in which more than 50 communications and media professionals interact one-on-one with students and have the opportunity to pitch internships, as well as part- or full-time employment opportunities.

Students prepare for the Media Day networking session and other employment opportunities at the Pre-Media Day Workshop, held a few weeks before the event. Previous Pre-Media Day Workshops have included the following themes, presenters and sessions:

- 2019: Pre-Media Day Workshop
 - Presenters
 - Dr. Melanie Conrad, UWG Communication Studies Lecturer
 - Ian Houston, UWG Career Services
 - Using the Best Channels for the Best Message
 - How to Work a Career Fair
- 2018: Pre-Media Day Workshop
 - Presenters
 - Dr. Melanie Conrad, UWG Communication Studies Lecturer
 - Jasmine Posey, UWG Career Services
 - Using the Best Channels for the Best Messages
 - How to Work a Career Fair
 - The Art of Networking
- 2017: Networking 101 Workshop Series
 - Sponsor: UWG chapter of NBS-AERho
 - Resumes and Business Cards: What to Have and When
 - Communicating with Professionals 101
 - Dress for Success: What You Wear Can Get You Somewhere
- 2016: Pre-Media Day Workshop
 - Presenters
 - Dr. Erich Bergiel, UWG Richards College of Business
 - Fawn Hudson, UWG Career Services
 - Dress for Success at Media Day
- 2015: Pre-Media Day Workshop
 - Presenters
 - Jacob Hawkins, Media Relations Manager, Georgia Power
 - Fawn Hudson, UWG Career Services)
 - Making the Most of Media Day
 - Internships and Employer Expectations
 - Elevator Speeches
 - Perfecting the First Impression

Career Services at UWG administers an online “First Destination” placement survey (see [Appendix J](#)) to students who have applied for graduation. Summaries of the survey results are used for accreditation reporting purposes for UWG and the University System of Georgia. Among other things, the survey asks these students to report their primary employment status after graduation, including options such as: "employed full time (on average, 30 hours or more per week)," "employed part time (on average, less than 30 hours per week)," "enrolled in a graduate or professional degree program," "serving in the U.S. Military," or "seeking employment." According to Career Services, survey results are typically published approximately six months after graduation and, ideally, once a 30% or higher response rate is achieved.

Over the last six years, UWG Career Services has administered its placement survey to seniors in the following graduation classes: December 2018, May 2018, December 2017, May 2017, December 2016, and April 2015. The placement data for Mass Communications respondents are reflected in the table below:

	December 2018	May 2018	December 2017	May 2017	December 2016	April 2015
Total # of Mass Communications respondents	9	11	6	2	6	3
Employed FT (on avg. > 30 hrs/wk)	2	3	5	0	4	2
Employed PT (on avg. <30 hrs/wk)	4	2	0	1	1	0
Enrolled in graduate or professional degree program	1	0	0	0	0	0
Serving in U.S. Military	0	1	0	0	0	0
Seeking employment	2	5	1	1	1	1

Complete Mass Communications student responses for these six surveys are found [here](#). Given that the response rate for Mass Communications students on the Career Services graduation surveys has commonly been extremely low, the department will explore adding items similar to those contained in the Career Services instrument to its required Senior Exit Survey in hopes of collecting more robust data.

6. Discuss the processes in place to collect, maintain and analyze enrollment, retention and graduation rates within the major and in comparison to university rates. Discuss the findings of the analysis. Provide the URL where the unit shares its most recent retention and graduation data with the public.

The [Office of Institutional Effectiveness and Assessment \(IEA\)](#) is the primary unit charged with official data collection for the University. From IEA's website:

IEA's primary mission is the collection of data for use in planning, decision-making, assessment, and policy information at the University. The office also provides oversight, training, and support for assessment activities to affect a culture of assessment and continuous improvement across campus. Under the direction of the SACSCOC liaison, IEA is also responsible for creating and submitting reports to the SACSCOC accrediting body on behalf of the University.

In addition to the above functions, IEA serves as the Custodian of Records for the University. In this capacity, the office promotes efficient administration and management of state government records in compliance with federal and state regulations. The University Record and Information Manager coordinates and enforces the systematic control of all records, regardless of media, from creation or receipt of the record to the perpetual storage or destruction of the record, also known as Records Information Management.

The UWG Open Records Officer, housed in IEA, is designated to respond to requests for records submitted under the Georgia Open Records Act.

Official retention and graduation rates are maintained by IEA; however, retention and graduation rates for specific majors are not a standard data set provided by IEA. The department made a request for retention and graduation rates for Mass Communications majors, and IEA provided the data that is posted on the department's website, as required by ACEJMC.

The following, which is posted on the department website, explains how IEA produced the [Mass Communications retention rates](#).

The Office of Institutional Effectiveness and Assessment produces retention rates at the institution-level based on the entering cohort of first-time, full-time entering students, as defined by the IPEDS (Integrated Post-Secondary Education Data System). These rates indicate that a student entered UWG in a specified cohort, they returned to UWG in subsequent fall terms, and/or they graduated from UWG - declared major or major of degree conferred is not taken into consideration. Since many students enter as undecided/undeclared, or in a pre- or meta-major and/or change majors any number of times while enrolled at UWG, IEA does not track the retention based on an individual major in the same way as it does institutionally across all majors/programs.

IEA is able to provide retention data for all enrolled Mass Communications majors for each fall term. Note, however, that IEA does not use the same methodology as institutional retention rates using "first-time, full-time entering student" cohort for each fall. Rather, it used information for all declared majors at the freshmen, sophomore, junior, and senior levels.

The following, also posted on the department website, explains how IEA produced [Mass Communications graduation rates](#).

The Office of Institutional Effectiveness (IEA) maintains graduation rates for the University of West Georgia. As explained on IEA's website, "Graduation rates follow the federal government reporting methodology and represent the percentage of a Full-Time, First-Time-In-College undergraduate cohort (entering in fall term or summer continuing to fall) that is still enrolled or has graduated from the same institution in the following fall term. Entering cohorts have been revised from previously generated files to exactly match USG BOR determined cohorts."

A review of the retention rates indicates that a smaller percentage of students entering as Mass Communications majors are retained compared to the percentage of students who declare Mass Communications as their major in the years that follow an entering cohort. The number of Mass Communications majors remains high overall, but the data suggest this is because a larger percentage of students switch to Mass Communications after their first and second year. For example, 85 students entered as Mass Communications majors in Fall 2015. Of those 85, 53 were retained as majors, but 36 new majors were declared by Fall 2016. Of the original 85, 41 remained in Fall 2017 and 37 remained in Fall 2018. An additional 106 majors (54 – Fall 2017; 52 – Fall 2018) were added the following two falls. The entering Mass Communications cohort was at 85, and even though the retention rate decreased, the overall number of majors grew slightly. The total number of Mass Communications majors reported by IEA at fall census shows a steady increase in enrollment since 2014, which indicates that Mass

Communications has maintained a steady growth pattern the past five years. Mass Communications will continue to review the data to see if there is any increase in retention rates and if the trend continues for students to switch to Mass Communications.

Semester/Year	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Declared Mass Communications Majors at Census	550	580	587	606	653

A review of graduation rates for 4, 5, and 6-year cycles indicates that a fairly low percentage of students graduate in four years. The 4-year rates show a slight increase from Fall 2012 to Fall 2015, but the percentage remains below 30%. The 5-year cycle shows improvement, but the percentage still lands below 50%. Over a 6-year period, the percentage eclipses 50%, but there is room for improvement. Compared to the University’s overall graduate rates for all three cycles, Mass Communications graduation rates are slightly above the institutional rates.

Links:

[Mass Communications Retention and Graduation Rates](#)

[UWG Retention and Graduation Rates](#)

[UWG Degrees Conferred](#)

Part II, Standard 7. Resources, Facilities and Equipment

The WUTV studio is a high-definition, state-of-the-art facility located in the College of Education on the west side of campus.

Executive summary:

- The department's annual operating budget has not increased in over 20 years.
- The department relies on tenuous funding sources annually to carry out its overall operation.
- Technology fee grants and year-end funding have helped the department collect a large inventory of equipment over the past five years to facilitate instruction in skills courses and operate its experiential learning labs.
- The department is home to a Convergent Learning Center that includes an iMac classroom, two editing suites, a green screen studio, an equipment pool, a radio instructional suite, and radio station studios.
- Experiential learning labs like *The West Georgian*, The WOLF Internet Radio, and WUTV house state-of-the-art equipment for instruction and training of students.

Please respond to each of the following instructions:

1. Complete and attach Table 10, “Budget.” If necessary, provide a supplementary explanation.

Table 10. Budget

Show below the annual unit budget for each of the three years preceding the accreditation visit. “Annual budget” refers to funds directly under control of the unit for the entire year (12 months). Budget figures should not include expenditures for building maintenance, retirement allowances, scholarships, prizes or student aid. List student newspaper budget only if it is under control of unit and is used in instruction.

Budget Item	2016- 2017	2017 - 2018	2018 - 2019 (Self-study year)
Administrative salaries	\$ 172,694.85	\$ 210,561.73	\$ 235,661.00
Teaching salaries (full time)	\$ 884,444.87	\$ 721,334.00	\$ 886,292.00
Teaching salaries (part time/adjunct)	\$ 9879.80	\$ 7,270.00	\$ 6,000.00
Clerical salaries (student worker)	\$ 2,931.57	\$ 3,518.87	\$ 982.00
Equipment	\$ 42,005.22	\$ 31,988.87	\$ 6,901.25
Equipment maintenance	\$ 670.00	\$ 14,990.15	\$ 8,676.25
Supplies *	\$ 55,393.55	\$ 61,089.76	\$ 59,071.80
Library resource	N/A	N/A	N/A
Databases, online information services	N/A	N/A	N/A
Travel/Research	\$ 20,492.49	\$ 27,632.08	\$ 25,911.00

Other (please list) _____

***Supplies etc.**

Office supplies, consultants, freight, lease, membership, postage, printing, registration, subscriptions, software, telecommunications

TOTAL ANNUAL JOURNALISM/MASS COMMUNICATIONS BUDGET

A detailed budget breakdown for FY17 – FY19 is available in [Appendix L](#) and [here](#).

2. Describe the process through which the unit develops its budget, including preparation of the budget request and spending plan, review and approval, and the role of faculty in the process.

In late July or early August, the Dean's Office sets a deadline for department chairs to submit budget requests for consideration at the college-level. Following the Dean's directive, the department chair makes a call to faculty and staff to submit budget requests for consideration in the department. The chair develops a list of budget priorities to submit to the department members, which includes faculty and staff, and asks for feedback. The budgets requests are ranked ordered, with rationales, and forwarded to the Dean's Office. The College's Administrative Council openly discusses the top priorities in all departments, and chairs make an argument for their needs. The Dean has final authority to prioritize the budget requests and sends forward, in rank order, the College's requests to the Provost's Office. Vice Presidents across campus, in consultation with the President, prioritize needs, and the President rank orders all request for submission to the Board of Regents.

Budget allocations are distributed by Academic Affairs to the various Colleges, and the Dean's Office allocates the department's operational budget. The departmental budget is comprised of over 20 separate accounts that are managed by the senior administrative assistant and supervised by the department chair. Spending is prioritized based on programmatic needs (including operational costs), classroom instruction, and faculty and staff professional development. Faculty and staff are aware of the spending priorities, and they make spending requests based on these guidelines. The final authority of spending lies with the chair, and every effort is made to honor all spending requests as long as they are consistent with University spending policies and adhere to the department's priorities.

The department's operational budget has not increased for over 20 years. Thus, we must rely on other sources of funding to maintain operations. Our department's operational budget consistently falls short of the necessary dollars to support faculty at the rate of approximately \$2,000 per faculty for the year. The Dean's Office ensures that each department has enough operational dollars to support each faculty member at a rate of about \$2,000 per year; therefore, our department has consistently received supplemental dollars.

Faculty and staff are asked each year to submit requests for year-end spending because almost all of our accounts do not roll over from year to year. Before the University sweeps accounts, we make a concerted effort to spend our allocations so that we receive at least the same amount the following year. Year-end requests span the categories of instructional needs, equipment, software, travel, research support, professional development, and special requests. In the past 8-10 years, all departments have received funding from eTuition dollars generated by online course delivery. However, three years ago the state voted to remove the online learning fee, thus reducing funding that almost all academic departments relied upon for personnel, instructional needs, and professional growth and development (e.g., trainings, workshops, conference travel). The reduction of eTuition dollars was phased in over three years. We are now at the stage where departments can no longer rely on these additional dollars to cover their needs, which means we will be required to carry on our large operation with a huge reduction in funding.

Faculty have been asked to develop a policy for allocation of professional growth and development monies in anticipation of these drastic budget reductions. The hope is that the University will find a solution to offset the loss of these monies, perhaps by a more equitable distribution of operational funds based on size of program (i.e., number of majors, number of faculty/staff).

To carry out the mission of the department, we rely on additional funding from technology fees, student activity fees, course fees, and an undergraduate student research assistant program. This requires faculty and staff to apply each year for funding from these sources, and there is no guarantee they will receive the dollars.

The College fully funds faculty and staff who use PC computers on a rotating basis, typically every four years. Faculty and staff who want a Mac are allocated approximately \$1,200 from the Dean's Office and the department must cover the remainder of the cost. PC computer labs on campus are maintained by Information Technology Services, but computers for our Mac Classroom, editing suites, radio instructional lab, radio station, television station, newspaper office, and public relations firm must be funded by the department. Typically, technology fee grants and student activity grants are the source of funding for these computers.

3. Describe the adequacy of resources for the unit and the sources of revenue for those resources (university funds, fees, private funding, other). Describe how the unit will supplement its annual budget from other sources or reallocate resources to reach its strategic goals.

The department's operational budget has not changed in over 20 years. It remains approximately \$14,000, and it is highly inadequate for the size of the program (650+ students and 27 faculty and staff). Thus, we seek funding from a variety of sources to maintain the operation. We did receive a \$5,000 permanent allocation from the former President because our program earned the 2016 Regents' Excellence in Teaching Department/Program Award. This money is placed in our travel line, but we are able to utilize the funds as needed.

For approximately 8-10 years, our department has benefited from eTuition dollars that were part of the payment structure set-up by the BOR for students taking online classes. Over three years ago, the BOR made a decision to eliminate the extra costs associated with taking online courses. As a result, over a three-year period, all eTuition monies were eliminated from the University's budget. Fiscal year 2019-20 is the final year that we will receive any eTuition assistance (approximately \$30,000). This will significantly impact our ability to operate the department at the funding levels we have in the recent past. The hope is that the University will develop a new budget allocation model, perhaps one that offers more equitable operational funding across campus. The future is highly uncertain in this area, and it will significantly impact instructional support and professional growth and development opportunities for faculty and staff. If we are able to begin offering graduate courses, we will earn graduate eTuition dollars, but establishing any form of graduate education is at least two years away. Additionally, a select number of faculty volunteer to teach eMajor courses, and the department receives a small percentage of funding based on the enrollment of each course.

A mainstay of the unit's funding every year is technology fees that are awarded annually based on submitted proposals. Tech Fees have helped build and maintain our television station, radio station, and departmental equipment pool. Additionally, we have earned Tech Fee dollars to outfit our instructional labs for radio and film and video. There are restrictions to how the tech fee monies may be spent (e.g., equipment, installation and maintenance, student assists for experiential learning labs); thus, we utilize other sources to address additional funding needs. Select courses assess nominal course fees to cover equipment purchase and maintenance costs (e.g., \$10 for Film & Video Production; \$10 for Television Production; \$20 for Radio Program Production; \$20 Public Relations Campaigns), and these fees are scrutinized closely by Academic Affairs, the President, and the Board of Regents. In recent years, the

department has reduced the number of course fees we require students to pay to be in compliance with BOR guidelines. In spite of the reduction of course fees, we continue to have over \$10,000 generated each year to assist with instructional support. For many years, the unit has relied on Student Activity Fees to also cover expenses related to extra-curricular activities for our students (e.g., collegiate media, student organizations, Media Day, annual symposium). Allocations in the past four years have been percentage-based after years of having to argue for our needs before the Student Activity Fee Budget Allocation (SAFBA) committee. The committee was made up of student leaders with three or four student activities staff members. Thus, departmental colleagues (typically tenured and tenure-track faculty) were at the mercy of student leaders to determine if our needs were worthy of funding. Fortunately, senior leadership in student activities heard the voices of faculty chairs who represented various academic units on campus and instituted a percentage-based model. The viability of the model is to be reassessed every five years, according to the previous department chair who was part of the negotiations. If this model is not sustained, our student-centered experiential learning labs and professional development opportunities for our students will be in jeopardy. A positive outcome of the percentage-based funding and the negotiations was the focus on student assistants. While some of the SAFBA monies may be spent on operational costs and special events (e.g., newspaper printing, promotional items, limited travel, Associated Press subscriptions, Media Day, Gibson Speaking Contest, etc.), the vast majority of funds are earmarked for student assistants working with collegiate media outlets (newspaper, radio, or television). This allows students to have on-campus jobs so they can take advantage of the professional growth and development opportunities with the collegiate media outlets, rather than working off-campus, which requires them to be away from the experiential learning labs, especially if additional travel time to the job site is required.

Foundation accounts are maintained for the department and various entities within the department. All monies donated to the UWG Foundation are tax-deductible. Faculty and staff often contribute to the department's foundation accounts during the A Day Faculty/Staff annual fundraising campaign in early fall. The monies are used for student awards, food for various events, and special needs. Foundation dollars designated for Media Day, our annual signature event, are vitally important for us to maintain this nearly 40-year tradition. Further, The WOLF Internet Radio offers sponsorship packages for local businesses and other entities who wish to promote their business or organization via the station's social media channels. This underwriting model follows that of public broadcasting in lieu of traditional advertising. *The West Georgian* sells traditional advertising, but beginning Fall 2019, the paper will move to an online-only format and will test the digital advertising waters. Two printed versions of the paper will be produced each semester, and they will continue to utilize traditional advertising. The Gibson Public Speaking Contest and Spotlight On...Symposium series both rely on some foundation dollars to execute their programming annually. There are also scholarship endowments maintained by the UWG Foundation based on the donors' stipulations.

Capital requests may be submitted each year for significant renovation projects and large dollar initiatives related to infrastructure. The department has submitted for capital project monies in the past, and one of the major results was the renovation of the lower-level of the Anthropology building that resulted in the creation of our Convergent Learning Center. The Center houses an iMac classroom, two Adobe editing suites, a radio suite, an equipment pool, a green screen room, an audio lab for Foley and narration/dialogue recording, and The WOLF Internet Radio studios. Capital request deadlines continue to be moved earlier and earlier, and it requires significant planning and forethought to prepare a proposal that meets the extensive guidelines and stipulations placed on such projects.

The department relies heavily on end-of-year requests to cover a variety of needs, instructional support necessities, and professional growth and development desires. The chair makes a call for end-of-the-year requests from all faculty and staff. Faculty and staff are asked to prioritize their requests, and if the departmental budget can cover the requests, purchases are made. Higher cost requests are sent forward to the College and Academic Affairs. Each year our department has benefitted greatly because a very high percentage of our requests are granted. Without these end-of-the-year dollars, our department's growth would have been seriously impacted. We will continue to maintain our end-of-the-year request lists so that we are ready to spend expeditiously.

Although our operational budget is exceedingly inadequate, we have been able to utilize other sources of revenue to maintain our growth and build a thriving department. In the next few years, we will be working with a large reduction in funds (no eTuition), and this will impact our ability to maintain equipment for instruction, fund professional growth and development opportunities for faculty and staff, and honor a large number of funding of requests. Reallocation of dollars is not possible given that we need all of our operational dollars to cover daily operational needs, and the other funding sources are not in our control (e.g., Tech Fees, SAFBA, Capital Requests, End-of-the-Year Requests).

4. Describe how the resources provided by the institution compare with the resources for similar units on your campus.

The Department of Mass Communications currently is part of the College of Social Sciences, which also houses the Departments of Anthropology, Criminology, Political Science & Planning, Psychology, and Sociology.

The operating budget for the department has not changed in over 20 years. In recent years, eTuition dollars, technology fees, and end-of-the-year funding from the College and Academic Affairs has helped the department expand its resources (e.g., equipment, space renovations, classroom upgrades, etc.) to meet the growing demands of servicing 650+ majors.

The breakdown of the operating budget for all six COSS departments is below.

2018-19 Operating Budget Allocation for the College of Social Sciences

Department	
Anthropology	\$11,107
Criminology	\$18,442
Mass Communications	\$14,040 (plus \$5,000 for winning Regent's Award)
Political Science & Planning	\$22,262
Psychology	\$15,226
Sociology	\$18,593

For comparison, below are three resource-driven departments in the College of Arts & Humanities.

Department	
Art	\$30,057
Music	\$27,333
Theatre	\$12,597

To provide a better understanding of how Mass Communications’ resources compare to other departments in the College and to select departments across campus, the tables below highlight the number of full-time faculty lines and student-faculty ratio for 2018-19, according to IEA.

Full-time Faculty

Department	Part-Time/Full-Time Faculty	Notes
Anthropology	1/7	
Criminology	1/18	
Mass Communications	3/19	Five full-time faculty primarily teach in Communication Studies
Political Science & Planning	5/16	
Psychology	16/21	Includes graduate assistants
Sociology	2/14	

Student to Faculty Ratio

Department	Ratio	Notes
Anthropology	11.18: 1	
Criminology	37.69: 1	
Mass Communications	31.90: 1	Five full-time faculty primarily teach in Communication Studies
Political Science & Planning	25.64: 1	
Psychology	36.08: 1	
Sociology	23.39: 1	

5. Describe the unit’s classrooms, offices, computer labs or other building spaces, as well as technology support services. If the unit administers university media or student publications, include a description of equipment and facilities devoted to those operations.

Classrooms, offices, computer labs, and other building spaces



The iMac Computer Classroom hosts a majority of the department’s skills courses and also serves as an open lab space when classes are not in session.

Classroom space has recently come under Academic Affairs' oversight through a central scheduling protocol using specialized software and administrative support personnel. Prior to central scheduling, the department had priority assignment for classrooms we invested monies in to remodel for our needs. For example, we installed HD projection units and large screens in two of our spaces to maximize screenings of instructional materials and student projects, especially in the area of film and video production. Additionally, specialized audio equipment was installed. We still are able to request priority for use of these spaces, and we are usually accommodated via central scheduling. The classrooms we often use include a large lecture hall (96 seats), iMac computer classroom (20 computer workstations), PC computer classroom (22 seats), and a traditional, small lecture style classroom (25 seats). All rooms are equipped with AV equipment that is maintained and supported by ITS.

Central scheduling assigns classrooms in various buildings on the academic quad and nearby. Our lecture hall and smaller classrooms are in the same building as our department office and faculty offices. Our Convergent Learning Center houses the iMac Classroom, two edit suites (4 computers per suite), radio instructional suite, green screen studio, audio booth, equipment pool, and The WOLF Internet Radio studios and office. Our television station is located in the College of Education – a 10-15-minute walk from our main office – and it includes a studio, control room, two edit suites (3 computers per suite), an equipment room, an expanded lobby with computers, and two offices for the general manager and executive producer. *The West Georgian* newspaper office is located in the basement of the University Community Center, and it includes computers and workspace for the newspaper staff.



Edit suites house four iMac computers for students and the green studio is utilized for instruction, film and video shoots, and Foley recording.

Faculty offices are in the Humanities Building on the first and second floor. All tenured and tenure-track faculty have a private office, as stipulated by the Dean. Currently, all lecturers also have private offices, though one office is equipped for two. Sharing of offices will be necessary if we get a tenure-track line back that we lost due to an administrative appointment. Offices are of adequate size (though they vary in square footage) and include a desk, one or two bookshelves, desk chair, guest chair, phone, and necessary office supplies.

ITS supports our technology needs in classrooms, student experiential learning labs, and faculty and staff offices. There is a service desk that fields phone and online requests for support, including technical difficulties, price quotes for purchases, and consultation. Response time is reasonable and knowledge level is adequate, but some of our specialized equipment requires us to pay for outside technical support.

The West Georgian

Offices for *The West Georgian* student newspaper are located in the University Campus Center, Room 111. The office is on the basement level. Each member of the paid staff of *The West Georgian* has their own work station, which includes a desk, cabinet space, and an iMac desktop computer with internet access. *The West Georgian's* office facilities include the following:

- An approximately 800 square foot office with eight desks, fully outfitted with iMac computers
- Two printers: an HP Laser Jet 100 Color MFP M175nw full-color printer and an HP Laser Jet 4350N B/W printer
- One Apple Time Capsule 3TB ME182LL/A (external hard drive) for archiving each issue
- A safe for storage of ad revenue checks
- A small sofa and additional chairs for seating students during staff and practicum meetings
- Shelving and cabinets for office supplies, files and archived, hard copy editions of *The West Georgian*

Technology support services for *The West Georgian* are provided by UWG's Information Technology Services (ITS) department and the ITS Help Desk, which delivers networking information systems support, computer support, software support, security services and purchasing services. Our web hosting service, Media Temple, also provides dedicated service and support for our webmaster.

The West Georgian is an autonomous, student-led publication. The Department of Mass Communications enjoys a close, productive relationship with *The West Georgian*, but the editorial decisions of the newspaper are made solely by the students themselves.



Front door view of *The West Georgian* office



Desks for Editor In-Chief (R) and News Editor (L) with iMac computers



Graphic Designer (L) and Webmaster (R) stations, both appointed with iMac computers



Ad sales desk with iMac computer



Overview of *The West Georgian* office



Copy Editor desks (2), both appointed with iMac computers

The WOLF Internet Radio

The WOLF Internet Radio facilities include the following:

- One Production Studio
- Two Control Studios - One for The WOLF stream and one for The WOLF Sports stream
- One Music/Interview Studio
- One Remote Storage Room
- One Staff and Student Office

Technology support services for the department are handled by the Information Technology Services (ITS) Help Desk, which provides computer and software support, academic technology, networking, information systems, IT training and outreach, telephone and television services, systems integration, development, business services and IT security services. Specialized equipment and software such as, WideOrbit Automation and Streaming, and MusicMaster Scheduler are handled through support contracts.

The WOLF Internet Radio facilities are under the supervision of Shawn Isaacs, full-time general manager, and Michael Tucker, part-time operations manager.

1. Production Studio (G2): This studio is for production work, but also where both The WOLF and The WOLF Sports streams are managed via WideOrbit Central Server and MusicMaster. There are four individual editing stations and one main production station for up to five students at a time.
2. The WOLF Stream Studio: This studio is located next to the Music/Interview studio, and has all audio equipment for live and recorded radio broadcasts. It has enough mics for four on-air personalities and room for an Executive Producer for variety talk, podcasts, or voice-track recording.
3. One Music/Interview Studio: This studio is an open space area for up to six musicians with acoustic instruments. It holds an additional three on-air mics that can connect to The WOLF Studio or The WOLF Sports studio for guests/panels.
4. The WOLF Sports Stream Studio: This is also attached to the Music/Interview studio, and has all audio equipment for live, recorded and live remote sport broadcasts. It has mics for four on-air personalities and room for an Executive Producer for sports-centric talk shows, podcasts, and voice-track recording. Additionally, this room houses four individual editing stations for production projects.
5. One Remote Storage Room: This room houses all live remote equipment that students check-out for all broadcasts outside of the studio. It also holds professional cameras, recorders, and social media tablets for on-air and cross-platform content creation in studio or in the field.
6. One Staff and Student Office: This is the current office for the General Manager and Operations Manager. It includes five other desks for paid student leaders to use during their office hours.

The WOLF Facilities:



The WOLF Sports Studio



The WOLF Studio



The Production studio with individual edit stations



The WOLF's remote and digital media equipment

The following is a list of all the equipment contained in each room:

- Production Studio
 - 3 WideOrbit Automation systems (Automation, Production, Central Server)
 - 1 Dell desktop stream only computer
 - 2 AudioScience BOB (Break Out Box) 1024
 - 4 desktop computers
 - 4 Focusrite Scarlett Solo USB Audio Interface (2nd Gen)
 - 4 Logear® GFR281 56-in-1 Memory Card Reader/Writer
 - 1 Wheatstone L-8 Radio Console
 - 1 Wheatstone Digital Console Blade-3
 - 1 Behringer Powerplay Pro-8 Headphone Distribution Amplifier
 - 5 Electro-Voice RE20 microphones
 - 3 Rolls RA63s Distribution Amplifiers
 - 2 SLA1 Radio Monitor Amplifier
- The WOLF Stream Studio
 - 1 AEQ Digital Forum broadcast audio board
 - 4 Electro-Voice RE20 microphones with short stop cough boxes
 - 3 Dell laptops
 - 1 Dell desktop for recording
 - 1 VoxPro phone recording and editing system
 - 1 Comrex Access Rack remote system
 - 1 Behringer Powerplay Pro-8 Headphone Distribution Amplifier
 - 1 Planar PX2230MW 22-inch Wide Optical Multi-Touch Screen LCD Monitor - Black
 - 1 Studer CD player
 - 4 Audio-Technica ATH-M20x Monitor Headphones Blk
 - 1 32" Sony TV
- Music/Interview Studio
 - 3 Electro-Voice RE20 microphones
 - 1 Yamaha MG124 CX 12-Channel Mixer w/Effects
 - 1 Behringer Powerplay Pro-8 Headphone Distribution Amplifier
 - 1 Fostex Personal Monitor 6301B
 - 1 Technics Direct Drive Turntable system
- The WOLF Sports Stream Studio
 - 1 AEQ Digital Forum broadcast audio board
 - 1 WideOrbit Automation system
 - 1 Dell desktop stream only computer
 - 1 AudioScience BOB (Break Out Box) 1024
 - 8 Electro-Voice RE20 microphones with short stop cough boxes
 - 2 Dell laptops
 - 6 Dell desktops for recording and editing
 - 1 Comrex Access Rack remote system
 - 1 Behringer Powerplay Pro-8 Headphone Distribution Amplifier
 - 1 Dell P2418HT 24" 16:9 10-Point Touchscreen IPS Monitor
 - 1 Sony Compact Disc Recorder
 - 8 Audio-Technica ATH-M20x Monitor Headphones Black
 - 1 SLA1 Radio Monitor Amplifier
 - 4 Focusrite Scarlett Solo USB Audio Interface (2nd Gen)

- 1 55" Vizio TV
- 2 32" Viewsonic TVs
- 4 Logear® GFR281 56-in-1 Memory Card Reader/Writer
- Remote Storage Room
 - 2 Mevo Plus Kit with Boost, Case, and Stand
 - 2 Surface Pros for remotes, social media content creation and shows
 - 1 Dell P2418HT 24" 16:9 10-Point Touchscreen IPS Monitor
 - 1 Sigma 150-600mm f/5-6.3 DG OS HSM Sport Lens for Canon EF
 - 1 Rode VideoMic & Micro Boompole Kit with Windbuster
 - 1 Saramonic Dual Wireless VHF Lavalier Mic Bundle with 2 Transmitters, 2 Receivers and Audio Mixer
 - 2 Apple iPad (16GB, Wi-Fi, Black) 4th Generation
 - 2 iPad Air 2
 - 18 PNY Elite Performance 64GB SD Flash Memory Card
 - 15 Zoom H4n 4-Channel Handy Recorder
 - 2 Comrex ACCESS Mixer
 - 2 Comrex ACCESS-2USB Portable
 - 1 Comrex Access NX Portable
 - 1 Comrex Access NX Mixer
 - 3 Verizon Hotspot Modem
 - 1 Rolls MU118 Digital Multimeter
 - 6 Shure PGX Wireless Kits
 - 4 Audio-Technica BPHS1 Broadcast Headset
 - 4 Yamaha MG82CX 8-Input Stereo Mixer
 - 8 Yamaha MG124 CX 12-Channel Mixer w/Effects
 - 4 Western Digital 1TB hard drives
 - 1 12-channel Audio Arts w-12, digital/analog broadcast console
 - 6 Audio-Technica BPHS1 Broadcast Headset
 - 5 Fender 300 Pro Systems
 - 1 DJI Phantom 3 Quadcopter 4K UHD Video Camera
 - 1 Canon Rebel T3 Camera
 - 1 Canon EOS 70D DSLR Camera
 - 1 Canon EF 50mm f/1.8 STM Lens
 - 1 Canon EF 24-105mm f/4 L IS USM Lens
 - 1 Padcaster Ultimate Studio for iPad Air
 - 1 Padcaster Ultimate Studio for iPad Air 2
 - 6 Dell desktops
 - 2 Yellowtec iXm Pro OMNI Bundle recorder
 - 1 EruoPower PMP4000 16-Channel Powered mixer
- Staff and Student Office
 - 1 45" Vizio SmartTV
 - 6 Dell desktops
 - 1 iMac with Thunderbolt Display
 - 6 Logear® GFR281 56-in-1 Memory Card Reader/Writer

- Radio Instructional Suite (laboratory space for radio and audio production courses)
 - 2 WideOrbit Automation systems
 - 1 WideOrbit Central Server
 - 2 WideOrbit Dell Touchscreen Monitors
 - 2 Behringer Powerplay Pro-8 Headphone Distribution Amplifier
 - 10 Dell desktops for recording and editing
 - 2 AEQ Capitol Digital Audio Mixing Console
 - 8 Behringer XENYX Q802USB 4-channel Mixers
 - 10 Sony MDR 7502 headphones
 - 10 Electro-Voice RE20 microphones
 - 2 LG 42" TVs
 - 2 VoxPro phone recording and editing system

WUTV

WUTV facilities include the following:

- Television Studio
- Television Studio Control Room
- Two Edit Suites
- One Equipment Storage Room
- General Manager Office
- Executive Producer Office
- Lobby Area with Computers and Observation Window

As noted in the description for the other collegiate media, technology support services are handled by the Information Technology Services (ITS) Help Desk, which provides computer and software support, academic technology, networking, information systems, IT training and outreach, telephone and television services, systems integration, development, business services and IT security services. WUTV's specialized equipment and software that is necessary to operate the television studio and maintain its signal are handled by Amitrace Computer Systems through a technical support contract.

WUTV facilities are under the supervision of General Manager Sonya Barnes, a 32-year veteran of television news, and an Executive Producer (this position is currently vacant).

1. **Television Studio:** The television studio is a teaching space for courses in television production, television practicum, and broadcast news writing and reporting. It also serves as an experiential learning lab for students to produce news and information programming as well as entertainment. Community partners have also used the space to produce programming over the years. Four HD cameras, two video walls, and a Chroma key wall are among the highlights of this spacious studio.
2. **Television Studio Control Room:** Students are trained and produce programming in class or as WUTV staff and volunteers. The state-of-the-art control room, which received a much-needed upgrade over the summer, is anchored by the NewTek TriCaster 855 System and the Nexus Video Controller System.
3. **WUTV Lobby:** The lobby area of WUTV is a hub of activity as students conduct meetings, prepare scripts, and observe productions. The lobby is equipped with three iMacs and six Dell PCs for

students to accomplish writing, editing, and research tasks. Entry doors to the studio, control room, and the executive producer’s office are accessed via the lobby area.

4. Edit Suites A & B: Students enrolled in television-related courses as well as WUTV staff and volunteers access the edit suites to edit packages, segments, and full-length programs.
5. Equipment Room: WUTV professional and student staff supervise the equipment room, and students check-out equipment necessary for field productions and remote broadcasts. Field cameras, microphones, tripods, batteries, cables, etc. are housed in this secure room.
6. General Manager Office: The office is located down the hallway from the main studio.
7. Executive Producer Office: The office is located off the main lobby and is in close proximity to the studio and control room.



From Top Left to Bottom Right: Main anchor desk for WUTV News with video wall; Sports and entertainment anchor stations with video walls; Lobby workstations and observation window; upgraded Control Room; HD Hitachi studio cameras with Ikan teleprompter monitors.

- Television Studio:
 - 4 Hitachi Studio Cameras with pneumatic pedestals
 - 4 Tele-Promoter Monitors (Ikan)
 - 1 Element Lighting Board
 - 2 Monitors (Acer)
 - 2 Video Walls
 - 1 Main News Desk
 - 2 Satellite Desks
 - 3 Backlit Dura Trans
 - 4 Sennheiser Wireless Receivers
 - 2 Samsung TV's Curtain
 - 1 Chroma Wall
- Television Studio Control Room:
 - 1 NewTek TriCaster 855 System
 - 1 NewTek TriCaster Switcher
 - 1 Samsung TV (Preview Monitor)
 - 1 Chyron IP System
 - 4 Asus Preview Monitors
 - 5 Dell PC's
 - 1 Brother MFC-8510dn printer
 - 1 InfoVue HyperCaster AIO B100
 - 1 Sound Tech Professional Stereo Power Amplifier
 - 2 Live U Systems
 - 1 NewTek Talkshow System
 - 1 Clear-Com Wireless Headset System
 - 4 Clear-Com BP210 Wireless Headsets
 - 2 Clear-Com 300 Wired Headsets
 - 1 Radio Systems Studio Timer
 - 1 Tele-Prompter Unit
 - 1 Mackie O N X Y 8 Series Audio Board
 - 2 KRK Systems Speakers
 - 4 Sennheiser Wireless Microphones
 - 1 Coship Digital Receiver
 - 1 RC1500 Single Axis Antenna Controller
 - 1 Nexus Video System Controller
 - Inception Software
 - 1 Scientific Atlanta Receiver
- WUTV Lobby
 - 3 iMac with Adobe Premiere Pro CC Suite
 - 6 Dell PC's
- Edit Suite A:
 - 4 iMac with Adobe Premiere Pro CC Suite
 - 3 Verbatim Store and Save 2TB Hard Drives
 - 1 G-Technology 2TB G-raid

- Edit Suite B:
 - 5 iMac with Adobe Premiere Pro CC Suite
 - 5 Verbatim Store and Save 2TB Hard Drives
- Equipment Room:
 - 13 HD AVCCAM Panasonic Cameras
 - 11 Full HD Panasonic Cameras
 - 4 3MOS Panasonic Cameras
 - 3 Full HD 28MM Wide Panasonic Cameras
 - 4 Canon DSLR Cameras
 - 15 Davis Tripods
 - 2 Rode Microphones Boom Poles
 - 16 Hand-Held Microphones
 - 13 Wireless Microphones of mixed quality and type
 - 6 Rode Microphones
 - 7 Stabilizers
 - 21 XLR-AUX audio cords
 - 33 XLR-XLR Audio Cords
 - 11 Sony Headphones
 - 1 3-lite constant light kit
 - 8 Luxli Orchestra Multicolor LED Series Light Kits
 - 10 Vidpro Professional photo & video LED Light Kits
 - 12 Microphone Stands
 - 6 Microphone Adapters
 - 3 IFB's

Convergent Learning Center Equipment Pool



- Checkout hours are Mondays, Wednesdays and Fridays from 10:45 AM to 5:15 PM.
- Loan period is 48 hours (72 hours Friday to Monday)
- Students sign policies and individual transaction contracts each semester
- Cameras
 - 15 Panasonic AG-HMC40P HD Cameras with Rode NTG-2 microphones
 - 12 Canon t3i DSLR Kits with 18-55 lens and Rode VideoMic
 - 17 Canon t5i DSLRs Kits with 18-55 lens and Rode VideoMic
 - 11 Canon t3 DSLR Kits with 18-55 lens (stills only)
 - 2 Canon 5D Mark III DSLRs Kits with 70-105 lens
 - 2 Sony AS7ii M43rds Camera Kits with 24-70 E-series lens
 - 2 Blackmagic Pocket 4k Cinema Cameras with Canon EF Metabones adapters
 - 2 Blackmagic Ursa Mini Cameras Kits with Shoulder Mount and EVF
 - 6 Marshall/Lilliput Field Monitor Kits
- Audio Devices
 - 23 H4n Audio Recorders
 - 4 Tascam DR60D Audio Recorders
 - 2 Sound Devices MixPre-3 Audio Recorders
 - 1 Sound Devices Mix Pre-Field Mixer
- Microphones / Headphones
 - 19 Sony HDR-40 Headphones
 - 8 Rode NTG-1 and -2 Microphones
 - 1 Audio Technica AT4053b Microphone
 - 2 Schoeps mics
 - 4 Sennheiser Wireless Lav Kits

- 5 Sennheiser Wired Lav Kits
- 8 Various Shure Reporters Stick Microphones
- 4 Samson USB Voiceover Microphone Stand Kits with Sound Barrier
- 4 KORGE Contact Microphones
- 6 Boom Pole Kits
- Camera Support
 - 29 VariZoom Tripods
 - 2 Sachtler Ace Tripods
 - 2 Manfrotto 501DV Tripods
 - 2 8-10' Jib Arm Packages
 - 3 VariZoom 15" Straight Track Dolly Kits
 - 1 VariZoom 50" Rubber Track Dolly Kit
 - 6 Manfrotto Shoulder Rig Kits
 - 4 Various Fig-Rig Kits
 - 1 Flycam 6000 Vest Stabilizer Kit
 - 1 Easyrig Minimax Vest Stabilizer Kit
 - 2 DJI Phantom 4 2.0 Drones
 - 2 TiltaRig Follow Focus Kits
 - 2 Zhiyun "Crane" Gimbals
 - 2 DJI Ronin-S Gimbals
- Lenses (Canon EF mount standard for pool)
 - 6 Rokinon 24mm Lenses
 - 6 Rokinon 50mm Lenses
 - 6 Rokinon 85mm Lenses
 - 6 Sigma 18-250 Lenses
 - 4 Sigma 24-105 Lenses
 - 1 Sigma 18-35 Art Lens
 - 1 Sigma 50-100 Art Lens
 - 1 Canon 24mm Lens
 - 1 Canon 50mm Lens
 - 1 Canon 85mm lens
- Lighting
 - 2 K5600 Joker 800W HMI Lights
 - 6 Lowel DP Lighting Kits
 - 5 Lowel Rifa Lighting Kits
 - 6 ProLight Pepper Kits
 - 2 Genray LED Light Kits
 - 4 Flashpoint LED Light Kits
 - 4 LED 600 Studio Light Kits
 - 2 Dracast LED Light Kits
 - 10 C-Stands
 - 16 Silks/Scrims/Flags
 - 8 Assorted Gels/Diffusion Kits
 - 12 Large Sandbags
 - 6 Small Sandbags
 - 12 Disc Reflectors

- Assorted Gear
 - 1 8x12" Portable Green Screen
 - 6 Clapper Slates
 - 6 Articulated Mic Stands
 - 8 V-Mount Batteries
 - 2 V-Mount 2x Chargers
 - 20 XLR Cables
 - 1 CamAlign Focus Chart
 - 3 Apple Boxes
 - 10 Powered Cable Reels

6. Describe the unit's most urgent needs for resources, if any, and the plan to address these needs.

Urgent Needs Summary

- An equitable, current, and stable budget so we do not have to rely on tenuous funding like tech fees, student activity fees, and year-end monies
- New source of funding for instructional needs and professional growth and development for both faculty and staff given the loss of eTuition
- Physical space to house all departmental entities including specialized classrooms, experiential learning labs, faculty offices, student organizations, and the department office
- Tenure-track faculty line to replace a full professor line moved to Academic Affairs for an administrative appointment
- Funding to bring the departmental assistant up to 40 hours a week
- Funding to bring The WOLF Operations Manager up to 40 hours a week with benefits
- A production coordinator for WUTV
- A full-time engineer to maintain specialized equipment across the department
- Permanent compensation for concentration heads

The most urgent need for the department is more equitable, current, and stable funding. As noted earlier, our stagnant operational budget and the loss of eTuition will have an adverse effect on our ability to carry out our mission of educating students. There are conversations at the college-level and institutional-level to address these needs, but no concrete plan of action has been identified. The college is requesting an increase from Academic Affairs in operational funding to right-size budgets across the college and provide enough dollars to support full-time faculty (at the very least) at an estimated \$2,000 each. Academic Affairs is considering reallocating graduate eTuition across the institution rather than allowing the monies to remain solely with the colleges/school that delivered the graduate online courses. Further, the institution is requesting that the Board of Regents award UWG approximately \$1.6 million permanently to offset the final phase of undergraduate eTuition reduction. Unfortunately, all of these action plans are tentative.

The additional items in the list above, especially the personnel requests, have been annual requests from the department for several years, but there has been limited success in meeting these needs. Physical space needs are being addressed at the institutional-level to some degree because new spaces have been approved for construction and others approved for renovation. Space transitions will begin in

two or three years and carry on for several years afterward; therefore, a viable space needs solution for Mass Communications in the immediate future is uncertain.

The narratives below expound on many of the items noted in the summary of our urgent needs, especially those related to our experiential learning labs.

The WOLF Internet Radio

The WOLF Internet Radio's current urgent needs are mainly space and personnel. With an average of 60 students per semester, the current studios (four total) reach maximum capacity at least once Monday through Friday. Additionally, eight individual editing stations to record and edit are limited to one hour sessions to ensure adequate rotation among student assistants, volunteers, and trainees. Moreover, both the GM and OM office space is in the same office as student assistants. Currently, plans include continued discussion of effective operations within current spaces. There are also discussions at the Dean and Vice President of Information Technology levels regarding trading spaces or working to move offices for new spaces within the Anthropology building. Another minor plan would be to assess and change office furniture to maximize space in every room.

There are three needs in terms of personnel. Currently, the Operations Manager at The WOLF is part-time, non-benefited. The current OM cannot work more than 29 hours and must flex hours weekly to accommodate events, programming, or departmental events. This leaves open gaps in the schedule that limit student interaction and productivity. The most active plan is annual requests for full-time dollars. By making the same request every year it should demonstrate the need for these dollars. Until a full-time salary with benefits are realized, the OM will seek campus professional growth and development funding that will serve as compensation for off-the-clock time investment necessary for trainings, workshops, and conferences. Such funding may also incentivize the OM to remain with UWG until stronger budgets allow for full-time funding.

The second personnel need is for a full-time engineer. This particular person would be a department-wide engineer that can assist across all technology needs at WUTV, The WOLF, Film & Video, and the department itself. The WOLF applies for Technology Fee grants that include dollars for a contract engineer as well as technical support for specialized software like WideOrbit Automation. The tech fee monies help the station continue its on-air operation without interruption, but these monies are tenuous and do not offer a permanent solution. Annual budget requests for a full-time engineer continue in hopes that a position will be funded. Furthermore, future discussions must address how to secure consistent and stable funding for all collegiate media outlets rather than relying on student activity monies, tech fee monies, and end-of-the-year departmental, college, and academic affairs funding.

The WOLF operates best with paid student assistants, but the allotted funding only allows for students to earn stipends (converted to an hourly wage with limited hours) that range from as little as \$75 per month to as much as \$250 per month. These amounts equate to 2.5 – 9 hours a week when students could work up to 20 hours. Current funding covers 21 students, but it limits operations to short time frames and erratic scheduling, which impacts cohesive team operations and productivity. Annual plans include continued application to various on-campus and off-campus grants to increase pay.

If the station does increase personnel before it increases its space, then space will become an even greater need. Despite these challenges, The WOLF continues to be a successful experiential learning lab that prepares students for successful careers in the media and communications field.

Radio Instructional Suite

If the Radio Instructional Suite remains in its current space, more effective sound proofing is an immediate need. Sound panels are on each wall of the suite, the door has sound proofing along the frame, and the ceiling panels contain specialized sound proofing. However, the position of the heating and air duct, which cannot be moved, is directly above several of the microphones. This is below professional standards for recording audio. Further, the radio suite should only house a single broadcast/podcast set-up, but two broadcast pods were created to accommodate the student demand. While two pods in the same room work fairly well due to a divider wall that opens and closes, the fact that student workstations are also integrated into the pods is problematic. Ideally, a separate room is needed to house the production workstations so that clean recordings are captured. In spite of these drawbacks, students continue to produce quality work and learn to use the tools and technology associated with radio and audio production.

The West Georgian

The West Georgian does not have any truly urgent equipment needs, but its office space infrastructure and location are a priority need. Although the present office is adequate, the space itself is an oddly shaped corner office in the basement of an old building. *The West Georgian's* office is a bit dank and certainly "off the beaten path." There is not enough seating for the practicum meetings.

The hope is to one day move the office of *The West Georgian* to a centrally located facility, adjacent to the offices of the other collegiate media. Such relocation would further facilitate media convergence at UWG and provide a cheerier, more productive space for the staff to work. The simple (but not inexpensive) needs are as follows:

- More square footage of office space
- Seating (other than the chairs at the desk stations) adequate for 12-15 students at practicum meetings
- Location adjacent to the offices of other UWG collegiate media organizations

WUTV

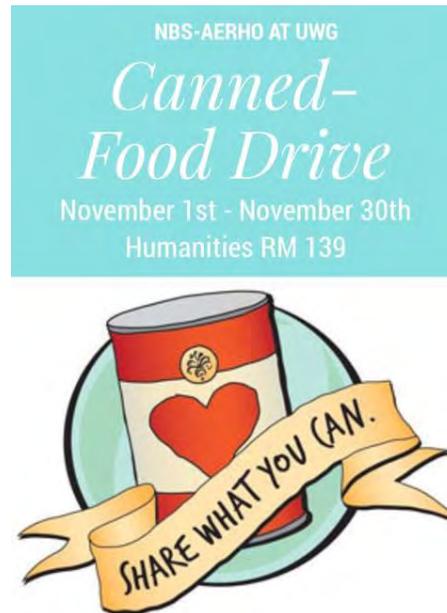
The most urgent needs for WUTV involve personnel. Hiring an executive producer is top priority while regaining the senior production coordinator position is a close second. A staff of two with a number of student workers has been the model for several years, but the executive producer position has had a high turnover rate, which requires the general manager to bear the burden of performing duties for both positions. Furthermore, a senior production coordinator is needed to address ongoing technical issues so that the general manager and executive producer can focus on programming and student training. It is unlikely, given the looming budget cuts, that a production position will be realized. Moving forward, WUTV will have to continue to rely on soft monies (e.g., technology fees) to cover the costs of outside engineering and specialized software support through Amitrace to maintain the equipment and operating systems of the station. This compromise speaks to the need for a full-time engineer on staff that was referenced in The WOLF's response above to service all technological needs for the unit – especially those related to the specific hardware and software designed for traditional and new media outlets.

The other pressing need is for WUTV to be housed in close proximity to the other collegiate media and the main department office location. Currently, the TV station is housed in the College of Education, far across campus from the other departmental entities. Housing all collegiate media locations nearby one another would allow for greater collaboration between the traditional media outlets and afford the opportunity to build a more coordinated online presence for news, information, and entertainment.

Additionally, the field cameras used for television field productions, both in class and as part of WUTV's program creation, are nearly eight years old and need to be replaced. The cameras are subject to extensive wear and tear from rough student use, and repair budgets are little to none, except for a small amount of course fees collected to cover minor maintenance and replacement needs. However, those course fees also cover course needs across the department for the year, and the dollars only stretch so far. Technology fee requests, once again, are required in hopes of receiving funds to upgrade, repair, or replace failing and outdated equipment.

Equipment Pool

The department's equipment pool services all production courses taught in the curriculum. The amount of equipment acquired since the establishment of this checkout center is quite remarkable given annual budget constraints for high dollar purchases. However, through year-end funding from the department, college, and academic affairs as well as key technology grants and course fees, the inventory is solid. Much of the equipment is nearing its life span given the constant student use semester after semester. Therefore, additional resources will be needed to service and/or purchase replacement gear or upgrade to the next model. Further, housing all of the experiential learning labs near the equipment pool as well as the iMac classroom and edit suites would provide students more ready access to the gear in the equipment pool no matter which skills course they are taking. At present, WUTV has to operate its own checkout system with its own equipment separate from the equipment pool for TV practicum because of the extended distance between WUTV and the Convergent Learning Center. Moreover, the equipment pool has nearly reached its capacity to house all of the gear amassed the past few years. Additional storage space will be a high priority in the coming years. Finally, the Media Lab Assistant position tasked with operating the equipment pool is a non-benefited, 19-hour a week position. Although we have been able to make it work, this is not an ideal model for the high volume of equipment check outs and returns, nor does it allow the Media Lab Assistant adequate time to update software, do routine maintenance on the gear, and offer additional training and mentoring of students working on various projects.

Part II, Standard 8. Professional and Public Service**Executive summary:**

- The department's signature event, Media Day, is a nearly 40-year-old tradition where students, faculty, and staff have the opportunity to network with media and communications professionals and discuss issues of public consequence.
- The Spotlight On...Symposium is an annual event designed to tackle important and controversial topics with community and campus leaders. Topics have included campus security, campus diversity, college versus alternatives, communication soft skills, finding your political voice, meaningful dialogue in a social media world, and the #MeToo movement.
- The WOLF Internet Radio celebrates College Radio Day each year with day-long activities that include music and entertainment as well as a children's book drive. Further, the event provides a forum for students to discuss issues of concern, including anxiety, accessibility needs, depression, family pressures, income inequality, racial discrimination, and suicide.
- The Gibson Speaking Contest features the top student speakers in public speaking courses who present persuasive speeches on controversial topics. The event also raises money for the local charities.
- The Southern Sunset Film Festival is a recent addition to the department's annual events calendar and features student filmmakers' work throughout the southeast region.
- The UWG Chapter of NBS-AERho has participated in numerous public service activities and earned campus-wide and national recognition for its service multiple times.

Please respond to each of the following instructions:

1. Summarize the professional and public service activities undertaken by the unit. Include operation of campus media if under control of the unit; short courses, continuing education, institutes, high school and college press meetings; judging of contests; sponsorship of speakers addressing communication issues of public consequence and concern; and similar activities.

The department engages in professional and public service in a variety of ways. Our longstanding signature event, **Media Day**, is the highest profile event we host. The day-long event includes a panel discussion, networking session, Honors Luncheon, and alumni social. Media and communications professionals from the Atlanta Metro area and beyond come to campus to engage in conversations about the current state of the communications industries, offer career advice for students, and network with students, faculty, staff, and other professionals. The Honors Luncheon celebrates the achievements of students in the classroom and through experiential learning and is highlighted by the keynote address from our distinguished alumni award recipient. The panel discussion typically includes five panelists who work in convergence journalism, digital media and telecommunication, film and video production, and public relations. A list of the professional guests invited to Media Day are linked below.

- [Media Day 2019 Networking Professionals](#)
- [Media Day 2018 Networking Professionals](#)
- [Media Day 2017 Networking Professionals](#)

Media Day 2019 Panelists

Andrew Will, Lecturer, Convergence Journalism, Moderator



Moran McCall '14

Moran (The Man) McCall grew up in Clayton County. In 2012, he graduated from Atlanta Metropolitan College with an associate degree in speech and went on to transfer to the University of West Georgia. There, he would become a member of The WOLF and create his own radio show, Good Vibes. After a radio internship with iHeartMedia Atlanta, Moran was hired as a board operator and has been working his way up the ladder ever since. Moran is a radio host and show producer who can be heard on POWER 96.1, 96.7 The Beat and HoodRich Headio on SiriusXM's Hip-Hop Nation with DJ Scream. Moran also has started his own LLC called "Twenty Infinity," which is a collection of artists, DJs, hosts, and photographers. In July 2018, "Twenty Infinity" hosted its first event with a great turn out.



Paul Milliken

A feature reporter for Good Day Atlanta, Paul Milliken is always out and about across the Atlanta area. Originally from central Florida, Paul is a University of Florida graduate. His first job was in Idaho Falls, but he has since worked all over the country. He moved back to Orlando to work as a morning reporter, and then went on to Richmond, where he became a meteorologist. After spending four years with his eye on the sky, he decided to head further south and make his way to FOX 5 Atlanta. While working in Richmond, Paul won a 2010 Emmy award for Best Weather Anchor, and the Virginia Associated Press honored him with a Best Weathercast award two years in a row. Paul has also been recognized with an MDA Broadcast Journalism award in 2008, SPJ Mark of Excellence awards in 2002 and 2003, and an RTNDA award with the University of Florida chapter in 2002.



Nia Taylor '15

A digital native born and raised in Atlanta, Nia started her career as an intern for IHG and Atlanta Music Guide before graduating from the University of West Georgia with a degree in public relations. She returned to the city where she helped launch the Holiday Inn Summer of Smiles campaign and hosted the brand's first ever Facebook live broadcast featuring Stranger Things' Gaten Matarazzo; Partnered with Perrier and Uber on the #UberSummerSeries as part of Hotel Indigo's Color of Discovery campaign; and received a nod from The Atlantic and a Shorty Award nomination for Best Story Telling in Social Media for InterContinental Hotels' InterContinental Life campaign. Nia still resides in Atlanta where she manages digital marketing for CNN's content licensing division, CNN Collection.



Brantly Jackson Watts

Brantly Jackson Watts is an Atlanta writer and director specializing in character-driven, southern gothic narrative and documentary film. Currently, Brantly serves as a senior Atlanta Film Society Filmmaker in Residence. She is also a creator of the Homespun Series, a curated series of character-driven documentary films directed by Atlanta-area filmmakers. Recently, Brantly worked with local filmmakers and the Atlanta Film Society to establish the New Mavericks year-round program in order to support women in the local Atlanta community to achieve a strong voice in the film industry. Brantly served as the program's first chair. In addition to her work with metro-Atlanta organizations, Brantly has curated festivals, masterclasses, lecture series and guest screenings for film, television, gaming, animation, visual effects, and extended reality.



Lacey Wilson '06

Lacey Wilson is the president of the Walker County Chamber of Commerce. Prior to joining the Chamber, she was the marketing manager and public relations coordinator for Blood Assurance in Chattanooga, a non-profit blood bank, where she oversaw the marketing efforts for a 39-county region throughout five states. She is a 2006 graduate of the University of West Georgia, where she received a bachelor's degree in mass communications with a minor in marketing. In 2014, she earned her master's degree in public relations from Kent State University. She was named to the University of West Georgia's "30 Under 30" Alumni Recognition Program in 2013, and in 2015, she earned the Accreditation in Public Relations (APR) designation. She is the past-president of the Public Relations Society of America's Lookout Chapter and has worked on national and regional award-winning campaigns.

College Radio Day (CRD) is an annual event that The WOLF Internet Radio participates in each year.

The aim of College Radio Day is to raise a greater, international awareness of the many college and high school radio stations that operate around the world by encouraging people who would not normally listen to college radio to do so on this day. It is hoped that those people who do tune in like what they hear and become regular listeners. The organizers of College Radio Day believe that college radio is one of the last remaining bastions of creative radio programming, free from the constrictions of having to be commercially viable, and a place where those involved in its programming believe passionately in its mission. College radio is the only free live medium brave enough to play unsigned, local, and independent artists on a regular basis. Indeed, many famous and successful bands today owe their initial break to being played on college radio. Put simply, college radio is an important part of the media landscape because of its unique and fearless programming. Source: CollegeRadio.org



The WOLF joined the inaugural celebration of CRD in October of 2011, and the following year it served as the state of Georgia headquarters. As the state headquarters, the station urged other colleges and universities to participate in the event and connected with the participating stations the day of the event to file news stories about their activities with CRD headquarters. As part of its efforts, in 2012 and 2013, The WOLF held a clothing drive in partnership with Atlanta Mission as a way to give back to the community. In 2014, The WOLF partnered with the local Carrollton Dawnbreakers Rotary Club to collect children's books for the Tanner ReadER program. This program at Tanner Hospital in Carrollton provides a children's book to every child that visits the emergency room. The purpose of the books is to curb the 17 percent illiteracy rate in Georgia and give children a positive association with the ER. Since 2014, The WOLF has continued to collect children's books each fall using CRD as a key collection date, but books are collected the entire fall semester.

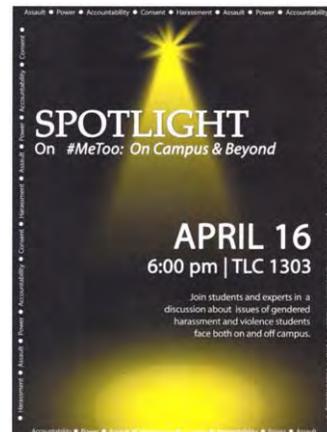
In 2017, The WOLF began a new tradition of hosting an open mic session to provide a forum for free speech. The following year, the station expanded the focus of its open forum, and localized the 2018 CRD theme of "When all else fails, College Radio speaks" to "When all else fails, The WOLF Internet Radio speaks." Through conversations with the Counseling Center and Center for Diversity and Inclusion the station learned that students struggle with many issues on a regular basis, and some of those issues include: anxiety, accessibility needs, depression, family pressures, income inequality, psychosis, racial discrimination, suicide, and women's inequality. And, The WOLF took a stand to speak for students who

are afraid, who need a louder voice, or whose voices are not heard regarding these and other serious issues. In past years, The WOLF focused on both outreach and programming in its CRD events. However, with the current political climate, The WOLF felt the need to focus on outreach. While other schools host 24-hour broadcasts or live bands, The WOLF decided the most effective way to show that college radio is an agent of change was to bring to light issues affecting our campus and surrounding community. [Videos from CRD 2018](#)



The **“Spotlight On...Symposium”** is an annual event hosted by our Communication Studies (formerly Speech Communication) Advisory Council to shine a “Spotlight On” a variety of topics which have included campus security, campus diversity, college versus alternatives, communication soft skills, finding your political voice, meaningful dialogue in a social media world, and the #MeToo movement. Guest panelists are invited each year to engage in conversation with one another and audience members on these important and sometime controversial issues.

Spotlight On #MeToo: On Campus & Beyond in Spring 2019 included panelists Dr. N. Jane McCandless, then Dean of the College of Social Sciences; Deirdre Haywood-Rouse, director of diversity education and community initiatives in the Center for Diversity and Inclusion; Dr. Stephanie Chalifoux, assistant professor and director of graduate studies in the Department of History; and Corey Hindman, patient advocate in Health Services. Student respondents were Victoria Walker and Joseph Dean.



Panelists for the 2015 Spotlight On Soft Communication Skills were Michelle Morgan, vice president of human resources for Morgan Oil and Richards College of Business Executive in Residence; Iteeah Pounds, recruitment specialist in the UWG Department of Career Services at UWG and owner of True Focus Consulting; and Judy D. Potter, a human resources consultant with over 25-years working with corporations such as Eckerd, Kuppenheimer Men's Clothiers, and The Athlete's Foot. Student respondents included Joelle Chiasson and Jordan Head.

The department also hosts annually the **Southern Sunset Film Festival** and bi-annually the **Film & Video Production (FVP) Student Film Showcase**. The film festival invites filmmakers enrolled in a college or university undergraduate program in one of the following Southeastern regional states to submit their work: Georgia, Florida, South Carolina, North Carolina, Tennessee, Alabama, Mississippi. Recent submissions have been from Florida State University, Savannah College of Art & Design (SCAD), and our own University of West Georgia students. The FVP concentration sponsors a student film showcase at the end of each semester to feature the work of students in the various film and video production courses offered in a particular semester. The screening is open to the public and campus and community members are invited to campus for the screening.



Gibson Speaking Contest

The first Gibson Public Speaking Contest was held fall semester 2004 to showcase the best speakers here at the University of West Georgia. The contest is named after Dr. Chester Gibson, who served the Mass Communications Department for over 30 years. The competition is fierce. Of the hundreds of students applicable, only five are chosen. Each faculty member teaching COMM 1110 selects one student to be his/her contestant in the contest. This means there are five students out of the approximately 500-600 students each fall semester who are selected by the instructors as the finest speakers in their classes, representing the best in content and presentation skills that semester.

We make every attempt to have a member of the administration, a member of the community and an alum or other faculty member from the University of West Georgia or from other schools in proximity to the University of West Georgia as our guest evaluators. On some significant anniversaries of the event,

we make an effort to include former students or associates of Dr. Gibson as our judges. For instance, on the 10th anniversary contest we had Dr. Beheruz Sethna, former President of UWG and close friend and colleague of Dr. Gibson's—as a judge—who also had served as a judge at the first contest along with Dr. Gibson, Ms. Kari Manuel, former instructor of public speaking at UWG who had been hired by Dr. Gibson and who is the regional literary coordinator and director of speech at Oak Mountain Academy—a private school located in Carrollton, and Mr. Paul Weathington, a former debater for Dr. Gibson and UWG alum who is a prominent attorney in Atlanta.

Below is a partial list of judges for the Gibson Speaking Contests

- Sam Crenshaw, UWG alum, former sports reporter and anchor for 11Alive News, Mass Communications Distinguished Alumni Award recipient
- Professor Matt Delzer, Director of Forensics at Berry College
- Joseph Gagliardi, UWG Web designer, national debate finalist for prepared and extemporaneous speeches
- Dr. Myrna W. Gantner, Interim Provost and Vice President for Academic Affairs
- Chuck Harper, UWG alum, former UWG student Government president, former Georgia State Representative and the current Deputy Assistant to Georgia Governor Brian Kemp
- Tonja Holder, consultant, fundraiser, and former debater
- Gary Leftwich, UWG Mass Communications Alum, Communications Department, Southwire Corporation
- Geoff Lundeen, Assistant Debate Coach, UWG
- Sarah Lundeen, Assistant Debate Coach, UWG
- Dr. Jane McCandless Professor of Sociology, Dean of the College of Social Sciences
- Dr. Suveess Ricks, Assistant Professor, UWG, formerly Associate Superintendent Student Support Services, Douglas County School System
- Doug Vassy, UWG alum, UGA law school alum, retired Marine Colonel, former Solicitor for Carroll County in the State Court

Additionally, the Gibson Speaking Contest coordinates with the Department of Mass Communications' experiential learning labs and news media for coverage. At the 10th anniversary, The WOLF Internet Radio aired the contest live via its online stream. WUTV records each contest and plays them on a delayed basis, and *The West Georgian* sends reporters to cover the event.

Furthermore, at the Gibson Speaking event, there is a contest for the People's Choice Award, which is selected based on the contestant who receives the largest number of votes in the form of monetary donations. All donations collected are distributed to local charities. Below is a sample of the instructions shared with the audience after the speeches are complete.

*Gibson Public Speaking Contest
People's Choice Award*

This year we will be instituting a "People's Choice Award" for the Gibson Public Speaking Contest. To vote for your favorite speaker all you need to do is drop your dollars, coins, or checks made out to the Community Welcome House or the Carroll County Women's Shelter in the can with that speaker's name and picture on it.

The student who receives the most donations will be named as the People's Choice Award Winner. While that student will have bragging rights, the real winners will be the people served by the Community Welcome House or the Carroll County Women's Shelter. So, please give what you can to help this organization continue to do their good work in the community.

The UWG Chapter of NBS-AERho, the National Electronic Media Association, has been an active participant in public service since its founding in 2012. The organization has been recognized multiple times for its community service efforts. A summary of the philanthropic efforts the members of NBS-UWG have participated in follows:

- Baked dog treats for a local animal rescue organization
- Produced a short promotional video for UWG Relay for Life
- Volunteered for UWG's annual "Unpack the Pack" to help freshmen have a smooth move-in process into the dorms
- Volunteered for the community-wide Taste of Carrollton to assist local businesses and organizations at their respective booths as they showcased their goods and services to the community
- Volunteered for "Safe Treat," a more than decade-long campus tradition that offers children in the local community a safe place to trick-or-treat. NBS-UWG produced a promotional video of the event and offered it to the organizers to assist with the promotion of "Safe Treat."
- Participated in four College of Social Sciences All-College Service Day to help nonprofits who serve (1) the elderly; (2) children & adults experiencing poverty; (3) animals; and (4) the environment
- Collected canned food for the Carroll County Soup Kitchen each November
- Participated in the UWG Toy Drive for the Salvation Army's "Toys for Tots"
- NBS-UWG partnered with the Public Relations Student Society of America (PRSSA) to develop an outreach campaign for the Goodwill Resource Center. NBS-UWG members were charged with developing a video vignette to be used by Goodwill's communication office to promote the services offered by the Resource Center.
- Produced a promotional video for Teen Maze of Haralson County to help promote the community program that is designed to assist teens to make better decisions and provide support so they graduate high school as well as bring the community together
- Assisted with the taping of a presentation by Circles USA Founder and CEO Scott Miller
- Participated in the Center for Student Involvement's "The BIG Event," which is "one of the largest, one-day, student-run service projects in the nation where college students come together to say, 'thank you', to the residents of their community"
- Used production skills to record the opening assembly of the Community Foundation of West Georgia's (CFWG) Homeless Summit held at Tabernacle Baptist Church; raw and edited footage was used to promote greater awareness of ways to end homelessness in the area
- Worked with UWG's University Communications & Marketing office to produce a radio spot for the "Go West" campaign that focused on the benefits of community service
- Shot footage and edited a promotional video for Carroll County Empty Bowls event to benefit the Carroll County Soup Kitchen
- Partnered with College Girls Rock for Trunk or Treat at the Carroll County Boys and Girls Club

- Launched NBS-AERho at UWG Gives Back Week – members participated in Campus Clean Up, a Spirit Night for the Jester & Pharley Phund, volunteered at the Carroll County Soup Kitchen, hosted a table at UWG Safe Treat, and committed to Do A Good Deed
- Partnered with the student organization called “Love Travels” to collect blankets for the homeless as part of a fall Blanket Drive
- Collected non-perishable food items for the Little Pantry program in Carrollton (free food is dropped off at various locations for anyone in need)

2. In a digital file, list examples of professional and public service activities undertaken by members of the faculty in the past six years (before the self-study year). Limit to five examples per faculty member. The unit has the option of providing a complete list in a separate digital file. Do not include service to the unit or institution; this information should be presented in Standard 1.

Below are selected examples of professional and public service activities of the faculty in the Department of Mass Communications. A complete list is available [here](#) under the second tab labeled Professional & Public Service.

Department Faculty

Sonya Barnes, WUTV GM/Adjunct Instructor

- Executive Board Member (appointed), League of Women Voters, Carroll County, GA, 2018-present
- Judge, Festival of Media Arts, Production Aesthetics & Criticism Division, Broadcast Education Association, 2018-present

Taylor Bryant, Clinical Assistant Professor

- Judge, Business of Engineering Case Competition, Prairie View A&M University, 2019

Dr. Hazel Cole, Associate Professor

- Paper reviewer, Association for Education in Journalism and Mass Communication, 2018
- Moderator, Crime News and Cross-Language Content Panel, Minorities in Communication Division, Association for Education in Journalism and Mass Communication, Washington, DC, August 2018
- Moderator, Public Relations, Public Health, Public Good: Preparing a New Generation of Nonprofit and Public Sector Communications Professionals Panel, Public Relations Division, Association for Education in Journalism and Mass Communication, Chicago, IL, August 2017
- Advisory Board, George Cochran Innocence Project (formerly Mississippi Innocence Project), 2007-present
- Conference organizer & Programming board member, National Black Public Relations Society’s Inaugural PR*Ability* Conference, Atlanta, GA, October 2014

Dr. Melanie Conrad, Lecturer

- Board Member (appointed), Floyd County Board of Elections, 2018-present
- PTO President, Rome Middle School, Rome, GA, 2017-2018
- Paper reviewer, Communication and Theater Association of Minnesota, Spring 2016

Bruce Daniel, Lecturer

- Member, Carrollton Kiwanis, 2011-present

Dr. Camilla Gant, Professor

- Executive Leadership for Women Certificate Program, Coles College of Business, Kennesaw State University, 2017
- Regents Advisory Committee on Communication, University System of Georgia, 2012-2018
- Communication Defense Subcommittee, Regents Advisory Committee on Communication, University System of Georgia
- Paper Reviewer/Electronic News Division, Association for Education in Journalism and Mass Communication National Conference, 2014
- Manuscript Reviewer, *Journalism & Mass Communication Educator*, 2013-2014

Dr. Michael Hester, Lecturer

- Board Member, Friends of Southern Haiti (non-profit service organization), 2018-present
- Chair, District VI (Southeast), National Debate Tournament, 2009-present
- Chair, Cross Examination Debate Association Topic Committee, 2016-2018

Shawn Isaacs, The WOLF GM/Adjunct Instructor

- Moderator, The Relevance of the Radio Course Then and Now: How It Continues to Inspire Students to Choose Radio, Broadcast Education Association, Las Vegas, NV, April 2018
- Judge, Festival of Media Arts, Radio & Audio Media Division and Best of Festival, Broadcast Education Association, 2015-present
- Board Member, College Radio Day, College Radio Foundation, 2013-2015

Deon Kay, Associate Professor

- Juror, Georgia State University Student Film Festival, May 2014; May 2016
- Judge, Music Video Category, NBS-AERho National Undergraduate Student Electronic Media Competition, 2015
- Facilitator/Presenter, Creative Research Workshop, "Increase your awesome by up to 37%: Conceptual approaches and post-production strategies for music videos," Vanderbilt University, November 2014
- Juror, Rotating Categories, Atlanta Film Festival, 2013-2015

Dr. Kyle Lorenzani, Assistant Professor

- Paper reviewer, International Communication Association, November 2018

Dr. Soo Moon, Professor

- Manuscript reviewer, *Communication Research*, August 2016
- Manuscript reviewer, *International Journal of Press/Politics*, June 2016
- Manuscript reviewer, *Journal of Communication*, January 2015
- Manuscript reviewer, *Journal of Broadcasting & Electronic Media*, November 2014
- Participant, Mediation, Moderation, and Conditional Process Analysis, Training in Statistics

Dr. Tonia Phanor, Lecturer

- Hope Commission Board Member, International Mission, 2018-present
- Leadership Program Participant, Sponsored by Florida Southwestern College & Florida Gulf Coast, University, 2013
- Speech Competition Judge, Georgia State University and Florida Southwestern, 2012-2016

Chris Renaud, Associate Professor

- Judge, Multiple Categories, NBS-AERho National Undergraduate Student Electronic Media Competition, 2015-2016

Dr. John Sewell, Associate Professor

- Manuscript Reviewer, *Journalism & Mass Communication Quarterly*, Fall 2019
- Paper Reviewer, National Communication Association, Fall 2018
- Chair, Trans and Queer Bodies in Liminal Space Panel, Fall 2017
- Discussant, Communication as Social Construction Panel, National Communication Association, Fall 2014
- Participant, Art/Graphic Design Course, Adobe InDesign Training, Summer 2013

Dr. Amber Smallwood, Professor

- Chair, Public Relations Division, Southern States Communication Association, 2018-2019
- Editorial Board Member, *Journal of Public Interest Communications*, 2017-present
- Board Member, Carrollton Kiwanis, 2015-2017
- Board Member (elected), Prevention and Advocacy Resource Center (PARC), Carrollton, GA, 2014-present
- Discussant, Global Communications and Social Change Division, Mass Communication Division, Public Relations Division, International Communication Association, 2007-2013, 2017

Andrew Will, Lecturer

- Judge, Georgia FBLA, Georgia FBLA State Leadership Conference

Kelly Williams, Clinical Assistant Professor

- Paper Reviewer, Public Relations Division, Southern States Communication Association, 2019-present
- Paper Reviewer, Mass Communication Division, Southern States Communication Association, 2019-present
- Communication Council, Junior League of Columbus, GA, 2011-present

Dr. Brad Yates, Professor

- Manuscript Reviewer, *Atlantic Journal of Communication*, Fall 2019
- Member, Emerging Scholars Review Committee, Association for Education in Journalism and Mass Communication, Fall 2018
- Board Member (elected), Prevention and Advocacy Resource Center, 2017-present
- NBS-AERho Board of Governors Member, NBS-AERho, The National Electronic Media Association, 2013-2016
- Festival of Media Arts Judge, Radio & Audio Media Division and Interactive & Emerging Technologies, Broadcast Education Association, 2012-2015

3. Describe the unit's contact with alumni, professionals and professional organizations to keep curriculum and instruction, whether online or on-site, current and to promote the exchange of ideas. Contact may include alumni and professional involvement in advisory boards, curriculum development, guest speaking, placement, internships, and fundraising. Provide advisory board members' names and contact information.

The Department of Mass Communications maintains an open communication channel between alumni, professionals, and professional organizations. The most significant communication with alumni and professionals occurs during the planning and execution of Media Day, which is the Mass Communications Department's annual signature event that affords the opportunity to honor Mass Communications students for achievements in and out of the classroom, present our distinguished alumni and service awards, and provide key networking opportunities between professionals and students. We are planning our 39th annual event for March 4, 2020. As part of the planning, we send out a call for participation to over 200 active alumni and industry professionals to take part in the Networking Session that is modeled after most internship and career fairs. Students have the opportunity to meet with successful media and communications professionals to glean tips for breaking into the industry, receive resume critiques, and potentially land an internship or entry-level position. Faculty and staff interact with the alumni and professionals via email and in-person on the day of the event to discuss the latest trends in the industry, pose queries about the necessary skill sets students need most to land a position, and coordinate guest speaking opportunities.

Alumni and professionals offer their contact information for students to connect directly with them, and, often these willing participants serve as mentors to students nearing graduation who are chasing their passion to work in the industry.

Alumni and professionals are common guests in classes and at meetings of our student organizations. For example, NBS-AERho sponsored a "Life After Graduation" panel and invited recent graduates to share their industry experiences and offer advice and encouragement for students seeking employment in the area of media and communications. Too, alumni and industry professionals who are friends of the department also offer internship opportunities to students each semester.

[Media Day 2019 Networking Professionals](#)

[Media Day 2018 Networking Professionals](#)

[Media Day 2017 Networking Professionals](#)

[Media Day Distinguished Alumni Award Recipients, Service Award Honorees, and Panelists](#)

4. Describe the unit's methods for communicating with alumni, such as newsletters or other publications. Provide the web link for communication during the previous academic year or provide print copies in the workroom.

The Department has typically communicated with alumni in recent years via email during the planning stages of Media Day. Not all alumni work in the media and communications field; therefore, the in-house database compiled over the years (2005 – present) includes alumni who have expressed interest in attending or have previously attended Media Day events. At the Department's strategic planning retreat in August 2018, we discussed the best outreach opportunities to connect with alumni. One element of the plan is to establish an alumni group on LinkedIn in hopes that alumni will feel more comfortable joining a social media group dedicated to professional connections more than social

interactions. Through LinkedIn, the Department can request updated contact information on other platforms for future communications from the department. Additionally, we plan to utilize more traditional social media platforms like Facebook, Instagram, and Twitter to drive alumni traffic to the LinkedIn group so there is a central location for alumni. All platforms will be used to share Department news, updates, and announcements to ensure the widest possible reach.

Mass Communications Department

Facebook (<https://www.facebook.com/uwgmasscomm/>)

Instagram (<https://www.instagram.com/uwgmasscommunications/>)

Twitter (<https://twitter.com/UWGMassComm>)

The WOLF Internet Radio

Facebook (<https://www.facebook.com/thewolfuwg/>)

Instagram (<https://www.instagram.com/thewolfuwg/>)

Periscope (www.periscope.com/thewolfuwg)

Twitter (<https://twitter.com/thewolfuwg?lang=en>)

YouTube (<https://www.youtube.com/thewolfuwg>)

The WOLF Sports

Facebook (<https://www.facebook.com/TheWolfSports/>)

Instagram (<https://www.instagram.com/thewolfsports/>)

Twitter (<https://twitter.com/thewolfsports>)

Bluestone (Student PR Firm):

Instagram (www.instagram.com/BluestonePR)

Pintrest (www.pinterest.com/bluestone.uwg@gmail.com)

Twitter (<http://www.twitter.com/BluestonePR>)

WUTV accounts

Facebook (<https://www.facebook.com/UWGWUTV/>)

Instagram (<https://www.instagram.com/UWGWUTV/>)

Twitter (<https://twitter.com/UWGWUTV>)

NBS-AERho, The National Electronic Media Association

Facebook (<https://www.facebook.com/pg/NBSUWG/community/>)

Instagram (<https://www.instagram.com/nbsuwg/?hl=en>)

Twitter (<https://twitter.com/nbsuwg?lang=en>)

Public Relations Student Society of America

Facebook (<https://www.facebook.com/UWGPRSSA/>)

The West Georgian

Facebook (www.facebook.com/TheWestGeorgian)

Twitter (<https://twitter.com/thewestgeorgian>)

5. Describe the unit's support of scholastic (high school) journalism, including workshops, visiting lectures, critiques of student work, etc.

The department gives regular tours of its television, radio, and newspaper facilities to local schools. Select faculty members have served in several capacities to support scholastic journalism.

Dr. John Sewell, associate professor and *The West Georgian* advisor, periodically evaluates published content from online publications of high school journalists, regularly communicates via phone or email with high school journalists considering attending the University of West Georgia, and offers high school journalists tours of *The West Georgian* newspaper office followed by Q&A sessions. To generate interest in high school journalism, Dr. Sewell has also held tours and Q&A sessions for middle school students and allowed them to sit in on a staff meeting.



Dr. John Sewell, associate professor and *The West Georgian* advisor, speaks to middle school students from Heard County in spring 2019.

The WOLF Internet Radio works heavily with the Admissions office to provide group and individual tours to high school students. The station also works with Athletics to provide recruitment tours for prospective athletes interested in Mass Communications. In previous semesters, General Manager Shawn Isaacs has participated in career days at both public and private schools. Most recently Mr. Isaacs did a presentation at North Cobb Christian Academy's career day. This included talking directly to students working on sports broadcasting of NCAA sports. Future planning for The WOLF includes a one-week summer camp for high school students. This summer camp would be a radio "boot-camp" where students work all week to create a podcast from scratch, complete with pre-produced audio elements.

WUTV regularly conducts tours of its studios with local Pre-K, elementary, middle, and high schools. Just in the past year, the station conducted two tours for UWG's Pre-K program and four tours for area high school students. WUTV also coordinated a shadowing opportunity for Carrollton Middle School students. Planned for Fall 2019 is a visit to Temple Middle School to speak with students about broadcast journalism and television production. WUTV's most ambitious scholastic journalism initiative

is slated for October 2019. Through a partnership forged with Carrollton High School, WUTV will go on-site at the high school to help co-produce, broadcast, and stream a newscast in real time. WUTV student assistants will mentor Carrollton High students throughout this process.

Lecturer Andrew Will is scheduled to participate with current students on October 10th in Career Day at Carl Scroggins, Sr. Middle School in Dallas, Georgia.

Assistant Professor Kelly Williams is planning to partner with Shaw High School's Mass Communications Magnet Program in Columbus, GA to offer her expertise in public relations to the students in the program.

Dr. Brad Yates served as a member of the Broadcast & Video Production Advisory Board for the DeKalb High School of Technology – South for four years (2011-2014)

Part II, Standard 9. Assessment of Learning Outcomes



Neriah Ethridge graduated in 2018 and currently works for iHeart Media Atlanta.

Executive summary:

- The Department of Mass Communications adopted ACEJMC's 12 professional values and competencies as its degree program learning outcomes and labeled them 6 x 6 MASS COMM SUCCESS.
- The department's student performance measures and internship evaluations are direct measures of student success. A senior exit survey and student competitions serve as indirect measures.
- Media professionals and alumni evaluate capstone projects in select required courses, and these industry experts also inform curriculum through guest lecturers, workshops, and participation in Media Day.

Please respond to each of the following instructions:

1. Provide a copy of the unit's written plan for assessment of student learning outcomes. This plan must include the dates of its adoption and of implementation of its components.

Department of Mass Communications Assessment Plan
Approved Spring 2017

Mission Statement

Fair, just, and productive societies require the free flow of news, information and ideas from communicators of knowledge, skill and integrity who reflect the diversity of the people they serve. Therefore, the Department of Mass Communications seeks to provide students with high quality academic and experiential learning opportunities to prepare them for successful integration into the global community as industry professionals, leaders, and thinkers in the fields of convergence journalism, digital media and telecommunication, film and video production, and public relations.

Vision Statement

The Department of Mass Communications is committed to empowering students to communicate clearly, act responsibly, think critically, and understand contexts to enhance their personal, civic, academic and professional lives, facilitating active participation in an evolving and increasingly diverse society, by providing connections with students, alumni, faculty, administrators, industry partners and the community.

Strategic Priorities

Invested Teaching

To inspire and equip students to discover their personal, intellectual, and professional potential through personalized teaching, academic coaching, and career mentoring.

Experiential Learning

To offer students early and ongoing multiple and diverse hands-on learning opportunities to develop and enhance personal, intellectual, and professional growth.

Connectedness

To serve as the hub that connects and cultivates partnerships among key stakeholders to enhance personal, intellectual, and professional growth. Key stakeholders include administrators, faculty, staff, students, alumni, industry, community, and friends.

Student Learning Outcomes

The Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) posits that all graduates should be aware of and able to demonstrate 12 core professional values and competencies. Effective Spring 2017, the Department of Mass Communications adopted ACEJMC's 12 core professional values and competencies as student learning outcomes (SLOs); these professional values and competencies are defined and updated by a national cross-section of scholars and professionals in the discipline. The values and competencies are referred to as [6 x 6 MASS COMM SUCCESS](#).

Measure/Method

Each summer during the departmental annual strategic planning retreat, faculty cohorts within each concentration will identify and update assessment measures that align with the ACEJMC 12 core professional values and competencies. The 34 direct assessment measures are embedded across all required courses and one elective course. See Curriculum Map below and in [Appendix N](#).

Each fall, faculty will analyze a cross section sample of student performance in regard to said direct assessment measures and input assessment measure scores from the previous fall and spring into the assessment template. The sample will include student performance data from one random course section per faculty member who taught required courses included in the assessment (see [Appendix O](#)). After assessing the results, faculty will address four questions in regard to students' strengths, students' weaknesses or opportunities for development, and actions to improve students' weaknesses or opportunities for development. In accordance with ACEJMC guidelines, all graduates should be aware of and able to demonstrate 12 core professional values and competencies. Therefore, the Department of Mass Communications expects, as its success criterion, 100% of its majors in a cross section sample of required courses to score 70 or higher on assessment measures. Highly Developed (HD) is defined as a score of 90-100 on assessment measures; Developed (D) is defined as a score of 80-89 on assessment measures; Emerging (E) is defined as a score of 70-79 on assessment measures; Beginning (B) is defined as a score of 60-69 on assessment measures; and Insufficient (I) is defined as a score of 59 or below on assessment measures.

Additionally, as a direct measure of assessment, the Department will require students enrolled in COMM 4486 – Internship to be evaluated by their internship supervisor on the 12 core professional values and competencies via an evaluation survey administered after the internship is completed.

A Senior Exit Survey will be administered each semester to serve as an indirect measure for the 12 ACEJMC professional values and competencies. In accordance with the unit's ACEJMC pre-visit report, the survey is comprised of 12 items that ask graduating seniors to rate the degree to which they agree that the B.S. Mass Communications program prepared them to achieve the 12 ACEJMC professional values and competencies based on a 5-point Likert scale.

As an additional indirect measure, student work will be submitted to collegiate competitions that are judged by professional reviewers. It is the responsibility of the department chair and concentration heads to ensure that assessment measures align with ACEJMC 12 core professional values and competencies and to collaborate with professional reviewers to ensure assessment measures align with professional expectations and rigor.

UWG | Department of
Mass Communications

Assessment Curriculum Map
ACEJMC 12 Professional Competencies and Values

SLOs 1-6

<i>Course Title</i>	SLO1	SLO2	SLO3	SLO4	SLO5	SLO6
Intro to Mass Communications		✓		✓		
Media Ethics			✓	✓		✓
Writing & Reporting for Newspapers						
Public Affairs Reporting						✓
Layout & Design					✓	
Short-Form Screenwriting & Analysis					✓	
Public Relations Principles		✓				
Telecommunication & Electronic Media Industries		✓				
Radio Program Production					✓	
Fundamentals of TV Production					✓	
Fundamentals of Film & Video Production					✓	
Digital Social Media & Society					✓	
Media Programming & Management		✓				
Film & Culture		✓	✓	✓		
Diversity & Mass Media			✓	✓		
Feature Writing						✓
Photojournalism					✓	
Sound Design					✓	
Digital Cinematography & Image Design					✓	
Film & Video Post-Production					✓	
Public Relations Cases						
Public Relations Management						
Practicum - <i>The West Georgian</i>					✓	
Practicum - The WOLF Internet Radio					✓	
Practicum - WUTV					✓	
Documentary Production Practices					✓	
Fiction Film Production					✓	
Public Relations Campaigns						
Broadcast News Writing & Reporting						✓
Public Relations Writing						✓
Advanced Film & Video Production					✓	
Media Law	✓					✓
Critical Issues in Mass Communications		✓	✓	✓		
Mass Communications Research Methods						

SLOs 7-12

<i>Course Title</i>	SLO7	SLO8	SLO9	SLO10	SLO11	SLO12
Intro to Mass Communications						
Media Ethics						
Writing & Reporting for Newspapers			✓			
Public Affairs Reporting			✓	✓		
Layout & Design						✓
Short-Form Screenwriting & Analysis	✓		✓	✓		
Public Relations Principles						
Telecommunication & Electronic Media Industries						
Radio Program Production						✓
Fundamentals of TV Production						✓
Fundamentals of Film & Video Production	✓					✓
Digital Social Media & Society						✓
Media Programming & Management					✓	
Film & Culture						
Diversity & Mass Media						
Feature Writing			✓	✓		
Photojournalism						✓
Sound Design	✓					✓
Digital Cinematography & Image Design	✓					✓
Film & Video Post-Production	✓					✓
Public Relations Cases	✓					
Public Relations Management	✓					
Practicum - <i>The West Georgian</i>	✓		✓	✓		✓
Practicum - The WOLF Internet Radio	✓			✓		✓
Practicum - WUTV	✓		✓	✓		✓
Documentary Production Practices	✓					✓
Fiction Film Production	✓					✓
Public Relations Campaigns		✓			✓	
Broadcast News Writing & Reporting			✓	✓		
Public Relations Writing			✓			
Advanced Film & Video Production	✓					✓
Media Law						
Critical Issues in Mass Communications						
Mass Communications Research Methods		✓			✓	

ACEJMC 12 Professional Values and Competencies

Student Learning Outcomes (SLO)

Source: <http://www.acejmc.org/policies-process/nine-standards/>

SLO1: Understand and apply the principles and laws of freedom of speech and press for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances.

SLO2: Demonstrate an understanding of the history and role of professionals and institutions in shaping communications.

SLO3: Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications.

SLO4: Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.

SLO5: Understand concepts and apply theories in the use and presentation of images and information.

SLO6: Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.

SLO7: Think critically, creatively and independently.

SLO8: Conduct research and evaluate information by methods appropriate to the communications professions in which they work.

SLO9: Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.

SLO10: Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.

SLO11: Apply basic numerical and statistical concepts.

SLO12: Apply current tools and technologies appropriate for the communications professions in which they work, and to understand the digital world.

UWG | Department of Mass Communications

Corresponding Course Numbers and Titles for Assessment Curriculum Map

<i>Course Number</i>	<i>Course Title</i>
COMM 1154	Introduction to Mass Communications
COMM 2254	Media Ethics
COMM 3301	Writing & Reporting for Newspapers
COMM 3302	Public Affairs Reporting
COMM 3303	Layout & Design
COMM 3305	Short-Form Screenwriting & Analysis
COMM 3313	Principles of Public Relations
COMM 3350	Telecommunication & Electronic Media Industries
COMM 3351	Radio Program Production
COMM 3352	Fundamentals of Television Production
COMM 3353	Fundamentals of Film & Video Production
COMM 3354	Digital Social Media & Society
COMM 3355	Media Programming & Management
COMM 3356	Film & Culture
COMM 3357	Diversity & Mass Media
COMM 4402	Feature Writing
COMM 4403	Photojournalism
COMM 4405	Sound Design
COMM 4406	Digital Cinematography & Image Design
COMM 4407	Film & Video Post-Production
COMM 4413	Public Relations Cases
COMM 4414	Public Relations Management
COMM 4421N	Practicum – <i>The West Georgian</i>
COMM 4421R	Practicum – The WOLF Internet Radio
COMM 4421T	Practicum - WUTV
COMM 4425	Documentary Production Practices
COMM 4426	Fiction Film Production
COMM 4444	Public Relations Campaigns
COMM 4450	Broadcast News Writing & Reporting
COMM 4451	Public Relations Writing
COMM 4452	Advanced Film & Video Production
COMM 4454	Media Law
COMM 4455	Critical Issues in Mass Communications
COMM 4484	Mass Communications Research Methods

*Courses listed represent core and required courses for Mass Communications majors in one of four concentrations: Convergence Journalism, Digital Media & Telecommunication, Film & Video Production and Public Relations.

2. Provide the unit's definition of goals for learning that students must achieve. If this definition is incorporated into the plan for assessment, a page reference will suffice.

The department adopted ACEJMC's 12 professional values and competencies as its goals for student learning. Each student learning outcome is assessed systematically each year through our assessment plan, which is described in detail in the previous item (page 153-154). The department refers to its goals as 6 x 6 MASS COMM SUCCESS. The graphic below is posted in classrooms, hallways, online portals, and syllabi as a reminder of what the department's learning goals are for students.



3. Describe the collection and reporting of data from both direct and indirect assessment measures and how the unit used its analysis of the data to improve curriculum, instruction, etc. Provide copies of any end-of-year assessment reports. If there are multiple reports from the six-year period, summarize the findings and make the reports available in a separate digital file.

Assessment Measures

The Department of Mass Communications applies two direct measures and two indirect measures to assess student learning outcomes represented in the 6 x 6 MASS COMM SUCCESS model. The direct measures focus on student performance and internship evaluation while the indirect measures include a senior exit survey and collegiate competitions.

Direct Measures

Student Performance Measures (direct)

All required courses and one elective course (total of 34) across all concentrations include an assessment measure for one or more of the 12 ACEJMC student learning outcomes. The elective course, Diversity and Mass Media, is included because a large majority of students complete the course, and it most fully encompasses SLO3 and SLO4. These assessment measures include test averages and capstone assignments. Faculty report the range of student performance on each measure and aggregate totals are calculated by the concentration heads and chair to determine the effectiveness of the measure for each outcome.

Assessment measure scores are submitted via an Excel spreadsheet template (see [Appendix M](#)) that includes the faculty member's name, course and section number, semester, and assessment measure and saved with this naming convention: LastName_CourseNumber_Semester. Individual student scores are entered as Student 1, Student 2, etc. with no names or ID numbers associated with the scores. The overall percentage of students that perform within the following five levels of learning are reported: 1) Highly Developed (90-100), 2) Developed (80-89), 3) Emerging (70-79), 4) Beginning (60-69), and 5) Insufficient (59 or below).

After entering the assessment scores and breaking them into the five levels of learning, faculty reflect on students' performance related to the 12 SLOs and within the context of student evaluations and their own annual self-evaluations. Faculty respond to the following four questions within seven or fewer sentences.

- What do the results tell you?
- What are student performance strengths and weaknesses or opportunities for development?
- What is at least one action you have implemented within the last academic year to address student performance weaknesses or opportunities for development?
- What is at least one action you plan to implement within the next academic year to address student performance weaknesses or opportunities for development?

Student performance measures by course will be available digitally in the workroom for review.

Follow this [link](#) to see the required courses and their associated student learning outcome(s). Below are the assessment measures associated with the required courses as well as the single point of accountability.

Assessment Measures & Single Point of Accountability			
Department of Mass Communications			
Course Number	Course Title	Assessment Measure	SPA*
COMM 1154	Introduction to Mass Communications	Exam Average	Yates
COMM 2254	Media Ethics	Exam Average	Yates
COMM 3301	Writing & Reporting for Newspapers	Inverted Pyramid News Story	Moon
COMM 3302	Public Affairs Reporting	Beat News Story	Moon
COMM 3303	Layout & Design	Final Layout/Design Project	Moon
COMM 3305	Short-Form Screenwriting & Analysis	Final Screen Play	Kay
COMM 3313	Principles of Public Relations	Exam Average	Cole
COMM 3350	Telecommunication & Electronic Media Industries	Exam/Quiz Average	Hadley
COMM 3351	Radio Program Production	Commercial/PSA	Yates
COMM 3352	Fundamentals of Television Production	Final News Package	Hadley
COMM 3353	Fundamentals of Film & Video Production	Final Video Project	Kay
COMM 3354	Digital Social Media & Society	Final Project	Hadley
COMM 3355	Media Programming & Management	Exam Average	Yates
COMM 3356	Film & Culture	Diversity-Based Film Response	Kay
COMM 3357	Diversity & Mass Media	Final Exam Average	Hadley
COMM 4402	Feature Writing	Final Feature Story	Moon
COMM 4403	Photojournalism	Photo Essay	Moon
COMM 4405	Sound Design	Audio Final Project	Kay
COMM 4406	Digital Cinematography & Image Design	Image Final Project	Kay
COMM 4407	Film & Video Post-Production	Editing Final Project	Kay
COMM 4413	Public Relations Cases	Case Analysis	Cole

COMM 4414	Public Relations Management	Exam Average	Cole
COMM 4421N	Practicum – <i>The West Georgian</i>	Published Article	Moon
COMM 4421R	Practicum – The WOLF Internet Radio	PSA	Hadley
COMM 4421T	Practicum - WUTV	Demo Reel	Hadley
COMM 4425	Documentary Production Practices	Documentary Final Project	Kay
COMM 4426	Fiction Film Production	Fiction Final Project	Kay
COMM 4444	Public Relations Campaigns	Campaign Plan	Cole
COMM 4450	Broadcast News Writing & Reporting	News Package	Moon
COMM 4451	Public Relations Writing	Press Release	Cole
COMM 4452	Advanced Film & Video Production	Final Project	Kay
COMM 4454	Media Law	Exam Average	Yates
COMM 4455	Critical Issues in Mass Communications	Exam Average	Moon
COMM 4484	Mass Communications Research Methods	Applied Research Project	Yates
			*Single Point of Accountability

Based on our assessment findings we outlined potential strategies for improvement across the various student learning outcomes that inform modifications and updates to our program and instruction. Below is a summary of our most recent findings and the actions we are taking to implement programmatic changes to improve student achievement on the learning outcomes. Additionally, faculty used the assessment data to assist with curriculum updates at our annual retreat by reviewing program maps for each concentration to ensure course sequencing allows for optimum student achievement across the student learning outcomes.

For SLO1, it was encouraging to see a 5% increase in the percentage of students performing at or above the success criterion from the previous year, but there is ample opportunity to help those students who are falling short of the goal. Included among the strategies for improvement are continued use of online adaptive learning resources, modeling a “flipped” classroom, offering sample assessment measures both online and face-to-face that are similar to those on assignments, quizzes, and tests, and demonstrating effective study strategies to learn difficult concepts and process large amounts of dense material.

The data are encouraging for SLO2, but there is room to move a larger percentage of students into the developed and highly developed ranges of the assessment measure. An opportunity exists to place a greater emphasis on test-taking strategies, assignment rubrics, and effective writing to fully achieve this

learning objective. Study strategies, varied presentation styles, and focused review of rubrics and expectations will be useful to move toward the ultimate goal of 100% success for students on SLO2. Further, additional emphasis in utilizing resources beyond textbooks (online resources, handouts, etc.) will also be implemented to increase success.

With over 17% in the lower two performance categories of SLO3 and SLO4, there is a clear opportunity to improve performance on these particular SLOs. A slight dip (.76%) in performance on SLO3 and a small decrease (2.84%) in performance on SLO4 from AY17 to AY18 suggests a need to identify which strategies implemented from AY17 to AY18 had the most impact and seek new opportunities to develop other strategies to enhance learning and to improve performance. In order to address student improvement, strategies to create more hands-on, in-class assignments that connect students to contemporary topics may help students with difficult concepts and topics and ultimately enhance learning. Other improvements overall include developing online components for assignments to complement the face-to-face engagement.

Over 93% of students performed above the success criterion on SLO5. Given that mass communications are primarily focused on message-making and storytelling, it is encouraging that students are performing well, but there is opportunity for growth, particularly to move more students into the highly developed range and better connect with those in the lower ranges. Strategies for improvement center around ensuring that students have clarity about expectations of their work, including provision of enhanced instructions, additional examples and case studies, as well as sample projects. Further, improved self-assessment rubrics and emphasis on crucial stages of message development will be given due attention.

For SLO6, there was improvement from AY17 (82.82%) to AY18 (90.15%) on this measure. Although the overall percentage of students who are at the emerging level or higher is above 90%, there is opportunity to move students up one or two levels so that all students are performing in the desired range. Improvement opportunities lie with greater emphasis on contemporary media ethics examples from news media and social media to foster student engagement in identifying ethical dilemmas and critiquing how such dilemmas are managed in news organizations and corporations. This can be accomplished with more effective utilization of online resources, guided self-study opportunities, and peer critique of ethical decision-making.

The measure for SLO7 produced strong results that indicated improvement from the previous year, which suggests that students are successfully developing strong critical thinking skills, and the hope is that we will continue to meet with high success on this SLO. To continue to achieve a high degree of success on this SLO and develop media literate scholars, we will take an inventory of the learning strategies already in use across the program and continue to implement them. Further, we plan to seek student feedback to help us identify the most impactful learning opportunities during their tenure in the program.

Over 92% of students were at the developed or highly developed level on SLO8 in AY18, which is an improvement from the previous year. Despite these strong results, there are improvements that can be made to increasingly solidify the ability to meet this student learning objective. Strategies for improvement include continuing to assign students scholarly articles in mass communications to read

and discuss so they will continue to improve their understanding, confidence, and skill when developing their own research designs. In addition, plans for improvement include continuing to provide students with opportunities to review examples of research methodologies in video format, as well as providing students the opportunity to use audiovisual platforms to describe and explain their research projects. There was over a 10% improvement from AY17 to AY18 in performance on SLO9. Employers typically list written communication skills as one of the most desirable skills for entry-level positions; thus, we will continue to emphasize strong writing skills and train students to practice writing on a regular basis. Included among the strategies for improvement are identifying students who may need extra assistance and encouragement and making self-evaluation a more central part of the writing process so students can see measurable progress and, therefore, continue to invest in their work.

Data indicate nearly 100% (97.14%) of students are performing at the emerging level or higher for SLO10, which is a 7.81% improvement from AY17. A goal moving forward, while a stretch, is to move all students into the developed and highly developed categories. Based on the improvement on this student learning outcome from AY17 to AY18, we will maintain similar strategies to help students fully understand how to critically evaluate their own work and that of others. This includes making self-evaluation a more central part of the learning process so students can, hopefully, see measurable progress and continue to invest.

Data indicate that 96.93% of students are performing at or above the emerging level on SLO11. This is a marked improvement over the performance level for this student learning objective in AY17 (79.17%). More focus will be given to the long-term process involved with the skills taught, along with their application. This will include formalizing the process through graded steps, as well as introducing new skills and applications in more familiar territory to create a continuum of learning rather than separate elements.

Data indicate a solid percentage (85.68%) of students fall into the emerging category or higher. However, student success on SLO12 dipped 8.59% from AY17 to AY18. Therefore, a closer examination of learning strategies for SLO12 are in order. Senior Exit Survey data suggest that students perceive their ability to apply current tools and technology to the communication professions as strong. The goal ahead is to realign student perception and actual performance.

Internship Evaluations (direct)

A supervisor evaluation survey is distributed to each internship site supervisor near the end of the semester for every student enrolled in COMM 4486 – Internship. The evaluation assesses the 12 professional values and competencies and includes sections on attitudes and behaviors. The most recently updated form with each item can be found in [Appendix K](#) and it is linked [here](#) (Password = UWGsupevalMC!).

Indirect Measures

Senior Exit Survey (indirect)

An exit survey is administered to graduating seniors each semester as part of the major requirements of the B.S. degree listed in the undergraduate catalog (found [here](#)). The survey asks student[s] to report their level of agreement (using a 5-point Likert scale) with the 12 professional values and competencies

as it relates to their own learning. The Qualtrics survey was distributed via email to graduating seniors with follow-up as needed to ensure students completed the survey as required in the degree program. The desired result is that at least 80% of respondents strongly agree or agree with each of the outcomes in the survey. Results are to be analyzed. The survey items are below followed by the results. The percentages reported in the table are the combined “strongly agree” and “agree” scores.

Senior Exit Survey Items

For each of the following statements, please indicate how strongly you agree or disagree with each of Mass Communications' values and competencies as it relates to your own learning:

I am able to...

SLO1: Understand and apply the principles and laws of freedom of speech and press for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances.

SLO2: Demonstrate an understanding of the history and role of professionals and institutions in shaping communications.

SLO3: Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications.

SLO4: Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.

SLO5: Understand concepts and apply theories in the use and presentation of images and information.

SLO6: Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.

SLO7: Think critically, creatively and independently.

SLO8: Conduct research and evaluate information by methods appropriate to the communications professions in which they work.

SLO9: Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.

SLO10: Critically evaluate your own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.

SLO11: Apply basic numerical and statistical concepts.

SLO12: Apply current tools and technologies appropriate for the communications professions in which they work and to understand the digital world.

Senior Exit Survey Results

The numbers reported below are the combined “strongly agree” and “agree” scores.

SLO	Summer 2019* N=24	Spring 2019* N=47	2019* Combined N=71	Fall 2018^ N=35	Spring 2018^ N=15	2018^ Combined N=50
SLO1	75.00%	93.62%	87.32%	82.86%	93.33%	86.00%
SLO2	79.17%	87.23%	84.51%	80.00%	100.00%	86.00%
SLO3	83.33%	91.49%	88.73%	80.00%	100.00%	86.00%
SLO4	83.33%	93.62%	90.14%	82.86%	100.00%	88.00%
SLO5	79.17%	93.62%	88.73%	80.00%	100.00%	86.00%
SLO6	83.33%	87.23%	85.92%	85.71%	100.00%	90.00%
SLO7	83.33%	95.74%	91.55%	85.71%	100.00%	90.00%
SLO8	79.17%	89.36%	85.92%	85.71%	100.00%	90.00%
SLO9	83.33%	91.49%	88.73%	85.71%	100.00%	90.00%
SLO10	83.33%	93.62%	90.14%	88.57%	100.00%	92.00%
SLO11	70.83%	85.11%	80.28%	91.43%	86.67%	90.00%
SLO12	79.17%	91.49%	87.32%	85.71%	100.00%	90.00%

*Survey completion part of Registrar’s graduation audit

^Voluntary participation

When semesters are combined for each year, the data indicate all 12 learning outcomes achieved or surpassed the 80% benchmark. A closer examination of the data show that summer graduate responses were consistently lower than spring graduate responses. Spring 2018 had little variation across respondents on all items, while Fall 2018 data indicated some variation, although scores remained fairly consistent across learning outcomes. Summer 2019 had consistently lower ratings across all categories, while Spring 2019 results were quite favorable for each learning outcome. Now that the survey is a requirement for graduation, a more robust analysis of the data will become part of our assessment discussions at our annual strategic planning retreat to better inform curriculum and instruction modifications and improvements.

Student Competitions (indirect)

Students success in collegiate competitions, as assessed by professional reviewers, is an indirect measure of the quality of the educational experience in our classrooms and our experiential learning labs. Students in the department have earned multiple honors for their work across a variety of competitions including regional and national film festivals, the Broadcast Education Association’s Festival of Media Arts, the NBS-AERho National Undergraduate Student Electronic Media Competition, the Intercollegiate Broadcasting System’s College Awards, and the College Broadcasters, Inc. National Production Awards. Additionally, student scholarship and creative works have been selected for presentation on campus during Scholars’ Day. Our students have consistently earned accolades for their efforts over the past several years, competing against other students from strong journalism and mass

communications programs. This is an indicator of the quality and effectiveness of the instruction and experiential learning our students receive in the department. A review of competition judges' evaluations is used to inform the creation and production of future work submitted to competitions.

Year-end assessment reports for Mass Communications submitted to UWG's Office of Institutional Effectiveness and Assessment for 2017 student learning outcomes are linked [here](#). Click the links to access the [2018 student learning outcomes assessment report](#) and the [2018 operational outcomes report](#). It is worth noting that the University did not have a comprehensive formal assessment process in place until a couple of years ago, and after several iterations of assessment protocol a uniform system was identified. To ensure consistency across the University a review team was established to assess the assessment process. The University established a score of 3.0 out of 4.0 as the target score for all assessment reports. This administrative assessment change helped Mass Communications fine-tune its own assessment process of the 12 student learning outcomes, and we improved our assessment score from 2.71 for AY17 to 3.06 for AY18.

4. Describe the involvement of journalism and mass communication professionals, including alumni, in the assessment process.

Journalism and mass communications professionals participate in the assessment process through internship evaluations, student competitions, and reviewing student projects in select classes.

Internship evaluation (direct measure): Students who enroll in COMM 4486-Internship earn a grade of Satisfactory or Unsatisfactory (S/U) largely based on the evaluation submitted by their internship site-supervisor. A site approval is required for internships that are not traditional media outlets (e.g., radio station, TV station, public relations firm, newspaper) to ensure the supervisor holds academic credentials in journalism and/or communications and has professional experience in media and/or communications, and to confirm the internship duties align with one of the department's four concentrations. ACEJMC's 12 professional values and competencies are explicitly included in the supervisor evaluation form.

Student competitions (indirect measure): Student work, whether produced as part of a class or through our experiential learning labs, is submitted to various regional and national competitions and festivals like the Atlanta Film Festival, BEA Festival of Media Arts, Georgia College Press Association's Better Newspapers Contest, and NBS-AERho National Undergraduate Student Electronic Media Competition. Media and communications professionals judge student submissions and provide feedback. Judging rubrics typically align with the skills-based competencies that are part of ACEJMC's 12 professional values and competencies. A more concerted effort to systematically review the judges' evaluations as part of the assessment process will make this indirect measure more valuable in our effort to ensure students graduate with the requisite knowledge and skills ACEJMC posits that all graduates of accredited programs should learn.

Capstone courses/experiences evaluation (direct measure): Faculty who teach capstone courses or include capstone experiences in their respective classes invite professionals to evaluate student work based on key values and competencies. COMM 4444 – Public Relations Campaigns

is one course that consistently has professionals judge student projects and give feedback based on a standard rubric. COMM 4414 – Public Relations Management and COMM 4451 – Public Relations Writing also have professionals evaluate student work. COMM 3351 – Radio Program Production has utilized professionals to critique rough cuts and final cuts of commercial/PSA productions to assess writing, creativity, and application of tools and technology. Use of professional reviewers to assess the 12 professional values and competencies needs to be standardized across capstone courses and capstone experiences so that the direct measure will be more robust and consistent.

Examples of professionals invited to critique student work:

- Alex Jordan – Magna PR and Communications
 - COMM 4414 - Fall 2018
 - Evaluated student crisis communication plan during final presentation
- Amy Lavender, Marketing Program Manager (former print journalist)
 - COMM 4451 - Spring 2019
 - Evaluated students headlines, pitches and media advisory during a class workshop
- Matthew O'Conner – UPS, Senior Manager, Public Relations
 - COMM 4414 - Spring 2019
 - Evaluated student crisis communication plan during final presentation
- Katie Wercholuk - Big Canoe, LLC, Director of Marketing and Communications
 - COMM 4414 - Spring 2019
 - Evaluated student crisis communication plan during final presentation
- The following organizations are former clients for COMM 4444 – Public Relations Campaigns. Student teams presented capstone projects that were reviewed using the rubric below by the board of directors and/or executive director at each organization.
 - 2018
 - Circles of West Georgia
 - Ferst Foundation for Childhood Literacy of Carroll County
 - Power of the Purse (nonprofit organization)
 - West Georgia Autism Foundation
 - UWG Career Services
 - 2017
 - The Arts for All (nonprofit organization)
 - City Station (Christian Community Center)
 - Communities in Schools
 - Waypoint Ranch Peace at Home Project (horse therapy for veterans)
 - 2016
 - New Hope Christian School
 - Open Hands United Christian Ministry
 - UWG Ingram Library

COMM 4444

Client Evaluation of Student Performance Rubric/Dr. Hazel Cole

Your Name: _____

Your Organization Name: _____

Please evaluate the student group in 5 areas (each worth 10 points using the 10-point scale below) according to the following criteria, offering additional comments where appropriate, for a total of 50 (x2) totaling 100 points.

- 1 -2= Unsatisfactory; Does not meet expectations
- 3-4= Below Average; Meets some expectations but needs improvement
- 5-6 = Satisfactory; Meets expectations, but does not exceed them
- 7-8= Very Good; Exhibits above average performance
- 9-10 = Exceptional; Exhibits superior performance; Exceed expectations

Criteria	Grading Scale with 10 being the highest grade given (circle one)	Comments
Professionalism <ul style="list-style-type: none"> • Student group exhibited professionalism at all times with the client (on time; met deadlines; professional attitude; high standard in work performance. 	1 2 3 4 5 6 7 8 9 10	
Presentation <ul style="list-style-type: none"> • Professionally presented work to client during all phases of the process; final presentation professional and demonstrates cohesive effort 	1 2 3 4 5 6 7 8 9 10	
Written Plan <ul style="list-style-type: none"> • Work is clear, coherent, understandable, free of errors and typos; useful for the client; professional prepared; well-thought out program of activity. 	1 2 3 4 5 6 7 8 9 10	

Deliverables/Materials 1 2 3 4 5 6 7 8 9 10

- Client satisfied with collateral/printed materials; presentation materials; campaign development; etc.

Overall Assessment 1 2 3 4 5 6 7 8 9 10

- Overall satisfaction or dissatisfaction with the team; the work; the deliverables; the final product/program/plan.

TOTAL SCORE _____/50

Total points _____ x 2 = _____ Overall Total points from Client

Additional Comments:

5. In a digital file, list the major awards won by the unit’s students in local, regional or national competitions in the past six years. Limit to five a year.

BEA Festival of Media Arts

- 2018 – Bode Brooks – 2nd place in the Radio Hard News Reporting Category
- 2018 – McKenzie Benefield – Award of Excellence in the Air Personality Category

- 2019 – Bode Brooks – 2nd place in the Radio Hard News Reporting Category
- 2019 – Neriah Ethridge – Award of Excellence in the Air Personality Category

College Broadcasters, Inc. National Student Production Awards

- 2017 – The WOLF Internet Radio – 3rd Best Regularly Scheduled Program: The Night Howl
- 2018 – McKenzie Benefield – 1st Place Best DJ Audio
- 2018 – Bode Brooks – 2nd Place Best News Reporting Audio

College Radio Day

- 2018 – The WOLF Internet Radio - Spirit of College Radio Award

Intercollegiate Broadcasting System Golden Microphone Awards

2015 – The WOLF Internet Radio – Best Use of Social Media

2017 – The WOLF Internet Radio – Best Public Service Promotion

2018 – The WOLF Internet Radio – Best Sports News Coverage

2018 – The WOLF Internet Radio – Best Staff Training Method

2019 – The WOLF Internet Radio – Best TV Promo

2019 – Jazmine Render – Best Promotions Director

2019 – The WOLF Internet Radio – Best Streaming-Only Radio Station (Over 10,000)

National Undergraduate Student Electronic Media Competition

2014 – Lacey Hill – Grand Prize Winner Student Academic Paper Category

2015 – Tammy Parrett – Grand Prize Winner Student Academic Paper Category

2015 – Malcolm Yates - Grand Prize Winner Audio Commercial Category

2015 – Alexandra Roberts – Honorable Mention Audio Commercial Category

2015 – Alexandra Roberts - Honorable Mention Audio Feature Category

2015 – Aaron Heidman – Honorable Mention Student Academic Paper Category

2015 – Alexandra Davis - Honorable Mention Student Academic Paper Category

2016 – Rachel Vinson - Grand Prize Winner Student Academic Paper Category

2016 – Sierra Lemelle – Honorable Mention Audio PSA Category

2016 – Holly Lindley – Honorable Mention Student Academic Paper Category

2016 – Nia Taylor – Honorable Mention Student Academic Paper Category

2017 – Dylan Mathews & Johnathan Jebram – Honorable Mention Audio Sports Program Category

2017 – Morgan Lindros – Honorable Mention Audio Commercial Category

2017 – Rebecca Uranga – Honorable Mention Student Academic Paper Category

2017 – Kendall Poltzer – Honorable Mention Student Academic Paper Category

2018 – Nadia Aghaie & Sydney Baker – Honorable Mention Student Academic Paper Category

2018 – Bode Brooks – Honorable Mention Audio News Segment Category

2019 – Bode Brooks – Grand Prize Winner Audio News Package Category

2019 – Anaise Ford – Grand Prize Winner Audio PSA Category

2019 – Madison Murphy – Grand Prize Winner Web News Article Category

2019 – Andrew Kirkland – Grand Prize Winner Student Academic Paper Category

NBS-AERho – The National Electronic Media Association Awards

2018 - University of West Georgia Chapter of NBS-AERho – Model Chapter

2017 – Shauntell Brittian – Rookie of the Year

2017 – Rachel Cook – AERho Member of the Year

2017 – University of West Georgia Chapter of NBS-AERho – Honorable Mention Chapter of the Year
 2017 – University of West Georgia Chapter of NBS-AERho – Model Chapter

2016 – University of West Georgia Chapter of NBS-AERho – Chapter of the Year
 2016 – University of West Georgia Chapter of NBS-AERho – Community Service Award Multiple Projects
 2016 – Alexandria Thomas – AERho (Alpha Epsilon Rho) Member of the Year
 2016 – University of West Georgia Chapter of NBS-AERho – Model Chapter
 2016 – Chase Johnson – Honorable Mention for Student of the Year

2015 – Amber Dees – Student of the Year
 2015 – Sierra Lemelle – Rookie of the Year
 2015 – University of West Georgia Chapter of NBS-AERho – Model Chapter
 2015 – University of West Georgia Chapter of NBS-AERho – Chapter of the Year
 2015 – University of West Georgia Chapter of NBS-AERho – Community Service Award Multiple Projects

2014 – Chad Brock – Student of the Year
 2014 – University of West Georgia Chapter of NBS-AERho – Model Chapter
 2014 – University of West Georgia Chapter of NBS-AERho – Honorable Mention Chapter of the Year
 2014 – University of West Georgia Chapter of NBS-AERho – Honorable Mention Community Service Award

2013 – University of West Georgia Chapter of NBS-AERho – Motivated Chapter

University of West Georgia Athletics

2013 – The WOLF Internet Radio – Twelfth Wolf Award
 2017 – The WOLF Internet Radio – Westpy Award - Support Group of the Year

University of West Georgia Student Achievement Awards

2014 – University of West Georgia Chapter of NBS-AERho – Community Service Award
 2014 – Ashley Copeland – Toyal Jackson Making a Difference Award

2015 – Chase Johnson – Shea Cowart Spirit of West Georgia Award

2016 – University of West Georgia Chapter of NBS-AERho – Community Service Award

2017 – University of West Georgia Chapter of NBS-AERho – Large Student Organization of the Year
 2017 – University of West Georgia Chapter of NBS-AERho – Community Service Award

Georgia College Press Association

2014 – *The West Georgian* – Most Improved Overall Category Award

2014 – Bob Chesser – Best Cartoon in a Narrative Series in *The West Georgian*

6. In a digital file, list by specialty each member of the graduating class of 2015 and those graduates' current jobs. If practical, give a total number of "unknowns" rather than including them in the list. Describe the program used to track graduates to assess their experience in the profession and to improve curriculum and instruction.

Of the 89 Mass Communications student in the 2015 graduating class, the department was able to identify 17.98% (16) of the jobs and locations. A significant percentage (82.02%) are unknown (73). A list of those who self-reported their current position via a social media query is below. A digital file may be found [here](#). The department does not formally track its graduates to assess their experience in the profession, but we do engage a solid percentage of our alumni in our annual signature event, Media Day. Of the invited professionals who participate in Media Day, approximately 70% of the participants are alumni. Further, we call upon our alumni to serve as guest speakers and to offer workshops and trainings for our students on a regular basis.

One of our annual priorities for the 2019-20 academic year is to establish better relations with the UWG Alumni Association and our own alumni so that we can expand our database of those alumni we can call upon to inform curriculum, mentor our students, and serve as advisors to the department. Further, the college has begun collecting alumni information for all six departments at the urging of the COSS Administrative Council. This initiative will expedite our plans to connect more formally with a broader section of our alumni.

First Name	Last Name	Concentration	Position	Organization	Location
Lindsay	Langham	Convergence Journalism	Veterinary Technician, Receptionist & Kennel Assistant	Senoia Animal Hospital and Pet Resort	Senoia, GA
Larissa	Peterson	Convergence Journalism	Combat Documentation /Production Specialist	United States Army	Fort Benning, GA
Justen	Ransom	Digital Media & Telecommunication	Morning Show Producer	WHBF Local 4 News	Rock Island, IL
Travis	Cooper	Film & Video Production	Warehouse Manager	Atlanta Pro AV	Atlanta, GA
Sidney	Jones	Film & Video Production	Associate Snapchat Producer/Editor	The Dodo	New York, NY
Tenijah	Chambers-Hamilton	Film & Media Arts	Production Assistant	NOVA 1 – PBS	Boston, MA
Amber	(Dees) Turner	Film & Media Arts	Digital Content Manager	Salem Media Company	Atlanta, GA

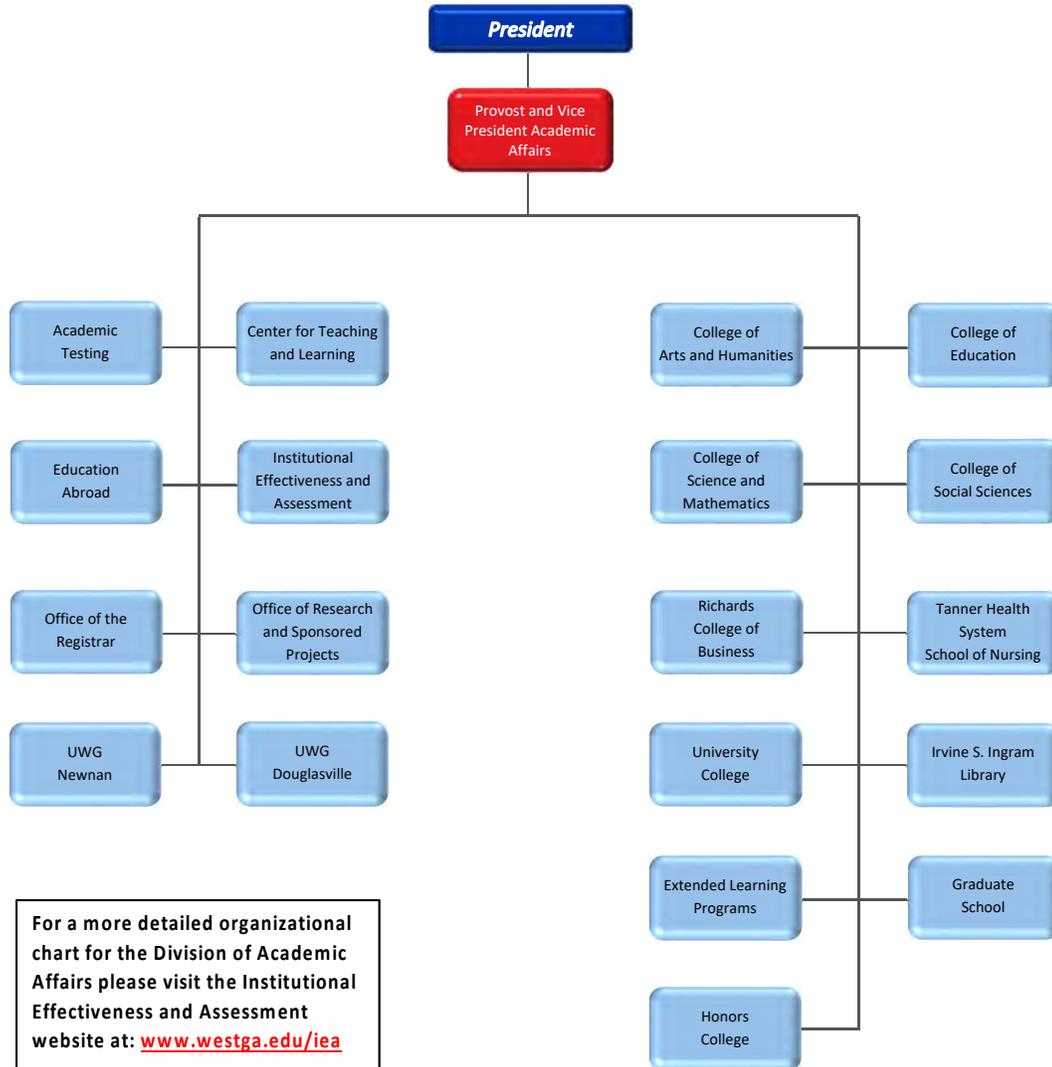
Autumn	Thomason	Film & Media Arts	Barista/Barista Trainer & Receptionist	Starbucks & Appalachian Medical Services	Atlanta, GA area
Adam	Tucker	Film & Media Arts	Associate Producer	Fort Benning Television - Public Affairs Office at the Maneuver Center of Excellence	Fort Benning, GA
Israel	Childs	Public Relations	Department Manager	Soliant Healthcare - School Therapy	Tucker, GA
Stephanie	Kecskes	Public Relations	Departmental Assistant / Marketing Coordinator	University of West Georgia Honors College	Carrollton, GA
Rahneka	Nelson	Public Relations	Unit Secretary	Northside Hospital - Labor & Delivery	Atlanta, GA
Syara	Perez	Public Relations	Director of Marketing and Business Development	Pier Park - Simon Property Group	Panama City Beach, FL
Jeronica	Perry	Public Relations	Accounts Receivable Credit Analyst	Flexport	Atlanta, GA area
Shana	Souder	Public Relations	Natural Hairstylist	Self-Employed	Atlanta, GA area
Nia	Taylor	Public Relations	Digital Marketing Manager	CNN Collection	Atlanta, GA

APPENDIX

Appendix A – UWG Organizational Chart

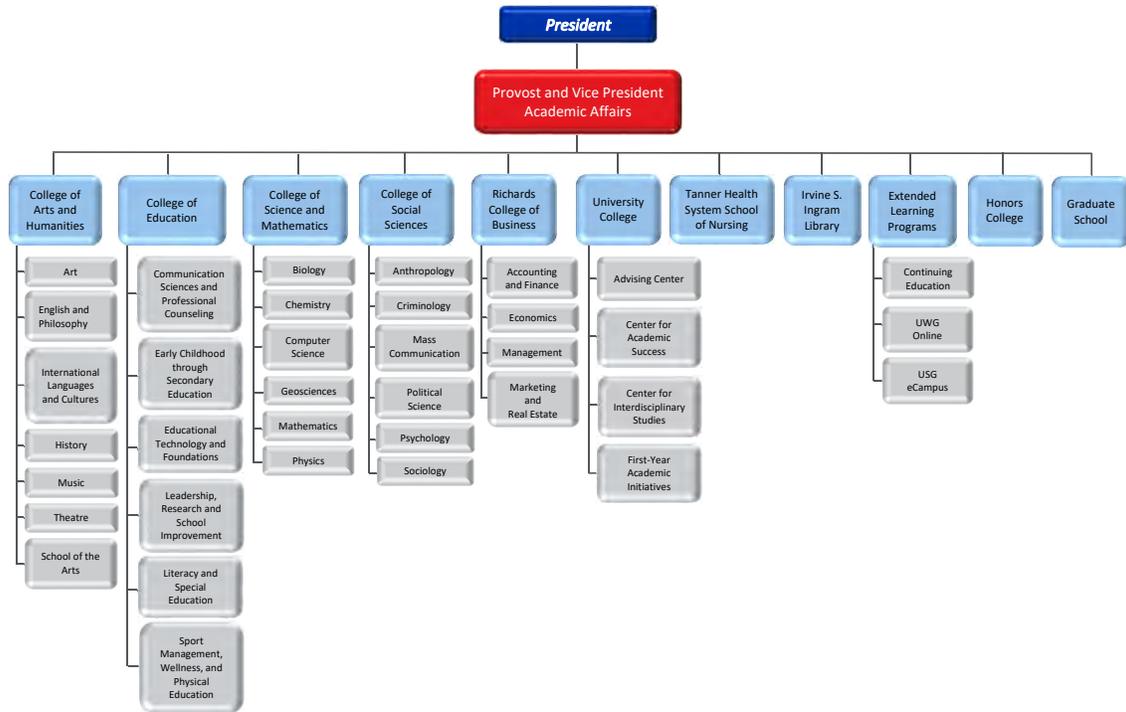
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Academic Affairs Organizational Chart



As of July 1, 2019

Academic Affairs Colleges, Schools, and Departments



Source: Institutional Effectiveness and Assessment

As of July 1, 2019

[Appendix B – Strategic Plan 2019 – 2024](#)[\(Return\)](#)**Strategic Plan 2019 – 2024**

2012-2017 Strategic Plan Adopted, December 6, 2013 (extended through 2019 due to Department Chair transition)

2019-2024 Update/Revisions Approved – August 23, 2019

Mission Statement

Fair, just, and productive societies require the free flow of news, information, and ideas from communicators of knowledge, skill, and integrity who reflect the diversity of the people they serve. Therefore, the Department of Mass Communications strives to provide high quality academic and experiential learning opportunities to prepare students for successful integration into the global community as industry professionals, leaders, and thinkers in the fields of convergence journalism, digital media and telecommunication, film and video production, and public relations.

Vision Statement

The Department of Mass Communications is committed to empowering students to communicate clearly, act responsibly, think critically, and understand context(s) to enhance their personal, civic, academic, and professional lives, facilitating active participation in an evolving and increasingly diverse society.

Strategic Priorities*Invested Teaching*

To inspire and equip students to discover their personal, intellectual, and professional potential through personalized teaching, academic coaching, and career mentoring.

Experiential Learning

To offer students early and ongoing multiple and diverse hands-on learning to develop and enhance personal, intellectual, and professional growth.

Connectedness

To serve as the hub that connects and cultivates partnerships among key stakeholders to enhance personal, intellectual, and professional growth. Key stakeholders include administrators, faculty, staff, students, alumni, industry, community, and friends.

Department of Mass Communications Goals

Goal 1: To obtain accreditation from the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) by 2020 and remain in compliance on all nine standards.

- Action 1: Complete the ACEJMC self-study by September 2019.
- Action 2: Host a successful site visit in November 2019.
- Action 3: Resume dialogue with the College of Social Sciences and Academic Affairs administration to secure funding for ACEJMC accreditation costs and annual dues.
- Action 4: Emphasize ACEJMC's 12 professional values and competencies with "6 x 6 MASS COMM SUCCESS" nomenclature.
- Action 5: Assign single points of accountability for ACEJMC standards.
- Action 6: Continue to incorporate accreditation sessions in the annual department strategic planning retreat and departmental meetings.
- Action 7: Continue to adhere to and consistently evaluate our Diversity and Inclusion Plan, which includes the following: fostering an understanding of diversity issues in a global society, maintaining a diverse faculty, staff, and student population, advancing a climate free from discrimination and harassment, and promoting diversity and inclusiveness in curricula.
- Action 8: Explore opportunities to emphasize global diversity and impact through study abroad partnerships.

Goal 2: To explore opportunities for graduate education.

- Action 1: Convene a graduate education committee to work with the Graduate School to identify the steps necessary to begin offering graduate courses that will lead to a graduate certificate and ultimately to a master's degree program.
- Action 2: Conduct a market analysis to determine the target population for a graduate certificate and master's degree program.
- Action 3: Identify potential courses that align with established graduate programs across the University and collaborate with graduate studies directors to offer those courses on an expedited timeline.
- Action 4: Explore course scheduling that includes graduate offerings to identify needs for additional faculty positions.

- Action 5: Develop a graduate program model that separates the Department of Mass Communications from other University System of Georgia (USG) graduate programs and initiate application with the Board of Regents.

Goal 3: To explore opportunities to create a Center for Media, Communications & Journalism to capitalize on the strengths of our experiential learning labs.

- Action 1: Convene a committee to research models of similar centers at peer, aspirational, and leading institutions of higher learning.
- Action 2: Expand conversations with alumni, industry professionals, and community leaders about mutually beneficial partnerships that may be established through the Center.
- Action 3: Examine effective funding models to ensure the availability of financial support and necessary resources to maintain the Center and its associated experiential learning labs.

Goal 4: To create, implement, and consistently evaluate a Departmental communications strategy for internal and external communications.

- Action 1: Develop and implement a social media strategy to promote student, faculty, staff, and alumni success.
- Action 2: Develop internal communications protocol for student-related initiatives and outreach, including ACEJMC standards, curricula updates, experiential learning opportunities, internship and career options, and mentoring.
- Action 3: Develop a branding campaign in conjunction with University Communications and Marketing for all external communications.

Goal 5: To explore options for more formal outreach to alumni through multiple communication channels and events.

- Action 1: Launch a LinkedIn group for all Mass Communications alumni.
- Action 2: Utilize current social media accounts to share student, faculty, staff, and alumni success.
- Action 3: Establish an alumni and professional advisory board to inform our curriculum.
- Action 4: Establish an Alumni Lecture Series that utilizes collegiate media platforms and streaming services to highlight and discuss current industry trends and controversies.

Goal 6: To continue to fund and hold signature events on an annual basis that showcase the best of the department and connect at least two stakeholder groups. Key stakeholders include administrators, alumni, community leaders, faculty, industry experts, professional partners, staff, and students.

- Action 1: Determine engagement of alumni, community, and professional partners in signature events, and increase baseline by 25% within five years (2023-2024). Signature events may include, but are not limited to: Communication Studies Spotlight Symposium, College Radio Day, Film & Video Production End-of-Semester Screenings, Gibson Public Speaking Contest, Media Day, Southern Sunset Film Festival, professional association events, and WOLFstock.
- Action 2: Explore the feasibility of establishing TED Talks, utilizing collegiate media platforms and streaming services, to promote interdisciplinary collaborations across campus.

Goal 7: To increase student participation by 25% in experiential learning opportunities.

- Action 1: Expand responsibilities of internship faculty advisor to forge new internship partnerships and maintain an ongoing internship database to track employer and intern information.
- Action 2: Communicate internship opportunities, discipline-specific conferences, and competitions via multiple outlets, e.g., department bulletin boards, listserv, social media platforms, website, etc.
- Action 4: Encourage submissions to discipline-specific conferences and competitions based on experiential learning lab productions/projects and class assignments when applicable.
- Action 5: Increase communication to students about collegiate media and student organization opportunities via multiple outlets, e.g., department bulletin boards, listserv, social media outlets, website, etc.
- Action 6: Identify and facilitate new funding opportunities for student conference and/or competition registration, experiential learning opportunities, and travel expenses as well as collegiate media and student organization budgets.

Goal 8: To expand dialogue with University administration about the need for all departmental units to be housed in a single building to improve the connection between classroom instruction and experiential learning opportunities.

- Action 1: Examine the findings from the ACEJMC site team to inform the appeal to the administration.
- Action 2: Delineate the current disadvantages of the departmental units physically housed in four different locations.

- Action 3: Explicate the advantages of housing all units within a single building to improve student success and promote improved faculty, staff, and student interaction.
- Action 4: Research peer and aspirant institutions' physical spaces as potential models for a centralized Mass Communications learning center.
- Action 5: Develop a proposal for the inclusion of an audience research lab and film screening space.

College of Social Sciences

MISSION STATEMENT

The College of Social Sciences at UWG is committed to excellence in teaching, scholarship and service in the interest of promoting the public good. The College aims to provide students with an understanding of contemporary and historical aspects of the various disciplines of the social sciences and the skills necessary for professional competence.

VISION STATEMENT

The College of Social Sciences at UWG will be a recognized leader in creating a collaborative learning and research culture, promoting community engagement, attracting an increased proportion of talented and passionate students and faculty. The College will provide distinctive and sought out programs and graduates, leading to an expanded and diversified resource base.

University of West Georgia

MISSION STATEMENT

The mission of the University of West Georgia (UWG) is to enable students, faculty, and staff to realize their full potential through academic engagement, supportive services, professional development, and a caring, student-centered community. UWG is committed to academic excellence and to community engagement, offering high-quality undergraduate, graduate, and community programs on-campus, off-campus, and online.

UWG, a charter member of the University System of Georgia (USG), is a comprehensive, SACSCOC level VI, public university, based in West Georgia with multiple instructional sites and a strong virtual presence. UWG supports students in their efforts to complete degrees in relevant programs, valuing liberal arts and professional preparation. Through effective and innovative teaching, experiential learning, scholarship, research, creative endeavor, and public service, UWG equips graduates to engage with and discover knowledge. UWG is dedicated to building on existing strengths and developing distinctive academic, research, and co-curricular programs and services that respond to economic development and identified regional, state and global needs, thus empowering alumni to contribute responsibly and creatively to a complex 21st Century global society.

VISION STATEMENT

The University of West Georgia aspires to be the best comprehensive university in America – sought after as the best place to work, learn, and succeed!

VALUES

The institutional mission and daily operation of the University of West Georgia are guided by our values that support our vision to be the best place to work, learn, and succeed.

The value of **achievement** is evident in our commitment to the academic and social success of our students, staff, and faculty.

The value of **caring** is evident in our consistent concern and regard for our students, staff, and faculty as well as the larger communities where we live and whom we serve.

The value of **collaboration** is evident in our commitment to shared governance, teamwork, and a cooperative spirit that shape our interactions with students, staff, and faculty, and the communities we serve.

The value of **inclusiveness** is evident in our commitment to celebrating our diversity, our collaborative spirit, and creating a welcoming campus that is emotionally and physically safe for all.

The value of **innovation** is evident in our commitment to fostering a learning atmosphere in which new methods and ideas consistent with our vision and mission are respected and rewarded.

The value of **integrity** is evident in our commitment to rigorous ethical standards in our classrooms and offices, in our conduct toward each other, and in service to our communities.

The value of **sustainability** is evident in our obligation to maintaining ecological balance in our planning and operations that make possible for future generations the same or better quality of opportunities for success available to present employees and students.

The value of **wisdom** is evident in our commitment to teaching and learning that emphasizes knowledge for the purpose of positively transforming the lives of our employees and students, as well as improving the world in which we live.

[Appendix C – Strategic Plan 2012-2017](#)

[\(Return\)](#)

Strategic Plan

2012 - 2017

Department of Mass Communications

Approved December 6, 2013

Mission and Vision

The Department of Mass Communications seeks to provide students with high quality academic and experiential learning opportunities to prepare them for successful integration into the global community as industry professionals, leaders and thinkers in the fields of convergence journalism, film and media arts and public relations.

The Department of Mass Communications is committed to empowering students to communicate clearly, act responsibly, think critically, and understand contexts to enhance their personal, civic, academic and professional lives, facilitating active participation in an evolving and increasingly diverse society, by providing connections with students, alumni, faculty, administrators, industry partners and the community.

Strategic Priorities

Invested Teaching

To inspire and equip students to discover their personal, intellectual, and professional potential through personalized teaching, academic coaching and career mentoring.

Experiential Learning

To offer students early and ongoing multiple and diverse hands-on learning opportunities to develop and enhance personal, intellectual and professional growth.

Connectedness

To serve as the hub that connects and cultivates partnerships among key stakeholders to enhance personal, intellectual, and professional growth. Key stakeholders include administrators, faculty, staff, students, alumni, industry, community and friends.

Objectives/Tactics

1. To ensure that all prospective majors declare major, concentration and minor by the first semester of their junior year; and are assigned an advisor within the department to remain on track for graduation within four to six years.
 - a. Draft four and six-year student plans to guide advising.
 - b. Offer and encourage annual advisor training.
 - c. Appoint a staff or faculty member to serve as advising liaison for freshmen and sophomores.

- d. Host meetings for majors once per semester, including faculty and student leaders, to address general questions and concerns, including those related to advising.
 - e. Make advising information available via multiple outlets, e.g., department bulletin boards, website, listserv and other student portals, social media, etc.
 - f. Explore alternative advising models.
2. To obtain Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) accreditation by 2019 and maintain National Communication Association (NCA) standards.
 - a. Initiate the ACEJMC application process 2014-2015 academic year.
 - b. Initiate dialogue with College of Social Sciences and Academic Affairs administration to secure funding for ACEJMC accreditation.
 - c. Assign single points of accountability for ACEJMC and NCA standards.
 - d. Incorporate accreditation sessions in annual department strategic planning retreat.
 3. To determine the percentage of majors who have completed 45 credit hours or more and are engaged in discipline-specific conferences, competitions and collegiate media and/or organizations, especially at the state, regional and/or national levels; and increase that baseline by 25% within five years (by 2018 - 2019).
 - a. Determine data collection mechanism, e.g., advising, database, survey, etc.
 - b. Notify students of opportunities and request student information via multiple outlets, e.g., department bulletin boards, listserv, website, etc.
 - c. Encourage submissions based on class assignments when applicable.
 - d. Identify and facilitate new funding opportunities to cover student registration and travel expenses.
 4. To determine the percentage of graduating seniors who have completed at least one practicum or internship and increase that baseline by 25% within five years (by 2018 - 2019).
 - a. Assign a faculty member to serve as the internship advisor each semester.
 - b. Determine data collection and retention mechanism, e.g., advising, database, survey, etc.
 - c. Expand responsibilities of internship faculty advisor to forge new internship partnerships; and to create and maintain an internship database to track employer and intern information

- d. Communicate internship opportunities via multiple outlets, e.g., department bulletin boards, listserv, website, etc.
5. To identify, fund and hold signature events on an annual basis that showcase the best of the department and connect at least two stakeholder groups. Key stakeholders include administrators, faculty, staff, students, alumni, industry, community and friends.
 - a. To determine engagement of community and professional partners in signature events, and increase baseline by 25% within five years (2018-2019).
 - b. Assess and address the distribution of these events across the academic year.
 - c. Signature events may include, but are not limited to: 48-Hour Film Race with public screening, College Radio Day, Gibson Public Speaking Contest, Media Day, Public Speaking Spotlight Symposium, professional association events and WOLFstock.

Appendix D – Annual Priorities 2019-2020[\(Return\)](#)**Department of Mass Communications****Annual Priorities 2019-2020***In-progress*

1. Host a successful ACEJMC site visit with compliance on all standards and a recommendation of accreditation for the undergraduate program.
2. Redefine and relaunch our mentorship program, “Chat & Chill,” so that it focuses on preparing students for professional careers by offering workshops for portfolio building and obtaining internships and entry-level jobs.
3. Ensure BanWeb has the proper prerequisites in place for courses and eradicate the glitch in the process that allows students to register for courses without the proper prerequisites.
4. Promote a format change for *The West Georgian*.
5. Prioritize our internship program by cultivating more internship partners and promoting the requirements to enroll in our internship course, emphasizing our site approval process for majors.
6. Promote multiculturalism throughout our classes (e.g., theory, intercultural communication).
7. Explore Diversity and Mass Media course as a regular offering.
8. Promotion and information sharing of new Communication Studies minor.
9. Enroll the inaugural cohort of Communication Studies minors.
10. Intentionally socialize new colleagues formally and informally.
11. Develop standard deadlines for spending and explain budgeting in more detail.
12. Expand student entries into competitions and conferences.

Planned implementation

13. Establish a lecture series that features successful alumni/donors (e.g., Amanda Lucey Scholarship).
14. Establish better relations with UWG Alumni Association and our own alumni.
15. Explore adding sports journalism or sports communication to our curriculum, possibly as a certificate or as a minor.
16. Design and implement an action plan for bluestone PR Firm to reach out to internal and external clients.
17. Collaborate with the Advising Center to help students better understand our curriculum.
18. Develop an infrastructure for the UWG Filmmaker Collective.
19. Establish relationships with high schools and middle schools to showcase student work and recruit future students.
20. Develop a departmental newsletter that is a “one-stop shop” for students to learn about all our initiatives.
21. Intentionally connect concentration and Communication Studies events.

Future foundations

22. Improve our external communications and establish a more effective working relationship with University Communications & Marketing.
23. Explore study abroad initiatives.
24. Expand service learning and community engagement.
25. Provide students statistical/data analytics examples in different professional fields to emphasize the need to understand numbers and statistics.
26. Promotion and information sharing of our new B.S. degree in Film & Video Production.
27. Explore space options to accommodate all department’s needs in one location.
28. Explore establishing a Center for Media, Communications, and Journalism.
29. Explore partnering with other units to offer workshops that focus on student finances, time management, and other adult responsibilities.

Appendix E – Program Sheet By Concentration[\(Return\)](#)*Program Sheet (Updated 10/25/2018)***Convergence Journalism Concentration**

Convergence Journalism engages students in courses that build knowledge and skills in writing, reporting, and producing socially responsible and responsive news in today's converging multimedia landscape. Students learn to exercise news judgment, honor the tenets of journalism, and create news for and with audiences across traditional and emerging digital media platforms. Students gain hands-on experience early on and throughout their tenure with, *The West Georgian* and The WOLF Internet Radio and WUTV.

Required Courses

COMM 3301- Writing & Reporting for Newspapers
 COMM 3303- Layout & Design or COMM 4403- Photojournalism COMM 3302- Public Affairs Reporting or COMM 4402- Feature Writing
 COMM 3352 - Fundamentals of Television Production
 COMM 4421N- Practicum: *The West Georgian* or COMM 4421T- Practicum: WUTV COMM 4450- Broadcast News Writing & Reporting
 COMM 4454- Media Law
 COMM 4484- Mass Communications Research Methods

Digital Media & Telecommunication Concentration

Digital Media & Telecommunication engages students in courses that build knowledge and skills in traditional electronic and emerging digital media. Students explore historical, theoretical, and structural concepts of programming, management, and production of informational and entertainment radio, television, and online content to serve today's multicultural society. Students learn the art and science of successful storytelling, and create and produce original content for multiple digital media platforms. Students gain hands-on experience early on and throughout their tenure with The WOLF Internet Radio and WUTV.

Required Courses

COMM 3305- Short-Form Screenwriting & Analysis
 COMM 3350- Telecommunication & Electronic Media Industries
 COMM 3351- Radio Program Production or COMM 3352- Fundamentals of Television Production
 COMM 3355- Media Programming & Management
 COMM 4421R- Practicum: The WOLF Internet Radio or COMM 4421T- Practicum: WUTV COMM 4454- Media Law
 COMM 4484- Mass Communications Research Methods One (1) of the following:
 COMM 3354- Digital Social Media & Society
 COMM 3357- Diversity & Mass Media
 COMM 4455- Critical Issues in Mass Communication

Film & Video Production Concentration

Film & Video Production engages students in courses that build knowledge and skills in writing, analysis, production, and editing for film and video outlets. Students learn the art of cinematic storytelling, image design, and sound editing along with advanced post-production techniques and strategies within the broader field of film and video production. Students gain hands-on experience early on and throughout their tenure with workshops, seminars, and collaborative projects that lead to the distribution of their work via various traditional and digital outlets (e.g., competitions, film festivals, online platforms, screenings, social media, etc.)

Required Courses

COMM 3305- Short-Form Screenwriting & Analysis COMM 3353- Fundamentals of Film & Video Production COMM 3356- Film & Culture

One (1) of the following:

COMM 4425 Documentary Production Practices

COMM 4426 Fiction Film Production

COMM 4452- Advanced Film & Video Production

COMM 4454- Media Law

COMM 4484- Mass Communications Research Methods Two (2) of the following:

COMM 4405- Sound Design

COMM 4406- Digital Cinematography & Image Design

COMM 4407- Film & Video Post-Production

Public Relations Concentration

Public Relations engages students in courses that build knowledge and skills in today's multicultural domestic and global public relations industry. Students learn the importance of and processes behind building and maintaining mutually beneficial relationships between organizations and target publics through effective interactive communication. Students also gain hands-on experience in media relations, community relations, and employee relations through *bluestone*-Public Relations Firm and experiential and service learning projects for private, nonprofit, corporate, and public sector clients.

Required Courses

COMM 3301- Writing & Reporting for Newspapers COMM 3313- Public Relations Principles

COMM 4413- Public Relations Cases COMM 4414- Public Relations Management COMM 4444- Public Relations Campaigns COMM 4451- Public Relations Writing COMM 4454- Media Law

COMM 4484- Mass Communications Research Methods

Electives/Minor for all concentrations

In addition to required courses, all concentrations require 18-21 credit hours of elective courses and a 15-18 credit-hour minor (see Undergraduate Catalog for options).

Elective Options:

ABED 3100 - Business Communication 3

ABED 4118 - Web Page Design 3

ART 3400 - Graphic Design Survey for Non-Majors 3

ENGL 3200 - Intermediate Creative Writing 3

ENGL 3405 - Professional and Technical Writing 3
ENGL 4109 - Film as Literature 3
FILM 3200 - Screenwriting 3
FORL 4485 - Topics in National Film Traditions 3
FREN 3212 - Topics in Francophone Cinema 3
GEOG 3713 - Meteorology 3
HIST 4464 - American Sports History 3
MGNT 3600 - Management 3
MGNT 3602 - Business Law 3
MGNT 3627 - Managing Cultural Differences 3
MGNT 4630 - Dispute Resolution in Contemporary Organizations 3
MKTG 3801 - Art of Selling and Personal Dynamics 3
MKTG 3803 - Principles of Marketing 3
MKTG 3809 - Advertising Practices 3
MKTG 3810 - Social Media and Online Marketing 3
MKTG 4805 - Sales Management 3
MKTG 4861 - Services Marketing 3
MKTG 4864 - Consumer Behavior 3
MKTG 4866 - International Marketing 3
PHED 3640 - History of Sport 3
PHED 3641 - Psychology of Sport 3
PHIL 3160 - Philosophy in Literature and Film 3
POLS 3102 - Gender and Politics 3
POLS 3103 - Media and Politics 3
POLS 4202 - Interorganizational Behavior 3
POLS 4215 - Management of Non-Profit Organizations 3
PSYC 3200 - Introduction to Organizational Development 3
PSYC 3590 - Sports Psychology 3
PSYC 3600 - Psychology of Communication 3
PSYC 3730 - Social Psychology 3
PSYC 4003 - Statistics for the Social Sciences 3
PSYC 4090 - Groups and Group Process 3
PSYC 4140 - Psychology of Gender 3
PSYC 4190 - Advanced Organizational Development 3
PSYC 4500 - Explorations into Creativity 3
SOC 3100 - Sociology of Humor 3
SOC 3273 - Managing Cultural Differences 3
SOC 3603 - Sociology of Gender 3
SOC 3733 - Social Psychology: The Sociological Tradition 3
SOC 3943 - American Class System 3
SOC 4203 - Women in American Society 3
SOC 4323 - Cultural and Racial Minorities 3
SOC 4373 - Visual Sociology 3
SOC 4623 - Art, Media, Cultural Politics 3
SOC 4693 - Sports, Crime, and Society 3

SOCI 4700 - Sociology of Emotions 3
SOCI 4916 - Gender and Work 3
SPMG 3661 - Sociology of Sport 3
SPMG 3665 - Communication in Sport 3
SPMG 4665 - Sport Marketing and Promotion 3

** For Mass Communications majors, 12 credit hours of COMM 3000-4000 level courses are required to apply toward 18-21 credit hours of major electives. No additional COMM courses may be applied to the degree beyond the maximum of 12 credit hours.

Remaining electives should be selected from the list above. Majors may petition to apply alternative courses, including 1000-2000 level courses, as major electives that are relevant to their career aspirations by submitting requests and rationales to advisors. The department chair must approve all alternative courses.

Complete 18 credit hours if minor = 18 credit hours

Complete 21 credit hours if minor = 15 credit hours

Appendix F – Program Maps by Concentration[\(Return\)](#)

Program Map
Bachelor of Science in Mass Communications
Convergence Journalism

FALL 1	CREDITS	AREA
ENGL 1101	3	A-1
MATH 1001 OR 1111	3	A-2
Any Option EXCEPT COMM 1110	3	B-1
Area D-1	3	D-1
Area E-1	3	E-1
SEMESTER TOTAL	15	
Milestones:		
<ul style="list-style-type: none"> Complete ENGL 1101; Required to earn C or higher. 		

SPRING 1	CREDITS	AREA
ENGL 1102	3	A-1
Area C-1	3	C-1
Area D-1 + Lab	4	D-1
Area E-2	3	E-2
COMM 1110	3	F
SEMESTER TOTAL	16	
Milestones:		
<ul style="list-style-type: none"> Complete ENGL 1102; Required to earn C or higher. Complete COMM 1110; Required to earn C or higher. Complete 30 credit hours by end of term, including credit hours earned previous terms. 		

FALL 2	CREDITS	AREA
Area B-2	2	B-2
Any Option EXCEPT COMM 1154	3	C-2
Area D-2	3	D-2
Foreign Language 1000-2000	3	F
COMM 1154	3	F
SEMESTER TOTAL	14	
Milestones:		
<ul style="list-style-type: none"> Complete first foreign language requirement. Complete COMM 1154; Required to earn C or higher. 		

SPRING 2	CREDITS	AREA
POLS 1101	3	E-3
Area E-4	3	E-4
Foreign Language 1000-2000	3	F
COMM 2254	3	F
Humanities or Social Science	3	F
SEMESTER TOTAL	15	
Milestones:		
<ul style="list-style-type: none"> Complete second foreign language requirement. Complete COMM 2254; Required to earn C or higher. Complete 60 credit hours by end of term, including credit hours earned previous terms. 		

This program map is intended ONLY as a guide for students to plan their course of study. It does NOT replace any information in the Undergraduate Catalog, which is the official guide for completing degree requirements.



Mass Communications
College of Social Sciences

Program Map
Bachelor of Science in Mass Communications
Digital Media & Telecommunication

FALL 1	CREDITS	AREA
ENGL 1101	3	A-1
MATH 1001 OR 1111	3	A-2
Any Option EXCEPT COMM 1110	3	B-1
Area D-1	3	D-1
Area E-1	3	E-1
SEMESTER TOTAL	15	
Milestones:		
<ul style="list-style-type: none"> Complete ENGL 1101; Required to earn C or higher. 		

SPRING 1	CREDITS	AREA
ENGL 1102	3	A-1
Area C-1	3	C-1
Area D-1 + Lab	4	D-1
Area E-2	3	E-2
COMM 1110	3	F
SEMESTER TOTAL	16	
Milestones:		
<ul style="list-style-type: none"> Complete ENGL 1102; Required to earn C or higher. Complete COMM 1110; Required to earn C or higher. Complete 30 credit hours by end of term, including credit hours earned previous terms. 		

FALL 2	CREDITS	AREA
Area B-2	2	B-2
Any Option EXCEPT COMM 1154	3	C-2
Area D-2	3	D-2
Foreign Language 1000-2000	3	F
COMM 1154	3	F
SEMESTER TOTAL	14	
Milestones:		
<ul style="list-style-type: none"> Complete first foreign language requirement. Complete COMM 1154; Required to earn C or higher. 		

SPRING 2	CREDITS	AREA
POLS 1101	3	E-3
Area E-4	3	E-4
Foreign Language 1000-2000	3	F
COMM 2254	3	F
Humanities or Social Science	3	F
SEMESTER TOTAL	15	
Milestones:		
<ul style="list-style-type: none"> Complete second foreign language requirement. Complete COMM 2254; Required to earn C or higher. Complete 60 credit hours by end of term, including credit hours earned previous terms. 		

This program map is intended ONLY as a guide for students to plan their course of study. It does NOT replace any information in the Undergraduate Catalog, which is the official guide for completing degree requirements.



Mass Communications
College of Social Sciences

Program Map
Bachelor of Science in Mass Communications
Film & Video Production

FALL 1	CREDITS	AREA
ENGL 1101	3	A-1
MATH 1001 OR 1111	3	A-2
Any Option EXCEPT COMM 1110	3	B-1
Area D-1	3	D-1
Area E-1	3	E-1
SEMESTER TOTAL	15	
Milestones:		
<ul style="list-style-type: none"> Complete ENGL 1101; Required to earn C or higher. 		

SPRING 1	CREDITS	AREA
ENGL 1102	3	A-1
Area C-1	3	C-1
Area D-1 + Lab	4	D-1
Area E-2	3	E-2
COMM 1110	3	F
SEMESTER TOTAL	16	
Milestones:		
<ul style="list-style-type: none"> Complete ENGL 1102; Required to earn C or higher. Complete COMM 1110; Required to earn C or higher. Complete 30 credit hours by end of term, including credit hours earned previous terms. 		

FALL 2	CREDITS	AREA
Area B-2	2	B-2
Any Option EXCEPT COMM 1154	3	C-2
Area D-2	3	D-2
Foreign Language 1000-2000	3	F
COMM 1154	3	F
SEMESTER TOTAL	14	
Milestones:		
<ul style="list-style-type: none"> Complete first foreign language requirement. Complete COMM 1154; Required to earn C or higher. 		

SPRING 2	CREDITS	AREA
POLS 1101	3	E-3
Area E-4	3	E-4
Foreign Language 1000-2000	3	F
COMM 2254	3	F
Humanities or Social Science	3	F
SEMESTER TOTAL	15	
Milestones:		
<ul style="list-style-type: none"> Complete second foreign language requirement. Complete COMM 2254; Required to earn C or higher. Complete 60 credit hours by end of term, including credit hours earned previous terms. 		

This program map is intended ONLY as a guide for students to plan their course of study. It does NOT replace any information in the Undergraduate Catalog, which is the official guide for completing degree requirements.



Mass Communications
College of Social Sciences

Program Map
Bachelor of Science in Mass Communications
Public Relations

FALL 1	CREDITS	AREA
ENGL 1101	3	A-1
MATH 1001 OR 1111	3	A-2
Any Option EXCEPT COMM 1110	3	B-1
Area D-1	3	D-1
Area E-1	3	E-1
SEMESTER TOTAL	15	
Milestones:		
<ul style="list-style-type: none"> Complete ENGL 1101; Required to earn C or higher. 		

SPRING 1	CREDITS	AREA
ENGL 1102	3	A-1
Area C-1	3	C-1
Area D-1 + Lab	4	D-1
Area E-2	3	E-2
COMM 1110	3	F
SEMESTER TOTAL	16	
Milestones:		
<ul style="list-style-type: none"> Complete ENGL 1102; Required to earn C or higher. Complete COMM 1110; Required to earn C or higher. Complete 30 credit hours by end of term, including credit hours earned previous terms. 		

FALL 2	CREDITS	AREA
Area B-2	2	B-2
Any Option EXCEPT COMM 1154	3	C-2
Area D-2	3	D-2
Foreign Language 1000-2000	3	F
COMM 1154	3	F
SEMESTER TOTAL	14	
Milestones:		
<ul style="list-style-type: none"> Complete first foreign language requirement. Complete COMM 1154; Required to earn C or higher. 		

SPRING 2	CREDITS	AREA
POLS 1101	3	E-3
Area E-4	3	E-4
Foreign Language 1000-2000	3	F
COMM 2254	3	F
Humanities or Social Science	3	F
SEMESTER TOTAL	15	
Milestones:		
<ul style="list-style-type: none"> Complete second foreign language requirement. Complete COMM 2254; Required to earn C or higher. Complete 60 credit hours by end of term, including credit hours earned previous terms. 		

This program map is intended ONLY as a guide for students to plan their course of study. It does NOT replace any information in the Undergraduate Catalog, which is the official guide for completing degree requirements.

[Appendix G – Job Ads](#)

[\(Return\)](#)

Digital Media & Telecommunication Assistant Professor Department of Mass Communications – University of West Georgia

The Department of Mass Communications at the University of West Georgia invites applications for a Tenure-Track Assistant Professor of Digital Media & Telecommunication to begin August 1, 2019 in an expanding department.

The department is a top-5 major with nearly 700 undergraduates housed in the College of Social Sciences; offers concentrations in Convergence Journalism, Digital Media & Telecommunication, Film & Video Production, and Public Relations; and is home to cutting-edge experiential learning labs, including *bluestone* Public Relations Firm, *The West Georgian*, The WOLF Internet Radio, and WUTV. Located less than an hour west of Atlanta, a top-10 U.S. media market, the department partners with a mix of professionals to offer networking, professional development, and internship opportunities.

Candidate should be able to teach telecommunication and electronic media; media programming and management; writing for digital media; television or radio production; and digital media content creation and distribution. Ability to teach mass communication law, research methods, theory, and/or photojournalism is a plus. Additionally, candidate will be expected to teach core courses as well as courses that support other concentrations, e.g., introduction to mass communications, media ethics, diversity and media, and/or special topics.

Qualifications

Requires a terminal degree (M.F.A. or Ph.D.) in the discipline, e.g., radio/television/digital communication, mass communication, or a closely related field; a 12 credit-hour teaching load per semester, though 3 credit-hours of reassigned-time is granted each semester for professional growth and development activity; at least three years of professional experience; and scholarship and service commensurate with rank.

To Apply

Email applications in PDF format, preferably in a single file, to Dr. Patrick Hadley, Search Chair (phadley@westga.edu) with the subject line of “DMT Assistant Professor.” Applications should include letter of application, curriculum vitae, list of three references, and link to online portfolio if available. Only complete applications will be considered.

UWG is a University System of Georgia comprehensive, doctorate-granting institution of more than 13,000 students and an affirmative action/equal opportunity institution. The department seeks applications from a broad spectrum of individuals, including women, members of diverse ethnic groups, and persons with disabilities.

Review of applications will begin September 24, 2018 and will continue until position is filled. Salary is competitive, and the anticipated start date is August 1, 2019. Positions are contingent upon funding, and the University System of Georgia Board of Regents requires the completion of a background check as a prior condition of employment.

Public Relations – Two Positions**University of West Georgia****Department of Mass Communications**

The Department of Mass Communications at the University of West Georgia invites applications for two Public Relations faculty positions at the rank of Assistant Professor or Lecturer/Clinical Lecturer in an expanding department. Candidates should be able to teach public relations principles, writing, case studies, management, and campaigns; and will be expected to teach other courses related to public relations, e.g. diversity and media, digital social media, and special topics, etc.

The department is a top-5 major with more than 600 undergraduates housed in the College of Social Sciences; offers concentrations in Convergence Journalism, Digital Media & Telecommunication, Film & Video Production, and Public Relations; and is home to cutting-edge experiential learning labs, including student-managed *bluestone* Public Relations Firm, *The West Georgian*, The WOLF Internet Radio, and WUTV. Located less than an hour west of Atlanta, a top-10 U.S. media market, the department partners with a mix of professionals to offer networking, professional development, and internship opportunities.

Assistant Professor of Public Relations position requires a Ph.D. in public relations, mass communications, or closely related field; at least two years of part-time and/or full-time teaching experience required; at least two years professional experience; and scholarship and service commensurate with rank.

Public Relations Lecturer/Clinical Lecturer position requires a Master's degree in public relations, mass communications, or closely related field; and at least two years teaching experience, including full and/or part-time, though three or more years are preferred. In addition, at least two years full-time and/or part-time professional public relations experience is required for Lecturer position; and at least five years full-time and/or part-time professional experience is required for Clinical Lecturer position.

All ranks require a 12 credit-hour teaching load per semester, though tenure-track faculty qualify to receive 3 credit-hours of reassigned-time each semester for professional growth and development activity.

To apply, email applications in PDF format, preferably in a single file, to Dr. Hazel J. Cole, Search Committee Chair, at (hcole@westga.edu). Applications should include letter of application (specify desired position), curriculum vitae, list of three references, and link to online portfolio, if available.

UWG is a University System of Georgia comprehensive, doctoral institution of more than 13,000 students and an affirmative action/equal opportunity institution. The department seeks applications from a broad spectrum of individuals including women, members of diverse ethnic groups, and persons with disabilities.

Review of applications will begin December 2, 2016, and will continue until positions are filled. Salary is competitive, and the anticipated start date is August 1, 2017. Positions are contingent upon funding, and the University System of Georgia Board of Regents requires the completion of a background check as a prior condition of employment.

University of West Georgia
Public Relations Lecturer or Clinical Lecturer
Mass Communications - Public Relations
Fall 2016

The Department of Mass Communications in the College of Social Sciences at the University of West Georgia invites applications for a new full-time, Public Relations Lecturer or Clinical Lecturer. A minimum of a Master's degree in public relations, mass communications, or a closely related field a minimum of two years teaching experience, including full and/or part-time are required, though three or more years are preferred. In addition, a minimum of three years of full-time and/or part-time professional public relations experience is required for Lecturer appointment and a minimum of seven years of full-time experience is required for Clinical Lecturer appointment.

Both ranks carry a 12-credit hour teaching load per semester, and require excellence in teaching, service and professional growth and development. Salary is competitive and commensurate with experience. Contract subject to annual renewal, effective August 1, 2016. The Mass Communications Department seeks applications from a broad spectrum of individuals including women, members of diverse ethnic groups, and persons with disabilities. UWG is an equal opportunity institution.

To apply, email the following information in PDF format, preferably in a single file, to Dr. Hazel J. Cole (hcole@westga.edu), Search Committee Chair: (1) letter of application, (2) curriculum vitae, (3) list of three references. Review of applications will begin June 28, 2016 and continue until the position is filled. Finalists will be required to provide transcripts for all degrees, three letters of recommendation, and teaching evaluation reports.

Serving approximately 13,000 students, the University of West Georgia is located less than an hour west of Atlanta, a top-10 U.S. media market, and was named by *The Princeton Review* as one of the Best Southeastern Colleges and one of America's Best Value Colleges. The Department of Mass Communications received the Regents' Department Teaching Excellence Award, and offers four sequences of study—Convergence Journalism, Digital Media & Telecommunication, Film & Video Production, and Public Relations—to over 600 majors. Led by a team of nearly 20 full-time faculty and staff members, the department includes a newspaper, public relations firm, radio and television stations, and professional and honors student organizations.

Should you be recommended for the position, the University System of Georgia Board of Regents policy requires the completion of a background check as a prior condition of employment. This position is contingent upon funding.

Communication Lecturer
Department of Mass Communications
University of West Georgia

The Department of Mass Communications at the University of West Georgia invites applications for a full-time Communication Lecturer in an expanding department. Responsibilities will include a 4/4 teaching load, consisting primarily of Public Speaking with occasional opportunity to teach other communication courses, e.g., interpersonal communication, persuasion, special topics, etc., that will be offered as a part of a developing Communication Studies minor.

Mass Communications, is a top-five major with more than 600 undergraduates housed in the College of Social Sciences; offers concentrations in Convergence Journalism, Digital Media & Telecommunication, Film & Video Production, and Public Relations; and is home to cutting-edge experiential learning labs, including student-managed *bluestone* Public Relations Firm, *The West Georgian*, The WOLF Internet Radio, and WUTV. Located less than an hour west of Atlanta, a top-10 U.S. media market, the department partners with a mix of professionals to offer networking, professional development, and internship opportunities.

Review of applications will begin December 2, 2016, and continue until position is filled. Salary is competitive, and the anticipated start date is August 1, 2017, contingent upon funding.

Qualifications

Requires a Master's in the discipline, e.g., communication or a closely related field, though Ph.D. is encouraged; scholarship and service commensurate with rank; and at least two years of part-time and/or full-time teaching experience, though at least three years of full-time teaching experience is preferred.

To Apply

Email applications in PDF format, preferably in a single file, to Mr. Bruce Daniel Communication Lecturer Search Chair (bdaniel@westga.edu). Applications should include letter of application, curriculum vitae, evidence of teaching effectiveness (student evaluations, example syllabi, etc.), and list of three references.

UWG is a University System of Georgia comprehensive, doctoral institution of more than 13,000 students and an affirmative action/equal opportunity institution. The department seeks applications from a broad spectrum of individuals including women, members of diverse ethnic groups, and persons with disabilities. Please be advised that should you be recommended for the position, the University System of Georgia Board of Regents requires the completion of a background check as a prior condition of employment. The University System of Georgia is an affirmative action/equal opportunity institution.

**Convergence Journalism Lecturer
Department of Mass Communications
University of West Georgia**

The Department of Mass Communications at the University of West Georgia invites applications for a new full-time, Convergence Journalism Lecturer position. Ideal candidates should be able to teach courses that support the Convergence Journalism concentration and core, e.g., introduction to mass communications, media ethics, broadcast news writing and reporting, news writing (basic and advanced), photojournalism, and layout and design for traditional and digital, multimedia platforms; and will be expected to teach other courses that expand the curriculum, e.g., computer-assisted reporting, sports journalism, etc.

Mass Communications is a top-five major with more than 600 undergraduates housed in the College of Social Sciences; offers concentrations in Convergence Journalism, Digital Media & Telecommunication, Film & Video Production, and Public Relations; and is home to cutting-edge experiential learning labs, including *bluestone* Public Relations Firm, *The West Georgian*, The WOLF Internet Radio, and WUTV. Located less than an hour west of Atlanta, a top-10 U.S. media market, the department partners with a mix of professionals to offer networking, professional development, and internship opportunities.

Review of applications will begin December 7, 2015 and continue until position is filled. Salary is competitive, and the anticipated start date is August 1, 2016, contingent upon funding.

Qualifications

Requires a Master's in the discipline, e.g., journalism, mass communication, or a closely related field; a 12 credit-hour teaching load per semester; at least three years of part-time and/or full-time professional experience; and scholarship and service commensurate with rank. Additionally, a track record of work in a converged media environment, online journalism, or digital news production is preferred.

To Apply

Email applications in PDF format, preferably in a single file, to Dr. Soo Moon, Convergence Journalism Lecturer Search Chair (smoon@westga.edu). Applications should include letter of application, curriculum vitae, list of three references, and link to online portfolio, if available.

UWG is a University System of Georgia comprehensive, doctorate-granting institution of more than 12,000 students and an affirmative action/equal opportunity institution. The department seeks applications from a broad spectrum of individuals including women, members of diverse ethnic groups, and persons with disabilities. Please be advised that should you be recommended for the position, the University System of Georgia Board of Regents requires the completion of a background check as a prior condition of employment. The University System of Georgia is an affirmative action/equal opportunity institution.

**Public Relations Assistant Professor
Department of Mass Communications
University of West Georgia**

The Department of Mass Communications at the University of West Georgia invites applications for a new full-time, tenure-track Assistant Professor of Public Relations position. Candidates should be able to teach public relations principles, writing, case studies, management, and campaigns; and will be expected to teach other courses related to public relations, e.g. diversity, digital social media, visual communication, and special topics, etc.

Mass Communications is a top-10 major with more than 500 undergraduates housed in the College of Social Sciences; offers concentrations in Convergence Journalism, Digital Media & Telecommunication, Film & Video Production, and Public Relations; and is home to cutting-edge experiential learning labs, including *bluestone* Public Relations Firm, *The West Georgian*, The WOLF Internet Radio, and WUTV. Located less than an hour west of Atlanta, a top-10 U.S. media market, the department partners with a mix of professionals to offer networking, professional development, and internship opportunities.

Review of applications will begin October 10, 2014 and continue until position is filled. Salary is competitive, and the anticipated start date is August 1, 2015, contingent upon funding.

Qualifications

Requires a Ph.D. in the discipline, e.g., public relations, mass communication, communication, or a closely related field; a 12 credit-hour teaching load per semester, though 3 credit-hours of reassign-time is granted each semester for professional growth and development activity; at least three years of part-time and/or full-time professional experience; and scholarship and service commensurate with rank.

To Apply

Email applications in PDF format, preferably in a single file, to Dr. Hazel J. Cole, Public Relations Assistant Professor Search Chair (hcole@westga.edu). Applications should include letter of application, curriculum vitae, list of three references, statement of research and teaching interests, and link to online portfolio, if available.

UWG is a University System of Georgia comprehensive, doctorate-granting institution of more than 12,000 students and an affirmative action/equal opportunity institution. The department seeks applications from a broad spectrum of individuals including women, members of diverse ethnic groups, and persons with disabilities. Please be advised that should you be recommended for the position, the University System of Georgia Board of Regents requires the completion of a background check as a prior condition of employment. The University System of Georgia is an affirmative action/equal opportunity institution.

University of West Georgia – Department of Mass Communications - Multiple Positions

The Department of Mass Communications at the University of West Georgia invites applications for two full-time, tenure-track positions – Assistant Professor of Film & Video Production and Assistant Professor of Public Relations, and two full-time lecturer positions – Convergence Journalism and Communication, to begin August 1, 2015 in an expanding department.

The department is a top-10 major with more than 500 undergraduates housed in the College of Social Sciences; offers concentrations in Convergence Journalism, Digital Media & Telecommunication, Film & Video Production, and Public Relations; and is home to cutting-edge experiential learning labs, including *bluestone* Public Relations Firm, *The West Georgian*, The WOLF Internet Radio, and WUTV. Located less than an hour west of Atlanta, a top-10 U.S. media market, the department partners with a mix of professionals to offer networking, professional development, and internship opportunities.

Tenure-track positions require a terminal degree (Ph.D. or M.F.A.) and lecturer positions require a Master's degree in the discipline, e.g., communication, mass communication, film, journalism, public relations, radio/television/digital communication or a closely related field. All positions require a 12 credit-hour teaching load per semester, though tenure-track faculty qualify to receive 3 credit-hours of reassign-time each semester for professional growth and development activity; at least three years of part-time and/or full-time professional experience (with the exception of the Public Speaking lecturer for which at least three years of part-time and/or full-time teaching experience is preferred); and scholarship and service commensurate with rank. To review ads for individual positions, visit <http://facjobs.westga.edu/>

To apply, email applications in PDF format, preferably in a single file, to the appropriate search committee chair. Applications should include letter of application (including desired position), curriculum vitae, list of three references, and link to online portfolio, if available (though required for Film & Video Production position).

Film & Video Assistant Professor Search Chair, Mr. Deon Kay (dkay@westga.edu)

Public Relations Assistant Professor Search Chair, Dr. Hazel J. Cole (hcole@westga.edu)

Convergence Journalism Lecturer Search Chair, Dr. Soo Moon (smoon@westga.edu)

Communication Lecturer Search Chair, Ms. Gail Reid (greid@westga.edu).

UWG is a University System of Georgia comprehensive, doctorate-granting institution of more than 12,000 students and an affirmative action/equal opportunity Institution. The department seeks applications from a broad spectrum of individuals including women, members of diverse ethnic groups, and persons with disabilities.

Review of applications will begin October 10, 2014 and continue until positions are filled. Salary is competitive, and the anticipated start date is August 1, 2015. Positions are contingent upon funding, and the University System of Georgia Board of Regents requires the completion of a background check as a prior condition of employment.

University of West Georgia
Limited-Term Instructor
Mass Communications – Film & Video Production
Fall 2014 – Spring 2015

The Department of Mass Communications in the College of Social Sciences at the University of West Georgia invites applications for a new full-time, Limited-Term Instructor position in Film and Video Production. A Master's degree in film and video production, mass communications, media and technology, journalism, or a closely related field is required; MFA or Ph.D. candidates qualify to re-apply when position is converted to a tenure-track position FY'16. Additionally, a minimum of two years of teaching experience, including full or part-time, and a minimum of two years of relevant professional experience are required.

The Limited-Term Instructor position carries a 12 credit-hour teaching load per semester with two courses reassigned for overseeing the Equipment Pool operation and assisting with WUTV, the campus television station. The ideal candidate should be able to teach entry-level production courses, skill-specific workshops, as well as broader classes that serve the entire department.

Salary is competitive and commensurate with experience. Contract is a one-year term, effective August 1, 2014. The Department seeks applications from a broad spectrum of individuals including women, members of diverse ethnic groups, and persons with disabilities. UWG is an equal opportunity institution.

Serving nearly 12,000 students, the University of West Georgia is located less than an hour west of Atlanta, a top-10 U.S. media market, and was named by *The Princeton Review* as one of the Best Southeastern Colleges and one of America's Best Value Colleges. The Department of Mass Communications offers four sequences of study—Convergence Journalism, Digital Media & Telecommunication, Film & Video Production, and Public Relations—to approximately 500 majors. Led by a team of nearly 20 full-time faculty and staff members, the department includes a newspaper, public relations firm, radio and television stations, and professional and honors student organizations.

To apply, send an electronic submission of the following information in PDF format, preferably in a single file, to Deon Kay (dkay@westga.edu), Search Committee Chair: (1) letter of application, (2) curriculum vita, (3) link(s) to creative/artistic work, and (4) list of three references. Review of applications will begin July 2, 2014 and continue until the position is filled. Finalists will be required to provide transcripts for all degrees, three letters of recommendation, and teaching evaluation reports.

Please be advised that should you be recommended for the position, the University System of Georgia Board of Regents policy requires the completion of a background check as a prior condition of employment. This position is contingent upon funding.

Film & Video Production Assistant Professor**Department of Mass Communications****University of West Georgia**

The Department of Mass Communications at the University of West Georgia invites applications for a new full-time, tenure-track Assistant Professor of Film & Video Production position. Candidates should be able to teach fundamentals and advanced film and video production, and at least two intermediate production courses (digital cinematography, sound design, post-production, producing, documentary production, animation, etc.); and will be expected to teach core courses as well as courses that support other concentrations, e.g., *Introduction to Mass Communications, Telecommunication & Electronic Media Industries, Media Programming & Management; Diversity & Mass Media, Media Ethics, Photojournalism*. Additionally, ability to teach *Film & Culture* and *Short-Form Screenwriting & Analysis* is a plus.

Mass Communications is a top-10 major with more than 500 undergraduates housed in the College of Social Sciences; offers concentrations in Convergence Journalism, Digital Media & Telecommunication, Film & Video Production, and Public Relations; and is home to cutting-edge experiential learning labs, including *bluestone* Public Relations Firm, *The West Georgian*, The WOLF Internet Radio, and WUTV. Located less than an hour west of Atlanta, a top-10 U.S. media market, the department partners with a mix of professionals to offer networking, professional development, and internship opportunities.

Review of applications will begin October 10, 2014 and continue until position is filled. Salary is competitive, and the anticipated start date is August 1, 2015, contingent upon funding.

Qualifications

Requires a terminal degree (M.F.A. or Ph.D.) in the discipline, e.g., film, radio/television/digital communication, mass communication, or a closely related field; a 12 credit-hour teaching load per semester, though 3 credit-hours of reassign-time is granted each semester for professional growth and development activity; at least three years of part-time and/or full-time professional experience; and scholarship and service commensurate with rank.

To Apply

Email applications in PDF format, preferably in a single file, to Mr. Deon Kay, Film & Video Assistant, Professor Search Chair (dkay@westga.edu). Applications should include letter of application, curriculum vitae, list of three references, and link to online portfolio.

UWG is a University System of Georgia comprehensive, doctorate-granting institution of more than 12,000 students and an affirmative action/equal opportunity institution. The department seeks applications from a broad spectrum of individuals including women, members of diverse ethnic groups, and persons with disabilities. Please be advised that should you be recommended for the position, the University System of Georgia Board of Regents requires the completion of a background check as a prior condition of employment. The University System of Georgia is an affirmative action/equal opportunity institution.

Communication Lecturer
Department of Mass Communications
University of West Georgia

The Department of Mass Communications at the University of West Georgia invites applications for a full-time, Communication Lecturer position. Ideal candidates will primarily teach Public Speaking and occasionally teach other communication courses, e.g., interpersonal communication, persuasion, special topics, etc.

Mass Communications is a top-10 major with more than 500 undergraduates housed in the College of Social Sciences; offers concentrations in Convergence Journalism, Digital Media & Telecommunication, Film & Video Production, and Public Relations; and is home to cutting-edge experiential learning labs, including *bluestone* Public Relations Firm, *The West Georgian*, The WOLF Internet Radio, and WUTV. Located less than an hour west of Atlanta, a top-10 U.S. media market, the department partners with a mix of professionals to offer networking, professional development, and internship opportunities.

Review of applications will begin October 10, 2014 and continue until position is filled. Salary is competitive, and the anticipated start date is August 1, 2015, contingent upon funding.

Qualifications

Requires a Master's in the discipline, e.g., communication or a closely related field; a 12 credit-hour teaching load per semester; and scholarship and service commensurate with rank. Additionally, at least three years of teaching experience is preferred.

To Apply

Email applications in PDF format, preferably in a single file, to Ms. Gail Reid, Communication Lecturer Search Chair (greid@westga.edu). Applications should include letter of application, curriculum vitae, and list of three references.

UWG is a University System of Georgia comprehensive, doctorate-granting institution of more than 12,000 students and an affirmative action/equal opportunity institution. The department seeks applications from a broad spectrum of individuals including women, members of diverse ethnic groups, and persons with disabilities. Please be advised that should you be recommended for the position, the University System of Georgia Board of Regents requires the completion of a background check as a prior condition of employment. The University System of Georgia is an affirmative action/equal opportunity institution.

University of West Georgia
Limited Term Instructor
Mass Communications - Public Relations
Fall 2014 – Spring 2015

The Department of Mass Communications in the College of Social Sciences at the University of West Georgia invites applications for a new full-time, Limited Term Instructor position in the department's Public Relations sequence. A Master's degree in public relations, mass communications, or a closely related field is required; Ph.D. candidates qualify to re-apply when position is converted to a tenure-track position FY'16. The position requires a minimum of two years teaching experience, including full or part-time, though three or more years preferred. In addition, two years professional public relations experience is required. Applicants must have a record of teaching commensurate to rank.

The Limited Term Instructor position carries a 12 credit hour teaching load per semester. Salary is competitive and commensurate with experience. Contract is a one-year term, effective August 1, 2014. Department seeks applications from a broad spectrum of individuals including women, members of diverse ethnic groups, and persons with disabilities. UWG is an equal opportunity institution.

To apply, email the following information in PDF format, preferably in a single file, to Dr. Hazel J. Cole (hcole@westga.edu), Search Committee Chair: (1) letter of application, (2) curriculum vitae, (3) list of three references. Review of applications will begin July 2, 2014 and continue until the position is filled. Finalists will be required to provide transcripts for all degrees, three letters of recommendation, and teaching evaluation reports.

Serving nearly 12,000 students, the University of West Georgia is located less than an hour west of Atlanta, a top-10 U.S. media market, and was named by *The Princeton Review* as one of the Best Southeastern Colleges and one of America's Best Value Colleges. The Department of Mass Communications offers four sequences of study—Convergence Journalism, Digital Media & Telecommunication, Film & Video Production, and Public Relations—to approximately 500 majors. Led by a team of nearly 20 full-time faculty and staff members, the department includes a newspaper, public relations firm, radio and television stations, and professional and honors student organizations.

Should you be recommended for the position, the University System of Georgia Board of Regents policy requires the completion of a background check as a prior condition of employment. This position is contingent upon funding.

Appendix H – Department Promotion & Tenure Criteria[\(Return\)](#)**Promotion & Tenure Criteria**

Department of Mass Communications
Updated & Approved By Tenured Faculty, September 2017
Approved by Dean & Provost, September 2017

Board of Regents policy prescribes four criteria for promotion and tenure consideration -- superior teaching, outstanding service to the institution, academic achievement and professional growth and development. Regent's policy stipulates that noteworthy achievement should be expected in at least two areas; and UWG stipulates that one of the noteworthy areas must be teaching, except in the case of librarians and administrators whose primary tasks are not teaching. Moreover, for promotion to Associate Professor or Professor, UWG policy stipulates that one must have demonstrated at least some substantive and documentable achievement in all four areas (*Faculty Handbook*, 103.0302; 103.0403). Discipline-specific minimum requirements for meeting each criterion are outlined below by rank.

I. To Be Promoted to Assistant Professor**A. Teaching**

Demonstration of excellence in teaching with evidence of teaching philosophy, list of courses taught, syllabi, sample course material, two most recent years of student evaluations, and at least two additional sources as described in *Acceptable Evidentiary Sources Relevant Teaching* section, to include accomplishments in previous rank.

B. Service to the Institution

Demonstration of effectiveness as shown by successful, collegial service on departmental, college-wide, institutional or system-wide committees, and evidence of at least two additional sources as described in *Acceptable Evidentiary Sources Relevant to Service to the Institution* section, to include accomplishments in previous rank.

C. Professional Growth & Development

Demonstration of scholarly contributions, creative work, or successful professional practice in the candidate's discipline with evidence of at least three sources as described in *Acceptable Evidentiary Sources Relevant to Professional Growth & Development* section, to include accomplishments in previous rank.

D. Academic Achievement; Terminal degree in discipline.

II. To be Promoted to Associate Professor

A. Teaching

Demonstration of significant contributions as a teacher and a high level of sustained excellence in teaching with evidence of teaching philosophy, list of courses taught, syllabi, sample course material, two most recent years of student evaluations, and at least three additional sources as described in *Acceptable Evidentiary Sources Relevant to Teaching* section, to include accomplishments in previous rank.

B. Service to the Institution

Demonstration of significant contributions in service and a strong likelihood of continuing effectiveness as shown by successful, collegial service on departmental, college/school-wide, institutional or system-wide committees, and evidence of at least three additional sources as described in *Acceptable Evidentiary Sources Relevant to Service to the Institution* section, to include accomplishments in previous rank.

C. Professional Growth & Development

Demonstration of scholarly contributions, creative work, or successful professional practice in the candidate's discipline and a strong likelihood of continuing effectiveness with evidence of at least two peer reviewed publications or creative works, and at least four additional sources as described in *Acceptable Evidentiary Sources Relevant to Professional Growth & Development* section, to include accomplishments in previous rank.

E. Academic Achievement; Terminal degree in discipline.

III. To be Promoted to Professor

A. Teaching

Demonstration of a clear and convincing record of a high level of sustained excellence with evidence of teaching philosophy, list of courses taught, syllabi, sample course material, two most recent years of student evaluations, and at least four additional sources as described in *Acceptable Evidentiary Sources Relevant to Teaching* section, to include accomplishments in previous rank.

B. Service to the Institution

Demonstration of a clear and convincing record of a high level of sustained effectiveness as shown by successful, collegial service on departmental, college/school-wide, institutional or system-wide committees, and evidence of at least four additional sources as described listed in *Acceptable Evidentiary Sources Relevant to Service to the Institution* section, to include accomplishments in previous rank.

C. Professional Growth & Development

Demonstration of a clear and convincing record of emerging stature as regional, national, or international authority within the candidate's discipline, and/or a clear and convincing record of a high level of sustained effectiveness in the candidate's discipline with evidence of at least four peer reviewed publications or creative works, and at least six additional sources as described in *Acceptable Evidentiary Sources Relevant to Professional Growth & Development* section, to include accomplishments in previous rank.

D. Academic Achievement; Terminal degree in discipline.

IV. Specific Minimum Criteria to be Tenured

Candidates must satisfy the same teaching, service, academic achievement, and professional growth and development requirements stipulated for promotion to corresponding professorial rank.

V. Acceptable Evidentiary Sources Relevant Teaching

A. Department adopts acceptable evidentiary sources relevant to teaching as noted in the *Faculty Handbook* (103.0302, 5.1).

B. Department adopts the following additional acceptable evidentiary sources relevant to teaching.

- 1) Honors and special recognitions for course-related student accomplishments
- 2) Communications from students attesting to candidate's instructional abilities
- 3) Successful direction of discipline-specific individual work, e.g., adjudicated creative works, conference presentations, publications, practica, portfolios, scholastic competitions
- 4) Coordination of guest lectures and course-related field trips
- 5) Presentations and consulting related to teaching and pedagogy
- 6) Conference attendance to support student presentations and participation

VI. Acceptable Evidentiary Sources Relevant Service to the Institution

A. Department adopts acceptable evidentiary sources relevant to service as noted in the *Faculty Handbook* (103.0302, 5.2).

B. Department adopts the following additional acceptable evidentiary sources relevant to service.

- 1) Departmental, college-wide, institutional or system-wide committee service
- 2) Program promotion and student recruitment initiatives
- 3) Collaboration with other departments, programs, or centers

- 4) Participation in student programs and initiatives, e.g., graduation ceremonies, Honors Convocations, departmental open house
- VII. Acceptable Evidentiary Sources Relevant Professional Growth & Development
- A. Department adopts acceptable evidentiary sources relevant to professional growth and development as noted in the *Faculty Handbook* (103.0302, 5.3).
 - B. Department adopts the following additional acceptable evidentiary sources relevant to professional growth and development.
 - 1) Scholarly publications, e.g., books, edited books, book chapters, book reviews
 - 2) Refereed research or research poster presentations before learned societies and professional organizations
 - 3) Discussant or reviewer of refereed research presentations for learned societies and professional organizations
 - 4) Reviewer of refereed research for publication
 - 5) Professional development internships, workshops, seminars
 - 6) Chair/organize panels for learned societies and professional organizations
 - 7) Moderate panels for learned societies and professional organizations
 - 8) Judge or moderate professional, scholastic, and creative competitions
 - C. Collaborative peer reviewed publications or creative works should involve significant, independent contributions; and publication includes articles accepted for publication.
 - D. Peer-reviewed creative works that satisfy the Broadcast Education Association ([BEA Guidelines](#)) or University Film & Video Association ([UFVA Policy Statement](#) & [UFVA Guidelines](#)) promotion and tenure criteria are accepted as equivalents of peer reviewed publications; and two book chapters are accepted as the equivalent of one peer reviewed publication.

[Appendix I – Annual Evaluation Sample Materials](#)

[\(Return\)](#)

E-mail from Chair to Faculty and Staff Requesting Self-Evaluations Fall 2018

Colleagues,

As we close for a much-needed holiday break, I share with you details about your annual self-evaluations below. Please read carefully, and do not hesitate to contact me if you have any questions or concerns. If anyone wants a sample evaluation, just let me know.

Like last year, all faculty (including part-time, limited-term, and full-time) are required to submit annual evaluations. Everyone, please plan to email your evaluations to me by **Friday, Jan. 11, 2019**.

Specifics

- 1) Report teaching, professional growth and development, and service activities
- 2) Date range: **January 1, 2018 - December 31, 2018** (for those hired in August - report August 1, 2018 - December 31, 2018)
- 3) Limit evaluations to a **maximum of five (5) pages**
- 4) Types of activities to include:
 - a) Refer to the *Faculty Handbook* (Section 103.0302, 5.1 - 6; pages 19 - 21) (attached)
 - b) Also refer to our updated, departmental P&T document for acceptable evidentiary sources related to each area (attached)
 - c) Adhering to these evidentiary sources ensures that annual evaluation criteria align with P&T criteria.
 - d) Evidentiary sources are instructive, not prescriptive; therefore, feel free to include activity that is not on the aforementioned lists
- 5) **Student Evaluation of Instruction (SEI)**: Teaching evidentiary source 5.1.9 - Include analysis of SEI reports for **Spring 2018, Summer 2018, and Fall 2018** (fall reports should be available given that the scanning process has moved to COSS).
- 6) Faculty who teach in the Film & Video Production as well as the Digital Media & Telecommunication concentrations should refer to the Broadcast Education Association (BEA) and University Film & Video Association (UFVA) guidelines for additional evidentiary sources for creative works (see attachments)
- 7) **Clinical Faculty**: Follow current guidelines for teaching, professional growth and development, and service (we will develop additional criteria related to PG&D for future evaluations - fortunately, this evaluation will mainly focus on teaching and service)

8) List activities as bullet statements/short narratives organized under three headings – Teaching, Professional Growth & Development, and Service. There is no need to restate evidentiary source titles/criteria, but feel free to include the evidentiary source number where applicable (e.g., 5.2.6.).

9) **Staff Who Also Serve as Adjunct Faculty:** Although staff members are evaluated based on different criteria, those who also serve as adjunct faculty, **please plan to email me teaching, professional growth and development, and service activity, which the HR criteria excludes, by Friday, January 11, 2018** to inform the departmental annual report and to round out your HR evaluation.

Thank you for your outstanding work each and every day. I look forward to reading about everyone's 2018 activities.

Ask questions and seek clarifications as needed.

Have a wonderful and relaxing break!

Best,

Brad

Sample Self-Evaluation

Annual Evaluation
Spring 2016-Fall 2016
 Department of Mass Communications

Bradford L. Yates, Ph.D.
 Professor
 January 20, 2017

Below is an overview of my activities related to teaching, service, professional growth and development, and beyond for Spring, Summer, and Fall 2016.

- I. **Teaching (40%)**
 - A. Schedule of Courses (*Successful development of courses*)
 1. Spring 2016
 - a. COMM 4454-Media Law (29 students; cap=25)
 - b. COMM 4484-Mass Communications Research Methods (36 students; cap=25)
 - c. COMM 3351-Radio Program Production (20 students; cap=15)
 2. Summer 2016
 - a. COMM 3350-Telecommunication & Electronic Media (100% online) (21 students; cap=25)
 - b. COMM 4486-Internship (100% online) (14 students; cap=15)
 3. Fall 2016
 - a. COMM 3355-Media Programming & Management (32 students; cap=30)
 - b. COMM 3351-Radio Program Production (20 students; cap=15)
 - c. COMM 4486-Internship (100% online) (9 students; cap=15)
 - d. COMM 4481-Sport Management Practicum (1 student; cap 0)
 - B. Student submissions to National Broadcasting Society's 54th annual National Undergraduate Student Electronic Media Competition (*Successful direction of individual student work [e.g., independent study/research, practicum, portfolios, scholastic competitions]*)
 1. Five productions from COMM 3351-Radio Program Production (Fall 2016) (Audio Commercial)
 2. Four research papers from COMM 4454-Media Law (Spring 2016) (Academic Paper) (*Faculty directed student research that complements classroom learning*)
 - C. Successfully implemented WideOrbit radio automation system into COMM 3351, including a three-day training session with WO trainer, self-guided instruction, on-going equipment and software troubleshooting, and student training.
 - D. My course evaluations for all courses continue to yield high means, and qualitative comments tend to be extremely positive.
 1. For only the second time, I taught COMM 4484-Mass Communications Research Methods, and I spent a considerable amount of time pondering in-class and out-of-class assignments, mapping out the course schedule, and collecting examples of research to share with students to help them understand the process. I emphasized the research process throughout the course, and it culminated in a final paper that put together the key elements in a research report. I was apprehensive about how effective the course was, but the student evaluations indicated it was a solid course. Instructor-Centered questions indicated a median of 5.0 with an average of 4.67 across all nine items. Discipline-Centered items yielded a median of 5.0 and an average of 4.52 across all six items. Though these scores are not as strong as my other courses, I am satisfied with

them given this was only the second time teaching the course. If I teach it in the future, I will not schedule the course once a week for a two-and-a-half-hour block. This course requires at least two days a week instruction and individual meetings with students and groups. Student comments indicated the need for a shorter class period given the amount of information covered, and I, according to one comment, mentioned often the need to teach the course at a different time and more than once a week. I found some of the most effective instruction occurred during individual meetings with student groups to discuss their research projects. Qualitative comments on the SEI included responses like "it's solid as it is," "fair," "meh," "wonderful instructor," "fair, difficult but manageable," "great professor," "best professor I've had at UWG," "this class is a boring one but Yates makes it more fun," "he is very knowledgeable in his discipline," "professor is very fair and down to earth," "very effective, communicates well," "the assignments fit the course well," "lectures were helpful," "takes time to help students," "clearly knows his craft," "criticized on a professional level but graded on a collegiate level," "helpful and caring," and "This was a wonderful learning experience. I look forward to using the information in the future." These comments are encouraging and suggest the students did find the class fairly effective and useful for their careers.

2. Results for Instructor-Centered questions for COMM 4454-Media Law in Spring 2016 indicated a median of 5.0 on all items and an average of 4.89 for all nine items. Discipline-Centered questions yielded a median of 5.0 across all items and a 4.75 average. Qualitative comments included superlatives like "Dr. Yates is a very effective professor in his discipline. Fantastic semester," "evaluation methods are fair," "it was hard, but so is life," "Yates is great, no changes," "Best COMM professor. Explains everything. Tells us his expectations. Actually knows what he's talking about," "all material was very helpful," "Yates is great," "Paper was graded very quickly & the instructions were very clear & explained well," "very knowledgeable & made class fun, cases were like stories," "maybe have the final paper due sooner & offer revisions for credit," "wish I had him for more courses," "difficult but necessary," "Yates is an amazing professor. Very knowledgeable and entertaining," and "Cool guy, very helpful with writing papers." A few students commented that more multiple-choice tests would be useful, but after teaching the course for over 15 years, I find that students take the course seriously as a result of the tests and prepare more fully because they realize they must know the material and not guess at the answers. Through consultation with Dr. Patrick Hadley, I adopted an online study module program offered by McGraw-Hill for future semesters. He reported students were more engaged with the material and responsive during class discussions as a result. I hope I have similar results, and the types of questions asked in the study modules are recall rather than recognition questions. Thus, students should be conditioned to recall responses when it comes to the tests. Further, I will thoughtfully consider the comment about having the paper due earlier and offering credit for revisions. That may be a sound solution to improving the quality of the papers.
3. Results for Instructor-Centered questions for COMM 3351-Radio Program Production in Spring 2016 yielded a median of 5.0 on all items and an average of 4.9 for eight items and 5.0 for the item that states "...clearly explains course expectations." Discipline-Centered items, too, indicated a median of 5.0 on all items, with a 4.93 average for all

six items. Qualitative responses were quite positive including “very passionate about what he does,” “great professor,” “best professor I ever had,” “fair,” “always helpful and knows a lot about radio,” “assignments, quizzes, activities were with purpose and helped me learn a lot,” and “very approachable and helps when needed.” Fall 2016 data indicated similar medians and means (5.0 average for Instructor-Centered and Disciplined-Centered items) with qualitative comments (“great,” “awesome,” “knows his stuff,” “well-versed in radio,” “amazing professor,” and “very effective”) consistent with the spring semester. Too, Fall 2016 yielded five student commercials that were submitted to the NBS electronic media competition. This is the fifth straight year that commercial projects from this class have been submitted to the NBS competition with several earning finalist honors and one a grand prize in years past. This course continues to be a positive experience for students, and students’ interest in radio careers are piqued as a result of the hands-on projects. Many volunteer for The WOLF in concurrent and future semesters while several intern with radio stations in the metro Atlanta area.

4. COMM 3355-Media Programming & Management Fall 2016 SEI data indicated a median of 5.0 and an average of 4.96 on Instructor-Centered items with a median of 5.0 and a 4.68 average on Discipline-Centered items. Qualitative comments were positive including “Yates is passionate about what he does,” best professor @ UWG,” “assignments are fair and really help understand concepts,” “he makes sure everyone is comfortable in whatever he is teaching,” and “very knowledgeable.” I returned to face-to-face delivery of this course for the first time since 2012, and I was pleased with the results. Being in class offered more opportunity for robust discussion, and the final projects indicated to me that the students understood the key concepts of the course because they effectively incorporated them into their analysis and presentation. The course works well as a face-to-face course, hybrid, or fully online, though I prefer to teach it face-to-face. It will be offered again 100% online in the summer, and I am up to the challenge to make the course as effective as I perceive it to be when it is delivered face-to-face.
5. Summer 2016 and Fall 2016 included COMM 4486-Internship taught 100% online. COMM 4486 does not utilize the SEI given the students are off-site and evaluated by an industry professional. However, student feedback via their online journals indicated positive experiences at their respective internships and supervisor evaluations suggested students were prepared for their internships and often excelled.
6. None of the 21 students in COMM 3350-Telecommunication & Electronic Media Industries in Summer 2016 completed an SEI. My own assessment of COMM 3350 is that it went smoothly and that after delivering the course fully online several times, I have developed a fairly effective course. I did, once again, require discussion postings to utilize audio or video, which yielded more thorough and thoughtful responses. The area that needs improvement is helping students better respond to their classmates with more in-depth and logical responses based on their readings.
7. Overall, I am pleased that after 17 years in the classroom at UWG, I continue to receive high scores on my course evaluations and very positive qualitative comments. Having taught 17 different courses throughout my tenure, I am most appreciative of the chance to regularly teach COMM 3350, COMM 3351, COMM 3355, COMM 4454, and COMM 4486. The internship course has been a welcomed addition to my regular schedule. I

have maintained procedural consistency and developed a rapport with many of the professional supervisors. I hope to continue to build solid relationships with current supervisors and to cultivate new internship opportunities with other industry partners. My goals include select site visits, purposeful promotion of internship requirements to students so they are clear on what internships meet our standards, and an update of approved internship partners on the website.

8. I am pleased to report that my desire to focus more on teaching duties and trim my service duties has been achieved. I am more connected to the classroom and do not feel the heavy service burden I felt in recent years, though the level of service I maintain continues to be above and beyond what is required. All in all, the classroom experience has been more fulfilling and the evaluations offer evidence of effective instruction. I hope to continue along this path.
9. In sum, my hope is that in the coming years we will add faculty who can assist with the rotation of courses so that I might offer COMM 4455-Critical Issues in Mass Communications or a special topics on Bruce Springsteen and media. But, that is not a high priority at this time given the successful classroom experiences with my current rotation of courses. As noted last year, I remain committed to the education of our students and continually challenge myself to make the classroom experience (whether online or face-to-face) meaningful and valuable.

II. **Service to the Institution** (30%)

Service commitments in 2016 were not as heavy as past years, though still extensive. I finished my term as a Board of Governor for NBS-AERho, and I served my last SRAP Committee in spring. I took on the role of Chair of the Faculty Senate Budget Committee, but this is only a one-year appointment. I will rotate off of Senate in spring of 2017. I continued my involvement in Media Day, serving as a mentor and helping organize the Networking Sessions in collaboration with the co-chair. Serving as faculty advisor of NBS-UWG takes a considerable amount of time, and I am making plans to pass the organization off to an able colleague in the next few years. It is a rewarding experience and the accolades the students earn each year at the annual convention make the effort worth it. I spent a fair amount of time nominating colleagues for their outstanding work for various honors, and I hope to continue this each semester. I recognize their hard work, and as a senior faculty member it is my desire to support and encourage my colleagues and let them know they are appreciated. One exciting item to report is that given my conscious reduction in service I found time to work on a research project, which was completed and submitted in the fall (see PG&D section).

A. *Successful advising/counseling of students (departmental, college-level, freshmen)*

1. I advised 30-35 mass communications majors fall and spring semesters.
2. I advised transfer students during Transfer Orientations.
3. I represented the Department of Mass Communications at Preview Day.
4. I wrote approximately eight (8) letters of recommendation for current and former students.

B. *Effective advisement of student organizations*

1. I screened 108 student candidates with a 3.25 GPA or above for Alpha Epsilon Rho, the Honor Society of the National Broadcasting Society, and invited 31 to join AERho.
2. National Broadcasting Society (Advisor and Founder)
 - a. NBS-UWG earned Chapter of the Year honors for the second year in a row

- b. NBS-UWG earned the Community Service Award for Multiple Projects for the second year in a row
 - c. NBS-UWG was named a Model Chapter for the third year in a row
 - d. NBS-UWG President Chase Johnson earned Honorable Mention for Student of the Year
 - e. NBS-UWG Vice President Alexandria Thomas was named AERho Student of the Year
 - f. NBS-UWG Professional Member Shawn Isaacs earned Professional of the Year honors
 - g. NBS-UWG won the Academic Paper category Grand Prize for the fourth year in a row
- C. *Successful program promotion and student recruitment initiatives*
- 1. NBS-UWG Chapter participated in the Center for Student Involvement's Student Organization Fairs in the spring and fall.
- D. *Collaboration with other departments, programs, or centers*
- 1. I served as Commencement Reader for Spring, Summer, and Fall 2016 graduation ceremonies.
 - 2. Anthropology Department Promotion & Tenure Departmental Review Committee (Dr. Ashley Smallwood), Member (asked to serve by Anthropology Department Chair), College of Social Sciences, University of West Georgia, Fall 2016
- E. *Significant contributions to the improvement of student, faculty or community life*
- 1. University of West Georgia
 - a. Senator, Department of Mass Communications Representative, Faculty Senate, University of West Georgia, 2014-2017
 - b. Budget Committee Member & Chair (2016-2017), Sub-Committee of Faculty Senate, University of West Georgia, 2014-2017
 - c. SRAP Committee, Member, Office of Undergraduate Research, Honors College and Office of the Provost & Vice President for Academic Affairs, University of West Georgia, Spring 2011-2016
 - d. Presidential 5K and 1-Mile Fun Run Planning Committee Member, University Advancement, University of West Georgia, Summer-Fall 2016
 - e. Letter of Nomination for Patrick Hadley (Spring 2016), Hazel Cole, Shawn Isaacs (Honoree), and Deon Kay (Fall 2016) for Best of West, Values Category, Office of the Provost & Vice President for Academic Affairs, University of West Georgia
 - f. Letter of Nomination for Camilla Gant, Faculty Advisor of the Year, Professional Academic Advisors Association (PAAA), University of West Georgia, Spring 2016
 - 2. College of Social Sciences
 - a. Promotion and Tenure Advisory Committee, At-Large Member, College of Social Sciences, University of West Georgia, Fall 2016
 - b. Letter of Nomination for Patrick Hadley (Honoree) for the COSS Outstanding Service Award, Spring 2016
 - 2. Department of Mass Communications
 - a. Promotion & Tenure Review Committee, Chair (Assistant Professor Deon Kay), Department of Mass Communications, University of West Georgia, Fall 2016
 - b. Departmental Promotion & Tenure Criteria Revisions Taskforce, Chair, Department of Mass Communications, University of West Georgia, 2016-2017

- c. Curriculum Advisory Committee, Chair, Department of Mass Communications, University of West Georgia, Fall 2011-present
 - d. Media Day 2016 Steering Committee, Member, Facilitator, and Coordinator of Networking Sessions, Department of Mass Communications, University of West Georgia, Spring 2016
- F. *Successful service on local, statewide, regional, national, or international levels in community-service organizations (e.g., committees, boards, panels)*
- 1. Participant & Financial Supporter, 14th Annual “Night in Lights,” benefitting the West Georgia Prevention and Advocacy Resource Center, Carrollton, GA, December 2016
 - 2. Volunteer Site Leader (animal shelter), College of Social Sciences Day of Service, College of Social Sciences, University of West Georgia, Fall 2016
 - 3. Participant, Empty Bowls, Carroll County Soup Kitchen, Carrollton, GA Spring 2011-present
 - 4. UWG Toy Drive in association with the Salvation Army’s Toys for Tots, Fall 2010-present
- H. *Successful mentoring of colleagues*
- 1. Organize professional panels at AEJMC, BEA, and NBS-AERho conferences that include fellow colleagues
 - 2. Mentor for Media Day 2016 Steering Committee Co-Chairs
- III. **Professional Growth & Development (30%)**
- My professional growth and development is highlighted this year by the submission of a conference paper to BEA and the subsequent manuscript submission to the *Journal of Radio & Audio Media*, written with colleagues Amber Smallwood and Winston Tripp. As part of the project, we used grant money from COSS to enlist the services of the Data and Visualization Lab to help with data collection. Additionally, I continued to organize and propose panels for AEJMC, BEA, and NBS-AERho, which were accepted. Moreover, I submitted several grant proposals for funding of departmental initiatives and served as a manuscript reviewer for AEJMC and select journals.
- A. *Scholarship Generation/Sharing*
- 1. *Peer-reviewed publications (primary or secondary author)*
 - a. Smallwood, A. M. K., Yates, B. L., & Tripp, W. (under review), “College radio takeovers and shutdowns: An analysis of news coverage from 2006-2016.” *Journal of Radio & Audio Media*.
 - b. Yates, B. L. (in progress). Working title: “E Street Radio: The Digital Map that Leads Us Home” (based off a presentation at Glory Days: A Bruce Springsteen Symposium 2012) (targeting the *Journal of Popular Music Studies* or *Journal of Radio and Audio Media*)
 - 2. *Refereed presentations before learned societies and professional associations at the national, regional, or state level, e.g., AEJMC, BEA, ICA, NCA*
 - a. Smallwood, A. M. K., Yates, B. L., & Tripp, W. (submitted December 2016), *College radio takeovers and shutdowns: An analysis of news coverage from 2006-2016*, Paper submitted to the annual meeting of the Broadcast Education Association (Radio and Audio Media Division), Las Vegas, NV.
 - 3. *Discussant or reviewer of refereed research for publication or presentation for learned societies and professional associations e.g., AEJMC, BEA, ICA, NCA*

- a. Discussant, "The Image of the Paparazzi: Nightcrawlers and Visual Voyeurs," Entertainment Studies Interest Group and Magazine Division, Association for Education in Journalism and Mass Communication, Minneapolis, MN, August 2016
 - b. Paper reviewer, Media Ethics Division, AEJMC, April 2016 (1 paper)
 - c. Paper reviewer, Entertainment Studies Interest Group, AEJMC, April 2016 (3 papers)
- 4. *Memberships on editorial boards*
 - a. Editorial Review Board Member, Communication Research Reports, 2014-present
 - b. Editorial Review Board Member, Journal of Broadcasting & Electronic Media, 2013-present
- 2. *Panel presentations before learned societies and professional associations at the national, regional, or state level, e.g., AEJMC, BEA, ICA, NCA.*
 - a. Co-Organizer/Panelist, "Letting Lady Gaga and the Kardashians Do the Teaching: Best Uses of Popular Culture in the Classroom," Entertainment Studies Interest Group and Magazine Division, Association for Education in Journalism and Mass Communication, Minneapolis, MN, August 2016
 - b. Organizer/Panelist, "Content Is Still King: Exploring the Unexpected Consequences of Radio Programming," Radio and Audio Media Division, Broadcast Education Association, Las Vegas, NV, April 2016
- B. *Scholarship Development/Application*
 - 1. *Competitively awarded grants or fellowships*
 - a. Awarded Technology Fee Grant for FY16 for \$2,990 (requested \$4987.98) for Instructional Radio Suite (Anthropology) security and phone signal conversion, Spring 2016
 - b. Awarded COSS End-of-Year funds for \$4,200 to cover NBS-UWG student competition fees, Instructional Radio Suite needs, and travel
 - c. Submitted Technology Fee Grant proposal for \$3,000 for WideOrbit technical support and software upgrades and installation and maintenance of equipment and accessories in Instruction Radio Suite (Anthropology), Fall 2016
- C. *In-Service Scholarship*
 - 1. *Moderate panels for learned societies and professional associations, e.g., AEJMC, BEA, ICA, NCA*
 - a. Organizer/Moderator, "Part II-Distributed Authorship in Creative Media: Will It Pass Muster for Promotion & Tenure?" Radio and Audio Media Division, Broadcast Education Association, Las Vegas, NV, April 2016
 - b. Organizer/Session Host, "A Conversation with Joe Saltzman, Director of The Image of the Journalist in Popular Culture (IJPC)," National Broadcasting Society-Alpha Epsilon Rho National 74th Annual Convention, Burbank, CA, March 2016
 - c. Organizer/Moderator, "Producing, Promoting, and Marketing *ON With Mario Lopez*: Behind the Scenes of Radio Syndication, 74th annual National Broadcasting Society-Alpha Epsilon Rho National Convention, Burbank, CA, March 2016
 - d. Organizer/Session Host, Tour of *ON With Mario Lopez* Studios, National Broadcasting Society-Alpha Epsilon Rho National 74th Annual Convention, Burbank, CA, March 2016

*Sample Supervisor Evaluation of Faculty Member***Dr. Brad Yates, Professor & Telecommunication & Digital Media Head
Annual Evaluation (January 2016 - December 2016)
Department of Mass Communications**

The attached self-evaluation provides a detailed account of Dr. Brad Yates' 2016 teaching, service, and professional growth and development achievements in accordance with university and departmental evidentiary sources; and a summary of his meritorious achievements is noted below.

Dr. Yates is a versatile scholar-professional, and one of the department's star teachers. He taught six preps, all upper-level; and earned superior student evaluation ratings on discipline-centered and instructor-centered items for all preps. Students overwhelmingly characterize Dr. Yates in favorable terms, noting that he is knowledgeable, effective, fair, helpful, and great. A perusal of Dr. Yates' self-evaluation indicates that he gives thoughtful reflection and analysis to course design and student feedback to ensure an effective and engaging learning experience for students to help them succeed as scholars as well as aspiring media professionals. Moreover, the fact that several of Dr. Yates' students realized scholastic awards based on his class assignments attests to the quality of learning that takes place under his tutelage. In regard to development opportunities, I defer to Dr. Yates to assess the viability of offering the research methods course on a schedule that meets twice rather than once a week.

Dr. Yates maintained an impressive professional growth and development agenda. He co-authored a refereed research paper, *College radio takeovers and shutdowns: An analysis of news coverage from 2006--2016*, which was presented at the Broadcast Education Association (BEA) national conference and is under review at the *Journal of Radio & Audio Media*. He was also tapped as a content expert to serve as a research discussant and reviewer, as well as a panel organizer and moderator for the Association for Education in Journalism and Mass Communication (AEJMC), BEA, and National Broadcasting Society-Alpha Epsilon Rho (NBS-AERho). Additionally, Dr. Yates is a member of the editorial review boards of *Communication Research Reports* and the *Journal of Broadcasting & Electronic Media*; and he secured over \$7,000 of technology fee and year-end funds to subsidize NBS-AERho student submission fees and support equipment upgrades for the instructional radio lab.

In regard to service, Dr. Yates' contributions exceed expectations; and while I applaud his sacrificial dedication, in the interest of work/life balance, I encourage him to continue to streamline his commitments. That said, Dr. Yates is a luminary for both colleagues and students. He wrote numerous recommendation and nomination letters to promote and support academic and professional opportunities, e.g., awards/honors, graduate school admissions, internships, etc.; and he advises approximately 30 majors, providing academic and career guidance. Moreover, Dr. Yates has one of the most extensive service imprints in the department. At the university level, he chaired the Budget Committee and served as a member of the Faculty Senate, SRAP Committee, and Presidential 5K and 1-Mile Fun Run Planning Committee. At the college level, he served as a member of the COSS Promotion & Tenure Advisory Committee and the Department of Anthropology Promotion & Tenure Advisory Committee; and at the department level, he chaired the Promotion & Tenure Task Force, Curriculum Advisory Committee, and Promotion & Tenure Advisory Committee for Deon Kay, as

well as served as a member of the Media Day Steering Committee and chapter advisor for NBS-AERho, which was the recipient of seven prestigious chapter and individual awards at the organization's national conference.

In addition to serving several university, college and department committees, Dr. Yates is intricately engaged as a member and leader in several professional organizations, including AEJMC, BEA, and NBS-AERho; and he supports several student affairs and community initiatives. Collectively, these commitments required collegial, sacrificial, and collaborative agency, and Dr. Yates passionately delivered on all fronts. Dr. Yates is an invaluable asset to the department, and is most deserving of the team member certificate he received for his outstanding contributions to the department's 2016 prestigious Regents Teaching Excellence Award. I applaud his dedicated and meritorious service and commitment to our program and students.

Camilla Gant, Ph.D.
Professor & Chair

Date

I have read and received a copy my annual evaluation for January 2016 - December 2016; and I understand that I may submit a written response as an addendum.

Brad Yates, Ph.D.

Date

Appendix J – Career Services First Destination Survey

[\(Return\)](#)

9/16/2019

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Career Services



Congratulations on your upcoming graduation! In order to find out more about our students' plans after graduation, we would like you to take a few minutes to complete the following survey. This information is critical to the ongoing planning at the University of West Georgia (UWG), Career Services, and various academic departments.

Summaries of the survey results are used for accreditation reporting purposes for UWG and the University System of Georgia and helps to ensure the continued value and integrity of your degree. All information you provide will be kept **CONFIDENTIAL** and is never published in a personally identifiable manner. By completing the survey no later than Thursday, January 31, 2019, you will be entered in a drawing to receive 1 of 3 Amazon Gift Cards (\$100, \$50, \$50).

Below, please provide us with the following information about yourself:

Name	<input type="text"/>
UWG Student ID:	<input type="text"/>
Post-Graduation Mailing Address:	<input type="text"/>
City	<input type="text"/>
State	<input type="text"/>
Postal Code	<input type="text"/>
Country	<input type="text"/>
Personal Email Address:	<input type="text"/>

9/16/2019

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Academic College:

Please select one ▼

Degree/Major:

Please select one ▼



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Anticipated Graduation Date:

Please select one ▼

Are you legally authorized to permanently work in the U.S.?

Yes

No



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9/16/2019

Online Survey Software | Qualtrics Survey Solutions

Which of the following **BEST** describes your **PRIMARY/MAIN** status after graduation? *Please select only one from the following categories:*

- Employed full time (on average, 30 hours or more per week)
- Employed part time (on average, less than 30 hours per week)
- Participating in a volunteer or service program (e.g. Peace Corps)
- Serving in the U.S. Military
- Enrolled in a graduate or professional degree program
- Planning to continue education, but not yet enrolled
- Seeking employment
- Not seeking employment or continuing education at this time (by choice)



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9/16/2019

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What category **BEST** describes your employment. *Please select only one from the following categories:*

- Employed as an entrepreneur
- Employed in a temporary/contract work assignment
- Employed freelance
- Employed in a post-graduate internship or fellowship
- Employed in all other work categories

Please provide the following information regarding your employment:

Company Name:

Job title:

Annual base salary amount (in U.S. dollars):



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Where did you first learn of your position? (please select one)

- Career Services (Staff, Experience/Symplicity, Career fair/event)
- Professor/instructor
- Career related experience/internship
- Internet search/Website/Company Job Board
- Alumnus/a
- Other networking (friends, family)
- Other (please tell us how):

When did you land your job?

Please select one

Which of the following best describes the position you have accepted?

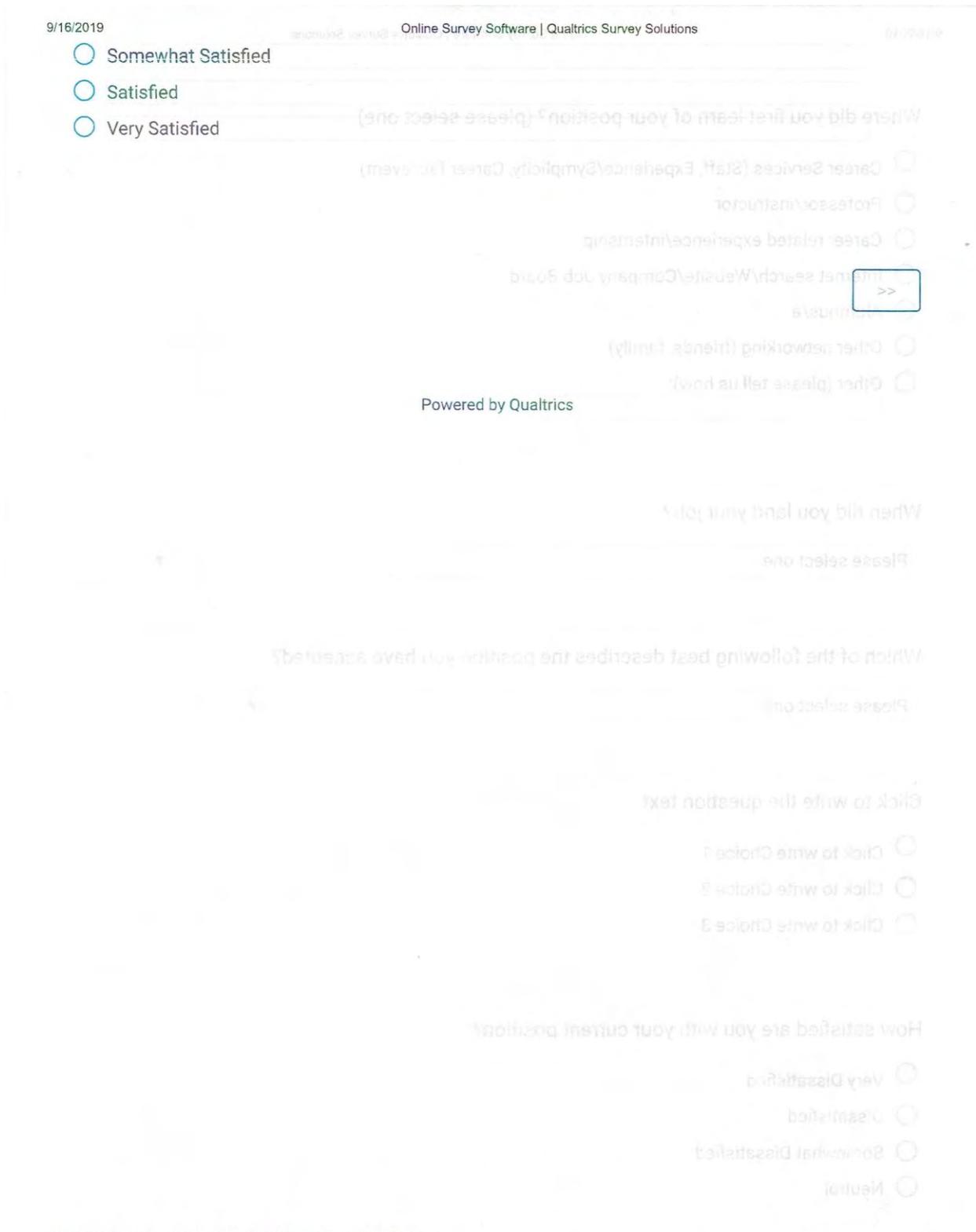
Please select one

Click to write the question text

- Click to write Choice 1
- Click to write Choice 2
- Click to write Choice 3

How satisfied are you with your current position?

- Very Dissatisfied
- Dissatisfied
- Somewhat Dissatisfied
- Neutral



Appendix K – Internship Supervisor Evaluation Form

(Return)

Intern Supervisor Evaluation Form

This form is to be completed by the intern's immediate supervisor. We suggest that the evaluation be discussed with the student. Please fill out this form and submit to the Mass Communications Internship Coordinator. To obtain the password, please e-mail mcintern@westga.edu.

Student Intern First Name

Student Intern Last Name

Internship Site Industry and Intern Duties

How would you categorize your industry?

(Choose all that apply)

- Advertising, marketing, and promotions
- Audio production
- Education
- Film
- Live events
- Music
- Names
- Nonprofit or association
- Online media
- Print media
- Public relations
- Radio
- Sports
- TV
- Video production
- Other

What were the primary job duties of the intern?

Please select all appropriate categories pertaining to the intern's job duties.

- Administrative / clerical
- Audio
- Editing / post production
- Film
- Online
- Production
- Promotions
- Recordkeeping
- Research
- Sales / marketing
- Video
- Writing
- Other

Professional Values and Competencies

For the following topics, please rate the student according to the following scale: 1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree. If a particular question does not apply, or you did not have the opportunity to assess the intern in the context of the question, please select the Not Applicable ("N/A") option.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
Appeared to understand the principles and laws of freedom of speech and press.	<input type="radio"/>					
Demonstrated an understanding of the history and role of professionals and institutions in shaping communications.	<input type="radio"/>					
Demonstrated an understanding of diversity in relation to mass communications.	<input type="radio"/>					
Demonstrated an understanding of the impact of mass communications in a global society.	<input type="radio"/>					
Appeared to understand concepts and apply theories in the use and presentation of images and information.	<input type="radio"/>					
Demonstrated an understanding of professional ethical principles and worked ethically in pursuit of truth, accuracy, fairness, and diversity.	<input type="radio"/>					
Demonstrated ability to think critically and creatively.	<input type="radio"/>					
Demonstrated ability to conduct research and evaluate information by methods appropriate to the communications profession.	<input type="radio"/>					
Demonstrated ability to write correctly and clearly in forms and styles appropriate for the communications professions, audience, and purposes they serve.	<input type="radio"/>					
Demonstrated ability to critically evaluate one's own work for accuracy and fairness, clarity, appropriate style, and grammatical correctness.	<input type="radio"/>					
Demonstrated ability to apply basic numerical and statistical concepts.	<input type="radio"/>					
Demonstrated ability to apply current tools and technologies appropriate for the communications professions in which they work.	<input type="radio"/>					

2 of 6

Attitude and Behavior

For the following topics, please rate the student according to the following scale: 1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree. If a particular question does not apply, or you did not have the opportunity to assess the intern in the context of the question, please select the Not Applicable ("N/A") option.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
Responded well to feedback and constructive criticism	<input type="radio"/>					
Demonstrated initiative and an ability to work independently	<input type="radio"/>					
Demonstrated adaptability (ability to alter activities to accommodate change)	<input type="radio"/>					
Learned new concepts quickly	<input type="radio"/>					
Worked well on teams and demonstrated favorable interpersonal relations with co-workers	<input type="radio"/>					
Followed through on assignments and completed tasks efficiently	<input type="radio"/>					
Demonstrated dependability by coming to work regularly and on time	<input type="radio"/>					
Demonstrated a professional demeanor and positive attitude.	<input type="radio"/>					

Open-Ended Assessment Questions

Work hours completed

Were the goals of the internship met? Why or why not?

Was the intern academically prepared to handle the internship? Were there strong or weak areas academically?

Did the intern show progress or develop skills during the internship? Please explain.

What were the intern's primary strengths?

What recommendations would you suggest for his/her improvement?

What is your overall assessment of the student's performance?

Other comments.

This report has been discussed with the student

- Yes
- No

Intern Supervisor's Title / Contact Information

Immediate Supervisor Information

Supervisor's name

Supervisor's position / title

Organization

Telephone number

E-mail

Mailing address

Immediate Supervisor's Electronic Signature

I certify that this evaluation was completed by me, the student's immediate supervisor.

SIGN HERE

clear

Appendix L – Budget Breakdown FY17, FY18, and FY19

[\(Return\)](#)

	A	B	C	D
1	Operating Account	Fiscal Year 2018-2019		
2	Expenditure	Beginning Balance	Expended	Current Balance
3	Full-Time Faculty Salary	\$895,854.00	\$895,854.00	\$0.00
4	Part-time Faculty Salary	\$6,000.00	\$6,000.00	\$0.00
5	Total Faculty	\$901,854.00	\$901,854.00	\$0.00
6				
7	Full-Time Staff Salary	\$169,761.27	\$169,761.27	\$0.00
8	Part-time Staff Salary	\$5,506.73	\$5,506.73	\$0.00
9	Total Staff	\$175,268.00	\$175,268.00	\$0.00
10				
11	Student Assistant Salary	\$993.90	\$993.90	\$0.00
12	Total Student	\$993.90	\$993.90	\$0.00
13				
14	Travel	\$23,070.18	\$23,070.18	\$0.00
15	Operating Expense	\$24,146.66	\$24,146.66	\$0.00
16	Total	\$47,216.84	\$47,216.84	\$0.00
17				
18	Etution	Etution		
19	Full-Time Staff MTBI Salary	\$56,735.43	\$56,735.43	\$0.00
20	Total Staff	\$56,735.43	\$56,735.43	\$0.00
21				
22	Travel	\$2,947.51	\$2,947.51	\$0.00
23	Operating Expense	\$35,245.81	\$35,245.81	\$0.00
24	Total	\$38,193.32	\$38,193.32	\$0.00
25				
26	Course Fees	Course Fees		
27	Operating Expense	\$9,950.79	\$9,950.79	\$0.00
28	Total	\$9,950.79	\$9,950.79	\$0.00
29				
30	Tech Fees	Tech Fees		
31	Student Assistant Salary	\$2,000.00	\$1,614.06	\$385.94
32	Total Student	\$2,000.00	\$1,614.06	\$385.94
33				
34	Operating Expense	\$81,893.00	\$75,109.72	\$6,783.28
35	Total	\$81,893.00	\$75,109.72	\$6,783.28
36				
37	Student Activities Account	Student Activities Account		
38	Operating Expense	\$14,097.00	\$14,097.00	\$0.00
39	Total	\$14,097.00	\$14,097.00	\$0.00
40				
41	Grand Total	\$1,328,202.28	\$1,321,033.06	\$7,169.22

	A	B	C	D
1	Operating Account	Fiscal Year 2017-2018		
2	Expenditure	Beginning Balance	Expended	Current Balance
3	Full-Time Faculty Salary	\$834,041.00	\$834,041.00	\$0.00
4	Part-time Faculty Salary	\$8,478.03	\$8,478.03	\$0.00
5	Total Faculty	\$842,519.03	\$842,519.03	\$0.00
6				
7	Full-Time Staff Salary	\$141,311.74	\$141,311.74	\$0.00
8	Part-time Staff Salary	\$10,810.80	\$10,810.80	\$0.00
9	Total Staff	\$152,122.54	\$152,122.54	\$0.00
10				
11	Student Assistant Salary	\$3,518.87	\$3,518.87	\$0.00
12	Total Student	\$3,518.87	\$3,518.87	\$0.00
13				
14	Travel	\$20,232.76	\$20,232.76	\$0.00
15	Operating Expense	\$90,105.90	\$89,743.18	\$362.72
16	Total	\$110,338.66	\$109,975.94	\$362.72
17				
18	Etution	Etution		
19	Full-Time Faculty Salary	\$55,790.00	\$55,790.00	\$0.00
20	Total Faculty	\$55,790.00	\$55,790.00	\$0.00
21				
22	Full-Time Staff Salary	\$57,081.16	\$57,081.16	\$0.00
23	Total Staff	\$57,081.16	\$57,081.16	\$0.00
24				
25	Travel	\$7,399.32	\$7,399.32	\$0.00
26	Operating Expense	\$41,673.77	\$40,775.77	\$898.00
27	Total	\$49,073.09	\$48,175.09	\$898.00
28				
29	Course Fees	Course Fees		
30	Operating Expense	\$12,053.13	\$12,053.13	\$0.00
31	Total	\$12,053.13	\$12,053.13	\$0.00
32				
33	Tech Fees	Tech Fees		
34	Student Assistant Salary	\$2,000.00	\$1,909.32	\$90.68
35	Total Student	\$2,000.00	\$1,909.32	\$90.68
36				
37	Operating Expense	\$59,031.00	\$58,695.39	\$335.61
38	Total	\$59,031.00	\$58,695.39	\$335.61
39				
40	Student Activities Account	Student Activities Account		
41	Operating Expense	\$23,150.00	\$23,150.00	\$0.00
42	Total	\$23,150.00	\$23,150.00	\$0.00
43				
44	Grand Total	\$1,366,677.48	\$1,364,990.47	\$1,687.01

	A	B	C	D
1	Operating Account	Fiscal Year 2016-2017		
2	Expenditure	Beginning Balance	Expended	Current Balance
3	Full-Time Faculty Salary	\$779,360.00	\$779,360.00	\$0.00
4	Part-time Faculty Salary	\$6,000.00	\$6,000.00	\$0.00
5	Total Faculty	\$785,360.00	\$785,360.00	\$0.00
6				
7	Full-Time Staff Salary	\$135,469.27	\$135,469.27	\$0.00
8	Part-time Staff Salary	\$46,535.00	\$46,535.00	\$0.00
9	Total Staff	\$182,004.27	\$182,004.27	\$0.00
10				
11	Student Assistant Salary	\$2,349.01	\$2,349.01	\$0.00
12	Total Student	\$2,349.01	\$2,349.01	\$0.00
13				
14	Travel	\$18,186.36	\$18,186.36	\$0.00
15	Operating Expense	\$74,039.00	\$74,039.00	\$0.00
16	Total	\$92,225.36	\$92,225.36	\$0.00
17				
18	Etution	Etution		
19	Full-Time Faculty Salary	\$54,680.80	\$54,680.80	\$0.00
20	Total Faculty	\$54,680.80	\$54,680.80	\$0.00
21				
22	Full-Time Staff Salary	\$41,710.65	\$41,710.65	\$0.00
23	Total Staff	\$41,710.65	\$41,710.65	\$0.00
24				
25	Travel	\$430.00	\$430.00	\$0.00
26	Operating Expense	\$27,694.74	\$27,694.74	\$0.00
27	Total	\$28,124.74	\$28,124.74	\$0.00
28				
29	Course Fees	Course Fees		
30	Operating Expense	\$9,156.45	\$9,156.45	\$0.00
31	Total	\$9,156.45	\$9,156.45	\$0.00
32				
33	Tech Fees	Tech Fees		
34	Student Assistant Salary	\$0.00	\$0.00	\$0.00
35	Total Student	\$0.00	\$0.00	\$0.00
36				
37	Operating Expense	\$30,789.20	\$30,789.20	\$0.00
38	Total	\$30,789.20	\$30,789.20	\$0.00
39				
40	Student Activities Account	Student Activities Account		
41	Operating Expense	\$23,750.00	\$23,750.00	\$0.00
42	Total	\$23,750.00	\$23,750.00	\$0.00
43				
44	Grand Total	\$1,250,150.48	\$1,250,150.48	\$0.00

Appendix M – Course Performance Assessment Template

[\(Return\)](#)

Course#:	COMM451				
Semester Collected:	Spring2017				
CRN#/Section#:	11006/01				
Instructor:	BrentMayes				
Assessment Measure:	PressRelease				
Student:	Grade/Average:	Student:	Grade/Average:	Score Range	% of Scores in Range
1		21		90-100	
2		22		80-89	
3		23		70-79	
4		24		60-69	
5		25		0-59	
6		26			
7		27			
8		28			
9		29			
10		30			
11		31			
12		32			
13		33			
14		34			
15		35			
16		36			
17		37			
18		38			
19		39			
20		40			

Reflect on students' performance within the context of student evaluations as well as your annual self-evaluations. Within seven or fewer sentences, respond to the following questions.

- *What do the results tell you?
- *What are student performance strengths and weaknesses or opportunities for development?
- *What is at least one action that you have implemented to address student performance weaknesses or opportunities for development?
- *What is at least one action that you plan to implement to address student performance weaknesses or opportunities for development?

Enter the response below this line.

Note:
When you have completed the task of filling out this assessment, please save the file in the following method:

- *File Naming Convention: LastName_Course#_Semester/Year
- *Example: Mayes_Comm4451_Spring2017

Then, upload the file to our departmental folder.

[Appendix N – Assessment Curriculum Map](#)[\(Return\)](#)

Assessment Curriculum Map
ACEJMC 12 Professional Competencies and Values

SLOs 1-6

Course Title	SLO1	SLO2	SLO3	SLO4	SLO5	SLO6
Intro to Mass Communications		✓		✓		
Media Ethics			✓	✓		✓
Writing & Reporting for Newspapers						
Public Affairs Reporting						✓
Layout & Design					✓	
Short-Form Screenwriting & Analysis					✓	
Public Relations Principles		✓				
Telecommunication & Electronic Media Industries		✓				
Radio Program Production					✓	
Fundamentals of TV Production					✓	
Fundamentals of Film & Video Production					✓	
Digital Social Media & Society					✓	
Media Programming & Management		✓				
Film & Culture		✓	✓	✓		
Diversity & Mass Media			✓	✓		
Feature Writing						✓
Photojournalism					✓	
Sound Design					✓	
Digital Cinematography & Image Design					✓	
Film & Video Post-Production					✓	
Public Relations Cases						
Public Relations Management						
Practicum - <i>The West Georgian</i>					✓	
Practicum - The WOLF Internet Radio					✓	
Practicum - WUTV					✓	
Documentary Production Practices					✓	
Fiction Film Production					✓	
Public Relations Campaigns						
Broadcast News Writing & Reporting						✓
Public Relations Writing						✓
Advanced Film & Video Production					✓	
Media Law	✓					✓
Critical Issues in Mass Communications		✓	✓	✓		
Mass Communications Research Methods						

SLOs 7-12

<i>Course Title</i>	SLO7	SLO8	SLO9	SLO10	SLO11	SLO12
Intro to Mass Communications						
Media Ethics						
Writing & Reporting for Newspapers			✓			
Public Affairs Reporting			✓	✓		
Layout & Design						✓
Short-Form Screenwriting & Analysis	✓		✓	✓		
Public Relations Principles						
Telecommunication & Electronic Media Industries						
Radio Program Production						✓
Fundamentals of TV Production						✓
Fundamentals of Film & Video Production	✓					✓
Digital Social Media & Society						✓
Media Programming & Management					✓	
Film & Culture						
Diversity & Mass Media						
Feature Writing			✓	✓		
Photojournalism						✓
Sound Design	✓					✓
Digital Cinematography & Image Design	✓					✓
Film & Video Post-Production	✓					✓
Public Relations Cases	✓					
Public Relations Management	✓					
Practicum - <i>The West Georgian</i>	✓		✓	✓		✓
Practicum - The WOLF Internet Radio	✓			✓		✓
Practicum - WUTV	✓		✓	✓		✓
Documentary Production Practices	✓					✓
Fiction Film Production	✓					✓
Public Relations Campaigns		✓			✓	
Broadcast News Writing & Reporting			✓	✓		
Public Relations Writing			✓			
Advanced Film & Video Production	✓					✓
Media Law						
Critical Issues in Mass Communications						
Mass Communications Research Methods		✓			✓	

ACEJMC 12 Professional Values and Competencies

Student Learning Outcomes (SLO)

Source: <http://www.acejmc.org/policies-process/nine-standards/>

SLO1: Understand and apply the principles and laws of freedom of speech and press for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances.

SLO2: Demonstrate an understanding of the history and role of professionals and institutions in shaping communications.

SLO3: Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications.

SLO4: Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.

SLO5: Understand concepts and apply theories in the use and presentation of images and information.

SLO6: Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.

SLO7: Think critically, creatively and independently.

SLO8: Conduct research and evaluate information by methods appropriate to the communications professions in which they work.

SLO9: Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.

SLO10: Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.

SLO11: Apply basic numerical and statistical concepts.

SLO12: Apply current tools and technologies appropriate for the communications professions in which they work, and to understand the digital world.

Appendix O – Required Courses with SLOs for Assessment

(Return)

	A	B
1	ACEJMC 1.2 Professional Values & Competencies	Required Mass Communications Courses
2	SLO1	4454
3	Understand and apply the principles and laws of freedom of speech and press for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition or redress grievances. (Assessment Exam: Knowledge)	
4		
5	SLO2	1154
6	Demonstrate an understanding of the history and role of professionals and institutions in shaping communications. (Assessment Exam: Knowledge)	3313
7		3350
8		3355
9		3356
10		4455
11		
12		
13	SLO3	2254
14	Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications.	3356
15		3357
16		4455
17		
18	SLO4	1154
19	Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.	2254
20		3356
21		3357
22		4455
23		
24	SLO5	3303
25	Understand concepts and apply theories in the use and presentation of images and information.	3305
26		3351
27		3352
28		3353
29		3354
30		4403
31		4405
32		4406
33		4407
34		4421N
35		4421R
36		4421T
37		4425
38		4426
39		4452
40		
41	SLO6	2254
42	Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.	3302
43		4402
44		4450
45		4451
46		4454
47		

	A	B
48	SLO7	3305
49	Think critically, creatively and independently.	3353
50		4405
51		4406
52		4407
53		4413
54		4414
55		4421N
56		4421R
57		4421T
58		4425
59		4426
60		4452
61		
62	SLO8	4444
63	Conduct research and evaluate information by methods appropriate to the communications professions in which they work.	
64		
65	SLO9	3301
66	Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.	3302
67		3305
68		4402
69		4421N
70		4421T
71		4450
72		4451
73		
74	SLO10	3302
75	Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.	3305
76		4402
77		4421N
78		4421R
79		4421T
80		4450
81		
82	SLO11	3355
83	Apply basic numerical and statistical concepts.	4444
84		
85		
86	SLO12	3303
87	Apply current tools and technologies appropriate for the communications professions in which they work, and to understand the digital world.	3351
88		3352
89		3353
90		3354
91		4403
92		4405
93		4406
94		4407
95		4421N
96		4421R
97		4421T
98		4425
99		4426
100		4452